



Aurora Public Schools

Positive Behavior Support

Division of Equity and Engagement

Response to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters with Different Mistfers?

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Description:

The newsletter article describes the tight relationship between Response to Intervention (Rtl) and Positive Behavior Support (PBS).

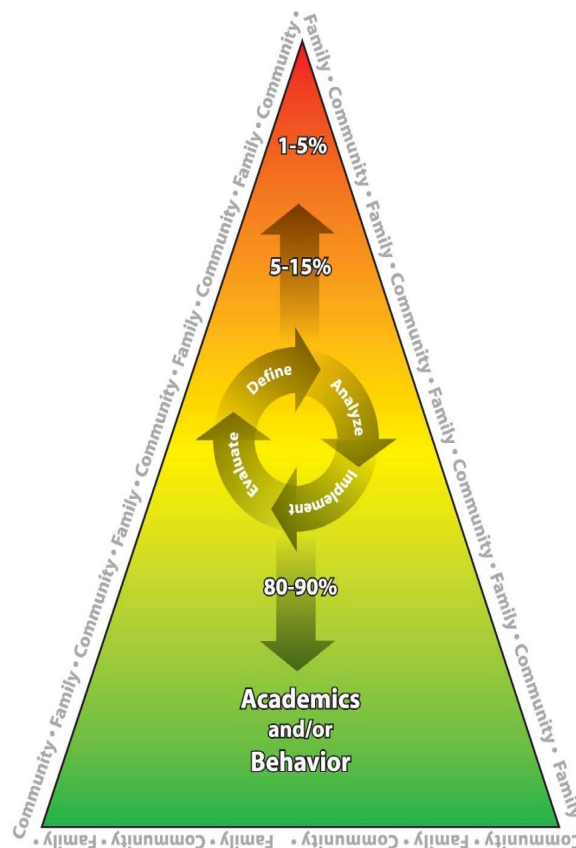
In this five page article, the goal is to describe the shared (identified in **bold**) characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic *and* social difficulties in school.

Positive Behavior Support (PBS) is based on a **problem-solving**

model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007). Positive Behavior Support (PBS) is a process that is consistent with the core principles of Rtl. Similar to Rtl, PBS offers a **range of interventions that are systematically applied to students based on their demonstrated level of need**, and addresses the role of the environment as it applies to development and improvement of behavior problems.

Contact your PBS coach for a copy of the article or go to:

http://www.pbis.org/pbis_newsletter/volume_4/issue2.aspx



PBS at Your Site

- Assembly* *Flow Chart*
- Lesson Plan* *Incentives*
- Matrix* *Recognition*

We know that your building is doing something spectacular! Send your PBS District Coach a picture and a quick explanation of what is being shown. Why re-invent the wheel when we have so many terrific ideas right here in our own backyard.

Upcoming Events & Opportunities

November

- 11 Presentation for schools interested in becoming PBS sites at ESC 4 Conf. Room C, 11-12:30
- 11 *Drop Out Prevention* class at ESC 4 Conf. Room C, 3:45-5:45

- 18 *PBS Facilitators Meeting* at ESC 4 Conf. Room C, 3:45-5:45

26 Thanksgiving Day

December

- 9 *Ideas to Boost Staff Morale* at ESC 4 Conf. Room C, 3:45-5:45

Have a great Winter Break!

January

- 13 Targeted Interventions at ESC 4 Conf. Room C, 3:45—5:45
- 27 *PBS Facilitators Meeting* at ESC 4 Conf. Room C, 3:45—5:45

PBS CONTACTS

PBS Consultant:

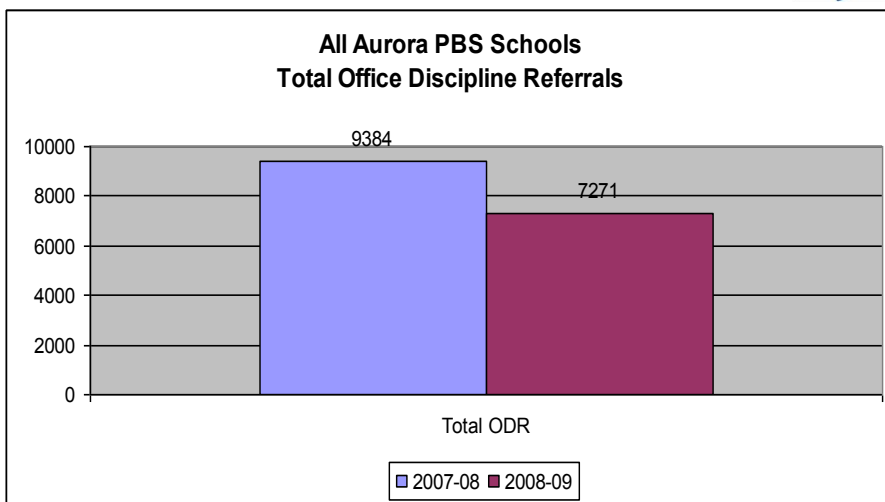
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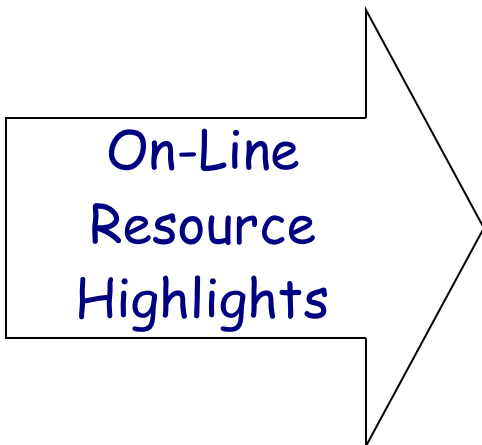
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APS PBS sites have seen an overall total **decrease of 2113 referrals** from the 07-08 to 08-09.



www.behaviordocor.org	Great general behavior resource. Lots of tools and power points to use.
www.interventioncentral.org	Full of ideas and interventions. Be careful, this can be overwhelming!
www.cde.state.co.us/pbs	What is going on with PBS in the state of Colorado.
www.pbis.org	Keep up to date and find great resources about positive behavior support.
http://flpbs.fmhi.usf.edu/	The "Resources" tab here is full of great examples from Florida schools.

Offer the Student a Face-Saving Out

Thompson & Jenkins, 1993

School-Based Intervention Idea from www.interventioncentral.org

Focus: **DEFIANCE / NON-COMPLIANCE**

Students sometimes blunder into potential confrontations with their teachers; when this happens, the teacher helps the student to avoid a full-blown conflict in a manner that allows the student to save face.

Try this face-saving de-escalation tactic: Ask the defiant student, "Is there anything that we can work out

together so that you can stay in the classroom and be successful?" Such a statement treats the student with dignity, models negotiation as a positive means for resolving conflict, and demonstrates that the instructor wants to keep the student in the classroom. It also provides the student with a final chance to resolve the conflict with the teacher and avoid other, more serious disciplinary consequences. Be prepared for the possibility that the student will initially give a sarcastic or unrealistic response (e.g., "Yeah, you can leave me alone and stop trying to get me to do classwork!"). Ignore such attempts

to hook you into a power struggle and simply ask again whether there is any reasonable way to engage the student's cooperation. When asked a second time, students will often come up with workable ideas for resolving the problem. If the student continues to be non-compliant, however, simply impose the appropriate consequences for that misbehavior.

References

Thompson, G.J., & Jenkins, J.B. (1993). Verbal judo: The gentle art of persuasion. New York: William Morrow.