Delivery of Services During Removals

• Students must continue to receive educational services to enable them to participate in the general education curriculum and to continue to progress toward meeting their IEP goals, although in another setting:
  – During removals that constitute a change of placement for conduct that is determined not to be a manifestation of their disability,
  – During removals under special circumstances, or
  – During any removal after the child has been removed from a cumulative total of 10 school days in the same school year.

• LEAs are only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in a school year if it provides services to a child without disabilities who is similarly removed.

34 CFR § 300.530(b) and (d)

Effective Behavior Support 2013 Webinar Series
Part 3: Functionally Based Behavior Support
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
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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</thead>
<tbody>
<tr>
<td>BIP</td>
<td>Behavior Intervention Plan</td>
</tr>
<tr>
<td>FBA</td>
<td>Functional Behavior Assessment</td>
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<tr>
<td>FAPE</td>
<td>Free Appropriate Public Education</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
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<td>IEP</td>
<td>Individualized Education Program</td>
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<td>LEA</td>
<td>Local Education Agency</td>
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<td>LRE</td>
<td>Least Restrictive Environment</td>
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<tr>
<td>PBIS</td>
<td>Positive Behavior Interventions and Supports</td>
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<tr>
<td>RTI</td>
<td>Response to Intervention</td>
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</table>
Questions to Consider

• 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
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-corretcs, 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
Tertiary Interventions

• 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
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
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 ongoing 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 ongoing 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.
# Integrated Application Examples

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

A. Antecedent: What typically happens before the behavior occurs?

B. Behavior: A specific behavior occurs.

C. 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)
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

<table>
<thead>
<tr>
<th>Indirect Assessments</th>
<th>Direct Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interviews with parents, teachers, students, adults with direct responsibility.</td>
<td>Observing and recording factors surrounding the situation and the behavior.</td>
</tr>
<tr>
<td>What happens right before/after the behavior?</td>
<td>Antecedent &amp; consequent events.</td>
</tr>
<tr>
<td>Examines settings where behavior occurs or doesn’t occur.</td>
<td>Observer can use matrix or scatter plot to chart this data to identify possible environmental or other factors.</td>
</tr>
<tr>
<td>Who is present when behavior occurs?</td>
<td></td>
</tr>
</tbody>
</table>
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.
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
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)
• 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](http://www.pbis.org)
• Center for Effective Collaboration and Practice: [http://cecp.air.org](http://cecp.air.org)
• PACER Center: [www.pacer.org](http://www.pacer.org)
• RTI Action Network: [www.rtinetwork.org](http://www.rtinetwork.org)
• Check and Connect: [http://checkandconnect.umn.edu/](http://checkandconnect.umn.edu/)
• Screening Methods for PBIS:
  – [Systematic Screening for Behavior Disorders (SSBD)](http://checkandconnect.umn.edu/)
• Department of Mental Health Contact for Wraparound Supports
  – Patrina Anderson: [patrinaa.anderson@dc.gov](mailto:patrinaa.anderson@dc.gov) or 202-671-2910
Next Steps

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