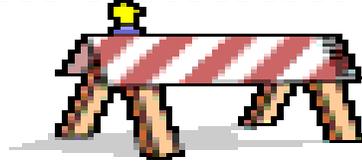


Integrating Behavioral and Academic Supports



Diana Browning Wright, M.S., L.E.P.

- Resources: www.pent.ca.gov
- Contact: www.dianabrowningwright.com
- Or: dianawright@earthlink.net

1

2

The Response to Problem Behavior

- Reactive – address it once it happens
- “Get tough” and “Zero tolerance” policies
- Layer on staff to monitor and supervise
- More attention paid to problem behaviors than positive behaviors
 - 15/20:1 ratio of reprimands to positive statements
- Discipline = Office referral, suspension, or expulsion
- Lopsided focus on academics
 - “students should come ready to learn”

17

The facts about failing to intervene...

- Students who are poor readers early on, are highly likely to continue to be poor readers into the secondary grades and beyond (Juel, 1988; Lyons, 2001)
- Students who engage in behavior problems early on, are highly likely to continue to engage in behavior problems into the secondary grades and beyond (Moffitt, 1998; Walker, Ramsey, & Gresham, 2004)
- Poor academic performance leads to behavior problems AND behavior problems leads to academic problems (Hinshaw, 1992; Treszniewski et al., 2006)

18

The facts about failing to intervene...

- **Students who struggle academically and/or behaviorally are at-risk for:**
 - School dropout
 - Substance abuse
 - Incarceration
 - Having a child during teenage years
 - Adult mental health problems
 - Unemployment
 - Health problems
 - Shorter life-span

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Addressing Behavior Problems

OLD WAY

- *Reprimands and harsh statements*
- *Office referral, suspension, expulsion*
- *Wait-to-fail*
- *Refer and test*
- *Place in special education as intervention*

NEW WAY

- **Preventive supports with universal system of behavior supports**
- **Proactive screening to catch students early**
- **Intervene with high quality supports**
- **Use student response data to determine need for less or more intensive services**
 - **May include special education**

21

What is fair?

**Fair is not everyone getting the same thing.
Fair is everyone getting what they need.**

22

What is evidence based?

Quality of evidence established a "strong" evidence of effectiveness:
Randomized controlled trials that are well-designed and implemented.

http://www.ed.gov/rschstat/research/pubs/rigoroussevid/guide_pg6.html#strong%20evidence

23

Effect Size: What It Means

- Magnitude of the effect a particular intervention
- Positive values = GOOD results
- Negative values = BAD results
- **Effect sizes > 0.50 considered large**
 - Changes in behavior and performance are likely noticeable by laypersons

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Popular Treatments

| <u>Treatment/Intervention</u> | <u>Effect Size</u> |
|-------------------------------|--------------------|
| Meeting with student | .00 |
| Punitive discipline | -.13 to + .06 |
| Alternative placement | -.10 to + .04 |
| Special education | - .03 |

POOR OUTCOMES FOR STUDENTS, very far away from “evidence based”

25

Evidence based Treatment

| <u>Treatment</u> | <u>Effect Size</u> |
|--|--------------------|
| □ Positive Behavioral Supports | + .90 |
| □ Social Skills Training | + .68 |
| □ Group-based contingency | + .81 |
| □ Token economy | > .50 |
| □ Social emotional learning | + 1.00 |
| □ Formative Evaluation + Graphing + Reinforcement | + 1.20 |

Kavale (2005); Marquis et al. (2000); Cook et al. (in press);
Blueprints for Promising Treatments (1999); Reschly (2004)

26

Non-evidence based intervention

- *More than 200,000 children were spanked or paddled in U.S. schools during the past school year, human rights groups reported Wednesday.*
- *Every public school needs effective methods of discipline, but beating kids teaches violence, and it doesn't stop bad behavior," wrote Alice Farmer, the author of a joint report from Human Rights Watch and the American Civil Liberties Union. "Corporal punishment discourages learning, fails to deter future misbehavior and at times even provokes it."*
Corporal punishment in schools remains legal in 21 U.S. states and is used frequently in 13.
- Overall, 223,190 students received corporal punishment in 2006-07, according to the [Department of Education](#) statistics. That number is down from 342,038 students in 2000-01 as more and more districts abolished corporal punishment.
- www.cnn.com/us August 2008

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Non-evidence based



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Tempting 🤗

but evidence-based?



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Response to Intervention

**IS A DECISION-MAKING
FRAMEWORK BASED ON
CERTAIN PROCEDURES!!!**

- ❑ Not a measurement system
- ❑ Not an intervention
- ❑ Does not cease once students are determined eligible for special education
- ❑ Iterations can extend to infinity--hypothetically

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RTI Model for Behavior

- RTI involves documenting a change in behavior as a result of intervention
- RTI is the practice of:
 - Proactively identifying students in need
 - Matching evidence-based interventions to student need
 - Frequently monitoring student progress to make changes in intervention or goals
 - Applying student response and treatment integrity data to make important educational decisions

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RTI Model for Behavior

- “A student who displays challenging behaviors is repeatedly assessed, and, based on the results, the school staff uses evidence-based practices to support the student in reducing these challenging behaviors and improving his/her ~~academic and social~~ ^{ward} engagement in academic and social

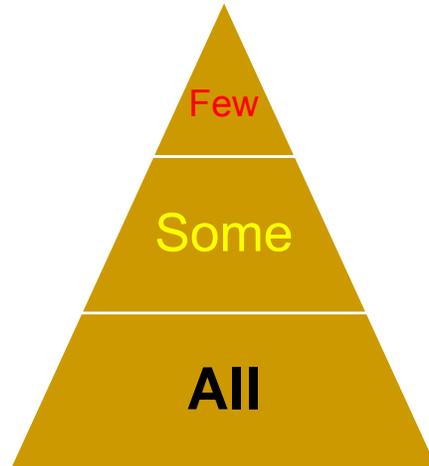
ue & Walker (2007)



32

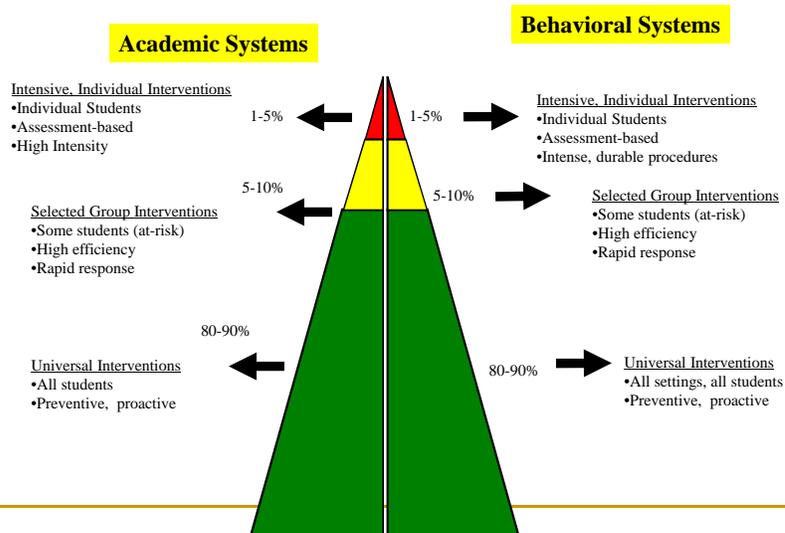
Overview of Three-Tier Model

- **Intensive (FEW)**
 - Reduce complications, intensity, severity of current cases
- **Selective (SOME)**
 - Reduce current cases of problem behavior
- **Universal (ALL)**
 - Reduce new cases of problem behavior



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Designing School-Wide Systems for Student Success



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Universal Screening of Behavior

- Process of proactively finding the **right customers** for additional support
- **Multiple-Gating:** Series of progressively more complex assessment procedures to identify students in need of more intensive services
 - Teacher nominations
 - Brief behavior rating scales
 - Team confirmation

Systematic Screening of Behavioral Disorders
(Walker & Severson, 1990)

Examples of externalizing types of behavior

- Displaying aggression towards objects or persons.
- Arguing, defying the teacher.
- Forcing the submission of others.
- Out of seat behavior.
- Non-compliance with teacher instructions or requests.
- Tantrums.
- Hyperactive behavior.
- Disturbing others.
- Stealing
- Not following teacher-or-school rules.

Non-Examples of externalizing types of behavior

- Cooperating.
- Sharing.
- Working on assigned tasks.
- Asking for help.
- Listening to the teacher.
- Interacting in an appropriate manner with peers.
- Following directions.
- Attending to task demands.
- Complying with teacher requests

Examples of internalizing types of behavior

- Low or restricted activity levels.
- Avoidance of speaking with others.
- Shy, timid and/or unassertive behaviors.
- Avoidance or withdrawal from social situations.
- A preference to play or spend time alone.
- Acting in a fearful manner.
- Avoiding participation in games and activities.
- Unresponsiveness to social initiations by others.
- Failure to stand up for one's self.

Non-Examples of internalizing types of behavior

- Initiation of social interactions with peers.
- Engagement in conversations.
- Normal rates or levels of social contact with peers.
- Displaying positive social behaviors towards others.
- Participating in games and activities.
- Resolving peer conflicts in an appropriate manner.
- Joining in with others.

Student Nominations

| | Last Name | First Name |
|----|-----------|------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Universal Screening: Office Discipline Referrals

One school's system:

- < 1 – remain in Tier I, universal supports
- 1-3 ODRs – on the radar, may require Tier II
- > 4 ODRs –**consider for** Tier II, secondary supports and add tiers if non-responsive

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Social Behavior Progress Monitoring Tools

- Direct observation of student behavior
 - On/off-task, disruptive behavior, negative social interactions, alone time
- Direct Behavior Ratings
 - aka – Daily Behavior Report Cards
- Brief Behavior Rating Scales

40

Tier 1 for All: Universal Supports in all Settings

- 75-90% of all students respond to basic positive behavior supports
 - 95% when combined with a multi-level academic model
- Primary prevention as goal
- Establishes initial level of resistance

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Tier I Process

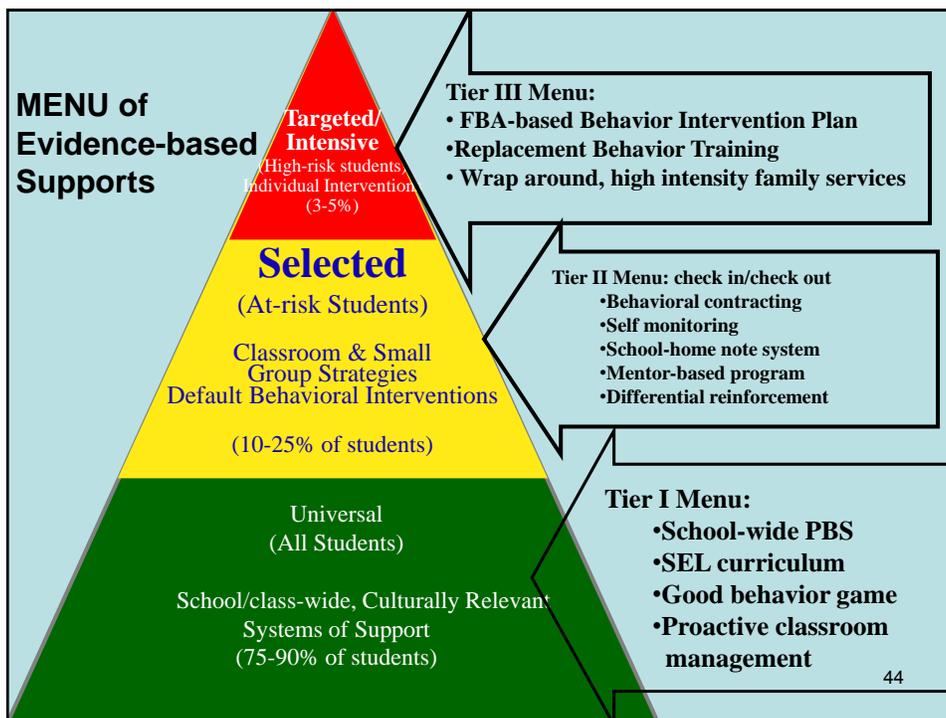
| Component | Content |
|-----------------|---|
| Student Focus | All students in general education |
| Program | School-wide PBS combined with classroom management |
| Time | All day, everyday |
| Assessment | Screening 3-4 times per year |
| Interventionist | All staff |
| Setting | All school settings (primarily general ed. classroom) |

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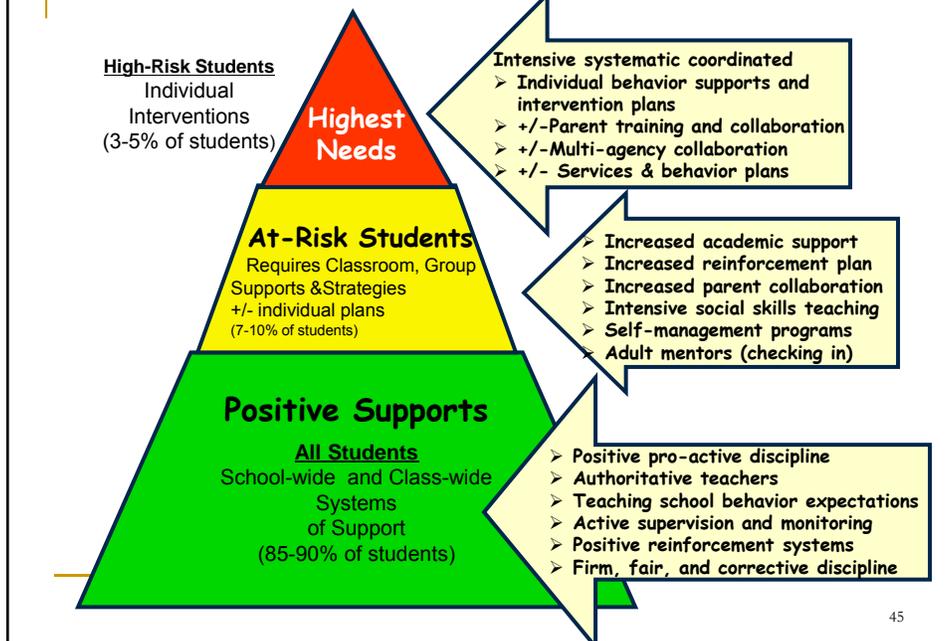
The Components of School-wide PBS

1. Clear definitions of expected appropriate, positive behaviors are provided for students and staff members;
2. Clear definitions of problem behaviors and their consequences are defined for students and staff members;
3. Regularly scheduled instruction *and* assistance in desired positive social behaviors is provided;
4. Effective incentives and motivational systems are provided to encourage students to behave differently;
 - Keep 4 to 1 ratio in mind
5. Staff receives training, feedback and coaching about effective implementation of the systems; and
6. Systems for measuring and monitoring the intervention's effectiveness are established and carried out.

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Three-Tiered Behavioral RTI Model



TIER ONE RtI

■ Guidelines: Tier One

- Positive environments for all students
- 5 to 1 minimum
- Effective classroom procedures, teaching practices and strategies using differentiated instruction and universal design (no lecture/then worksheets!)

Adopt a Positive Focus and Sustain It!

- Create a positive environment
- Staff to use at least 4 positive statements to every 1 negative statement (e.g., reprimands)
- Proactively recognize appropriate behavior when it is happening, rather than react to problem behavior
- Prompt students to do the right thing before reprimanding

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Positive Environments for All Grade Levels

Safe

Respectful

Responsible

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Be a STAR rules

- **S**afety first
- **T**here and ready to... (eat, learn, read, play)
- **A**ct responsible
- **R**espect self and others

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Active Rule Teaching

- Communicates exactly what is expected
- Provides opportunities to reinforce student behavior consistent with rules and attends to appropriate behaviors
- Frequent reference to rules - keeps them salient among competing influences on behavior

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The PBIS Grounding

- Systems
- Data
- Practices
 - Teach behavior you want: Safe Respectful Responsible
 - Shape Model Cue
 - Large research base: see: www.pent.ca.gov; www.pbis.org

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Good Behavior Game(s) *Using group contingencies*

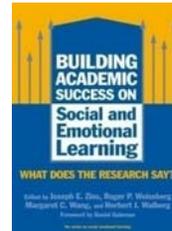
- <http://www.interventioncentral.org/html/docs/interventions/classroom/gbg.php>
- <http://www.evidencebasedprograms.org/Default.aspx?tabid=154>
- <http://www.pent.ca.gov/for/f7/bspdeskreference07.pdf> (chapter 12 rainbow club)

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Why Promote Students' Social and Emotional Competency?

Students who receive SEL instruction are:

- more connected to teachers and school
- more engaged in learning
- more motivated to learn
- more well behaved/less likely to engage in problem behavior
- less anxious and depressed
- And perform better on achievement tests and get better grades



Source: Zins, Weissberg, Wang, & Walberg (2004). Building Academic Success on Social and Emotional Learning (SEL): What Does the Research Say?

SEL Curriculum

- <http://www.casel.org/home.php>

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Social Emotional Curriculum

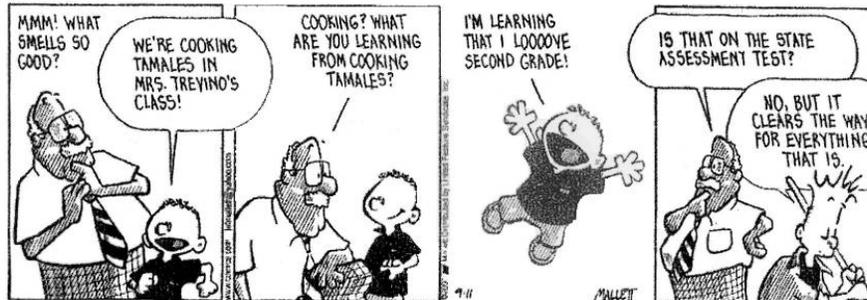
SEL Curriculum

- <http://www.casel.org/home.php>

54

Foundation: Interactions Between Students and Teacher

FRAZZ by Jer Mallett



55

Grounding Principle



- NO teaching strategy or behavioral intervention will result in high student achievement if a teacher doesn't genuinely care about the student and the student believes that.



56

Offer Carl and Fred Rogers

Unconditional Positive Regard

■ Looks

- gestures, smiles, ease

■ Language

- Affection, remembrances

■ Deeds

- reinforcers, choices, interactions



57

Teacher Words and Actions Can Convey

C A P S

■ Concern

- for individual welfare
- for group welfare

■ Ability and willingness to cooperate with each student, a “zero reject” policy

58

Teacher Words and Actions Can Convey

C A P S

- **P**ositive attitudes and expectations about each student's learning potential
 - Every class has a HALO previous learning: high average low other

- **S**incerity and Integrity

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Teacher with an Authoritative Style

- Speaks as an experienced, mature adult
- Retains ultimate decision-making power
- Unlike an authoritarian style
 - Solicits input
 - Seeks consensus
 - Sees that everyone is clear on rationales for decisions, as well as decisions themselves

60

“Humiliation Protection” Affects Coping Skills

- The number one step in effective support of diverse learners, e.g., learning differences, cultural or subcultural differences, language learners and learning disorders
- The student must feel entirely safe from humiliation and its lethal effects
 - excessive negative comments
 - conspicuous negative comments
 - policies that openly expose or stigmatize

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Humiliation Protection Strategy

Why use “Humiliation Protection”?

- Leads to development of Resilience and Carl and Fred relationships

Why not just use fast, negative practices?

- They result in serious complications
 - behavioral
 - motivational
 - affective

...AND THEY DON'T WORK!

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Behavior Support: Across the Tiers

Behavior Support and Correction that Minimally Disrupt the “Flow of Instruction”



Phase A: Teach the Behaviors You Want, Shape, Model, and Cue

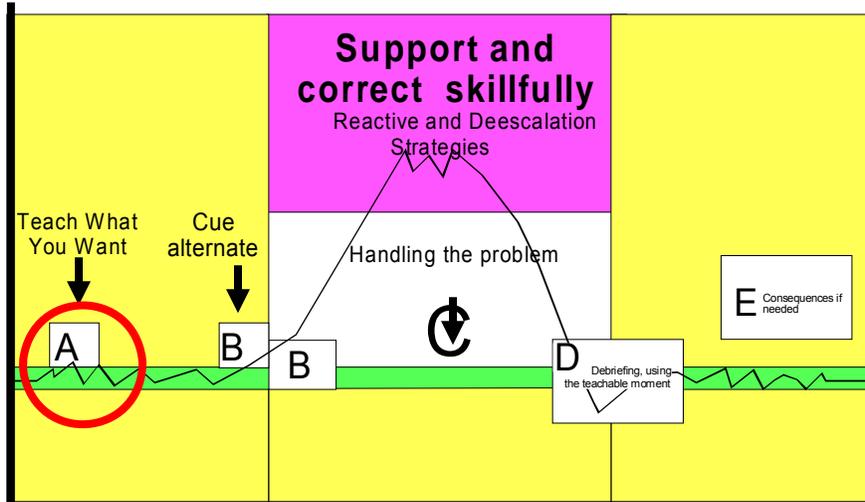
63

A – E: Support and Correction

- A. Teach the behaviors you want
- B. Cue alternative behavior
- C. Handle disruptions without interrupting the flow of instruction
- D. Debrief (use the teachable moment)
- E. Consequences (if needed)

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Behavior Support and Correction



What every teacher must master

- **Shaping:** Reinforcing closer and closer approximations to an end goal
- **Building Behavioral Momentum:** First some irresistible tasks, then follow with less desired
- Gaining, Maintaining and Re-establishing following disruption:
 - **Instructional Control:** Following any direction given by a teacher.
 - **Stimulus Control:** Doing what I should be doing in that setting (e.g., seatwork at the desk)

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Behavior correction that minimally disrupts the “flow of instruction”

- Maintains the relationship
- Allows time for compliance
- Delivers precise commands



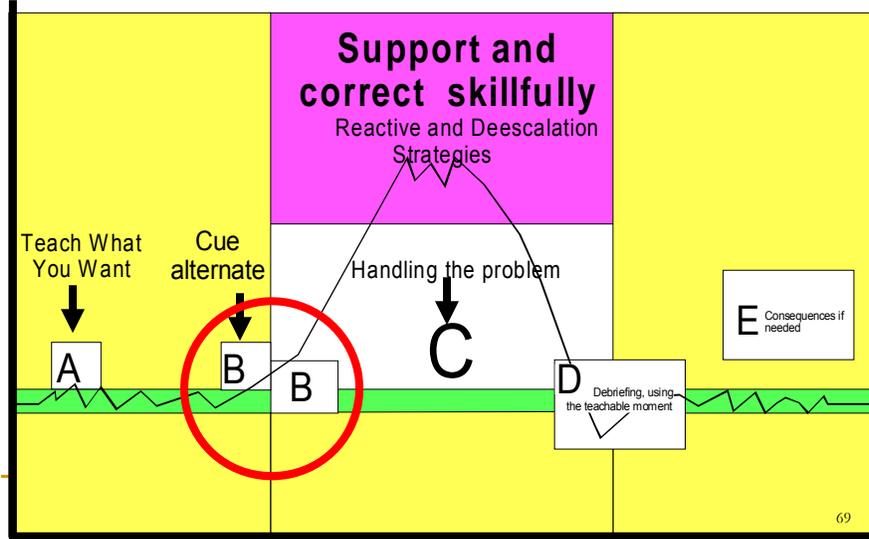
67

REINFORCEMENT

| | |
|--|--|
| INTRINSIC | |
| Self-praise, Self "satisfaction" | |
| PRAISE | |
| from ADULTS - Parent Teachers Staff Peers | |
| SOCIAL STATUS & RECOGNITION | |
| Peers or Adults | |
| PRIVILEGES | |
| Choice-making, sense of "power" | |
| CONTINGENT ACCESS | |
| Premack Principle | If-then; 1st ____, then ____; Activities-Free time/Free choice |
| CLOSURE | |
| Completing a set, finishing a list has compulsive features | |
| TANGIBLES | |
| Money, stickers, camera, etc. | |
| PRIMARY - EDIBLES, PHYSIOLOGICAL RESPONSES: | |
| Natural/Synthetic Stimulants | Repetitive Behaviors (Pacing, Rocking, Nail Biting) |
| Massage | |

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Behavior Support and Correction



Phase B: Correction Strategies

Time Away
NOT
Time Out

Time Away Differentiated from Time Out

- Time away: **Student decides to leave**

vs.

Time-out: **Teacher forces students to leave**

- Time away: **In the classroom**

vs.

Time-out: **Out of the classroom**

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Time Away Differentiated from Time Out

- Time away: **Teacher thanks student when he/she returns**

vs.

Time-out: **Teacher frequently reprimands when he/she returns**

- Time away: **Puts responsibility for behavior on student**

vs.

Time-out: **Puts responsibility for behavior on the teacher**

72

Time Away Differentiated from Time Out

- Time away: **Gives freedom, builds relationships**

vs.

Time-out: **Results in side effects of punishment: fight and flight**

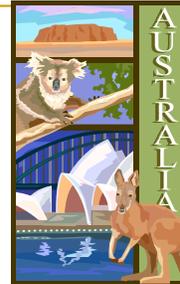
73

Australia

- Go through customs
- Declare baggage you are bringing in
- Log arrival and departure

times See www.pent.ca.gov BSP desk

reference, section 12



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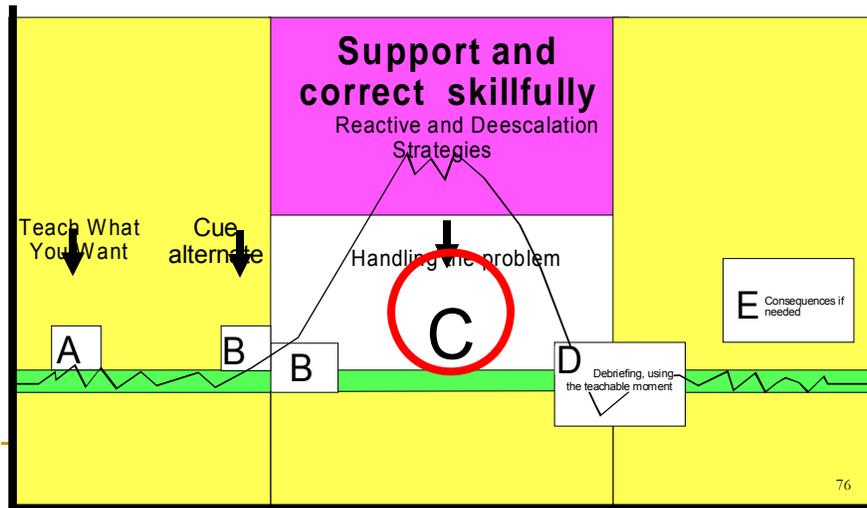
Behavior Support and Correction that Minimally Disrupts the “Flow of Instruction”



Phase C: Handling the Problem Skillfully

75

Behavior Support and Correction



Handling Major Behavior Problems



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5 Rules of Responding

1. Don't direct peer pressure to a misbehavior publicly when the matter can be handled gently in private.
2. Do move toward the student creating an aura of personal contact.
3. Develop nonverbal cues.
4. Identify the misbehavior after the reprimand and direct the student toward the desired activity.
5. Direct the sanction to a specific person.

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Ten Variables that Affect Compliance

1. Stop Using a Question Format
2. Reduce Distance
3. Achieve Eye Contact
4. Limit to Two Requests
5. Reduce Loudness of Request
6. Give the Student Time
7. Cue alternative
8. Flat tone, words spaced
9. Describe minimal compliance to exit
10. Reinforce

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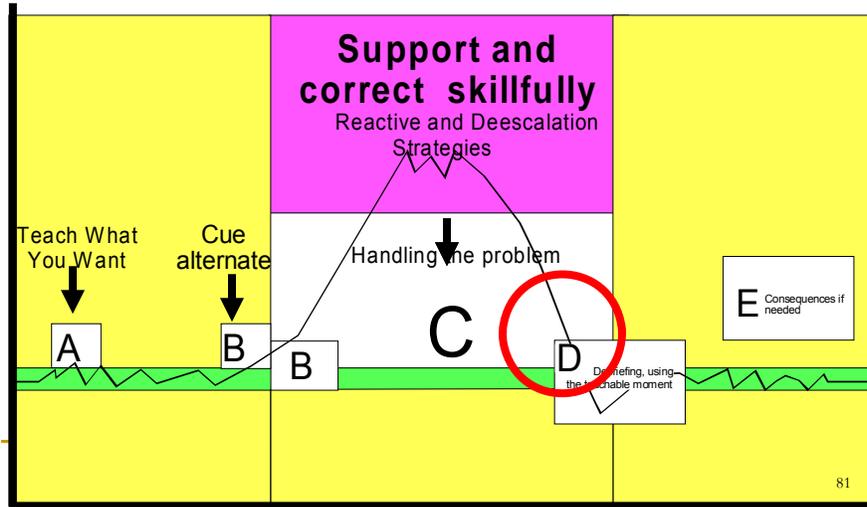
Behavior Support and Correction that Minimally Disrupts the “Flow of Instruction”



Phase D: Debriefing

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Behavior Support and Correction



Debriefing

- Active Listening
- Thinking about my inappropriate behavior
- Problem-solving steps
- Teacher's request for behavioral assistance
- Incident report

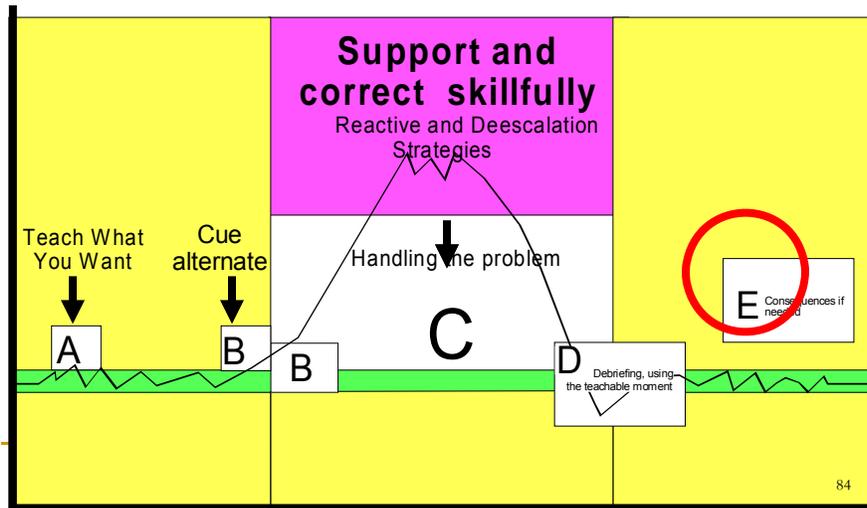
Behavior Support and Correction that Minimally Disrupts the “Flow of Instruction”



Phase E: Consequences (if needed)

83

Behavior Support and Correction



Punishment? To Achieve What?

- Do I consider alternatives?
- Do I consider logical consequences and response cost when needed?
- Have I considered tighter structure?

85

Need To Punish?

- Why? Who will benefit?
- Can I problem solve with this student and reach a solution?
- Can I develop a communication system with the parents/guardians?
- Can a mentor serve as parent if appropriate?
- Do I understand the behavior's purpose?

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If you must...

- Consider “Logical Consequences”
- Consider “Response Cost”

- How will I address the side effects of punishment (fight and flight) ?
- Have I considered alternatives to suspension?

87

School-based Community Service

Can Contribute to Achieve Ownership, Can Contribute to Vocational Planning

■ Clerical Tasks

- shelf books, alphabetizing, assist cafeteria with lunch
- xerox

■ Building Care

- assist cafeteria, custodial staff
- plant flowers, design
- straighten areas: teacher workroom, computer room
- ~~create/supervise bulletin boards~~

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School-based Community Service

Can Contribute to Achieve Ownership, Can Contribute to Vocational Planning

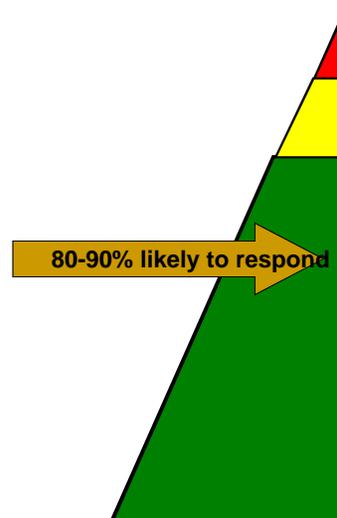
■ Teacher Assistance

- tutor younger or less capable
- read with/ work with a small group
- serve as big buddy/ pen pal
- teach/ assist with computer program
- AV resource person
- assist teacher in room arrangement/displays

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All Students – 80-90% likely to be “enough”

- Continuous progress monitoring, with data based decision making using evidence based materials
- Principal/team supervises fidelity and data collection
- Teachers implement with fidelity and report ongoing data
- District office supports adoption, training, data aggregation



90

But s/he didn't respond to a great Tier 1?

- Are there group programs that would address the issue?
- Should an individualized system be put in place?



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Tier 2 Interventions

- Individual default behavior system with goal monitoring
 - Increase and individualize reinforcement
 - Behavioral contracts, home school notes
 - Mentoring, self monitoring, check in/check out (see video: <http://www.nprinc.com/classmgt/dbip.htm>)
- Use of group programs
 - Counseling; adjustment groups; prevention groups

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Mentor's Duties

- Provide unconditional love and support
- Meet with the student regularly
- Check on work, effort, attitude, grades
- Offer friendship and guidance
- Assist student in understanding the school's position
- Help school staff understand any of the student's extenuating circumstances

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Mentor's Duties

- Provide respite/"safe haven"
- Serve as an alternative to study hall or independent study when appropriate
- Use praise/other reinforcers to recognize achievement, growth or effort
- Support success
- Care!

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Tier III for a Few: FBA-Based Supports and RBT

KEY: Examination of progress monitoring data frequently

- FBA-based support
 - Conduct FBA to identify variables maintaining problem behavior
 - Alter environmental contingencies surrounding problem behavior
- Weekly Replacement Behavior Training

95

Tier II for Some: Default Classroom-based Behavioral Supports

10-25% of students who are identified by universal screening system (or ODR)

- Unresponsive to Tier I, universal supports

Default behavioral supports

- Little assessment (best guess)
- Based on topography of behavior
- No removal from class
- Implemented on an ongoing basis

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Tier II Process

- Goal
 - To support individual students who continue to exhibit challenging behaviors without removing them from general education setting to deliver intervention
- Candidate Students
 - Students who are detected by the universal screening process
- Behavior supports
 - Self-management strategies; Behavioral contracting; School-home note system; Check in/Check out; Basic classroom alterations; Behavior specific praise
 - Tier I supports are still implemented
- Duration
 - Minimum 3-4 weeks of implementation
- Implementer
 - Behavior support team and general education teacher

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Tier II Evidence-Based Interventions

- Behavioral Contracting
- Self-monitoring
- Mentor-based support (e.g., Check in/check out)
- Differential reinforcement
- Positive peer reporting
- Group contingencies
- First Step to Success
<https://firststepstosuccess.sri.com/>

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Check In/Check Out Features

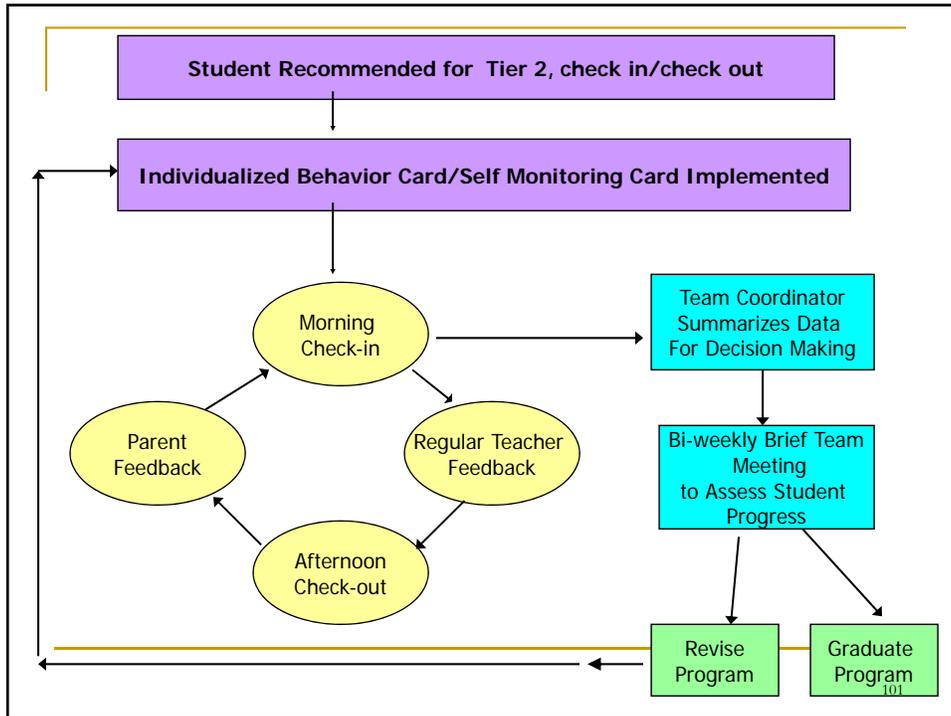
- Students identified and receive support within a week
- Check-in and check-out daily with an adult at school
- Regular feedback and reinforcement from teachers
- Family component
- Daily performance data used to evaluate progress

99

Check in/Check Out

- Hawken, L. S. & Horner R. H., (2003) Implementing a Targeted Group Intervention Within a School-Wide System of Behavior Support. *Journal of Behavioral Education*, 12, 225-240.

100



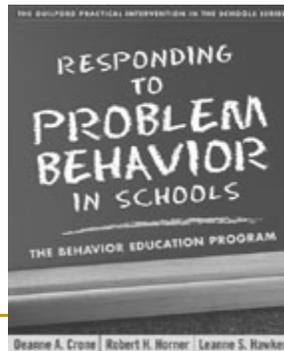
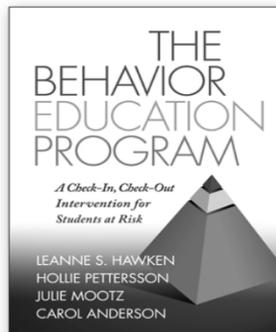
Why does this work?

- Improved structure
 - Prompts are provided throughout the day for correct behavior.
 - System for linking student with at least one positive adult.
- Student is “set up for success”
 - First contact each morning is positive.
 - “Blow-out” days are pre-empted.
 - First contact each class period (or activity period) is positive.
- Increase in contingent feedback
 - Feedback occurs more often.
 - Feedback is tied to student behavior.
 - Inappropriate behavior is less likely to be ignored or rewarded.

Manuals

Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program.* New York, NY: Guilford Press

Hawken, Pettersson, Mootz, & Anderson (2005). *The Behavior Education Program: A Check-in, Checkout Intervention for Students at Risk.* New York, NY: Guilford Press.

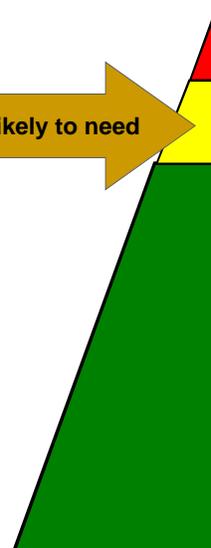


103

Some Students – 5-10%?

- Continuous progress monitoring, with data based decision making using evidence based materials
- Principal supervises fidelity and data review
- Site Team on-going problem solving -- (expanded as needed); Can be IEP/504 team
- Selected implementers provide intervention with fidelity
- District office supports adoption, training, data aggregation and disaggregation

5-10% or ?? likely to need



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Tier 3 Interventions

- Highly individualized, detailed in a team developed behavior plan
- Based on functional assessment
- May include multiple agencies and interventions with highly data driven, frequent decision making

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Tier III for a Few: FBA-Based Supports and RBT

- 3-5% of all students who resisted prior tiers of supports
 - Examination of progress monitoring data
- FBA-based support
 - Conduct FBA to identify variables maintaining problem behavior
 - Alter environmental contingencies surrounding problem behavior
- ~~Weekly Replacement Behavior Training~~

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Function of Behavior



Reactive:

Escape/Reject Undesired Stimulus

Proactive:

Get Desired Outcome

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Tier III Process

- Goal
 - To support 3-5% of students who resisted prior tiers of behavioral supports
- Candidate Students
 - Tier II students whose progress monitoring data indicated non-response to Tier I and Tier II supports
- Behavior supports
 - FBA-based behavior support plan combined with Replacement Behavior Training
 - **Tier I supports are still implemented**
 - **Tier II supports may also be implemented**
- Duration
 - Minimum 3-4 weeks of implementation
- Implementers- All school staff
- Developers: School behavior team: includes specialists

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Beginning with IDEA 1997... Tier 3 for students with IEPs

- Behavior impeding learning of student or peers
- Strategies, including positive behavioral interventions, strategies and support
- Public agency shall ensure that each teacher and provider is informed of their specific responsibilities to accommodate, modify and support....
- 45 day placement: services to be sure behavior doesn't reoccur

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Continuing with IDEA 2004; Regs 2006...

- Behavior impeding learning of student or peers
- Strategies, including positive behavioral interventions, strategies and support
- (removed, but comments state it is ASSUMED we do this-- Public agency shall ensure that each teacher and provider is informed of their specific responsibilities to accommodate, modify and support....
- During any 45 day placement: services to be sure behavior doesn't reoccur

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Behavior Support Plans

- **For whom?**
- Ultimately, to remove barriers to academic success: Any student who needs one in RtI!
Tier 1: positive techniques for all-Non responsive? Add Tier II
Tier II: team-developed and monitored individualized positive programs-Non responsive? Add Tier III
Tier III: BSP team-developed and monitored highly individualized, function-based plans
Off the Pyramid?: Alter, intensify, wrap around, specialized settings and Tier IV logic

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Quality BSPs

- All effective plans address **both** the environment and the function of the behavior
 - Change environments to eliminate the need to use this behavior
 - Teach alternative, acceptable (replacement) behaviors which allow student to get or reject something.



1. Positive Behavioral Support Plan Principle (BSP):

Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function). Although all functions are legitimate and desirable, the method or form of the behavior may require alteration.



2. Positive Behavioral Support Plan (BSP) Principle:

Behavior is related to the environment in which it occurs

- **Something is present that needs removing or changing,**
- **Something is absent that needs adding**

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3. Positive Behavioral Support Plan Principle (BSP):



There are two strands to a complete behavior plan.

Key Concept:

Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND developing a replacement behavior (teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way).

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4. Positive Behavioral Support Plan Principle (BSP):



New behavior must get a pay-off as big or bigger than the problem behavior.

Key Concept:

To achieve maintenance of a new behavior, it must be reinforced.

Reinforcement is actions we take, privileges or tangibles we give, that the student really wants to get, and therefore he/she does the behavior again and again to get that reinforcement.

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5. Positive Behavioral Support Plan Principle (BSP):



Implementers need to know how to handle problem behavior if it occurs again.

Key Concept:

The behavior plan must specify reactive strategies across four stages:

1) **Beginning stage:** Prompting the alternative replacement behavior;

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Reactive strategies across four stages (cont.):



2) **Mid-behavior stage:** The problem behavior is fully present and now requires staff to handle the behavior safely through an individualized, careful deescalating of the behavior. This might include specific techniques, calming words, presenting of choices, distraction, and redirection. Each technique will likely be unique to the student. What has worked in the past is important to discuss. Some staff deescalate the student better than others and this should be considered.

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Reactive strategies across four stages (cont.):

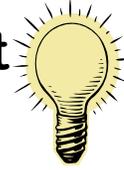


3) **Problem-solving/Debriefing stage:** Debriefing with the student is to review what happened, or, practice the alternative behavior again, and plan what to do next.

4) **Required consequences stage:** Clearly written consequences or other team determined actions because of the behavior are important, e.g., school and district disciplinary required actions; calling parents; notifying probation department; attendance at special seminars, detention, and so forth.

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Positive Behavioral Support Principle:



On-going communication needs to be between all important stakeholders in the student's life.

Key Concept:

The behavior plan must specify who communicates with whom, how frequently and in what manner. **Two-way communication** between message senders and recipients is important.

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Why Evaluate your BSPs?

- Because a well written plan is far more legally defensible than a poorly written one!
- Because research demonstrates that well written plans improve outcomes better than poorly written plans
- Because research demonstrates that well written plans are implemented with greater fidelity than poorly written plans
- Because research demonstrates that learning to evaluate plans is the best training tool for learning to write a good plan

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Address: <http://www.pent.ca.gov/>

California Department of EDUCATION

Welcome to PENT

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The California Positive Environments, Network of Trainers

Our Collaborative PENT Network is dedicated to:

- All the children, parents, and staff struggling with poorly understood behavior.
- All the professionals and parents attempting to implement positive behavioral interventions for all students.
- All educators striving to achieve effective instruction that results in high achievement.

[PENT Mission Statement](#) [California's Behavior Core Messages](#)

We hope that you will freely share materials and resources with us, as we are freely sharing with you.

"None of us is as skilled as all of us"

Diana Browning-Wright
PENT Director

Deborah Holt
PENT Project Manager
Director, Diagnostic Center-South

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BEHAVIOR SUPPORT PLAN QUALITY EVALUATION SCORING GUIDE II

To Evaluate Behavior Support Plans (See www.pent.ca.gov)

Diana Browning Wright, M.S., G. Roy Mayer, Ed.D.,
Dru Saren, Ph.D.

With critical reviews from:
PENT Research Team
Diana Browning Wright, Clayton Cook, Dean Crews, Dr. Bruce Gale,
Dr. Bonnie Rawlings Kraemer, Dr. G. Roy Mayer

With further input from:
The Positive Environments, Network of Trainers Leadership Team
(Elena Alvarez, Gail Cafferata, Clinton Eatmon, Dr. Bruce Gale,
Diane Hannett, Joan Justice-Brown, Denise Keller, Toni Lien,
Hope Michel, Dr. Valerie Samuel, and Adam Stein)

and
The California Statewide PENT Cadre Member Network
(See www.pent.ca.gov)
and the 2006 CSULA PENT Data Analysis Research Associates

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A Complete Manual?

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**THE BSP DESK REFERENCE:
A TEACHER AND BEHAVIOR SUPPORT
TEAM'S GUIDE TO DEVELOPING AND
EVALUATING BEHAVIOR SUPPORT PLANS**

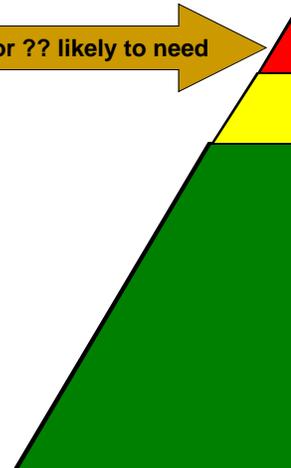
"None of us is as skilled as all of us"

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Intensive – 1-5% or ??

- Continuous progress monitoring, with data based decision making using evidence based materials
- Principal supervises fidelity and data review
- Site Team on-going problem solving--(expanded as needed); Can be IEP/504 team
- Selected implementers provide intervention with fidelity
- District office supports adoption, training, data aggregation and disaggregation

1-5% or ?? likely to need



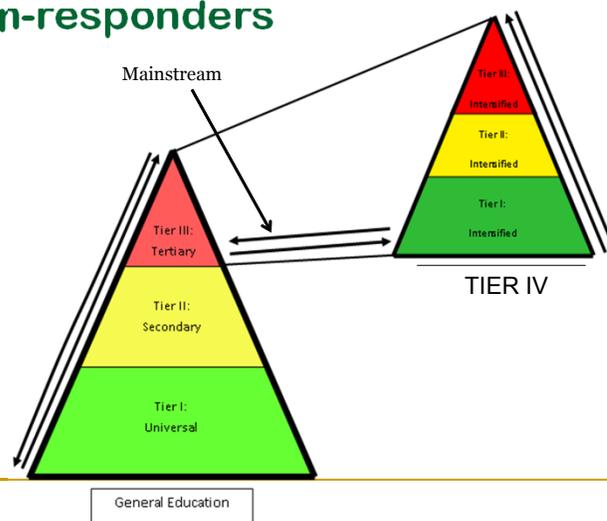
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Tier III and Beyond: Off the pyramid Specialized Supports for Non-responders

- 1-2% of students who resist all prior Tiers of support
- Special education evaluation
- Wraparound services pursued
- Increase intensity of services

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New Service Delivery Model for 3 tier Pyramid Non-responders



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Creating a Three Tiered Model within a Restrictive Setting

- Apply **RTI, three tiered prevention logic** to service delivery within Special Education or other Restrictive Placements
 - Primary for all, secondary for some, & tertiary for a few
 - Services are more intensified
 - Data are collected and discussed more frequently
- Clear guidelines for entering and exiting students

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RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports

Jeffrey Sprague, Clayton R. Cook, Diana Browning Wright, Carol Sadler

A Guide that Addresses

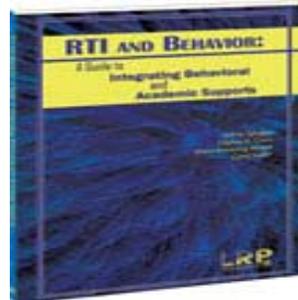
Beliefs

Knowledge

Skills

Procedures

Necessary for effective integration of behavioral and academic supports



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Take Home Messages

- Form and maintain a team to oversee interventions
- Adopt evidence based interventions, eliminate those that do not produce desired change
- Scientifically progress monitor change, make decisions based on change
- Assure fidelity occurs through consultation, school teaming and data requirements
- Train staff, and support tiers of intervention

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