Positive Behavior Supports - A Tiered Intervention Framework for Behavior

Leigh B. Sears
Gainesville City School System, leigh.sears@gcssk12.net

Stacia Dillin
Gainesville City School System, stacia.dillin@gcssk12.net

Dayna Kiley
Gainesville City School System, dayna.kiley@gcssk12.net

Shea Ray
Gainesville City School System, shea.ray@gcssk12.net

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gapbs

Positive Behavior Supports – A Tiered Intervention Framework for Behavior

Stacia Dillin – *Secondary Special Education Coordinator*
Dayna Kiley – *Elementary Special Education Coordinator*
Shea Ray – *Director of Secondary Programs*
Leigh Sears – *Director of Elementary Programs*

Learning Outcomes

1. Participants will learn how to **move from reactive behavioral RtI approaches to more proactive strategies.**

2. Participants will learn how to **use strategies earlier to identify a true function for behavior so that interventions are better aligned to individual student needs.**

3. Participants **will learn how to** **make the steps of Functional Behavior Assessment (FBA) more manageable.**

Gainesville City School System

What is Your Role?

Hold Up:

1 finger **if district leader**

2 fingers **if school leader**

3 fingers **if classroom leader**

4 fingers **if "Other"**

What Statement Do You Identify With <u>Most</u>?

Hold Up:

<u>**1 finger**</u> if it has been difficult for your school/system to implement Multi-tiered Systems of Support (MTSS).

<u>**2 fingers**</u> if it has been more difficult to implement processes for behavior Response to Intervention (RtI) than for academic Response to Intervention (RtI)

<u>**3 fingers**</u> if you know your next step is to clearly define clear behavioral supports and interventions, but sometimes you don't know where to start.

<u>**4 fingers**</u> if you will continue sending staff to FBA/BIP training and expect their expertise to build capacity in others.

Gainesville City
"What Makes Us Unique"

8,071 students

8 schools (6 elementary, 1 middle, 1 high)

60% Hispanic

20% African American

15% Caucasian

2% Asian

3% Multiracial

HIGHEST ENGLISH LEARNER (EL) POPULATION IN THE STATE (%)

What Makes Us the Same

It has been challenging for our schools/system to implement comprehensive Multi-tiered Systems of Support (MTSS).

Multi-Tiered System of Supports (MTSS) includes Response to Intervention (RTI) and Positive Behavioral Intervention and **Supports**(PBIS) frameworks. ... This **tiered system** is used for academic **supports** as well as behavioral.

What Makes Us the Same

It has been more difficult to implement district wide processes for behavior Response to Intervention (RtI) than for academic Response to Intervention (RtI).

By saving best practices and principles for Tier 3 , you are unintentionally forcing staff to be REACTIVE rather than PROACTIVE. If we use some of the strategies earlier to identify a true function for behavior, the interventions we try are better aligned to individual student needs.

What Makes Us the Same

We knew our next step was to clearly define clear behavioral supports and interventions, but sometimes we didn't know where to start.

PROACTIVE versus REACTIVE

Students in Tier 1 should automatically receive the following PBIS-related behavior supports:

Behavioral expectations are **clearly defined**; Behavioral expectations are **taught and re-taught**; and Expected behaviors are **acknowledged**.

Note: If these basic supports are not <u>consistently</u> in place, it is difficult to identify appropriate intervention(s) to extinguish undesirable behaviors.

What Makes Us the Same

So, because we didn't always know where to start, we sent staff to FBA/BIP training and expected their expertise automatically to help build capacity in others.

Academic vs Behavior RtI

Academic vs Behavior RtI

Academic RtI: How many of these apply?

-We are trained to teach knowledge.

-We typically know how to dig deeper. *Example: Failed the math test, majority of test was rounding, word problem included a number line, got it right, visual tools until mastery.*

-We know how to collect data on academics.

-We don't punish. **We teach.**

-We don't blame. **We teach.**

Academic vs Behavior RtI

Behavior RtI: How many of these apply?

-We are not typically trained to teach behavior.

-We typically don't know how to dig deeper. *Example: What is the child getting out of acting this way? FUNCTION*

-We struggle with how to collect data on behavior.

-We punish. We typically don't teach.

-We blame. We typically don't teach.

-We take it personally.

Behavior RtI Checklists

See handout.

It was important for the behavior process to mirror the academic one as some comfort and basic understanding had already been established.

Only 6 new pieces were added. (HIGHLIGHTER)

TARGET BEHAVIOR IDENTIFICATION

WHY IS THIS IMPORTANT?

-How many of us have encountered the teacher who says, "He is out of his seat all day long!"?

-Define the behavior in observable and measurable terms!

For measurement, we will focus on frequency or duration.

Behavior Correction Plan Tools

Choose a tool that works for you.

Anxious-Poor Self Esteem; Arguing-Bullying Others; Attendance; Frustration-Gives Up; Inattentive-Disorganized; No effort-work-participation; **Oppositional-Defiant-Disrespectful;** <u>Tantrums-Upset-Crying</u>

Choose **ONE** *objective, preventative strategy, alternative behavior, positive reinforcer, consequence, and home support strategy for at least TWO WEEKS.* **Use anecdotal notes to document behaviors.**

BEHAVIOR CORRECTION PLAN TOOLS

2 weeks

Data Collection

2 weeks

Data Collection

WHY IS THIS IMPORTANT? We have to try some things first. The 4 weeks aligns to academic RtI.

THIS IS STILL TIER 1

Once a persistent, challenging target behavior continues and some strategies are implemented **consistently**, include all of the student's service teachers, to collaboratively complete the following:

Complete **Routines Analysis Form** on the RtI Site to determine where, when, and with whom problem behaviors are most likely.

Why Routines Analysis?

It is part of continuing to **define the behavior in observable and measurable terms.**

How many of us have experienced these?

-A teacher has a kid that is wreaking havoc in his/her room but in no one else's?

-You have some teachers in a grade level that are master classroom managers and others who are not?

-There are some who only want to discuss the negatives and don't consider the positives about a student?

Why ABC Recording Form?

Always start with the behavior. What does the student do?

The **antecedent** is basically, "**When** _____ happens.....

The **consequence** is the outcome. When _____ happens.....the student does_____...... because (**WHY**).

THIS PIECE WILL TAKE SOME TRAINING.

Why Forced-Choice Reinforcement Survey?

Identifies **possible classroom reinforcers** (intentional or unintentional)

Involves the child so that the **child has a voice**

Helps to **build a relationship** between teacher, student, and parent

Adult Approval, Competitive Approval, Peer Approval, Independent Rewards, Consumable Rewards

Why FBA Staff Questionnaire?

Forms the **discussion and structure** for your Tier 2 Second Meeting

Forces everyone to consider what has been collected and **begin to put some pieces together**

Serves as a **summary**

Why **FUNCTION FLOW CHART**?

Considering all of the evidence, what is **collaboratively perceived based on the data** to be the **function of the behavior**?

At Tier 3, this allows us to choose **specific, more intensive interventions based on what the student needs.**

SPED Coordinator

Tier III, Second Meeting

WHY?

Parents

Inter-rater Reliability

Requirements (Highlights)

Keep an **open mind.**

Keep in mind **academics vs behavior.**

Keep in mind that **we can no longer reserve those FBA best practices for Tier 3.**

Keep in mind that these **processes are going to take some commitment and professional learning.**

Keep in mind that what we were doing before might have been **REALLY GOOD but it wasn't always aligned to the function of the behavior.**

MAKE IT MANAGEABLE!

*What did we learn from **Academic RtI**?

-Use the checklist as a **guideline at first**.
-Get familiar with your **tools**.
-See **what you have in place already**.
-Start with **pieces that are easy to assimilate** into processes that are already in place.
-**Everything** **will not be ironed out and perfect at first**.
-It takes **time and lots of continuous training** with teachers to get it right.
-In fact, just like with academics, **it may take a couple of years to get everything streamlined.**

NO ICE CREAM CONES!

Tier 1
80 – 90%

Tier 2
5 - 10%

Tier 3
1 - 5%

Always Remember the WHY?

https://www.youtube.com/watch?v=LZe5y2D60YU

Why we need CONSISTENT Behavior RtI

Why a child is behaving the way he/she does

Contact Information

Stacia Dillin

stacia.dillin@gcssk12.net

Dayna Kiley

dayna.kiley@gcssk12.net

Shea Ray

shea.ray@gcssk12.net

Leigh Sears

leigh.sears@gcssk12.net