Welcome to MNPBS Strand 2!

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Phone #: 1-888-742-5095

Conference Code: 369 252 4561







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Welcome to Strand 2



Support for Children and Youth Ages 6-21 This strand will show how positive behavior support (specifically reinforcement) is implemented in educational settings to support children and young adults. Stories will be used to show how positive behavior support is used to improve quality of life and promote social skills using universal strategies with examples describing individualized PBS planning when 2 more support is needed. Lynn



Agenda

- Introductions
- Overview of PBS
- Reinforcement and Reinforcement Schedules
- Stories highlighting reinforcement use in an educational setting at all tiers.
 - Tier 1 reinforcement system
 - Tier 2 reinforcement system
 - Tier 3 reinforcement system
- Resources
- Action plan
- Summary

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Objectives

- Understand tiers of support
- Define reinforcement terminology
- Understand the types of reinforcers
- Understand different schedules for the delivery of reinforcement.





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Background

- In past, schools focused mainly on reacting to misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions.
 - Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective and can lead to increases in problem behaviors. Lynn

Positive Behavior Support



Positive behavior support provides an alternative approach to punishment that focuses on the prevention of problem behavior by teaching and reinforcing student's skills. This session will focus on reinforcement. PBS promotes the skills and behaviors we want to increase.



Features of PBS

- Implementation efforts address both social and academic behavior
- Emphasis is on the prevention of problem behavior
- Three-tiered continuum of behavior support that increases in intensity based on student's needs
- Utilizes team-based problem-solving
- Uses data for decision-making

Continuum of Support







APBS Practice Standard

C. Practitioners of PBS understand and use consequence manipulations to increase behavior such as: Primary reinforcers, and conditions under which primary reinforcers are used

- Types of secondary reinforcers and their use
- Approaches to identify effective reinforcers, including:
 - a. Functional assessment data
 - b. Observation
 - c. Reinforcer surveys
 - d. Reinforcer sampling
 - 4. Premack principle
- 5. Positive reinforcement
- 6. Negative reinforcement
- 7. Ratio, interval, and natural schedules of reinforcement
- 8. Pairing of reinforcers



Consequence



Reinforcement

A consequence is what occurs as the result of behavior.In general, a consequence can be

- Reinforcement
- Punishmenť

Consequences



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What is Reinforcement?

- Reinforcement is a procedure that <u>strengthens</u>, <u>maintains or increases</u> behavior as the result of consequences experienced following the behavior.
- Reinforcement increases the future probability of the event they follow.





Types of Reinforcers

Primary	Edible	Foods, liquids		
(Unlearned)	Sleep	Bed to sleep in		
(Omeanea)	Shelter	Roof over your head		
	Sexual	Stimulation		
	Sensory	Exposure sensory input		
Secondary	Social	Praise, proximity		
(Conditioned)	Activity	Excused from homework		
(conditioned)	(privilege)	Access to computer		
	Material	Certificates, stickers,		
	(tangible)	badges		
	Generalized	Tokens, points		



Positive and Negative

Positive +	Negative -
Something is	Something is
added/applied to the	removed/taken away
environment.	from the environment.

Positive Negative Reinforcement

Positive	Individual gets something desirable and it increases the behavior.
Add +	
Negative	Individual avoids or escapes something undesirable that they
Take -	didn't want and it increases behavior.



Positive Negative Reinforcement

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Positive +	Student raises hand to answer teacher's question. Teacher praises student.
<u>Add</u> something desirable	Student continues to answer questions in class. Student receives <u>desirable</u> attention from teacher.
Negative -	Student blurts out inappropriate and off comment remarks when teacher asks question.
<u>Take</u> something undesirable	Teacher sends student to resource room. Student gets to escape the difficult math worksheet. Student continues to act out to get undesirable
ROAD TO SUCCESS Vingesita Positive Rehavior Surgest	math work taken away.

When to Reinforce?

A positive reinforcer strengthens any response that it <u>immediately</u> follows.

- The failure to reinforce immediately may result in inappropriate behavior inadvertently being reinforced.
- Avoid "superstitious behavior" which is when a positive reinforcer and a non-targeted behavior become paired.







Resource



Keep in mind that the three reinforcement procedures are:

- Positive reinforcement
- Token economy
- Negative reinforcement



Autism Focused Intervention Resources & Modules

Reinforcement (R+) ---Step-by-Step Guide---

BEFORE YOU START ...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about. . .?

- Identified the behavior...
- Collected baseline data through direct observation...
- Established a goal or outcome that clearly states when the behavior will occuynn what the target skill is and how the

Step 1: R+ Planning

The planning step explains how to establish performance criterion for target skills or behaviors and identify potential reinforcers to use with learners with ASD.

1.1 Collect data on target skill or behavior

Collect data on observable and measurable target skill or behavior in a variety of settings and activities.

The **Time Sampling Data Collection Sheet**, **Event Sampling Data Collection Sheet**, and **Duration Data Collection Sheet** found in the Resource section will help you collect data on the target skill or behavior in order to determine if the trend is stable to begin using reinforcement.

1.2 Establish performance criteria for program goals

Check to be sure the target skill or behavior clearly describes the context (when), the target skill or behavior to be performed (what), and how the team will know when the skill or behavior is mastered (how). Establish at least three performance criteria for each target skill or behavior to assist team members in monitoring progress and adjust reinforcement strategies as necessary.

1.3 Identify reinforcers

The process of identifying reinforcers is different depending on the reinforcement procedure.

- Identifying reinforcers for positive reinforcement and token economy programs
 - Select reinforcers that will increase the likelihood that the target behavior or skill will be used again in the future.
 - Considerations: age of learner, potential natural reinforcers, and possible suggestions from parents or other team members
 - o Conduct a reinforcer sampling



Implement with Fidelity

To use positive reinforcement with fidelity:

- Deliver reinforcement each time learner with ASD uses target skill or behavior
- Prevent satiation by varying reinforcers
- Thin reinforcers and use reinforcers consistently across settings

Reinforcement (R+) ---Implementation Checklist---

	Observation	1	2	3	4
	Date				
Before you	Observer's Initials				
start:	Step 1: Planning				
	1.1 Collect data on target skill or behavior				
Have you	1.2 Establish performance criteria for program goals				
-	1.3 Identify reinforcers				
Identified the behavior?	1.4 Prepare supporting materials:				
	Positive: create a reinforcer menu and schedule				
n Collected	Token economy: establish token economy system				
baseline data	Negative: prepare pictorial, written, or verbal instructions				
through direct	Step 2: Using				
observation	- Positive Reinforcement:				
Established a	Deliver reinforcement each time learner uses target skill/behavior				
goal or outcome	Prevent satiation by varying reinforcers				
that clearly states	Thin reinforcers and use reinforcers consistently across settings				
when the behavior will	Step 3: Monitoring				
			22		



Continuous Schedule

Reinforce Continuously at First

- Reinforce immediately every instance of the desirable behavior.
- Use when
 - Teaching a new skill (acquisition)
 - A behavior occurs at a very low frequency
 - Eventually teacher will delay reinforcement
- Limitations
 - Increases likelihood of satiation
 - Teaches students to expect reinforcers for following directions
 - Not most efficient method of maintaining behavior once it has been acquired





Intermittent Schedules

- Reinforce Intermittently After Behavior Established
- Requires greater numbers of correct response for reinforcers
- Decreases likelihood of satiation and more resistant to extinction than continuous schedules



Intermittent Schedules



Three categories with Two types

Ratio	Interval	Response Duration
Reinforce contingent upon a certain number of target behaviors	Reinforce based on the passage of time relative to the target behaviors	Reinforce contingent upon target behavior being exhibited for specified length of time
Eined		Variable

Fixed	Variable			
Set on a fixed schedule (specific	Set on an average schedule			
number or specific elapsed	(average number or average			
period of time)	elapsed period of time)			
	Lynn			

	Ratio	Ratio Interval					
Fixed	Fixed Ratio (FR) Target response is reinforced upon completion of a <u>specified</u> <u>number</u> of correct responses	Fixed Interval (FI) Student reinforced the <u>first time</u> <u>he/she performs the target</u> <u>response following the elapse of a</u> <u>specified number</u> of minutes or seconds	Fixed Response-Duration (FRD) <u>Continuous</u> appropriate behavior is reinforced <u>following completion of a</u> <u>specified number of minutes</u> (or seconds).				
	Example: Reinforced after every second correct response	Example: Reinforced 1 st time after 5 minutes have elapsed.	Example: Continuous engagement in target response will be reinforced every 10-minutes.				
			Variable Personse-Duration				
Variable	Variable Ratio (VR)Target response is reinforced on the average of a specified number of correct responsesExample: Reinforced after the average of every third correct response	Variable Interval (VI)Student reinforced the first time he/she performs the target response following the elapse of an average number of minutes or seconds.Example: Reinforced first time offer about 5, 10 minutes	(VRD) <u>Continuous</u> appropriate behavior is reinforced on the average of a specified time period Example: Continuous engagement in target response will be reinforced on an average of event 10-minutes				
			, ,				

Ratio Schedules



Fixed Ratio (FR)

Reinforcer delivered...

--after a **fixed number of correct** behaviors



Variable Ratio (VR)

Reinforcer delivered... - after an **average number of correct behaviors**

May be more difficult for teachers to implement
Avoids post-reinforcement pause

Post reinforcement pause - tendency of individuals to stop responding immediately following reinforcer when the reinforcement schedule is predictable Lynn²⁷

Interval Schedules



Fixed Interval (FI)	Variable Interval (VI)
Reinforcers delivered immediately following the first correct behavior emitted after a predetermined amount of time.	Reinforcers delivered immediately following a correct behavior after an average amount of time.



Response Duration Schedules

Fixed Response Duration (FRD)

Variable Response Duration (VRD)

Reinforcers delivered...

when correct behavior exhibited for a fixed amount of time. Reinforcers delivered ... when correct behavior exhibited for an average length of time.



Thinning Schedules of Reinforcement

- Reinforcement gradually becomes available less often-becomes contingent on greater amounts of appropriate behavior
- Dense to Sparse
- Thinning Schedules should result in:
 - Higher, steadier levels of responding
 - Decreasing expectation of reinforcement
 - Maintenance of the behavior
 - Removal of teacher as a necessary behavior monitor
 - Transfer of control to more natural reinforcers
 - Increase in persistence in responding toward working for goals
 - Ability to deliver reinforcers on a lean schedule



Primary



- In schools, primary prevention and support strategies are implemented across school settings and for all students within the building. The goal is to create a positive social culture in which pro-social behaviors are explicitly taught and reinforced, and all adults respond to the occurrence of problem behavior in a consistent manner and provide reinforcement. Universal strategies are important for:
- Setting the stage for effective PBS planning
- Decreasing the need for individualized PBS plans

Tier 1 Reinforcement Examples

Building a behavior expectation matrix for all areas, specific posters for common areas, tickets and rewards, weekly drawing of tickets and recognition of students school wide
 Teach School Wide Expectations: "What does it look like to "be responsible"? Reinforce specific behaviors school wide.



Matrix

RAH	Classroom	Hallway/ Commons	Cafeteria	Bathrooms	Expectations
Respect	Be on time; attend regularly; follow class rules	Keep location neat, keep to the right, use appropriate lang, monitor noise level, allow others to pass	Put trash in cans, push in your chair, be courteous to all staff and students	Keep area clean, trash in cans, be mindful of other personal space, f toilet	 Stand quietly in line with hands to yourself Use inside voices Eat your lunch promptly, do not play with or share food/items
Achievement	Do your best on all assignments and assessments, take notes, ask questions	Keep track of your belongings, monitor time to get to class	Check space before you leave, keep track of personal belongings	Be a good examp other students, le the room better t you found it	 4. Clean up your table area 5. Stay seated until dismissed and raise your hand for help 6. Walk quietly when leaving
Honor	Do your own work; tell the truth	Be considerate of yours and others' personal space	Keep your own place in line, maintain personal boundaries	Report any graff vandalism	Be Respectful Be Ready Be Responsible Be RESPONSIBLE

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Secondary prevention is intended to support students who have learning and/or life histories that put them at risk of engaging in more serious problem behavior. Strategies for secondary prevention address a student's needs before more intensive individualized supports are necessary. A smaller number of students require more individualized and intensive plans than primary and secondary prevention practices provide. Within secondary support, reinforcement is a key evidence-based strategy. 34

Secondary

Tier 2 Reinforcement Examples

Check-in/Check out

- Improved structure to student's day
- Sets student "up for success"
- —Increases contingent feedback
- Program can be applied in all school locations
- —Elevated reward for appropriate behavior
- —Links school and home support
- Organized to transition into a self-management system

Student:	Teacher	<u>.</u>			Date:			M—Tu	- W-T	h— F Check In/Out G			ioal
2=Wow! 0-1 Reminders	8:50	0-10:45	БАМ	10:45	AM-12	:30PM	12:	30-1:49	5PM	1:45-3:20PM			Totals
1=Good: 2 reminders 0= Keep Trying: 3 reminders	Wowl	Good	Keep Trying	Wowl	Good	Keep Trying	Wowl	Good	Keep Trying	Wowl	Good	Keep Trying	
Be Respectful	2	1	O	2	1	0	2	1	o	2	1	ο	
Be Responsible	2	1	o	2	1	о	2	1	o	2	1	0	
Be Safe	2	1	o	2	1	o	2	1	0	2	1	0	
Totals													

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Tertiary

It is easier to facilitate an individual plan when universal and secondary strategies are in place. At the tertiary prevention level, individualized and comprehensive plans address the unique needs of children who engage in problem behaviors. An individualized PBS plan is hypothesis driven with data collected about the antecedents, behaviors, and consequences during a functional behavior assessment (FBA). The hypothesis is based on the perceived function of the behavior.

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Functional Assessment

- □ Identify the behavior.
- Collect data to determine the function of behavior.
 - Identify setting events that impact behavior.
 - Identify triggers that cue behavior.
 - Identify skills that need to be taught.
 - Identify consequences that maintain behavior including what student is reinforced by.
- Establish observable and measurable goals and definitions of the target behaviors for intervention.
- Create a plan with evidence based practices grounded in positive behavior supports and reinforcement!

Tier 3 Individual Reinforcement Examples

- Based on student's IEP goals
- Utilizes student's interests -stickers are trains, dinosaurs, etc...

Student's Daily Sticker chart

Date:

I earn stickers when I try really hard to do things by myself.

When my teachers see me trying to do things by myself they will give me stickers.

When I earn ______ stickers I can earn _____.

Morning Meeting		9 S			
English		9			
Math		9 S			
Lunch		G	8		
Recess		9 S	i		
English		G	8		
Science or Social Studies		3			
Gym or Music		3. S			
Snack		3. S			
Play time					
Bonus					

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PBI Highlighting PBIS Implementation at:

LIONSGATE A C A D E M Y

Lionsgate Academy

Charter District 4183 Minnetonka, MN <u>http://lionsgate.academy</u>

About Lionsgate Academy

Public charter school located in Minnetonka, MN serving students in grades 7-12

Setting IV Facility in North Saint Paul

- Lynx Program (7-12 grade)
- Achieving Independence & Maturity (AIM) Transitions Program (18-21 y.o.)
- Inclusively designed to meet the unique needs of students on the autism spectrum during their transition years
- General Education Program
- Extra-Curricular Activities
- Transitions Department
- Support Services

"The mission of Lionsgate Academy is to foster self determination by providing a transition-focused, personalized learning program for all students, specializing in educating students with autism spectrum disorders."

Video

https://www.youtube.com/watch?v=tQxNNaO D3ro

"Inverted Tiers"



Eric₄₂

Integrated Approach

The goal of implementing SW-PBIS is to shape a safe and positive school culture that can be an effective learning environment for all students and staff.

Through school-wide tiered implementation of social-emotional programming (SEL), Lionsgate Academy will address an intrinsic need in our student population that is vital for success in school, community and work.

- All staff will be trained and have access to a variety of evidence-based interventions in different domains of SEL
- All students will receive evidence-based programming regardless of disability status or service minutes

Positive Acknowledgement- Tier 1

Staff:	LGA R.O.A.R. Ticket
Student:	
Thank you for demor	strating:
☆ Safety	🖒 Respect
☆ Flexibility	🗘 Responsibility



Operationally Defined Levels of Behavior





LGA's SW-PBIS Journey

- Cohort 9A: Second school year post-cohort (year 4)
- 2016 Sustaining Exemplar School
- 3 year SW-PBIS implementation period
 In-School Suspension: reduced 72%
 - Out-of-School Suspension: reduced 69%

Team Implementation Checklist Year 2 (2014-2015)

Team Implementation Checklist - Total Score Lionsgate Academy

8/8/2014 - 12/11/2015



Date Completed	Total Percentage	
8/4/2014	77%	
11/6/2014	84%	
2/23/2014	84%	
5/29/2015	95%	
12/11/2015	70%	

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Team Implementation Checklist Year 2 (2014-2015)

Team Implementation Checklist Subscale 3.1

Lionsgate Academy

8/4/2014 - 12/11/2015

■8/4/2014 ■11/6/2014 □2/23/2015 □5/29/2015 ■12/11/2015



Eric

Self-Assessment Survey



Self-Assessment Survey Year 2 (2014-2015)



School-Wide Evaluation Tool Year 1 (2013-2014) Feature Scores and Implementation Average



School-Wide Evaluation Tool Year 2 (2014-2015)



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Tiered Fidelity Inventory





Eric

PBI Schoolwide-PBIS Tier 1

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable for all students.

(Zins & Ponti, 1990)



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- HOME GETTING STARTED SCHOOL TEAMS COACHES FAMILIES & COMMUNITY STATEWIDE
- EVALUATION/DATA



PBIS Home

What is PBIS?

What does PBIS emphasize?

What outcomes are associated with PBIS?

What is a continuum of PBIS?

Alignment with Practices

Additional FAQs

Welcome To Our PBIS MN Website!

We have a new "look and feel" for a more user-friendly experience.

Please browse through our categories to look for the information you want since it may be moved to a different page. You may need to "reset your bookmarks" when you visit our new pages.

If you can not find something, please contact us at MDE.PBIS@state.mn.us.

What Is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is a framework for organizing strategies to enhance academic and social outcomes using databased decision making. <u>More info></u>

Cohort 12 Application (2016-2018)

Apply for our two-year school team, cohort training! More info>

Social Media





Review Practice Standard...

- Start with continuous schedule of reinforcement for teaching new behaviors
- As soon as desired behavior is established, move to intermittent schedule of reinforcement
 - Use thinning to move from a dense reinforcement schedule to an intermittent schedule
- Goal is eventual reliance on nonscheduled, or naturally occurring, reinforcement

Action Plan

Now that you have learned about the consequence strategy of reinforcement, reflect on how you can utilize it in your educational settings. Describe a step you will take in each of the three tiers to utilize reinforcement in your educational setting.

- Tier 1 strategy
- Tier 2 strategy
- Tier 3 strategy

Contact Us

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