

Where did that come from? Understanding and Managing Acting Out Behavior

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Agenda

- Welcome & Overview of Ci3T
- A Look at Acting Out Behavior: Timing is Everything!
- Managing Acting Out Behavior: Seven Phases
- Pathways to Success: Understanding Educator-Student Interactions
- Tier 3: Building a De-escalation Plan
- Wrapping up: Resources and Questions

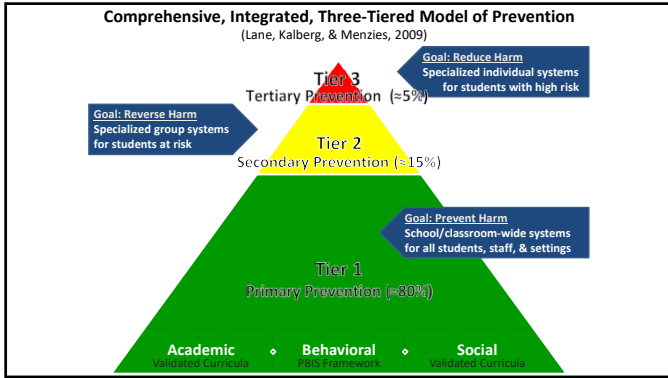


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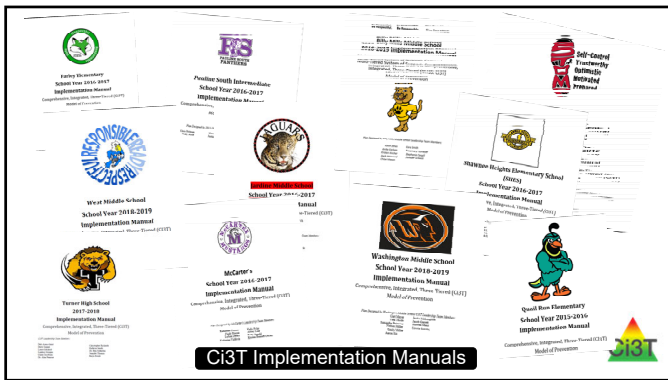


Welcome & Overview of Ci3T

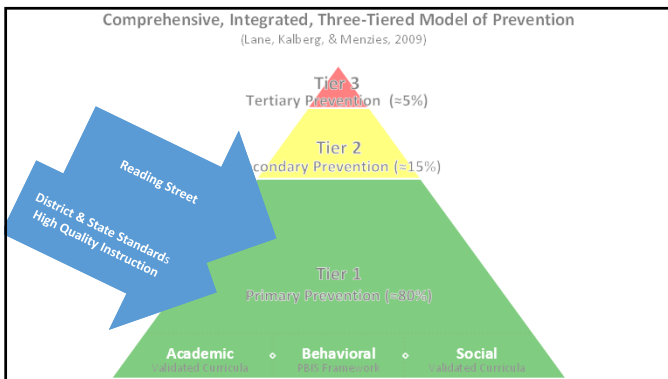
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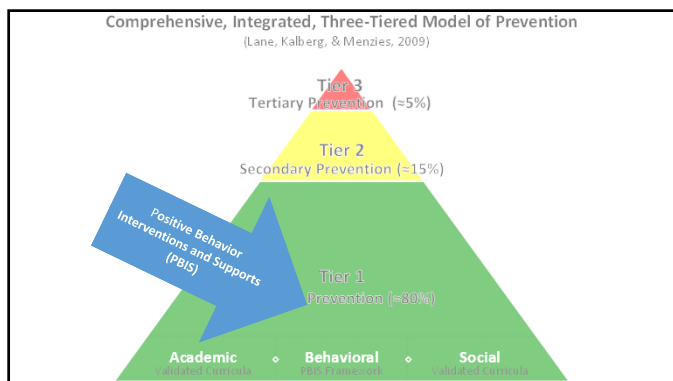
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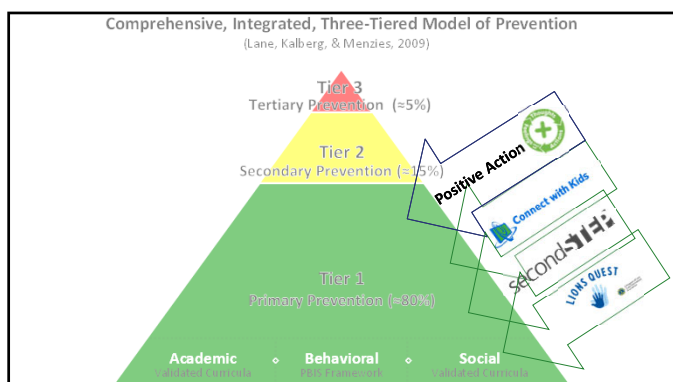
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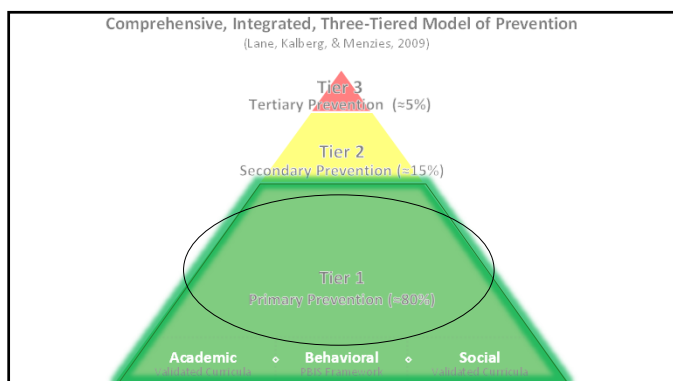
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<p>District & State Standards High Quality Instruction</p>	<p>LE Element</p>	<p>Positive Behavior Interventions and Supports (PBIS)</p>	<p>Primary (Tier 1)</p>	<p>Social and Emotional Learning</p>
<p>Area I: Academics Responsibilities</p> <p>Students:</p> <ul style="list-style-type: none"> Be at school on time and stay all day. Access and use resources to be organized. Complete and turn work in at a timely manner. Communicate with teachers and parents. Participate in district core instruction and learning opportunities. Actively participate in class activities and be persistent in the face of challenge. Participate in: <ul style="list-style-type: none"> 60 minutes of Math using <i>Math Expressions Common Core</i> (Houghton Mifflin Harcourt) 90 minutes of English Language Arts using <i>Scott Foresman Reading Street™ Common Core</i> (Pearson Education) materials. Bring all materials, including daily planners (Gr. 3-5). 	<p>Area II: Behavior Responsibilities</p> <p>Students:</p> <ul style="list-style-type: none"> Meet school-wide expectations stated in the <i>Expectation Matrix</i>. Use strategies learned in behavior expectation setting and <i>Positive Action™</i> lessons to prevent or minimize triggers and identify and manage agitation. Take responsibility for own actions and the effect on others. Tell an adult about any unsafe behaviors. Ask an adult when you need help. 	<p>Area III: Social Skills Responsibilities</p> <p>Students:</p> <ul style="list-style-type: none"> Follow the school-wide expectations listed in the <i>Expectation Matrix</i>. Actively participate in weekly <i>Positive Action™</i> lessons. Use positive social skills at school, at home and in the community and encourage peers to use these skills. Cooperate with others, use kind words and actions. Listen politely, and resolve conflicts peacefully by using <i>Stop, Walk, Talk!</i> (ORSEP-TAC, PBIS.org) 	<p>Area III: Social Skills Responsibilities</p> <p>Faculty and Staff:</p> <ul style="list-style-type: none"> Implement the <i>Positive Behavioral Interventions and Supports (PBIS)</i> with fidelity. Foster a safe environment for all students. Teach all setting <i>Expectations</i> within the first week of school and reteach <i>Expectations</i> monthly. Display and model school-wide expectations in classrooms and other key settings. Be consistent with expectations. Provide behavior specific praise and intrinsically pair praise with delivering the schoolwide expectations who display school-wide expectations throughout school settings. Demonstrate professional behavior and a positive attitude. Use a prompt indicators of: <ul style="list-style-type: none"> Praise Redirect Rethink Allow a request Recognize behavior Follow response Implement integrity. 	<p>Area III: Social Skills Responsibilities</p> <p>Faculty and Staff:</p> <ul style="list-style-type: none"> Teach schoolwide social skills character education curricula with fidelity. Teach weekly <i>Positive Action™</i> lessons <ul style="list-style-type: none"> Grades K - 2 <ul style="list-style-type: none"> One 20 min lesson per week teacher lead One 10 min lesson every other week co-taught by teacher and counselor Grades 3 - 5 <ul style="list-style-type: none"> One 20 min lesson per week teacher lead One 45 min lesson every other week co-taught by teacher and counselor Use appendix for specific lessons for each grade level. Teach Daily Prevention in <i>Positive Behavior Support™</i> (Walt, Tzaf, ORSEP-TAC, PBIS.org). Model social skills expected.

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<p>Area I: Academics Responsibilities</p> <p>Faculty and Staff:</p> <ul style="list-style-type: none"> Teach core programs according to district and state standards with fidelity. English Language Arts (90 min of uninterrupted reading instruction, 30 min additional writing) <i>Scott Foresman Reading Street™ Common Core</i> Math (60 min of core) <i>Houghton Mifflin Harcourt Math Expressions Common Core</i> Differentiate instruction to meet the needs of all students. Plan for learning opportunities that minimize the use of instructional time and student engagement. Use proactive evidence-based strategies to support students' active engagement. <ul style="list-style-type: none"> Active supervision Pre-correction Instructional feedback Instructional choice Increased opportunities to respond Behavior specific praise High-p requests Provide meaningful and appropriate practice opportunities. Provide feedback in a timely manner to students and parents. Conduct, report, and use screening and assessments (see <i>Assessment Schedule</i>). Benchmark progress three times a year for reading and math. Use schoolwide data to consider students' Secondary (Tier 2) and 	<p>Area II: Behavior Responsibilities</p> <p>Faculty and Staff:</p> <ul style="list-style-type: none"> Implement the <i>Positive Behavioral Interventions and Supports (PBIS)</i> with fidelity. Foster a safe environment for all students. Teach all setting <i>Expectations</i> within the first week of school and reteach <i>Expectations</i> monthly. Display and model school-wide expectations in classrooms and other key settings. Be consistent with expectations. Provide behavior specific praise and intrinsically pair praise with delivering the schoolwide expectations who display school-wide expectations throughout school settings. Demonstrate professional behavior and a positive attitude. Use a prompt indicators of: <ul style="list-style-type: none"> Praise Redirect Rethink Allow a request Recognize behavior Follow response Implement integrity. 	<p>Area III: Social Skills Responsibilities</p> <p>Faculty and Staff:</p> <ul style="list-style-type: none"> Teach schoolwide social skills character education curricula with fidelity. Teach weekly <i>Positive Action™</i> lessons <ul style="list-style-type: none"> Grades K - 2 <ul style="list-style-type: none"> One 20 min lesson per week teacher lead One 10 min lesson every other week co-taught by teacher and counselor Grades 3 - 5 <ul style="list-style-type: none"> One 20 min lesson per week teacher lead One 45 min lesson every other week co-taught by teacher and counselor Use appendix for specific lessons for each grade level. Teach Daily Prevention in <i>Positive Behavior Support™</i> (Walt, Tzaf, ORSEP-TAC, PBIS.org). Model social skills expected.
<p>What do I need to know?</p> <p>Use proactive evidence-based strategies to support students' active engagement.</p> <p>Examples:</p> <ul style="list-style-type: none"> Active supervision Pre-correction Instructional feedback Instructional choice Increased opportunities to respond Behavior specific praise High-p requests 		

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<p>What do I need to know?</p> <p>Use a positive response to initial indicators of not meeting expectations:</p> <ul style="list-style-type: none"> Praise students meeting expectations Redirect students who are struggling Rethink expectations Allow student time to respond to request and re-engage Recognize/reinforce changed behavior Follow <i>Reactive Plan</i> for responding to repeated difficulties. <p>Implement the reactive plan with integrity.</p>		

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Procedures for Teaching the Primary Plan to:

Faculty and Staff:

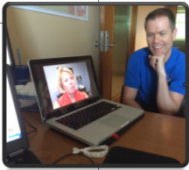
- Monitor building schedule of events and activities:
 - o schedule BRAVE Expectations Assemblies
- o include Practitioners of Good in school meetings, collaborate the teaching assistants, bus drivers, cafeteria staff, and others
- Plan developed for staff with lesson plans focusing on each component of the Expectation Matrix- BRAVE
- Primary plan posted on TeachersSharePrint site and on school website
- Videos or presentations to teach instructional staff before beginning of school year
- Offer professional development for Tier 1, 2, and 3 components
- Posters throughout school and in all classrooms- Expectation Matrix, setting expectation posters, and emergency procedures
- Weekly monthly groupings, Principal Email- Information for the Week
- Weekly monthly topics, reminders and data sharing
- Biweekly brief groups for faculty and staff, especially substitutes
- Substitute Folder information


Students:

- 5th grade orientation video
- Daily announcements:
 - o put on screen in cafeteria with reminders
 - o end of week announcements for upcoming events
 - o WOW to star drawings
 - o review of expectations
- Posters throughout school and in all classrooms:
 - o expectation Matrix
 - o specific setting expectation posters
 - o emergency procedures
- Dissemination:
 - o host groups for students, faculty and staff, substitutes
- Expectation Matrix provided in the Building Planner
- Expectations assembly for all students
- Student substation i.e.
 - o greet new students
 - o provide a tour of the school
 - o introduce the Expectation Matrix
 - o provide BRAVE booklets for new students
- Student Council i.e.
 - o support events, and promote the Expectation Matrix throughout the school year

Parents / Community:

- Parent letter & brochure
- Subs.com



Lane & Oakes 2012 

https://youtu.be/b4swsa_knYF


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Procedures for Reinforcing

Faculty and Staff:


Students:


Parents/ Community:



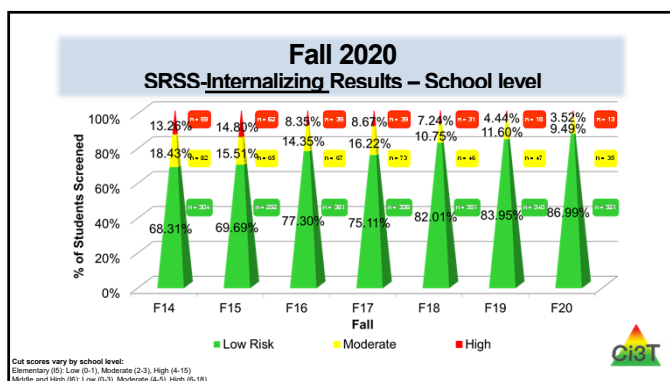
Donation Coupon:
1 box of Macaroni and Cheese to Community Food Drive

Located in your C3T Implementation Manual

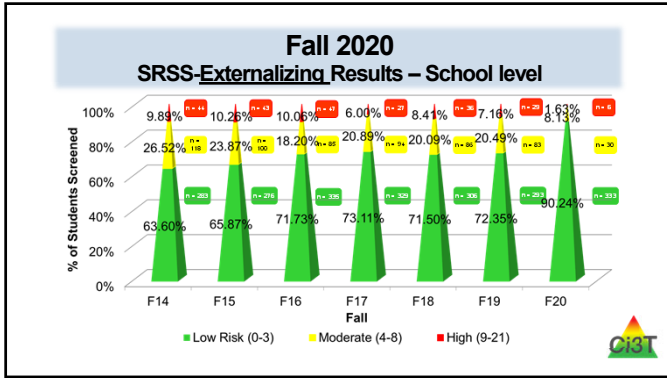




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Examining Academic and Behavioral Data: Elementary School Level

TEACHER NAME	R. Collins						Total Days
Date	December 2014						
		1 Average or Above 2 Below Average 3 Well Below Average	0-3 Low 4-8 Moderate 9-21 High	0-1 Low 2-3 Moderate 4-15 High	0-1 Low 2-5 Moderate 6+ High		
Student Name	Student ID	AIMSweb Reading	AIMSweb Math	SRSS-E7 Behavior	SRSS-6 Interacting (Preliminary)	ODR	Absent
Alley, Allison	2310	1	1	1	1	0	0
Alvord, Monroe	2013	1	1	1	0	0	0
Bonds, Peter	2031	2	2	4	0	3	0
Booker, Abbie	2001	1	1	0	2	1	3
Carrington, Ashley	2152	1	3	0	1	0	8
Cox, Lucille	2002	2	3	2	10	0	8
Hartings, Erin	2017	1	1	0	0	0	0
Julius, CF Tam	2132	3	2	6	2	4	7
Justice, Jesse	2003	2	2	3	1	0	3
Ochoa, Kelly	2009	1	2	0	3	0	6
Parker, Stephanie	2004	1	2	4	0	0	1
Paul, Timothy	2010	1	1	3	0	0	1
Reed, Kendra	2022	3	0	14	2	29	3
Tonia, Blake	2018	1	2	0	0	0	1
Wellington, Jasper	2215	2	3	14	4	9	0

Lane, K. L., Manzoni, H. M., Etniko, R. P., & Oakes, W. P. (2015). *Supporting Behavior for School Success: A Step-by-Step Guide to Key Strategies*. New York, NY: Guilford Press.

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Low-Intensity Strategies

- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High p Requests
- Precorrection
- Incorporating Choice

- Self-monitoring
- Behavior Contracts

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Tier 1 Low Intensity Strategies	Lawrence High School Experts
<p>Behavior Specific Praise: Using specific, appropriate, and contingent praise to provide feedback to a student on his or her behavior or work. Example: "Zoe, thank you for adding thorough responses to your assignment today."</p>	<ul style="list-style-type: none"> • Bill DeWitt, Administration • Barb Williams, Learning Coach/AVID • Laura Koster, Physical Education • Heidi Woods, Special Education • Sylvia Trevino-Maack, Student Services • Susan Miska, English • Maran Santelli, Special Education • Liz Crookard, Special Education • William Patterson, English • Mike Hymer, Special Education • Charlotte Anderson, Library • Cheryl Hughes, Special Education • Jeanne Yantze, Special Education
<p>Opportunities to Respond: Creating frequent opportunities for students to respond to teacher inquiries. Teachers should provide approximately four to six opportunities to respond per minute. The response can be individual, choral, verbal, written, or indicated through a gesture or symbol.</p>	<ul style="list-style-type: none"> • Bill DeWitt, Administration • Mike Norris, Administration • Sylvia Trevino-Maack, Student Services • Maran Santelli, Special Education • William Patterson, English • Mike Hymer, Special Education • Charlotte Anderson, Library • Cheryl Hughes, Special Education • Stephanie Magnuson, Math
<p>Choice and Preferred Activities: Offering students the opportunity to choose which instructional activity they would like to complete. This increases on-task behavior and decreases problem behaviors.</p>	<ul style="list-style-type: none"> • Barb Williams, Learning Coach/AVID • Laura Koster, Physical Education • Kelsey Buek, English • Jack Hood, Social Studies • Sylvia Trevino-Maack, Student Services • Maran Santelli, Special Education • William Patterson, English • Mike Hymer, Special Education • Jeanne Yantze, Special Education



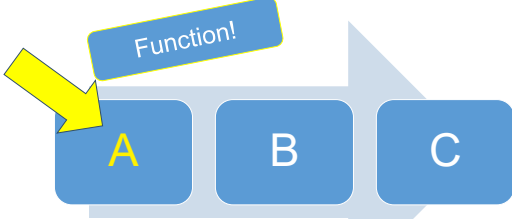
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A Look at Acting Out Behavior: Timing is Everything!

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Antecedents -Behavior - Consequences



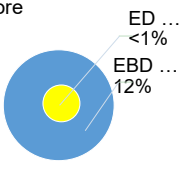

Pre-correction: Identifies predictable contexts that often result in problem behavior and provides students with supports, prompts, and reinforcement for engaging in appropriate behavior



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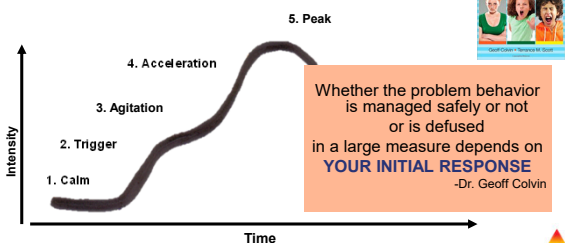
Managing Acting Out Behaviors

- Classrooms are becoming increasingly more diverse
 - Culturally
 - Academically
 - Behaviorally
 - Social skill sets
 (Lane, Wehby, & Robertson, 2008)
- Students with exceptionalities are accommodated in inclusive settings (MacMillian, Gresham, & Forness, 1996)





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The Acting-Out Cycle

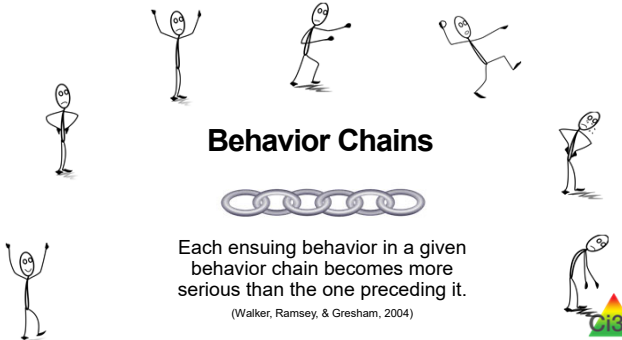


Colvin, 2004
Overview of the Acting Out Cycle--Vanderbilt IRIS Module




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Behavior Chains



Each ensuing behavior in a given behavior chain becomes more serious than the one preceding it.
(Walker, Ramsey, & Gresham, 2004)




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Change the Behavioral Momentum
(Nevin, 1970)



Interrupt the behavioral chain at any time to prevent the occurrence of more serious types of behavior.



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Stages of the Acting Out Cycle
Colvin (1992)

- Calm
- Triggers
- Agitation
- Acceleration
- Peak
- De-Escalation
- Recovery





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A Look at Tier 1...

- What supports are in place to support students across the three domains
 - Academic
 - Behavioral
 - Social
- Look at the Professional Learning tab on ci3t.org. What low-intensity strategies are currently in place?
- What questions do you have?

00:00



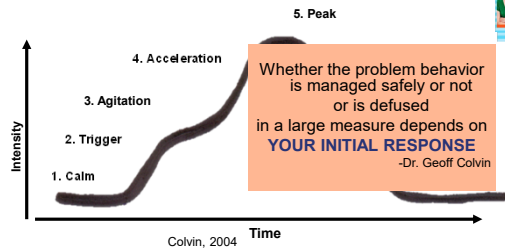
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Managing Acting Out Behavior: Seven Phases

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The Model: Seven Phases of The Escalation or Acting-out Cycle



Colvin, 2004
Overview of the Acting Out Cycle--Vanderbilt IRIS Module



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Calm

Overall behavior is cooperative, compliant, and desirable.

- Academically Engaged
- Following Rules & Expectations
- Responsive to Praise and Feedback
- Initiates Interactions
- Goal Directed Behaviors



Colvin, G. & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

30

Calm

Strategies:
 Intervention is focused on proactive strategies. Focus on **instruction and positive behavior support**.

- Implement the schoolwide Ci3T plan
- Vary instructional delivery
- Provide behavior specific praise
- Implement low-intensity teacher managed strategies (e.g. precorrection, active supervision, providing opportunities to respond)
- Carefully plan instruction and implement clear routines and procedures
- Attend to the physical environment for potential problem areas

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Triggers

Overall behavior involve a series of unresolved problems.

School-Based Triggers

- Conflicts
- Changes in Routine
- Peer Provocations
- Pressure
- Ineffective Problem Solving
- Facing Errors in Instruction
- Facing Correction Procedures
- Denial of Something Needed

Nonschool-Based Triggers

- Dysfunctional Home Life
- Health Problems
- Nutritional Needs
- Inadequate Sleep
- Substance Abuse
- Gangs

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Triggers

Strategies:
 Intervention is focused on **prevention and redirection**.

- Identify the situation where the behavior is likely to occur.
- Use precorrection to teach appropriate response.
- Rehearse the expectations, prompt or remind students as needed, provide specific praise and reinforcement.
- Work with all staff and faculty to teach and reinforce social skills.
- Group social skills, anger management, community services.
- Work with families for outside supports of nonschool-based triggers

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Low-Intensity Strategies

- Opportunities to Respond
- Behavior Specific Praise
- Active Supervision
- Instructional Feedback
- High p Requests
- Precorrection
- Incorporating Choice
- Self-monitoring
- Behavior Contracts

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Agitation

Overall behavior is unfocused and off task.

<p>Increases in Behavior</p> <ul style="list-style-type: none"> • Darting Eyes • Non-conversational Language • Busy Hands • Moving In and Out of Groups • Off-task, Then On-task Behavior 	<p>Decreases in Behavior</p> <ul style="list-style-type: none"> • Staring into Space • Veiled Eyes • Non-conversational Language • Contained Hands • Withdrawal
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Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Agitation

Strategies:

Intervention is focused on **reducing anxiety.**

- Show empathy
- Provide reasonable options and choices
- Allow wait time for student to decide (usually less than a minute)
- During wait time, walk away from student, attend to other students, or engage in some other task
- Involve in successful engagement (behavior momentum)

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Acceleration

Overall behavior is teacher-engaging.

- Questioning and Arguing
- Noncompliance and Defiance
- Off-Task Behavior
- Provocation of Others
- Compliance with Accompanying Inappropriate Behaviors
- Criterion Problems
- Whining and Crying
- Avoidance and Escape
- Threats, Intimidation
- Destruction of Property
- Verbal Abuse

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Acceleration

Strategies:

Intervention is focused on **safety**.

- Remove all triggering factors
- Avoid escalating prompts
- Maintain calmness, respect and detachment
- Approach the student in a nonthreatening manner
- Utilize non-confrontational limit-setting procedures

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Peak

Overall behavior is out of control.

- Serious Destruction of Property
- Assault
- Self-Abuse
- Severe Tantrums
- Hyperventilation
- Running Away/Elopement

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.



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Peak

Strategies:

Focus on **safety only!**

- Remain calm
- Crisis management
- Safe strategies- emergency safety intervention (ESI) if there is immediate danger (if ESI used, document & notify)
- Learn from it...(FBA, BIP, Mental Health Assessment, etc.)

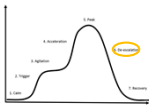

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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De-Escalation

Overall behavior displays confusion

- Confusion
- Reconciliation
- Withdrawal
- Denial
- Blaming Others
- Responsiveness to Directions
- Responsive to Manipulative or Mechanical Tasks
- Avoidance of Discussion
- Avoidance of Debriefing

Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.



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De-Escalation

Strategies:

Intervention is focused on monitoring for re-escalation of behavior.


- Monitor for health/safety of all involved
- Avoid blaming- provide opportunity for non-judgmental discussion
- Allow cool-down time and space
- Engage in independent work- provide easy/concrete tasks


Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Recovery
Overall behaviors show eagerness for busy work and reluctance to interact or discuss.



- Eagerness for Independent Work or Activity
- Subdued Behavior in Group Work
- Subdued Behavior in Class Discussions
- Defensive Behavior
- Avoidance of Debriefing





Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Recovery

Strategies:
 Intervention focuses on returning to normal activities.

- Follow through with consequences-but do not disrupt flow of instruction.
- Positively reinforce any displays of appropriate behavior
- Debrief/rehearse problem solving routine





Colvin, G., & Scott, T. (2015). *Managing the cycle of acting-out behavior in the classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

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Debriefing Session

1. Facilitates transition back to task/activity... not further negative consequence.
2. Goal is to increase appropriate behavior
3. Focus on problem solving
4. Pinpoint events that contributed to the incident
5. Teach replacement behaviors
6. Debriefing activities and forms




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The Acting Out Cycle...

- Reflect on each phase
 - What phases do you feel most knowledgeable about?
 - What strategies do you feel comfortable implementing?
 - What professional learning avenues would be useful for building knowledge and confidence?

00:00



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Ci3T 


Pathways to Success: Understanding Educator- Student Interactions

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Defusing Off-Task Behavior

Appendix 107



1. Assess the situation: determine "emergency situation"? If so, follow defusing steps).
2. Maintain the flow of instruction.
3. Recognize on-task students, make
4. Redirect (focus on task, brief language procedures for asking for help).
5. Praise compliance.



APPENDIX 107	
Checklist for Defusing Off-Task Behavior	
1. Assess emergency: Is this an emergency situation?	YES NO
2. Maintain flow of instruction: Do you continue to teach the class?	YES NO
3. Recognize on-task students: Do you acknowledge on-task students?	YES NO
4. Redirect: Do you redirect the student to the task?	YES NO
5. Praise compliance: Do you praise the student for complying with the redirection?	YES NO

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Four Key Strategies

- 1. Take an instructional approach to behavior school wide.
- 2. Intervene early in the acting out cycle.
- 3. Learn strategies to intervene at each stage in the acting out cycle.
- 4. Be respectful at all times.



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Tier 3: Building a De-escalation Plan

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Planning

ESCALATION CYCLE
*This is a tool teams can utilize to plan responses to each phase of the acting out cycle. This should be a part of a comprehensive positive behavior support plan.

Onset/Pre-escalation	Escalation	Peak	De-escalation	Recovery

Prevention	De-escalation	Recovery	Recovery	Recovery

TEMPLATE:
Individualized De-escalation Support Plan

Name: _____ Date: _____
 Student: _____
 Staff member: _____

	Assessment (onset, escalation, peak)	Strategies (identify each response)
Onset		
Escalation		
Peak		
De-escalation		
Recovery		

Adapted from Bell and Conroy, Behavior Support Plan (BSP), 2003. © 2003. In: Bell, M. (Ed.), Managing the most challenging students in the classroom (Pp. 155-165). Thousand Oaks, CA: Corwin.

See **Implementation** folder for Individualized De-escalation Support Plan



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Sample Intervention Grid				
Support	Description	School-wide Data: Entry Criteria	Data to Monitor Progress	Exit Criteria
Individualized De-escalation Plan	Ongoing strategy involving identifying specific student characteristics for each phase of the De-escalation cycles and implementing appropriate and evidence-based adult responses to managing student acting out behavior.	One or more of the following: Behavior: <input type="checkbox"/> SRSS-E7: High (9-21) <input type="checkbox"/> Office discipline referrals (ODRs) 6 or more within a grading period	Identify a target behavior for the individual student. Include: (a) label for the behavior, (b) definition, (c) examples, and (d) non examples Set behavioral goal based on baseline performance of the behavior. Direct observation of the target behavior with data points graphed for decision making. Treatment Integrity: Treatment integrity checklist Social Validity: Teacher: IRP-15 Student: CIRP	SRSS-E7 score: Low (0-3) Observation data demonstrate behavior is consistently within expected level (per goal; three consecutive data points) – then transition to maintenance plan and monitor behavior during transition.

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Individual De-escalation Support Plan...

- Visit the Professional Learning tab on ci3t.org and explore resources available for the “Tier 3: Individual De-Escalation Support Plan for Managing the Action Out Cycle”
 - Do you have this in place as a Tier 3 intervention?
 - How might this be useful for the work you do?
 - What questions do you have?

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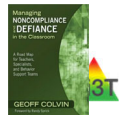
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Wrapping up: Resources and Questions

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Resources

- Addressing Disruptive and Noncompliant Behaviors: Understanding the Acting-Out Cycle with Dr. Kathleen Lane: <http://iris.peabody.vanderbilt.edu/module/bi1/>
- PBIS Missouri Classroom Management Modules: <http://pbismissouri.org/educators/effective-class-practice>
- Midwest Symposium for Leadership in Behavior Disorders: www.msibd.org
- Association for Positive Behavior Support: www.apbs.org
- Dr. Geoff Colvin's Behavior Associates: <http://www.behaviorassociates.org/>
- Building and Sustaining Student Engagement Project: (strategy briefs) <http://k12engagement.unl.edu/>



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PBIS.org

On Demand Resources

- Very useful to find research on specific interventions
- PowerPoint presentations are available for some interventions
- Training modules are available on PBIS aspects and interventions
- Some tools and measures are available to be viewed
- Quick FAQs on secondary and tertiary interventions



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Ci3T.org

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ci3t.org/covid

Resources for Educators

- Setting up for Success at Home
- Setting up for Success at Home Resource Graphic Organizer
- Home Resource 1 - Plan for Safety First: Set Routines
- Home Resource 2 - Schedule for Success
- Home Resource 2.1 - Schedule Template (editable)
- Home Resource 3 - Set and Teach Expectations
- Home Resource 3.1 - Expectation Matrix Template (editable)
- Home Resource 4.1 - Behavior-Specific Praise Checklist | Infographic | Video
- Home Resource 4.2 - Choice Checklist | Infographic
- Home Resource 4.3 - Pre-reflection Checklist | Infographic
- Home Resource 4.4 - Active Supervision Checklist | Infographic | Video
- Home Resource 5 - Emotional Well-being

Recursos para familias

Resources for Administrators

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2020-2021 EMPOWER Professional Learning Series

Session Title	Date	Time (CST)
1. Let's Get Started! Using Your Ci3T Structures to Provide Remote, in-Person, and Hybrid Instruction	September 15, 2020	5:00 p.m. - 7:00 p.m.
2. You've Got This! Using Your Ci3T Structures to Support Positive Behavior at School and at Home	November 3, 2020	5:00 p.m. - 7:00 p.m.
3. What Do I Need to Know About Screening? Conducting and Using Your Data from Systematic Screenings	January 26, 2021	5:00 p.m. - 7:00 p.m.
4. Where did that come from? Understanding and Managing Acting Out Behavior	February 23, 2021	5:00 p.m. - 7:00 p.m.
5. How do I support students who are feeling anxious? Practical strategies that Work	April 20, 2021	5:00 p.m. - 7:00 p.m.

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2020-2021 Ci3T Trainers and Coaches Calls

Location: Hybrid Remotely
Attended by: Ci3T Trainers, Coaches, or Leadership Team Members, open to interested parties

Call Number	Date	Time (CST)
1	August 06, 2020	4:00 p.m. - 5:00 p.m.
2	September 03, 2020	4:00 p.m. - 5:00 p.m.
3	October 20, 2020	4:00 p.m. - 5:00 p.m.
4	November 26, 2020	4:00 p.m. - 5:00 p.m.
5	December 24, 2020	4:00 p.m. - 5:00 p.m.
6	January 06, 2021	4:00 p.m. - 5:00 p.m.
7	February 17, 2021	4:00 p.m. - 5:00 p.m.
8	March 25, 2021	4:00 p.m. - 5:00 p.m.
9	April 15, 2021	4:00 p.m. - 5:00 p.m.
10	May 04, 2021	4:00 p.m. - 5:00 p.m.
11	June 10, 2021	4:00 p.m. - 5:00 p.m.

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