

# **Effective Behavior Support**

## **2014 Webinar Series**

### **Part 3: Functionally Based Behavior Support**

Training & Technical Assistance Unit  
Division of Specialized Education



# Agenda

- Overview of School-wide Positive Behavioral Interventions & Support (PBIS)
- PBIS and RTI: The Academic-Behavior Connection
- Function-Based Thinking to develop behavior supports



# Questions to Consider

- How do you teach and reinforce your school's behavior expectations?
- What is your school's screening process to determine which students exhibit at-risk behavior?
- How do you monitor the effectiveness of behavior interventions?

# PBIS is...

- A problem-solving framework
- Culturally Contextualized
- A preventive pro-active approach
- A continuum of environmental evidence-based supports based on student needs



# PBIS is NOT...



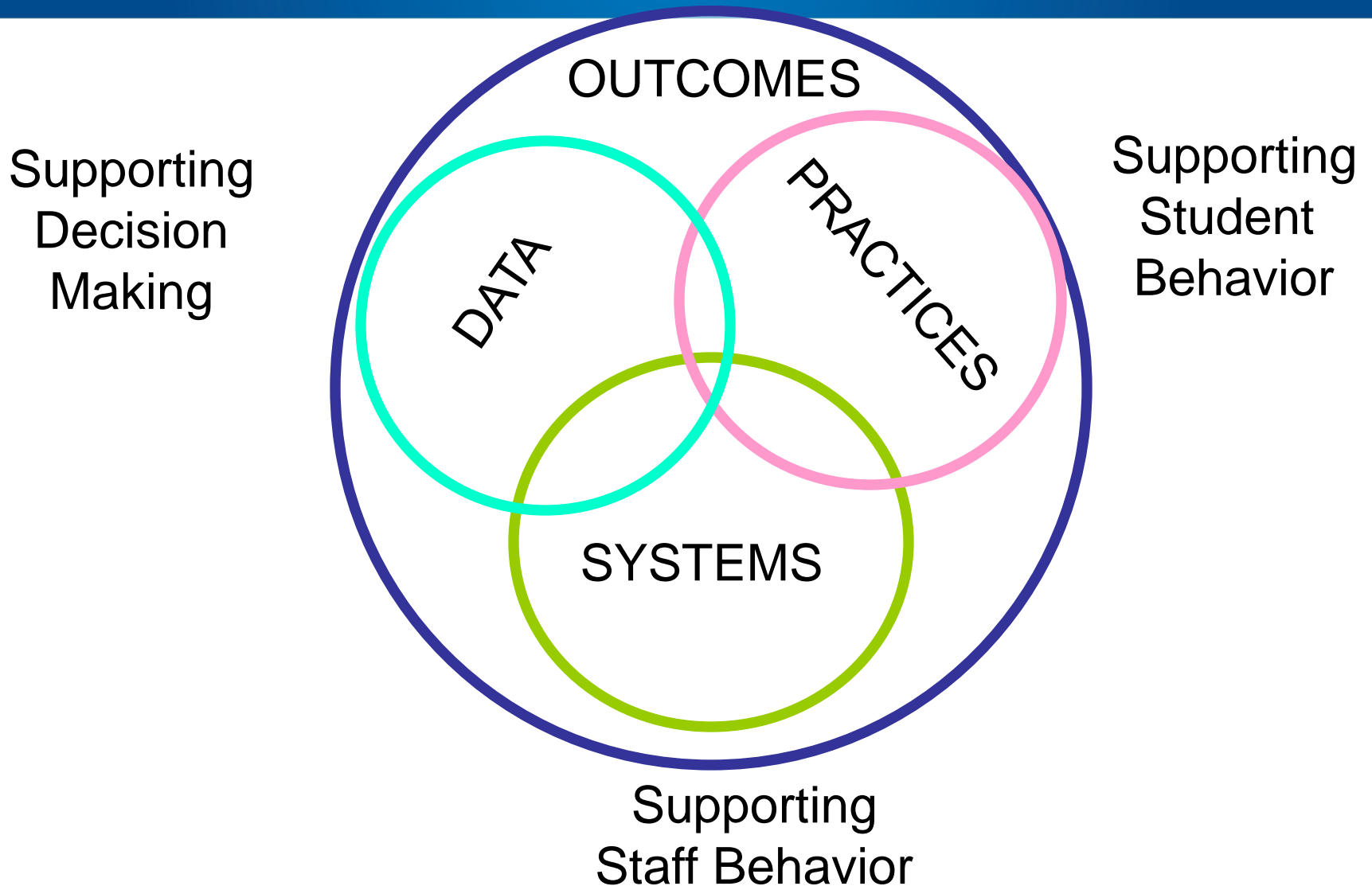
- Party planning and rewards to “bribe” students
- A specific practice, script or package
- Limited to a particular group of students
- Elimination of consequences to misbehavior

# Evidence-based features of School-wide PBIS

- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual intervention supports
- Implementation of systems that support effective practices



# Focus on Student Outcomes



# School Behavior Team

- Consists of administrator, grade level representatives, support providers
- May include parents and student participation
- Establishes commitment & agreement from at least 80% of staff
- Use data regularly to evaluate effectiveness of PBIS efforts





# Response to Intervention (RTI) is...

“...the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions.”



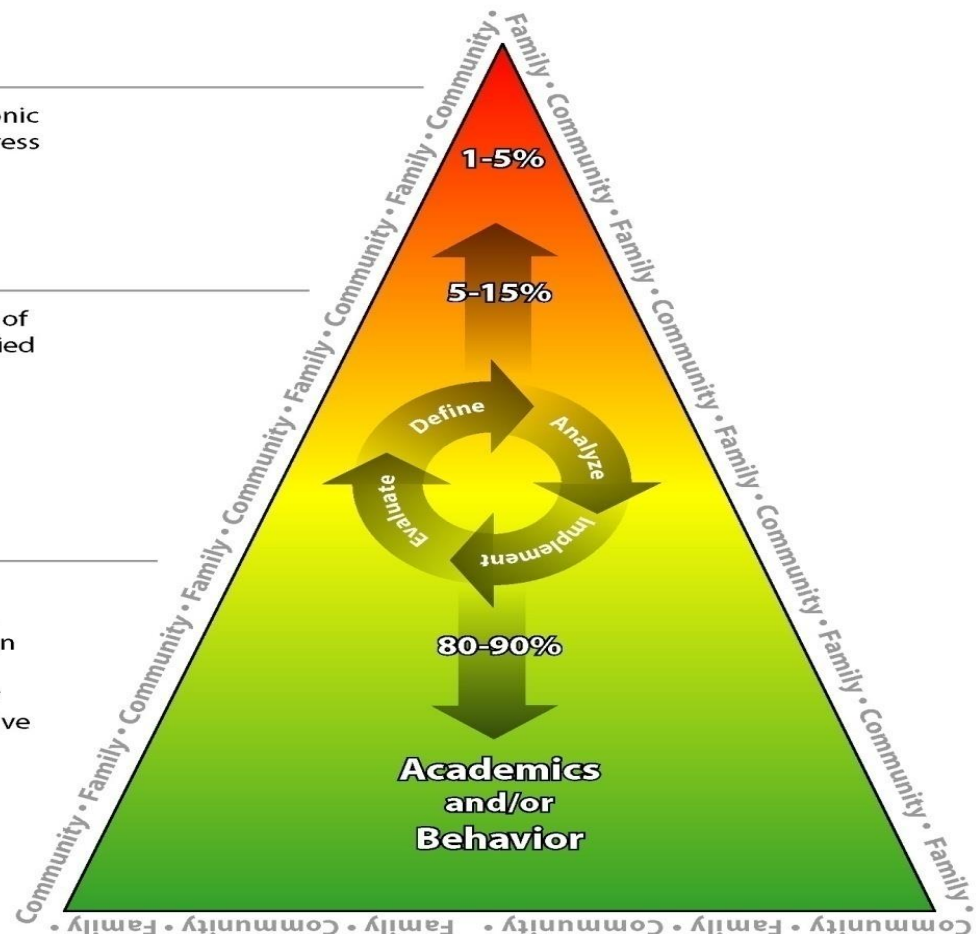
(Batsche et al., 2005)

## Colorado Multi-Tiered Model of Instruction & Intervention

Interventions are provided to students with intensive/chronic academic and/or behavior needs based on on going progress monitoring and/or diagnostic assessment.

Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make

ALL students receive research-based, high quality, general education that incorporates on going universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Discipline and other data inform the design of interventions that are preventative and proactive.



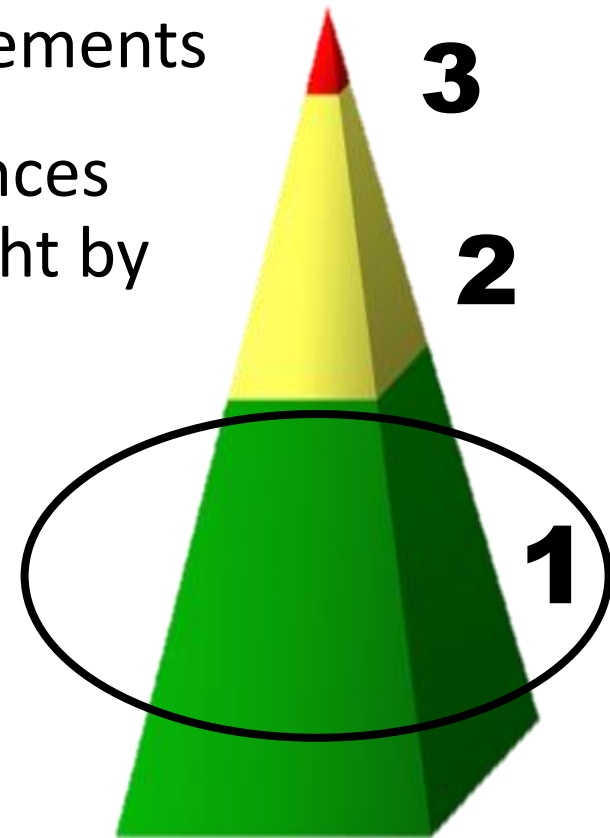
# RTI and PBIS

## An Integrated Approach

	READING/LITERACY	SOCIAL BEHAVIOR
TEAM	General educator, special educator, reading specialist, Title I, school psychologist, etc.	General educator, special educator, behavior specialist, Title I, school psychologist, etc.
UNIVERSAL SCREENING	Curriculum based measurement	SSBD, record review, gating
PROGRESS MONITORING	Curriculum based measurement	ODR, suspensions, behavior incidents, precision teaching
EFFECTIVE INTERVENTIONS	5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension	Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management
DECISION MAKING RULES	Core, strategic, intensive	Primary, secondary, tertiary tiers

# Tier 1: Core, Universal

- 3-5 positively expectations defined and taught across all settings
- Rules, routines, and physical arrangements
- Strategies to prevent initial occurrences of undesired student behavior; taught by school staff
- Use data to inform professional development and intervention planning





- READY
- RESPECTFUL
- RESPONSIBLE

**TEACHING  
MATRIX: What it  
looks like at each  
setting**

**SETTING**

All Settings

Hallways

Playgrounds

Cafeteria

Library/  
Computer  
Lab

Assembly

Bus

**Expectations**

Respect  
Ourselves

Be on task.  
Give your  
best effort.  
Be prepared.

Walk.

Have a plan.

Eat all your  
food.  
Select healthy  
foods.

Study, read,  
compute.

Sit in one spot.

Watch for your  
stop.

Respect  
Others

Be kind.  
Hands/feet to  
self.  
Help/share  
with others.

Use normal  
voice volume.  
Walk to right.

Play safe.  
Include others.  
Share  
equipment.

Practice good  
table manners

Whisper.  
Return  
books.

Listen/watch.  
Use appropriate  
applause.

Use a quiet  
voice.  
Stay in your  
seat.

Respect  
Property

Recycle.  
Clean up  
after self.

Pick up litter.  
Maintain  
physical  
space.

Use equipment  
properly.  
Put litter in  
garbage can.

Replace trays  
& utensils.  
Clean up  
eating area.

Push in  
chairs.  
Treat books  
carefully.

Pick up.  
Treat chairs  
appropriately.

Wipe your feet.  
Sit  
appropriately.

# Teaching and Reinforcing Expectations

## Teach/Model

- Explicit behavior instruction for school-wide and classroom expectations

## Guided Practice

- Expected behaviors practiced

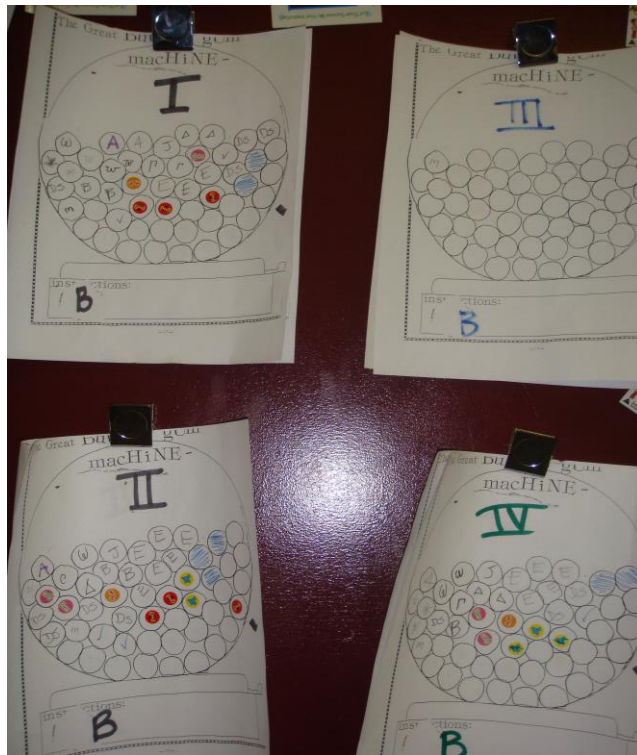
## Acknowledge/Feedback

- Expectations recognized and reinforced
- 5:1 Positive: Corrective



# Reinforcing Positive Behavior

## Groups



## Individualized





# Other Motivation Systems

## Self-monitoring

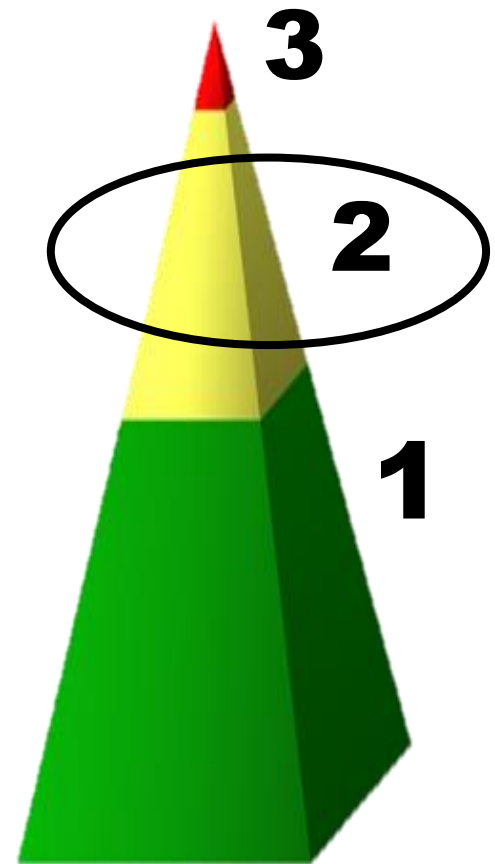


## Student Engagement



# Tier 2: Supplemental, Targeted

- Use effective “screening” processes to gather information about students who:
  - Exhibit externalizing behaviors
  - Exhibit internalizing behaviors
  - Present many classroom challenges
  - Experience in-class consequences but do not receive a discipline referral
- Match intervention to student need
- Use data to inform professional development and intervention planning



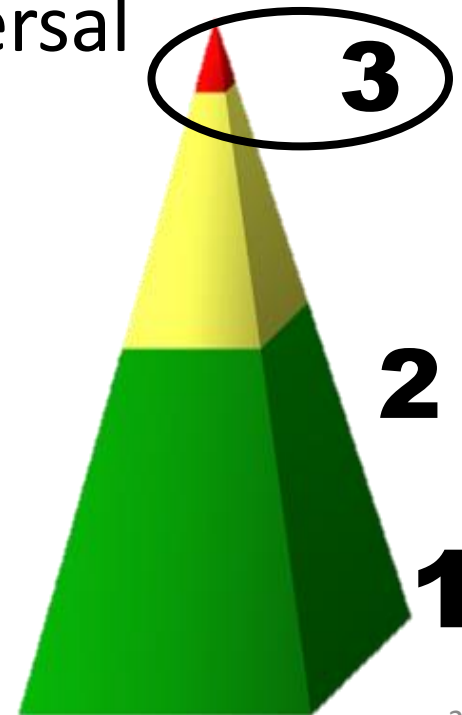
# Tier 2 Interventions

- Check-in/Check-out (CICO)
  - Students check-in & check-out each day to receive positive contact, pre-corrects, reminders of school-wide expectations, feedback, etc.
- Social/Academic Instructional Groups
  - Small group direct instruction on school-wide expectations, replacement behaviors, etc.
- Mentoring
- Self-management
- Function-Based Interventions
  - For mild to moderate behaviors that are NOT dangerous or occurring in many settings



# Tier 3: Intensive, Individualized

- When small group is not sufficient
- When problem is intense and chronic
- Driven by Functional Behavioral Assessment
- Part of a continuum (linked to universal supports)
- Wraparound Support
  - Connections to Mental Health and Community Agencies



# A Note About PBIS at the Secondary Level

Include Students in All Aspects of Model:

- Student Leadership Team
- Role in Program Development
- Multiple Opportunities to Contribute, Connect and Lead
  - Community Meetings
  - 9th Grade Buddy System
  - Teen Court
  - Peer Mediation
  - Check and Connect
  - Restorative Practices



# Individualized Support



## Using Function-Based Thinking (FBT) to Approach Behavior Problems



# “Have you ever seen....”

- *“Lamar, you skipped 2 school days, so we’re going to suspend you for 2 more.”*
- *“Gina, I’m taking your book away because you obviously aren’t ready to learn.”*
- *“You want my attention?! I’ll show you attention,...let’s take a walk down to the office & have a little chat with the Principal.”*

**A Functional Approach?**



# Consideration of PBIS is Required...

The IEP team must consider the use of positive behavioral interventions and supports and other strategies to address behavior in the case of a child whose behavior impedes the child's learning or that of others.



34 CFR §300.324(a)(2)



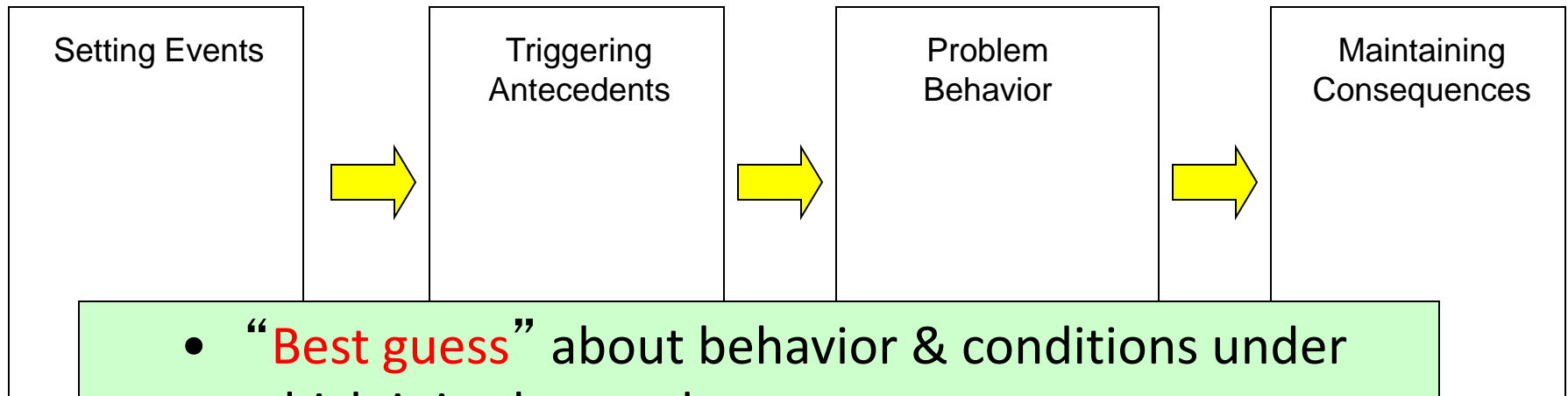
# Basic vs. Complex FBA/BSP

	Basic	Complex
For:	Students with <u>mild to moderate</u> problem behaviors (behaviors that are <u>NOT dangerous</u> or occurring in many settings); received tier 1 and 2 interventions, but behavior did not improve	Students with <u>moderate to severe</u> behavioral problems; may be <u>dangerous and/or occurring in many settings</u>
What:	Relatively <b>Simple</b> and <b>Efficient</b> process for behavior support planning based on “practical” FBA data	<b>Time-intensive</b> process that involves emergency planning, family-centered planning, parental consent, and collaboration with outside agencies
Developed by whom:	Team of school-based professionals (e.g., PBS team members whose job responsibilities include FBA and behavior support planning)	School-based team including professionals trained to develop and implement intensive interventions for students with severe problem behaviors (e.g., <b>behavior specialist</b> )

# Underlying Assumptions of FBA

1. All behavior serves a function
  - a. To get something
  - b. To avoid/escape something
2. Challenging behaviors are context-related
  - a. Behaviors happen because of what precedes or follows them
3. Effective interventions are based on a thorough understanding of the problem behavior
  - a. Need to establish hypothesis

# Testable Hypothesis



- “**Best guess**” about behavior & conditions under which it is observed
- Represents basic **working unit** of FBA
- Directly guides **development of Behavior Intervention Plan (BIP)**

# The A-B-C' s of Understanding Behavior

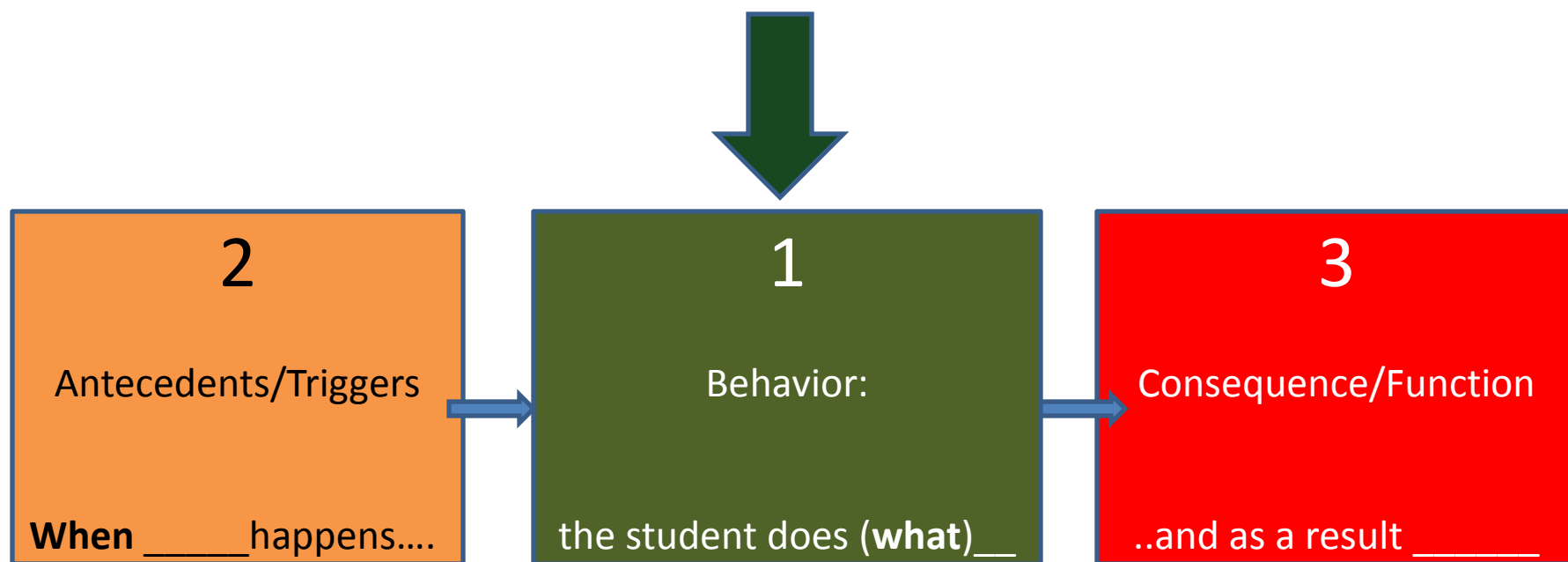
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A= Antecedent. Find out the events that occur right before the behavior. **When and Where?**

B= Behavior. Find out **What** is the observable problem behavior?

C= Consequence. Find out what happens after the behavior occurs? **WHY?**

# Step 1: Define the Problem Behavior



# Examples of Defining Behaviors

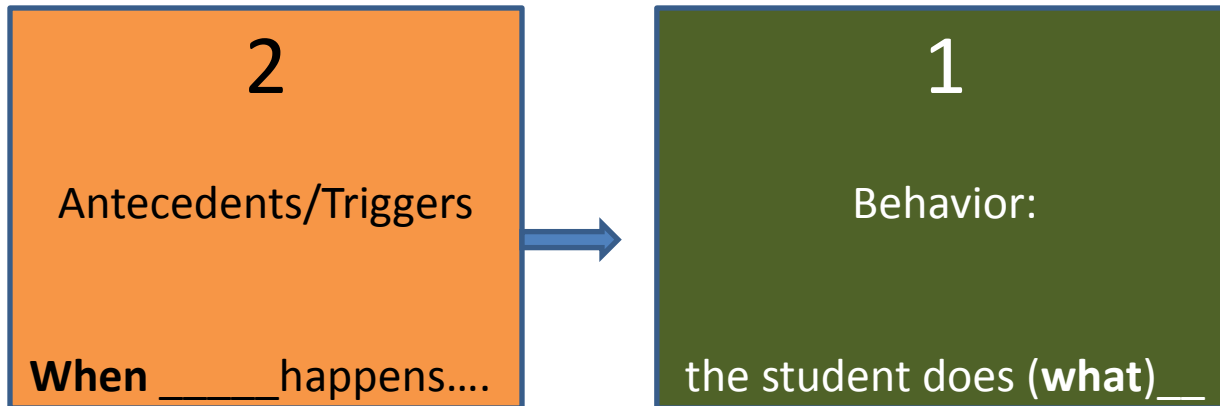
Observable/Measurable Definition	Non-observable/measurable Definition
Talks when teacher is lecturing, calling out in a loud voice, singing	Disruptive behaviors
Draws pictures during group work time	Off-task behaviors
Throwing objects, Kicking over chairs	Angry, Hostile Behaviors
Calls peers names	Inappropriate language
Tapping/ drumming on desk, looking around the classroom	Attention problems
Refusal to do work, failure to follow directions	Non-compliance
Yells “No” or “You can’t make me” when given direction	Defiance

# Step 2: Where & When?

**Once you have defined the problem behavior...**

**THEN:** Where & When does the behavior occur?

- Routines
- Triggering Antecedents



# Understanding Antecedents

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WHERE = Routines where the problem behavior is most likely

- Examples: During math class, gym class, lunch, recess

WHEN = Specific events (or antecedents) within a routine that “trigger” the problem behavior

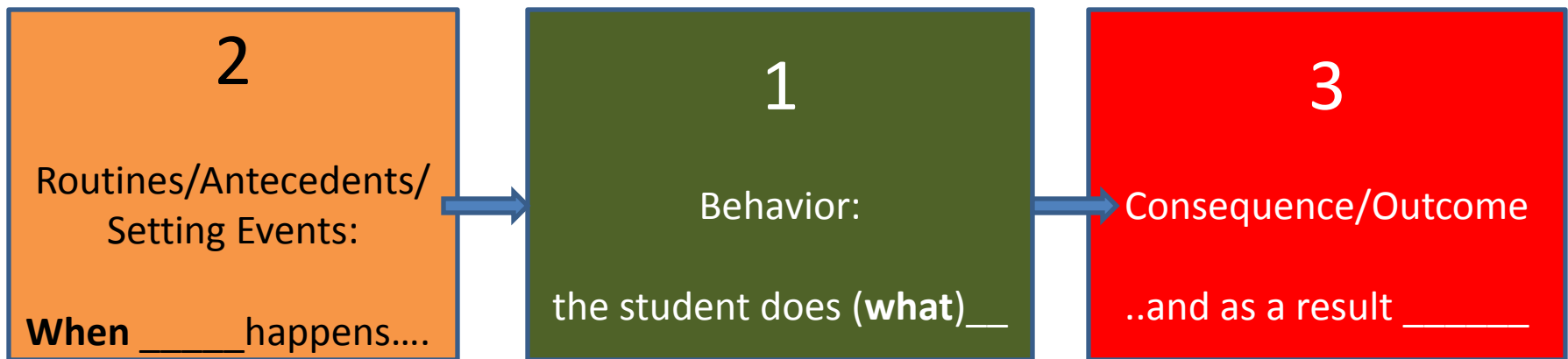
- Examples: When given double-digit addition, given directions



# Step 3: Why?

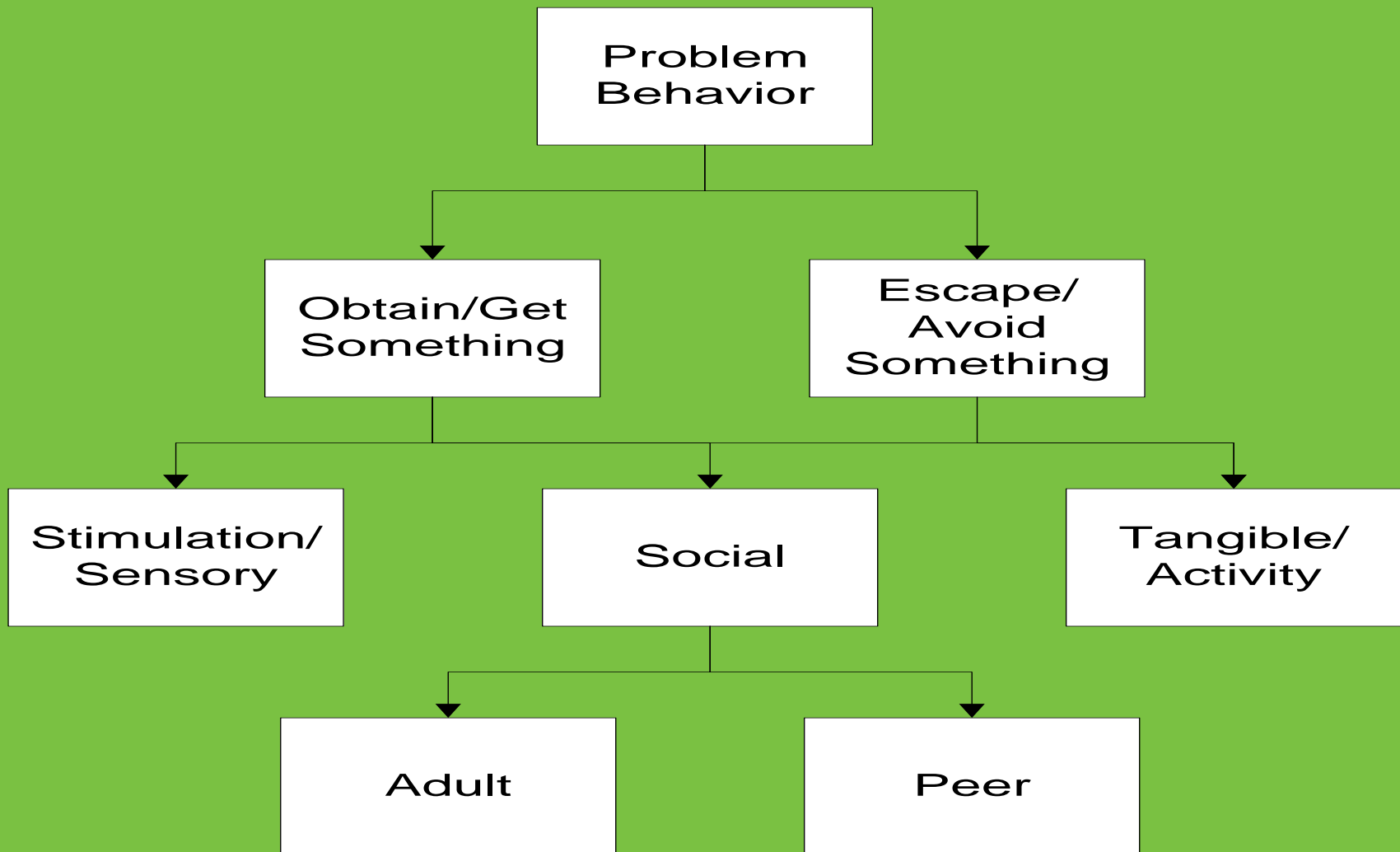
Once you have defined the behavior (the **What**) & know **Where & When** the behavior occurs...

Then: **WHY** does the behavior continue to occur (what happens right afterwards)? Step #1: What is the **CONSEQUENCE?** Step #2: What is the **PAYOFF?**



# Functions that Behavior Serves

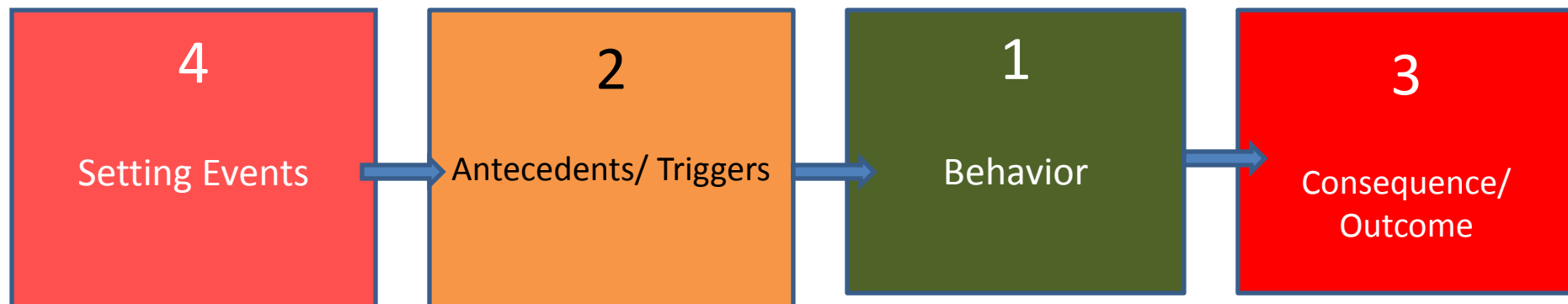
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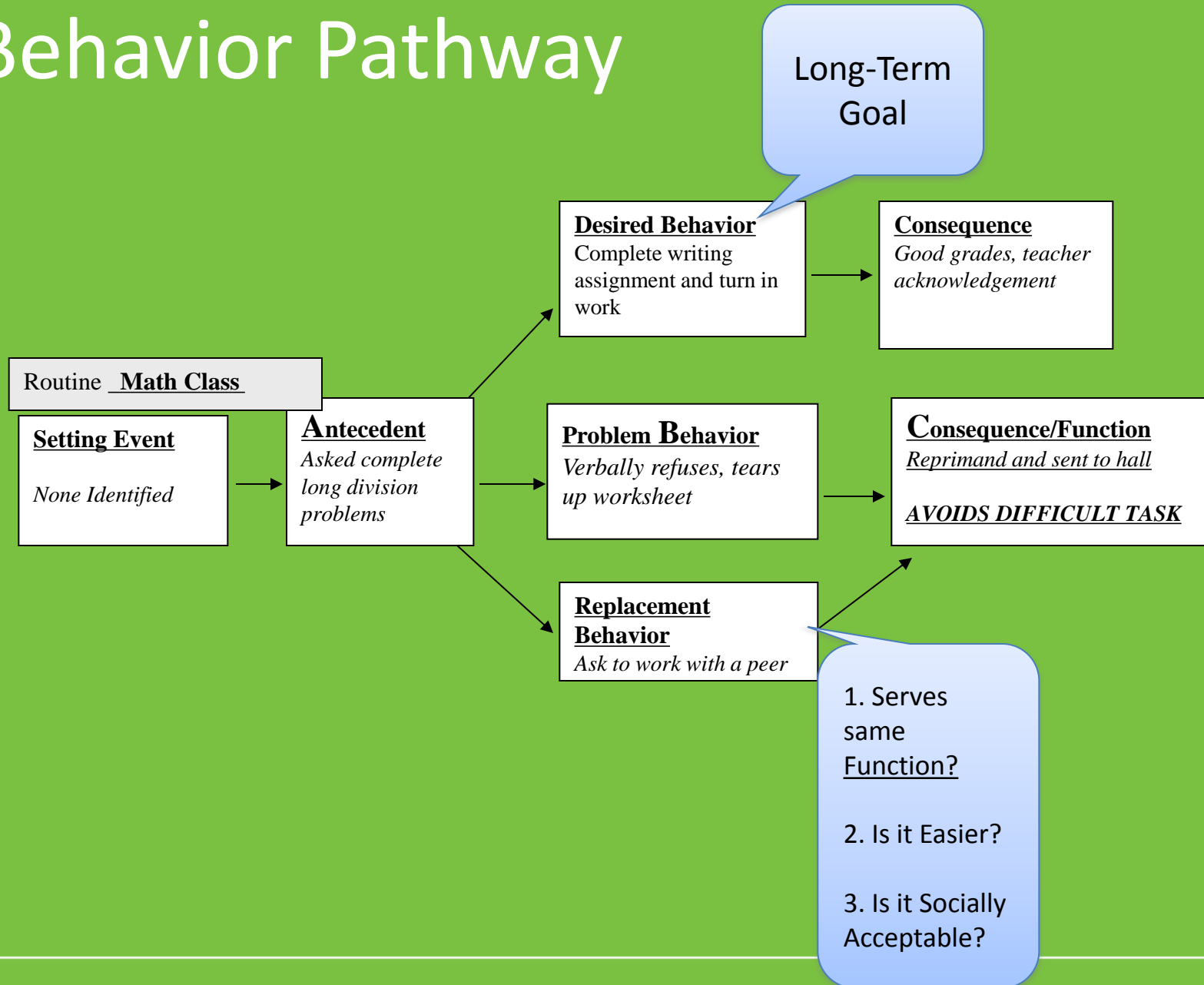
# Step 4: Are there outside factors?

After we defined the behavior (the What) & know Where & When & Why the behavior occurs...

**Then:** We ask: Are there any events that happen outside of the routine that “**SET UP**” the behavior (make it more likely to occur)?



# Behavior Pathway



# Questions to ask

<u>Setting Event Strategies</u>	<u>Antecedent Strategies</u>	<u>Teaching Strategies</u>	<u>Consequences Strategies</u>
<u>Eliminate or Neutralize Setting Events</u>  <div>How can we arrange the environment to prevent problem behavior?</div>	<u>Prevent/Modify “Triggers”/ Prompts for Alt/Des</u>  <div>How will we prompt the replacement behavior?</div>	<u>Teach Alternate / Desired Behavior</u>  <div>How will we teach a replacement behavior?</div>  <div>What skills can we teach to move toward the desired behavior?</div>	<u>Reinforce Alt/Des Behavior</u>  <div>How will we: -Reward the Alt behavior? -Maximize payoff for approximations of desired behavior?</div>  <u>Response to Problem Behavior</u>  <div>How will we <b>Minimize</b> the <b>Payoff</b> for the problem behavior?</div>

# Remember...

- Educators cannot “make” students learn or behave
- **BUT**....Educators can create environments to increase the likelihood for students to learn and behave through:
  - Effective instruction
  - Structure and consistency
  - Relationships



# Resources

- OSEP Technical Assistance Center on PBIS: [www.pbis.org](http://www.pbis.org)
- Center for Effective Collaboration and Practice:  
<http://cecp.air.org>
- PACER Center: [www.pacer.org](http://www.pacer.org)
- RTI Action Network: [www.rtinetwork.org](http://www.rtinetwork.org)
- National Center on RTI: [www.rti4success.org/](http://www.rti4success.org/)
- Check and Connect: <http://checkandconnect.umn.edu/>
- Safe Supportive Learning:  
<http://safesupportivelearning.ed.gov/>
- MODEL (Managing on-site Discipline for Effective learning)  
<http://modelprogram.com/index.html>

# Thank you for participating!

- Please email any questions to [osse.tta@dc.gov](mailto:osse.tta@dc.gov)
- Visit the TTA webpage to learn about other events and trainings:

<http://osse.dc.gov/service/specialized-education-training-and-technical-assistance>

