

My Child is in Trouble, Again?

Helping Students on IEPs with Difficult Behavior



4440 N. First St. Fresno, CA 93726
(559) 229-2000 TOLLFREE: (844) 445-0305
www.epuchildren.org

When I was a Child...

Basics of Behavior

**There is logic behind the
behaviors of children.**

**Our challenge is to
understand its meaning.**

**Sometimes we need to
TEACH the desired behavior
or
REPLACE a
negative/unwanted behavior**

when a child misbehaves...

We THINK the child is:

mean, disrespectful, violent

We FEEL: angry, threatened

We ASSUME: *punishment* or an
ultimatum will stop the behavior

The Child Is A Problem

As a result, we...

Attempt to *Control* behaviors

Expect Positive behavior

Try to Teach academic skills

Punish Children and youth who violate
behavior standards: loss of recess,
sent to the office, suspension or
expulsion, change in placement

when a child misbehaves...
We THINK the child is:
unhappy, discouraged, frustrated
We FEEL: concern or empathy
**We BELIEVE: encouragement and
appropriate supports can improve
behavior**

The Child Has A Problem

This child has challenges.

As a result, we...

Teach Behavioral skills

Teach Academic skills

...

Positive behavior is expected and taught.

Positive behaviors are reinforced.

Negative behaviors receive consequences that are meaningful and instructive.

When I was a Child...

How Behavior Works

What we know about behavior....

1. We do something.

I wear a new outfit to work.

2. We analyze the results of our action.

People notice and compliment me.

3. We decide what to do next.

I choose to wear that outfit weekly.

What we know about behavior....

Problem behaviors serve a function.

To get something

To avoid (escape) something

To have control

The **function** of a behavior is not the problem and should be considered when teaching a replacement behavior.

We know problem behaviors are context related
(often a response to environmental or ecological events)

Classroom Environment

seating
noise level
disruptions

Instruction/Curriculum

work too hard / too easy
transitions
directions
assignment
no choices

We know problem behaviors are context related
(often a response to environmental or ecological events)

Specific condition

medication

allergies

sickness

anxiety

fatigue

Specific diagnosis

Social Environment

peers

teacher interaction

new person

lack of trusted adult

Most Common Functions of Behavior

Obtain (to get something)

- Peer attention
- Adult attention
- Desired activity
- Desired object/item
- Sensory stimulation:
auditory, tactile, etc.

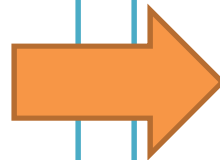
Avoid (escape something)

- Difficult/boring/easy task
- Physical demand
- Non-preferred activity
- People: Peers or Staff
- Reprimands
- Sensory Overload

A

Antecedent
(Trigger)

A cause, course, or event that influences the development of a behavior or behaviors.

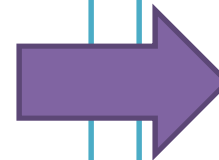


B

Behavior

What one does in response to the event, cause or condition.

The Behavior (positive or negative) fulfills a specific need for a child.



C

Consequence

What happens as a result of a behavior that affects whether it is likely to happen again.

If the consequence of a behavior meets a need, the behavior is likely to be repeated.

What often happens with behavior:

We do not observe “A”
(we aren’t looking for it)

We only see “B”

**The student is given
punitive consequences**

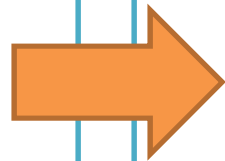


When we see “B”
We look for a possible “A”
We offer interventions
to support the student.
We implement meaningful
incentives and consequences.

A

Antecedent

The student
is excited for
recess...

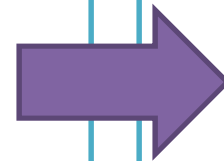


B

Behavior

When
lining up...

The Behavior (positive or
negative) fulfills a specific
need for a child.



C

Consequence

The student
loses out on
recess.

If the consequence of a behavior
meets a need, the behavior is
likely to be repeated.

Did the behavior meet the need?



**How likely is it that this
behavior will be
repeated?**

A

Antecedent

At the bus
stop before
school...

B

Behavior

In Math class
later that
morning...

The Behavior (positive or
negative) fulfills a specific
need for a child.

C

Consequence

Sent to the
office;
Suspension

If the consequence of a behavior
meets a need, the behavior is
likely to be repeated.



**Did the behavior meet
the need?**

**How likely is it that this
behavior will be
repeated?**

When I was a Child...

A

Antecedent

What was the trigger?

B

Behavior

The Behavior (positive or negative) fulfills a specific need for a child.

C

Consequence

If the consequence of a behavior meets a need, the behavior is likely to be repeated.

What is Positive Behavior Intervention?

Positive Behavior Interventions and Supports (PBIS)

...is an approach to teaching and supporting positive behaviors and meeting the needs of ALL students.

...is encouraged by Department of Ed.
This school-wide approach to discipline focuses on building a safe and positive environment in which all students can learn.

Research shows
PUNISHMENT
does *not* teach.

MEANINGFUL CONSEQUENCES
do!

An approach to supporting positive behavior skills

Children's behavior can change if adults:

- **Teach**
- **Model**
- **Consistently recognize and reward**
- **Consistently enforce meaningful consequences**

Tier 2: Secondary Supports

Interventions for At-Risk
Groups

15% of students

Tier 1: Universal

School Wide
Positive System

All students

Tier 3: IEP & BIP Supports

Individualized Interventions
for students with high risk
behavior

5% of students

- **Recommended in IDEA**
(for Special Education Students)
- **Encourages new behaviors**
- **Reinforces skills (maintenance)**
- **Builds positive relationships and optimism among youth, parents, and teachers**

“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”

IDEA 2004 statute

The Law

Individuals with Disabilities Education Act (IDEA) entitles students to a Free and Appropriate Public Education (FAPE), consisting of special education and related services; that meet appropriate Federal and State standards.

IDEA 2004 states students who receive special education has a right to receive mental health services needed to benefit from education.

School districts are required to provide mental health services to eligible special education students. They receive specific funding for this.

Related services vary with need.

Examples are:

- **Counseling (including parent counseling)**
- **Psychological/Psychiatric services**
- **Wraparound services**
- **Nonpublic school**
- **Residential placement**

Behavior Intervention Plans

**Some students need a
behavior goal in order to
access education.**

**Others require a Behavior
Intervention Plan (BIP).**

What is a Behavior Intervention Plan?

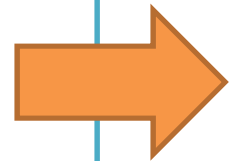
**The Goal of the BIP is to
teach students to self
manage behavior.**

**What do we need to
consider when creating a
BIP with the team?**

A

Antecedent or Trigger

When a substitute teacher is present ,
Matthew has difficulty staying on task and
becomes anxious. He may use excuses to leave
the room, will look for a familiar staff member,
and at times may escalate to running out of
classroom.



B

Behavior – Desired Behavior

**When a substitute teacher is present,
Matthew will (with support staff help as needed):**

- 1)ask for class assignment**
- 2) attempt to stay in class with aide support**
- 3) may exit class setting to work in a quiet location with familiar staff**



C

Consequence – Reinforcer or Incentive

- Support staff will acknowledge the difficulty of the situation for Matthew, this meets Matthew's need to feel heard.
- Matthew will receive verbal praise for making good choices.



Functional Behavior Assessment

A child on an IEP who is removed from his or her educational placement shall.....

Continue to receive services to participate in the general curriculum and work on meeting IEP goals

Receive an FBA, behavior interventions and modifications to address the behavior violation so that it does not recur

-IDEA 2004 statute

Suspension is the removal of the child from the educational setting for an “extended” period of time.

- Removed from school
- In house suspension – in office /other location
- Early pick up

The purpose of suspension is to keep children, school staff, and property safe from student misconduct defined in California Education Code 48900

Suspension and expulsion are to be used only when “other means of correction fail to bring about proper conduct” California Ed Code 48900.5, 48915 (b) (1)

- **Ask:** “What is the suspendable offense?”
- **Document :** Ask for incident report
FBA required after 10 suspensions

FBA is a tool that uses a variety of methods to collect detailed information on behavior.

The who, what, when , where, and why

The A-B-C's

IEP decisions are made using data and information, NOT personal opinion or belief

FBA is NOT a list of misbehaviors, but an effort to determine why a behavior occurs

- **When** a child's behavior has not responded to common interventions
- **After** the child has been removed from the classroom 10 days in one school year
- **A parent** can request an FBA at any time.

FBA is led by school personnel with specialized training.
The assessor interviews, observes, learns.

Teachers

Parents

School Staff

Others who may have good information

The student

Peers

Other evaluations

Identify the troubling behaviors

- What would be acceptable replacement behaviors?

Gather data

- Interviews, observations, reports

Look at all angles

- Observation in a variety of settings, times, and days is KEY!

Look for patterns in both negative and positive behavior

- Behavior can be complex

Chart data – the A – B – C's

- Use data to form hypotheses/best guess

Behavior Intervention Plan / Crisis Plan

- Team collaboration

- Teach appropriate behaviors along with using the strategies in the plan
- Reinforce / support positive behavior
- May not see immediate results
- Continue to collect data
- Plan may need to be changed

- Be willing to participate, cooperate – it can be hard!
- Be open and flexible to new ideas
- Share information and knowledge if comfortable.
- Keep own record of how it's going – What's working, what's not. = DATA!
- Request communication system – helps keep current and stay on the same page.

Thomas pokes at other kids when they ignore him...



Maybe:

**Thomas does not know how to
make friends**

**Thomas wants attention from the
other kids**

**Thomas wants the teacher's
attention**

Thomas does not get in trouble during art class



Maybe:

Thomas likes art

Thomas is *good* at art

Thomas likes hands-on activities

Thomas's art class only has 10 students

Thomas enjoys squishing the paint together

Thomas gets to stand up
and move at his station

Possible Interventions for Thomas

- Adult proximity for non-preferred activities
- **Structured activities**
- Hands on activities
- Expectations and Reinforcers for appropriate behavior

Interventions

- **Teaching by itself does not change behavior**
- **Behaviors take time to become habits**
- **Children need positive reinforcement over time**
- **Must be used more frequently than punishment**

- **Help change and maintain behavior across time**
- **Consequences must —**
 - **Be clearly stated & communicated**
 - **Be logical – bear a relationship to the behavior**
 - **Apply universally to all**

Interventions Handout

Do provide attention to a student when they are displaying appropriate behavior.

Praise.

Recognize.

Reward.

Smile.



Office of Special Education Programs
U.S. Department of Education

The contents of this resource were developed under a grant from the U.S. Department of Education #H328M200055. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



4440 N. First St. Fresno, CA 93726
(559) 229-2000 TOLLFREE: (844) 445-0305
www.epuchildren.org

**Thank you for attending our training.
Please help us keep these trainings free by
filling out an evaluation.**

**For more information about this and
other trainings please contact the Parent
Training and Information Center at EPU:**



4440 N. First St. Fresno, CA 93726
(559) 229-2000 TOLLFREE: (844) 445-0305
www.epuchildren.org