Secondary PBIS: Decisions and Strategies

Who? What number of referrals would identify 20% of your students?

- 8 Sts w/ 7+ office referrals
- 19 - Sts w/ 3-6 ODRs
- 28 - Sts w/ 3 or less ODRs

Keys to All Intervention Practice

- **Environment** (Prevention)
- **Instruction** (Capacity)
- **Consequences** (Maintenance)
Secondary PBIS:
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Environment

Schedule
• Arrival Times
• Consistent Times
• Sequencing and Length of Activities
• Planned Clean-up/Transitioning Routine
• Productive Learning Times Early
• Explaining Changes
• Advance Organizers

Physical Arrangement
• Seating
  – Teacher’s desk
  – Students’ desks
• Sight lines
  – Teacher positions
• Traffic Flow
  – Associated activities (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)
• Proximity
  – Movement
    • Continue moving around room and maintain frequent close proximity to all students
  – Approach
    • Hovering near to a particular student or area
Secondary PBIS: Decisions and Strategies

Proximity
Consideration of the teacher’s placement in the room in relation to the students.

- Movement
  - Continue moving around room and maintain frequent close proximity to all students

- Approach
  - Hovering near to a particular student or area

Contextual modifications
- Predicting problem behavior by specific time, location, activity, grouping, etc.
- Creating changes in the environment immediately prior to times when problems are predictable - for purpose of prevention

INSTRUCTION

Modeling
- Show and tell students what it is that is expected under specific circumstances. Do not assume that they know and can.

Opportunities to Respond (OTR)
- Asking questions
  - Group (choral) or individual responses (evidence says mixed)
- Requests for student behavior

Prompts and Cues
- Verbal and Gestural
- Precorrection

Effective Instructional Strategies
CONSEQUENCES

Functional Consequences

• All positive consequences must either
  – Meet the same function as the problem OR
  – Provide a consequence that is larger and more
    reinforcing than the function of problem behavior

• All negative consequences must
  – Deny the same function as the problem OR
  – Provide an aversive that is more powerful than
    the function that the student receives