

**Module 10**  
***Extending the application of Positive Behavior Support***

**Trainer Outline**

*The following trainer guide includes estimated times for each section of the module, an overview of the information to be presented, possible activities for illustrating the concepts, and materials that should be utilized. The key concepts summarize the most essential points to be addressed within each section.*

| Time Required | Training Activities   | Key Concepts   | Materials *                                   |
|---------------|---|--|---|
| 30 minutes    | <p><u>I. Review of Previous Module</u></p> <p>Provide a brief review of Module 9. Ask teams to provide reports on the skills they identified for instruction and methods for teaching those skills that were included in their support plan since the last session.</p> | <p>Building skills to replace an individual's problem behavior and to promote overall independence is essential to producing long-term behavior change.</p> <p><u>Updates:</u><br/>Participants will be given an opportunity to provide feedback on Module 9. Team updates will include:</p> <ul style="list-style-type: none"> <li>• Examples of skills identified to replace the focus person's problem behavior or to promote general competence</li> <li>• Teaching strategies identified for building those skills</li> </ul> |   |
| 15 minutes    | <p><u>II. Overview of Purpose and Goals</u></p> <p>Review agenda and timelines for session.</p>   | <p><u>Goal:</u> PBS approaches also have application for diverse populations and across diverse settings. This module extends the application of PBS approaches to classroom, school and systems issues.</p>   | <p>Purpose &amp; objectives</p> <p>Agenda</p> |
| 15 minutes    | <p><u>III. Positive Behavior Support – Extended Application</u></p>   | <p>Continuum of PBS</p> <p>Levels of Implementation</p>  | <p>OH: Overheads 1-5</p>                      |

\* OH - over head from Power Point presentation      PWB - activity from Participant Workbook

|            |  |  |                     |
|------------|--|--|---------------------|
| 90 minutes | <u>IV. Building-based Systems</u>  | <p>Elements of a school-wide discipline plan:</p> <ul style="list-style-type: none"> <li>• Step 1: Getting started</li> <li>• Step 2: Foster Staff Involvement</li> <li>• Step 3: Define Expectations</li> <li>• Step 4: Teach Expectations</li> <li>• Step 5: Reinforcement plan</li> <li>• Step 6: Program Evaluation</li> <li>• Step 7: Celebrate Success</li> <li>• Step 8: Plan for the Future</li> </ul> <p>Lessons learned</p>        | OH: Overheads 6-34  |
| 30 minutes | <u>V. Classroom Systems: Classroom Environment</u>   | <ul style="list-style-type: none"> <li>• Classroom based indicators and planning</li> <li>• Setting up the classroom - design phase</li> <li>• Setting and ecological variables</li> <li>• Physical layout of the classroom</li> </ul>   | OH: Overheads 35-46 |
| 30 minutes | <u>VI. Classroom Systems: Curriculum and Instruction Issues</u>                                | <ul style="list-style-type: none"> <li>• Essential question</li> <li>• Effective instructional design</li> <li>• Evaluate and adapt instruction</li> <li>• Instructional considerations</li> <li>• Curricular variables</li> <li>• Student performance variables</li> <li>• Environmental variables</li> <li>• Effective instructional design</li> <li>• Effective Instructional delivery</li> <li>• Giving directions is a skill</li> </ul> | OH: Overheads 47-58 |
| 30 minutes | <u>VII. Classroom Systems: Classroom Behavior Strategies and Effective Behavior Management</u> | <ul style="list-style-type: none"> <li>• Efficient classroom operations</li> <li>• Develop classroom rules</li> <li>• Rules must make sense</li> <li>• Involving students in the process</li> <li>• Guidelines for class rules</li> <li>• Establishing consequences</li> <li>• Basic tenets and guidelines</li> <li>• General guidelines</li> </ul>  | OH: Overheads 59-84 |

|            |   |  |                     |
|------------|---|--|---------------------|
|            |   | <ul style="list-style-type: none"> <li>• Managing student behavior</li> <li>• Common approaches to remediation</li> <li>• Decelerative techniques</li> <li>• De-escalation</li> <li>• Delivering consequence</li> <li>• Power struggles</li> <li>• Use of positive reinforcement</li> </ul>                    |                     |
| 30 minutes | <u>VIII. Classroom Systems: Putting the Classroom System into Action</u>  | <ul style="list-style-type: none"> <li>• Implementation phase</li> <li>• What about those kids</li> <li>• Positive behavior support</li> <li>• Setting-specific planning</li> <li>• Are schools safe?</li> <li>• Preventative Discipline</li> <li>• What works?</li> <li>• What changes are needed?</li> </ul> | OH: Overheads 85-86 |
| 30 minutes | <u>IX. Non-classroom Systems</u>  | <ul style="list-style-type: none"> <li>• Routines and Settings</li> <li>• Recording Incidents</li> <li>• Analyzing Behavior Records</li> <li>• Linked Intervention Design</li> </ul>   | OH: Overheads 87-90 |
| 30 minutes | <u>X. District-wide System</u>  | <ul style="list-style-type: none"> <li>• Discipline Code</li> <li>• The Role of Policy</li> <li>• Policy Guidance at the District Level</li> </ul>   | OH: Overheads 91-96 |
| 30 minutes | <u>XI. Wrap Up for Training Sequence</u><br><br>Provide a brief summary of the key points of the training sequence; draw examples from the case presentations. Discuss any plans for follow-along and extending the training. Acknowledge contributions from the community/ participants and distribute certificates of completion. | Positive behavior support is an individualized, collaborative, and assessment-based process that results in the development of comprehensive interventions.<br><br>Maintenance of behavior support efforts requires ongoing commitment and, often, systems change.   |                     |

|  |  |  |  |
|--|--|--|--|
|  | <i>Activity (optional): Guide participants through a brief brainstorming activity to identify next steps in promoting PBS in their community, focusing on goals and action planning.</i> |  |  |
|--|--|--|--|