



1

Tier 2 Team Agenda

Morning
 PBS Planning
 • Designing a Plan
 • Tracking Interventions

Afternoon
 Interventions Examples for...
 • Setting Events
 • Antecedents
 • Teaching New Skills
 • Consequences

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**MORNING
 PBS PLAN OVERVIEW**

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Functional Behavioral Assessment and Roles
Activity: Who Are You in This Chart?

	Informal Function-Based Thinking	Simple Function-Based Thinking	Complex Functional Assessment	High Level of Expertise
Universal Team & Staff	X			
Tier 2/3 Team	X	X		
PBS Facilitator	X	X	X	
PBS Facilitator Trainer	X	X	X	X




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Positive Behavior Support Involves...

- **Change The Environment To Prevent Problems**
 - Change Interactions That Occur
 - Reorganize Order Activities Are Presented
 - Redesign The Routine Or Setting
- **Teach New Social And Communication Skills**
 - Teach Appropriate Ways To Meet A Person's Needs
 - Replace Problem Behavior With Appropriate Skills
- **Improve Person-Centeredness & Quality of Life**




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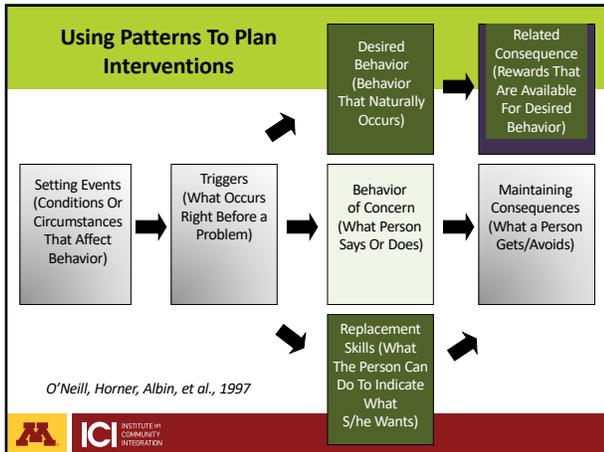
Plan is Based on the Brainstorming Session from FBA (Quick Review)

- Assign A Facilitator, Timekeeper And Notetaker
- Encourage Everyone To Share Ideas
- Decide How Much Time To Spend On Each Type Of Intervention
 - Setting Event
 - Antecedent
 - Social Skills
 - Consequence
- Once The Brainstorming Is Completed, Select Interventions That Are Most Likely To Succeed In Each Column

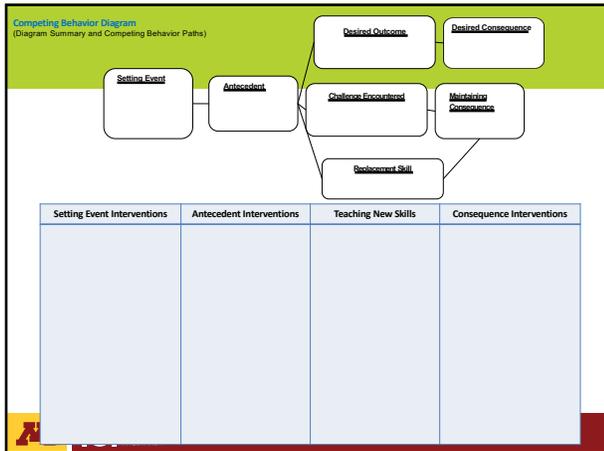



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PBS Plans Are Always Linked to the FBA

After The Brainstorming Session

- Go Through Each Column And Select Interventions That Are The Best Fit
- Consider The Values Of The Person, Family, And Those Who Will Implement The Interventions

Brainstorm
/brayn-storm/
n. A group discussion to think a problem or get ideas with creative comments encouraged.

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**NEXT: INTEGRATE THE
PERSON-CENTERED & PBS
PLAN**

**Plans Should Work Together!
Do Not Engage in Parallel Play!**

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Written Positive Behavior Support Plan

- Identifying Information, Reasons For The Plan, Person's Positive Characteristics
- Description Of The Problem Behavior(s)
- Summary Of The Hypothesis Statement
- Describe the Interventions
- Crisis Prevention Plan (As Necessary)
- Quick One-Page Review

[Example Plan from PBS Intensive Class](#)

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**How Will the Person-Centered Plan and PBS
Work Together?**

Review the Person-Centered Plan First!

- Who is involved in planning?
- What strategies are being used and how do they connect to...
 - New ideas for PBS Interventions?
 - Progress already made on the person-centered plan?



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What Other Positive Supports Are Being Used?

Use One Plan to Centralize and Coordinate:

- Motivational Interviewing
- Positive Behavior Support
- Dialectical Behavior Therapy
- Trauma-Informed Cognitive Behavior Therapy



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Who Does the Person Include in the Planning Process?

- Individuals From A Family's:
 - Interpersonal Relationships
 - Social Networks
 - Extended Family
- Connect To Local Family Groups, Classes, And Organizations
- Opportunities To Build New Relationships With Members Of The Community From
 - Spiritual Organizations
 - Sports, Scouting Groups



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An Effective Positive Behavior Support Plan

A Positive Behavior Support Plan Results In...

- Decreases In Problem Behavior
- Increases In Social Skills, Work Performance, Academic Skills
- Positive Lifestyle Changes

Documentation of a Plan May Include...

- Written Instructions for Moving Forward
- Implementation Plan
- Training Materials
- Process for Tracking Outcomes



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Sharing the PBS Plan

Effective Positive Behavior Support Plans...

- Are Variable In Size And Complexity
- Focus On Specific Routines And Contexts In Which Problem Behaviors Occur
- Include Multiple Intervention Strategies




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Teams Create a Plan for Implementing Each Step

Activity	Person Responsible	Date of Completion
Functional Assessment		
Interviews	R. Freeman	11/14/00-11/27
Direct Observations	T. Dolby	11/15/00
	R. Freeman	11/16/00-11/17/00
Summary of Report	R. Freeman	12/2/00
Brainstorming Session		
All Team members		
PBS Plan Development		
Develop materials	B. Smith	12/11/00
Schedule mentor sessions	M. Brown	12/11/00
Secure extra staff support	L. Kinley	12/14/01
Write scripts and	R. Freeman	12/15/00
Evaluation Plan		
Meetings to review data	All team members	1/14/01
Collectors of data	B. Smith	Ongoing
Summarize data	R. Freeman	Ongoing

(Adapted from Horner, Albin, Sprague, & Todd, 2000)
Freeman, R., Quick, S., Mathews, K., & Eryant, M. (2013). Implementing positive behavior support plans using data-based decision making [Online]. Lawrence, KS: University of Kansas. Available: <http://knhpbs.org>



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Focus on Specific Routines

- Make a list of each step of the intervention
- Create a simple one-page tip sheet to follow
- Practice using new strategy
- Use coaching to make sure people feel confident



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The Importance of Starting With Specific Routines

PBS Plan Problem: Being General and Vague
 "Prompt Samantha to ask us when she wants to play"

- This is a vague statement
- When exactly do I do this?
- Do I do this all the time?



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Fidelity Checklist

Replacement Behavior & Related Social/Communication Skill Interventions Routine: After Dinner Play Time	Check if/when observed OR indicate N/A, if Not Applicable
1. Practice showing Samantha how to initiate a request to play with her older sister. Use Samantha's favorite activity, drawing. Teach Samantha to bring her sister her colored pencils and hand it to her to ask her to play with her	
2. Mom prompts Samantha to ask for attention or initiate social play after less than 6 minutes left alone during after dinner play time	
3. Samantha's mother or sister respond immediately any time Samantha requests attention using her words or by bringing her colored pencils	
4. If Samantha engages in any problem behaviors, family members ignore the behavior. And proceed with whatever they are doing.	
5. As soon as possible when Samantha is quiet, prompt her to initiate a request for attention or play.	
Total Checkmarks for Replacement Behavior Interventions =	
Replacement Behavior Intervention Fidelity = (Total checkmarks/Total # interventions to be observed) X 100 =	



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Fidelity Checklist

Replacement Behavior & Related Social/Communication Skill Interventions Routine: After Dinner Play Time	Check if/when observed OR indicate N/A, if Not Applicable
1. Practice showing Samantha how to initiate a request to play with her older sister. Use Samantha's favorite activity, drawing. Teach Samantha to bring her sister her colored pencils and hand it to her to ask her to play with her	✓
2. Parent prompts Samantha to ask for attention or initiate social play after less than 6 minutes left alone during after dinner play time	✓
3. Samantha's mother or sister respond immediately any time Samantha requests attention using her words or by bringing her colored pencils	✓
4. If Samantha engages in any problem behaviors, family members ignore the behavior. And proceed with whatever they are doing.	0
5. When Samantha is quiet, prompt her to initiate a request for attention or play.	✓
Total Checkmarks for Replacement Behavior Interventions =	5
Replacement Behavior Intervention Fidelity = (Total checkmarks/Total # interventions to be observed) X 100 =	4/5



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PBS Intensive Example

Activity: [Instructions to Mall of America](#)

Imagine one part of a person's plan is to independently go to the Mall of America

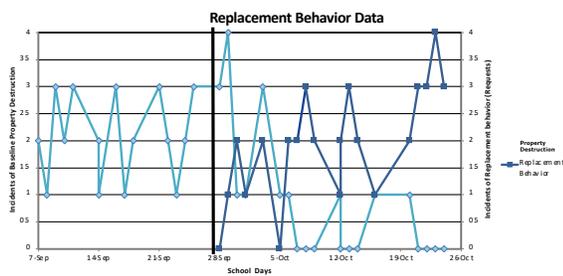
Review this list and talk about how you could set up a Fidelity checklist teaching someone to find their way to the Mall of America

- How would you teach this process?
- How will you prompt the person as they are learning to go on their own?
- Are there fidelity steps that are not included in this list?



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Frequency of John's New Skills (Requests For Delay Of 5 Minutes)



Freeman, R., Matthews, K., Griggs, P. & Quick, S. (2013). *Functional behavioral assessment* [Online]. Lawrence, KS: University of Kansas, Avila.



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Self-Assessment Surveys

Parents And Team Members Evaluate The Plan On How Well It Fits The...

- Values Of The Family
- Skills Of The Team Members
- Resources Available To Implement Interventions

[Contextual Fit Survey](#)

Horner, Salentine, & Albin, 2003



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Self-Assessment Surveys

Assess Perception of Quality of Environment

[Quality of Life Tools for Caregivers](#)

[My Best Life: A Tool to Tell People How You Feel](#)

[The Helping Relationship Questionnaire](#)

[Wraparound Integrity Tool](#)



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MANAGING MULTIPLE PLANS IN ONE ORGANIZATION



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Tier 2/3 Notebook/Electronic File For Team Organization

Organize Tier 2 Resources

- Referral Form
- Tools from Cohort Training
- Tier 2 Strategies Available
- Create a Separate File for Each Person Referred and Track Documentation
- Data Collection Section Organized for Across People Receiving Supports



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Tier 2/3 Notebook/Electronic File For Team Organization

Organize Tier 3 Resources

- Examples of PBS Plans Differing in Length
- Examples of One Page Summaries
- Functional Behavioral Assessment Interview Formats
- Create a Separate File for Each Person Referred and Track Documentation
- Data Collection Section Organized for Across People Receiving Supports

Bring Notebook to Meetings as a Resource



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Use the Agenda to Track Student Progress in Tier 2 & 3 Meeting

Behavior Support Team Meeting Agenda

Date: 10/17/2022 Facilitator: Burke Recorder: Davis Screening Coordinator: Ruff
 Next Meeting: 10/14/12 3:30 PM Conference Room

Team Members (list as "I" beside name if present)

<input checked="" type="checkbox"/> Burke	<input checked="" type="checkbox"/> Ruff	<input checked="" type="checkbox"/> Coffey	<input checked="" type="checkbox"/> Griffith
<input checked="" type="checkbox"/> Derry	<input checked="" type="checkbox"/> Sparks	<input checked="" type="checkbox"/> Hanson	<input checked="" type="checkbox"/> Amworth

Today's Agenda Items

1. Intervention Review

2. Student referrals

A. Check-in/Check-out	B. Check & Connect	C. Social Skills	D. Organization Skills	E. Homework Club	F. Brief FBA/IFP
Presenting	Presenting	Presenting	Presenting	Presenting	Presenting
Participating	Participating	Participating	Participating	Participating	Participating
Responsible	Responsible	Responsible	Responsible	Responsible	Responsible
1	2	3	4	5	6
7	8	9	10	11	12

Students NOT responding:

A. Michael G. Decision: Review implementation fidelity with his teachers.

B. _____

C. Carrie H. Complete FBA and develop individualized plan

D. _____

E. _____

F. _____

New Student Review (complete Cumulative Record Review and Tier 2 Student Review for each new student). Primary teacher should participate in Tier 2 Student Review

Student	Primary Teacher	Decision	Who & When
Hunter G.	Mrs. Sheridan	ECID	Coffey 10/18/12



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Team Activity

Discuss What Your Team Can Use From Today

- What Additional Tools Could You Add to Your Planning Process?
- What Types of Training Materials Might be Helpful for Supporting PBS Planning?
- How Are You Organizing Your Tier 2/3 Team to Track Each Person?
- Write Down Questions or Ideas for Your Next TelePBS Visit With Jessica's Team



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What We Know Right Now About Next Year's Opportunities

- **Tiers 2 & 3 Continued and Joined with Cohort 4**
– 4 Day Training (Virtual)
- **TOET Related**
– Complete Annual TOET as Usual
– 1-Day Training for Team Members on Completing the TOET
– Funding to Offset Costs of 2 Professionals to Complete TOET with ICI for Future Regional Work
- **Data-Based Decision-Making Team Training for All Teams**
– 2-Day Training (Virtual)
– Teams Learn How to Use Data in Meetings



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What We Know Right Now About Next Year's Opportunities
(Continued)

- **PBS Intensive Telehealth Meetings Continue**
– Individual Coaching to Continue Progress
– 3 Tele-visits Scheduled
- **Funding to Offset Costs of 2 Professionals to Create Regional PBS Intensive Training**
– Professionals Who Have Completed the 4 or 6-Day PBS Training
– Provide a Regional PBS Intensive Training for Your Region



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INTERVENTIONS!



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You Don't Have to Learn Another Language To Use the Following Words...

- Guru (Sanskrit)
- Safari (Arabic)
- Croissant (French)
- Entrepreneur (French)
- Faux Pas (French)
- Kindergarten (German)
- Gesundheit (German)
- Antecedent (Applied Behavior Analysis)
- Setting Event (Positive Behavior Support)
- **Evidence-Based Practices (Positive Supports)**



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Evidence-Based Practice Definitions are Similar Across Fields

Medicine

- Evidence-based Practice Is The Integration Of Best **Research** Evidence With **Clinical Expertise** And Patient Values.
 - Institute Of Medicine (2001, p. 147, Adapted From Sackett Et Al. 2000)

Psychology

- Evidence-based Practice In Psychology Is The Integration Of The **Best Available Research** With **Clinical Expertise** In The **Context Of Patient Characteristics, Culture, And Preferences**.
 - American Psychological Association (2005)



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PBS Intervention Evidence Base

- Positive Behavior Support
 - "Evidence-based Practice In Positive Behavioral Support Is Defined As The Integration Of Rigorous **Science-based Knowledge** With Applied Expertise **Driven By Stakeholder Preferences, Values, And Goals** Within Natural Communities Of Support".
 - Association For Positive Behavior Support (2013)

The examples in this presentation today have been demonstrated to be effective for a range of children and adults using single subject research



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SETTING EVENT INTERVENTIONS

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Intervention Categories

- Setting Event Interventions
- Antecedent Interventions
- Teaching New Communication And Social Skills
- Consequence Interventions

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Setting Event Interventions

The Value of Reinforcers Change All the Time!



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Setting Event Interventions

Going to the Store on an Empty Stomach Changes the Reinforcing Value of Random Food Items






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Examples of Setting Event Interventions

Minimize the Likelihood of the Setting Event

- Medical Treatment For Illness, Pain, Allergies, etc.
- Change Schedule To Avoid Setting Event
- Establish Consistent Sleep Patterns
- Change Physical Environment To Avoid Setting Event

Neutralize the Setting Event

- Rehearse Schedule Before Each Transition
- Engage In A Highly Preferred Routine Prior To Antecedent Event
- Reschedule Canceled Events
- Provide High Levels Of Attention
- Provide Opportunities For Person To Make Choices And Exert Control




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Examples of Setting Event Interventions

Withhold or Eliminate the Antecedents Associated with Problem Behavior

- Avoid Using Verbal Demands When Presenting A Task Using Nonverbal Cues
- Change Schedule Temporarily By Switching To A More Preferred Activity
- Temporarily Present Easier Tasks
- Make Changes In The Environment Or Task

Add More Prompts for Desirable Behavior

- Provide Frequent Reminders To Use A Communicative Response
- Prompt Person To Use A Relaxation Strategy
- Help Initiate Positive Interactions With Others

Increase the Value of Reinforcement for Desirable Behavior

- Provide Frequent Attention For Positive Behaviors
- Intersperse Simple Requests To Increase Positive Feedback To The Person
- Provide More Reinforcement By Temporarily Decreasing The Amount Of Work You Expect Completed




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Rapport Building: Creating A New Climate

- Many Communication Interventions Begin With Rapport Building
 - Establish Yourself As A Reinforcer
- Rapport Building Is A Setting Event Intervention
 - Reinforcers Are Available In The Environment
- Once A Positive Relationship Is Established, It Is Easier To Teach New Skills



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ANTECEDENT INTERVENTIONS



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Intervention Categories

- Setting Event Interventions
- Antecedent Interventions
- Teaching New Communication And Social Skills
- Consequence Interventions



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Setting Events and Antecedents

Setting Events

- Precedes Problem Behavior
- Changes The Value Of Reinforcers
- Increases The Likelihood An Antecedent Will Trigger Problem Behavior

Antecedent

- Precedes Problem Behavior
- Immediately Triggers Problem Behavior



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Break Down a Task to Visually Indicate Completion: "Let's Clean These 5 Plates for Now"



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Who Would You Rather Be?



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Who Would You Rather Be?



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Antecedent Interventions

Remove The Trigger For Problem Behavior

- Treat Medical and Health-Related Problems
- Address Emotional and Physiological Issues
- Evaluate Problems Related To Medication Side Effects
- Reorganize The Environment So That The Antecedent Is No Longer Present
- Change The Way In Which A Demand Is Presented

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Antecedent Interventions

Modify The Environment

- Change The Difficulty Of A Task
- Create Routines With High Predictability
- Use What The Child Likes To Organize A Task
- Offer Choices
- Include High Probability Tasks With Non-preferred Tasks
- Get Involved In The Activities In Ways That Increase Interest
- Present Information Clearly And In A Simple Manner
- Use Visual Cues To Show When A Task Is Complete
- Provide Reminders To Engage In Positive Behavior

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Nonpreferred Tasks Feel Better When Choices are Offered

Choice 1:
Wash Dishes

Choice 2:
Fold & Put Clothes Away





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Antecedent Intervention: Behavioral Momentum
Ask a Person To Complete 2-3 Easy, High Probability Tasks Prior to Presenting A Non-preferred Task

Goal: Introduce More Positive Reinforcement Into the Conversation



- Identify The Non-preferred Task That The Person Doesn't Like
- Create A List Of Brief, "High Probability" Requests
- Vary These High Probability Requests So That They Aren't Predictable
- Offer Reinforcement and Appreciation After Each High Probability Request
- Immediately Ask The Next High Probability Request
- Use The Momentum Gathered
- Present the Less Preferred Task



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Activity Discussion

- Share setting event and antecedent strategies you have used
- How can the intervention examples here be used on in your work on Tier 2 and 3?





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TEACHING NEW SKILLS

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Intervention Categories

- Setting Event Interventions
- Antecedent Interventions
- Teaching New Communication And Social Skills
- Consequence Interventions

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Teaching New Skills - Examples

- Communication-Based Strategies
- Self-Management
- Relaxation
- Mindfulness

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Assessing Communication Skills

- **Interventions For Reinforcing The Use Of Already Existing Skills**
 - Prompt Use of Communication Skills
 - Ensure That Reinforcement For Appropriate Behavior Is Effective And Efficient
- **Interventions For Teaching New Skills**
 - Make A List Of Each Skill Needed To Communicate
 - Create A Plan For Prompting Each Step
 - Fade Prompts And Support Over Time
 - Ensure That Reinforcement For Communication Is More Effective And Efficient



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Teaching Tolerance For Delay

- Used When Teaching New Communication Skill
- **Reinforce Communication Every Time**
- New Communication May Increase
- Gradually Longer Periods Before Reinforcement
 - Tolerance For Delay Helps To Shape Communication Requests to Natural Patterns of Interaction



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Self-Management Interventions

- Used To Replace Problematic Interactions With Positive Skills
- Empowers Person to Take Charge Of Their Own Life
- Person Becomes Active In Monitoring Their Own Progress
- Sets Their Own Goals And Reinforces Themselves



63

Check in/Check Out – A Popular Tier 2 Intervention

- Link to Person-Centered Values Within a Setting
- Identify Times of Day and Teach Check In Process
- Teach Person to Seek Out Feedback During Set Times
- Simple Scoring (1 = Tough Day, 2 = Did Okay Today, 3 = I Did Great!)
- Meet to Identify What Person Wants to Celebrate Success
 - Set Goals to Improve Skills
 - Review and Celebrate



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Matrix Completed in Home with Two Women Living Together

	Cleaning	Meal Prep	Dishes start and Empty	Grocery Shopping
Respect	Get chores done on time, before dinner	Say, "thank you" Offer each other compliments on the good food	Honor each other's process, but keep up the timeline.	Tell the other person if you are not going grocery shopping. Watch for other people's feet while driving the cart. Be ok with what the other person picks out.
Kindness	Say, "thank you" or, "that looks good." Maybe get a kudos board	Assist each other in looking up new recipes on the tablet	Ask if help is needed	Learn how to make the grocery list. Do the grocery list together. Pick-up something your roommate might like.
Helpfulness	Offer to bring supplies if needed	Offer to teach each other cooking skills	Rinse your plate. Clear your dishes. Put away someone else's dishes.	Help carry the groceries in from the car. Help make the list
Communication	Look at the calendar so you don't have to remind each other. Let your great work speak for itself (No need to talk about what you did)	Look at calendar to know what is going on. Learn the likes and dislikes of each other. Ask the likes and dislikes of each other.	Tell each other if you need to switch days.	Tell your roommate if you are not going shopping. Look at the calendar to see whose day it is.



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Create Self-Management Form With Person

My Progress Today:

- 1 = Had a Tough Time Today
- 2 = Did Okay Today
- 3 = Great Day!

Steps

- Create an Easy Review Process
- Person Connects With Staff and Initiates
- Prompts Are Needed Sometimes
- Each Day/Week: Ask the Person How They Want to Celebrate
- Person Sets Target to Work Towards

	Cleaning	Meal Preparation	Dishes
Respect for Each Other	3 2 1	3 2 1	3 2 1
Kindness	3 2 1	3 2 1	3 2 1
Helpfulness	3 2 1	3 2 1	3 2 1
Communication	3 2 1	3 2 1	



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Ivan's Thoughts

- "I don't get in trouble as much...and that helps me have a really good day".
- "Having good days, makes me feel good. I get to do many more things".
- "Mom says she's really proud of me when I have a good day".



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Teacher and Mentor Reactions to RODEO

- **Teacher**
 - "I think it gives Ivan a sense of ownership and responsibility"
 - "It really gives him a chance to self-monitor which is HUGE".
 - "I Love it for him"
 - "I know his mom likes the daily communication"
- **Mentor**
 - "I think it really helps him to visually see how his day is"
 - "I like the relationship piece of being a mentor"
 - "I wasn't sure about RODEO before but when I look at the data it looks good"



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New Mindfulness Studies in the Disability Field

Free Articles Online

Singh N. N., Lancioni G. E., Karazsia B. T., Myers R. E. (2016b). Caregiver training in Mindfulness-Based Positive Behavior Supports (MBPBS): Effects on caregivers and adults with intellectual and developmental disabilities. *Frontiers in Psychology*, 7:98 10.3389/fpsyg.2016.00098
<https://www.frontiersin.org/articles/10.3389/fpsyg.2016.01549/full>

Singh N.N., Lancioni GE, Karazsia BT, Chan J, Winton ASW. Effectiveness of caregiver training in mindfulness-based positive behavior supports (MBPBS) vs. training-as-usual (TAU): A randomized controlled trial. *Frontiers in Psychology*, 2016;7:1549
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5053082/>

Singh, N. N., Lancioni, G. E., Karazsia, B. T., Myers, R. E., Winton, A. S. W., Latham, L. L., et al. (2015). Effects of training staff in MBPBS on the use of physical restraints, staff stress and turnover, staff and peer injuries, and cost effectiveness in developmental disabilities. *Mindfulness* 6, 926–937. doi: 10.1007/s12671-014-0369-0
<https://link.springer.com/article/10.1007/s12671-014-0369-0>



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Summary of Evidence on Mindfulness Continued...

- Evidence Map
<https://mnpsp.org/2017/07/23/evidence-map-for-mindfulness-research/>
- Practicing Mindfulness Bolsters Executive Function
<https://mnpsp.org/2018/10/23/how-practicing-mindfulness-bolsters-executive-function-skills-of-preschoolers/>
- American Psychological Association Article
<https://www.apa.org/monitor/2012/07-08/ce-corner>
- When Mindfulness Meets the Classroom
<https://www.theatlantic.com/education/archive/2015/08/mindfulness-education-schools-meditation/402469/>



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CONSEQUENCE INTERVENTIONS



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Intervention Categories

- Setting Event Interventions
- Antecedent Interventions
- Teaching New Communication And Social Skills
- Consequence Interventions



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Examples Of Consequence Interventions

- Use Functional Behavioral Assessment Information To Identify Behaviors Maintained By The Same Function
- Intervene Early In The Chain Of Behavior
- Redirect Child Early In The Chain Of Problem Behaviors



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Learn to Prompt Communication Here
Not Later

Escalating Chain Of Problem Behaviors

1. Frowning
2. Mumbling "This Is So Stupid"
3. Slapping Hand On The Computer
4. Cursing Loudly
5. Pounds On The Keyboard
6. Throws The Computer Out Of The Window



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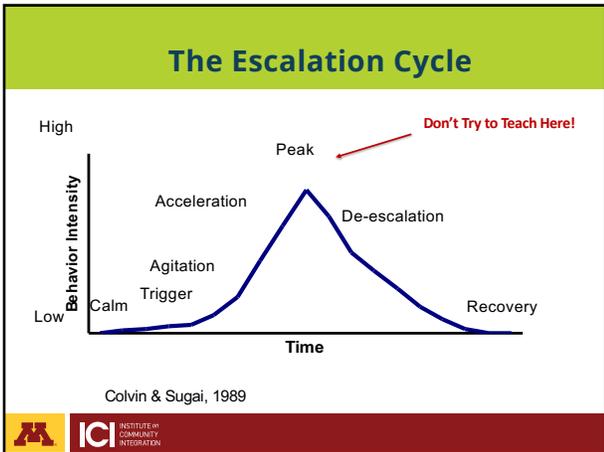
Practice in Low Stress Settings to
Become More Sensitive to Early
Signals!

Escalating Chain Of Problem Behaviors

1. Frowning
2. Mumbling "This Is So Stupid"
3. Slapping Hand On The Computer
4. Cursing Loudly
5. Pounds On The Keyboard
6. Throws The Computer Out Of The Window



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Consequence Intervention

- Naturally Schedule Preferred Activities and Items Immediately Following Non-preferred Tasks
- "Let's Finish ____ So We Can ____!!!"
- Avoid Threatening, Forcing, or Nagging
- Use As a Natural Reason To Finish Task Quickly

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Ignoring Problem Behavior

- Send The Message That Problem Behavior Is Not As Effective as Communication
- Ignore The Behavior, Not The Person
- Find Opportunities To Reinforce Positive Behavior
- 8:1 Positives Creates a Different Interaction Pattern

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Least Amount of Attention

- Some Problem Behaviors Cannot Be Ignored
 - Danger To Self Or Others
 - Other Individuals Who Are Not Aware of PBS Planning
- Provide The Least Amount Of Attention Possible
- Make Reinforcement For Positive Behavior
 - More Effective
 - More Valuable
 - Faster
 - More Interesting



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Activity Discussion

- Share how you have taught new skills in your work
- Do you have lesson plans linked to your matrix?
- How can the intervention examples here be used on the Tier 2 and 3 team?



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Thank You for Your Time!



These trainings were supported, in part, by a cooperative agreement between the Minnesota Department of Human Services (MN DHS) and the University of Minnesota. The University of Minnesota, undertaking projects under government sponsorship, are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore necessarily represent official MN DHS policy.

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