

The Parent Information Center of Delaware

Inform. Educate. Advocate.

Understanding Positive Behavior Supports & Services

Addressing Behavior in a Positive Way

Developed in collaboration with Delaware Department of Education & Center for Disabilities Studies – University of Delaware



About the Parent Information Center of Delaware

Established more than 30 years ago, the Parent Information Center is a statewide non-profit organization that provides tools for parents, caregivers, and advocates of children to secure appropriate education and related services. PIC empowers parents to become their child's lifelong advocate and for youth to become self advocates.

Our Mission: To advance effective parent engagement in education

Our Vision: For all children to fulfill their potential to succeed

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www.picofdel.org



Our Support & Services

One-to-One Consultations provide parents and caregivers with the information and skills necessary to ensure their children receive free and appropriate special education and related services as guaranteed them under the IDEA

Learning opportunities such as trainings, audio conferences, and annual education and parent leadership conferences build awareness and advocacy skills

Online resources such as the PIC website and weekly e-news connect thousands of families, caregivers and professionals to important and timely information

Outreach to all families of children with disabilities opens doors to understanding and collaboration

Systems advocacy ensures that the interests of children with disabilities are considered at both local and national levels

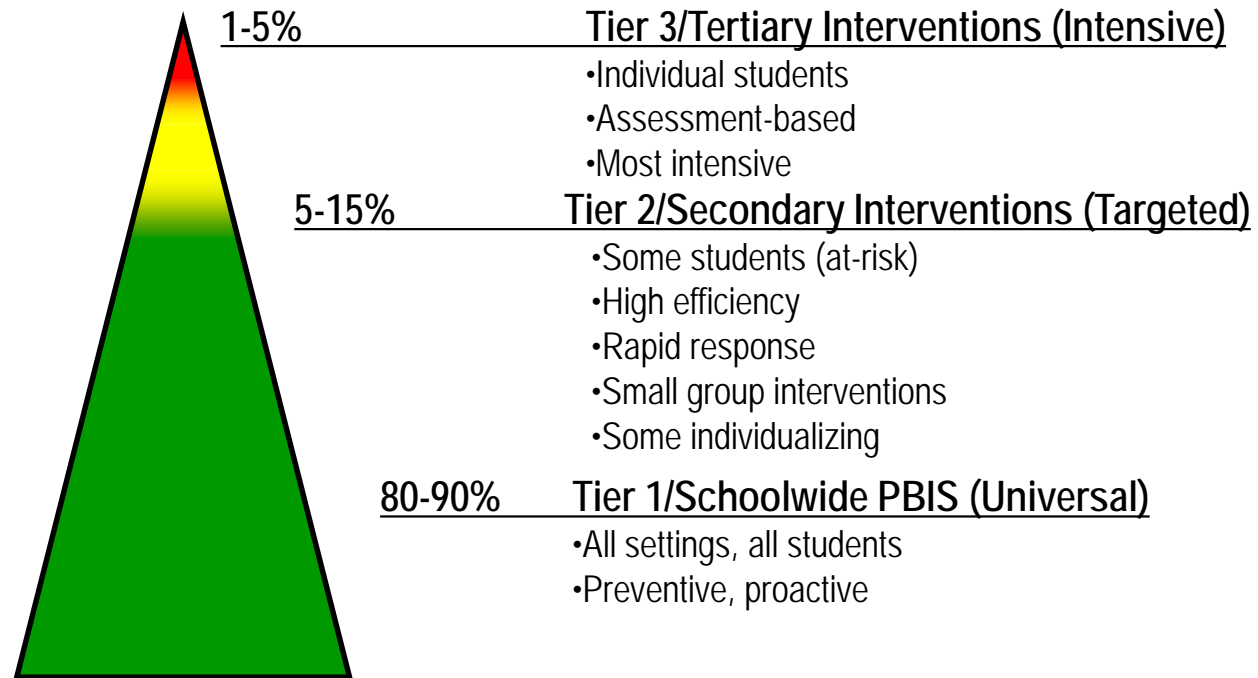


Objectives

- Participants will gain understanding of the three tiers of Positive Behavior Supports
- Participants will understand how data is used in creating Positive Behavior Supports
- Participants will understand when their child needs more individualized Positive Behavior Supports, and how to access them

Three Tiered Systems of Support for Student Success

Behavioral Systems



Illinois PBIS Network, Revised May 15, 2008. Adapted from "What is school-wide PBS?" OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Accessed at <http://pbis.org/schoolwide.htm>

Core Principles of Positive Behavior Support (PBS)

- **We can teach appropriate behavior to all children.** All children can behave appropriately.
- **Intervene early.** Intervening before problem behaviors occur is the best way to prevent those behaviors.
- **Use of three levels of intervention.** PBS matches resources with student need in three levels of interventions and supports.
- **Use evidence based interventions.** Federal law requires that programs use evidence-based interventions to help students learn, not just the feelings or opinions of a teacher or administrator.
- **Team-based approach,** including administrators, teachers, parents and students.



Core Principles of PBS

- **Track student progress.** The only way to determine if a student is improving is to track their progress. It is recommended that data be tracked and reviewed continuously to make system changes as needed.
- **Use data to make decisions.** Decisions based on data is central to PBS practices.
- **Types of data may include:**
 1. Total office discipline referrals
 2. Time of day, problem behavior, and location
 3. Track progress to determine results

Tier 1 – Primary/Universal School Wide PBS

- Schools can choose the tools or programs they'd like to implement for Tier 1.
- Delaware Positive Behavior Support Project (DE-PBS) is one example of school-wide behavior management system that recognizes good behavior, develops a positive school environment, and reduces discipline for behavior.
- DE-PBS is used to teach expected behavior, build positive relationships, and develop self-discipline in students.
- Responsive Classrooms, The Leader in Me, Compassionate Schools are other examples of what some schools use.

Tier 1 – School-Wide (SW)/Universal SWPBS – How does it work?

- **Behavioral Expectations**

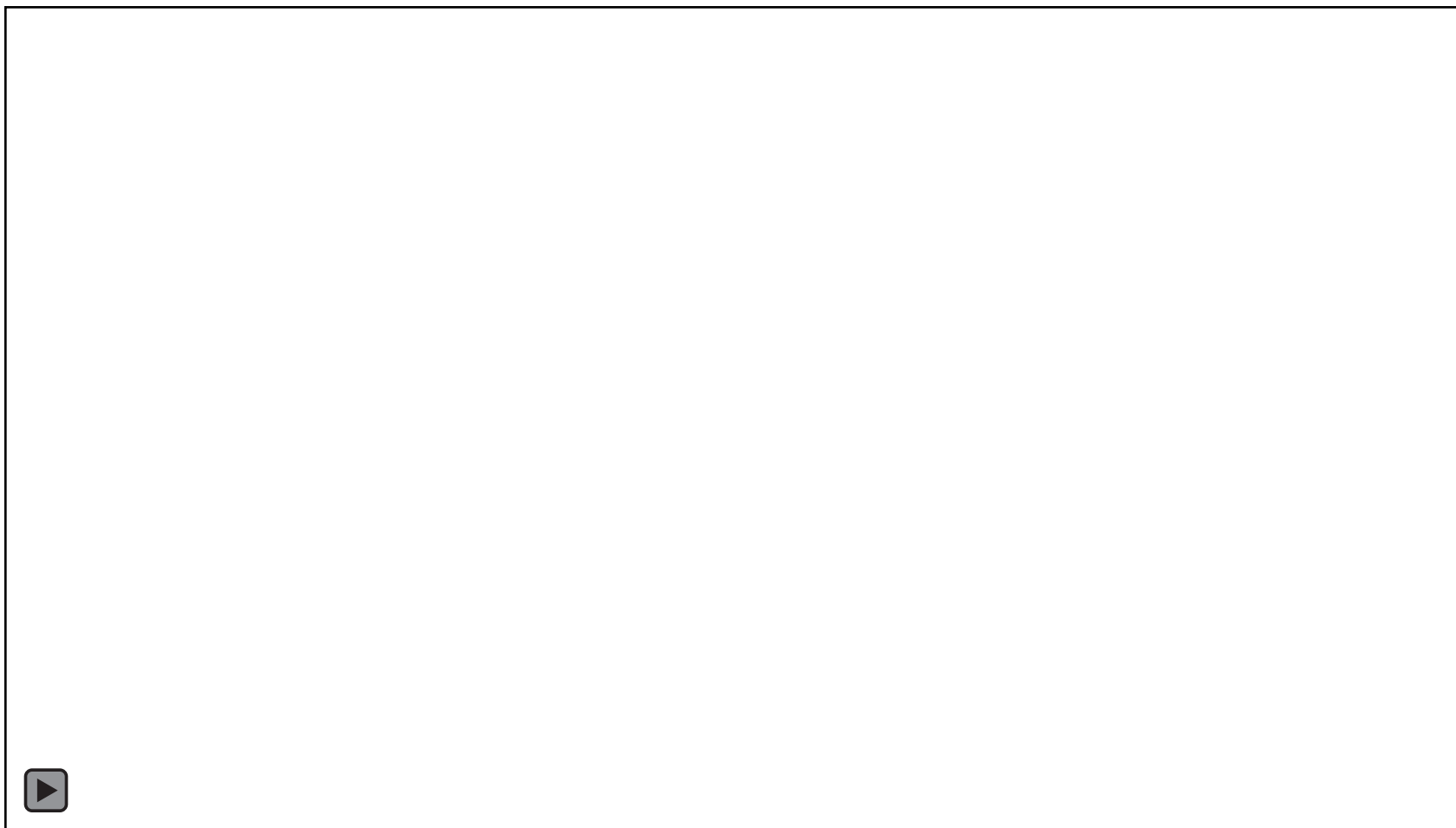
- A team of teachers and administrators set 3-5 School-Wide Behavior Standards

- **Teaching Appropriate Behavioral Actions**

- Lesson Plans are created to teach the expected behaviors

- **Observing and Praising Appropriate Behavioral Actions**

- The team decides how students will be recognized and rewarded for appropriate behavior



Tier 1 – Primary/Universal School Wide PBIS

Generic Elementary School Pledge

Everyday is Awesome!

- I will be safe.
- I will be responsible
- I will be respectful of myself, others and the world around me.
- I will look for the awesomeness in people, places, things and events.

By working together we can make learning awesome!

What About Your Child's School?



Tier 2 – Secondary or Targeted Positive Behavior Supports

- **What is Secondary/Targeted Prevention?**

- Tier 2 should provide evidence-based supports to students who are not responding to School-Wide Positive Behavior Support
- Interventions within Tier 2 are more targeted or intensive
 - Typically, a smaller number of students require these services
 - Tier 2 interventions are delivered to a small group and can include social skills groups such as PEERS, “check in/check out” and groups teaching alternate behaviors

Tier 2 – Secondary or Targeted Positive Behavior Intervention and Supports

When should my child receive Tier 2 interventions?

- Students are usually identified as needing supports when there have been multiple behavior issues in school.
- The decision is typically made by the school's behavior support team and is based upon a student's discipline record.

Secondary (Targeted) Prevention is most effective when approached as a team process.

- Support teams should include the student's family, educators, and/or other school staff who work with the student. Also part of the team should be people who are experts in the intervention programs being considered



Tier 2 – Secondary or Targeted Positive Behavior Intervention and Supports

What does Tier 2 look like?

- Tier 2 services can include:
 - Social skills clubs or programs
 - Small, targeted, groups of usually 2-10 students to be explicitly taught necessary skills
 - Supports on an IEP



Incorporating Tier 2 Supports in the IEP

- The need should be specific and not a general statement such as “behavior” or “social skills”
- In the Statement of Service section of the IEP, any accommodations, modification and supports that a student needs to be successful in the classroom and to assist in accessing general education should be listed.
- Specialized instruction should also be placed under Service, Aids and Modifications
 - This instruction should be specialized for specific needs and the time spent must be listed

Tier 2 – Secondary or Targeted Positive Behavior Intervention and Supports

How is progress tracked?

- Data is collected
- Effective Tier 2 services produce measurable change in behavior very quickly
- Direct observation and frequent monitoring determine when changes in services may be needed

Tier 3 – Tertiary or Individualized Positive Behavior Supports

What is Tertiary Prevention (Tier 3)?

- An individualized program of behavior intervention
- Recommended after Tier 2 has been unsuccessful
- The process may begin with the school conducting a Functional Behavior Assessment (FBA) to gather specific information about an individual student
- That data is then used to create an Individualized Positive Behavior Support Plan

Tier 3 – Tertiary or Individualized

What are the ABC's of Behavior?

Antecedent

- What is happening around the student immediately before the identified behavior happens

Behavior

- What is the student doing

Consequence

- What is the result of the behavior

Tier 3 – Tertiary or Individualized

What is a Functional Behavior Assessment (FBA)?

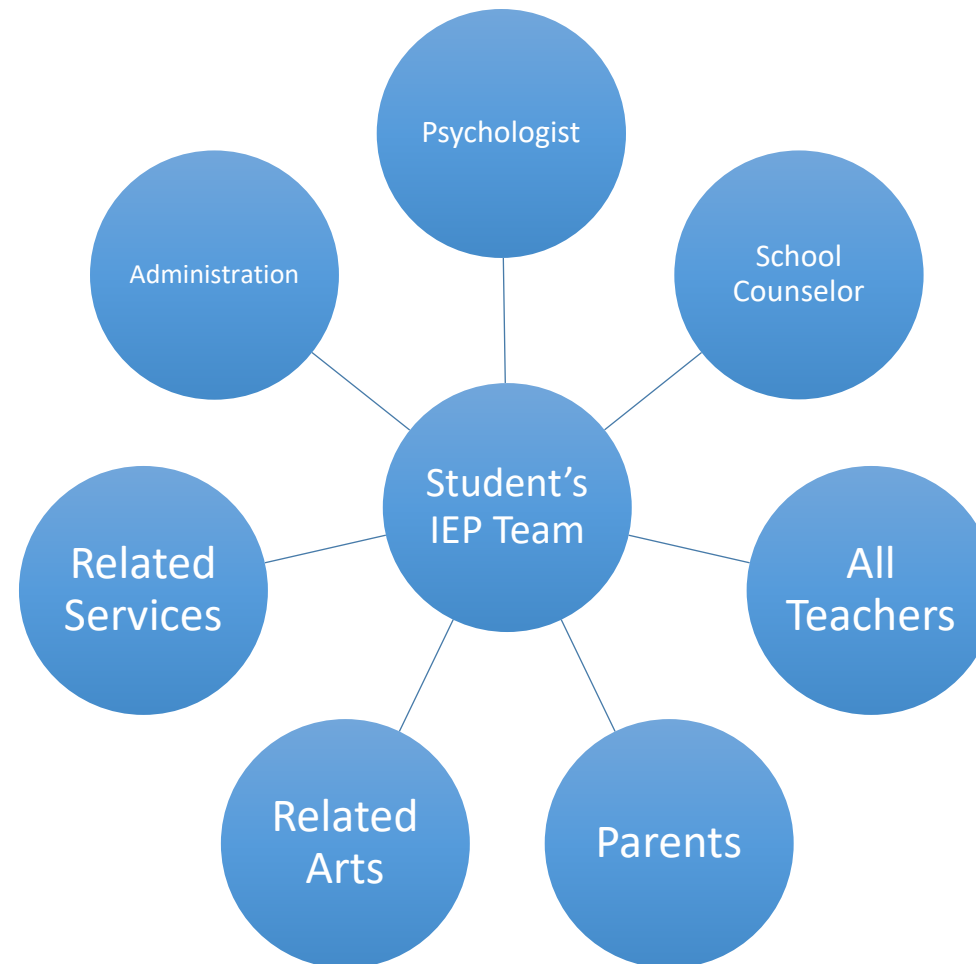
- An FBA uses a variety of data to determine the function or purpose of a student's behavior
- An FBA is developed after data is gathered from multiple sources, and it identifies the ABC's of the behavior
- What data sources are used in an FBA?
 - Direct Observation by staff and parents
 - Data collected by staff
 - Discipline Reports

Tier 3 – Tertiary or Individualized Positive Behavior Supports

When does a student need an FBA?

- An FBA is required if a Manifestation meeting is held, or if a change of placement is made due to behavior issues
- An FBA can be done when problem behavior is interfering with educational progress
- Parents can request an FBA if the student's learning is being negatively affected by their behavior

Who should be a part of the FBA Process?



Tier 3 – Tertiary or Individualized Data Collection and Tracking

- Data collection based on student IEP goals or behavioral concerns should occur in the classroom
- There are multiple types of data collection:
 - Frequency (number of times)
 - Duration (length)
 - Interval (sample of time)
 - Individualized (specific to each goal)
- Used to collect initial (baseline) data and continued through entire school year to evaluate progress or areas of need

Tier 3 – Tertiary or Individualized FBAs – What do we do with them?

- Once the function of the behavior is identified, the student can learn acceptable ways to get the same result
- The plan to teach new skills and behaviors is the Individualized Positive Behavior Support Plan
- Data is continuously tracked to determine the effectiveness of the Individualized Positive Behavior Support Plan.

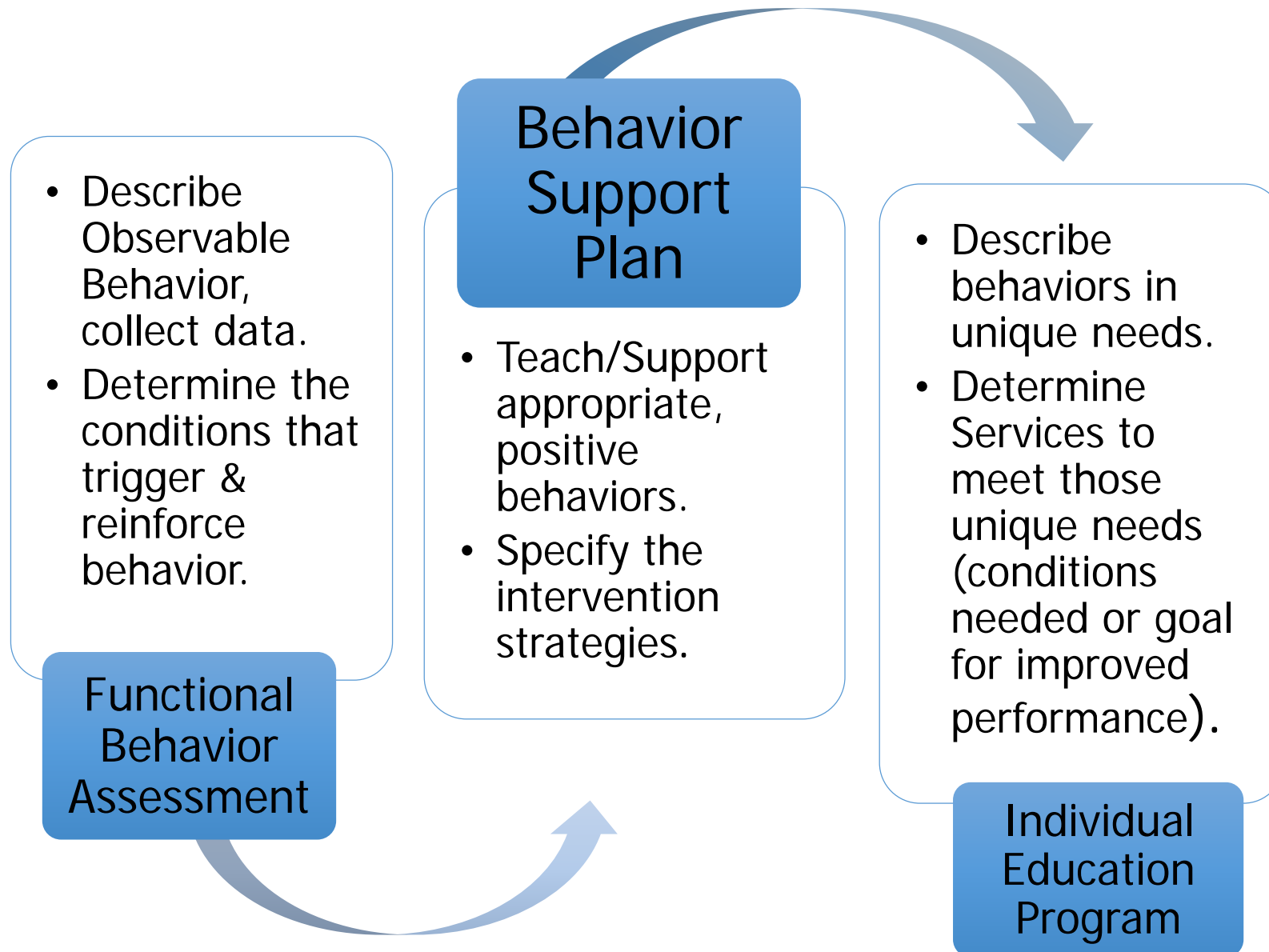
Tier 3 – Tertiary or Individualized Individual Behavior Support Plan

How is an Individualized Behavior Support Plan (BSP) written?

- Much like an IEP, an Positive Behavior Plan should have individualized interventions and goals.
- These goals should be observable and measurable to allow data to be easily recorded.
- Success of the plan is shown by the achievement of pre-set goals that are reflected by the data that is reported after the plan is put into place.
- Include prevention, teaching, and reinforcement components to identify specific strategies and techniques.
- Include a plan for who will be collecting what data, what data should be collected, and the plan for sharing the data

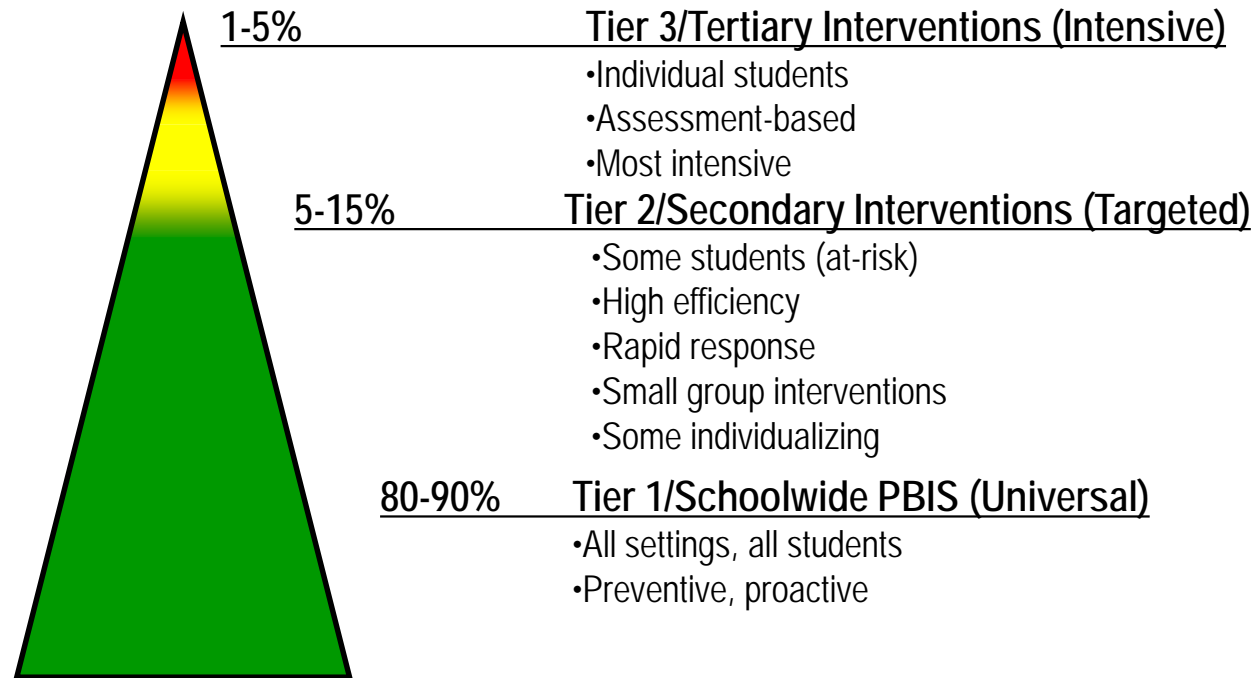
Using a BSP to create IEP Goals

- Identify what behavior(s) are impacting the student the most, describe each as a unique need
- Develop an IEP goal to address that (those) behaviors, and determine services and supports needed for the student to achieve the goal
- Goals should have benchmarks, and like all IEP Goals, should be SMART (Specific, Measureable, Achievable, Realistic, Time-Limited)



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Where Can I Learn More?

- <http://www.picofdel.org>
- <https://www.pbis.org/>
- <http://delawarepbs.org/>
- Your Student's Classroom teacher, School and District

Thank You!

Learn more at

www.picofdel.org



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