

Behavior Support Institute  
Behavior Interventions That Work

November 18, 2015  
Koury Convention Center  
Greensboro NC

## Agenda



8:00-8:30	Sign in and Networking
8:30-9:00	Welcome and Regional Updates
9:00-10:30	Tiered Interventions
10:30-10:45	Break
10:45-12:00	Tiered Interventions
12:00-1:00	Lunch will be provided on site
1:00-2:00	Building Cultural Awareness
2:00-2:15	Break
2:15-3:30	Building Cultural Awareness / Questions & Answers



65<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

**GRADUATION:  
The Measure of Tomorrow**

**Behavior  
Interventions &  
Cultural Awareness**

Amie Dean, M.Ed, NBCT  
Follow @behaviorqueen

PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction

November 18-20, 2015

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**MAP OF SESSION**

8:30 Welcome/Introduction  
 9:00 Helping Staff Understand Behavior  
 9:30 Tiered Interventions  
**10:15 BREAK**  
 10:30 Interventions cont.  
**12:00 LUNCH (1 hour-provided)**  
 1:00 Building Cultural Awareness  
**2:15 BREAK**  
 2:30 Cultural Awareness Activities  
 3:30 Wrap Up – Evaluation

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**OBJECTIVES**

Participants will:

- Understanding Behavior – teacher perspectives
- Identify basic needs – the 3 C's
- Discuss Behavior Interventions for all 3 Tiers
- Build Cultural Awareness – Impact?
- Experience Awareness activities to go and share with teachers whom you support

What do you hope to gain from today?

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## How do we help teachers UNDERSTAND Bx?

- Not react put prevent?
- Not take it personally?
- Not to label a person but a problem?
- To treat a Bx deficit like a reading deficit?
- To see that all students have a gift?
- To see EVERY student has the potential to have a career or be a professional?

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## Tiers without TEARS

- **Tier One** – Universal Strategies all teachers should be implementing for ALL students regularly
- **Tier Two** – more individual support for those identified “at risk.”
- **Tier Three** – more INTENSIVE, individualized support for students earning \_\_\_ (set # ODR, days suspended, BIP, etc)

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## PART 1: BUILDING RESPECTFUL COMMUNITIES

### The 3 C's

**Connected**  
**Capable**  
**Contributing**



- Please think about activities or habits of your staff that foster each of the 3 C's.

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## Tier One Building Connections

- Take the Temperature - 1-10 scale
- Team Time
- Wish You Well & Glad You Were Born
  - Conscious Discipline by Becky Bailey
- Ask good questions – What do you need?  
Let me see if I can help.
- Familiar with Responsive Classroom?
  - The Morning Meeting – Ms. Noonan Video

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## How do we help them feel CAPABLE....

1. Where do we learn about "respect?"
2. How do you TEACH a "disrespectful" student to show you respect?
3. Where do we learn about how to deal with disappointment or failure?

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## Community Agreement

1. (2-3) non-negotiables (what teacher needs)
2. (3) Replacement Behaviors (Bx)
3. In this we agree\* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*Solicit from students what they need to feel respected

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### Professionals in Training!

- PIT
- Professional in Training
- I need you to stop \_\_\_\_\_ because
- \_\_\_\_\_ and here are 2 things you can do instead.

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### INTERVENTION?

Intervention means  
**ADDITIONAL INSTRUCTION**

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### TIER ONE cont.



- MEET the 3 C's daily, weekly
- Community Agreement
- Love and Logic – use of Enforceable Statements
- Class Assistants/Roles – Ownership and Buy-in
- Reflection Form
- Can you show me two other ways?
- Consistent Acknowledgement System

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## TIER ONE Systems



- Consistent acknowledgement systems
  - 5 to 1 positive to corrective – Solo Cup Plan
  - Pbisrewards.com - cost
  - Liveschool.com – free at first
  - Classdojo.com - free
  - Mystery Motivator or VIP

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## TIER TWO



Teach Social Skills whole group and/or small group

- Skillstreaming.com
- Social Skills 101 – socialskillscentral.com
- Angriesout.com
- Kelsoschoice.com
- Whytry.org
- Discuss in groups – What are you using?

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## What Works for Behavior at Tier 3

- Data-Driven
  - Reviewing data trends at tiers 1 & 2
  - Identifying target goals
- Training
  - Staff: How to complete, conduct and manage:
    - Functional Behavior Assessments/Supports
    - Behavior Intervention Plans
    - Behavioral Interventions
  - Coaching/Behavior supports in the classroom
- Implementation
  - How to implement, measure and collect intervention data
- Documentation
  - Training (FBA, BIP, Interventions, Coaching,...)
  - Fidelity
  - Data Collection

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### What Does a Tier 3 Intervention Look Like?

- Talk Ticket
- Doing the Dots
- Self-Monitoring
- Mystery Motivator

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### Talk Ticket

- You can find behavioral interventions on many websites but beware, interventions are specific, step by step procedures which have been supported by research.
- Examples of interventions may be found on the intervention central website:

[www.interventioncentral.org](http://www.interventioncentral.org)

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### Talk Ticket

Description: Teachers seldom have the time to drop everything and talk at length with a student who is upset about an incident that occurred within, or outside of, school. The "Talk Ticket" assures the student that he or she will have a chance to talk through the situation while allowing the teacher to schedule the meeting with the student for a time that does not disrupt classroom instruction. The Talk Ticket intervention is flexible to implement and offers the option of taking the student through a simple, structured problem-solving format.

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### Doing the Dots (Homework Completion)

- ✘ Purchase peel and stick dots.
- ✘ Tell the student he/she can earn dots for completing homework problems. Example: for each three problems completed the student earns one dot. The student can collect and accumulate the dots or use them as he/she wishes.
- ✘ On any given homework / class work assignment, the student may use one dot to exempt a problem. For example, if the assignment involves answering questions 1 -10, the student may place a dot next to problem 5 and skip that problem.

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### Doing the Dots (cont.)

This strategy helps to increase work completion but also provides the teacher with feedback about areas / information the student has difficulty with and may need more instruction about. You may consider requiring a minimum item completion per assignment.

Have the students complete these and then decide which of the remaining items they do not want to do. For example, all students must complete 1 - 5. Items 6 – 10 become dot-able and if the students have 5 dots that may choose not to do any of them.

(Source: The Tough Kid Video Series and Strategies and Tactics for Effective Instruction) GRADUATION: The Measure of Tomorrow 65<sup>th</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

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### Data Collection for Doing the Dots

- The percentage of assignments completed each week – teachers already track this, so this is not additional data collection
- The number of dots earned weekly

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### Self-Monitoring

- Use a small timer from and begin with 3 to 5 minute intervals or a vibrating timer (Motiv-aider)
- Each time the timer sounds, the students marks "Yes" or "No" to the target behavior (such as working on assignment, remaining in seat, etc.)
- At first, the teacher will also mark the sheet to make sure the student is accurate.

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### Self-Monitoring

- Student has a target for the number of Yes's needed to earn a reinforcer.
- The number of Yes's is entered each day into an excel spreadsheet and then graphed for visual feedback to parent, student and other staff
- As the student increases the number of Yes's the time interval is increased (from 1/2/ minutes to 3 minutes, to 5).

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### Self-Monitoring

- The motivaider can be set to random intervals so it is not always every 5 minutes.
- <http://www.motiv-aider.com/> (cost \$46.95)

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## Mystery Motivator

- Establish the target behaviors for the student
- Decide on a format for rating the behavior – earning points for appropriate behavior
- Limit it to no more than 3 behaviors to be tracked
- Have student choose 3 – 10 possible reinforcers from a list
- These are written on slips of paper and put in a jar
- One strip is pulled out and placed in an envelope
- The student must earn the necessary points to see what is in the envelope

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## Part 2: Building Awareness

How do you promote culturally responsive classrooms?



How do you lead the way?

Assess Yourself Checklist – Front and back

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## Awareness

CULTURALLY RESPONSIVE TEACHING ISN'T ABOUT HEROES AND HOLIDAYS. IT'S ABOUT CONNECTING THE CLASSROOM TO THE "REALITIES OF WHAT STUDENTS KNOW AND LIVE," - EMORY UNIVERSITY RESEARCHER JACQUELINE JORDAN IRVINE

*"All instruction is culturally responsive. The question is: to which culture is it currently oriented?" – [Gloria Ladson-Billings](#)*

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## Please Share

- Please text 1 areas in which your school(s) could do better with regards to a culturally responsive environment.

- [www.polleverywhere.com](http://www.polleverywhere.com)

<http://blog.nationalequityproject.org/2012/08/22/5-ways-to-create-a-culturally-responsive-classroom/>

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## Questions to Consider....

1. What do we know about our students and their family cultures?
2. What can students gain from community building activities?

\*\*Equity and Diversity/Poverty Quizzes/ Circle Activity (30)

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## First Thoughts

Please take out a piece of paper that you can write a quick list on and throw away when we are finished.

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### Web Resources

- <http://www.nea.org/home/16711.htm>
- <http://www.edchange.org/multicultural/index.html>
- [www.mcreview.com/index.html](http://www.mcreview.com/index.html)
- Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding includes short, adaptable lesson plans and activities for grades 6-12 that build cross-cultural awareness, respect, and communication in the classroom.  
<http://www.peacecorps.gov/wws/bridges/index.html>

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### Books

- *Do You Know Enough About Me to Teach Me?* Stephen Peters
- Book: *How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies*, Bonnie M. Davis,
- [http://www.nea.org/assets/docs/mf\\_CARE\\_book0804.pdf](http://www.nea.org/assets/docs/mf_CARE_book0804.pdf)

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### NEA Achievement Gaps Resources

- C.A.R.E.: Strategies for Closing the Achievement Gaps <http://www.nea.org/teachexperience/careguide.html>
- Closing Achievement Gaps: An Association Guide [www.achievementgaps.org/nea/Associationguide.pdf](http://www.achievementgaps.org/nea/Associationguide.pdf)
- NEA's achievement gaps Web site: [www.achievementgaps.org](http://www.achievementgaps.org)
- Strengthening the Learning Environment: A School Employee's Guide to Gay, Lesbian, Bisexual, & Transgender Issues, 2nd Edition <http://www.achievementgaps.org/nea/StrengtheningLearningEnvironment06.pdf>
- A Report on the Status of Hispanics in Education: Overcoming a History of Neglect (see [www.achievementgaps.org](http://www.achievementgaps.org))
- Status of Asian Americans and Pacific Islanders in Education: Beyond the "Model Minority" Stereotype (see [www.achievementgaps.org](http://www.achievementgaps.org))
- The Status of American Indians and Alaska Natives in Education (see [www.achievementgaps.org](http://www.achievementgaps.org))
- Public engagement projects – What Can We Do to Close Achievement Gaps and Make Sure that All Students Learn? A Community Conversation: [Rhanigan@nea.org](mailto:Rhanigan@nea.org)
- 2004–2005 "Focus On" publications on closing the gaps [www.nea.org/teachexperience/achievgapfocus0405.html](http://www.nea.org/teachexperience/achievgapfocus0405.html)

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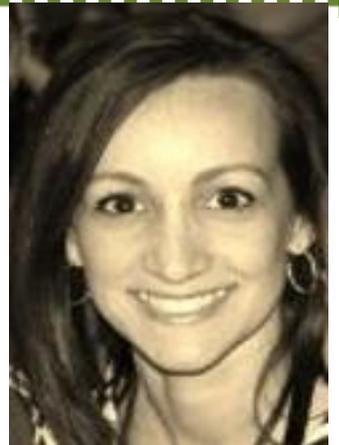
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# About Amie Dean

**Amie Dean, M.Ed., NBCT**

Amie Dean has been working with students with behavior challenges since 1993. Amie believes that although many teachers do an admirable job in the classroom, many children do not learn well in traditional settings. Countless children do not respond to the assembly line nature of schools. She believes that a child's strengths and natural ability must be the foundation of learning. Amie is a National Board Certified teacher with a Masters degree in Education. As the founder of the consulting firm, Educational Strategies Unlimited, she has also been committed to providing engaging presentations to educators that are packed with practical strategies that can be used in the classroom the very next day. Teachers, administrators, and counselors all over the county consistently state her trainings are amazing.



Amie has worked with thousands of teachers across the U.S. and is thrilled to be able to impact students' lives by sharing interventions that increase teacher effectiveness. With 21 years in education, Amie has built a great "toolbox" for teaching, motivating, and managing even the most challenging students.

