Positive Behavioral Interventions and Supports

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Today we will learn about:

- Behavior, specifically problem behaviors
- Positive Behavioral Interventions and Supports (PBIS)
- Functional Behavioral Assessments (FBA)
- Behavior Intervention Plans (BIP)

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Pause…Take a Moment…

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Punishing Behavior

Many of us have learned to deal with problem behaviors by doing nothing until they occur. After a child uses the behaviors, we punish.

Punishment does not teach new skills. Its goal is to stop problem behaviors from continuing.

If we do not teach a child what to do instead, the child will probably continue to misbehave.

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having a problem, not being a problem

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Disrespect
Meltdowns   Screaming
Back talk   Running
Stealing   Lying
Fighting   Anger
Yelling   Tears
Hitting   Hiding   **What we see**
Biting   Spitting

What might be underneath

Unmet Needs:
Security   Fear
Attention   Shame
Sensory   Anxiety
Social skills   Hunger
Connection   Worries
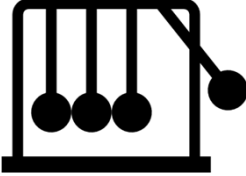Physical   Isolation
ety   Trauma

Behavior Iceberg
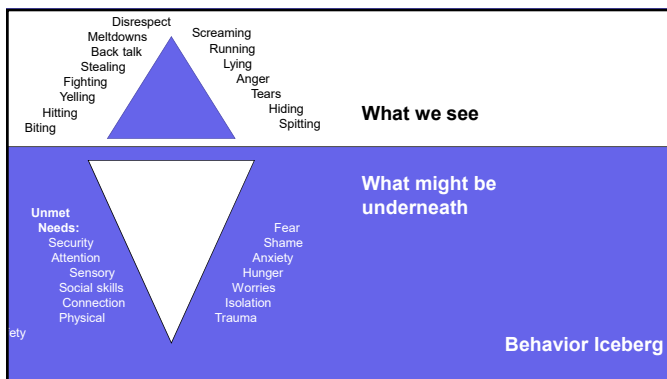
What are Positive Behavioral Interventions and Supports (PBIS)?

research-based strategy based on the science of behavior

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Why Positive Behavioral Interventions and Supports (PBIS)?

PBIS results in:

• Improved outcomes, such as increased academic achievement and social and emotional competence for children with disabilities, and reduced bullying behaviors

• Significant reductions in inappropriate behavior

• Reduced use of exclusionary discipline, including reduced discipline referrals and suspensions

• Reduced use of restraint and seclusion.

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U.S. DEPARTMENT OF EDUCATION OFFICE OF SPECIAL EDUCATION - JULY 19, 2022

"Every child should have access to a high-quality education provided in a safe, supportive, and predictable learning environment free from discrimination, filled with healthy, trusting relationships, and one that ensures their social, emotional, and academic growth and development."

- Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders
OSEP Policy Support 22-01 (TA guide)
U.S. Department of Education Office of Special Education and Rehabilitative Services

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Behavior Support in the IEP

"The IEP Team must—

In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior"

-Individuals with Disabilities Education Act - Sec. 300.324 (a) (2) (i)

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Free	Appropriate	Public	Education
F	**A**	**P**	**E**

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Exclusionary Discipline

(Suspension / Sent to Principals Office / Out of Classroom)

should not be used for non-violent offenses such as, tardiness, absenteeism, or subjective offenses such as defiance or disrespect

- Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders
OSEP Policy Support 22-01 (TA guide)
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Multi-Tiered System of Supports (MTSS)

A comprehensive prevention framework designed to improve developmental, social, emotional, academic, and behavioral outcomes using a continuum of evidence-based strategies and supports.
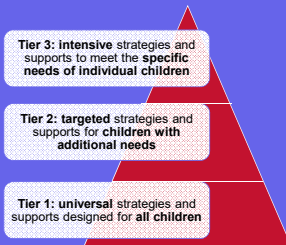
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Positive Behavioral Interventions and Supports

PBIS is an approach schools use to promote good behavior. There are multiple levels of support to meet different children's needs.

Tier 3: **intensive** strategies and supports to meet the **specific needs of individual children**

Tier 2: **targeted** strategies and supports for **children with additional needs**

Tier 1: **universal** strategies and supports designed for **all children**

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Tier 1: Universal Supports

- Collaborating with students, families, and educators to define positive school/program-wide expectations and prioritize appropriate social, emotional, and behavioral skills
- Aligning classroom expectations with school/program-wide expectations
- Explicitly teaching expectations and skills to set all students up for success
- Encouraging and acknowledging expected behavior
- Preventing and responding to unwanted behavior in a respectful, instructional manner
- Fostering school/program-family partnerships

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Tier 1: Expectations

PAWS
Positive Attitude
Act Responsibly
Work Towards Success
Show Respect

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Tier 1: Expectations

BEARS

Be Responsible
Engage in Learning
Act Safely
Respect Yourself and Others
Show a Positive Attitude

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Tier 2:
Targeted Supports

typically provided in smaller groups to allow for more explicit instruction and additional opportunities to practice positive behaviors and receive constructive feedback

Examples:

• Social skills instruction

• Supports on developing social relationships

• Self-management strategies

• Increasing access to academic supports

• Restorative practices

• Increasing prompts or reminders

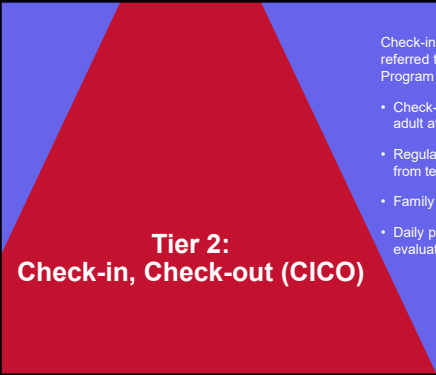Michigan Alliance for Families

**Tier 2:
Check-in, Check-out (CICO)**

Check-in, Check-out (CICO), sometimes referred to as the Behavior Education Program (BEP), includes:

• Check-in and check-out daily with an adult at school.

• Regular feedback and reinforcement from teachers.

• Family component.

• Daily performance data used to evaluate progress.

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Tier 2: Check-in, Check-out (CICO)

0 = Try Again   1= Almost   2=Great job!

Expectation:	Period 1			Period 2			Period 3			Period 4			Period 5			Period 6		
Be Responsible	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Engage in Learning	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Act Safely	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Respect Yourself and Others	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2
Show a Positive Attitude	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2	0	1	2

Teacher comments: Parent signature:

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**Tier 3:
Individualized / Intensive Supports**

Some children may benefit from intensive supports that are designed to meet the specific needs of an individual child.

Supports may include conducting a functional behavioral assessment (FBA) and implementing a corresponding behavioral intervention plan (BIP) or providing wraparound services or individual counseling.

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Tier 3:
Functional Behavioral Assessment (FBA)

An FBA is the process for finding the reasons behind, or factors contributing to, a child's behavior.

- Clearly define the interfering behavior.
- Collect data on when the behavior happens, and when it doesn't.
- Look at the data for trends and develop a theory of the function of the behavior.
- Lead to the development or revision of a Behavior Intervention Plan (which is monitored, evaluated, and adjusted as needed).

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When to request FBA

- You do not have to wait for the school to suggest an FBA

- You may request an FBA at any time if your child has behavioral challenges impeding their learning or the learning of others

- When the team cannot explain to you why the problem behaviors occur

- If your child is receiving behavioral referrals / disciplinary action at school

- When your student is having recurring challenges in school related to social skills, impulse control, compliance, following instructions, engagement

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When is an FBA required?

The Individuals with Disabilities Education Act (IDEA) requires a FBA whenever a child with a disability has his or her current placement changed for disciplinary reasons.

The evaluation requirements of IDEA make it clear that children must be evaluated in all areas related to the suspected disability. This means that if your child has problem behaviors that are not improving, your child may need an evaluation to examine the behaviors more closely.

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How to request FBA

A functional behavior assessment (or analysis) is a type of evaluation that collects data to develop a plan to address problem behavior.

Best practice is to request an evaluation in writing.

• You are concerned the behavior is interfering with learning

• Share specific observations / concerns

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FBA Questions to Consider:

What is the problem behavior? Operationally define the behavior.	Is the behavior happening during the same activity and/or with the same materials?	Does the behavior occur with specific people?	Are there certain events/conditions that lead up to (or happen before) the behavior?

Is there a consistent consequence?	Does the behavior stop after a particular consequence?	Are there other personal factors that may be influencing the behavior such as illness, tiredness, or hunger?

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To Support Students and Respond to Behavior School Personnel should have knowledge, Skills, and Experience in:

• Understanding the unique needs of each child with a disability and the rights afforded to children with disabilities under IDEA (Individuals with Disabilities Education Act)

• Implementing evidence-based prevention and intervention practices (such as PBIS, de-escalation, and conflict management) across all school or program settings to effectively support and respond to child behavior (such as classrooms, hallways, playgrounds, cafeteria, school bus)

• Conducting FBAs

• Effectively designing, implementing, and evaluating IEPs and BIPs, in collaboration with families and with support from specialized support personnel

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Avoid Vague Time Descriptions

constantly		always	never
usually	seldom		
often	rarely	a lot	sometimes

We need actual frequency to see patterns and develop a theory. That is why we collect data.

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Define Behavior: Upset

A. Child is throwing a tantrum

B. Child is crying

C. Chi... ...to clear table

D. Child... ...room and slams the door

Operationally define behavior:
a behavior is clearly defined such that it is measurable, can be identified by two or more observers, and can be identified across time and in different settings or contexts.

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Antecedents – the situation and events occurring prior to the problem behavior. What was the child doing immediately before the behavior? Who else was there? Where were they? What time of day?

A

Behavior – the problem behavior such as tantrums, hitting, etc. What specifically happened? Was anyone the target of this behavior?

B

Consequences – the results which follow the child's behavior. How did others react? Did the child get what they wanted by doing this behavior?

C

ABCs of Behavior

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Problem Behaviors Serve Functions

Attention:	• Get attention (e.g., from a parent, peer, teacher, or someone in the environment).
Tangibles:	• Get an item or activity (e.g., a toy, a gadget, a video, food, an activity, or something else).
Escape:	• Get away from something unpleasant (won't do) or something they do not know how to do (can't do with current skills or knowledge).
Automatic:	• Gets a good feeling or relieves a bad feeling from certain movements or actions (can include Sensory)

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Behavior Intervention Plan

This plan includes specific strategies for modifying the curriculum, environment, activities, or interactions with the child to prevent occurrences of the challenging behavior.

- FBA is used to develop an informed guess or theory

- The theory is used to inform the development of an effective BIP and identify additional supports and services to be included in the IEP

- Meaningful incentives or consequences

- A guide for the adults to get in front of behavior triggers or define how new skills and replacement behaviors will be taught and reinforced.

- Living document

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Possible Interventions

| Skill based intervention | Antecedent based intervention | Consequence based intervention |

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James ABC Chart

Antecedent	Behavior	Consequence
Monday, 3:30pm James came home, had a snack, and played video games for 30 minutes. Dad said it is time to turn off the game.	James yelled, refused to turn off the game, and begged for more time.	James gets 5 more minutes of games, but then must do his chores without objection.
Tuesday, 10:15pm, James has been playing games online since 9:30pm. Mom said it is lights out in 10 minutes time to turn off the game.	James yelled and said it wasn't fair. All his friends don't have "lights out" times. He is too old for this. He should decide when he is done playing.	James gets 15 more minutes of games and gets ready for bed.

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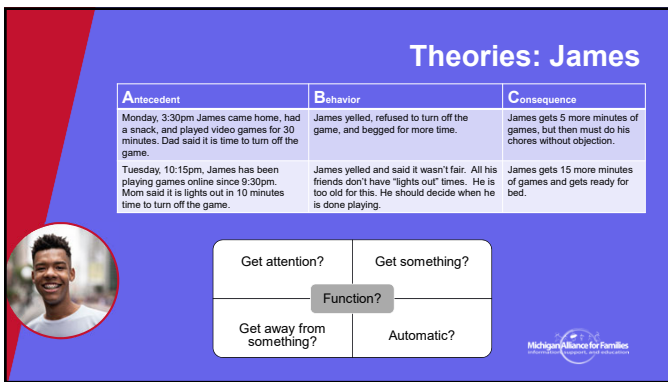
Theories: James

Antecedent	Behavior	Consequence
Monday, 3:30pm James came home, had a snack, and played video games for 30 minutes. Dad said it is time to turn off the game.	James yelled, refused to turn off the game, and begged for more time.	James gets 5 more minutes of games, but then must do his chores without objection.
Tuesday, 10:15pm, James has been playing games online since 9:30pm. Mom said it is lights out in 10 minutes time to turn off the game.	James yelled and said it wasn't fair. All his friends don't have "lights out" times. He is too old for this. He should decide when he is done playing.	James gets 15 more minutes of games and gets ready for bed.

Get attention?	Get something?
Function?	
Get away from something?	Automatic?

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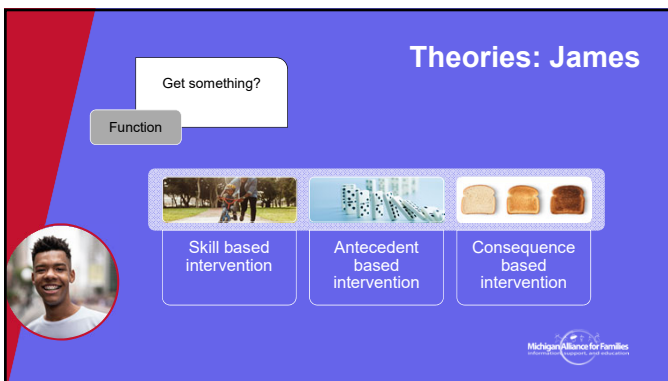
Theories: James

Get something?

Function

Skill based intervention	Antecedent based intervention	Consequence based intervention

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Emma ABC Chart

Antecedent	Behavior	Consequence
New semester and class schedule started 1 week ago. Emma's 3rd hour class is math with Ms. J downstairs.	Emma seems upset for no reason, screams, and throws her backpack in the stairwell on her way to 4th hour.	Adult instructs Emma pick up her backpack and go upstairs. Emma complies but cries the entire time in the stairway. Emma sits quietly in the first 30 minutes of 4th hour science not engaged with the class or content.

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Theories: Emma

Antecedent	Behavior	Consequence
New semester and class schedule started 1 week ago. Emma's 3rd hour class is math with Ms. J downstairs.	Emma seems upset for no reason, screams, and throws her backpack in the stairwell on her way to 4th hour.	Adult instructs Emma pick up her backpack and go upstairs. Emma complies but cries the entire time in the stairway. Emma sits quietly in the first 30 minutes of 4th hour science not engaged with the class or content.

Get attention?	Get something?
Function	
Get away from something?	Automatic?

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Theories: Emma

Function	
Get away from something?	Automatic?

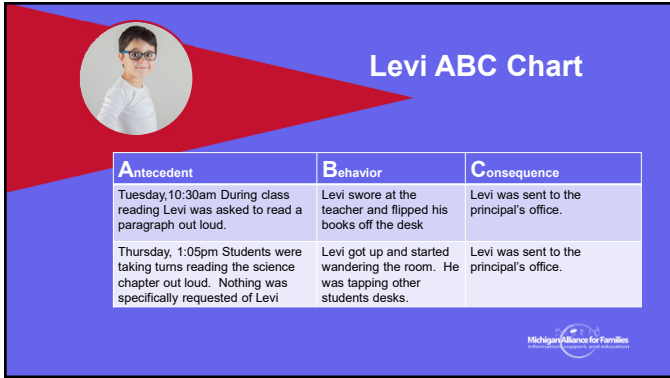| Skill based intervention	Antecedent based intervention	Consequence based intervention

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Levi ABC Chart

Antecedent	Behavior	Consequence
Tuesday,10:30am During class reading Levi was asked to read a paragraph out loud.	Levi swore at the teacher and flipped his books off the desk	Levi was sent to the principal's office.
Thursday, 1:05pm Students were taking turns reading the science chapter out loud. Nothing was specifically requested of Levi	Levi got up and started wandering the room. He was tapping other students desks.	Levi was sent to the principal's office.

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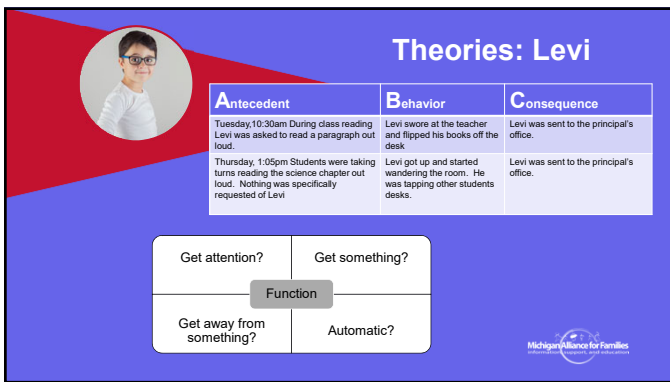## Theories: Levi

Antecedent	Behavior	Consequence
Tuesday,10:30am During class reading Levi was asked to read a paragraph out loud.	Levi swore at the teacher and flipped his books off the desk.	Levi was sent to the principal's office.
Thursday, 1:05pm Students were taking turns reading the science chapter out loud. Nothing was specifically requested of Levi	Levi got up and started wandering the room. He was tapping other students desks.	Levi was sent to the principal's office.

Get attention?	Get something?
Function	
Get away from something?	Automatic?

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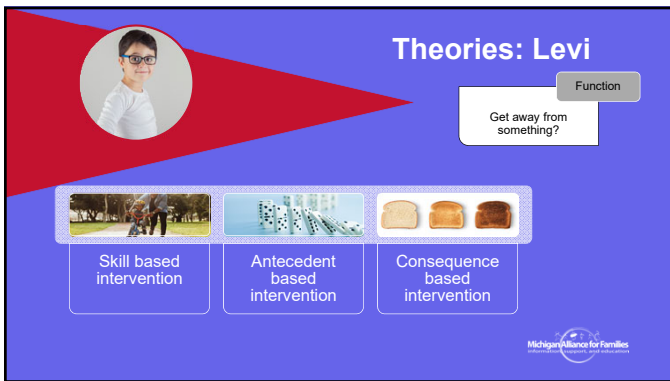
Theories: Levi

Function

Get away from something?

| Skill based intervention | Antecedent based intervention | Consequence based intervention |

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Children's behavior can change if adults:

• Teach behaviors we expect to see (replacement behavior)

• Model those behaviors

• Consistently recognize and reward the behaviors when they occur

   Praise / reinforce

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Try it at home - ABC Behavior Record

• Practice collecting data and developing theories

• Look for triggers and formulate a plan to get in front of the behavior

• Formulate a plan to teach replacement behaviors

• Look at impact of plan on behavior

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ABC Behavior Record

Name: **Observer:**

Operational Definition of the Behavior:

Date/ Time	Activity (what are they doing when the behavior occurs, i.e. watching tv)	Behavior (describe it)	Antecedent (What happened to trigger the behavior?)	Consequence (What did the student get after the behavior?)	Is the behavior Increasing or Decreasing?

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Testing the theory…

Number of people who drowned by falling into a pool
correlates with
Films Nicolas Cage appeared in

…sometimes we will be wrong

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1. Operationally (specifically) define behavior (who, what, where, when).

2. Observe and collect A-B-C data.

3. Determine possible function (purpose) of behavior.

4. Create behavior intervention plan (BIP) to reduce or replace behavior.

5. Evaluation of the intervention. Make changes.

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Evaluation and IEE related to behavior

- Start by requesting an evaluation. Evaluations are provided at no cost to the parent.

- If you do not agree with the results of the individualized evaluation of your child, as conducted by the school system, you have the right to obtain what is known as an Independent Educational Evaluation (IEE).

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Glossary

FAPE	• Free Appropriate Public Education
MTSS	• Multi Tiered Systems of Support
EBP	• Evidence Based Practice
PBIS	• Positive Behavioral Interventions and Supports
CICO	• Check In check Out

FBA	• Functional Behavioral Analysis / Assessment
BIP	• Behavior Intervention Plan
ABC	• Antecedent Behavior Consequence
IEE	• Independent Educational Evaluation

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Eastern U.P.

Western U.P.

Northeast

Northwest

Mid Michigan

West

Greater Kent

Central

Greater Kalamazoo

Southwest

South Central

Southeast

Bay-Arenac

Thumb

Genesee

Macomb

Oakland
Livingston
Wayne
Information and Referrals
(Macomb, Oakland, Wayne)

Information and
Referrals
(Rest of Michigan)
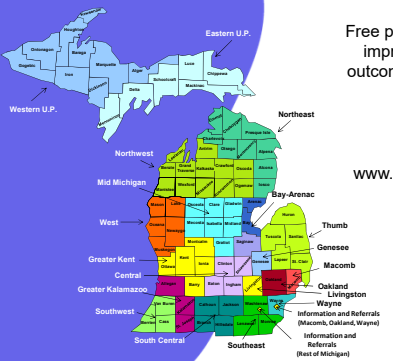
Free parent training and information to improve educational services and outcomes for students with disabilities

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In collaboration with

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