Multi-Tiered Systems of Support and Function Based Thinking: Part of the Solution

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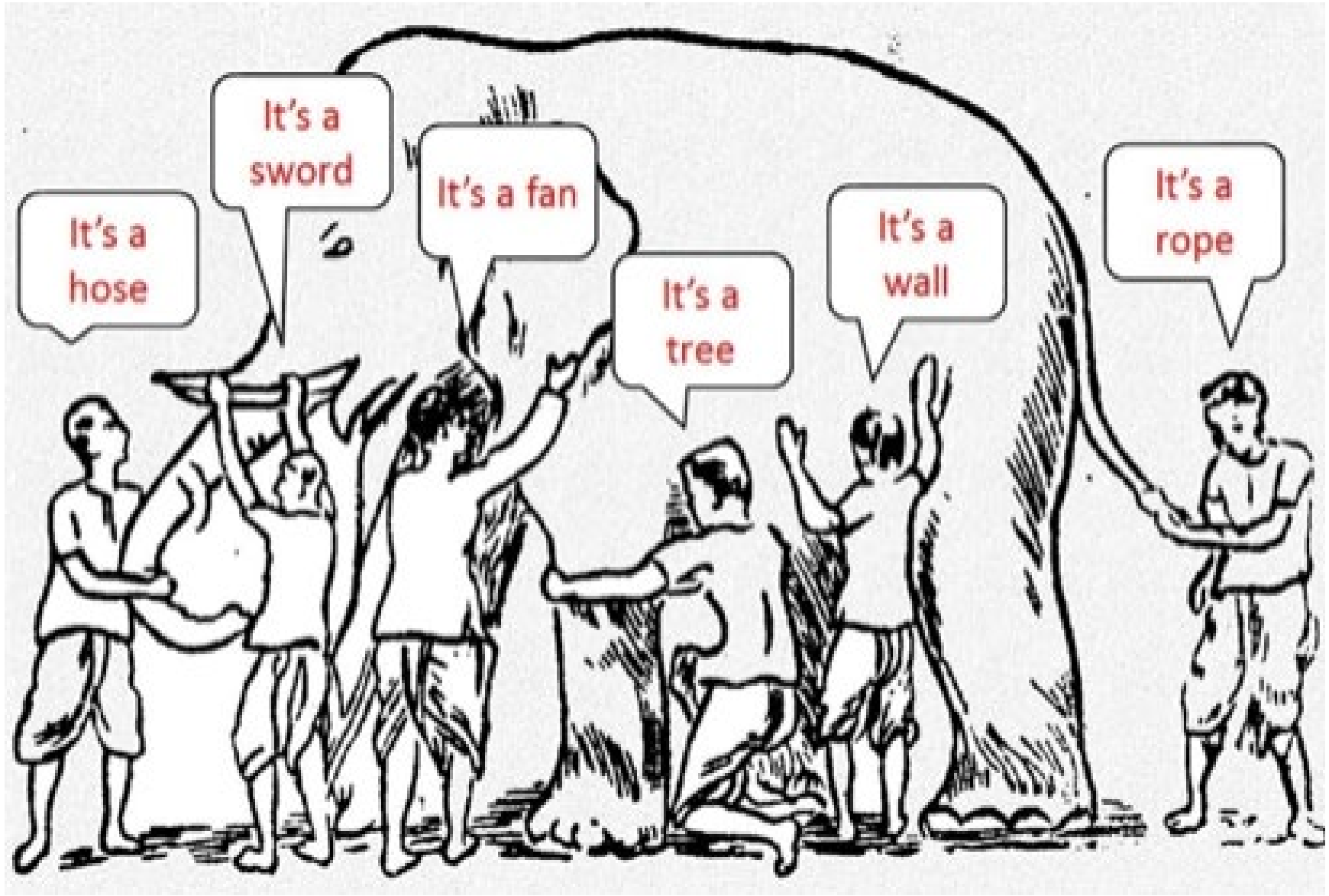
2022 NeMTSS Summit: Creating Coherence

What About??

The Leader in Me®

Love and Logic®

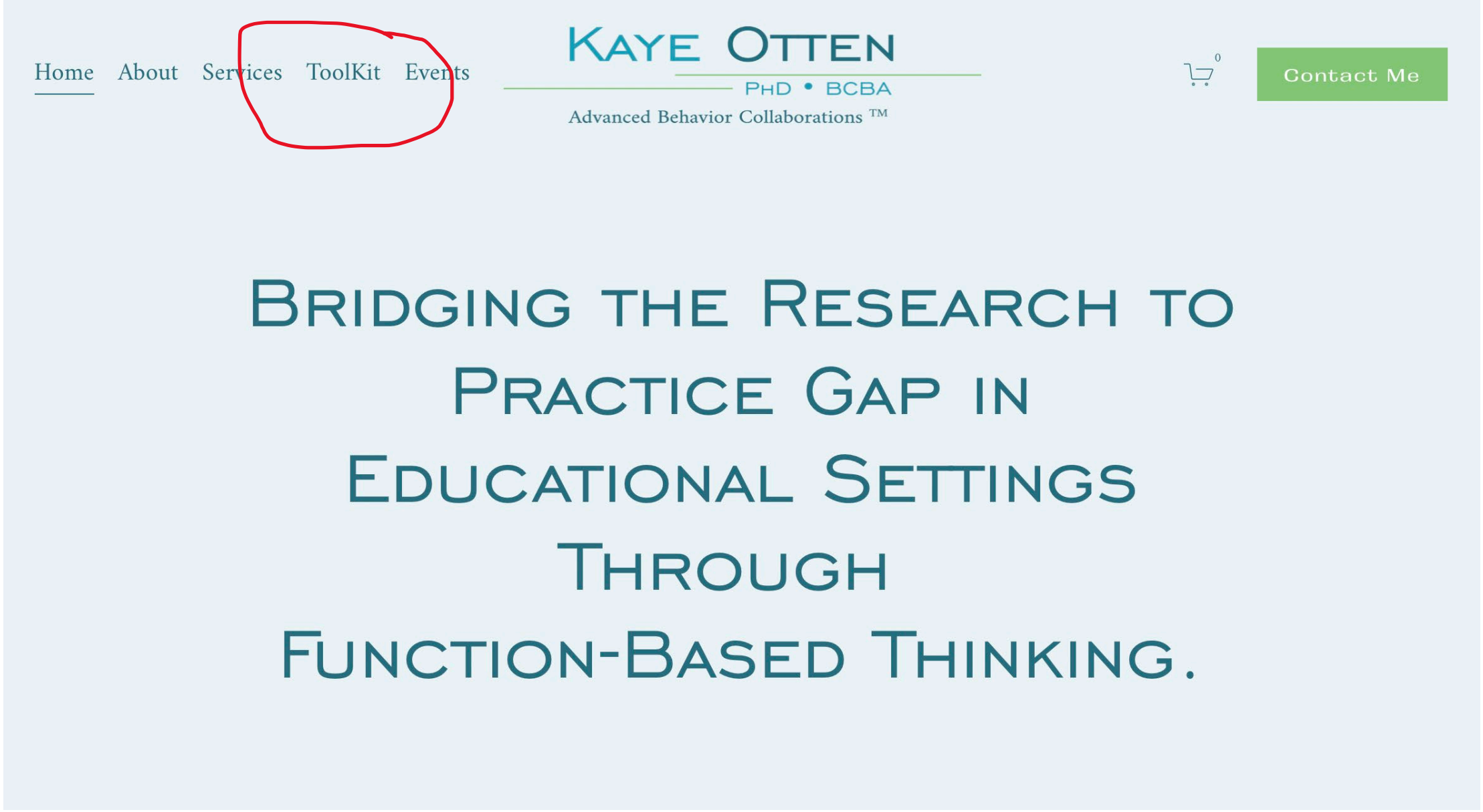

It's a hose
It's a sword
It's a fan
It's a tree
It's a wall
It's a rope

There is NO Magic Bullet! (Or Program)

- Education is infamous for reinventing, repacking, and reselling pretty much the same thing over and over
- Use your limited resources wisely
- Be willing to do the deeper work for true implementation
- If multiple, experienced educators all come up with similar things-it's probably worth considering!

Implementation Science

- Identify core components (framework)
- Autonomy to design within that framework
- Must do what works in individual situations based on input from stake holders



Core Components and Indicators Self-Assessment Tool Available for free at kayeotten.com

THE FOUNDATION:
Core Components of Tier One

Foundations

- Common Purpose and Approach
- Administrative Leadership
- Ongoing Monitoring and Evaluating Based on Data

Antecedents (Happen Before)

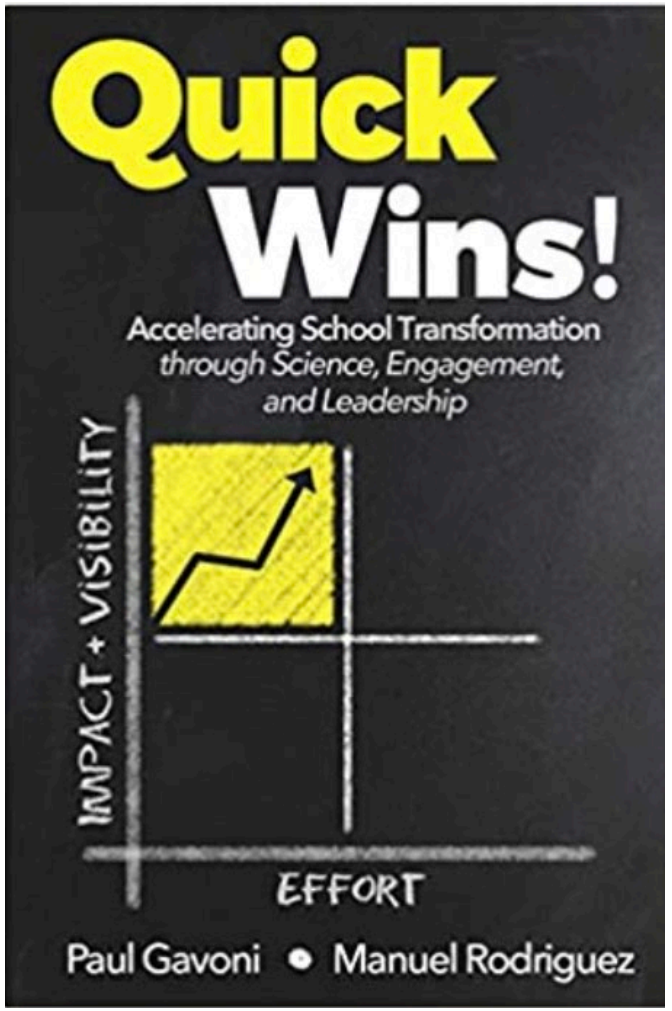
- Positively Stated and Explicitly Taught Agreements, Procedures, and Routines.
- Environmental and Instructional Design

Consequences (Happen After)

- Frequent Recognition of Positive Behavior
- Consistent Instructional Response to Challenging Behavior

Focus First on the ”Low Hanging Fruit” or “Quick Wins”

- Indicators with the highest impact with least amount of effort are highlighted in yellow
- Will get to them in more detail as time allows



Common Purpose and Approach Indicators

- Everyone understands basic behavior science concepts (e.g. behavior functions, ABC analysis, positive and negative reinforcement and punishment)
- Focus on team problem solving-no blame and no excuses
- Willingness to be open to the process and constructive feedback
- Common language
- Proactive and preventative philosophy
- Desired behavior directly taught both proactively and ongoing (triage, redirect, and processing)
- Focus more on positives than negatives
- Consensus about when and the process for students leaving the classroom for more intensive support

Administrative Leadership Indicators

- Lead the setting of school agreements and development of procedures and routines
- Build consensus among entire staff
- Lead the team through the decision making and paperwork process
- Delegate responsibilities as appropriate
- Provide accountability
- Allocate resources for implementation
- Promote appropriate staff utilization
- Attend and actively participate in team meetings
- Support ongoing professional development
- Be willing to think outside the box to obtain needed resources and support
- Be willing to seek outside support when needed
- Model inclusion and support rather than just evaluation
- Model/lead a “We will try” attitude vs. a “What have YOU done. . . “

Ongoing Monitoring and Evaluating Based on Data Indicators

- Specifically defined outcomes
- Clear written plan that includes all key components (instruction, prevention, reinforcement, and undesirable consequences) and research-based practices that all involved parties understand
- Fidelity monitoring procedures to ensure consistent implementation
- Frequent data collection that is graphed
- Regular and structured team meetings to analyze data and make decisions
- Same process schoolwide, class-wide or individual

Positively Stated *Agreements*, Procedures, and Routines Indicators

- 3 to 5 general schoolwide agreements that are all inclusive
- Break down into matrix for each area (e.g. classroom, cafeteria, hallway) so there is no confusion or argument
- State POSITIVELY - What do you want them to DO!
- Post visually in multiple places to remind and for easy reference
- Each classroom can have their unique matrix but should use the schoolwide general agreements
- Add to as situations arise that are not clear

Explicitly Taught *Agreements*, Procedures, and Routines Indicators

- Teach through active student engagement-not just lecture
- Define by breaking into steps
- Describe what it looks and sounds like
- Give a rationale about why it is important
- Model
- Provide guided practice
- Give specific feedback
- Reinforce frequently at the beginning
- Shift reinforcement to random or unpredictable to promote maintenance
- Review, reteach, and practice with booster sessions at least quarterly
- Include overall tier one lessons
- Hold weekly class meetings to problem solve as a group

Environmental Design Sub-Components

- Functional Room Organization
- Well Planned Schedule
- Visual Supports
- Positive Classroom Climate

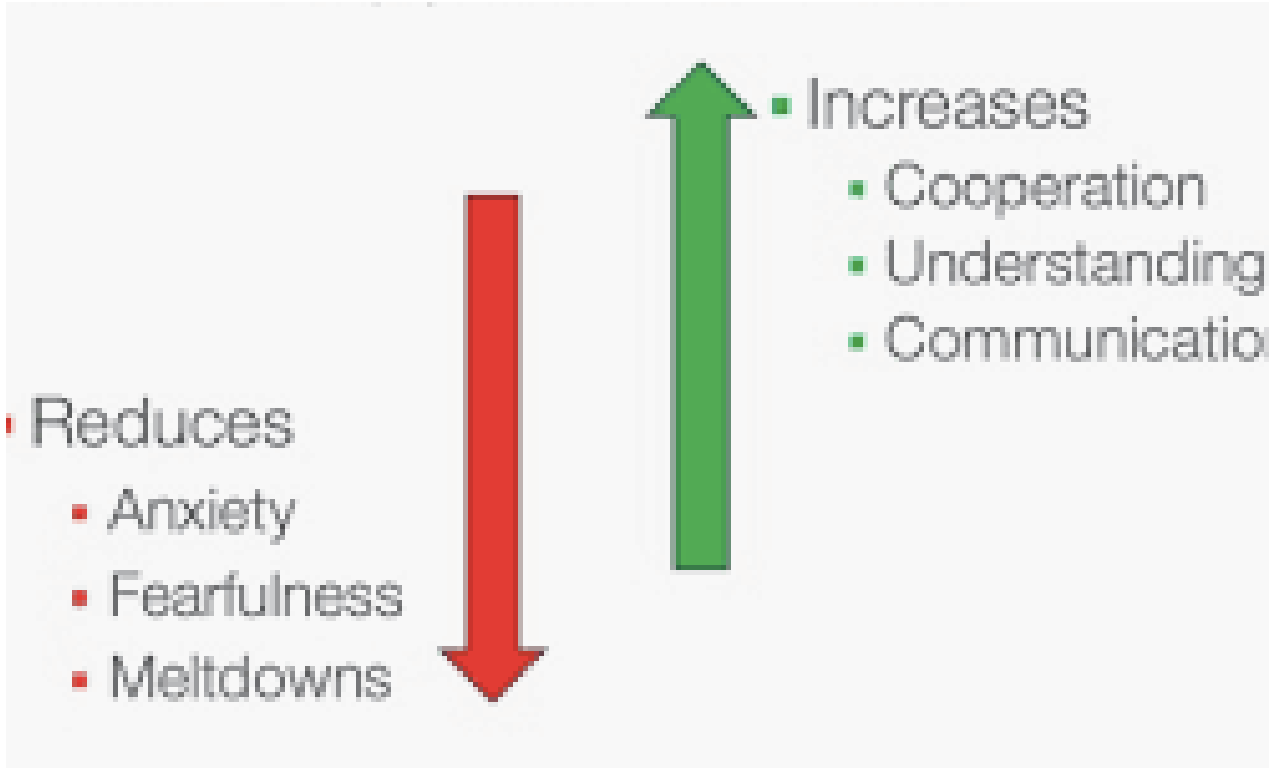
Functional Room Organization Indicators

- Easy flow of movement
- All students can be actively monitored at all times
- Areas for teacher directed group lessons, collaborative projects, differentiated individualized instruction and private cooling off space
- Quiet activities separated from more active
- Materials easily accessible
- Visually communicate expectations
- Highly structured
- Aesthetically pleasing
- Minimal clutter

Well Planned Schedule Indicators

- Students are engaged in activities that have academic or behavioral learning value at all times
- Little to no unstructured downtime
- Meaningful extension activities are available
- Includes large and small group time, one on one instruction, independent work time, social activities and reinforcement/movement breaks
- Everyone should know exactly what they are to be doing at all times (e.g. paraprofessionals, volunteers and peer tutors)

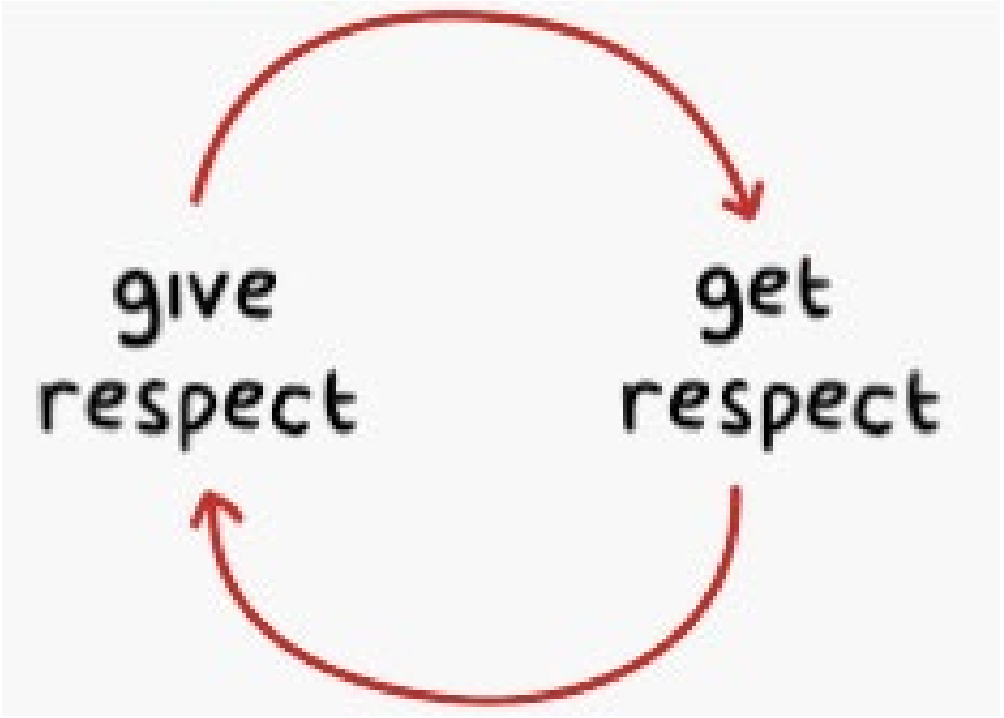
Visual Supports Indicators



- Schedules/Agendas
- Behavior Prompts
- Checklists
- Transition Helpers
- Chart Moves

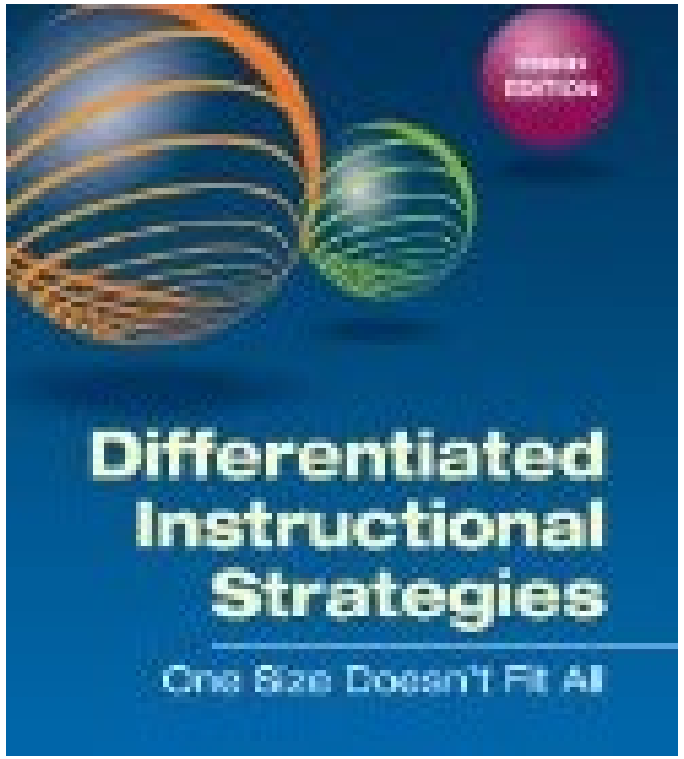
Positive Classroom Climate Indicators

- Respectful interactions
- Verbal and non-verbal language is calm and matter of fact rather than challenging or threatening
- Descriptive rather than judgmental language
- Atmosphere of community - everyone shares and takes equal responsibility for learning
- Each person's contributions are recognized and valued



Instructional Design Sub-Components

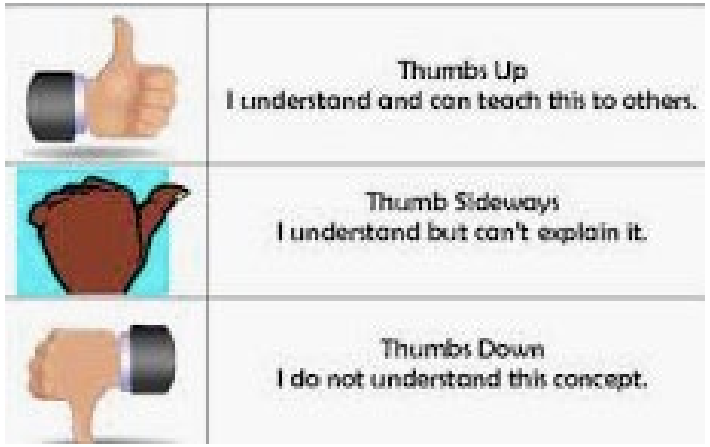
- Differentiated instruction
- Active student engagement
- Scaffolded instruction



Differentiated Instruction Indicators

- All students are engaged in tasks that are slightly beyond what they can do independently (instructional level)
- Curriculum compacting is used
- RTI process is used for students not mastering foundational skills needed to be successful on future learning targets
- Interests and preferences are embedded
- “Menu” of learning activities that meet same learning objective provided
- Choices are embedded

Active Student Engagement Indicators



Students are actively engaged in observable and measurable ways

- Choral response
- Thumbs up/down/sideways
- Think-pair-share
- Response cards
- Student generated questions.
- Vote on answer (example: hand- held voting devices)
- Guided notes (fill in the blank)

Scaffolded Instruction Indicators

- Gradual release of responsibility from teacher to student.
- Teacher models how to perform a new or difficult task (I Do)
- Teacher and students work together to perform a task (We Do)
- The student independently completes the task (You Do)
- Errorless learning procedures are used (80-100% mastery requirement)
- Structured and planned process for skill maintenance

Frequent Recognition of Positive Behavior Indicators

- Engage more frequently with every individual when he/she is engaged in positive behavior than challenging behavior at a ratio of about 4:1
- Behavior specific narration to provide additional instruction and rationale
- Free, frequent and unpredictable “catch them being good systems”
- Interdependent and independent group contingencies that reinforce academic learning objectives

Consistent Instructional Response to Challenging Behavior Indicators

- Redirecting staff has positive relationship with the student
- Pre-correct before times that are typically difficult
- Low level redirection is used at first sign of gateway behaviors
- Redirection is calm, brief, respectful and as private as possible
- Student is only removed from instructional environment for behavior that is dangerous, destructive or significantly disruptive
- Significantly disruptive means doesn't redirect without arguing or escalating to the point that the learning of others is being impacted
- If student leaves the instructional environment they have processed the situation, practiced skills needed, and is under instructional control before returning to their regular learning location
- Reinforcing attention is minimized during this process
- Alternatives to suspension that follow behavior science principles and teach weak and missing skills are available

Like ALL Good ABA-Get a Baseline

Tier One Components

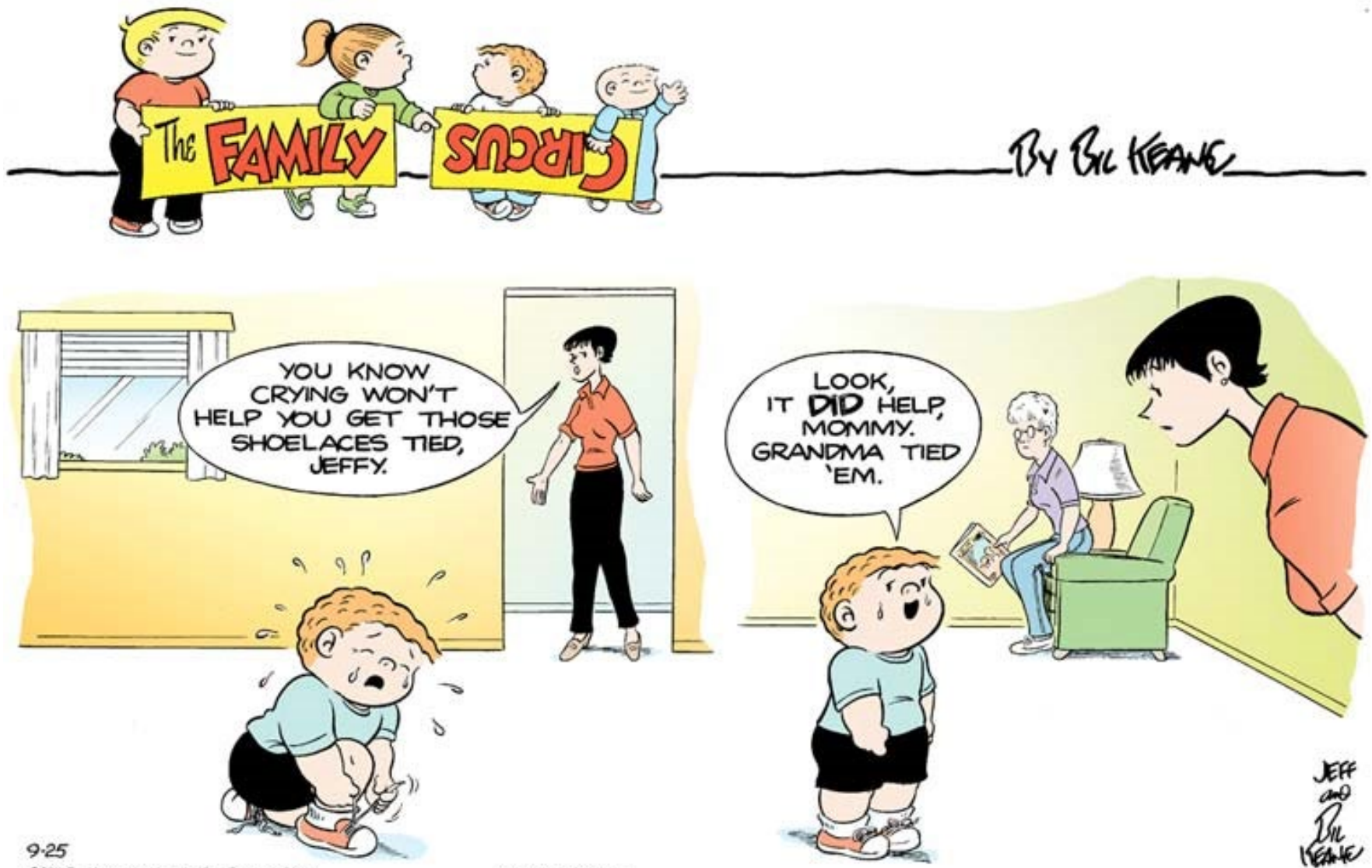
Core Component	Indicators
Common Purpose and Approach	• Common language • Consistent expectations, procedures, and routines • Proactive and preventative philosophy • Desired behavior directly taught both proactively and ongoing (triage, redirect, and processing) within a positive relationship interaction • Focus more on positives than negatives • General consensus about when students leave instruction • Objective data regularly collected and analyzed • Focus on team problem solving-no blame and no excuses • Willingness to be open to the process and constructive feedback
Administrative Leadership	• Lead the setting of school expectations and development of procedures and routines • Build consensus among entire staff • Lead the team through the decision making and paperwork process • Delegate responsibilities as appropriate

FBT Tier One Top ”Low Hanging Fruit” or “Quick Wins”

- Get everyone on the same page understanding basic behavior science concepts
- Focus more on positives than negatives
- Have regular behavior leadership team meetings to analyze out of instruction and ODR data and make decisions based on data graphed with a trendline
- Include overall tier one lessons on replacement behavior for basic functions
- Review, reteach, and practice with booster sessions at least quarterly
- Hold weekly class meetings to problem solve as a group
- Use interdependent and independent group contingencies that reinforce academic learning objectives
- Respond to challenging behavior with a continuum of natural and logical undesirable consequences
- Come to consensus about when and the process for students leaving the classroom for more intensive support
- Develop alternatives to suspension that follow behavior science principles and teach weak and missing skills

The Importance of Understanding the Science

- Changing behavior is hard!
- Requires common understanding of principles and how they affect behavior
- Requires consistency of application
- Requires teamwork


The FAMILY CIRCUS
By Bil Keane
YOU KNOW CRYING WON'T HELP YOU GET THOSE SHOELACES TIED, JEFFY.
LOOK, IT DID HELP, MOMMY. GRANDMA TIED 'EM.
9-25
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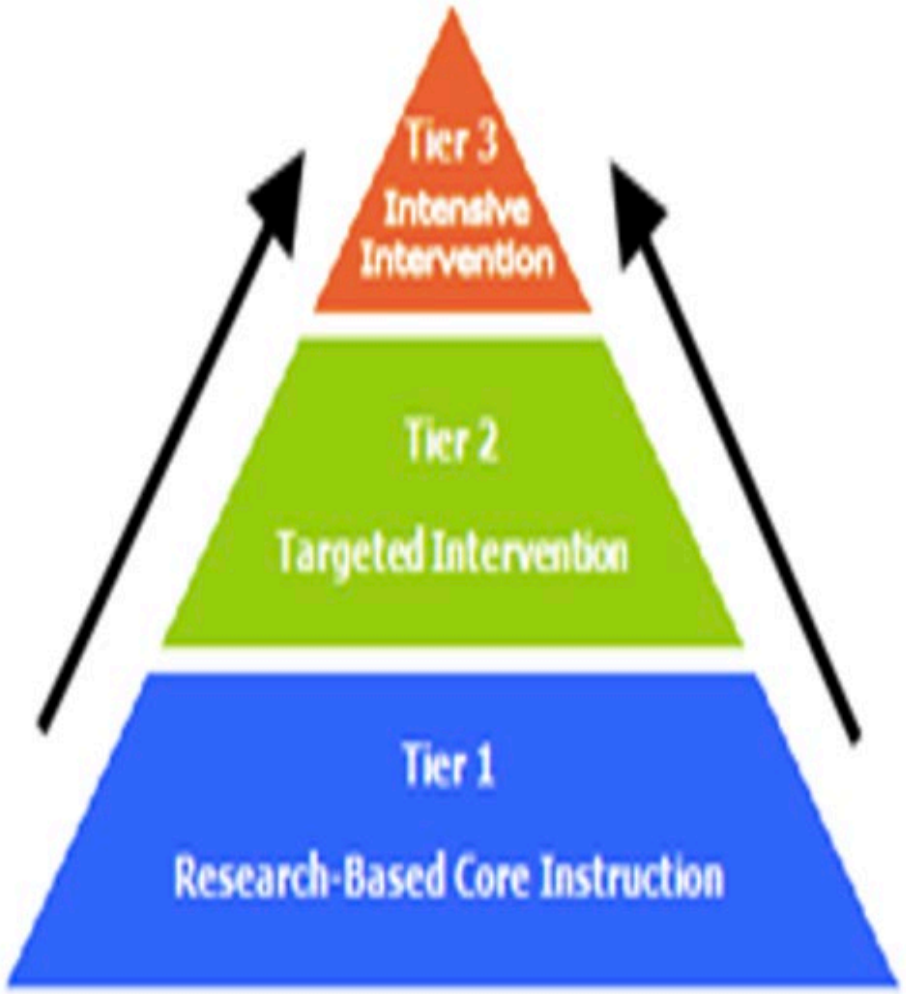
www.FamilyCircus.com
Jeff and Bil Keane

- “Contextually, we see FBA not as a separate process but as an integral component of a systemic multilevel model for prevention and intervention. That is, FBA is a tool within a triage model, to be used in determining the most logical, probable, and efficient course of action.”

(Scott & Kamps, 2007)



Function Based Thinking (FBT)

- A process for understanding challenging behavior and factors that contribute to its occurrence and maintenance-What does behavior mean? What does the student need? What skills are missing?
- Helps determine if traditional responses to behavior are appropriate (time out, office referrals, suspensions).
- Empowers all educators to respond more effectively by considering why the student is having the challenging behavior and what they need.
- Main purpose to guide the development of effective, efficient, and relevant responses at all tiers-what should we do?
- The earlier the effective intervention the more successful the behavioral change efforts.

(Hershfelot, et al, 2010)

The “Traditional” Four Functions

Common Functions or Reasons for Behavior

Protest/Escape/Avoid

- Tasks/Demands/Requests
- Person/People
- Internal Events (pain)
- Past action by someone
- Lack of choice
- Lack of justice/fairness
- Sensory

Seek/Get/Obtain

- Attention from peers and/or adults
- Tangibles
- Power/control
- Play/fun
- Sensory input
- Justice/fairness

Other ???

- To Communicate in General
- Lack of Understanding

The ABC's of FBT

Antecedent (Happen Before)	**B**ehavior	**C**onsequences (Happen After)
Setting Events Triggering Antecedents		Maintaining Consequences= Reinforcement

Setting Events

Happens before the challenging behavior and exaggerates the likelihood of the challenging behaviors but usually doesn't happen *immediately* before.

(You know it is going to be a bad day when. . .)

Examples

- Hunger
- Lack of sleep
- Lack of medication
- Weather
- Illness

What "shakes up the coke can"?

"Maybe I'm having trouble staying glued to my seat because I'm not eating enough paste."

Triggering Antecedents

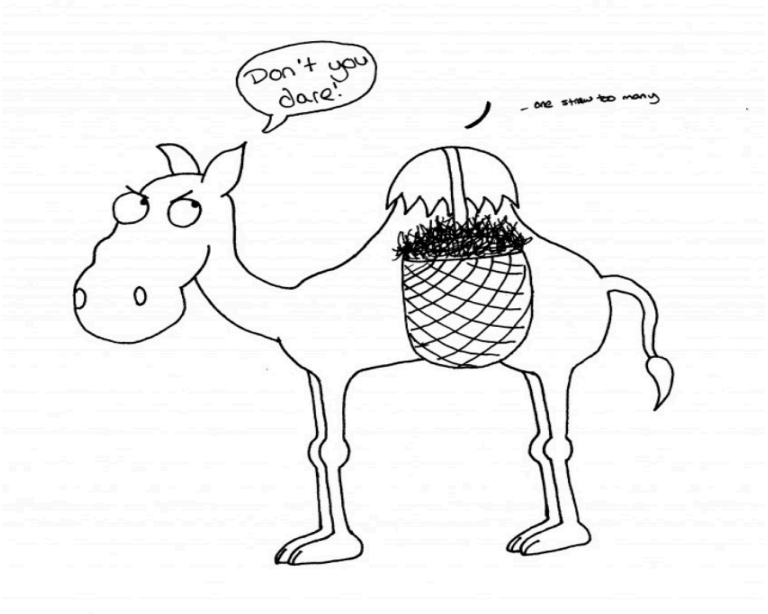
"Trigger" the challenging behavior

What happens *immediately* before?

(Straw that broke the camel's back)

Examples

- Change in routine
- Demand/request
- Sensory stimulation
- Conflict with a peer



" I'm good or bad depending on the circumstances, the situation, and the people involved. "

Maintaining Consequences=Reinforcement

What happens after that *reinforces* the behavior

What do they get out of it?

"The pay off"

Examples

- Attention from peers (laughter)
- Attention from adults (lecture)
- Escape from task/demand (remove worksheet)
- Escape from environment (sent to the office)

The C in the A-B-C Model: Consequences

- Consequence concept is often misunderstood.
- Most people only use the word when referring to punishment but it can also be reinforcement.
- Bottom line - the way educators respond to both desirable and undesirable behavior can increase or decrease the probability of that behavior's future occurrence.
- It is crucial that educators understand the behavior science of both reinforcement and punishment.

The Tricky Part. . .

- There is no such thing as a universal reinforcer or punisher.
- Often what educators think will reduce problem behavior actually increases it.
- Common examples: Lecturing, “time out”, office referrals, suspensions

Understanding the Science: Reinforcement

- Reinforcement is something that happens ***after*** the behavior resulting in the behavior ***maintaining or increasing*** in the future.
- Behavior does NOT continue or increase if there is not some type of reinforcer present.
- Reinforcement can be something added (positive) or something removed (negative).

A behavior is positively reinforced if something that the person values or desires is added after the behavior making the situation better from their perspective.	A student gets a good grade after they study for a test. He/she is likely to study again in the future (assuming grades are important to that student).
A behavior is negatively reinforced if something that the person does not like is taken away after the behavior therefore making the situation better from their perspective.	A student is suspended after refusing to follow a teacher's directions. He /she does not like school and spent the day playing video games. He/she is likely to be defiant again to escape school and access a more preferred activity.

Understanding the Science: Punishment

- Punishment happens after the behavior resulting in the behavior decreasing in the future.
- Punishment can be something added (positive) or something removed (negative).

A behavior is positively punished if something that the person does not like is added after the behavior making the situation worse from their perspective.	A student has to write the sentence "I will not disrupt the classroom" 100 times after talking in class. He/she is likely to decrease talking in class in the future (assuming the student does not like writing sentences).
A behavior is negatively punished if something that the person does like is taken away after the behavior therefore making the situation worse from their perspective.	A student is has to stay in from recess to finish work because he/she was off task. He/she is likely to decrease being off task in the future (assuming the student likes recess).

Important Understanding About Punishment!

Negative punishment can be proactively reframed as positive reinforcement

"If you don't' finish your work,
you will lose or be late for recess."

vs.

"If you stay on task and finish your work
you can go out for recess on time."

FBT Guiding Principles-Instruction

- Students do not learn better ways of behaving when only given aversive consequences.
- To learn better ways of behaving, students must be directly taught.
- What they should do at school and why it's important-not just so they don't get in "trouble"
- How to get their wants/needs met (replacement behavior):
- To retain new behaviors students must be given specific, positive feedback and opportunities to practice in a variety of settings.
- Teach/drill before and coach during the "game"

Tier One FBT Skills to Teach ALL Students

- How to Get Attention From Both Adults and Peers
- Taking a Break-How to Use the “Safe Seat” (consider renaming)
- Self-regulation
- Asking for Help
- Making Undesirable Tasks More Fun
- How to Get Access to the Things You Enjoy
- Accepting No
- Expected and Unexpected Behaviors
- Appropriate Language in the School Environment
- Respect in the School Environment
- Setting and Reaching Goals
  - How Do You Get What You Want?
- Replacement Behaviors
  - What are You Trying To Get Out of This Behavior and What Would Be a Better Way to Get It?

Class Meetings

- Held REGULARLY - ideally at least once a week.
- No put downs.
- Everyone’s ideas are welcome.
- No names are shared if describing problem.
- Problem solving/teaching focus.
- What’s going well.
- What needs improvement and how can we improve.

Direct Instruction Ideas

- Mini-lessons before academic lessons
- Make visuals of steps and have students illustrate
- Role plays with student “judge”
- Beat the clock (“How quickly can you show me you are ready to be a listener?”)
- Beat your last time as a group
- Simon Says (“Simon says show me how to get the teacher’s attention”)
- Practice, practice, practice
- Videos of students correctly exhibiting the skill

Positive Recognition Systems

- Free, frequent, and unpredictable.
  - Catch them being good.
  - Slot machine concept - results in strong and steady rates of behavior because never know when the payoff will happen.
- Strong and long.
  - Group oriented contingencies.

Have you ever heard or said either of these sentences?

"I don't believe in rewarding students for what they should automatically be doing?"

- Reinforcement and rewards are NOT the same thing.
- Reinforcement is a scientific concept - it exists without our manipulation.
- Not believing in reinforcement is like not believing in gravity.

"I don't believe in bribing students."

- Webster's definition: 1) An inducement for an illegal or unethical act OR 2) The giving of a reward to stop misbehavior.

Remember! Positive reinforcement is the giving of something desired AFTER the appropriate behavior to INCREASE it. The key is to be PROACTIVE!!!

Positive Narration

- Behavior specific feedback or “praise”
- Immediate as possible without interrupting the flow of instruction
- Sincere
- Specifically describe what was appropriate and how it is making a positive impact rather than making general praise statements
- Just describe something positive that is happening provides reinforcing attention!

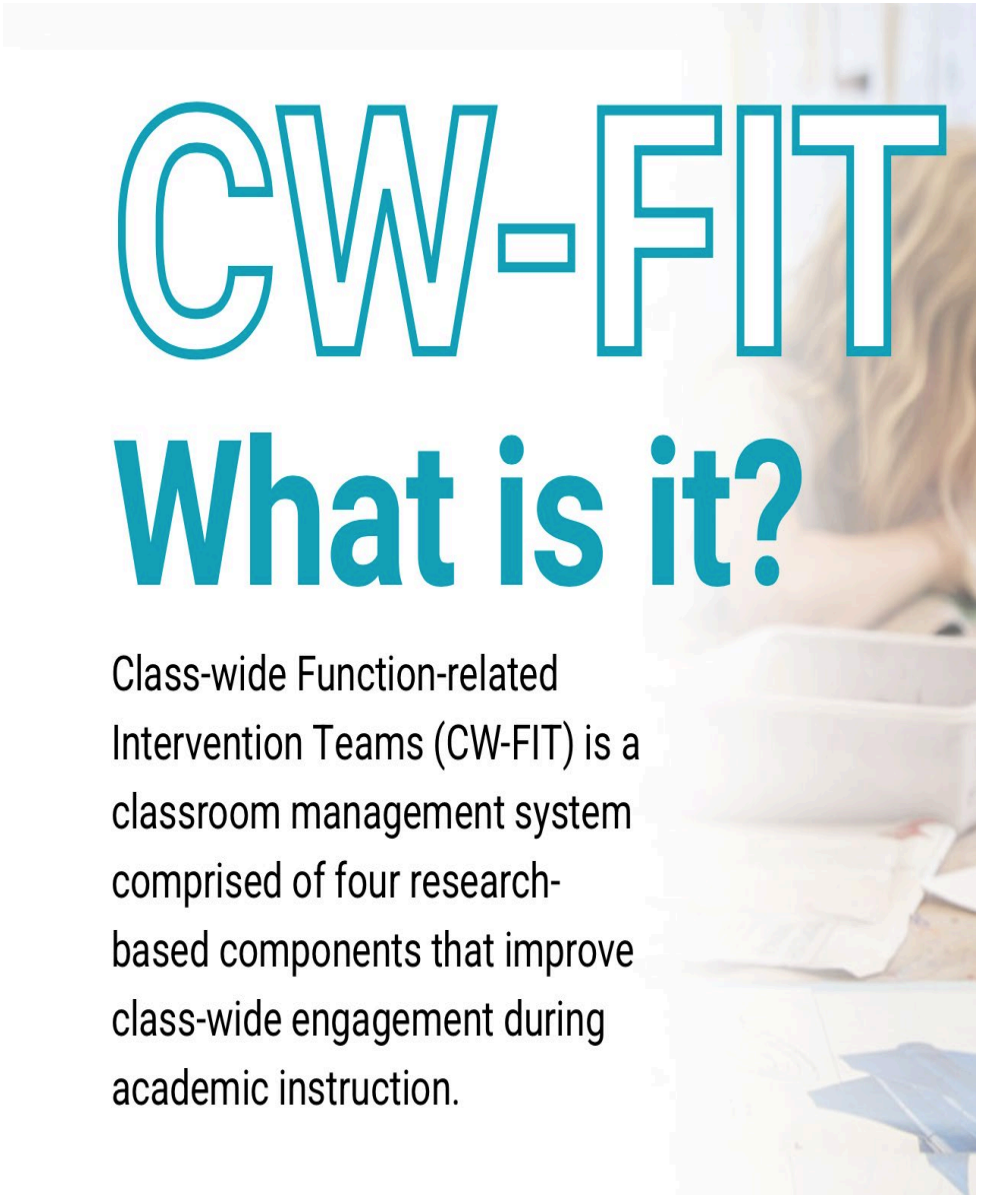
“Walking quietly down the hall shows respect for those are working.” ” vs. “You are doing a good job.”

Group Reinforcement Systems or Oriented Contingencies

Interdependent "All for One and One for All"	Based on the behavior of the whole group	Mirrors structures that exists in many businesses and organizations	The Good Behavior Game Red/Green Game Classwide Peer Assisted Program
Independent "Each Man for Him/Herself"	Based on the behavior of each student individually	Can use with entire group or a few students Can be designed to mirrors real life system of money and used to teach academics in a way that is meaningful to students	Lottery Systems Token Economies

Puzzle Pieces

- You need a picture of the reinforcer the student/class is working for
- Students earns piece of the puzzle for the desired behavior
- Puzzle complete….Reward Earned
- Great for students needing visual cues



Teaching appropriate classroom behaviors and expectations through ***Lessons.*** Differential reinforcement through ***Team Contingencies.*** Eliminating potential reinforcement for problem behaviors through ***Goals, Points and Praise.*** Reinforcing appropriate classroom behaviors through ***Rewards.***

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Interdependent Group-Oriented Contingency Games

The Good Behavior Game	• Divide class into teams and award points to teams that are exhibiting appropriate behavior. • Could simply be a friendly competition or could work toward specific reinforcer.
The Green/Red Game	• Two class “pointcards”- one red and one green. • When random signal goes off, if class is following all agreements they get a green tally. If not, they get a red tally. • Green points minus red points = minutes of preferred activity time or minutes of “extra practice.”

Classwide Peer Assisted Self-Management Program (CWPASM)

- Student are paired
- When random signal goes off, students evaluate and blindly mark both their behavior and their partner's behavior on a point card
- Earn points for appropriate behavior and for matches

CWPASM Pointcard

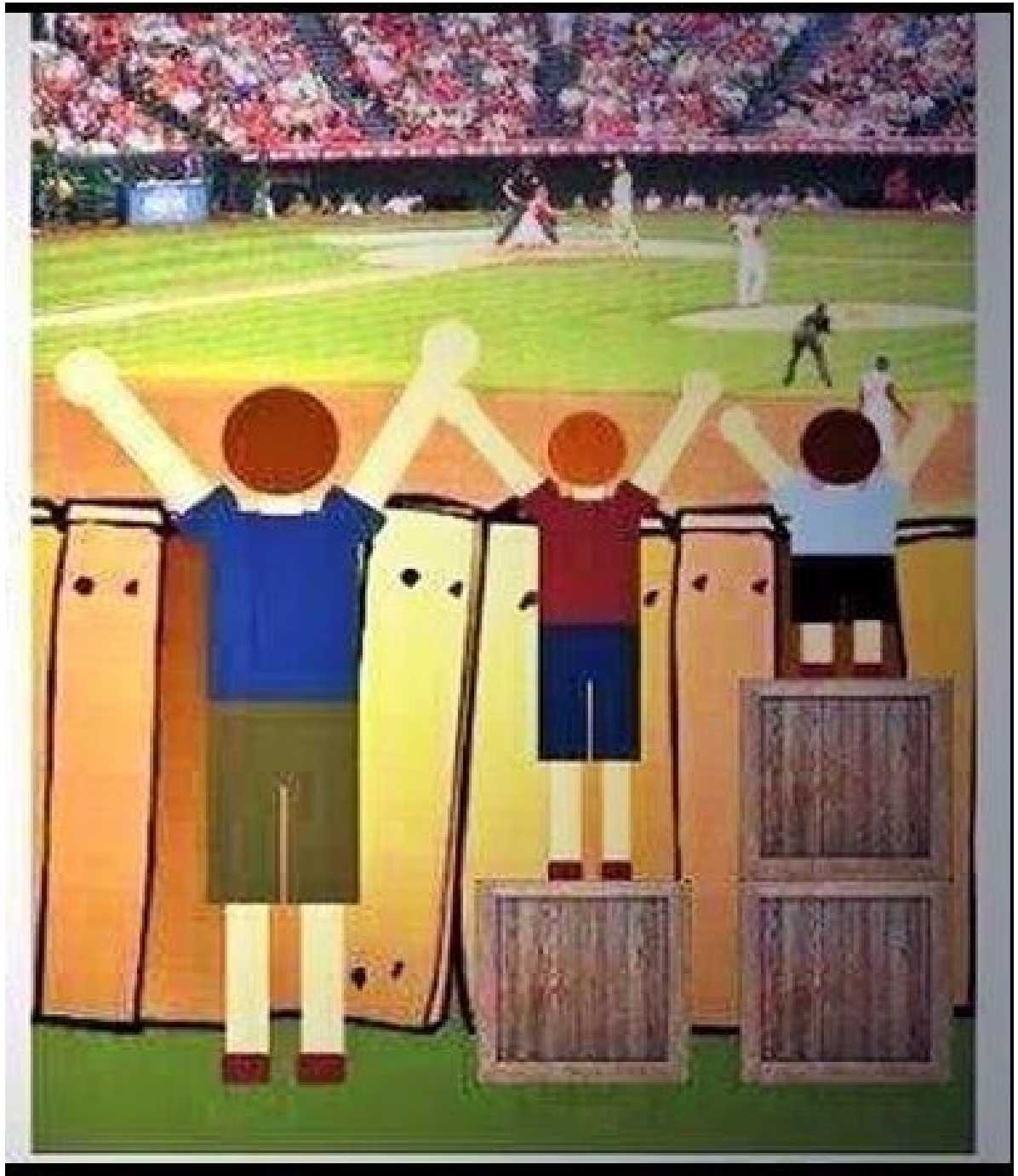
	Follow Directions				In Seat				On Task				Courteous				Partner Match (Bonus points)
	Me		Partner		Me		Partner		Me		Partner		Me		Partner		
Period 1																	
Period 2																	
Period 3																	
Period 4																	
Period 5																	
Period 6																	
My Column Totals			+				+				+				+		
															My Total		

Independent Group-Oriented Contingencies

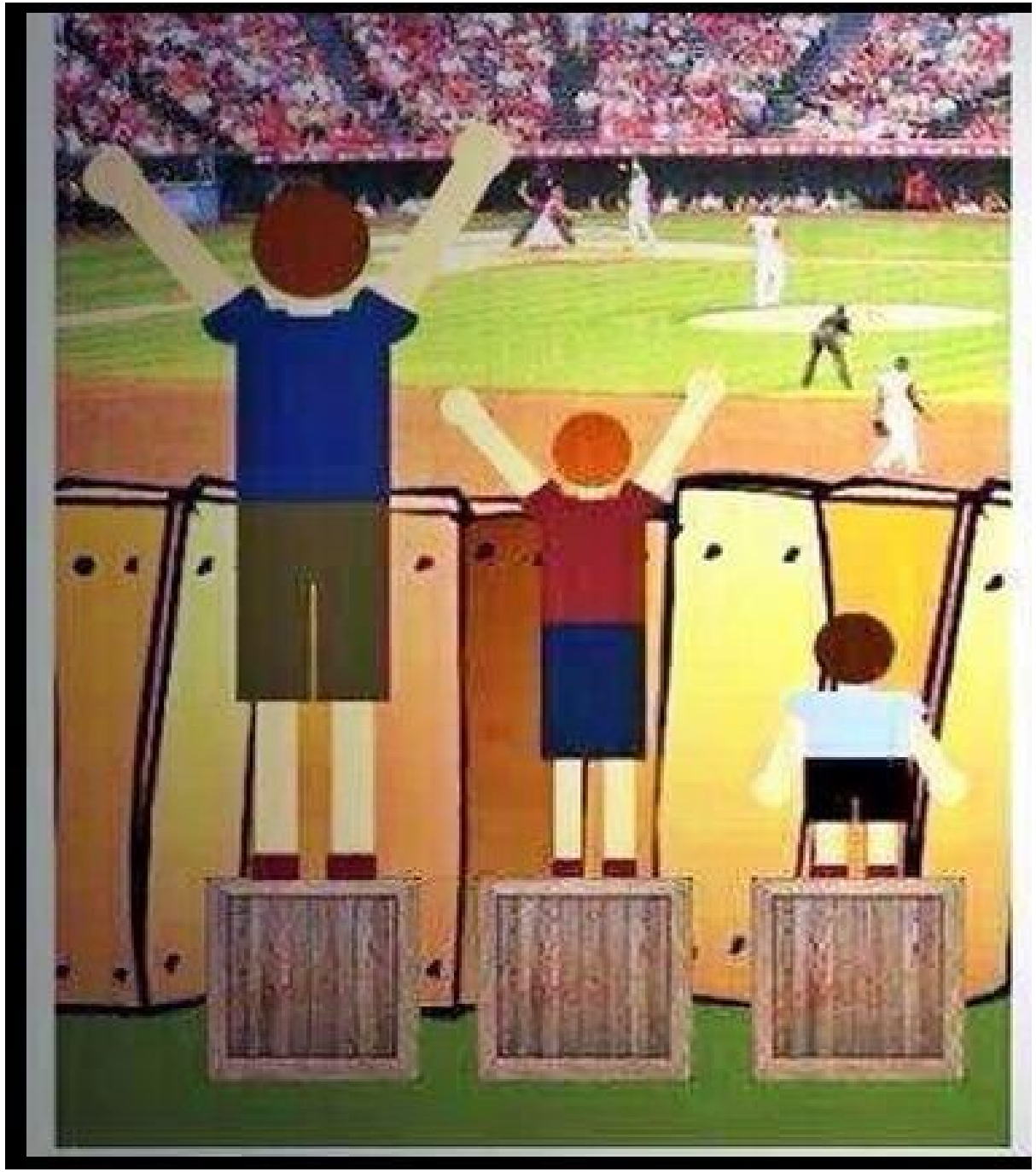
Lottery Systems	• Random tickets given and put in lottery when “caught being good.” • Lottery at end of day/week for reinforcers. • Positive office referrals popular. • Can also be used with teachers using positive behavior management strategies.
Token Economies	• Mirrors real life-can be used to teach basic math, budgeting and other financial management skills. • “Money” (can use checkbooks or credit systems), tickets, or tokens without value in and of themselves given for positive behavior. • Use to trade in or “buy” reinforcers at certain scheduled time • Consider problems that may occur due to stealing and/or losing.

The Importance of Tier One Reinforcement

- If all students are feeling that their positive choices are recognized, appreciated, and encouraged they will not feel cheated when students that truly need additional support get it.
- Fair is NOT giving everyone the same thing, fair is giving everyone what they need.
- Not everyone wears glasses, not everyone needs hearing aides and not everyone needs extra behavior support.
- The world if full of people who were born on third base and think they hit a home run - do we REALLY want the playing field evened out so all is FAIR?



Fair



Equal

FAIR IS NOT ALWAYS EQUAL.

Teaching is a lot like Doctoring

Kids go to a doctor **with different needs:**

What if the doctor said the **same thing** to all of them?

Only **one kid** would get what he needs.

And that's **not fair.**

It's the same thing in a classroom.

Every student has **different needs:**

So **different students** should get **different things** to help them succeed.

And *that's* what makes a classroom

fair for everyone!

Adapted from *Teaching Everyone* by Whitney Rapp and Katrina Arndt and *Universal Design for Learning in Action* by Whitney Rapp.
www.brookespublishing.com | 1-800-638-3775

FBT Guiding Principle: Respond to Problem Behavior in a Way that Teaches Missing Skills

- What happens after problem behavior needs to be neutral or not reinforcing but also needs to teach missing skills.
- Overall focus is instructional and not punitive-No one is in “trouble” but need to practice missing and/or weak skills .
- Key message is “I care too much about you to not teach you skills you will need to be successful”.
- Make sure students have all the information needed to make an informed choice-They choose the behavior, then choose the consequences.
- Students need to understand what behaviors are considered precursor or “gateway” behaviors and why.

FBT Guiding Principle: Develop the Cause/Effect Connection

- Ultimate goal to help students realize that there is a connection between behavior and consequences and develop self responsibility.
- Adults are not imposing consequences to control students (which often results in power struggles) but rather to teach them how they world works.
- Should take the form of natural consequences and logical consequences-The Three R's
  - Related: Mirror real life and has a teaching focus
  - Respectful: Delivered calmly and as privately as possible
  - Reasonable: "Fits the crime" and is enforceable (and you are willing to enforce!) *(Nelson, 1985)*

Logical Undesirable Consequences

- Error Correction/ Three Strikes
- Behavior Tutoring
- Time Away

The Key Is To Consider the Function of the Behavior!!!!

Logical Undesirable Consequences

Error Correction/ Three Strikes	• Informative statement of what's the problem, why, and what to do instead • Neutral and empathic tone • Baseball analogy • Three strikes and you're in ***need of more teaching and support*** • Provides a consistent, predictable number of redirects rather than basing it on mood • Students can make a fully informed choice • Can be done non-verbally with predetermined visual or gesture • After the third strike, there is a higher level of undesirable consequence

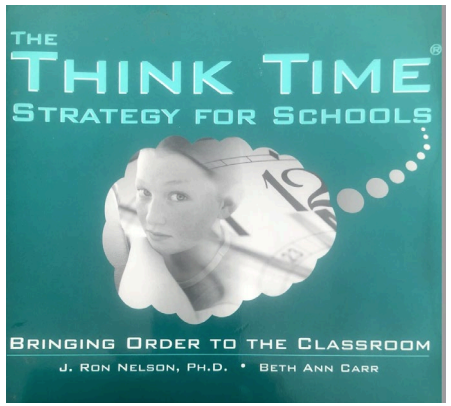
Commonly Used Logical Undesirable Consequences

Behavior Tutoring	• Combination of response cost and positive practice procedures • Mirrors academic intervention • When student is exhibiting an inappropriate behavior, he or she is given the choice of demonstrating they have learned the appropriate behavior • If they do not, it is assumed that they have forgotten how to do it and need extra practice • An extra practice session is scheduled during a more preferred activity

Time Away

Time Out

- Student is removed from a more reinforcing environment to a less reinforcing environment
- Only works if the learning environment is engaging and appropriate



Think Time

- Interrupts the chain of inappropriate behavior and negative interaction with the educator early
- Student takes a break away from distraction and stimulus of other students to think about choices and their possible consequences and make a plan for the future
- Steps includes “timeout from reinforcement”
- More instructional focus than the traditional timeout

Behavior Intervention Support Team (BIST) Continuum

Rethink at Desk

Safe Spot In Classroom

Buddy Room

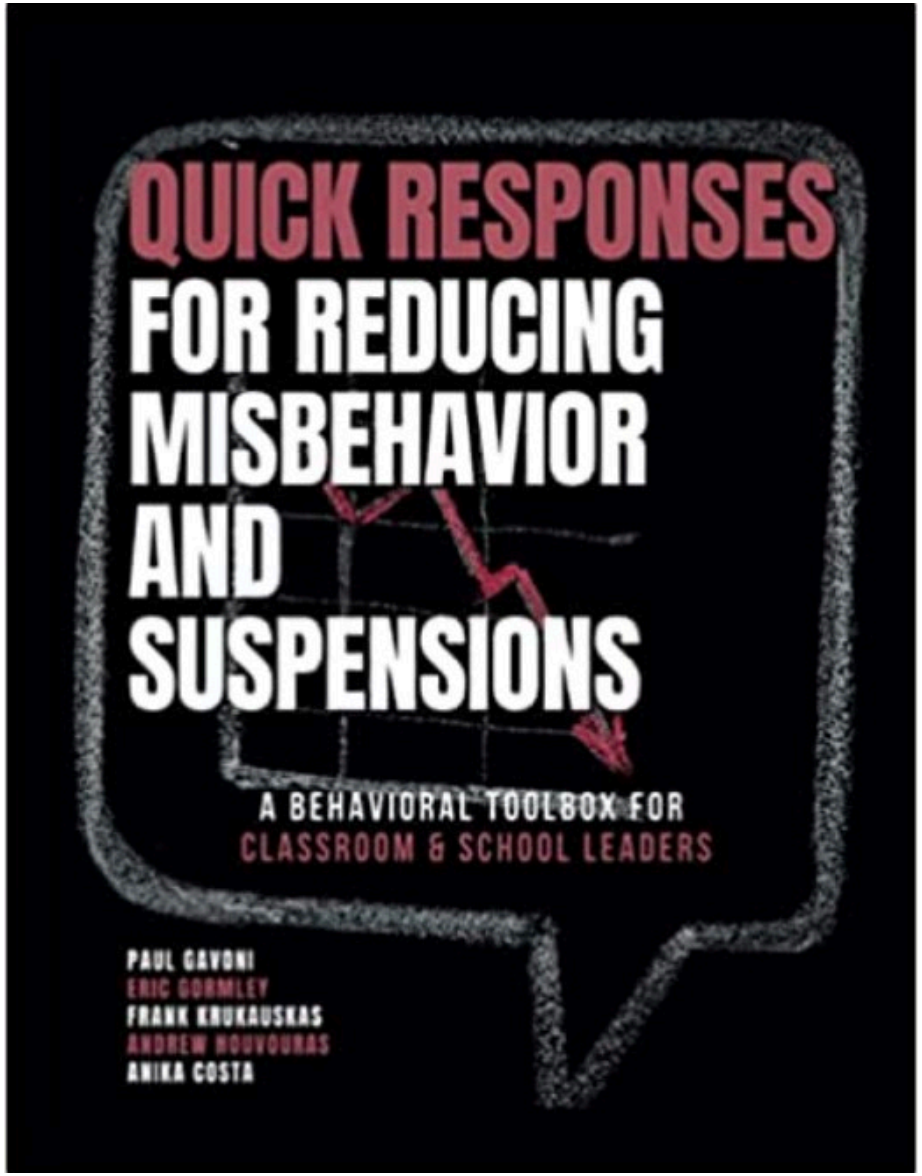
Focus Room

Office

Home

bist.org

Affordable practitioner friendly information and effective strategies for preventing accidental reinforcement



The QUICK Response Team

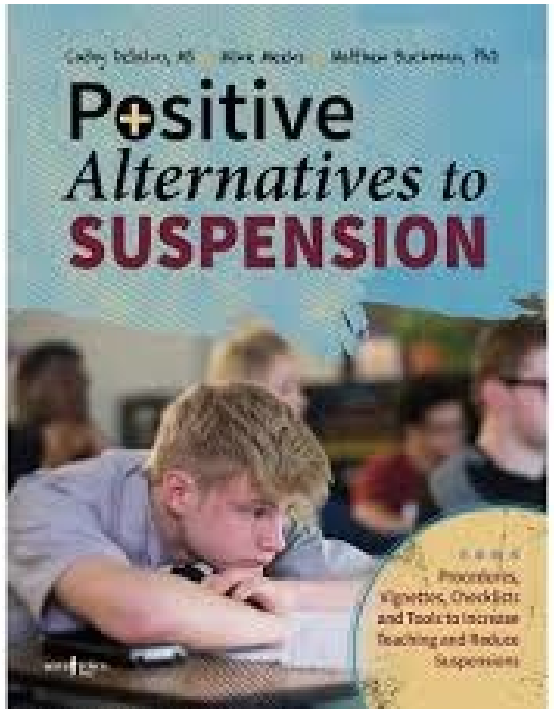
- Team of individuals that do not have their own classrooms including one administrator who are all trained in behavior science basics that are available to provide an immediate and effective response when teachers request help for one of the 3 D behaviors
- Potential team members: Behavior interventionist, guidance counselor, maintenance personnel, school nurse, security, librarian, etc.
- Need a place to bring the student where they can be supervised with minimal stimulation as this is potential reinforcement (avoid the “ditch to Disney” -“Boredom is the educator’s best friend”)

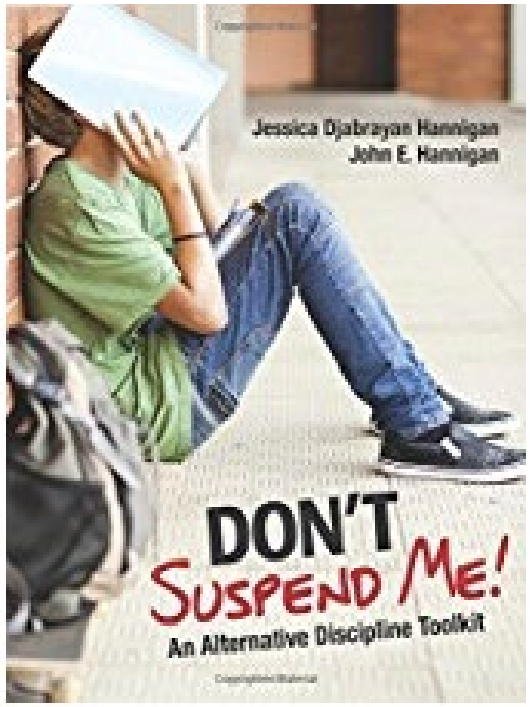
Question	• Identify the antecedents (what happened before) and consequences (what happened after) of the incident. • Avoid challenging or lecturing ("Why do you keep doing this?" "How many times do we have to tell you?", etc.)
Unconditional Positive Regard	• Non-judgmental and neutral in words, voice tone, facial expression and body language-Go neutral • Message should not be that the student is "in trouble" but rather needs support to identify and make non-disruptive choices. ("We care about you too much to not teach you the skills you need to be successful in school and the world in general.")
Intermittent Reinforcement	• Think about the "slot machine" analogy • Don't reinforce avoidance/escape motivated behavior • Minimize attention and reaction to not reinforce attention seeking behavior • "Counseling" should happen later after the student has been successfully reintegrated back into the classroom and "front loaded" in the future through individual daily triage with a mentor before typically difficult times and/or small groups.
Constructive	• Start with an empathy statement ("It sounds like you are. . .", "Looks like you are having a hard time." "I get that you are _____ right now." • Guide the student through questions to assist them in problem solving • Avoid "why" questions • What happened? • Who did it hurt or disrupt? • What feeling were you experiencing? • What could you do differently next time to move closer to your goals? • How can others help you try that next time? • Is there anything you need to do to fix things now?
Keep It Brief	• Focus on immediate problem solving • Adult attention can be powerful-Keep it short and neutral.

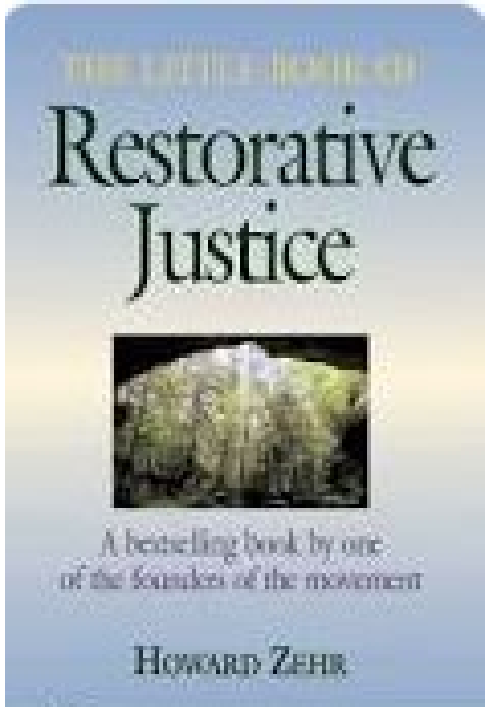
Code A (Aggression)	Continuous aggression, self-injury and/or high intensity property destruction that is an immediate danger to self or others.
Code O (Out of Assigned Area)	Student cannot be seen or heard. Referring staff gives a description of what the student is wearing and what direction they went.
Code B (Behavior)	Continuous high magnitude disruption and/or low intensity property destruction. Classroom is being significantly disrupted and is not redirecting after two low level interventions (verbal and/or gestural reminder, proximity, in classroom “think time” break).

Date	Time Started	Time Ended	Duration	Teacher	Responder	Student	Code A	Code O	Code B
10/13/22	9:30	10:00	30 minutes	Mr. Jones	Ms. Tagel	Jane Escaper		x	

Alternatives to Suspension





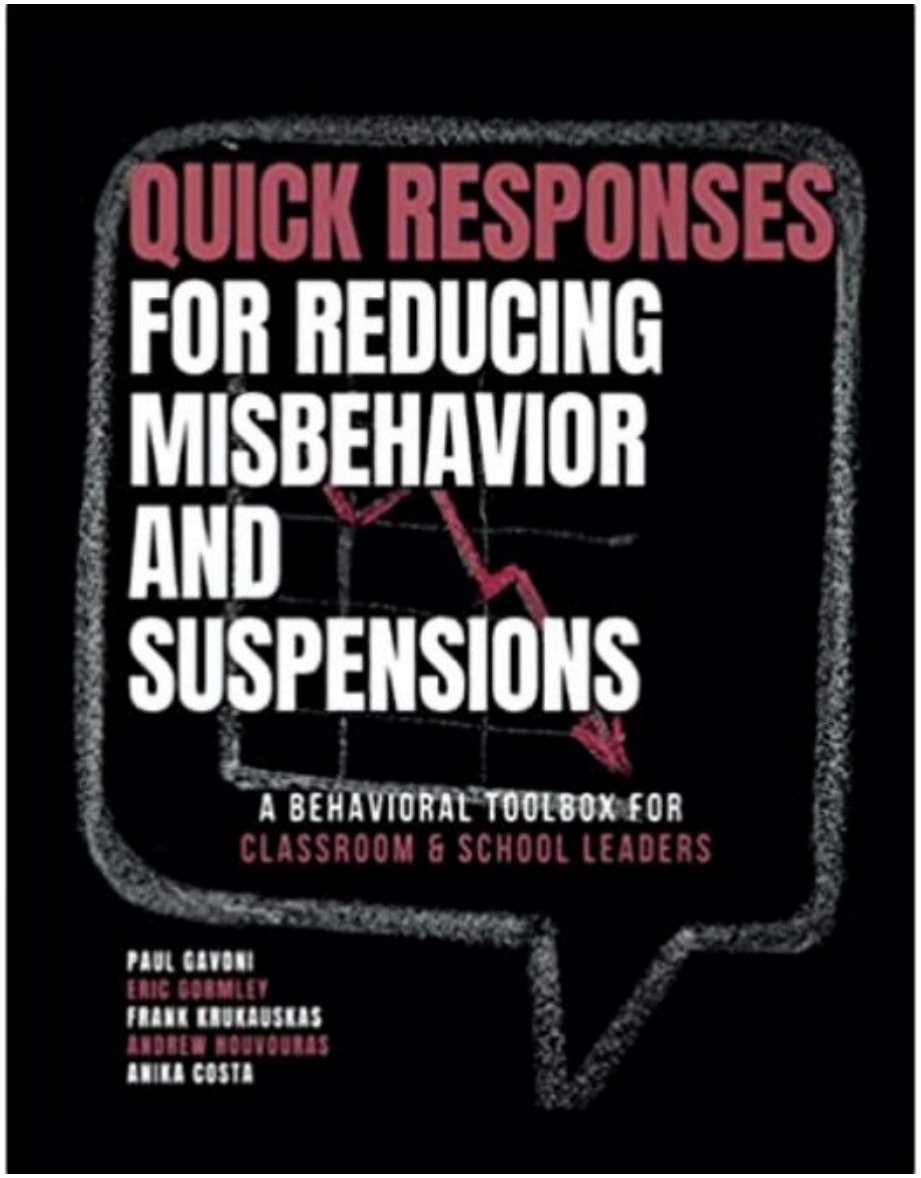


FBT Alternatives to Suspension

- Removal from classroom to work in an environment with reduced privileges and attention
- Provides constant supervision and access to curriculum
- Eliminates the probability that student will be unsupervised during the school day
- Can be a valuable learning experience
- Parents generally more supportive
- Similar to real life logical consequences: “School jail”
- Can involve school resource officers as educators of real life consequences
- Environmental engineering needs to provide appropriate space with private processing options for students who may escalate
- Be aware of the possibility of “contagion” or having too many students in the environment to appropriate supervise that may reinforce each other by engaging in problem behavior

FBT Alternatives to Suspension

- Alternative to suspension should not be aversive but should not be more reinforcing than the typical school environment. If this is case, look at what variables in typical school environment are contributing to the problem.
- Instructors/supervisors must be trained in providing a “neutral” environment that isn’t overly reinforcing
- Focus should be on practicing the skills needed to be successful in their typical school environment
- Students should be required to met specific criteria to return to regular education program- not just a certain period of time
- Are the skills they need at a level where they are reading to “get back in the game”



Detailed description of "The Quick Room"

Discipline is helping
a child solve a problem.
Punishment is making a
child suffer for having
a problem. To raise problem
solvers, focus on solutions
not retribution. - L. R. Knost

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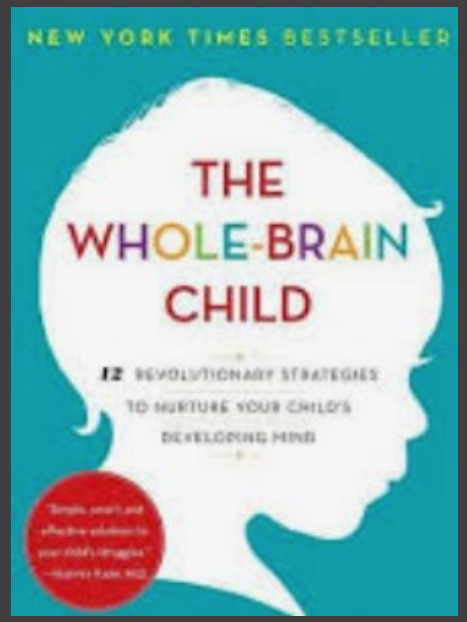
Too often we forget that discipline really means to *teach*, not to punish. A disciple is a student, not a recipient of behavioral consequences.

- Dr. Dan Siegel, *The Whole-Brain Child*



1/4/22 PD Reflection: Tier 1 Behavior Strategy Goals

Name: _____

List your 2 goals here:

What went well?	How do you know it went well? (evidence, observations, etc.)	What are you going to continue doing?
What didn't go well?	How do you know it didn't go well? (evidence, observations, etc.)	What could you have done differently?

NEXT STEPS: What will you do next with your two goals?

Catch! Match! Measure!

- **Catch** students at risk for behavioral difficulties through fall, winter, and spring universal screening assessments and other data sources

- **Match** with a plan of instructional strategies, interventions, and activities

- **Measure** the fidelity of plan implementation and student progress

Catch

Triangulation of data:

1) Teacher referral
2) Three or more incidents being out of class a month
3) Falling below the “at-risk” line on a universal screener

Teacher Referral

- Valuing teacher input in the process is crucial.
- Observation may be critical for identifying students who may be internalizers.

Examples when teachers refer may include:

- Frequent use of “timeout”, “safe seats”, “cool downs”
- Evidence of isolation/withdrawal
- Comments of self-harm

Universal Screeners

- Typically three times a year
- For first screen wait four to six weeks to ensure adequate familiarity with students
- Non-exhaustive list of screening tools that have been scientifically evaluated- does not constitute an endorsement or recommendation
  - Social, Academic and Emotional Behavior Risk Screener (SAEBRS)
  - Strengths and Difficulties Questionnaire (SDQ)
  - Student Risk Screening Scale Internalizing-Externalizing (SRSS-IE)
  - Signs of Suicide Prevention Program (SOS)

Match-Data Consult Team

Purpose to review data and quickly sort students based on need and develop support plans when needed.

Suggested Members

- Lead grade level teacher - Facilitator
- Grade level team/other teachers – Timekeeper/Recorder
- Individuals with expertise in behavior support –School Psychologist, Board Certified Behavior Analyst (BCBA), Registered Behavior Technician (RBT), Behavior Coach
- Principal – Highly recommended until process is running smoothly

Match-The Sort

**Always reflect on tier one core components first to see if anything needs to be strengthened*

Categories:

1) False positive
2) Classroom accommodations
3) Classroom/teacher team managed support plan-Developed in approximately five minutes
4) Intensive plan needing resources/support beyond the grade level/teacher team-Developed at a later time including team members with more advanced behavior expertise

Grade Level Behavior Data Consult Example Agenda

Topic	Notes	Time
Date		
Present / Roles	**Facilitator:** **Recorder:** **Timekeeper:** **Other:**	1 minute
Celebrations:		2 minutes
Data Review: (The Sort)	**Proactive:** (Students who are above the 'at-risk' line but have one area identified risk area) • List of students who are false positives • List of students who need teacher accommodations **Reactive:** (Students who fall below the 'at-risk' line, have 3 or more incidents of time out of instruction, OR teacher referral) • List of students who are false positives (prior to meeting) • List of students who need teacher accommodations (prior to meeting) • List of students needing a strategic plan (developed at meeting) • List of students needing an intensive plan (completed following meeting)	5 minutes 5 minutes
Strategic Plan Development	**Students:**	15 minutes
Scheduling Intensive Plans:		2 minutes
Next meeting date:		1 minute

Match: Function Based Thinking

- A quick systematic way of thinking that informs the selection of effective function-based supports
- A preliminary step prior to an extensive FBA
- Draws from the research-based components of FBA
- Designed to be used as an early intervention strategy with mild to moderate behavior problems

Steps:

1) Gather information

2) Develop a plan

3) Measure the success of the plan

(Hershfeldt, et al, 2010, p. 14-16)

There is only ONE intervention-Directly teach and strengthen the missing or weak skill!

Things that may vary or be implemented in unlimited combinations based on the student's individualized needs and function-based thinking:

- Instructional activities/strategies
- Frequency and intensity
- People providing the instruction
- Prevention strategies
- Reinforcement
- Instructional response to challenging behavior

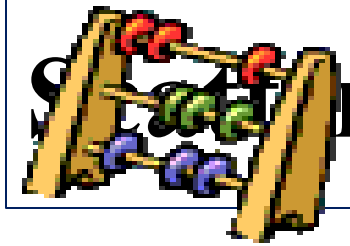
Traditional social skills instruction is not individualized based on specific skill deficits of students and therefore does not demonstrate lasting or generalized outcomes.

(Bellini et al, 2007; Stichter et al, 2007b)

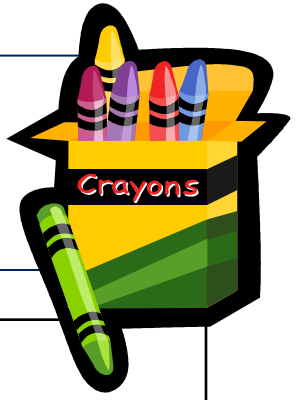
Function Based Thinking Questions to Guide Intervention

Protest/Escape/Avoid: They don't have the skill and/or have difficulty using the skill when actually in the situation.	**Seek/Get/Obtain:** The plan needs to not allow the student to get what they want through problem behavior. It needs to teach them an appropriate way.
• When, where and with whom does the behavior occur? • What happened before the behavior? Is the student trying to protest, avoid and/or escape it? If so, why? • What prevention/protection strategies can be put in place? Remove the trigger(s)? Provide more structure and/or support? • What skill(s) are weak and/or missing?	• What happened after the problem behavior? Did it reinforce or "pay off" the behavior in some way? • How do the others need to respond differently to not allow the "pay off"? • What do we need to teach the student to do instead to get the "pay off" (take a break, ask for help, express wants/needs with words, get attention appropriately) • What other skills (if any) are weak and/or missing?

How and when can these skills be taught?
What training, assistance and/or resources are needed?



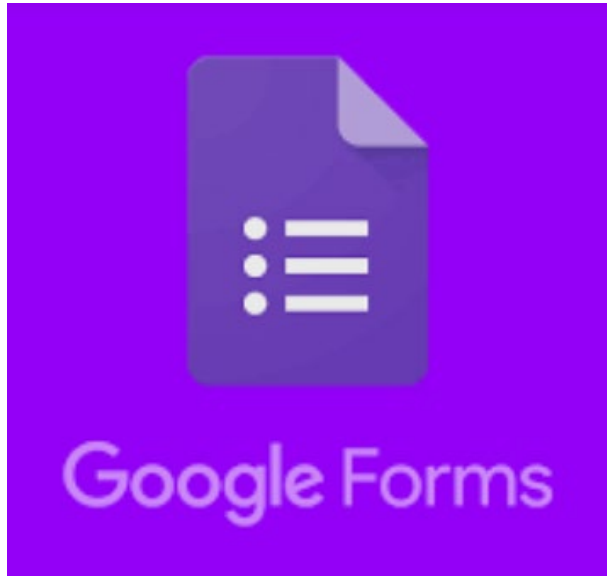
Scatter Plot



	Monday	Tues	Wed	Thurs	Fri
8:30			/		
9:00	////	///	////////	////	/////
9:30		/	/		
10:00			////		
10:30	/				
11:00			////		/
so on…	/		//		

Using Google Forms

- Informally interview those that frequently interact with the student to determine possible antecedents.
- Create a google form with those options.
- Go to the live form and e-mail the link to team members.
- When a problem behavior occurs, any team member can use the link to record the setting events/triggering antecedents.
- Go to “view summary of responses” to view the setting events/triggering antecedents automatically graphed as a percentage of total occurrences.



Example AB Data

Form Description

What day of the week did the behavior occur?*

What time of the day did the behavior occur?*

How long did the behavior last?*

Enter in minutes. If the behavior lasted for less than a minute, state "less than a minute"

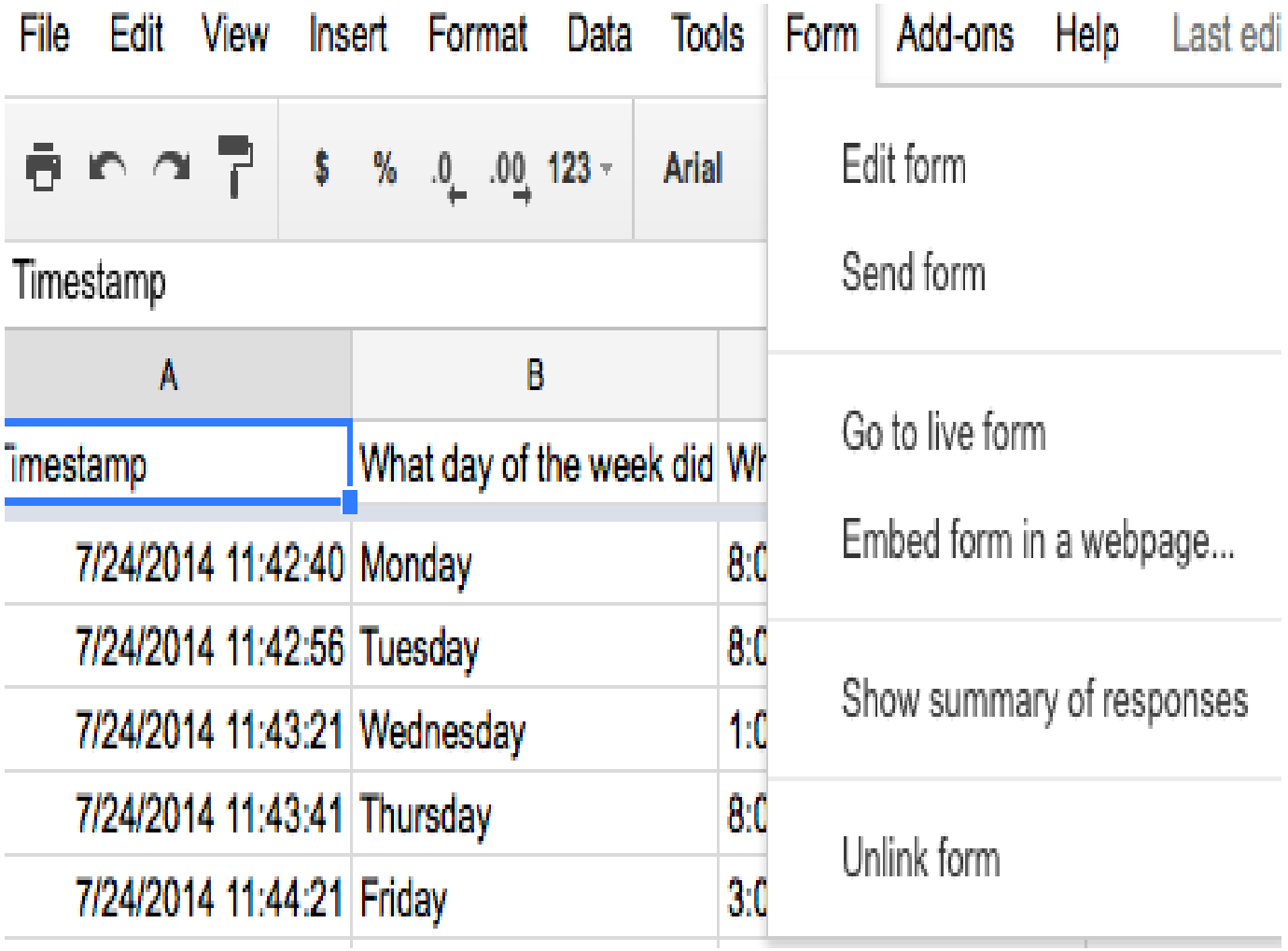
Where was the student when the behavior started?*

What happened immediately before behavior started?*

Check all that apply. If you check "other" please provide a BRIEF description.

- [ ] Written task given
- [ ] Reading task given
- [ ] Math task given
- [ ] Transition from a more desired to a less desired task
- [ ] Conflict with a peer
- [ ] Competitive activity
- [ ] Other:

Add Item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Edit form
Send form
Go to live form
Embed form in a webpage...
Show summary of responses
Unlink form
Timestamp
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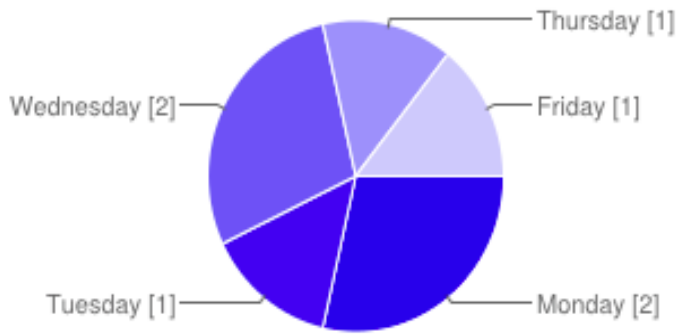
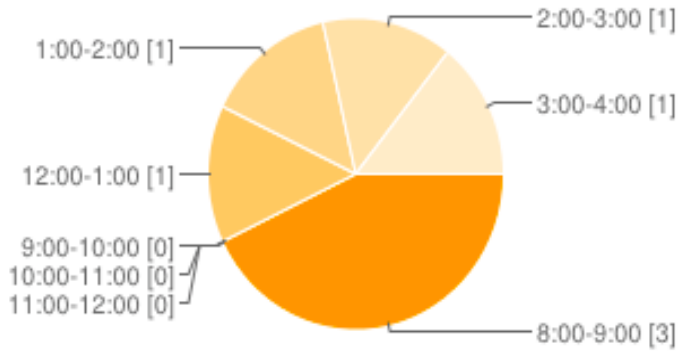
Timestamp
What day of the week did
7/24/2014 11:42:40 Monday
7/24/2014 11:42:56 Tuesday
7/24/2014 11:43:21 Wednesday
7/24/2014 11:43:41 Thursday
7/24/2014 11:44:21 Friday

What day of the week did the behavior occur?



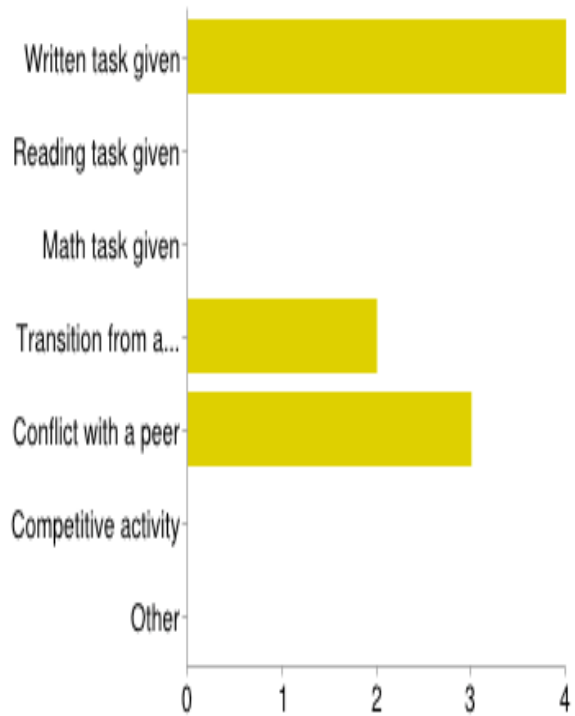
Monday	**2**	29%
Tuesday	**1**	14%
Wednesday	**2**	29%
Thursday	**1**	14%
Friday	**1**	14%

What time of the day did the behavior occur?



8:00-9:00	**3**	43%
9:00-10:00	**0**	0%
10:00-11:00	**0**	0%
11:00-12:00	**0**	0%
12:00-1:00	**1**	14%
1:00-2:00	**1**	14%
2:00-3:00	**1**	14%
3:00-4:00	**1**	14%

What happened immediately before behavior started?



Written task given	**4**	57%
Reading task given	**0**	0%
Math task given	**0**	0%
Transition from a more desired to a less desired task	**2**	29%
Conflict with a peer	**3**	43%
Competitive activity	**0**	0%
Other	**0**	0%

Measure: Was the Plan Followed?

Morning triage	Personal talk time Problem solving/role playing	
Assistance/ accomodations with communication arts tasks	Typed Read or processed written content aloud Whisper phone Broke into parts Frequent check backs/encouragement Alternate topic	
Positive practice time	Yes No	
Morning reward	Earned Received	
Afternoon reward	Earned Received	

Measure:
Is the Replacement or Challenging Behavior Increasing?

- The behavior that is maintaining or increasing is getting reinforced- often that is the challenging behavior!
- Behavior is by nature emotional and the only way to TRULY know what is being reinforced is to take data and GRAPH IT with a TRENDLINE!

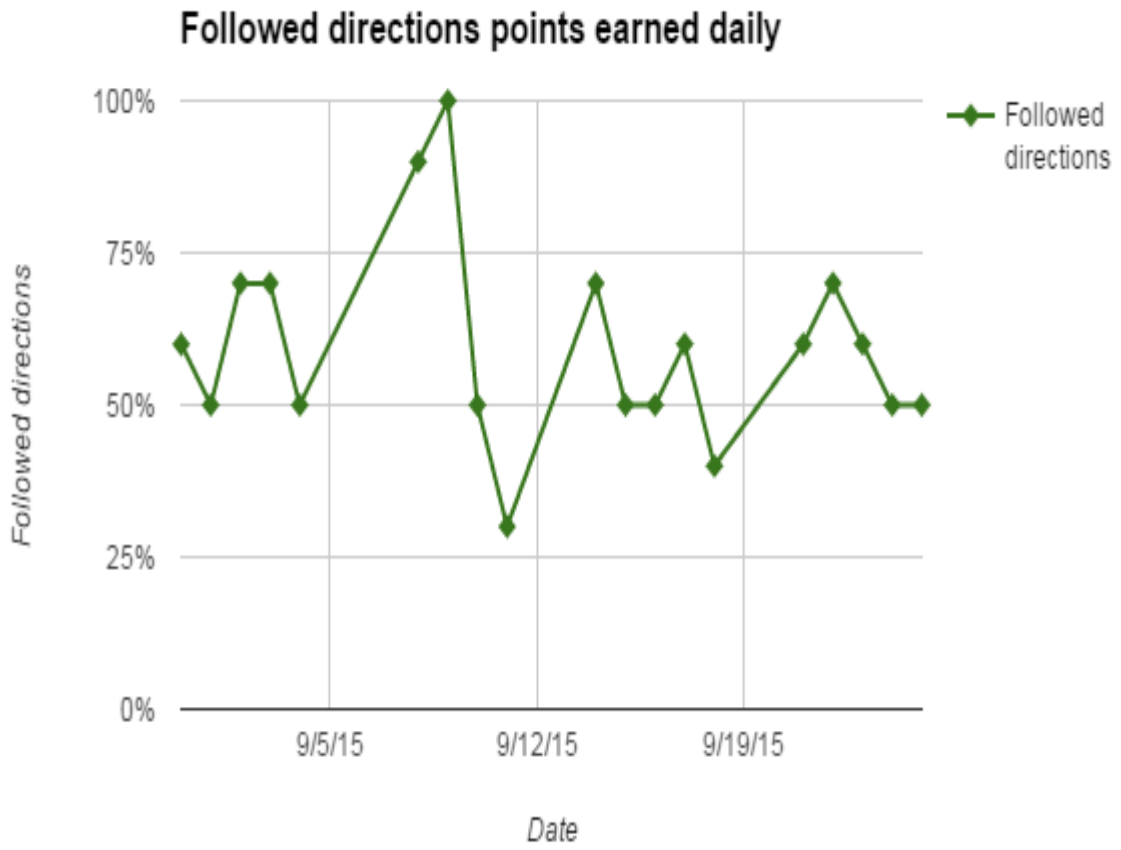
Behavior Progress Monitoring

- Consider using time out of instruction if this provides consistent data (importance of strong tier one)
- Time sampling (can be done with target behavior sheet)
- Data probes
  - Frequency
  - Duration
- Consider training in excel graphing or find in house experts to develop at building level
- At least four weeks of implementation with fidelity
- Must consider extinction bursts and spontaneous recovery

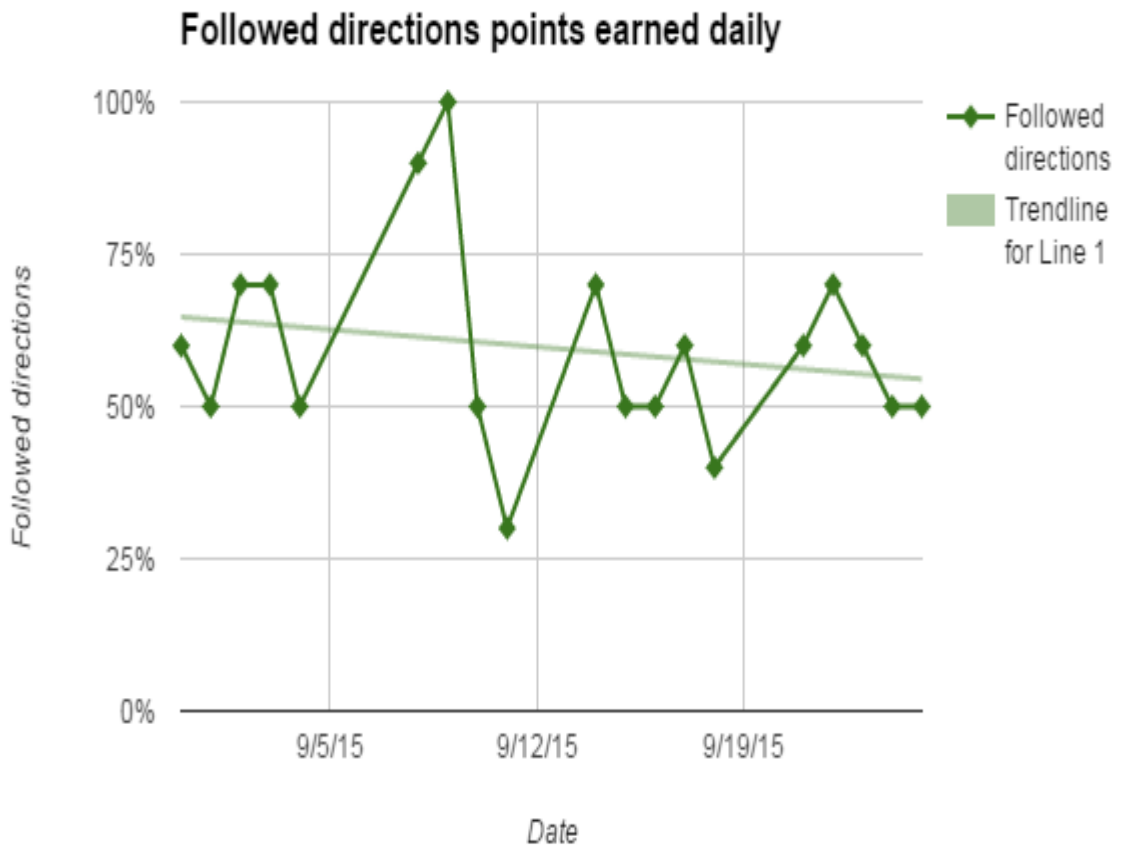
Probe Progress Monitoring Data

- Use a scatterplot or google forms to determine when identified challenging behavior is most likely to occur
- Take baseline
- Do weekly probes during the same time-may need to use others (team teachers, behavior coach, SPED staff, counselors, etc.)

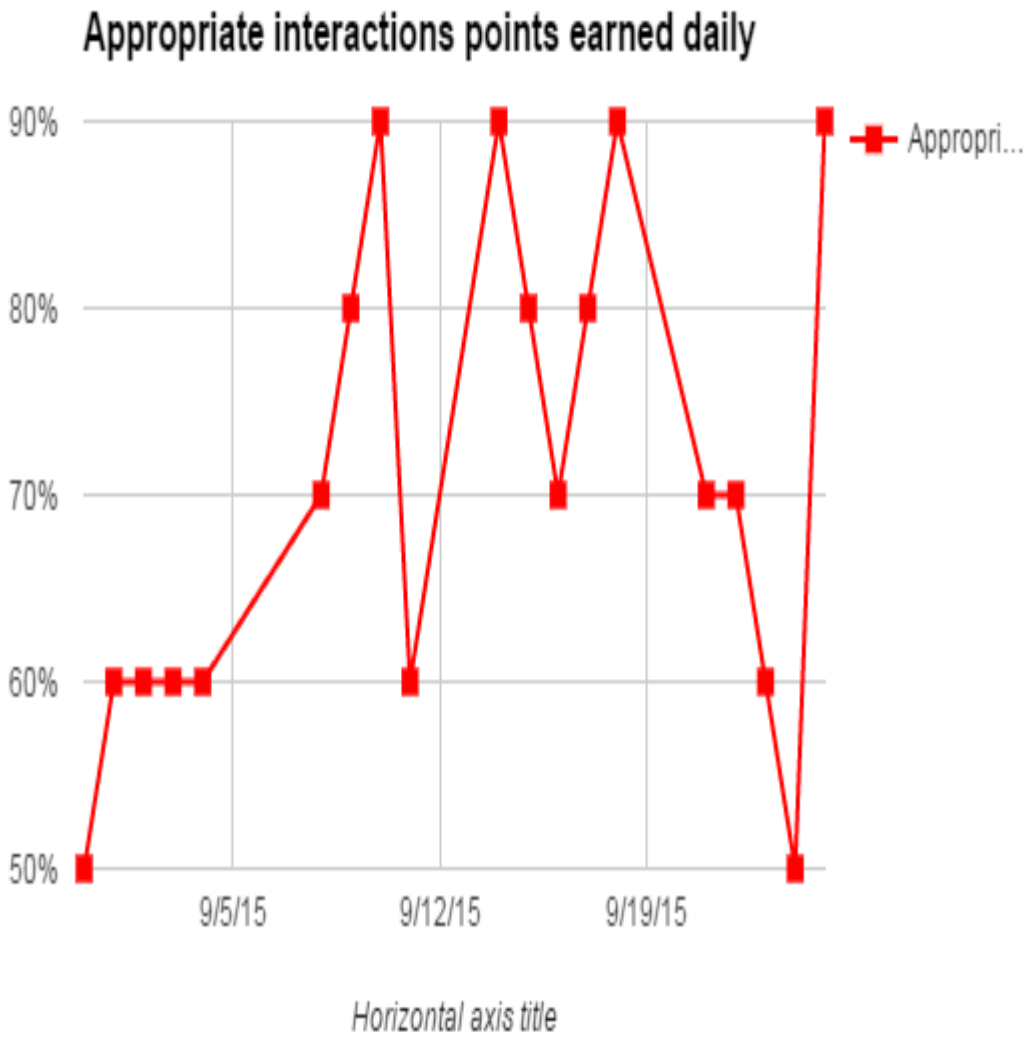
Progress Monitoring



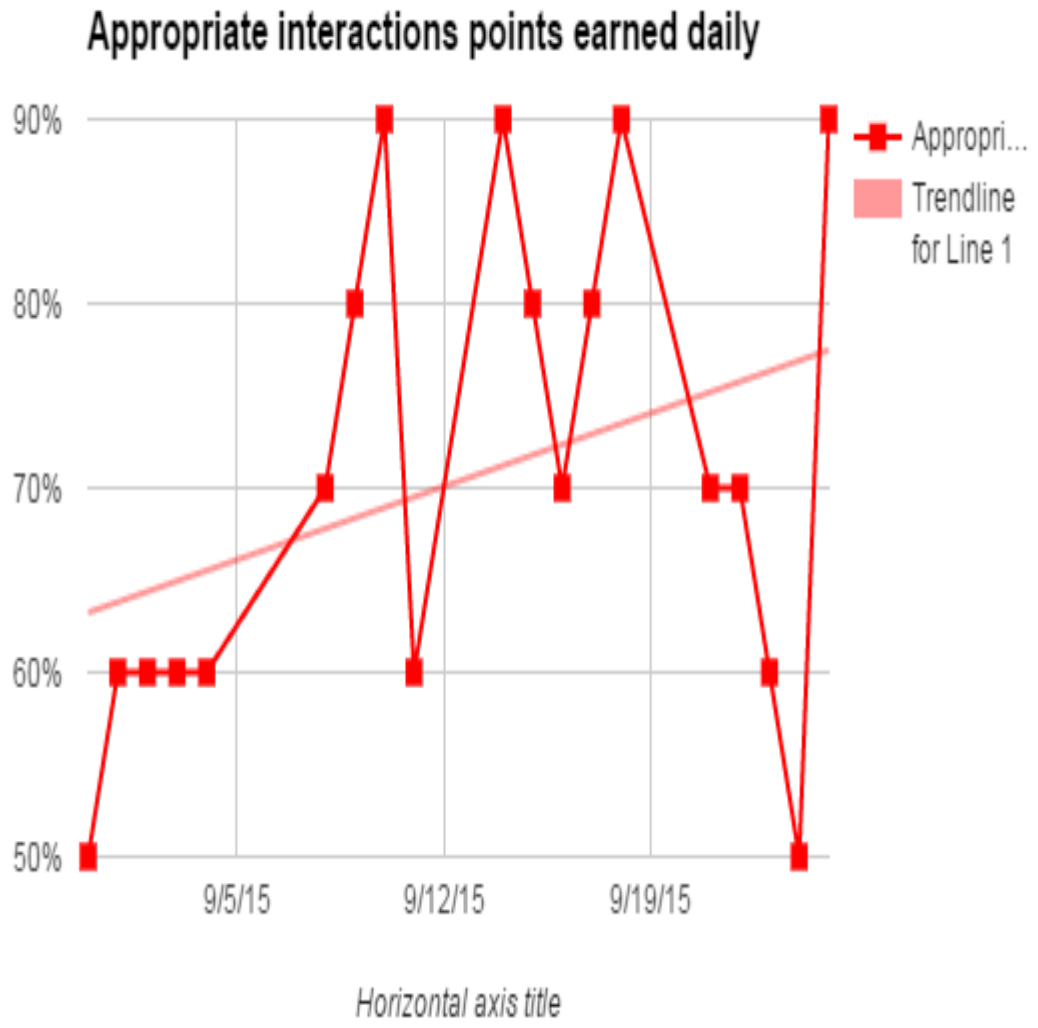
Is this student making progress with following directions?



Is this student making progress with following directions?

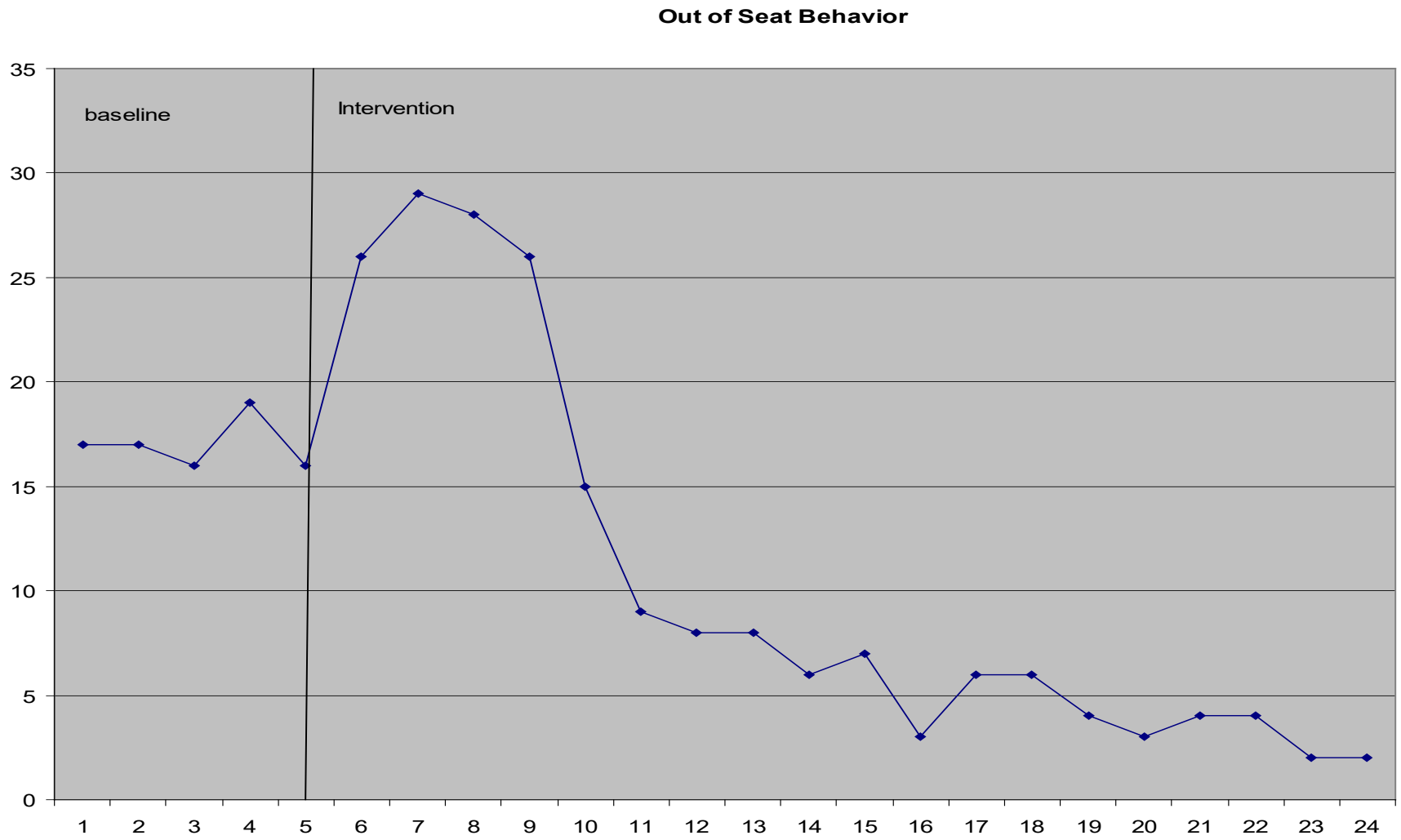


Is this student making progress with appropriate interactions?

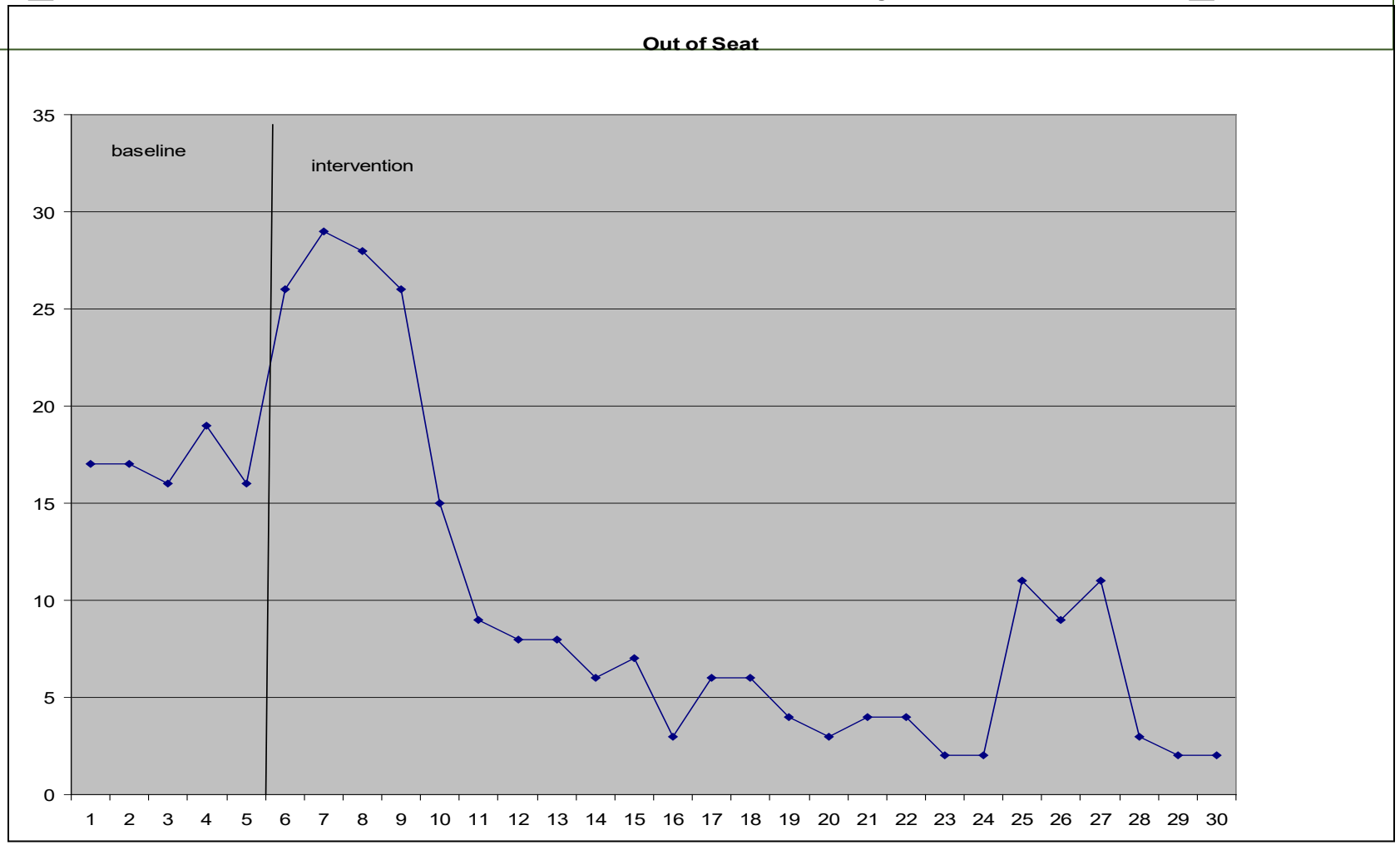


Is this student making progress with appropriate interactions?

Extinction Burst Example

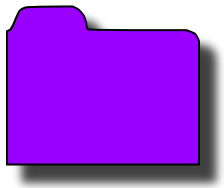


Spontaneous Recovery Example

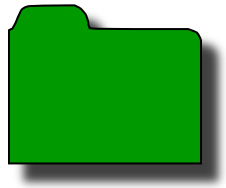


Behavior Data-Based Decisions

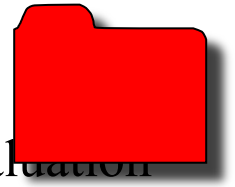
1. Target Met
   - Fade, continue to progress monitor, and/or create a different goal



2. Adequate/Sufficient Progress Made
   - Increasing trend line
   - Maintain intervention and continue progress monitoring



3. Inadequate/Insufficient Progress
   - Decreasing trend line
   - Begin problem solving, intensify intervention, reconsider function
   - Consider issues of severity and not delaying further assessment/evaluation



Evidence Based Tier 2 Interventions

- School-Home Note
- Behavior Contract
- Self-Monitoring
- Structured Mentoring
- Positive Peer Reporting
- Class Pass
- Small Group Social Emotional Training

Dr. Clayton Cook

Tip Sheets can be found at kayeotten.com

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CREATING COHERENCE

October 13-14, 2022

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