


# HANDS ON POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS FOR EDUCATION

OCDC 2016



# AGENDA

- **The reason for behaviors**
  - **Our reactions to behaviors**
  - **Consequences of behaviors**
  - **Modeling positive behaviors**
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# WHAT COMES TOGETHER TO MAKE PBIS?



# BEHAVIORS

Are and attempt to meet a need.



# OUR RESPONSES

Impact the behavior of others



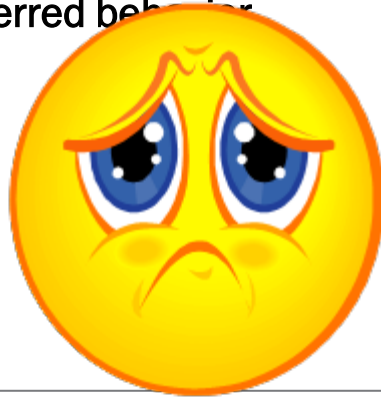
# SCENARIO

You are a bus assistant on a long ride home. Sofia, a preschooler, is having a rough day and has been crying. Despite your attempts to calm her down, she decides she wants off the bus RIGHT NOW. She unbuckles her seat belt, gets out of her seat, and hides under the seat in front of hers. You ask her to get back in her seat and she refuses. What do you do?



**"IF YOU GET BACK INTO YOUR SEAT AND  
BUCKLE YOUR BELT, I'LL LET YOU PLAY WITH  
THIS TOY."**

We do not want to reinforce an unwanted behavior by offering a treat. This is a short term solution. Try Again. Think about what would support the child in adopting the long term preferred behavior.



**HELP HER BACK INTO HER SEAT. ALLOW HER TO RIDE THE BUS UNBUCKLED AS LONG AS SHE STAYS IN THE SEAT.**

Your primary responsibility is to ensure the safety of the children. Children are required to be buckled into their seats at all times on the bus. Try again.






# **GENTLY HELP SOPHIA BACK TO HER SEAT, BUCKLE HER IN, AND STAY AS NEEDED.**

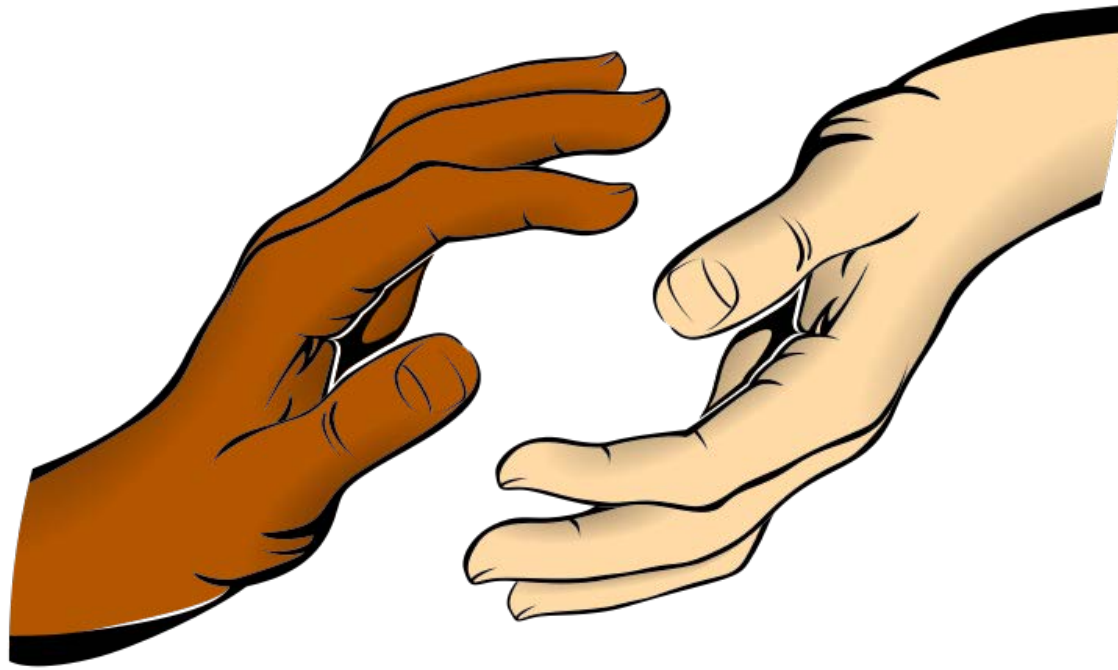
This is the best choice. First address the safety concern. All children need to be buckled in on the bus. Once the safety issue has been addressed, consider all four areas of PBIS.

- 1: The Effective Workforce-** your primary job is to keep children safe. Set a clear and consistent expectation for behavior on the bus.
- 2: Nurturing and responsive relationships:** Talk with Sofia to acknowledge her feelings.
- 3: High Quality Supportive Environments:** Work with your teammates to provide engaging activities on the bus.
- 4: Social and Emotional Supports:** Support Sofia in finding the words to talk about how she feels.

## HOW CAN I MEET BEHAVIOR NEEDS?

- **Acknowledge each child every day**
  - **Focus on the unique strengths of each child**
  - **Individualize interactions for the personality, background, and culture of each child**
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**OUR REACTIONS TO BEHAVIOR ENCOURAGE OR DISCOURAGE THE BEHAVIOR.**



# DEALING WITH DIFFICULT BEHAVIOR



## SCENARIO #2

Aysha is so happy. She is having a wonderful day and is thrilled when her friend Diego arrives. She grabs him into a bear hug and he squeals in discomfort. What do you do?



# "STOP! YOU'RE HURTING DIEGO."

When you tell a child to stop doing something, this is called a negative direction. This is not likely to be effective. Try Again. Think about what would support Aysha in adopting the preferred behavior.



# HUG AYSHA TOO TIGHTLY SO SHE CAN SEE WHY SHE SHOULDN'T HUG DIEGO THAT TIGHTLY.

This is the worst option. We do not hurt children at OCDC. Either hugging Aysha yourself or having Diego hug her back too tightly sends the wrong message. Try again. Think about what would support Aysha in adopting the preferred behavior.



# PHYSICALLY PULL AYSHA OFF OF DIEGO.

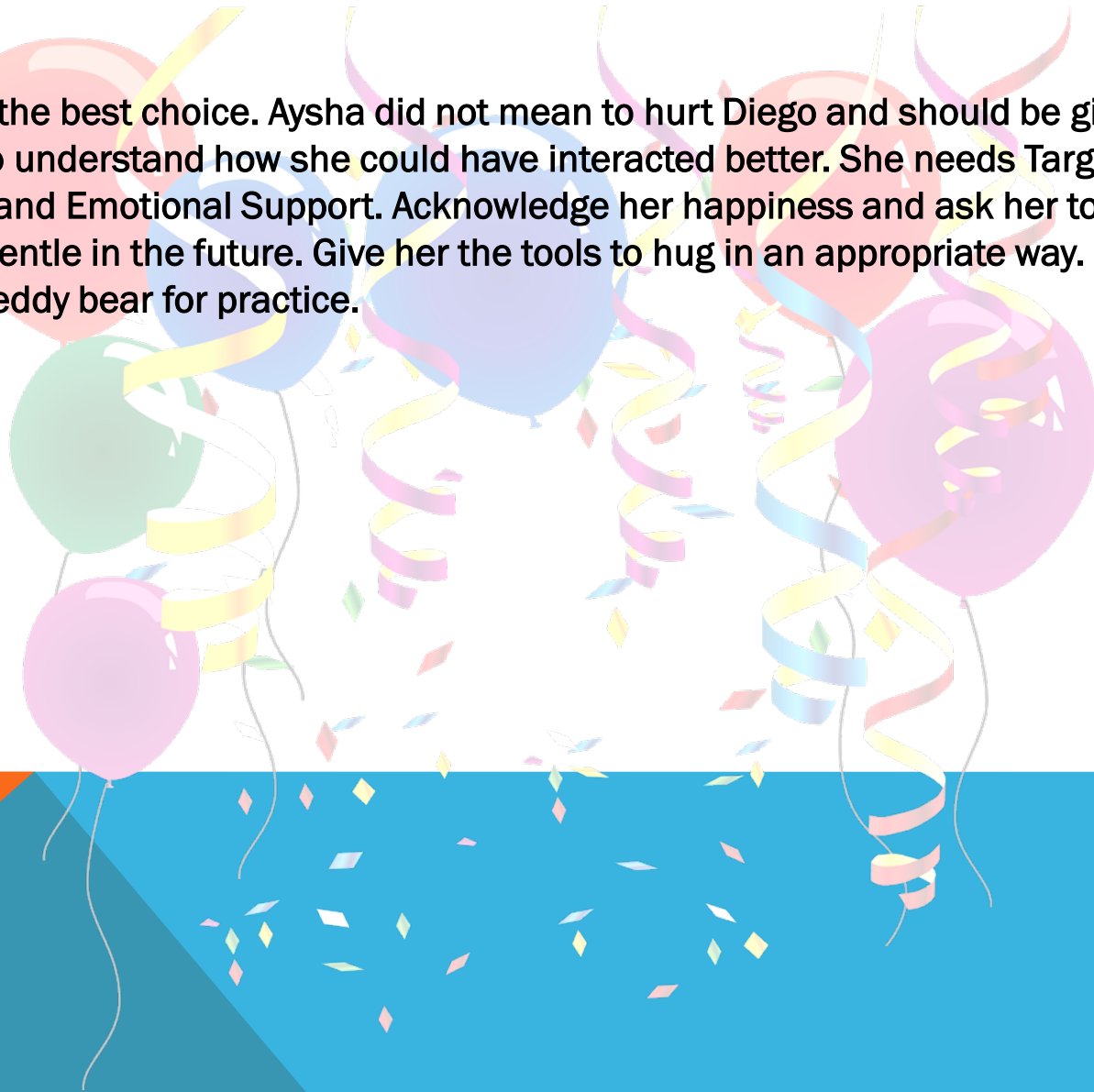
If you think Diego is in danger, this would be the correct answer. However, for a happy, playful hug, there is a less severe reaction to consider. Try again. Think about what would support Aysha in adopting the preferred behavior.





# "IT LOOKS LIKE YOU ARE HUGGING DIEGO SO TIGHTLY. CAN YOU HUG HIM A LITTLE SOFTER?"

This is the best choice. Aysha did not mean to hurt Diego and should be given the tools to understand how she could have interacted better. She needs Targeted Social and Emotional Support. Acknowledge her happiness and ask her to be more gentle in the future. Give her the tools to hug in an appropriate way. Offer her a teddy bear for practice.



**ALLOW BEHAVIORS AS LONG AS THEY ARE  
PHYSICALLY AND EMOTIONALLY SAFE.**

**What are some examples of this?**

I DON'T WANT TO GO TO  
SCHOOL! I HATE SCHOOL!  
I'D RATHER DO *ANYTHING*  
THAN GO TO SCHOOL!



# POSITIVE DIRECTION VS NEGATIVE REACTION

Identify the preferred behaviors and encourage them.

NEVER EVER  
**EVER**  
GIVE UP!



**WHEN DO I NOTIFY A SUPERVISOR?**

**Consistent + Repetitive**

**And Unchanged with Positive**

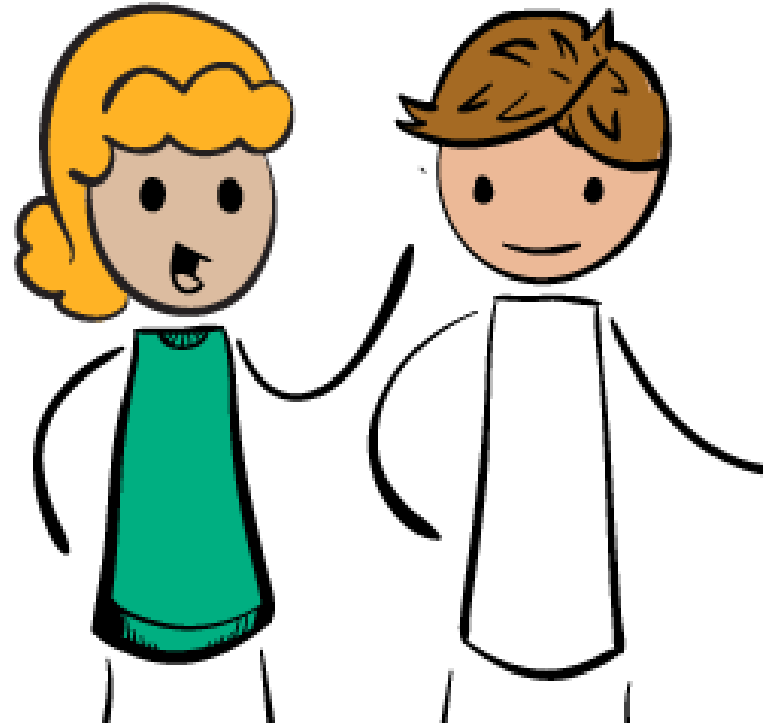
**Direction =**

**Notify your Supervisor**



# MODELING BEHAVIOR

- Coworkers
- Children
- Parents



# **WORK IN GROUPS TO DEVELOP A RESPONSE**

**Remember, it should take into account:**

- The reason for behaviors**
- Our reactions to behaviors**
- Consequences of behaviors**
- Modeling positive behaviors**



**WHAT YOU DO, POSITIVELY IMPACTS YOUNG LIVES!**

