Office of the State Superintendent of Education

OSSE

Effective Behavior Support
2013 Webinar Series
Training & Technical Assistance Unit
Division of Specialized Education

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Effective Behavior Support
2013 Webinar Series
Part 3: Functionally Based Behavior Support

Training and Technical Assistance Unit
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OSSE

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Trauma Informed Behavior Support

- Understanding the Impact of Trauma on Behavior – for Ourselves and Others

- Creating a School Climate that Mitigates Traumatic Impact

- Using a Trauma-Informed Approach in Our Work

Agenda for Today

- Overview of School-wide Positive Behavior Support

- PBIS and RTI: The Instruction-Behavior Connection

- Individualized Behavior Support: FBAs and BIPs

Frequently Used Acronyms

BIP   Behavior Intervention Plan

FBA   Functional Behavior Assessment

FAPE   Free Appropriate Public Education

IDEA   Individuals with Disabilities Education Act

IEP   Individualized Education Program

LEA   Local Education Agency

LRE   Least Restrictive Environment

PBIS   Positive Behavior Interventions and Supports

RTI   Response to Intervention

- What are your school's core behavior expectations?

- What is your school's screening process to determine which students exhibit at-risk behavior?

- When do you develop a Behavior Intervention Plan (BIP) for a student?

Positive Behavior Interventions and Supports (PBIS)

- Uses a problem-solving model

- Prevents inappropriate behavior through teaching and reinforcing appropriate behaviors

- Offers range of interventions systematically applied to students based on demonstrated level of need

- Addresses role of environment as applied to development and improvement of behavior problems

School-Wide PBIS Elements

Use of data for decision-making

Measurable outcomes supported and evaluated by data
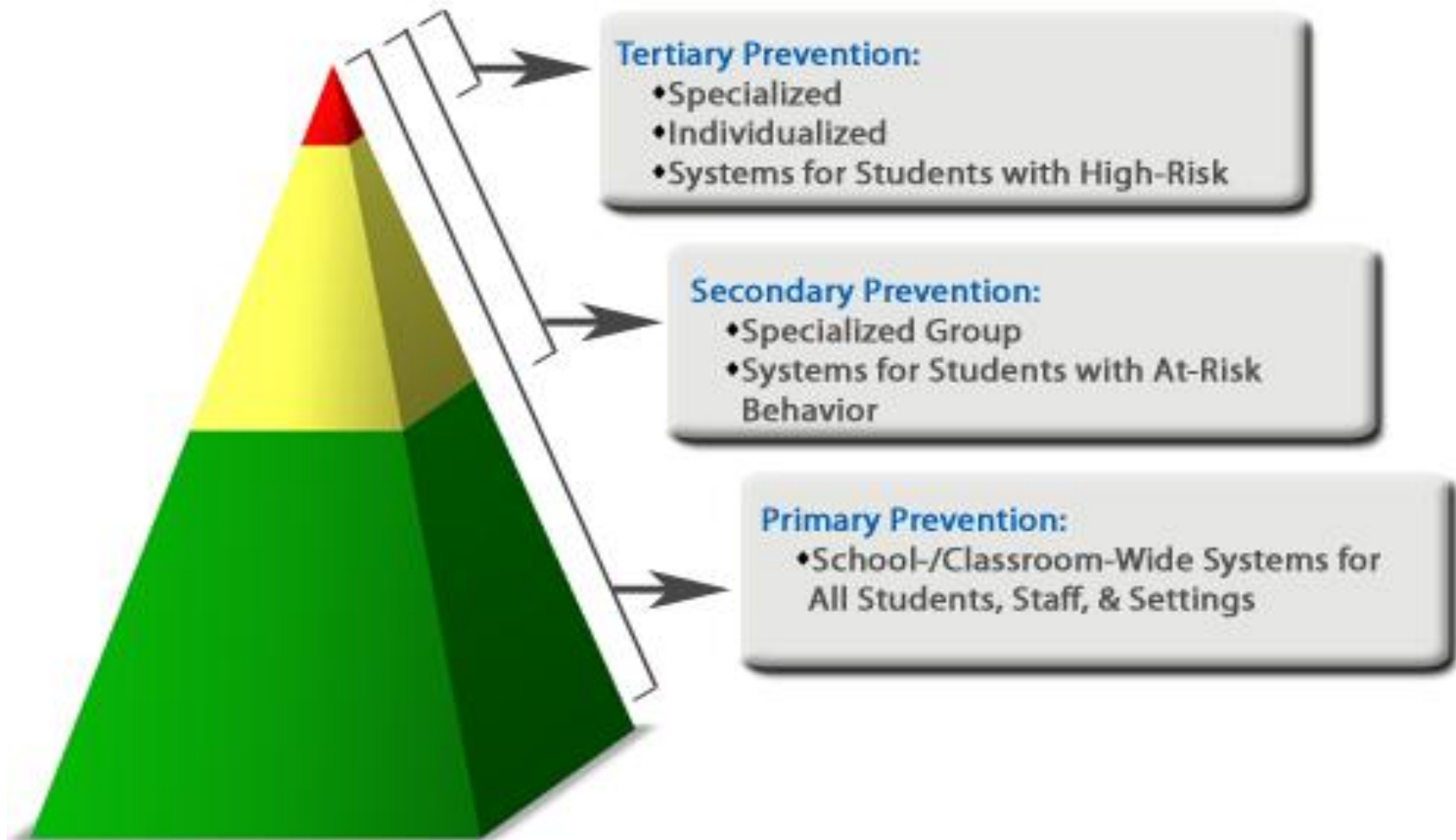

Systems that efficiently and effectively support implementation of these practices

Practices with evidence that outcomes are achievable

School-Wide PBIS Continuum

Continuum of School-Wide Instructional & Positive Behavior Support

Tertiary Prevention:
- Specialized
- Individualized
- Systems for Students with High-Risk

Secondary Prevention:
- Specialized Group
- Systems for Students with At-Risk Behavior

Primary Prevention:
- School-/Classroom-Wide Systems for All Students, Staff, & Settings

Core Features of School-Wide PBIS

1. Establishing Administrative Commitment

2. Developing a Behavior Team

3. Examining School-Wide Behavioral Support Needs

4. Defining 3-5 School-Wide Behavioral Expectations Across Settings

5. Systematically Teaching Expected Behaviors to Students Across Settings

6. Encouraging Expected Behaviors

7. Discouraging Problem Behaviors

8. Monitoring Progress and Decision-Making

School Behavior Team

- Representative of entire school building

- Contains leadership capacity necessary to make commitments to action plans

- Builds system of support ensures implementation

- Reviews data and uses data to inform resource allocation

Primary Interventions

- School and classroom-wide systems for all students in all settings, across all settings

- Rules, routines, and physical arrangements

- Strategies to prevent initial occurrences of undesired student behavior, taught by school staff

- Collect recommendations from faculty, parents or support professionals

- Use data to inform professional development and intervention planning

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Defining School-Wide PBIS Expectations
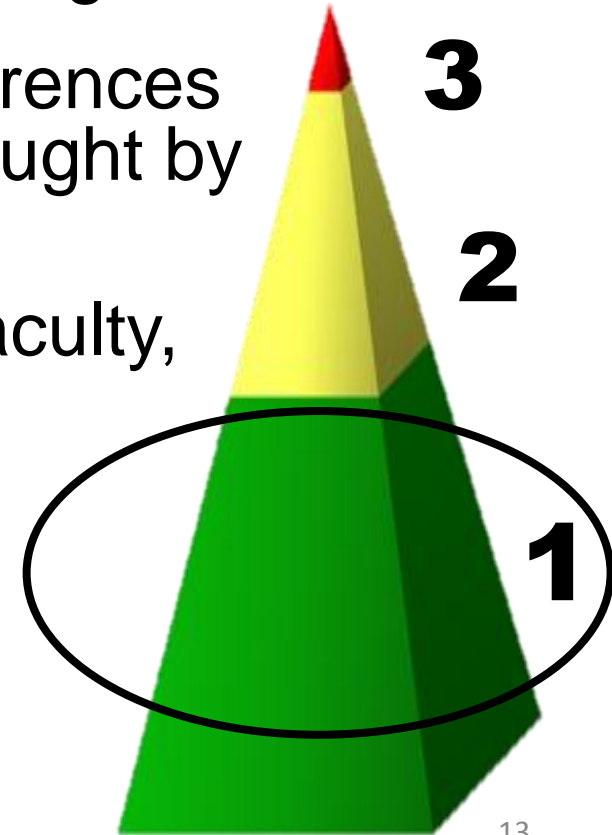
- Choose 3 to 5 behavioral expectations
- State expectations positively
- Make expectations easy to remember
- Focus on preferred behaviors instead of what not to do
- Examples:
    - *Respect Yourself, Respect Others, and Respect Property*
    - *Be Safe, Be Responsible, Be Respectful*
    - *Respect Relationships and Accept Responsibility*

Enacting School-Wide PBIS Expectations

- Define what behaviors "look like and sound like" across settings

- Dedicate time to explicitly teach students expected behaviors

- Create lesson plans that allow students to practice behaviors

- Develop a system of rewards and consequences that are meaningful (student input increases effectiveness)

- Use a combination of group and individual contingencies

- Examples:

  - *Class or Grade Based Celebrations to Reinforce Best Behavior*

  - *Tangible and Intangible Individual Reward Systems to "Catch Students Being Good"*

- Use quantitative and qualitative data to inform modifications

Identifying Students in Tier 2

- 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

- Use multiple screening methods

  (individual vs. setting)

- Collect recommendations from faculty, parents or support professionals

- Use data to inform professional

  development and intervention planning
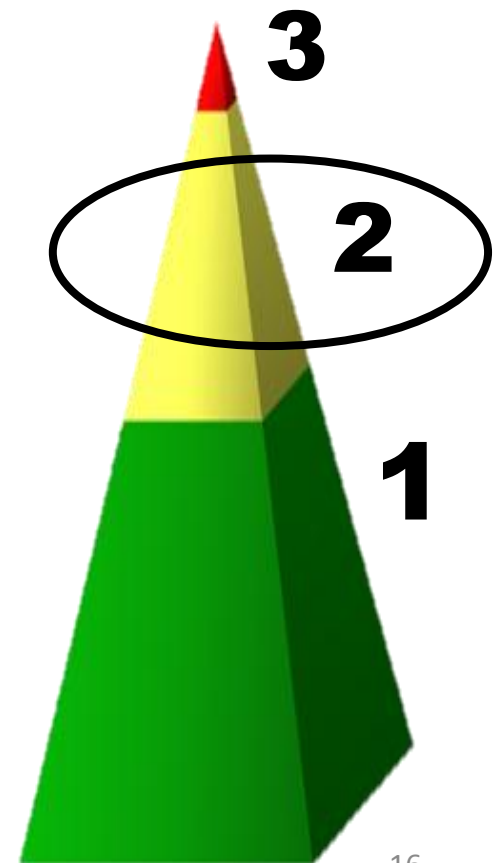
Secondary Interventions

- 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

- Psychoeducational Groups

- Brief FBAs/BIPs
  - Address only one behavior in one setting

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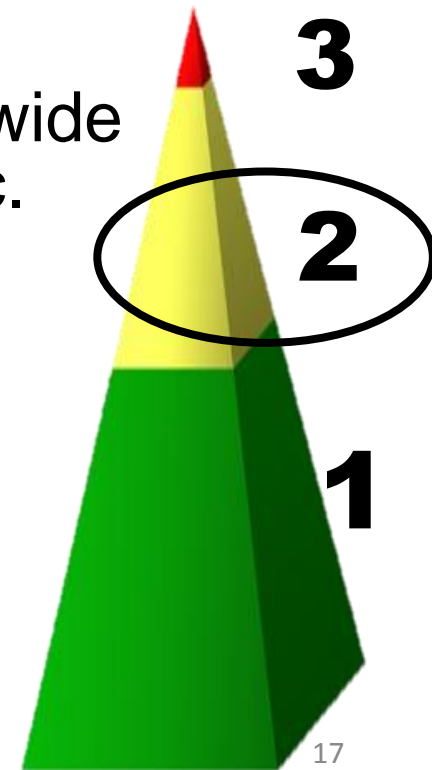
- Complex FBA/BIP
  - Assess youth strengths, skill deficits, function of behavior, and develop comprehensive intervention plan

- Wraparound Support
  - Develop a unique team to support youth success at home, school, and community

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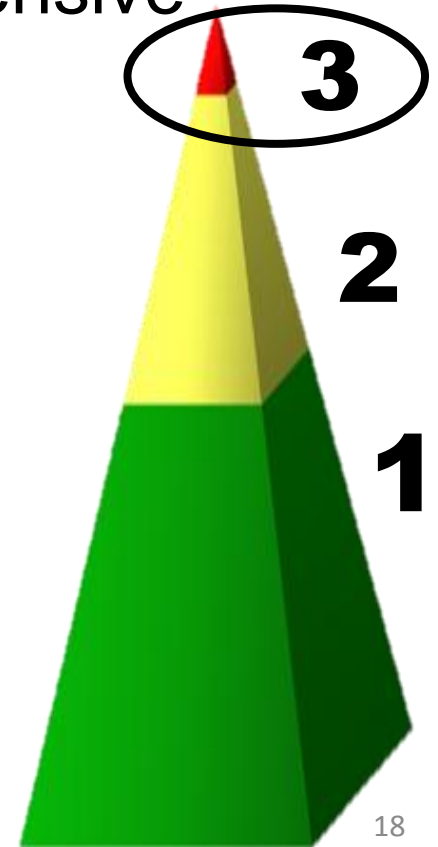
Include Students in All Aspects of Model:

– 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

Critical Elements of PBIS

- Carefully consider desired outcomes and areas of achievement (e.g., academic, social, career/work)

- Use research-validated practices that maximize achievement of student and teacher outcomes

- Use data across contexts to make decisions:
  - Grades, reading levels, attendance, discipline referrals
  - General vs. special education
  - Groups vs. individuals
  - School vs. home
- Monitor progress and make adjustments

The Behavior–Instruction Connection: A Note About RTI

- Response to Intervention (RTI) is a multi-level instructional framework

- Monitors progress for all students

- Improves outcomes for all students

- Identifies students at risk for poor learning outcomes

- Identifies students with learning or other disabilities

- Provides evidence-based interventions

- Adjusts intensity and nature of interventions depending on student's responsiveness

National Center on RTI

"…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)

An Integrated Approach

Colorado Multi-Tiered Model of Instruction & Intervention

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

Targeted Level
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

Universal Level
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.

1-5%

5-15%

Define

Analyze

Evaluate

Implement

80-90%

Academics and/or Behavior

Family · Community · Family · Community · Family · Community · Family · Community · Family · Community · Family · Community · Family · Community · Family · Community · Family

Integrated Application Examples

	EARLY 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

Functional Behavior Assessment
and
Behavior Intervention Planning

FBA/BIP vs. School-Wide Behavior Plan

School-wide Behavior Plan

- Implemented school-wide

- Addresses school climate

- Sets expectations for all students

- Addresses needs of most students

- Reinforces and rewards expected behaviors

- Most effective as written policy

FBAs & BIPs

- Implemented at the student level

- Address needs of students whose behavior interferes with academic progress

- Developed based on a hypothesis regarding the purpose of the challenging behavior

- Reinforce and reward expected behaviors

- Incorporated into a written individualized plan (for students with disabilities, incorporated into individual student's 504 Plan/IEP)

Functional Behavior Assessments

- Identifies the root cause of a student's behavior by collecting data and developing a hypothesis

- Provides multidisciplinary team with information, analysis, and strategies for addressing challenging behavior

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

Antecedent: What typically happens before the behavior occurs?

Behavior: A specific behavior occurs.

Consequence: What typically happens after the behavior occurs?

Understanding Antecedents

- Immediate Antecedents, or "Fast Triggers"
  - Events that occur just before a problem behavior

- Setting Events, or "Slow Triggers"
  - Events that "set the stage" for the problem behavior to occur (e.g. seating arrangements, prior social interactions)

- Quality of Life Factors
  - Factors that contribute to one's overall quality of life (e.g. presence or absence of meaningful relationships, sense of choice or control, inclusion in typical school activities)

Functional Behavior Assessment (FBA)

Team-Based Process of:

1) Collecting information from various

   sources (interviews, observations, rating scales)

2) Developing a hypothesis that includes:

   – Identification of the function or purpose of the behavior

   – Prediction of the times and circumstances under which problem behaviors are likely to occur

   – Identification of quality of life factors and student skills that appear to be influencing the behavior

Assessments as Part of FBAs

Indirect Assessments	Direct Assessments
Interviews with parents, teachers, students, adults with direct responsibility.	Observing and recording factors surrounding the situation and the behavior.
What happens right before/after the behavior?	Antecedent & consequent events.
Examines settings where behavior occurs or doesn't occur.	Observer can use matrix or scatter plot to chart this data to identify possible environmental or other factors.
Who is present when behavior occurs?	

The Center for Effective Collaboration and Practice, Addressing Student Problem Behavior, January 16, 1998

A Note About Parental Consent

- If the FBA focuses on the educational and behavioral needs, it qualifies as an evaluation or reevaluation under Part B and triggers all of the accompanying procedural safeguards, including the need to seek *parental consent*.

- If, however, the district uses an FBA as a widespread intervention tool to improve the behavior of *all* students in its schools, the FBA is not considered an evaluation and parental consent is not necessary.

Parent Signature
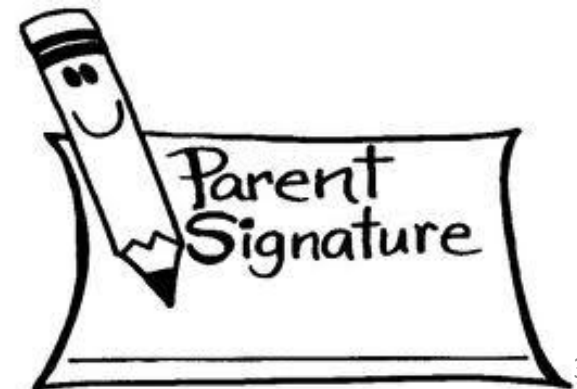
FBAs & BIPs: What's the Difference?

FBA

- Done before a BIP
- Collects information to determine WHY behavior occurred
- Discovers the "root" of the behavior

BIP

- Done after a FBA
- Strategies to prevent a behavior from occurring again
- Identifies replacement behaviors

The Center for Effective Collaboration and Practice, Addressing Student Problem Behavior, January 16, 1998

Key Components of Effective Behavior Intervention Plans

- Antecedent/Setting Event Strategies
  - Modify the contextual influences of behavior

- Alternative Skill Training
  - Teach the student appropriate or desired "replacement" behaviors that meet need

- Consequence Strategies
  - Reinforce alternative behavior
  - Weaken effectiveness of the problem behavior

- Long Term Prevention
  - Address broad quality-of-life factors

Top Reasons BIPs Do Not Work

- Not Driven by Data
- Not Tied to Actual Function of Behavior
- Not Developed by a Team
- Not Implemented Across Settings
- Not Implemented with Fidelity
- Not Developed or Reviewed with Student/Family
- Not Monitored, Not Modified

PBIS and IDEA:

IDEA Requires the Use of Positive Behavioral Interventions and Supports In Specific Circumstances

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)

An FBA is Required…

- If a student's conduct was a manifestation of the student's disability, the IEP team **must**:
  - Conduct an FBA and implement a behavioral intervention plan for the student.

34 CFR 300.530(f)

When is a BIP Required?

An LEA must develop and implement a BIP, or review an existing BIP, when:

- A student with a disability commits an act of misconduct that the school district, parents, and members of the IEP team determine it is a *manifestation of his disability*

- A student with a disability has been *removed for more than 10 consecutive days* from his current educational placement for a behavioral or disciplinary offense

- In developing an IEP, the IEP team finds the student's *behavior impedes his own learning or the learning of others*

34 CFR §§300.524; 300.530

When Should a BIP be Reviewed and Modified?

- If a student with a disability commits an act of misconduct and already has a behavioral intervention plan, the LEA must:
  - Review the plan and modify it to address the behavior
  - Return the student to the placement from which he was removed, UNLESS parent and district agree to a change in placement as part of the modification of the behavioral intervention plan

34 CFR 300.530(f)

Resources

- OSEP Technical Assistance Center on PBIS: www.pbis.org
- Center for Effective Collaboration and Practice: http://cecp.air.org
- PACER Center: www.pacer.org
- RTI Action Network: www.rtinetwork.org
- National Center on RTI: www.rti4success.org/
- Check and Connect: http://checkandconnect.umn.edu/
- Screening Methods for PBIS:
  - Systematic Screening for Behavior Disorders (SSBD)
- Department of Mental Health Contact for Wraparound Supports
  - Patrina Anderson: patrinaa.anderson@dc.gov or 202-671-2910

Next Steps

Please email any questions to
osse.tta@dc.gov