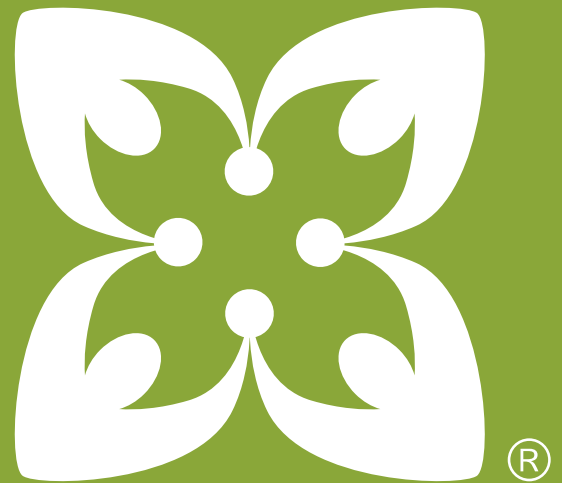


Positive Connections: CPI and Positive Behavior Support

Presentation Notes



nonviolent crisis intervention
a CPI specialized offering

Positive Connections: CPI and Positive Behavior Support

Before the webinar begins, please consider and discuss the following:

- Think of a person you recently encountered who has exhibited verbally or physically challenging behavior.
- What did you notice about the behavior of the person before, during, and after the incident?
- What did you notice about the behaviors of the others present before, during, and after the incident, including staff?
- What do you know about Positive Behavioral Interventions and Supports (PBIS)?
- How do you define it?

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Positive Connections: CPI and Positive Behavior Support

Presenters:

Susan Keith, CPI

Richard Boltax, Vermont PBIS Coordinator



nonviolent crisis intervention
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Who Are We?



Susan Keith

CPI

For more than 30 years, CPI has supported professionals through *Nonviolent Crisis Intervention*[®] training. The *Nonviolent Crisis Intervention*[®] training program offers a solid foundation to structure prevention and intervention approaches based on a philosophy of providing the best *Care, Welfare, Safety, and Security*SM for staff and those they support on a daily basis, even during crisis situations.



Richard Boltax

The Vermont BEST Team

A partnership between the Vermont Department of Education and the University of Vermont.

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Nonviolent Crisis Intervention[®]
Training Program

- Strong focus on prevention, recognition of early warning signs of potential crises, and nonverbal and verbal de-escalation strategies.
- Speaks to staff's role in the crisis and how their behavior may affect the crisis moment, both positively and negatively.
- Teaches person-centered language and approaches.
- Stresses that interventions should be matched to the function of behavior.
- Addresses the importance of both staff and client debriefing in order to begin identifying patterns and functions of behavior.



Nonviolent Crisis Intervention[®]
Training Program

Program Philosophy

Provide for the best:

- CARE**
- WELFARE**
- SAFETY**
- SECURITY**

For all



BEST

Building Effective Support for Teaching Students With Behavioral Challenges (BEST)

The Vermont BEST Team has a history of promoting promising and evidence-based practices in Vermont schools by integrating multiple strategies including:

- *Nonviolent Crisis Intervention*[®] training
- Positive Behavioral Interventions and Supports (PBIS)
- *Life Space Crisis Intervention*
- Second Step
- Skill Streaming
- Conferences and workshops on various approaches that support at-risk students and students who have emotional/behavioral challenges



Why Are We Here Together?

By integrating the skills and strategies of *Nonviolent Crisis Intervention*® training into the structure of PBIS, staff and client change is more likely to occur.



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Why Are We Here Together?

- To demonstrate how the valued ideas and practices of *Nonviolent Crisis Intervention*® training fit within the three-tiered logic model of Positive Behavior Support.
- To discuss how to evaluate the impact of *Nonviolent Crisis Intervention*® training within a PBIS setting.



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How Do PBIS and *Nonviolent Crisis Intervention*® Training Interact?

- **PBIS:** A framework promoting strategies that focus on *ALL* learners' social-emotional-behavioral needs.
- ***Nonviolent Crisis Intervention*® training:** A skills-based approach to preventing and responding to the social-emotional-behavioral needs of *ALL* individuals you support.
- **Both emphasize what staff will do differently!**



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Poll Question

In our school/organization we:

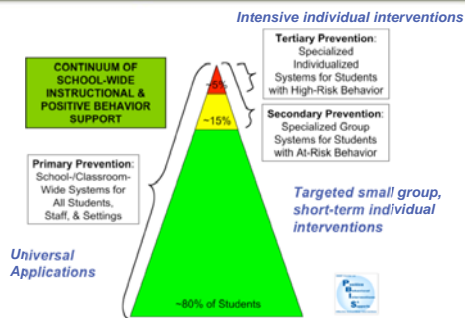
- Have implemented *Nonviolent Crisis Intervention*[®] training **only**.
- Have implemented Positive Behavior Supports **only**.
- Have implemented **both** *Nonviolent Crisis Intervention*[®] training and Positive Behavior Supports.
- Have successfully integrated Positive Behavior Supports and *Nonviolent Crisis Intervention*[®] training.
- None of the above.

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Positive Behavioral Interventions and Supports Continuum

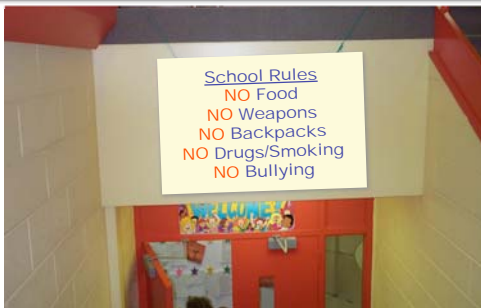


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Redesign Learning and Teaching Environment



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Redesign Learning and Teaching Environment



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Saying and Doing It "Positively!"



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Saying and Doing It "Positively!"



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Employee Entrance at Tulsa Downtown Doubletree



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1 Million Workers, 80,000 Managers, 400 Companies

Predictable work environments are places where educators, students, family members, etc.:

1. Know what is **expected**.
2. Have **curriculum and instruction** to do their job correctly.
3. Receive **recognition** for demonstrating expectations.
4. Have teacher/parent/principal who cares and **pays attention**.
5. Receive **encouragement to contribute and improve**.
6. Can identify someone they can **relate to**.
7. Feel **mission** of classroom/school makes them feel like their **efforts are important**.
8. See students/teachers/principals around them **committed** to doing a good job.
9. Feel like they are **learning** new things (getting better).
10. Have **opportunity** to do their learning/teaching well.

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What should you expect to see/hear in a PBIS School?

- **80% of students** can tell you the school-wide expectations and can say that they have been rewarded for following them.
- **80% of staff** can tell you the school-wide expectations and can say they have acknowledged students for following them.
- School staff have taught the school-wide expectations to all students.
- **Positive** adult-to-student **interactions** exceed negative.

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School-Wide

1. Leadership **team**.
2. Behavior **purpose** statement.
3. Set of **positive expectations and behaviors**.
4. Procedures for **teaching** school-wide and classroom-wide expected behavior.
5. Continuum of procedures for **encouraging** expected behavior.
6. Continuum of procedures for **discouraging** rule violations.
7. Procedures for ongoing data-based **monitoring** and evaluation.

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Targeted Interventions

- School teams become aware of at-risk students and high-risk locations.
- Proactive short-term interventions are used in an effort to change behavior and break negative cycles.
- Social skills clubs, Behavior Education Plans, and "check-in check-out" systems are all examples of targeted interventions.

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Intensive Individualized Interventions

- Behavior support teams form plans for students needing intensive, fully individualized, assessment based interventions.
- Interventions complement primary and secondary supports and may include things like:
 - Wrap-around planning.
 - Evidence-based mental health interventions.
 - Coordinated services planning.
 - Crisis response.

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Nonviolent Crisis Intervention® Training

- The Integrated Experience
- Supportive Responses to Anxiety
- Personal Space and Body Language
- Paraverbal Communication
- Empathic Listening
- Precipitating Factors
- Rational Detachment
- Postvention

- Staff Fear and Anxiety
- Personal Safety TechniquesSM
- Team Intervention
- Nonviolent Physical Crisis InterventionSM
- Postvention

- Precipitating Factors and Rational Detachment
- Verbal Escalation ContinuumSM
- Keys to Setting Limits
- Postvention

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How Do CPI and PBIS Interrelate?

- PBIS is a structure that paves the way for successful teaching.
- Ultimately it is about teaching, teaching, teaching.
- CPI is the skill set necessary for adults to use during the act of teaching.
- CPI fills-in the triangle with strategies for teaching students/clients with behavioral challenges in all parts of the triangle.

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Why Do PBIS? When a Student...

Doesn't know how to read – what do we do?
WE TEACH.

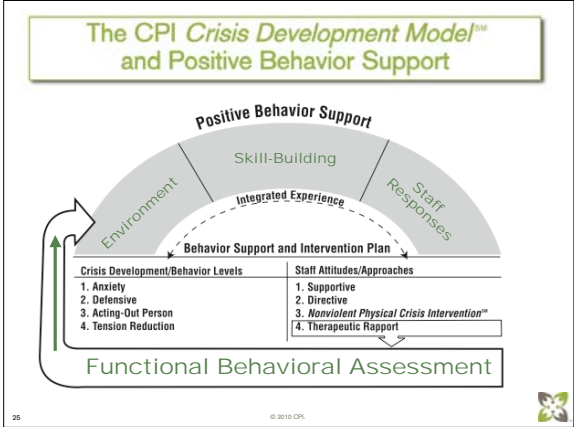
Doesn't know how to add – what do we do?
WE TEACH.

Doesn't know how to swim – what do we do?
WE TEACH.

Doesn't know how to drive – what do we do?
WE TEACH.

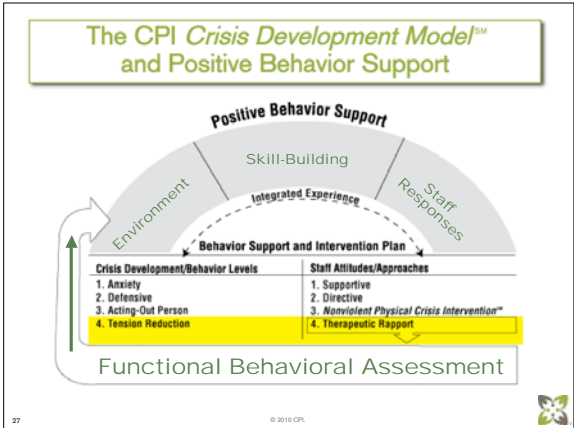
When a student doesn't know how to behave – what do we do?

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Positive Behavior Support

Environment	Skill Building	Staff Response
<ul style="list-style-type: none"> Ensure safety. Ensure that the environment is organized to maximize success for the individual. Ensure respect for personal space and personal possessions. Reduce distractions—visual, auditory, etc. 	<ul style="list-style-type: none"> Communication skills. Choice making. Relaxation techniques. Schedule adherence. 	<ul style="list-style-type: none"> Praise. Redirect. Avoid reinforcing inappropriate behavior. Explain rules/expectations. Allow time for processing.



The CPI *COPING Model*SM
 A framework CPI uses to guide staff through the process of debriefing after a crisis

- C**ontrol – Prior to debriefing, ensure that all have regained control.
- O**rient – Orient to the basic facts of the incident.
- P**atterns – Begin to identify patterns of behavior.
- I**nvestigate – Look for alternative to inappropriate behavior
- N**egotiate – Develop a plan for making change happen; e.g., contracts or behavior plans.
- G**ive – Give responsibility for behavior; provide support and encouragement.



Functional Behavioral Assessment

Generally considered to be a problem-solving process for gathering information to address student problem behavior.



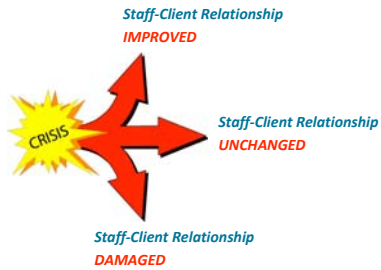
The CPI *COPING Model*SM and Functional Behavioral Assessment

CPI <i>COPING Model</i> SM	Functional Behavioral Assessment
C ONTROL	Prerequisite for problem solving
O RIENT	Identify antecedent behavior and consequences
P ATTERNS	Collect data on frequency, duration, and intensity
I NVESTIGATE	Develop hypothesis or summary statement about the function of behavior.
N EGOTIATE	Develop behavior support and intervention plan
G IVE	Evaluate effectiveness of BSP

(Emsperger, 2003)



Three Possible Outcomes of a Crisis



(LSCI Institute)



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Positive Behavior Support



Again . . . it's about what the staff will do differently!



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Positive Behavior Support

What else can we do to assess the impact of *Nonviolent Crisis Intervention*® training in a PBIS School?



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Effective Implementation

- Develop person-centered practices.
- Training and resources are needed to ensure effective implementation.
- An ongoing training process will promote successful implementation.
- Plan implementation must be monitored to ensure strategies are used consistently across intervention settings.

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Thank You for Making a Difference

At CPI, we know how difficult your job can be. We know the challenge of balancing your responsibilities with keeping everyone safe.

We are committed to advancing a culture of safe caregiving for your service users and staff. Thank you for all you do every day to make a difference in the lives of those you serve.

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Questions and Answers



Richard Boltax
Vermont BEST



Susan Keith
CPI

If you would like to ask a question specific to your work situation, please email instructor@crisisprevention.com.

To problem solve unique situations or to inquire about related resources, call CPI at:

877.877.5390 (US and Canada)

1800 55 3247 (in Australia)

0161 929 9777 (in UK)

0800 44 9167 (in New Zealand)

052 38851 (in Ireland)

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References and Resources

The Association for Positive Behavior Support (APBS)
apbs.org/

TA Center on Positive Behavioral Interventions and Supports
pbis.org

PBS Vermont
pbsvermont.com

CPI
crisisprevention.com

National Association of School Psychologists
nasponline.org/resources/factsheets/pbs_fs.aspx