From Re-ED to Gen-ED

The 9 Stages Supported by Evidence-Based PBIS for Tier 3 Settings

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Learning Objectives

Align the Nine Psychoeducational Stages of Re-ED to current evidence-based PBIS practices

Understand typical behaviors in Tier 3 settings and identify corresponding current evidence-based PBIS strategies at each stage of the Reclaiming Journey

Connect the Nine Stages of student growth to the context of Tier 3 settings and student movement toward LRE

Rose School 4 Year Study

Does the student progress through identifiable stages in the process of improving?

Does the student’s behavior present specific psychological, social, and academic issues at each stage?

What impact do these behaviors and stages have on the teacher?

Rose School 4 Year Study

Do each of these stages demand different teacher skills?

Can the teacher skills be identified and placed within a program in a sequential way to help students respond successfully to a psycho-educational program?


Behavioral and academic changes are NOT conceptualized as linear functions.

Spiral Model of Student Change

Stages of Improvement

Time
Learning evolves around significant interpersonal relationships


The quality of the teacher-student relationship is critical to the process of student change.

The success of the student’s Re-EDucation program is dependent on the stability of his/her home and community life.
Stage One: The Honeymoon
“This is the Best School I Ever Had!”

Typical Behaviors
- Observing & Checking Things Out
- Determining the Social Order

Social Order
- Time is an ally.

Reclaiming Behaviors
- Communicate Your Systems and Expectations
- Build That Relationship!

Stage Two: Limit Testing
“I’ll Find Out How Far You’ll Go!”

Typical Behaviors
- Tests Authority
- Disruptive Oppositional Splits Staff

Reclaiming Behaviors
- Establish a Safe and Predictable Environment
- Good Limit Setting
- Prompts & Cues Differential Reinforcement
- Avoid Staff Splitting

Stage Three: Active Resistance
“I’ll Make You Give Up, I’ll Show You My Worst! You Won’t Help Me!”

Typical Behaviors
- Creates Conflict Cycles Personal Attacks
- Overtly or Passively Aggressive Projects Blame

Reclaiming Behaviors
- Avoid Power Struggles I Messages
- Decode Behaviors Use Effective Behavior Modification Strategies
- Teach Personal Responsibility

References:
- Caldarella, P., Shatzer, R.H., et. al. (2011). The Effects of School-wide Positive Behavior Support on Middle School Climate and Student Outcomes, Research in Middle Level Education, Vol. 35 No. 4.
“I would rather be praised than punished, but I’d rather be punished than ignored!”

“I would rather look BAD than stupid!”

Decoding is…
Connecting what someone is saying and doing to what they are feeling.
Stage Four: Beginning Trust and Achievement

“Gee, Maybe this Place is Different After All!”

“What Would Happen If I Did Try?”

**Typical Behaviors**
- Reaches Out
- Right Attitude BUT the Wrong Behaviors
- Unrealistic Sense of Progress
- Inconsistent

**Helping Behaviors**
- Beware Rescue Fantasies
- Clear Boundaries
- Remain Objective
- Define and Measure Progress Concretely


Stage Five: Program Acceptance and Progress

“This is My Class and I Am Proud Of It!”

“Wow! I Didn’t Know I Could Do That!”

**Typical Behaviors**
- Identifies With School
- Feels Safe and Sense of Belonging
- Makes Social & Academic Progress

**Helping Behaviors**
- Fade External Rewards
- Increase Expectations
- Teach Pro-social and Coping Skills
- Use the Group
- Social Skills Instruction


Why Groups?

“The group is important to young people; it can be a major source of instruction in growing up.”

Nicholas Hobbs
### Cooperative Learning and Students with Special Needs

Teachers reported that cooperative learning resulted in:

- Increased self esteem for students
- A sense of support and security from group
- Improved products and higher success rates for students, including those with disabilities

(Jenkins, Antil, Wayne, & Vadasy, 2003)

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### Stage Six: Negative Personal Demands and Jealousy

**“This Can’t Be For Real! You Don’t Really Care About Me!”**

**Typical Behaviors**
- Retests Boundaries and Relationships
- Demanding
- Anticipates Rejection and Afraid to Trust
- Sabotages own Progress
- Changes Emerge!

**Helping Behaviors**
- Understand Dynamics of Closeness
- DECODE!
- Keep Professional Perspective
- Life Space Crisis Intervention

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### Strategies for Stage 6

- Set and maintain realistic boundaries
- Avoid overreacting to academic or behavioral setbacks
- Provide accountability but add “I know that you will do better next time.”
- “I may not always like how you behave but I will always like who you are.”
- “All feelings are ok to have but how we behave can be ok or not ok.”
Life Space Crisis Intervention

➢ Uses a child's crisis as an opportunity to create insights for children about their chronic pattern of self-defeating behavior.
➢ It helps an individual understand and cope with a specific crisis that they could not handle effectively on their own.
➢ It is conducted by someone who is part of their natural environment and takes place as soon as possible after the incident occurs.
➢ Promotes insight, personal responsibility, alternative behaviors, and problem solving skills.

Stage Seven: Clear Academic and Social Progress

“It is A Whole New Me and I Think I Like It!”

Typical Behaviors
- Intolerant of Needs of Others
- Judges Others Harshly
- Ready for New Challenges
- Successful/Falls Apart

Helping Behaviors
- Reinforce Emerging Sense of Self Esteem and Competence
- Encourage Independence
- Prepare for Mainstreaming
- Use Self-Management

Stage Eight: Separation and Regression

“I Am NOT Really Ready To Go!”
“See, I Am Worse Than Ever!”

Typical Behaviors
- Flooded With Anxiety and Fear
- Panics and Regresses
- Unable To Cope
- Appears Worse Than Ever!

Helping Behaviors
- DECODE, for the Underlying Issues
- Understand and Support the Process of Letting Go
Stage Nine: Attachment, Sadness and Success

“I Will Really Miss This Place, But I Can’t Wait For the Next Thing!”

Typical Behaviors
- Reminiscent and Nostalgic
- Overwhelmed and Excited
- Thankful and Sad
- All At Once!!

Helping Behaviors
- Ceremony and Ritual Rite of Passage
- Help Find Closure
- Reinforce and Support New Skills
- Push Them From The Nest

“... the personality of a child has a past, a present and a future. The child carries his past with him, applies it to the present, and projects it into the future, where it undergoes further modifications through new experiences. The continuity of personality implies more than passive reaction to environment; this is the dynamic system which seeks and creates experience by selective awareness of surroundings…”


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