

Behavior Supports SEAC Meeting November 4, 2015

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Behavior

An interaction between an individual and his/her environment

Not just what a person does, but the functional relationship between what the person does and what caused the person to do it

Behaviors should be explicitly discussed and described by how they present in the individual

What we know about behavior

Is learned

Serves a function (or functions)

Is measurable and observable

Can be modified

Can be analyzed

Can be increased or decreased

Can be taught

Occurs within social context

What we know about behavior

Ninety-five percent (95%) of behavior is learned based on history of reinforcement.

We all use the behavior that exerts the least amount of effort that gets our needs met.

Children learn to use certain behaviors because they work!

Some results of interfering behaviors

Hamper learning opportunities

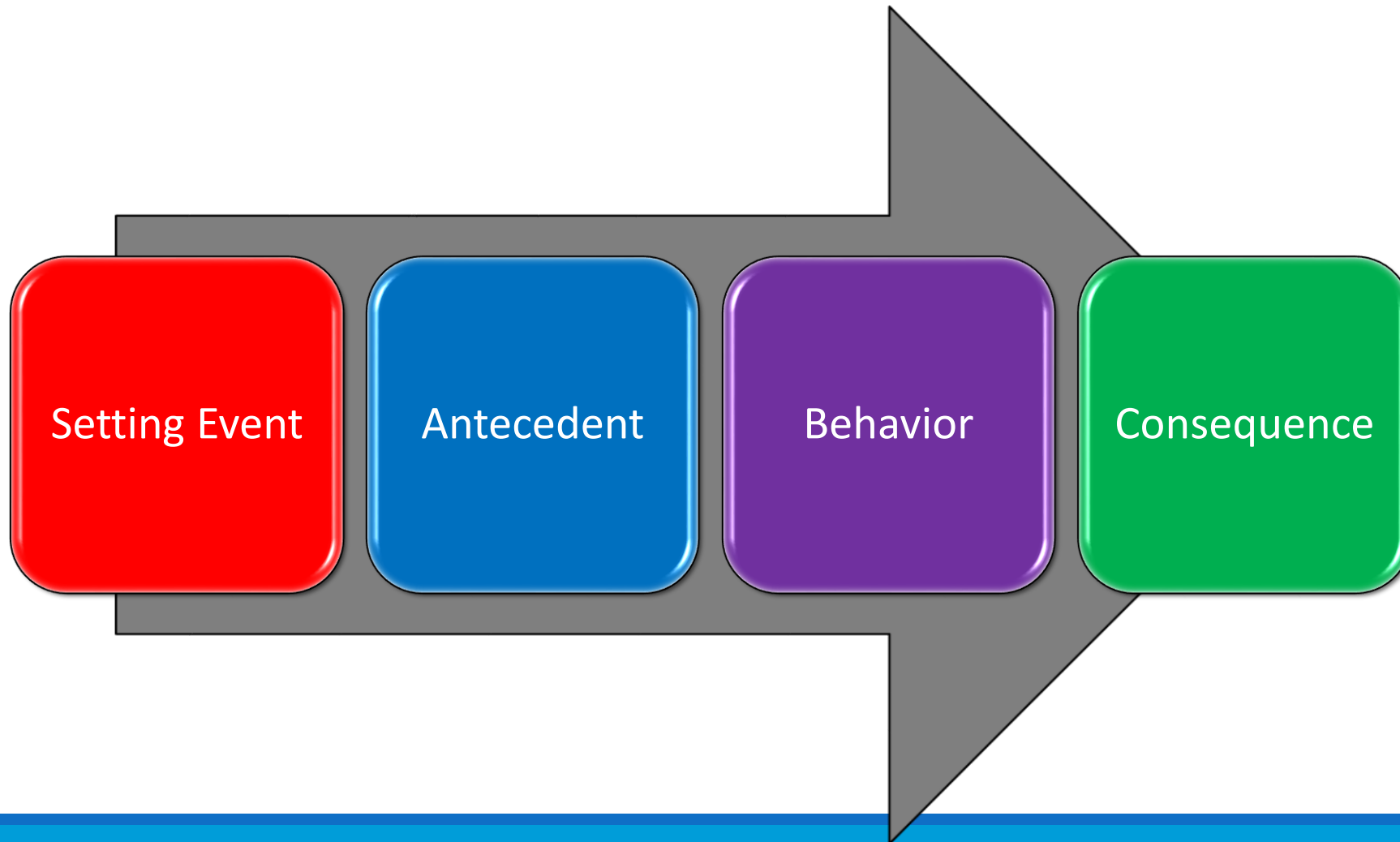
Create a barrier for accessing activities
and/or curriculum

Decrease quality of life

Can be dangerous or life threatening

Can result in isolation or exclusion within
home, school, and/or work environments

The Behavior Chain



How behaviors are learned

Setting Events

- Set up the behavior chain
- Not always observed or known

Antecedent

- Activity, action, event that preceded the child's behavior

Behavior

- Actions emitted by the child

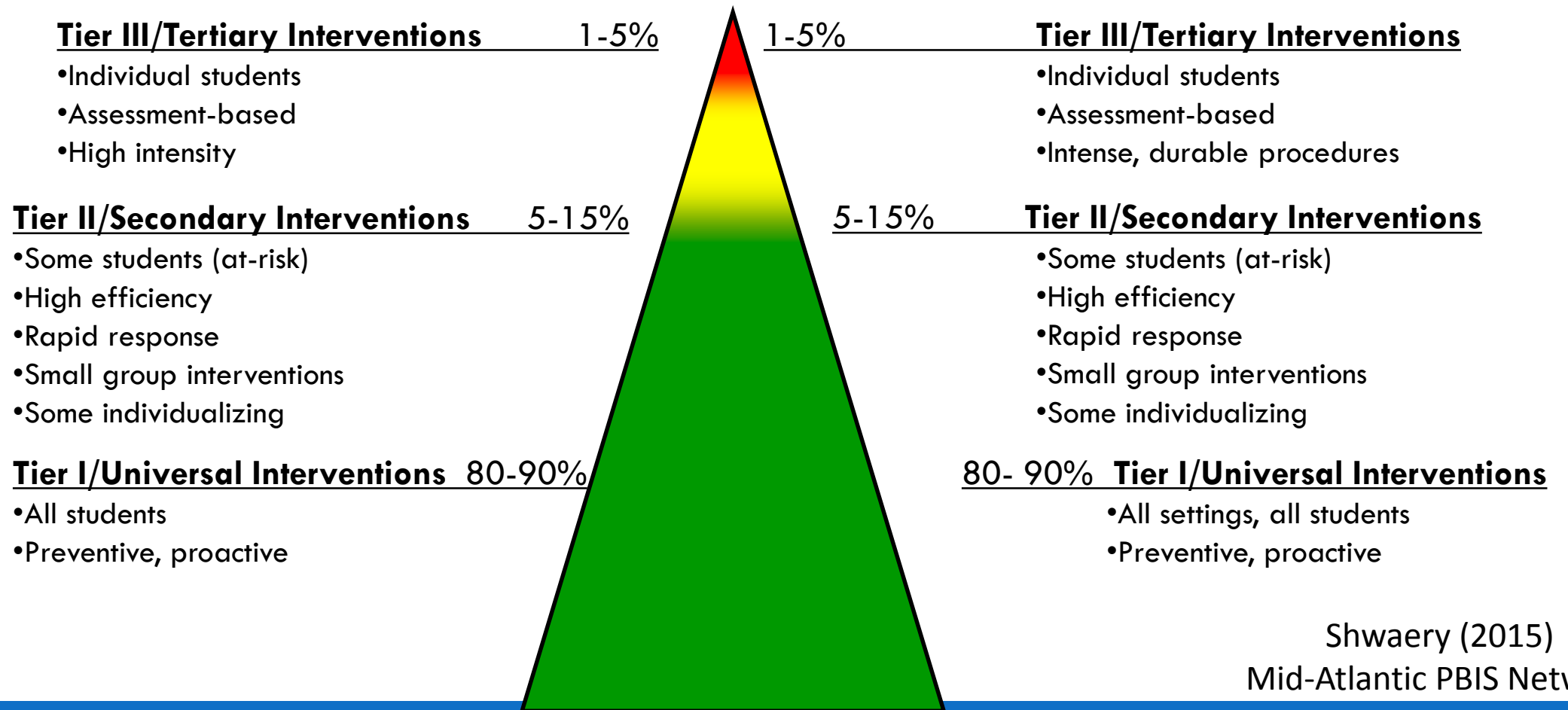
Consequence

- Response by someone or something that maintains, increases, or decreases the behavior

PBIS is a Multi-Tiered System of Support

Academic Systems

Behavioral Systems



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Layering of Support

More individualization as student needs increase/intensify



Tier I



Tier II











Tier III

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Tier One Features

- Having a PBIS team who developed an action plan based on school-wide office referral data (ORD)
- Developing school-wide behavioral expectations for all environments of the school
- Creating effective discipline procedures tailored to each school and professional development to train the staff
- Implementing recognition systems for students who following school-wide behavioral expectations
- Encouraging faculty, student, family, and community buy-in
- Generating appropriate classroom management procedures based on the school-wide behavior expectations

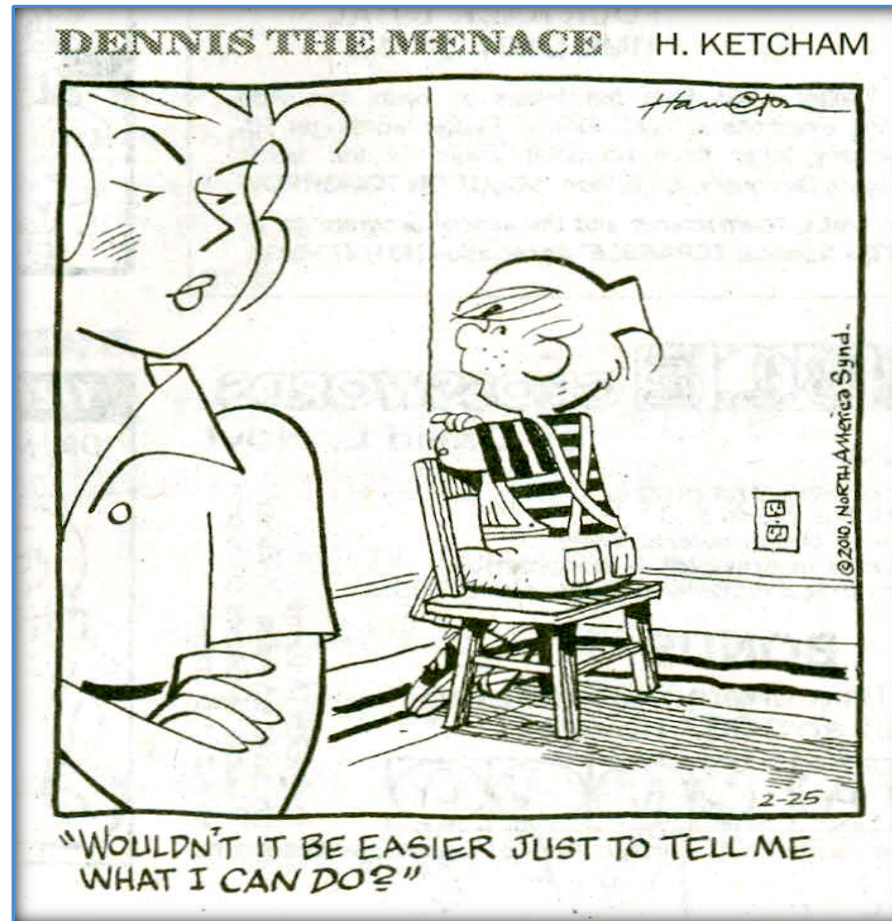
Middle School

School Expectations	Respect Ourselves	Respect Community	Respect Environment
SCHOOL-WIDE 	<ul style="list-style-type: none"> • Know and follow dress code policy • Own your behavior • Give your best effort 	<ul style="list-style-type: none"> • Follow adult direction • Keep your body to yourself • Be on time • Cooperate with everyone • Use courteous language 	<ul style="list-style-type: none"> • Ask permission for using what belongs to others • Clean up after yourself • Return what you have borrowed
WALKWAYS 	<ul style="list-style-type: none"> • During class time always carry a hall pass • Walk directly to your next class 	Use a quiet voice <ul style="list-style-type: none"> • Always walk on right side 	Use designated locker only <ul style="list-style-type: none"> • Keep area clean and litter free 
BATHROOMS	<ul style="list-style-type: none"> • Wash your hands • Flush/Wash/and Go!!! 	<ul style="list-style-type: none"> • Give privacy to others 	<ul style="list-style-type: none"> • Keep all areas clean • Put trash in trash can
CAFETERIA 	Remain seated in your designated area 	<ul style="list-style-type: none"> • Keep your place in line • Practice appropriate table manners • Use a quiet voice • Respect cafeteria workers 	Put trash in garbage can <ul style="list-style-type: none"> • Clean up after yourself 

Classroom Routines

Activities Expectations	Starting the Day	Independent Work	Transitions	Small Group Work
Be Responsible	Turn in homework Put instructional materials in desk Begin morning work	Have materials ready Check your work before turning it in Begin next activity when finished	Put materials away on my signal Get materials ready for next activity	Participate with peers Manage time carefully
Be Respectful	Talk in soft voices	Move quietly around room when necessary	Listen for my directive to move	Listen to your peers and speak when it is your turn Support your peers and let them do their role
Be Safe	Put personal belongings in designated areas	Select area to work and walk to selected spot quickly and quietly	Always walk quietly to new location	Clean up area when group work is finished for the day

Tell the students what you want them to do.



Tier Two Features

- A team that receives request for assistance forms from the general education teacher for students who may need evidence-based interventions
- Selecting evidence-based practices that match the student need while continuing to have access to Tier One features
- Providing professional development in those Tier Two interventions for effective implementation
- Frequently analyzing student data to determine if progress has been made
- Evaluating the fidelity of implementation of the intervention (Is it being implemented in the manner in which was supposed to occur?)

General Education & Special Education



Tier 1/Universal
School-Wide Assessment / School-Wide Prevention Systems



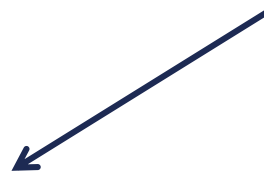
Check-In-Check-Out



**Check-In-Check-Out
with Individualized Features**

**Social/Academic Instructional
Groups**

Mentoring



**Brief Function-Based Problem
Solving**



**Individualized Team Development:
Complex Function-Based Problem Solving
Person-Centered Planning**

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Why Check In/Check Out (CICO)?

- CICO is an evidence-based Tier 2 intervention
- It works for approximately 70% of our students in need of that targeted level of support
- This intervention can be both instructional and behaviorally designed
- Can be individualized to meet the needs of students who warrant more intensive support

Other Tier Two, Evidence-Based Interventions

- Alternatives to Suspension
- Behavior Contracts
- Structured Breaks
- Visual schedules
- Explicitly teaching organizational/ executive functioning skills
- Non-verbal signals and cues
- Peer tutoring
- Positive reward systems
- Self-monitoring
- Social Stories
- Teaching conflict resolution skills
- Teaching coping strategies
- Teaching social skills
- Teaching relaxation skills

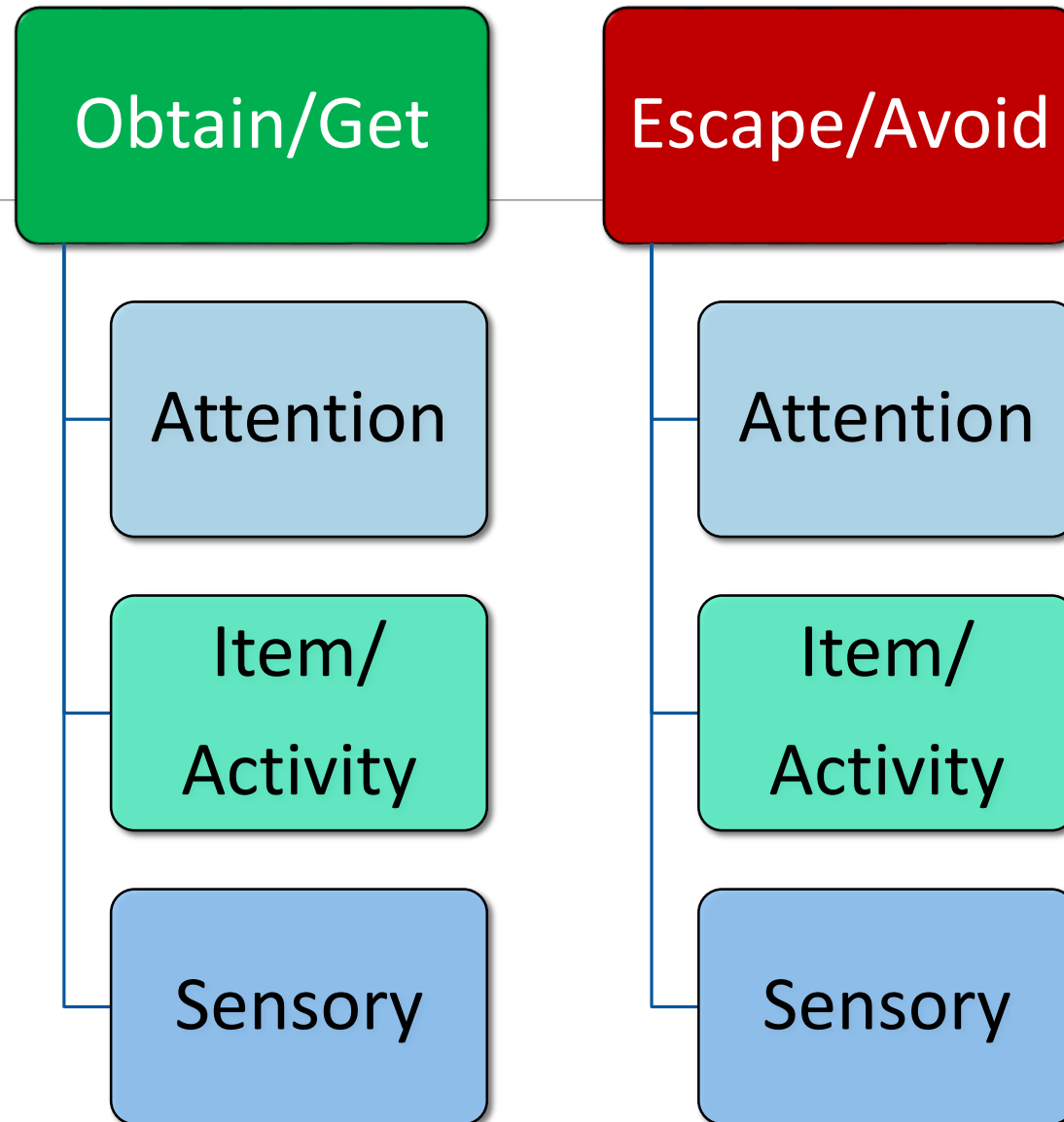
Tier Three Features

- A team comprised of multi-agency supports that addresses individual student needs and develops an individual student support plan
- Team consists of school and community resources to address behaviors inside school and in the home or community
- Provides comprehensive support to address academic, social, functional, and physical needs in order for the student to become a productive member of society while still providing access to Tier One and Tier Two Features
- Evaluating data from a variety of collection sources on a monthly basis
- Monitoring the progress of the individual student support plan

Functional Behavior Assessments (FBAs)

- Provide more information about the student's behavior
- Help identify factors regarding behaviors that may not be obvious
- Provide data trends and patterns across multiple settings, times of day, and instructional staff members
- Help identify the root causes, functions, and reinforcers of behaviors
- Provide data for developing an appropriate and effective behavior plan
- Identify a more socially appropriate replacement behavior

Functions of Behavior



Behavior Intervention Plans (BIPs)

- Provide more intensive intervention and monitoring
- Increase support around student
- Provide an individualized plan for success
- Address specific issues in a specific manner
- Involve teachers, support staff, the student, and parents actively
- Help teachers to address behaviors and issues consistently across subjects, rooms, sessions, etc

Examples of replacement behaviors

Requesting a break (“One more minute”)

Requesting help

Requesting attention (“Play with me”)

Requesting items/ activities

Self-Regulation (calming strategies/ identify feelings)

Data-Based Decision Making

- BIPs are reviewed quarterly by examining the data that was collected over the quarter
- These data should be collected across staff members, settings, and across the school day
- Parents are be vital in the data collection and analysis process
- On the BIP Review Form, there can be changes to the prevention, instruction, positive reinforcers, sequential steps when replacement behavior occurs, sequential steps to reinforce the replacement behavior, and sequential steps when the target behavior occurs
- If the data demonstrate the necessity to change the target behavior, replacement behavior, and/or hypothesized function, a new FBA must be developed

**How can I develop consistency
between home and school?**

The _____ Family's Home Expectations

	Morning Routine	Homework	Chores	Bed Time	
Courteous					
Caring					
Cooperation					

Things to Consider

Focus on child's strengths and interests – “Catch ‘em being good” is not just a cliché

May need a “Plan A” and a “Plan B” developed

Child's behavior is not a reflection of poor parenting skills

Tips for success

Provide choices before problem behaviors occur (not bribes or ultimatums)

Provide visual supports/prompts

Organize and structure

- Space; events; materials; verbal information

Tips for Success

Positively state expected behaviors

Clear beginning and ending of activity

- Instruct one thing at a time
- Minimize verbal input
- Follow through with acknowledgement

Allow processing time

- Don't keep repeating request
- Wait expectantly

Tips for success

Ignoring “misbehavior” is one of the most effective techniques used – especially when the function is to seek attention

Ignoring requires that you give attention to positive (desired) behaviors and not to negative (targeted) ones

Can be a hard strategy to carry out but worth it – reinforce the best, ignore the rest!

Tips for success

Be consistent

Prepare, prepare, prepare

- Changes and transitions

Reinforce, reinforce, reinforce!

- 10 positives to every one negative
- Reinforce specific behavior(s)

Tips for success

Model calm behavior

Remain objective (don't take behavior personally)

Provide consequence that matches behavior



Do you have any additional questions?

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