

Before the FBA: Tier 1 and Tier 2 Interventions & Resources

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Today's Objectives

Review the NM SAT process for addressing student behavior and how it fits into the RTI model

Briefly discuss functions of behavior and FBA and BIP process

Review available resources for teachers and SAT committees to utilize

Resources

www.pbisworld.com

www.interventioncentral.org

<http://www.ped.state.nm.us/sat3tier/sat3tierModelComplete.pdf>

http://www.eup.k12.mi.us/cms/lib/MI01000134/Centricity/Domain/71/EUP_Regional_Student_Assistance_Team_Manual.pdf

<http://polkdhsd7.sharpschool.com/cms/One.aspx?portalId=3751798&pageId=4687449>

Challenging Behavior

What we are referring to when we say "challenging behavior" is:

- Any **repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults.**
- Behaviors that are **not responsive to the use of developmentally appropriate guidance procedures.**
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.

Challenging Behavior Works

- Children engage in challenging behavior because **"it works"** for them.
- Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).

Challenging Behavior Communicates

- Communicates** a message when a child does not have language.
- Used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.

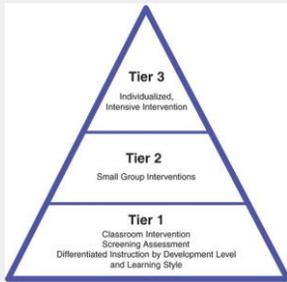
RtI Framework Essential Understandings

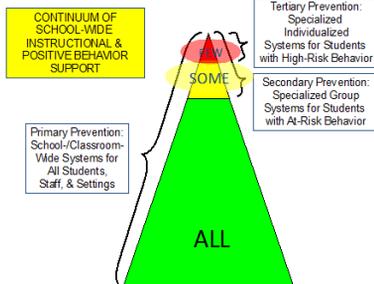
High-quality instruction and differentiation for *all* students are essential components of all tiers

Interventions become more targeted and increase in intensity in each successive tier

There is a team approach of support for teachers, students, and families at each tier.

Each school and district shall have an RtI implementation bases on the NM RtI framework. The implementation of RtI at each district and school may vary, based on their individual implementation plan





Team Supporting Tier 1 Interventions

Includes:

- Professional learning communities (PLCs)
- Data teams
- Grade level teams
- Content teams
- Other school and district-based supports aimed at improving core instruction

NM SAT Manual Tier 2

Goal: to provide supplemental, strategic, and individualized support for at risk (struggling or significantly advanced) students for whom Tier 1 instruction and targeted interventions prove insufficient

The SAT gathers all available data, uses that data to hypothesize a possible cause for the difficulty, and then design an individualized SAT intervention plan and or behavioral intervention plan (BIP) if appropriate

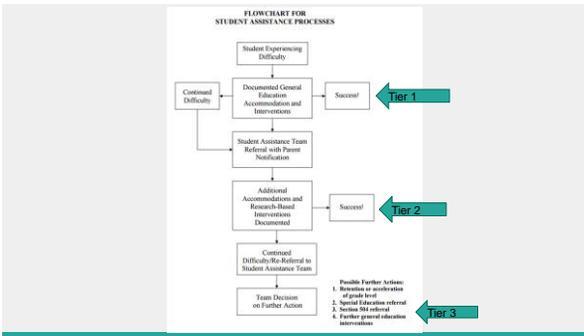
Requires frequent progress-monitoring, so that fast adjustments can be made for the at-risk student, if needed

NM SAT Manual Tier 3

In NM, Tier 3 is special education and related services for students with identified disabilities under the Federal Individuals with Disabilities Education Act (IDEA) and the state criteria for gifted students.

Where does the individualized support process start?

In New Mexico, the school's Student Assistance Team (SAT) is the starting point to address behavior for an individual student in regular education who is not responding positively to classroom or school-wide behavioral interventions. Thus, a student with **frequent, persistent, or severe behavioral challenges** needs to be referred to the SAT. The SAT will have a meeting with the student's parents (and the student, if appropriate) to talk about the concern. For students already eligible and receiving special education services, the student's Individualized Education Program (IEP) Team will meet with the parent and student, if appropriate, about this concern.



Components That Should Be Considered Across All Tiers

At all tiers of intervention, it is important that stakeholders take into consideration individualized student backgrounds, learning styles, and abilities, as those can greatly impact student learning and behavior; can include but not limited to:

- Learning preferences
- Educator teaching style
- The possible lack of instruction
- Mental and behavioral health
- English language proficiency
- Socioeconomic status

While all of these factors have the ability to affect student learning, it is imperative to remember that *regardless of background and experience, all students have the ability to learn*. The RtI framework ensures all students have the opportunity to learn to their fullest capacity.

Then what?

The SAT or the IEP Team may determine that it in order to study the situation more effectively, it must analyze what triggers the problematic behavior through conducting what is known as a Functional Behavioral Assessment (FBA). The SAT or IEP Team will designate one or more school staff to conduct the FBA which generally consists of record reviews, observations, and interviews. An FBA is important because it may identify underlying reasons for the problematic behavior. The results of the FBA provide a foundation for the SAT or IEP Team as it develops informal interventions or a more formalized Behavioral Intervention Plan (BIP) for the student, depending on the severity of the behavior.

KEY POINT OF LAW
EARLY INTERVENING SERVICES



IDEA 2004 Section 300.226 (b) allows funding for local educational agencies to develop & implement coordinated early intervention services for students K-12 who need additional academic and **behavioral** supports to succeed in the general education environment



Tier 1 Resources: Start with the basics!

Key Elements of Effective Classroom Management

<http://www.pent.ca.gov/dsk/BIPdeskreference2013.pdf> Pages 214-226

For teachers to use in self-evaluation of classroom organization and management, during consultation with classroom staff, as a tool to prioritize strengths and needs of a classroom.

Addresses learning environments, activities, instructional strategies & programs, schedules, transitions, rules and procedures, student communication, personal independence and competence, motivation, behavior, staff roles/responsibilities, and documentation

Environmental Factors Survey Sec 12 pp 4-5

Environmental Factors Survey			
School: _____	Classroom: _____		Date: _____
Physical Conditions of the Environment			
Is the room clean? Are there any noticeable odors?	YES	NO	COMMENTS/CONCERNS
Is the lighting adequate for learning?			
Is the temperature comfortable?			
Is the room well-ventilated? (Do many students/teachers have health related issues a day, and is it set to the appropriate temp?)			
Does the seating arrangement provide for easy and safe movement around the classroom? Can all students see/hear?			
Is the environment visually over/under stimulating?			
Is the noise level appropriate for a learning environment? (consider fluorescent lighting, outside noise, etc)			
Environmental Events/Peer Interactions			
Does disruptive peer behavior (e.g. throw unapproved items) i.e. the door, guard at the door, substitute teacher?	YES	NO	COMMENTS/CONCERNS
Are the students in the classroom developmentally appropriate? (i.e. age, size, cognition, achievement)			
Are there any ongoing/persistent conflicts which may be detrimental to learning?			
Are conflicts open to resolution to adult addressed and resolved?			

Tier 2 Resources: The basics, plus a little more!



- Peers--teachers from last year, grade level, mentor teachers
- Instructional Coach
- Your site based resources-- ancillary providers (SLP, OT, PT, RT, SW, Counselor, SEIL)
- Psychologist
- District Behavior Specialist

UNDESIRABLE BEHAVIOR NEEDS TO BE ADDRESSED WHEN IT IS:

- Frequent,
- Persistent, or
- Severe

Guiding Questions to Ask

- Is the student's behavior concerns **pervasive** or **an isolated incident**?
- What **positive behavior supports** have been implemented in the classroom to address the concerns?
- Has the student been **referred to the school counselor**?
- Has a **parent conference** been scheduled?
- What is the student's **behavior** like **at home** and has the parent **noticed a change**?
- Has a conference been scheduled with the **behavior specialist, after consultation with the school psychologist**?
- Has a **functional behavior assessment** been conducted, and a **behavior intervention plan** developed and implemented?

The Goal of Behavioral Assessment:

To "identify a better way for an individual to get the same function met through alternative acceptable methods, or:

Identify methods of removing the need for student behavior by environmental changes."

Why is This Approach Important?

- There is good reason to believe that success in altering the misbehaviors depends on identifying the likely causes and **purposes of the behaviors**, as well as finding ways to teach and promote appropriate replacement behaviors that serve the same "**functions**" as the inappropriate behaviors

Form Versus Function

Do not confuse the form of the behavior with the function of the behavior.

The form of the behavior can be influenced by culture/subculture, experience, disability, group affiliation, and sensory system (seeking and/or avoiding input).

Regardless of the form of the behavior (what it looks like) analyze the function of the behavior.

The team will need to: ask questions, observe, use data collection/interview forms, and consider the antecedents, consequences and contributing environmental factors.

What are the 4 functions of Behavior?

■Everybody EATS!

- E-Escape/Avoid
- A-Attention
- T-Tangible
- S-Sensory (Automatic Reinforcement)

- E-Escape/Avoid—a task or demand/request
- A-Attention—to get attention
- T-Tangible—access to something they want
- S-Sensory (Automatic Reinforcement)—
feels,sounds, looks, smells, tastes good

Why is a BIP Important?

Research shows that when teachers respond to student misbehaviors **only by manipulating events following the behaviors, they fail to teach** the students acceptable replacement behaviors.





WHAT IS A BEHAVIOR INTERVENTION PLAN (BIP)?

- A BIP DESCRIBES SPECIFIC STRATEGIES USED TO ADDRESS A **PROBLEM BEHAVIOR**, **SET A TARGET GOAL** AND TO **TEACH A REPLACEMENT BEHAVIOR**
- THESE STRATEGIES INCLUDE ENVIRONMENTAL, INSTRUCTIONAL & OTHER POSITIVE SUPPORTS, REWARDS, & CONSEQUENCES

REASONS FOR DEVELOPING and DOCUMENTING BEHAVIOR INTERVENTION PLANS

- BIPs (and Functional Behavior Assessments) help solve problems, teach skills, provide an aligned approach that is outlined for team, inform evaluations and particularly need for specialized instruction.

OTHER REASONS FOR DEVELOPING and DOCUMENTING BEHAVIOR INTERVENTION PLANS

- They help a teacher understand how to manage a child's behavior



WHAT IS A FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)?

- AN FBA IS A METHOD FOR OBTAINING INFORMATION ABOUT THE PROBLEM BEHAVIOR THAT LOOKS BEYOND THE PROBLEM (TARGET) BEHAVIOR AND FOCUSES INSTEAD ON IDENTIFYING **FACTORS THAT MAINTAIN THE BEHAVIOR**

WHAT SHOULD AN FBA PROVIDE?

- THROUGH DATA COLLECTION, AN FBA SHOULD PROVIDE A CLUE TO **WHEN** AND **WHERE** A BEHAVIOR OCCURS, **WHO** IS PRESENT, **CONDITIONS** UNDER WHICH IT IS MORE LIKELY TO OCCUR AND **EVENTS THAT OCCUR BEFORE** (Antecedents) and **AFTER** (Consequences) THE BEHAVIOR



STEPS IN CONDUCTING AN FBA

1. DEFINE THE TARGET (PROBLEM) BEHAVIOR



The **targeted behavior needs to be defined** in concrete terms that are easy to communicate and simple to measure and record

STEPS IN CONDUCTING AN FBA

2. COLLECTION DATE/INFORMATION about the behavior using both **direct** and **indirect** measures

- **Direct measures:** Ones in which you observe the behavior (ABC forms, scatterplot)
- **Indirect measures:** Egs of these would be interviews, teacher logs, Motivational Assessment Scale

DO YOU ALWAYS NEED TO COLLECT NEW DATA?

NO. If you have sufficient existing data, you can use it for the FBA. (But you should still complete the FBA form.)

- If you are collecting **new** data, you need parent consent for the FBA.
- If you are using **existing** data, you do **not** need parent consent for the FBA.

STEPS IN CONDUCTING AN FBA:

3. IS THE BEHAVIOR LINKED TO SKILL DEFICIT OR A PERFORMANCE DEFICIT?

- **SKILL DEFICIT:** The child does not know how to do the desired behavior
- **PERFORMANCE DEFICIT:** The child knows how to do the desired behavior but does not consistently do so

STEPS IN CONDUCTING AN FBA

4. CATEGORIZE THE BEHAVIOR – What's the function of the behavior?

ELEMENTS OF A BIP

Problem Behavior and Target Goal
State the problem behavior in concrete, observable terms

Identify a target goal, a related adaptive, positive behavior that can be taught & supported & is worded in measurable, observable terms



ELEMENTS OF THE BIP

Replacement Behavior

An interim support that allows the student to meet the hypothesized need while learning more generally positive behaviors (such as the one listed in the target goal).

For many students, the replacement behavior is not an end goal in and of itself.

ELEMENTS OF THE BIP

POSITIVE SUPPORTS/INTERVENTIONS

1. Environmental



Explain any **modifications to the classroom physical environment** that can aid the student (e.g., break area, decrease distractions)

ELEMENTS OF THE BIP

POSITIVE SUPPORTS/INTERVENTION

2. Curriculum/Instruction:



Describe any ways that curriculum should be presented differently (shorten verbal directives, provide notes, have student record lecture)

ELEMENTS OF THE BIP

POSITIVE SUPPORTS/INTERVENTION

3. Other/positive Supports:



Add any other supports in place (give choices, visual schedules, visual timer, social stories, sensory breaks)

ELEMENTS OF THE BIP

REWARDS OR MOTIVATORS

Explain how the child will be reinforced for the replacement behavior so he/she will be more motivated to perform it than the inappropriate behavior



ELEMENTS OF THE BIP

CONSEQUENCES:



What will you do when the child displays the problem behavior?
(E.g., ignore, reteach, redirect the child, reconvene as a team to review)

MONITORING OF BEHAVIOR

Progress Monitoring:

Data is collected in order to determine whether the BIP is working (i.e., the student is making progress on the replacement behavior and the target goal)

Progress Monitoring

- If a child is referred from SAT for a Special Ed evaluation, the PM should still continue
- When interventions are first put in place, the child may display an increase in target behavior before displaying a decrease

What to do When the Plan Doesn't Work

1. With implementer(s) review/observe for each element of plan being implemented.
2. If plan is being implemented:
 - Check data--is the plan really not working? If no data, how do you know?
 - Check for functional equivalency of replacement(s)?
 - Check for frequency of instruction of replacement--opportunities for successful practice built into schedule? (vs. just waiting for opportunities to use)
 - Check for efficiency of replacement--is it easier to use the targeted behavior because replacement isn't being prompted/shaped or reinforced?
 - Are coping behaviors also being instructed?
 - Check reinforcement--schedule? Used even when replacement prompted?
 - Meaningful?
 - If student is old enough (5th grade on usually), was the student involved in assessment and plan development? If no, then back up and include, if yes, ask them!
 - Any new "stuff" in class, home, etc.

Reinforcement

<http://www.pent.ca.gov/dsk/BIPdeskreference2013.pdf> Pages 251-270

Possible Reinforcers

Questions and Answers Teachers and Parents Ask About Using Reinforcement

Reinforcer Continuum

Forced Choice Preference Survey (p 51-55 of Sec 12)

http://www.eup.k12.mi.us/cms/lib/MI01000134/Centricity/Domain/71/EUP_Regional_Student_Assistance_Team_Manual.pdf

Pages 21-48

- Textbook and Curriculum Adaptations
- Teaching Suggestions
- Ideas for Adapting Homework Assignments
- Grading Adaptations
- Ways to Adapt Daily Assignments and Activities
- Grading and Tests
- Specific Instructional Accommodations for Students with Specific Disabilities
 - Speech and Language Impairments, Emotional Impairment (and Other Students Experiencing Significant Emotional and or Behavioral Difficulties), Specific Learning Disabilities, Attention Deficit Disorder, and other general strategies for students with special needs
- If the student has difficulty
 - Learning by Listening
 - Expressing Himself Verbally
 - Reading Written Material
 - Difficulty Writing Legibly
 - Expressing Himself in Writing
 - Spelling
 - Seeing Relationships
 - Understanding Cause and Effect or Anticipating Consequences,
 - Drawing Conclusions and Making Inferences
 - Remembering
 - Becoming Interested
 - Getting Started
 - Following Directions
 - Keeping Track of Materials or Assignments
 - Staying on Task
 - Paying Attention to the Spoken Word
 - Paying Attention to the Printed Word

Building Independence through the Use of Adaptations and Enablers

<http://www.pent.ca.gov/dsk/BIPdeskreference2013.pdf> Pages 271-276

- Consistent Routines/Schedules
- Knowledge of Expectations
- Desensitization Processes
- Rehearsal Strategies
- Stimulus Cues
- Environmental Adaptations
- Augmentative Communication
- Peer Advocates
- Motivational Procedures

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Pages 271-276



★
EVERY
ACCOMPLISHMENT
STARTS WITH
THE DECISION
TO TRY.
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Questions?
