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School-Based Supports for Children with Intellectual and Developmental Disabilities and Challenging Behaviors: Multi-tiered Systems of Support (MTSS)
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>> Anna Costalas: Hello, and welcome to School-Based Supports for Children with Intellectual and Developmental Disabilities and Challenging Behaviors: Multi-tiered Systems of Support. I would like to thank all of you for joining us today. Before we begin I would like to address a few logistical details. First the webinar is being recorded and will be available on AUCD's webinar library. Because of the number of participants your telephone lines will be muted throughout the call however we will unmute your calls during the Q&A at the end. You'll need to press star and pound on your phone to be unmuted and ask a question. If you're using a microphone you can click the icon on the top of the screen that looks like a person raising their hands. You can submit questions at any point during the presentation via the chat box on your webinar Console.
       There will also be a short five-question evaluation survey at the close of the webinar. We invite you to provide feedback on the webinar and suggestions for future topics. I will now pass the mic to Diane Jacobstein who is the co-chair of AUCD mental health aspects who will introduce our presenters. Diane?
>> Diane Jacobstein: Welcome to the webinar. And before I introduce the presenters I would like to mention a few -- couple save a date announcements. We will have the next meeting at 2:30 eastern time and the curriculum is about people who have both developmental disabilities and mental health needs. We invite you to join us. Also on November 7th at noon at the AUCD conference we will be having a CIG (phonetic) meeting in which will be a short presentation by Dr. Joan Beasley (phonetic) on new thinking on trauma informed care and resiliency based practices, and we invite to you join us for that as well.
       Additionally, there will be two webinars connected to the SIG (phonetic), one on diagnosis, I don't know the exact title yet. And the date is still to be announced. And we are co-presenting with dual diagnosis and intervention and you'll be getting announcements of that as well. Our presenters today our first present is Anne Katona-Linn, M.Ed., BCBA, the Pennsylvania state project co-director for the Safe Schools/Healthy Students Partnership which is developed through a grant awarded to Pennsylvania from 2014 through the current year. The goal of the partnership is to create safe support of schools and communities and ultimately throughout Pennsylvania. Anne has also been and instructor at Bloomsburg University of Pennsylvania in the department of exceptionalities, training future teachers in special education. She was the team leader and educational consultant in the area of behavior and educational consultant in the area of autism with a program in Harrisburg, a state program, I believe, from 2003 through 2010. She was also coordinator of the Pennsylvania Positive Behavior Support Network and worked with six other coordinators to develop and implement a state-wide PBIS technical assistance framework to implement PBIS in schools across the commonwealth of Pennsylvania. Anne received her M.ED.
       Brenda Bassingthwaite is the manager of the biobehavioral outreach service at the Center for Disabilities and Development at the University of Iowa Stead Family Children's Hospital. Brenda earned her specialist degree from Iowa State University and doctorate from the University of Iowa both in school psychology. She is a licensed psychologist and health had care provider. She has worked as a school

psychologist for heartland area education agency and directed behavioral outpatient and diagnostic clients at the University of Iowa Stead Family Children's Hospital. She has been a behavioral specialist and consulted with numerous school districts regarding students with challenging behaviors. In 2011 Brenda started the bio behavior outreach service allowing her to work with school systems. She and her team implement behavioral training from the Iowa Department of Education to support the training of school based behavior teams. In the state of Iowa Brenda and her team have trained ten challenging behavior teams from area education agencies and school districts and her team conditions to provide hands-on training for six additional school districts. Brenda and her team have consulted with the Vanderbilt Kennedy center and the autism center for excellence in the Virginia commonwealth about how to improve behavior assessments in school settings. We are very grateful to Anne and Brenda for their presentation today.

Ann, I'm turning it back over to you.

>> Anne Katona-Linn: Thank you so much. Really appreciate being here. Welcome everyone. This is Anne Katona-Linn. This is the presentation that we are going to be focusing on today and really looking at how can we support children with intellectual developmental disabilities but not just those children, all children, to set a good foundation especially for the children with IDD. You already had an introduction who we are. We would like to get to know who you are a little bit better so we have a poll if you can go on and complete the poll. Choose the role for which you identify the most for this webinar. We realize many of you have multiple roles so we felt it would be easier if we could do it this way.

>> Okay. Great. So quite a variety. We have a lot of administrators. Well, six. You're the largest group which is actually excellent. And a family member great to see all of that. Wonderful. Okay. This is very helpful. All right. Thank you everyone for completing that. One thing that I think that we are really going to talk about is we are going to really focus on being able to address the needs of all of you and that's our goal. So we want to have really kind of some of that free open conversation but we are going to have content so we are going to go through our content and we want to make sure we can address your questions as well so please just type any questions into the chat box. And if we are going to be addressing them in the presentation we will point that out. So these are the objectives for the session and really focusing on what are the key things that you need to have in place that is a multi-tiered support to support for all children. It's really about the infrastructure. How can you set up an infrastructure and really a culture within your school system so it could be a school building or a district? Then really looking at database decision-making, how do those processes across all of the tiers look and how can they be integrated and weaved. We are focused on working smarter, not harder. And then we can focus on providing the supports for our children. And how to match rigor of assessment to the severity of concern for students, how can we make sure that again we are getting the biggest bang for our buck and being much more effective and efficient, working smarter. And we are going to look at identifying strategies to support children and youth with intellectual developmental disabilities across all three tiers of support. That's the essence of what we are going to be looking at today. I hope you're all in the right presentation.

So what are some common problems when providing behavior support for students that you all come across? What are the most common things. So we have another poll for you. These are general categories. I see as you're going down the list you're kind of changing your mind. That's good. Suzanne, I'm going to ask you what is Family STAR? We have lack of teacher skills as the first one. And I definitely see that. And we have the second is overall school climate in the cultures punitive. Yes, very, very common. We are going to be looking at that a little bit as well as number three, lack of teacher motivation to address behaviors. Lack of teacher skills and lack of teacher motivation are absolutely going to go together. So perfect. I think you're in the right session so we can really look at how we can best address some of these things. Wonderful. Suzanne, family to family, is that what that is? Just you give you background and a brief history of what multi-tiered systems of support are. How many of you are actually have you heard of or familiar with multi-tiered systems of support? Just type in the chat. Diane made a comment about the age focus of this webinar. All of the things we are talking about today really can address preschool, maybe not as explicitly. There are I think the general concepts could still ab applied to preschool but really K to 12 -- of course my voice decides to mess up now. There are aspects of it that could be applied to early childhood. I'll explain a little bit of what we have done in Pennsylvania because we helped with creating an alignment of early

childhood and school age around the multi-tiered systems of support. Great. A lot of people have heard at least of the multi-tiered systems of support. One of the big problems that we see in general and we see this for administrators, teachers, this is a common problem, is that we give school strategies and lots of different systems for improving practice outcomes. And what happens is that it's a bucket and a bunch of things continue to get thrown into the bucket and the bucket gets more and more full but the problem is that all of those things are all disjointed. None of them are -- we have teams that are all working separately.

We have interventions that are doing different things. And so that's one of the pieces. But the key is, too, that is implementation isn't really accurate or consistent or sustainable, how do we make sure what we are doing is going to last after we do some of that initial training? What happens is things are dependent on people and so we want to make sure that we are not -- we are creating infrastructures in the systems rather than getting experts trained. So this is not an expert model. But school personnel and teams need more exposure practice than enthusiasm. We want to really think about how can we provide the best support to them so that they cannot only be better at doing their job but just be more effective and efficient and work together more as a team.

So these are some of the typical things we have seen in our experiences. Teacher preparation, that was one of the big things that you identified as the lack of teacher skills. The standard in higher education for what teachers need to get trained in is so jammed packed with things with the academic pieces and even in Special Education there's such a push for the academic that often times classroom management, behavior, mental health in general, are significantly lacking in teacher preparation programs. Just even general awareness. One thing that we are doing in Pennsylvania is youth mental health first aid. Paperwork requirements.

We want to think about how can we be smarter with that piece? Obviously, people in Special Education, teachers, already with all of the IEP processes there's a lot more paperwork but how can we make it more effective and efficient? Especially with data collection. And I think data collection is often a challenge for people. So we may not get into a ton of examples with only an hour and a half but we want to really think about that how can we work smarter. Administrative support. I'm thrilled to see so many administrators on this session because your role to me is one of the most critical ones. I know in our experience with our grant if you do not have administrative support there have been huge barriers that we have come across and that we have seen as a lesson learned that you absolutely have to have administrator support. So in looking at how can we make changes because if you're not able to make some of those changes you're going to be struggling. Role ambiguity.

Really inconsistency across teachers not knowing their role and responsibility. What is their job description but in a little more detail. Varying intensity of behavior problems and sometimes having significantly dangerous or really disruptive behavior problems that can really be a challenge for teachers. Service delivery when we look at pull out and push in classes, full inclusion, co-teaching, caseloads of teachers, all of those different things or speech therapist, occupational therapists, all of your different roles, there's so many different roles in a classroom now. There are a lot more adults that may be coming in. And if everyone is not on the same page that is going to be a struggle. Student characteristics. Because of inclusion we have such varying levels of students in classrooms.

How can we best support them? Not just say doing ten different interventions. Let's look at how can we set a foundation and then have a better and more positive impact with less effort so the teachers are being again smarter, working smarter than harder. School climate. Having a positive school culture and climate and we know these days just with trauma and with so many things happening, bullying, all of those things, there are cultures in schools. You know when you walk into a building what that culture is like of that school. Support systems, whether teacher has para professionals in the classrooms or it's co-teaching.

Everything the resources to prepare in the classrooms and having the right materials, everything they need. And if there are any outside agency staff in the classroom as well. Making sure all of the supports are working together. Just to give you a very brief history of positive behavior supports; positive behavior intervention supports which is really one of the key foundational pieces for multi-tiered systems of support. We talked about that school culture is a huge issue and being aware of some of the challenges in school culture we can't just say we are going to ignore them. I think it's like the elephant in the middle of the room. We need

to look at it and figure out how we can best address it.

And I think that's scary for people. Historically we operated out of let's focus on punishment. A lot of people do what they have learned themselves as parents or again if they were fortunate enough to really have a good program in college they may have some tools but a lot of things happen by teachers doing things on their own. The key is again this is not in all schools. I've seen varying levels of this, this is historically what we see. We have been more reactive focusing on let's wait until the problem behaviors occur.

What we have seen is that doesn't really work. So school wide positive behavior supports which is really again that key piece of a multi-tiered systems of support is where the student is linked to host environments, or school climates that are effective, efficient, relevant. So it's not just for a few students. That's going to be a huge foundation. So having from having an individual behavior plan for every single student, I'm not saying that we don't do that. We absolutely want to do that. But we want to have it connected to the foundational pieces as much as possible. So focusing more on prevention for all rather than waiting until kids are failing and then from there we can provide more individualized support as the children need it.

And being much more intentional and strategic about all of this. So looking at what we know is that knowing kids can recite rules but if they aren't doing the -- if we don't see behaviors, it's the actions speak louder than words. The key is that we can say we talked about this. We shared videos of mental health awareness in a variety of different things just to create kind of that information or to say that we did this thing on the check list the key is, is that we really need to be strategic in what we do for all kids. So that's a key foundation around school wide positive behavior support. So these are essentially the overall outcomes that we are going to see from the behavior aspect of this multi-tiered systems of support.

As you see the key is that maximizing academic achievement by the PBIS is a big piece but really the multi-tiered systems of support is moving much more towards the integration of the academic and the behavior components.

So goals, the overall logic is we want to prevent the development of new problem behavior or decrease the development and prevent worsening of existing problems, redesign the environment, not just change the child. Let's create host environments for all children and for the staff. It makes a huge difference if staff as and you learn more about trauma-informed care, staff are often traumatized so the more we are aware of that we can create better environments that are hosting and being supportive for all students. And then teach, monitor and acknowledge post social behavior. This is where we are kind of focusing on the connection. How does school wide PBIS fit in with the multi-tiered systems of support? Think of multi-tiered systems of support, I just noticed Sherry said she lost audio. Are we hearing, people?

I'm seeing that you're -- the captioning is going so I'm guessing you can still hear me. Okay.

So the multi-tiered systems of support, think of it as an umbrella so the response to intervention that we have historically looked at which has been really focused more on the academic and the PBIS, all of those pieces really all go together but we are even adding to it more. There's the school community collaboration, our grant has really been focused around all of these pieces, focusing on getting youth and family involved. Making sure curriculum design is integrated rather than just having behavior and academic separate. It's really focusing on making sure that behavior and academics are looked at together because they both influence behavior and vice versa. So they really are integrated.

Professional development is building capacity for everyone in our systems. It's again moving away from the expert model and really moving towards how can we be smarter and how can we build the capacity for everyone in the programs? And you're going to have layers of that. And it's about teamwork. It is not just one teacher doing what they need do in their classroom. That's a piece of it. But how can all of the teachers share resources and work together? So that's part of -- this is actually such a huge part of what we have done with our grant that it focuses on that infrastructure so that everything can fit within the infrastructure.

Whether it's mental health or trauma-informed care, all of those things we are weaving them into this multi-tiered systems of support infrastructure. So we have actually, you know, what Brenda and I, if you have any questions on resources that we have developed, we'll be able to be available, you can contact us and we will talk about that a little bit more. But through our grant we have been able to develop some tools that we have learned and we have been working with the national Midwest PBIS center and the interconnected systems framework and the national technical assistance center.

So how do we pull all of these things together? That's what multi-tiered systems of support is that continuum. It is a continuum of evidence-based programs and it's really about the system-wide practices so that we are focused on how can we get support to the kids as quickly as possible to provide what they need at the most efficient way, most efficient and effective way with looking at both the academic and behavioral needs, not just one or the other. Looking at them together. And having that data, making sure we are using data and being smart with using the data so we can really empower each student to achieve the highest standards possible. All kids, not just a few. That's the focus for all children and giving them the support that they need as a foundation.

So this slide is one of the most critical slides I would say we have seen with the grant work we have done. It's the tiered systems that are supporting all the social competence and academic achievement. When we look at child outcomes which is the larger circle on the outside, I'm going to use my pointer, so it's that outside circle, and that is really surrounding -- our goal is to have outcomes that are more effective. It's not just student outcomes. It is staff outcomes. It's school building outcomes, whatever the outcomes are it's based on data and that is we prioritize what are the most important things that we need to focus on. And really not say we are going to change everything all in one time.

Let's look at what are the biggest bang for our buck that are going to be the overarching outcomes. The data is what supports the decision making. That key piece is for the staff to look at the data. A lot of times people get freaked out over behavior data. One thing we learned with our grant is because they had to do data they didn't really have much of a choice. We learned along the way let's make sure we are sharing it so they're seeing the value of it. Coming back to what are the values of the teachers as well as just other staff and how can we address those values and using data to address their values. What are we doing to support staff behavior?

This is the system support. Maybe we are restructuring job descriptions, changing them because we kept silos. Let's change what that is according to what we can change because maybe there are things we are not able to change as easily. And the practice is looking at evidence-based practices and making sure the teachers have all of the tools to implement it with fidelity and do things as efficient and effective without having to re-create the wheel. There's so many resources out there already that are so beneficial so the key is how can we make sure that we are providing what we need? So again administrators. This is really your area to be able to make some of those adjustments to support all of those things.

And those are the critical components. So we have problem solve process, data evaluation, all this collaboration. These are the key pieces that we want to have in place for a good foundation.

So the goal as I said I already said it, it's the guiding framework. We want to have things integrated into the framework so think of it as the infrastructure of a building. So it's the kind of the beams and the posts and the foundation of a building that you're going to add all of the drywall and the siding and the doors and the windows and the declarations, all of those things get added into the framework. Think of the multi-tiered systems of support, really look at it as the infrastructure.

So this is more what the new triangle is looking at. We are looking at the behavioral systems and the academic together. I want to make sure we have enough time. Just looking at what are the key features of each tier. These are the main areas. Looking at things for all students that, we do things across both academic and behavior. All students, all settings, evidence-based core curriculum, we are using database decision. And looking at Tier 2. We are looking at kids that are bubbling up a little bit more who are needing additional support.

We are increasing the amount of support that we provide as we move up in the tiers because they have already gone through -- they already received all of the Tier 1 supports and still struggling so we want to provide additional supports. One thing as you see that we don't put children into a tier. We put their area of need. I know Brenda is going to talk a little bit more about that. But it could be academics they could be getting Tier 1 supports but behavior they could be getting Tier 2 supports but trauma they could be getting Tier 3 supports for trauma.

It's not about a child being into a tier, it's really about them getting the needs. Now we are getting more and more intensive and this is where Brenda's area is going to focus are really the top tier.

So these components are all of the different aspects that you're going to be using for database decision

making. So you're going to be looking at what different tools could we use for all of those things. So one key thing that has come out of -- this is from the PBIS that this is a very common flow chart, this is one example of the decision so you have a very clear understanding and that all staff have a clear understanding of how problem behaviors are managed, not just saying that each teacher is going to handle them differently but having things outlined so the teachers and all staff know exactly what is going to happen as well as the students. It's a way to be more effective and efficient for the students and they know what is expected.

In school wide positive behavior support historically there have been many different schedules of assessments. And this is an example of in Pennsylvania what we have been doing for data collection and these are recommendations from the national center. And so these are a lot of different types of screening and other tools so we have quantitative and qualitative from a variety of different sources. And we have a school profile. One thing that we are now looking at is we are using the tiered fidelity inventory. So using this helps to replace, it focuses on using different tools and it really merges many of those other tools so that you can do things across all tiers. So that's what the tiered fidelity inventory.

This is our new schedule of data collection in that we are using the tiered fidelity inventory across all tiers. So as you see it takes out several different things for data collection. So when we are talking about getting smarter and not working harder, that's one of the pieces. We are pulling in mental health data in this as well so that as I said all of those pieces what data are we already collecting that could support any efforts around providing mental health. Even whether it's Tier 2 or Tier 3 supports or creating larger school things. This information can help with that.

These are the list of things that the tiered fidelity inventory. All of those data sources, this is what is happening in Pennsylvania. Again if you are looking for more information, I'm more than happy to share what all of this is. Many of these are specific to Pennsylvania but many of them are from the national PBIS. So not just specific.

And the key is that all of this data they may say that okay well this is looking at school wide data but that data can be used across all three tiers. That's the one thing we have to kind of shift or thinking and say let's think out of the box. Let's look at how this data that we are already collecting can inform other practices that we do at other tiers as well as it gives you some data for individual students. So it is about being smarter.

This is a really good Tier 2, Tier 3, looking at collecting data for your systems and whether they're being effective as a collective and not just for individual students. Let's look at all of our students that are receiving those different -- I'm blanking -- those different group interventions. We want to really focus on how can we make sure that we are being smarter and saying this one is not working, we need to make adjustments, or we don't have enough data.

This is a tool that would be extremely helpful. So I'm going to go into just an example of what we have done here in Pennsylvania. We have taken so this is an example of we have done mapping within our schools. We have done this -- we started doing this at the school district and what we found that it was really because we wanted to integrate everything at the school district but we really needed to have this at each school building first so one example in one of our programs they did a -- they did this for all of their secondary building so this school direct had three elementary intermediate buildings that were tied to a secondary, middle school, high school building. They were in kind of attendance areas.

So what we did is or what they ended up doing was that all of the secondary programs got together and they created their own mapping of their programs of their current programs and then the elementary did their own. So this is an example from one of our schools and this is their elementary program. They were -- actually this is their secondary. I apologize. This is all of the different things they were doing. We made it into a scale, Likert type scale, asking the question are this aligned with multi-tiered systems of support by data systems and outcomes. We had them give it a rating.

From the rating then they would decide so -- so the ones that were not aligned, the things that scored low, so zero, zero, one or two, they really just highlighted those and then from that developed the priorities. And they also did as they looked at things from universal first, from looking at that primary prevention, let's make adjustments to that one but they were also going to be doing things at the other levels but that was going to be something that the universal team for the school building and the school district that was going to be their priority.

There are separate teams and in the programs that we have we have Tier 2 and Tier 3 integrated teams. They have more separated Tier 3 teams for a lot of children that are much more individual but and especially if they're in the student assistance program but in general they had two significant district teams where it was universal in Tier 2 and Tier 3. They had these ratings and prioritized on what their teams were going to focus on addressing. There was a lot of overlap so they made sure they were all using similar processes but they were still allowed -- they were making the decision to do this and make a lot of individual changes at their building level.

We also used -- so from that once they identified their priorities, we used the hexagon tool which is from the national implementation research network. And it is the link is on here, this document was extremely helpful in getting them to talk about what they're currently implementing and say is it -- does it have fidelity, do we have capacity? What are those adjustments that we could make using the hexagon tool. It really was about a discussion. They didn't go through all the formal ratings when they were making modifications. They used it as a decision. That is what it was intended this document to be. What they intended for anything new we have them go through.

If they were adding a new intervention to fill any gaps they will use this and we will have them do the rating just so they got some really good input and really had a better piece of data to make those adjustments. Alignment. So this is a question that Michael had. So asking more about alignment. So I'm going to go back up to that slide quickly.

This slide is when we talk about align so for universal practice, we have youth mental health first aid. So we have for the systems as an example there is a mental health -- youth mental health first aid trainer and one of our schools have either a social worker in their school building and we also have external trainers but those people are on the universal district team so that anything that is done with youth mental health first aid is aligned with what they're doing with school wide positive behavior support. So it's not saying this is a separate thing. Let's include youth mental health in our professional development plan with school wide positive behavior support. It isn't just this is a separate thing. Let's make sure if we are doing youth engagement how can we use that to integrate youth engagement. Same thing with data.

Let's use some youth mental health first aid data to support the school wide Positive Behavior support pieces. Does that help? I see you said thank you. I'm more than happy to clarify any additional pieces on that.

But it really is about -- it's really coming back to the working smarter, not harder. Being much more effective. It took a little bit but I can tell you it is so much more effective and efficient in the programs that we have done. So I'm just going to briefly go into some of these programs because I want to make sure I give Brenda the time.

So really looking at these are the subsystems so we have school wide and these are the different subsystems within a school wide system. Even within a school wide each one of these circles could be within a larger district. And that's one of the things that we have done that everything is done district wide and that is aligned even to what we are doing to state level. We have layers have it and it felt like wow that's a lot of connections but I can tell you it's created a more supportive environment so that people feel more competent and all team up to do that.

These are some of the key things that are under school-wide positive behavior support. If you're doing school-wide positive behavior support you can get more around this if you've got training on it. These are the key pieces in the school area. When we talk about non-classroom. So this is hallways, cafeteria, recess, the bus, anywhere. Focusing on all of those things being taught very explicitly and those are the places we prioritize first because that's where they're most -- there's the least amount of structure so we want to provide them with structure as well as providing active supervision and creating opportunities for adults to build relationships with kids by saying how are you doing, having the principal at the front entrance within kids are getting off the bus and knowing kids' names.

Those are all things just active supervision and teaching teachers how to do that is a huge thing in preventing behaviors. Doing present corrections. These are a list of examples of school-wide and non-classroom strategies and these are just of the different things -- as you can see we put trauma-informed care, embedding that, giving them an aces 101 training. There's another training here in Pennsylvania, trauma

101 training and we are embedding it as well as suicide prevention, embedding those things within professional development and recognizing how the mental health pieces and trauma also have a major impact on behavior.

Looking at voice volumes, having those voice volumes scales across the school building and across grade levels makes a big difference especially in the younger kids to teach them those skills so it carries over. Music during transition, so 60 beats per minute that it gets your heart, it really is calming when music is at 60 beats per minute. You can look up 60 beats per minute. That's a Laura riffle (phonetic) tool. Making sure whatever is happening in the classroom it can still be individualized but it is connected to the school-wide positive behavior support pieces. These are examples of the universal classroom strategies.

I don't have enough time to really get into all of the details but these are some good examples. I'm more than happy to answer any questions around these. But a lot of these are available online as well, good behavior game, group contingencies. But I'm happy to share with you any of those things. And wrapping up, how can we make sure we are connecting families, because the more we get family support, that's going to have a greater impact.

So these are some examples of how we can bring family and bringing family one of our things that is we have family members on each of our school wide positive behavior support building teams and then for those middle school and high school classrooms we have youth that are also on the team. So that was kind of a requirement for our grant is they had to identify. And first they were another thing to check off the list but they saw the value in it more so when we focus on values and understanding people's values and addressing things in that way, that's where it has a huge impact and it's really kind of a social marketing 101, how do we really get people to change their behavior and it's looking at their values and addressing their values what is we did.

And these are some examples of universal family strategies that we had done. Really getting them as part of it as well as giving them tools so they can use those things at home with their families. And then just really this is a list of all of the different -- as we look at Tier 2, once we have children that are not responding to that Tier 1, we want to do small group interventions. These are all different types of things. So these are some of the most common and this is kind of a quick sort to say all right we have our universal data, let's say we are going to look at we have a lot of kids at recess who are not -- who are having a lot of problems. And so maybe they're having some bullying.

Maybe we want to do something like a peer mentor. If we see a large group of kids where we have bullying office discipline referrals, use that data to maybe set up that program on the recess yard rather than saying we are going to do this individual plan right away for this child, let's look at doing group interventions for a larger group and change the environments as well as and doing that in a variety of ways so it's not just one intervention, how can we do a variety of things so it's all supporting what we are doing. So something like a mentoring program. It could also be a check in and check out. They have buddies on the playground but a teacher may check in with them as well.

Those two things together could help to support it. But the key is let's just not say we are going to do a bunch of individualizing. Let's start with doing one intervention with all of the kids in this group. The key is, is that you may be doing the same -- you're going to be doing the same intervention for all children at this phase which is Tier 2. Once you start doing a lot more individualizing you're moving to Tier 3 so you want to think about let's do the same thing for all kids who are receiving this intervention as the first round and as you move up Tier 2 it's really a continuum that then you may start to get a little more individualized but you don't want to do anything individualized in Tier 2.

These are more strategies. If you see a large group of kids struggling with handing in homework across the school building that can be something, let's teach them how to schedule themselves or doing team management that that can be something they do. These are small group activities that are possible. And now leading into the Tier 3 strategy so I'm going to pass it over to Brenda and we are going to have time at the end for questions. And if you have any questions again for me feel free to type them in if you want you can just hold off until the end.

>> Brenda Bassingthwaite: Thank you, Anne. I'm excited to talk about the Tier 3 strategies. But I have one thing that I recognize with Tier 3 I think it comes down to how whether or not it's at the state level or at an

agency level or the school district level, there's certain procedures when it comes to Tier 3 that are based on our Special Education IDEA. Often when you talk about Tier 3 you're talking about students who are being evaluated for Special Education services or have already been identified. We all follow what IDEA says, knock on wood (knocking). I know states vary a little bit. I was wondering if you would be willing to type in the chat just where you're from, what state you're working in. I see Kentucky.

One of the things I realized I was in Missouri for a conference and when talking with somebody there they talked about there was nobody within their district who does FBA's. Instead they actually hire out for a private agency to come in and do the functional behavioral assessment at the Tier 3 level which it thought was interesting. Lacy, I see you joined, my friend and colleague from South Dakota. And also in the Midwest. And Michael just works all over. Way to go Michael. Thank you for letting me know where you're at. If I tend -- sometimes when I talk about this I get excited because I enjoy talking about assessments. So if I start to go too fast or if you're having a hard time understanding what I'm saying, just type something in the chat to say slow down a bit or can you explain this a little bit more. I thought Anne did such a nice job of having such a nice flow where I'm not sure I'm going to be the same type of presenter. It's hard not to have the faces to look at to give that you feedback. I wanted to bring us back to this pyramid, the MTSS triangle as a reminder of where Tier 3 is at.

We are talking in theory of about 1 to 5 percent of the students within a district or within a system that both that would have needs that go beyond what is offered within the core curriculum whether it be core related to academics or to behavior that something is going on with that student that makes them more intensive. And so we have to start looking at them individually. But the thing that I really like about this picture and slide is in that middle the cycle that it shows the define analyze, implement and evaluate.

Within an MTSS system you're always doing those four things at each level and when you get to the top tier, the third tier, you're more than likely going to be doing that more often or at least in my opinion you should be because you already identified this is a student that has intensive needs whether it be academic or behavioral and we should be really looking at data to see if what we have in place is meeting their needs and we should be looking at that often so that way we can make instructional changes or environmental changes, what is ever necessary.

Sometimes when I've talked to people about an MTSS approach or thinking in this way people start to look at it as jumping through hoops. And I think unfortunately that's how a lot of families might feel and teachers as well as when it comes to getting -- having an evaluation done for Special Education when a student is at the Tier 3 level. What I want to point out is I don't think that was the intent of this model that to me the intent of this model is that we have identified supports at each level and it becomes a framework.

So when a student then is identified or a student kind of starts to rise to the top even if it was their first day of school or their second day of school and something happens that all of a sudden you have a red flag, depending on that significance the model is not necessarily designed to say first you have to spend two weeks in Tier 1 then you spend three weeks in Tier 2 and then we can start to look at Tier 3. Sometimes that's how the application of the model comes to be but I don't think that's what the intent was. The intent was to say within our district, within our building, we have programs that help support kids at all levels and sometimes it does make sense so to start looking at that Tier 3 level of support even if it's just the very beginning and that student had necessarily been supposed or necessarily given a lot of strategies within Tier 2.

Again it just goes back to the intensity of what is going on in order to make some of those decisions.

But when looking at the individual student in order to have appropriate supports at the Tier 3 level, especially in the area -- so in the area of behavior, you need to have behavioral competence at the school and district level. Again one of the things going back to the poll that you filled out at the beginning of the webinar you commented about lack of teacher skills, lack of teacher motivation and having a punitive climate are those barriers that you guys run into are those concerns and that's where we really need to be focusing some of our energy into building up skills whether it be of the teachers, of the consultants who are serving the teachers, the administrators who are helping to guide and lead what is happening in the building, but that education and knowledge is so important because unfortunately we are not getting as much of that educational knowledge from our higher ed programs as what we would like to have. To support the individual student there also has to be functioned-based behavior support planning team and data based digs making, targeted social skills and

self-management instruction and instructional and curricular accommodations.

How many of you and you can just put a yes in the chat or a no have conducted a functional behavioral assessment or been part of a team of people conducting it? So for some of you, some of the information might be new that I'm going to talk about. For others it could very well be review. But if it is review if I'm presenting it in a way that will make it the next time that you're involved with one that might help further providing explanation to the team that you're working with but one question that to think about is why should we be engaging in the FBA process?

Well, simply since 1997 the IDEA has provided that legal rational and with every reauthorization conducting a functional behavioral assessment has always been there which I think is a good thing. And so requiring that process is not going to go away. And that's where then I start to cringe a little bit if districts aren't able to have expertise in the area of behavior that is easily accessible for them because it is something that is required to do.

In my mind one of the smartest reasons for conducting a functional behavior assessment is to stop the challenging behavior from continuing because my back ground and my theoretical orientation tells me if we haven't done a good FBA we are more than likely not going to change that challenging behavior and that's a goal that we are setting out to do. I think another thing that the last couple of years has become more and more talked about is the issues and the concerns about restraints and seclusion within school settings. And when you do a strong FBA, you can help them lead to a decrease of that use because you're teaching kids what they should be doing instead of engaging in the challenging behavior.

So a functional behavioral assessment, that whole process and system of approach is evidence-based. In order to help kids I think we need to be focused on utilizing evidence-based procedures, that there are a number of things out there that helps kids as far as there's a number of social school curriculums that are now evidence-based and to be focused on using things that we already have strong outcomes first to me seems to make logical sense so that's another reason for engaging in the FBA process.

So the assessment is going to be linked to an intervention plan so it's always nice to look at the two together that the assessments is what is going to define the features of the environment where the student is not being successful and going the lead to a hypothesis about how to change the conditions for that child or that student to be successful.

The behavioral intervention plan is where we define what we will be doing differently to create an environment for success for the student and it's also going to describe what teaching is required to change the behavior.

Notice within -- between the two we are really focused on what is happening environmentally within that system. It's all about changing aspects of the environment whether it's the instruction, whether or not it's the size of the setting, whether or not it's the academic work being delivered, those are things we are going to change. It's not necessarily about changing that student because unfortunately -- well it would always be nice, I always wish that I had a magic wand but for some reason that's never been given to me by Santa Clause so then I had to use a systematic process to make the change. And what I learned is when we focus on the environment and those things that are interacting around that student we can actually create the behavioral change.

So a simple reason for engaging in the FBA process is then you have kids start to realize this. So let me get this straight, I don't have to cry and yell to get my cookie? You don't because if through the assessments I learned that what you're really trying to do when throwing a tantrum is to get that cookie that you want I'm going to go about teaching you how to ask appropriately and then life will be better for everyone. So when we think about all the different behaviors that students have within the school setting these are just an example of a couple that you have. A student who might be biting their nails to the point of bleeding which one could describe as a self-injurious behavior. You have a student who is biting themselves.

A student pulling their hair. A student who might be saying inappropriate things to peers, a student who when they want a truck they're going to throw a block at a student in order to get that truck back. And you have a student who maybe is just more of a protestor or refusing to do work or another student who is aggressive towards their peers. These are all behaviors that are ones that require a functional behavioral assessment in order to intervene with. If we look at a student who might be biting their hand, there are a

number of reasons that might happen so I listed a few that were very straightforward.

She could be biting her hand because she wants the teacher's attention or is at home and wants her mom or dad's attention. It could be she doesn't want any attention at all. It could also be she doesn't want to do work or she wants help with the work being presented to her. Maybe she's hungry or she wants to play a goal or go for a walk. There are a number of reasons why she might bite herself.

Through the assessments process we are going to figure out what is the most probable reason for biting herself. So if we take this student as an example and if we say that the reason she bites after doing an assessment we hypothesize she does not want to do her work and we are going to do is we are going to teach her she doesn't have to bite her hand to avoid doing work. We are going to give her something else to do as a way of telling us she doesn't want to do work. It could be we are teaching her to ask for help. Maybe she doesn't know how to do the work but she found? If she bites herself the work goes away. If you ask for help we will teach through this process and get the work done together.

Maybe she needs a break and after doing a few work activities she wants to sit alone and chill out a little bit. Or maybe sometimes when we give her work to do, we are expecting her to start it too quickly and she needs some think time to kind of process and to start to figure out how she is going to go about starting that work. These are all things that through an assessment we learn to teach the student so that I way they are no longer biting their hand. We want to teach them an appropriate way of getting what they want. If we go back to these pictures, we are going to be able to teach them instead of pulling my hair, here is a way for you to say push me, please.

Instead of swearing at peers or saying inappropriate things we are going to teach the student to say can we chat or talk or whatever the student is wanting. Instead of having the student throw the block to get the truck back we are going to teach the student how to take turns and when the timer sounds that guy is going to know it's going to be his turn for the truck so he no longer has to be destructive to get the truck. We are going to teach a student who protests as a way of getting help just to say help, please.

So we engage in the FBA process so that we teach kids that their problem behavior is no longer going to work to gain or escape something but their appropriate behavior will work to do so. So we have that change that reinforcement. So there are lots of scholarly definitions much an FBA and here is one that most people look at and the response is say what? That it becomes very confusing. But in a simple way a functional behavioral assessment starts with it's a sets of assessment procedures or it's a way of becoming a behavioral detective in order to try to understand a student's behavior. And when we think about the student and what we are looking at, where we are using our magnifying glass ab what we are taking a closer look at we are going to be looking at those relationships between the characteristics of the individual and the context variables which are the antecedents and the consequences.

So sometimes people misunderstand that when you do an FBA you don't care about the individual and you're only focused on the environment. That's not true because that individual is a very important part of the assessments and so some examples of individual characteristics we might look at is what is happening medically. Does the student have GI issues, constipation issues, does the student have some other medical condition that might tend to make them more uncomfortable sometimes, what are their communication methods, what is the academic level, is there a mental health diagnosis that is also impacting the student? Do they have a history of traumatic experiences that may be influencing what is happening in the school environment? And we are also asking the question what is happening in the student's environment outside of school that may be impacting school behavior? That's not to say we don't have any control over what is happening outside of the school.

So when we look at what is happening outside, we don't spend a lot of time necessarily then problem-solving what we can do about that unless it is truly something we can do something about. So if it's winter and the student doesn't have an appropriate winter coat to go outside that's something we can get resources together to help the student and maybe they are no longer tantruming before going outside for recess or something like that.

But sometimes there's environmental things that happen that we don't of control over. So if a student has divorced parents if the primary caretaker is mom and the student gets to see dad two days a month and there's a pattern noticed where on Mondays after the student sees dad, we might plan Mondays differently.

Maybe the student is sad because they're not seeing dad as often as they would like to so they are kind of grieving on Monday. I don't think starting Monday off with one of their hardest instructional periods makes a lot sense because the student is already coming in with this kind of depressed grieving kind of upset feeling inside so let's design the day to start out maybe with some more fun and get them more reengaged and interactive and maybe able to talk about some of their feelings as a way of getting them readjusted back to school.

With antecedents there are a number, too many to cover. Everything from group size to academic difficulty. Is the teacher asking the student to correct something, who has the teacher's attention, what is the student's preference? Within the assessments we are going to be looking at these things to see if we are noticing a pattern to see what triggers some of those antecedents.

And then finally as part of the functional behavioral assessments we really want to look at that reinforcement piece or the consequences, what is happening after that behavior and that is actually maintaining the behavior. What is the student getting or potentially avoiding that may be the reason they continue to engage in the behavior?

And then when we think about functions of behavior we are always thinking of whether or not it's positive reinforcements or negative reinforcement. Either the student is gaining something such as a social interaction or access to an item or activity, a tangible item, or they're avoiding our escaping something such as a social interaction, a non-preferred activity or task.

So things that students might gain, they might again a teacher offering help to them or they might gain a crisis team showing up so they're getting lots of attention from new adults. A peer might laugh and that may be reinforcing because they're getting that pier attention. Things they avoid such as work they don't want to do or avoiding the classroom that sometimes students will be sent to the office or sent to the back of the room and kind of isolated that. Might be something that is more preferred to the student than being a part of the group. Sometimes they might be re-directed to a different activity, peers or teachers might leave them alone. One of the things.

There's a lot of question about function of quality of behavior assessments. Because of the lack of training out there for functional behavior assessments with teachers as well as with some consultants, people aren't seeing the benefits of doing one because they haven't done one that's of high quality. One of the things I tell families, if they see an FBA that doesn't have one of the four functions listed that are evidence-based then they need to ask for some more help to be as part of the team because there are only four functions of behavior that there are three that are defined as social functions, that's escape, tangible and attention which really all of my examples of focused on and there's a non-social function which is automatic and that function is something that there's something going on internally that either that's reinforcing for that individual which it becomes more complex to talk about which is why I often leave them out of examples.

But if you're seeing things on FBA's such as the student has autism and so that's why his behavior, that's why he or she is aggressive, the student is trying to get control so that's why they're destructive that they're breaking items, those are not functions of behavior. Those are ways people talk about behavior and try to attribute behavioral concerns -- one's behavior to the child but those are not the true functions which allow us to really change the environment in order to make that student more successful.

I should say sometimes that with automatic reinforcement the technically accurate term that there are people that talk about this in terms of it being sensory as well which that's I think oftentimes what they're referencing because sometimes it's a sensory input that that student may be seeking or not. But I feel like then I should have that caveat that the majority of the behaviors are going to be social functions so a team should always be gathering data and trying to rule out all three of those before they finally come to the conclusion that it's only automatic, that -- because sometimes a behavior can be both a social and an automatic function.

So I was able to yesterday I was five hours away from the point of totality for the eclipse and so some friends and I went down and I had my eclipse glasses on and it was such an amazing experience I'm sure a number of you got to see at least aspects of the eclipse. I thought to myself today as I was reviewing this talk I want to make functional glasses as well as the eclipse glasses. I put them on and couldn't see anything until looking at the eclipse. I thought wouldn't it be cool to put them on and only see function of behavior. It's a way of kind of -- what's the word -- sifting through the information that is being presented to you so a functional behavioral assessment doesn't have to be all of those things.

A teacher could review a student's records and talk to the student's teacher who had him or her the previous year and that could be a functional behavioral assessment. It would be a very foundational assessment, not with a lot of data to it, but if they're asking functional questions, it is certainly part of a functional behavioral assessments. And I think that's something that people often forget is that you can be -- that they're -- that you don't have to do this whole gamut of assessments in order to do a functional behavior assessment. The time to do all of this is when you're dealing with a really intensive behavior that you have concerns about. And so that's this next piece that I want to talk about is that it's so important to matching the intensity of the behavior with the intensity of the assessments you're doing. If I have a student that is doing self-injurious behavior it would be a mismatch for me to only interview the family and say this is what you need to do.

That self-injurious behavior is pretty intense and I'm going to want to do a more intense assessment to get to that point so there are when looking at how to match the intensity of behavior and the intensity of assessment there's the behavioral considerations where and this isn't a complete list but there are certainly-Poe what is the word -- not exclusions but there are times where -- there's other examples that maybe might trump some of these things but that it's just important that I guess these are just examples and I'll leave it at that but it's not an exhaustive lynch. So for behavioral consideration I think about how disruptive that is behavior to the learning of the individual as well as the others in that classroom.

I think about the possibility of injuries to the individual or to the other and of course considerations for safety. And the more disruptive, the more likelihood of injury and the higher concern of safety, then the more intense of assessment I'm going to do. And when I think about the intensity of the assessments or the rigor of the assessment, I think about things such as the type of data I'm collecting. Am I just reviewing records or just doing rating scales or am I actually doing something where I'm systematically manipulating consequences that show a cause and effect. Am I collecting one day's worth of data or multiple days of data from multiple sources which leads to different levels of analyses.

This is lesser intensity to greater intensity. Not that verbal behavior can't be higher on the intensity scale but just as examples of things that maybe considered lesser intensity to more intensity. Whether it being verbal to more minor physical movements or if they're engaging in stereotypy or if they're out of seat. Or if we look at something that is more intense. The aggression that can cause injury, self-injurious behaviors that are leaving bruising. Callousing, or if they're running out of the building.

Then what I'm going to do is match my assessment to that where if it's a less intense behavior then I may be more focused on doing some case reviews, looking at progress monitoring, doing the interviews the rating scales and doing some smaller observations that I'm looking at the data versus doing something that maybe more intense where I'm going to be looking directly at a whole week's worth of ABC data, looking at the antecedents and the consequences, maybe doing an antecedent analysis, and I'm going to do that several times and see which under which condition the student is doing better or worse or if there's no difference.

And then of course looking at doing something more intense where there's things like choice analyses, functional analyses and just looking at truly systematically evaluating what are those functions of behavior. Because when we look at all of the assessments available to us, some of them are going to have lower power which basically means that when it comes to a hypothesizing what the function is, these are closer to on the range of guessing where when it has higher power we have a lot more competence in what is happening.

For me the take home point is to always remember there are a multitude of assessments so if the team that you're working on has only gone to this point of doing some ABC observations and your behavioral plan isn't effective you need to start looking higher up the ladder and find people who can help do you that if you don't have the skills to help yourself because all of this goes into what should be the intensity of the intervention when we think about changes in the least restrictive environment are you looking at sending a student to a different school because of their behavior, if so, you should have done within your FBA more than just some interviews and some observations but to have something a lot more data going behind that are going into that decision, looking at the level of reinforcement. So within their behavioral plan, how often are they earning access to good stuff for good behavior.

Then the other piece that I wanted to touch on was how we go through this continuous problem solving once we started a behavioral plan that we are always continuing to collect data, analyzing it and making

adjustments as necessary. And so because again if we started a plan and we have only done assessment that's to here and the plan is not being successful, there should be things in our toolbox that we can bring in to help and make adjustments. Common questions to ask are how are my reinforcers working. Is the student tired of working for peanuts? Is the student tired of working for adult attention or working for a game? Is the time to bring in new things in order to have the student feel more motivated to get more work done.

Has something in the environment changed that is affecting the student's behavior or has something changed within that student? Is there now a medical issue that there wasn't a medical problem before? Did something happen with their communication? Are we noticing that sometimes their textbook is available to them to communicate and other times it's not for whatever reason and that's where we are seeing the break down within the plan. Or has something else happened since we did our full evaluation that we need to consider regarding that student's mental health and traumatic experiences.

So that is what Anne and I have put together. And I see Anne typed a question about how all of the same strategies and questions apply to Tier 1 two and Tier 2 practices as well. And I think that's a great point, that when I think about really what a multi-tiered systems of support is, it's about that piece here and it's about having the supports in place so that when you collect your data you analyze it, you have supports then to use it as a way of identifying which instructional curriculum you need to be using or what type of behavioral plans need to be put in place but that you're constantly looking at data to help you guide your decisions because --
>> Anne Katona-Linn: Just to add to that, Brenda, I would say it's back to function. It's looking at function and the value so I mentioned values. It's exactly what Brenda is talking about. Those functions are really values as well. So kind of recognizing the different languages. Excellent.
>> Brenda Bassingthwaite: I hope you had a better understanding of MTSS, that the idea of identifying the importance of making database decisions as well as how you might go about doing that. The idea of identifying your rigor of assessments with the severity of concern for the student, and then strategies and interventions to support children with intellectual and developmental disability as cross all three tiers. For number four I think Anne and I would like to be able to say we have all the answers here. That's not where we look for answers though. What it comes back to is the assessments that we are doing and that's what is going to guide to you the right intervention so whether that assessment is looking at the data that you're gathering in Tier 1 or looking at a full and individual evaluation what happens in Tier 3 you're going back to that which is hopefully going to guide to you the appropriate interventions to support that student. We have -- I think we are --
>> Hi, three. We are up against time. I want to be mindful of the captioner. We might be able to squeeze in one question through the chat box if anyone has questions.
>> Here is our contact information, too, that if people had questions for either of us if they would like to e-mail us, feel free to do so.
>> And if you would like the list of resources we realize we didn't have that in the PowerPoint but our list of resources we can share them with you. You can send us an e-mail and we'll share them with you. Thank you all.
>> Yes. Thank you.
>> Great. Well it looks like we don't have any questions. So I wanted to thank our presenters for a phenomenal presentation. I want to thank everyone for joining us today. This webinar is being recorded and will be available on the webinar library at AUCD probably by Thursday afternoon. And at the close of this webinar we have a short five-question survey and we ask you to fill it out. With that being said, it's 2:30. Do we have anymore last-minute comments from our presenters?
>> I see that Diane had put a comment about saying more about the school level infrastructure needed to better integrate across school functions.
>> So are you thinking across school buildings or within one school building?
>> Or were you thinking about --
>> Within one. Okay. I'm more than happy to answer that one if you want to send me an e-mail or you can give me a call.
>> All right. Well, I'm going to close out. And thank you again to our presenters and thanks to everyone. And have a great rest of your week.

>> Thank you.
>> Thank you.
        (Webinar concluded at 2:30 p.m.)