



Welcome!

First time using Webex?

Participants are currently in listen-only mode.

You can communicate with other attendees or the host in the **Chat Box** and seek technical assistance if needed.

You can type questions about the material presented in the **Chat Box** section.

Today's webinar may be **recorded and shared publicly**. Please keep this in mind when sharing information and experiences during the webinar.

We understand this topic will generate many questions. However, due to the limited time we have, we may not get to every question in the Chat Box. If we are unable to answer all questions, we will email a **Q&A document** to share after the webinar is over.



The Arc@School

“Oh Behave!”

Advocating for Students with I/DD with Behavioral Needs

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Shawn Ullman, Senior Director, National Initiatives

Katy Schmid, Senior Manager, Educational and Tech Initiatives

Information we will cover...



- Behavior 101
 - All behaviors are communication
 - Four functions of behavior
 - ABCs of behavior
- Functional Behavior Assessments (FBA) → Behavior Intervention Plan (BIP)
- Things to look for with FBAs and BIPs
- Procedural safeguards

The IDEA and Behavior



- Proactive behavioral supports in the IEP
- Accommodations to disciplinary policies in the student's behavior intervention plan
- Additional procedures any time the school proposes a removal for **more than 10** school days

Behavior 101

- Behavior is communication
- Behavior vs. Label
- Four functions of behavior
 - Attention
 - Escape/Avoid
 - Access (to an item, activity or person)
 - Sensory stimulation (also called “automatic”)
- How others reactions to behaviors impacts the behavior itself

Functional Behavior Assessments (FBA)



- What is a Functional Behavior Assessment (FBA)?
- What is examined when completing a Functional Behavior Assessment (FBA)?
- What information will a Functional Behavior Assessment (FBA) provide?

Functional Behavior Assessments (FBA)

- What are the steps of an FBA?
 1. Define the behavior
 2. Collect, compare and analyze data and information on the behavior
 - ABC chart
 3. Determine the function of the behavior, based on data collected in ABC chart
 4. Develop a Behavior Intervention Plan
 5. Ongoing assessment of the effectiveness of the plan

Defining Behavior



Step 1

Define the Behavior

- Description
 - Describe what the behavior looks like
- Specific to the behavior
- Can be observed
- Accurate
- Measurable

Example

Hitting another person - Johnny taking his hand, either open or closed fist and making contact with another person's body with enough force to leave a mark or make a sound. Each contact is counted as a new incident.

Defining Behavior

Behavior

Behavior can be observed
Behavior can be measured

Examples

- He is slamming his closed fist on the desk upon entering the room
- She screams when I ask for her math homework
- He runs in circles around his desk
- Dave threw a chair at another student
- Jen spit at her assistant twice

Labelling

Emotions that may typically be associated with certain behaviors but do not define the behavior

Examples

- He is physically aggressive.
- She acted like she was mad.
- He is non-compliant.
- Dave is acting depressed.
- Jen is frustrated.

Defining Behavior

Labelling

- You can't observe it
- People tend to put their own opinions or biases on labels.
- Self-report is the only way to measure feelings and internal events

ABC Charts

Step 2

Collect, compare and analyze data and information on the behavior

- ABC chart
- Tracks the Antecedent (A), Behavior (B) and Consequence (C) in order to determine the possible function of the behavior
- Used to establish a baseline for the behavior



Understanding Functions of Behavior

Functions
of
Behavior
=
Why a
behavior is occurring

I don't want to do this! (Escape)	I want attention! (Attention)	I want this! (Tangible)	I like doing this! (Sensory)
<ul style="list-style-type: none">□ Difficult tasks□ Prolonged work□ Social demands□ Be in this place!□ Be with this person!	<ul style="list-style-type: none">□ From parents□ From teachers□ From peers□ From siblings□ From anyone	<ul style="list-style-type: none">□ A toy□ An object□ A food or treat□ An activity□ A privilege	<ul style="list-style-type: none">□ It feels good□ It looks good□ It sounds good□ It tastes good□ It's a habit

(E)scape, (A)ttention, (T)angible, (S)ensory
EATS

Understanding Functions of Behavior

The student is (behavior) to communicate (function).

The student is **screaming** to communicate **attention**.

The student is **hitting** to communicate **escape**.

The student is **biting** to communicate **tangible**.

ABC Charts

Date/ time	Setting	Antecedent	Behavior	Consequence	Possible function	Staff name
When the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that <i>may</i> have triggered the behavior	What the behavior looked like	What happened after the behavior or as a result of the behavior	Escape, Attention, Sensory or Tangible	Teacher
11/14/18 11:15 AM	Transition from language arts to math	Teacher instructed Josh to bring math folder to his desk	Josh hit teacher with closed fist twice	Teacher puts student in time out	Escape	Class assistant

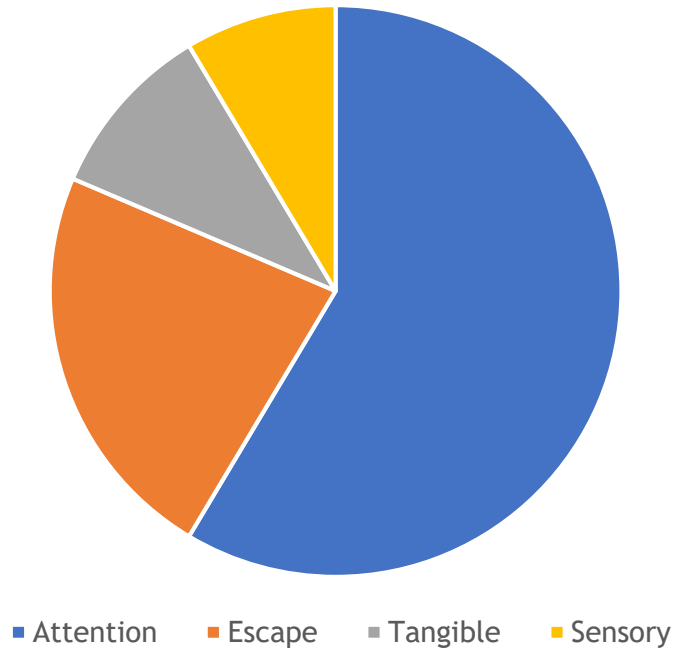
Functional Behavior Assessments



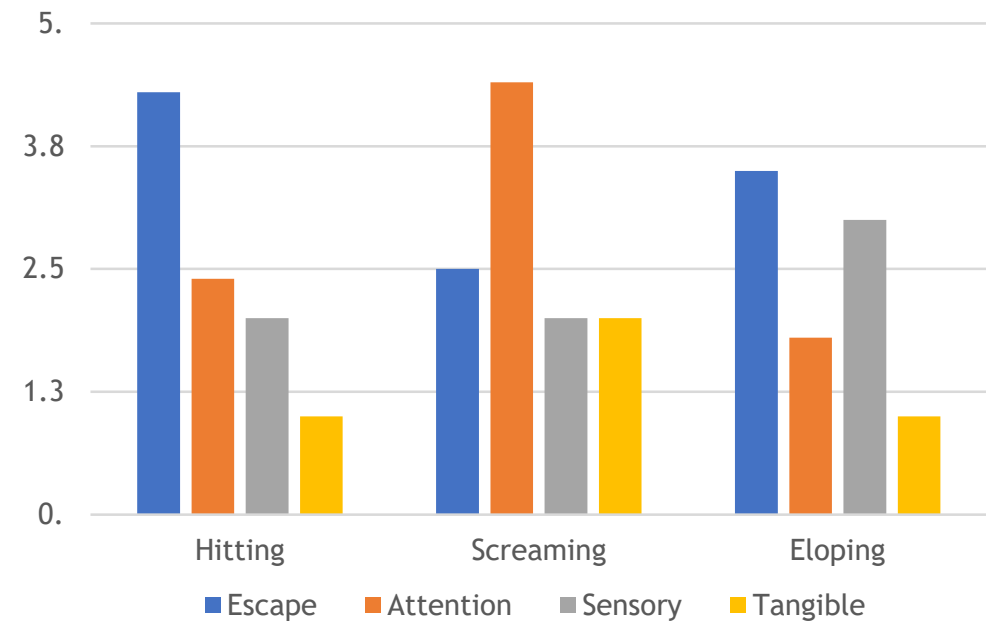
Step 3

Determine the function of the behavior, based on data collected in ABC chart

Function of behavior



Functions of multiple behaviors



Understanding
Functions of Behavior

It's all fun and games until
someone figures out the
function of your
behavior.



your  cards
someecards.com

Behavior Intervention Plan

Step 4

Develop a Behavior Intervention Plan

Major components:

- Driven by the results of the FBA
- Includes detailed description of the behavior(s)
- Hypotheses of the function of the behavior (escape, attention, tangible, sensory)
- Strategies that include positive behavioral supports to address the behavior
 - Replacement strategies
 - Preventative strategies
 - Teaching strategies
 - Consequence strategies
- Data collection procedures

Behavior Intervention Plan



<i>Replacement strategies</i>	<ul style="list-style-type: none">• Specific behaviors and skills that serve the same purpose as the unwanted behaviors• Socially-appropriate behaviors
<i>Preventive Strategies</i>	<ul style="list-style-type: none">• Preventative strategies - manipulating the environment• Free access to items/events that evoke behaviors when denied or limited
<i>Teaching Strategies</i>	<ul style="list-style-type: none">• These involve teaching the individuals skills needed to utilize tools described in the BIP.• Learning to use a self-monitoring system• Learning to use a token system
<i>Consequence Strategies</i>	<ul style="list-style-type: none">• Consequences are simply the events (e.g., natural or contrived) that follow any behaviors, positive or negative• Can strengthen behaviors• Decrease behaviors (e.g., loss of privileges after breaking rules in the home)

Behavior Intervention Plan

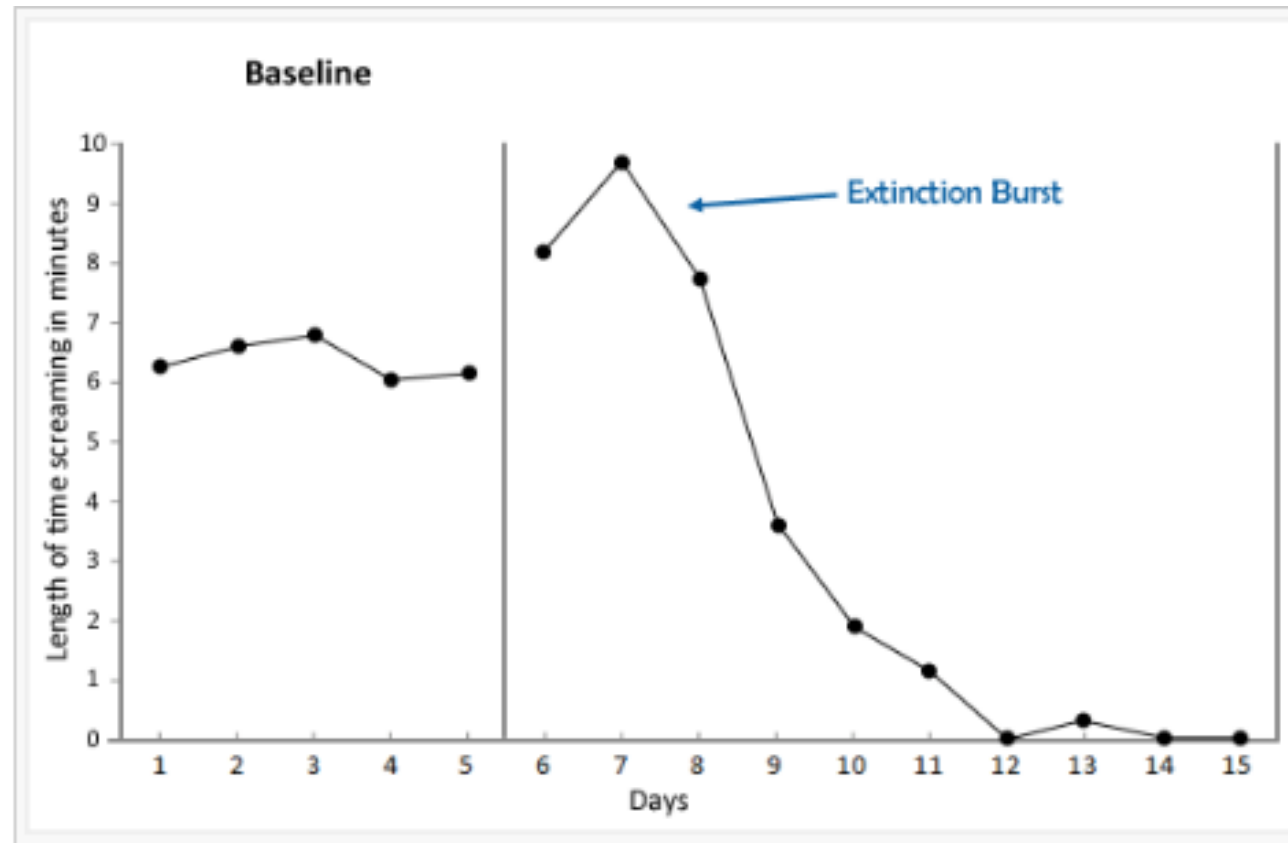


- All staff who work with the student **MUST** read and understand the behavior plan.
- The plan should clearly state:
 - What the behavior looks like
 - All strategies in place to increase/decrease behavior
 - Who will be tracking data
 - How the behavior will be measured/tracked
 - Frequency
 - Duration
 - Intervals (for very frequently occurring behavior)
- Duration of the plan - varies depending on the circumstance

Behavior Intervention Plan

Step 5

Ongoing assessment of the effectiveness of the plan



Behavior Intervention Plans

Good vs. Bad

Good	Bad
Specific, measurable definition of behavior <i>i.e. Student hits person with a closed or open fist</i>	Broad definition of behavior or multiple behaviors listed as the negative behavior <i>i.e. Student acts angry and violent</i>
Specific strategies (replacement, consequence, preventative, etc.) are clearly outlined	Strategies are broad and not specific, unclear when to use each strategy
Specific staff are noted in the behavior plan as people who are responsible for implementing the plan. (It is okay to include professional titles of staff instead of names)	Specific staff are not mentioned as responsible for implementing the plan
Measurement of the behavior is clearly stated	How the behavior will be measured is not clearly stated
Timeline of periodic check-ins to determine effectiveness of the intervention is established	No clear indication on when and how the plan will be determined effective

Behavior Intervention Plans



How to tell if they are being implemented well...

- Data collection
- Reporting
- Minor Variations
- Assessment
- Behavior Specialist

Behavior Intervention Plans

What questions can advocates ask...

- Staff training?
- Schedule for assessment of effectiveness?
- Will the service providers/supports review the plan?
 - Incorporate specialized materials or technologies?
- How will parents stay informed on progress/regress?
- What can the family do at home and across other settings to ensure consistency?

Disciplining Students with IEPs

- Disciplinary removals for more than 10 school days are a change in placement
- Manifestation determination
 - Manifestation=NO REMOVAL
 - No manifestation= removal PLUS services
- Conduct FBA and write or revise a BIP
- Patterns of removal

The Exception

- Weapons
- Illegal drugs
- Serious bodily injury
- 45-day removals to an interim alternative educational setting (IAES)
 - Manifestation determination within 10 school days
 - IEP team decides the IAES
 - Services must be provided
 - Conduct FBA and write or revise BIP

Questions?



Katy Schmid
schmid@thearc.org
202.617.3272

Shawn Ullman
ullman@thearc.org
202.617.3276