

# Knowing the Ropes: Strategies for Teaching and Supporting Positive Classroom Behavior

## Follow-Up Resources



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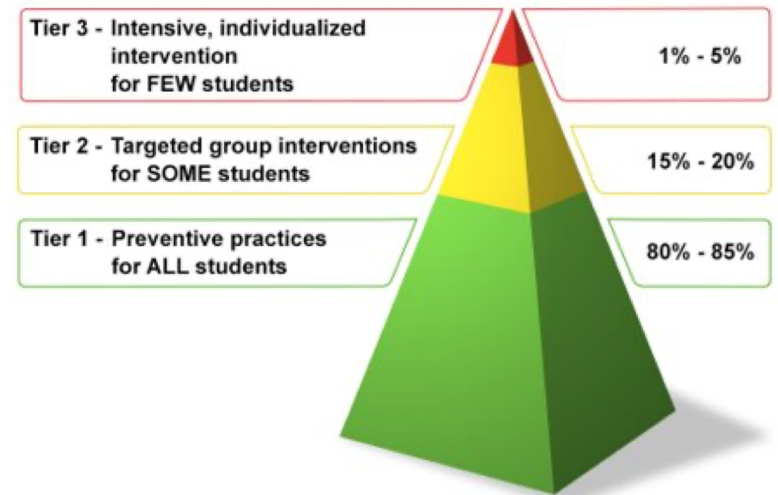


## Focus:

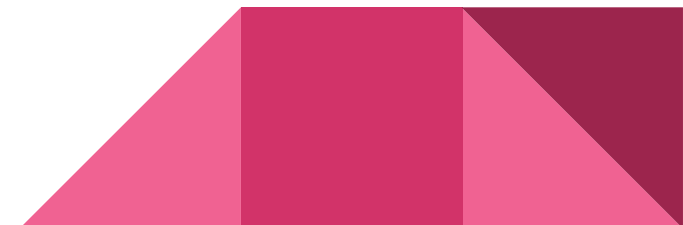
- ❑ MTSS framework (PBIS)
- ❑ Self-assessment (Glows & Grows)
- ❑ Resources for intensifying support



# Positive Behavioral Interventions & Supports (PBIS):



Center on PBIS (2021)



# Resources to support positive behavior (Tiers 1 & 2)

IRIS Center Comprehensive Resources (***LOTS OF SELF-PACED MODULES***):

[https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc\\_media/brochures/IRIS\\_Behavior\\_Management\\_rsrc\\_brochure.pdf](https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/brochures/IRIS_Behavior_Management_rsrc_brochure.pdf)

Intervention Central: Behavior & Motivation Resources:

<https://www.interventioncentral.org/behavioral-intervention-modification>

Encouraging Appropriate Behavior IRIS Module:

[https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf\\_case\\_studies/ics\\_encappbeh.pdf](https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_encappbeh.pdf)



# Self-Assess & Connect

\* Click [link](#) to share updates about what you are experiencing!

## Step 1: **GLOWS** - What's working?

- ★ Which approaches have you already successfully implemented from *Knowing the Ropes* talk (or from your regular practice)?
- ★ What, if any, positive results did you notice?

## Step 2: **GROWS** - What's not (yet) working?

- ★ Identify 1-2 specific challenges have you noticed/experienced in your classroom or school?

## Step 3: **CONNECT** - Let me know when we can connect

- ★ Email Dr. Hashey ([hasheyai@buffalostate.edu](mailto:hasheyai@buffalostate.edu)) if/when you are ready to collaborate and strategize solutions to challenges you are experiencing.

# A-B-C's of Behavior & Key Principles

- If most behaviors are *learned*, then thinking about the conditions surrounding challenging behaviors can help us begin to address the problem.
  1. **Antecedent:** Any situation, action, or event that immediately precedes a behavior
  2. **Behavior:** An observable or measurable act
  3. **Consequence:** A response, action, or event that immediately follows a behavior
  
- *Collect data* to inform your intervention work.
- Collaborate & communicate with colleagues!
- See the following re



# Functional Behavioral Assessment (FBA)

Helps us:

- determine the function of a behavior
- conditions that maintain it (i.e., make it more likely to continue happening).
- use this information to design an intervention that will help the student learn a new, more acceptable

Phase 1 - Collect data and determine function of behavior

Phase 2 - Develop & implement a function-based intervention plan

Phase 3 - Evaluate Effectiveness

\* RESOURCE \* Functional Behavioral Assessment Module

<https://iris.peabody.vanderbilt.edu/module/fba/>







Rebounding like Rodman:  
Leverage every opportunity

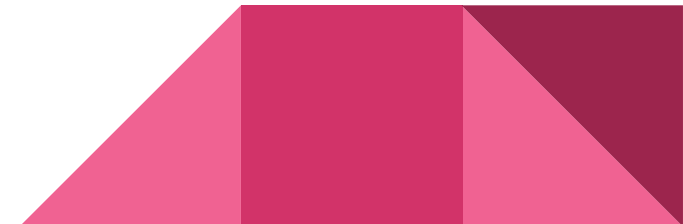


**Set foundations/  
Classroom Plan**

**Targeted  
interventions**



**Leveraging tech &  
other resources**



Reminder: Slide 5 offers an invitation to continue to collaborate and find solutions to challenges you are experiencing.



Keep in touch!

~ Dr. Andrew Hashey