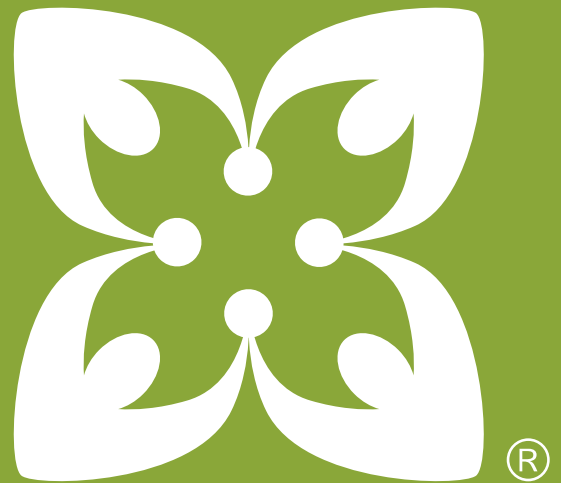


# Positive Connections: CPI and Positive Behavior Support

## 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



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a CPI specialized offering



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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™* 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.

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## Nonviolent Crisis Intervention® Training Program

### Program Philosophy

Provide for the best:

**CARE**

**WELFARE**

**SAFETY**

**SECURITY**

*For all*

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## 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

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## 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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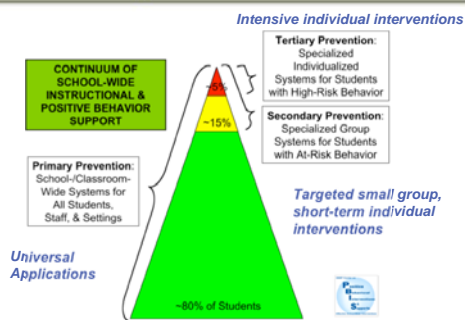
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### Positive Behavioral Interventions and Supports Continuum



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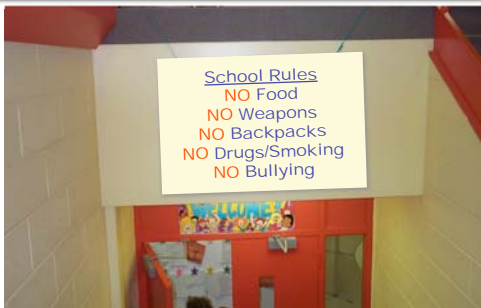
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### Redesign Learning and Teaching Environment



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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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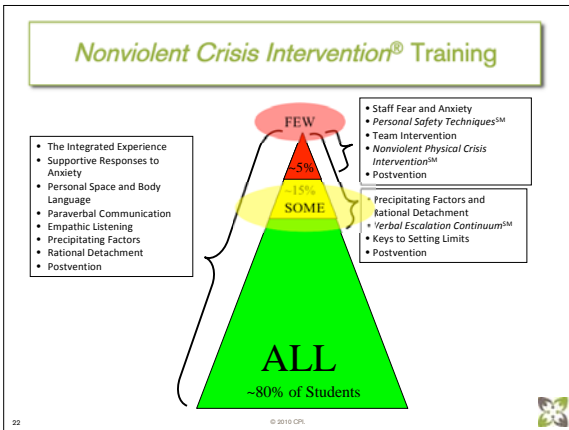
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### How Do CPI and PBIS Interrelate?

- 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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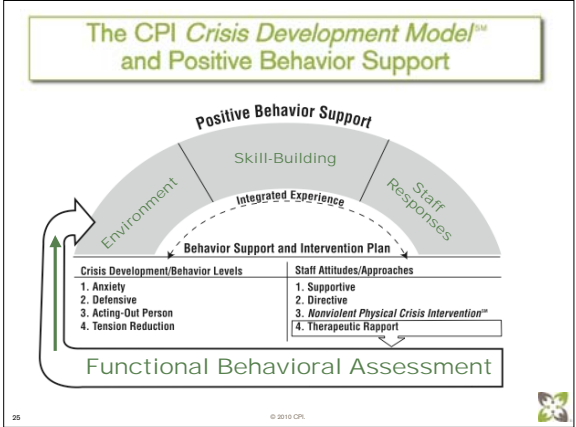
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**Positive Behavior Support**

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

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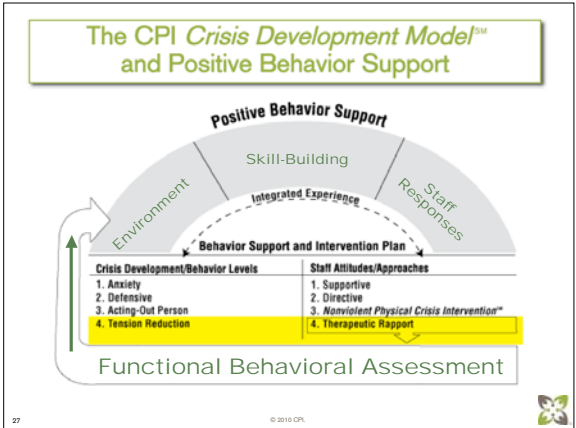
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### The CPI *COPING Model*<sup>SM</sup>

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.

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### Functional Behavioral Assessment

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



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### The CPI *COPING Model*<sup>SM</sup> and Functional Behavioral Assessment

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

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(Ernsperger, 2003)

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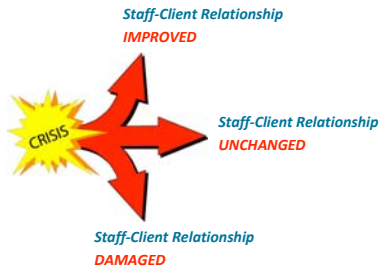
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### Three Possible Outcomes of a Crisis



(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](mailto:Instructor@crisisprevention.com).

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

**877.577.5390** (US and Canada)

**1800 55 3247** (in Australia)

**0161 929 9777** (in UK)

**0800 44 9187** (in New Zealand)

**052 38851** (in Ireland)

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## References and Resources

**The Association for Positive Behavior Support (APBS)**

[apbs.org/](http://apbs.org/)

**TA Center on Positive Behavioral Interventions and Supports**

[pbis.org](http://pbis.org)

**PBS Vermont**

[pbsvermont.com](http://pbsvermont.com)

**CPI**

[crisisprevention.com](http://crisisprevention.com)

**National Association of School Psychologists**

[nasponline.org/resources/factsheets/pbs\\_fs.aspx](http://nasponline.org/resources/factsheets/pbs_fs.aspx)



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