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Description: The newsletter article describes the tight relationship between Response to Intervention (RtI) 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 RtI. Similar to RtI, 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

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

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

Have a great Winter Break!
**School-Based Intervention Idea**

**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**