Effective Behavior Strategies for Children with Intellectual/Developmental Disabilities

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Multi-tiered systems of support (MTSS) has focused on removing barriers to learning from an academic and behavioral perspective together in addition to providing appropriate supports for children and youth with Intellectual/Developmental Disabilities.

This presentation will provide an overview of the key components of a Multi-Tiered System of Support framework to promote behavioral success for all children and youth, but with particular focus on children and youth with IDD.
Introduction of Presenters and Getting to Know Participants
Session Objectives

Participants will be able to:

1. identify key components of a Multi-tiered System of Support (MTSS) to promote academic and behavioral success for ALL children and youth.

2. identify data-based decision-making processes for use across all tiers for selecting appropriate evidence-based programs.

3. identify how to match rigor of assessment to severity of concern for students.

4. identify strategies/interventions to support children and youth with Intellectual/Developmental Disabilities across all three tiers of support.
What are some common problems when providing behavior support for students with IDD in the general education classroom?

Audience Input
Background and Brief History of Multi-tiered Systems of Support
“We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren’t realized. School personnel & teams need more than exposure, practice, & enthusiasm.”
Typical Issues in our Experiences

- Teacher Preparation
  - Lack of training in behavior/classroom management for general education teachers, lack of awareness of trauma and mental health issues, lack of training in teaching social/emotional skills, collaboration

- Paperwork Requirements
  - Increased paperwork for more intensive interventions, number of students with IEPs, different data collection for different students, school district/state procedures on paperwork.

- Administrative Support
  - Building/district leadership support for positive behavior support, support for professional development and planning time, interpersonal support from administration

- Role Ambiguity
  - Unclear and inconsistent expectations for teaching/behavior management, lack of clarity for support staff, etc.

- Student Behavioral Difficulties
  - Varying intensity of behavior problems, dangerous and/or disruptive behaviors
Typical Issues in our Experiences

- **Service-Delivery Issues**
  - Pull out vs. push in, full inclusion, co-teaching, teacher caseload, teacher to student ratio, different behavior strategies for each individual student for minor behaviors.

- **Student Characteristics**
  - Varying age ranges of students, varying abilities of students, cultural differences, student learning styles,

- **School Climate**
  - Positive or negative culture/climate, punitive vs. supportive discipline policies/procedures, etc.

- **Support Systems**
  - Support staff in the classroom, behavior specialist support, resources to implement behavior strategies and social emotional learning.
Brief PBIS History
1980s SW Discipline Problem

- Emphasis on punishment
- Non-constructive
- Reactive
- Poor implementation fidelity
- Limited effects

Special Education & BD
Possible Solution: SWPBS Logic!

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, durable, scalable, & logical for all students

(Zins & Ponti, 1990)
From...

- Intervention for Few
- Which student needs help?
- Having programs and people available

To...

- PREVENTION for ALL
- What help does each student need?
- Intentional design and redesign of services and supports matched to needs of students.
Reinforcement Wisdom!

- “Knowing” or saying “know” does **NOT** mean “will do”
- Students “do more” when “doing works”…appropriate & inappropriate!
- Natural consequences are varied, unpredictable, undependable,…not always preventive
SWPBS is about:

- Improving classroom & school climate
- Increasing academic & behavior initiatives
- Decreasing reactive management
- Maximizing academic achievement
- Improving support for students w/ EBD or IDD

CBER
**Prevention Logic for All**

Walker et al., 1996

<table>
<thead>
<tr>
<th>Decrease development of new problem behaviors</th>
<th>Prevent worsening of existing problem behaviors</th>
<th>Redesign learning &amp; teaching environments to eliminate triggers &amp; maintainers of problem behaviors</th>
<th>Teach, monitor, &amp; acknowledge pro-social behavior</th>
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</thead>
</table>
How Does SWPBIS connect to MTSS (Multi-tiered System of Support)?

Alphabet Soup
What is MTSS?

A coherent **continuum** of evidence based, system-wide practices to support a rapid response to **academic** and **behavioral** needs with frequent data-based monitoring for instructional decision making to empower each student to achieve high standards.
Tiered System Supporting Improvements in Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Supporting Staff Behavior

Supporting Student Behavior

Outcomes

Systems

Data

Practices

Positive Behavioral Interventions & Supports
MTSS is a framework to ensure successful education outcomes for ALL students by using a data-based problem solving process to provide, and evaluate the effectiveness of multiple tiers of integrated academic, behavior, and social-emotional instruction/intervention supports matched to student need in alignment with educational standards.
Goals of MTSS

To provide an integrated systemic approach to meeting the needs of all students.

To become the guiding framework for school improvement activities to address the academic and behavioral achievement of ALL students.
MTSS Includes both RtI and SW-PBS

RtI: Instruction and Targeted Support for All Levels of Need

Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory

Academic Systems

Tier I: Core Curriculum
All students

Tier II: Strategic Interventions
Some Students (Students who need more support in addition to the core curriculum)

Tier III: Comprehensive and Intensive Interventions - Few Students
(Students who need individualized interventions)

Behavioral Systems

Tier I: Universal Interventions
All students, all settings

Tier II: Targeted Group Interventions
Some Students (Students who need more support in addition to the core curriculum)

Tier III: Intensive Interventions - Few Students
(Students who need individualized interventions)

80 – 90%

70 – 80%

1 – 5%

5 – 15%

DEFINE
ANALYZE
IMPLEMENT
EVALUATE

ACADEMICS AND/OR BEHAVIOR

This Photo by Unknown Author is licensed under CC BY-SA
Core Beliefs of MTSS

- Every child learns and achieves to high standards
- Learning includes academic and social competencies
- Every member of the learning community continues to grow, learn and reflect
- Every leader at all levels is responsible for every student
- Change is intentional, coherent and dynamic
Key Features of Each Tier of Support
Supports for ALL (CORE)

**Academics**
- All students
- Evidence-based core curriculum & instruction
- Assessment system and data-based decision making

**Behavior**
- All students, All settings
- Positive behavioral expectations explicitly taught and reinforced
- Consistent approach to discipline
- Assessment system and data-based decision making
Supports for SOME (Supplemental)

**Academics**
- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design

**Behavior**
- Supplemental targeted skill interventions
- Small groups
- Frequent progress monitoring to guide intervention design
Support for FEW (Intensive)

**Academics**
- More intense supplemental targeted skill interventions
- Customized interventions
- Frequent progress monitoring to guide intervention design

**Behavior**
- Student centered planning
- Customized function-based interventions
- Frequent progress monitoring to guide intervention design
Data-based Decision Making for All Tiers
Tiered System Supporting Improvements in Social Competence & Academic Achievement

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES
Tier 1-Universal Decision Flow Chart

General Procedure for Dealing with Problem Behaviors-Day 3

Observe problem behavior

Is behavior major?

NO

Find a place to talk with student(s)

Problem solve

Determine consequence

Follow procedure documented

NO

Does student have 3?

File necessary documentation

YES

Send referral to office

Ensure safety

Write referral & Escort student to office

Problem solve

Determine consequence

Follow documented procedure

Follow through with consequences

File necessary documentation

Follow up with student within a week
## OLD SWPBIS (School Level) Data Collection Schedule
Northeastern School District

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>End of Year</th>
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<td><strong>Screening Data (Collected from Homeroom Teachers):</strong></td>
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<td>BoQ¹</td>
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<td>SET²</td>
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<td>Once every 3-5 years⁴</td>
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<td><strong>Quantitative Data:</strong></td>
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<td>ODR³ Summarized &amp; Analyzed MONTHLY</td>
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<td>PA School Profile &amp; Data Summary³</td>
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¹: Data collected every year.
²: Data collected once every 3-5 years.
³: Data collected monthly.
⁴: Data collected once every 3-5 years.
PBS Apps-Tiered Fidelity Inventory (TFI)

Purpose of the School-wide PBIS Tiered Fidelity Inventory

- The purpose of the School-wide PBIS Tiered Fidelity Inventory is to provide an efficient and valid index of the extent to which PBIS core features are in place within a school.
  - Tier I (Universal PBIS)
    - Whole School Universal Prevention
  - Tier II (Targeted PBIS)
    - Secondary, Small Group Prevention
  - Tier III (Intensive PBIS)
    - Tertiary, Individual Support Prevention
The School-wide PBIS Tiered Fidelity Inventory (TFI) is intended to fulfill the same functions as the:

- Team Implementation Checklist (TIC)
- Benchmarks of Quality (BoQ)
- Benchmarks of Advanced Tiers (BAT)
- PBIS Self-Assessment Inventory (SAS)
- Phases of Implementation (POI)

The TFI addresses all three tiers, and focuses on those elements of PBIS that are most “core” to achieving student outcomes.

There is no problem continuing to use prior measures. The TFI is intended to be more efficient, but other measures may be more comprehensive, and will remain available.

Note: At this time SET, ISSET and BoQ remain the preferred research-quality fidelity measures.
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⁴ Once every 3-5 years
Universal Data which can be used for ALL three tiers

- SRSS = Student Risk Screening Scale (SRSS; Drummond, 1994)
- TFI = Tiered Fidelity Inventory (All three tiers)
- SET = School-wide Evaluation Tool (SET; Sugai, Lewis-Palmer, Todd, & Homer, 2005)
- SSS = School Safety Survey (SSS; Sprague, Colvin, & Irvin, 2002)
- ODR = Collected via SWIS (School-Wide Information System; Educational and Community Supports, 2010)
- PSSA = Pennsylvania School System of Assessment
- PVAAS = Pennsylvania Value Added Assessment System
- Safe Schools = Pennsylvania Safe Schools Online Database (https://www.safeschools.state.pa.us/)

School Profile = Data specifically requested from schools including:

- Total number of students
- Student Attendance Rate
- Staff Attendance Rate
- LRE per 3 reporting categories
- Referrals for Special Education Eligibility Determination
- Newly Identified Special Education Identifications
- OSS / ISS
- Out-of-School Placements for Students
- Out-of-School Placements for Students with EB
- Collaborating MH agency
- ODRs – if not using SWIS; otherwise, these data provided via SWIS
- Number of Students with IEPs
- ODR data analyzed for disparities by race, ethnicity, gender, etc.
Using this tool for action planning:

This tool was designed to assist Tier 2/3 Systems Planning Teams as they strategize how to effectively intervene with students at first indication of need, thus preventing students from being excluded from general education instruction. By discussing these data points regularly at team meetings, schools can identify trends and strategize to improve outcomes. For example, teams can discuss data for each timeframe, looking for trends within each column and/or compare this year’s numbers with last year’s for similar timeframes (ex. # of students suspended in Oct. 08 with # in Oct. 09). Teams should have last year’s SRT data present when reviewing new data.

Directions: 1) Determine timeframes for data collection on this tool (ex. monthly OR quarterly) 2) Designate a person responsible for gathering the data necessary to answer each question. 3) Review necessary documents/data and complete each item for designated timeframe. 4) Use this data/information to action plan for improvements to your secondary & tertiary support systems.

<table>
<thead>
<tr>
<th>System Response Options</th>
<th>Total # of Students in Category for Timeframe:</th>
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<tbody>
<tr>
<td></td>
<td>List date/year at top of column &amp; total # of youth in each box</td>
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<tr>
<td></td>
<td>Date: Date: Date: Date: Date: Date: Date:</td>
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<tr>
<td>A. Students being monitored by Secondary Systems Team (ex. CICO, Mentoring/CrC, FBA/BIP)</td>
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<tr>
<td>B. Students being monitored by Tertiary Systems Team (ex. Complex FBA/BIP, Wraparound)</td>
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<tr>
<td>C. Students being considered for Special Education Testing</td>
<td></td>
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<tr>
<td>D. Students with Special Education process in progress (being tested, placement being considered, etc.)</td>
<td></td>
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<tr>
<td>E. Students that were tested and did not qualify for Special Education</td>
<td></td>
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<tr>
<td>F. Students suspended on one occasion</td>
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<tr>
<td>G. Students suspended on two or more separate occasions</td>
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<tr>
<td>H. Students placed (or at risk of being placed) in separate setting or “Safe School” (ex. alternative to suspension program)</td>
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</tr>
<tr>
<td>I. Students with an IEP that moved to a more restrictive setting</td>
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<tr>
<td>J. Students in Special Education setting, out-of-home school</td>
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<tr>
<td>K. Students in “short-term” restrictive placement in clinical setting (hospitalization)</td>
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<tr>
<td>L. Students with expulsion hearing in progress</td>
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<tr>
<td>M. Students expelled</td>
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<tr>
<td>Level</td>
<td>Service Description</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>Tertiary</td>
<td>Function-based support</td>
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<td></td>
<td>Wraparound/person-centered planning</td>
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<td></td>
<td>Specialized &amp; individualized instruction/intervention</td>
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<tr>
<td></td>
<td>Crisis prevention &amp; intervention</td>
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<td></td>
<td>1:1 tutoring program</td>
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<tr>
<td>Secondary</td>
<td>Check in/out</td>
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<tr>
<td></td>
<td>Targeted social skills training</td>
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<tr>
<td></td>
<td>Peer-based tutoring</td>
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<td></td>
<td>Social skills club</td>
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<td></td>
<td>Behavioral contracting</td>
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<td></td>
<td>Cognitive-behavioral counseling</td>
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<td></td>
<td>Academic small groups</td>
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<tr>
<td>Primary</td>
<td>Teaching &amp; rewarding positive school-wide behavioral expectations</td>
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<td></td>
<td>Proactive school-wide discipline</td>
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<td></td>
<td>Effective academic instruction/curriculum</td>
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<td></td>
<td>Parent engagement</td>
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<td>Active supervision</td>
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<td>Youth Mental Health First Aid</td>
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**NOTE:** Use a Scale from 0-4 to identify level of alignment.
The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

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<tr>
<th>EBP:</th>
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<tbody>
<tr>
<td><strong>EBP:</strong></td>
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<tr>
<td>5 Point Rating Scale:</td>
<td>High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.</td>
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<tr>
<td>Need</td>
<td>High</td>
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<tr>
<td>Fit</td>
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<tr>
<td>Resource Availability</td>
<td></td>
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<tr>
<td>Evidence</td>
<td></td>
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<tr>
<td>Readiness for Replication</td>
<td></td>
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<tr>
<td>Capacity to Implement</td>
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<tr>
<td>Total Score</td>
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</table>

**Need in school, district, state:**
- Academic & socially significant issues
- Parent & community perceptions of need
- Data indicating need

**Capacity to Implement:**
- Staff meet minimum qualifications
- Sustainability
- Staff Competencies
- Organization
- Leadership
- Financial
- Buy-in process operationalized
- Practitioners
- Families

**Fit with current initiatives:**
- School, district, state priorities
- Organizational structures
- Community values

**Readiness for Replication:**
- Qualified purveyor
- Expert or TA available
- Mature sites to observe
- Several replications
- Operational definitions of essential functions
- Implementation components operationalized:
  - Staff Competency
  - Org. Support
  - Leadership

**Evidence:**
- Outcomes – Is it worth it?
- Fidelity data
- Cost – effectiveness data
- Number of studies
- Population similarities
- Diverse cultural groups
- Efficacy or Effectiveness

**Resources and supports for:**
- Curricula & Classroom
- Technology supports (IT dept.)
- Staffing
- Training
- Data Systems
- Coaching & Supervision
- Administration & system

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Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)
Strategies Across All Tiers and Contexts
1. Common purpose & approach to discipline
2. Clear set of positive expectations & behaviors
3. Procedures for teaching expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging inappropriate behavior
6. Procedures for on-going monitoring & evaluation
Non-classroom

- Positive expectations & routines taught & encouraged
- Active supervision by all staff
  - Scan, move, interact
- Precorrections & reminders
- Positive reinforcement
Examples of School-wide & Non-classroom Strategies

- Reinforcement surveys for students
- Clear and consistent procedures for school routines and interruptions
- Visual Representation of School-wide Expectations throughout building/campus
- All school staff modeling appropriate behaviors and self-management
- Music playing during transitions between classes to provide calming effect (i.e. 60 beats per minute)
- Teacher/staff awards for implementing positive behavior supports in their classrooms
- Special assemblies/events to reward large numbers of children/youth
- Trauma-informed care for ALL staff and students
- Voice volume scale across entire school (i.e. 0 = Silence, 1 = whisper voice, 2 = speaking voice, 3 = loud voice, 4 = screaming/shouting) with examples
- Using multiple modes of teaching for schoolwide expectations (i.e. videos, object lessons, integrating into academic topics, during physical education, etc.)
Classroom

- Classroom-wide positive expectations taught & encouraged
- Teaching classroom routines & cues taught & encouraged
- Ratio of 6-8 positive to 1 negative adult-student interaction
- Active supervision
- Redirections for minor, infrequent behavior errors
- Frequent precorrections for chronic errors
- Effective academic instruction & curriculum
Examples of Universal Classroom Strategies

- Cards on desk to indicate level of support needed (explicit instruction on how to use this system)
  - Green card means “I am good working on my own”
  - Yellow card means “I may need help, stay close by”
  - Red card means “I need help and cannot move on”
- “Calm zones” in the classroom for breaks
- Classroom reflection sheets for rule violations
- The Good Behavior Game
- Color-coded folders for independent seatwork or group work
- Teaching as an “aerobic activity”
- Physical activity breaks throughout the day
- Group contingencies
Family

- **Continuum** of positive behavior support for all families
- Frequent, regular **positive contacts, communications, & acknowledgements**
- Formal & **active participation & involvement** as equal partner
- Access to system of integrated **school & community resources**
Examples of Universal Family Strategies

- Identify ways families and communities can become involved with PBS at school
- Identify positive behavior support strategies to use at home
- Develop predictable routines at home to support positive behavior
- Practice acknowledgement of positive behaviors
- Student, teacher, parent Positive Tickets
- Weekly, monthly drawings for families
- Announcements over PA
- Phone calls/post cards home to parents
- Write up in newsletter
- Community donated prizes
Tier 2 Strategies for Some Students
Small group interventions
## TARGETED INTERVENTION QUICK SORT MATRIX

<table>
<thead>
<tr>
<th></th>
<th>CHECK IN CHECK OUT</th>
<th>SOCIAL/ORGANIZATIONAL SKILLS GROUP</th>
<th>MENTORING</th>
<th>BEHAVIOR CONTRACT</th>
<th>ALTERNATE LUNCH/RECESS</th>
<th>OTHER</th>
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<tr>
<td>Increases opportunities for positive adult attention</td>
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<td>Increases opportunities for positive peer attention</td>
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<td>Promotes a positive, encouraging adult relationship</td>
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<td>Teaches replacement behaviors and/or skills</td>
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<td>Teaches problem solving</td>
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<td>Increases precorrection, prompts and structure</td>
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<td>Provides access to choice of alternatives/activities</td>
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<td>Facilitates self monitoring</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>?</td>
</tr>
<tr>
<td>Increases opportunity for stronger incentives/positive reinforcement</td>
<td>✓</td>
<td></td>
<td>✓</td>
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</tr>
</tbody>
</table>

(Adapted from MiBLSi and Lori Newcomer, Ph.D. - Univ. of Missouri)
More Tier 2 Strategies (Small Group)

- Teaching Organizational Tools
- Peer tutoring
- Structured breaks
- Alternatives to suspension (small group instruction in social emotional learning, etc.)
- Teaching conflict resolution skills
- Support groups for specific topics
  - Relational aggression
  - Grief
- Specialized instruction in small groups for academics
- Social Stories based on interest
Tier 3 Strategies (Individual Student)
MTSS Includes both RtI and SW-PBS

RtI: Instruction and Targeted Support for All Levels of Need

Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory

Academic Systems

Tier III: Comprehensive and Intensive Interventions - Few Students (Students who need individualized interventions)

Tier II: Strategic Interventions Some Students (Students who need more support in addition to the core curriculum)

Tier I: Core Curriculum All students

Behavioral Systems

Tier III: Intensive Interventions - Few Students (Students who need individualized interventions)

Tier II: Targeted Group Interventions Some Students (Students who need more support in addition to the core curriculum)

Tier I: Universal Interventions All students, all settings

ACADEMICS AND/OR BEHAVIOR

Defining: 80–90%

Analyzing: 5–15%

Implementing: 1–5%

Evaluating: 80–90%

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Not Hoop Jumping
Individual Student

- Behavioral competence at school & district levels
- Function-based behavior support planning
- Team- & data-based decision making
- Comprehensive person-centered planning & wraparound processes
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations
Individualized Behavior Assessment

Functional Behavior Assessment (FBA)
Why engage in the FBA process?

- The reauthorization of IDEA in 1997 provided a legal rational for FBA and BIP
- IDEA (2004) specifies legal requirements for children being served in special education...students shall:
  “receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.”

Or ... To stop the challenging behavior from continuing
Why engage in the FBA process?

Unless you're using evidence-based procedures, I can't hear a word you're saying.
Link Between FBA and BIP

- **FBA:**
  - Defines features of environments where the student is not successful
  - Leads to hypothesis about conditions needed for success

- **Behavior Intervention Plan:**
  - Defines what we will do differently to create an environment for success
  - Describes what teaching is required to change behavior
Why engage in the FBA process?

SO LET ME GET THIS STRAIGHT

I DON'T HAVE TO CRY AND YELL TO GET MY COOKIE?
Functional Behavior Assessment
Reasons for Biting:
1. Wants teacher attention
2. Wants peer attention
3. Does not want attention
4. Does not want to work
5. Wants help with the work
6. Wants something to eat
7. Wants to play a game
8. Wants to go for a walk
9. ???????
Reasons for Biting:
1. Wants teacher attention
2. Wants peer attention
3. Does not want attention
4. **Does not want to work**
5. Wants help with the work
6. Wants something to eat
7. Wants to play a game
8. Wants to go for a walk
9. ???????
“I don’t have to bite my hand to avoid doing work?”
“I don’t have to protest to get help?”

“I don’t have to swear to get my peer’s attention?”

“I don’t have to pull my hair to avoid doing work?”

“I don’t have to bite to get attention?”

“I don’t have to throw my block to get my truck back?”

“I don’t have to bite my hand to avoid doing work?”
Functional Behavior Assessment

“I don’t have to throw my block to get my truck back?”

“When the timer sounds, it is my turn”

“Break Please”

“I don’t have to protest to get help?”

“I don’t have to swear to get my peer’s attention?”

“Hi! Can we talk?”

“I don’t have to pull my hair to be pushed on the swing?”

“Push me Please”

“I don’t have to bite my hand to avoid doing work?”

“When the timer sounds, it is my turn”

“I don’t have to bite to get attention?”

“Help Please”

“Watch me”

“When the timer sounds, it is my turn”
Why engage in the FBA process?

- **Does NOT work to gain or escape**
  - Problem Behavior

- **Does work to gain or escape**
  - Appropriate Behavior

Change in what we reinforce!
Functional Behavior Assessment Defined
A Functional Behavior Assessment (FBA) “is a set of assessment procedures that results in the identification and description of the relationships between unique characteristics of the individual and the contextual variables that trigger, motivate, and reinforce behavior. The FBA is used as the basis for designing individually tailored interventions.” (Steege & Watson, 2009, p. 7)
A Functional Behavior Assessment

A Functional Behavior Assessment (FBA) “is a set of assessment procedures that results in the identification and description of the relationships between unique characteristics of the individual and the contextual variables that trigger, motivate, and reinforce behavior. The FBA is used as the basis for designing individually tailored interventions.” (Steege & Watson, 2009, p. 7)
A Functional Behavior Assessment

—we become behavioral detectives trying to understand a student's behavior.

“A set of assessment procedures”
A Functional Behavior Assessment

- Identification and description of the relationships between unique characteristics of the individual and the contextual variables that trigger, motivate, and reinforce behavior.

Contextual Variables = Antecedents
Individual = Behavior
Reinforce = Consequence
Examples of **Individual Characteristics**

- **Medical**
- **Development**
  - Typically developing? Developmental Disability diagnosis?
- **Communication methods**
  - Words, gestures, none, other (PECs, Assistive Technology)
- **Academic level**
  - Grade level
- **Mental Health: Anxiety, ADHD, Depression**
- **Traumatic experiences**
- **What is happening in the student’s environment outside of school that may be impacting in-school behavior?**

**Important for understanding how the individual interacts with his or her environment**
What are the Antecedents?
What are the Antecedents?

- Type of work
- Level of Teacher Attention
- Making corrections?
- Level of Teacher Attention
- Work Alone?
- Preference?
- Work with Peers?
- Group Size
- Difficulty level
- Turn taking?
- Stopping Preferred?
- Who has Teacher attention?
Functional Behavior Assessment

- Identification and description of the relationships between unique characteristics of the individual and the contextual variables that trigger, motivate, and reinforce behavior

- Reinforcement = Look at the Consequences

What happened after the behavior?
What did the teacher do?
What did other students do?
Functions of Behavior

**Positive Reinforcement**
- **GAIN…**
  - access to a social interaction (ATTENTION)
  - access to an item or an activity (TANGIBLE)

**Negative Reinforcement**
- **ESCAPE…**
  - a social interaction
  - an item, activity, or task (ESCAPE or AVOID)
Functions of Behavior

**Did the student gain something?**
- Teacher redirect? Teacher offer help? Crisis team responded? Principal show up?
- Peer laughed? Peer redirected?
- Did the student get an item back?
- Did the student get other preferred things? (sensory toys)

**Did the student avoid something?**
- Go to the office so work went away?
- Redirected to a different activity?
- Peer leave them alone?
- Teacher leave them alone?
What Functions of Behavior
Functions of Behavior

Social Functions

Non-Social Function
Functional Behavior Assessment

Which assessment is functional?
A Functional Behavior Assessment

- Type of assessments we use ...
  - Review of records
  - Interviews
  - Observations in the classroom
  - Choice Assessments/Choice Analysis
    - Assess by the choices the student makes
  - Antecedent Analysis
    - Assess the effect of changing “front-end” strategies
  - Functional Analysis
    - Assess the effect of “giving in” to the behavior within a context
Matching Intensity of Behavior with Intensity of Assessment

- Intensity of Behaviors
- Self-Injury

- Intensity of Assessment
- Interview
Matching Intensity of Behavior with Intensity of Assessment

- Self-Injury
- Interview

Mismatch
Matching Intensity of Behavior with Intensity of Assessment

**Behavior Considerations**
- Disruption to learning of the individual or others
- Possibility of injury to the individual or others
- Consideration for safety

**Assessment Considerations**
- Type of data being collected
  - Record review/office referrals
  - Interview
  - Observations
  - Systematic assessment that shows cause/effect
- The amount of data (multiple days, multiple sources)
- Level of analysis
Intensity of Behavior based on Topography

- Low
- Medium
- High
- Intense

- Verbal: arguing, name calling, blurting out,
- Physical movements: head down on desk, turning away, pouting
- Stereotypy that doesn’t interfere with learning
- Out of seat but staying in work area
Intensity of Behavior

- **Low**
  - Verbal: arguing, name calling, blurring out,
  - Physical movements: head down on desk, turning away, pouting
  - Stereotypy that doesn’t interfere with learning
  - Out of seat but staying in work area

- **Medium**
  - Verbal Disruption: swearing, yelling, crying
  - Physical: pushing paper away, throwing an item
  - Elopement from work area (stay in room)
  - Stereotypy that interferes with learning

- **High**

- **Intense**
Intensity of Behavior

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- Physical movements: head down on desk, turning away, pouting
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High
- Aggression that does not cause injury to self or others (push, hits with open hand)
- Self-Injury that lacks force for skin damage
- Property Destruction with items (e.g., pencil, paper)
- Elopement from classroom

Intense
Intensity of Behavior

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• Aggression that does not cause injury to self or others (push, hits with open hand)
• Self-Injury that lacks force for skin damage
• Property Destruction with items (e.g., pencil, paper)
• Elopement from classroom

Intense
• Aggression that can cause injury
• Self-injurious behaviors that cause bruising, callouses, broken skin, leaving teeth marks
• Property Destruction: throwing furniture, potential for damages to property
• Eloping from the building
Factors to Consider for Defining Intensity of Assessment
• Case review, collected
• Progress monitoring data reviewed
• Indirect (interview/rating scale) with 2 or more sources
• Observations that are summarized
• Case review
• Progress monitoring data reviewed
• Indirect (interview/rating scale) with 2 or more sources
• Observations that are summarized but not analyzed for A/C

• Some analysis of pre-existing data for A,B,C (case review, progress monitoring)
• Analyze ABC data, Scatterplot data across 1-3 days collected by another adult.
• Conduct 2-3 observations with outcome of convergence of data.
Rigor of Assessment

**Low**
- Case review, collected
- Progress monitoring data reviewed
- Indirect (interview/rating scale) with 2 or more sources
- Observations that are summarized but not analyzed for A/C

**Medium**
- Some analysis of pre-existing data for A,B,C (case review, progress monitoring)
- Analyze ABC data, Scatterplot data across 1-3 days collected by another adult.
- Conduct 2-3 observations with outcome of convergence of data.

**High**
- Analyze at least 5 days of ABC data or Scatterplot data.
- Over 3 ABC observations are analyzed, support other data collected
- Antecedent Analysis
- Conduct “probes” of experimental assessment/choice analyses just to have more convergent data. Probes mean no design or not necessarily testing several variables.
Rigor of Assessment

Low
- Case review, collected
- Progress monitoring data reviewed
- Indirect (interview/rating scale) with 2 or more sources
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- Conduct “probes” of experimental assessment/choice analyses just to have more convergent data. Probes mean no design or not necessarily testing several variables.

Intense
- Conducted a choice analysis with reversals/repetitions or
- Conducted a functional analysis, that is graphed and differentiated
- Multiple functions tested.
- Analyzed intervention data to support function/intervention.
Continuum of Assessments in FBAs

- Indirect Methods
  - Behavioral Checklists
  - Behavioral Interviews
- Naturalistic Assessments
  - ABC Analysis
  - Descriptive Analysis
- Systematic Analysis
  - Antecedent Analysis
  - Functional Analysis

Low Power → High Power
Intensity of Intervention

- Changes in Setting (LRE)
- Level of reinforcement
  - How often?
  - How long?
- Changes BIP makes to Expectations for Behavior or Academics
  - How much work do they get to avoid?
- Use of Punishment
  - Time-out, restraint, losing access to peers or preferred classes
Continuous Problem Solving

- Collect Data
- Analyze
- Adjust
Continuum of Assessments in FBAs

- Indirect Methods
  - Behavioral Checklists
  - Behavioral Interviews

- Naturalistic Assessments
  - ABC Analysis
  - Descriptive Analysis

- Systematic Analysis
  - Antecedent Analysis
  - Functional Analysis

Low Power → High Power
How are my “Reinforcers” working? (consequences for appropriate behaviors)

- Preference assessments to change activities:
  - Tired of working for peanuts?
  - Tired of working for adult attention?
  - Tired of working for a game?
  - Changing what students work for or behave for can make all the difference
Have the Antecedents Changed?

- **Activity**
  - Can student do it?
  - Do they understand it?
  - Is it preferred?

- **Attention**
  - Who gives it?
  - When do is it given?
  - What does it look like?

- **Format**
  - Independent
  - Small Group
  - Large Group

- **Type of directions**
  - Stop something
  - Do something
Has Student Changed?

- **Medical**
- **Development**
  - Typically developing? Developmental Disability diagnosis?
- **Communication methods**
  - Words, gestures, none, other (PECs, Assistive Technology)
- **Academic level**
  - Grade level
- **Mental Health:** Anxiety, ADHD, Depression
- **Traumatic experiences**

Important for understanding how the individual interacts with his or her environment
Session Objectives

Participants will be able to:

1. identify key components of a Multi-tiered System of Support (MTSS) to promote academic and behavioral success for ALL children and youth.

2. identify data-based decision-making processes for use across all tiers for selecting appropriate evidence-based programs.

3. identify how to match rigor of assessment to severity of concern for students.

4. identify strategies/interventions to support children and youth with Intellectual/Developmental Disabilities across all three tiers of support.
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