My Child is in Trouble, Again?
Helping Students on IEPs with Difficult Behavior
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

Traditional Mindset

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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)

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>Instruction/Curriculum</th>
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<tbody>
<tr>
<td>seating</td>
<td>work too hard / too easy</td>
</tr>
<tr>
<td>noise level</td>
<td>transitions</td>
</tr>
<tr>
<td>disruptions</td>
<td>directions</td>
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<td></td>
<td>assignment</td>
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<td></td>
<td>no choices</td>
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</tbody>
</table>
We know **problem behaviors are context related**
(often a response to environmental or ecological events)

<table>
<thead>
<tr>
<th>Specific condition</th>
<th>Social Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>medication</td>
<td>peers</td>
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<tr>
<td>allergies</td>
<td>teacher interaction</td>
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<tr>
<td>sickness</td>
<td>new person</td>
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<tr>
<td>anxiety</td>
<td>lack of trusted adult</td>
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<td>fatigue</td>
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</tbody>
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**Specific diagnosis**
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
Consequence
What happens as a result of a behavior that affects whether it is likely to happen again.

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

Antecedent (Trigger)
A cause, course, or event that influences the development of a behavior or behaviors.

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

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

Functions of Behavior
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.
The behavior (positive or negative) fulfills a specific need for a child. If the consequence of a behavior meets a need, the behavior is likely to be repeated.

The student is excited for recess...
When lining up...
The student loses out on recess.

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Functions of Behavior
Did the behavior meet the need?

How likely is it that this behavior will be repeated?
The Behavior (positive or negative) fulfills a specific need for a child. If the consequence of a behavior meets a need, the behavior is likely to be repeated.

At the bus stop before school...

In Math class later that morning...

Sent to the office; Suspension
Did the behavior meet the need?

How likely is it that this behavior will be repeated?
When I was a Child...
The Behavior (positive or negative) fulfills a specific need for a child. 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.

What is PBIS?
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 1: Universal
School Wide
Positive System
All students

Tier 2: Secondary Supports
Interventions for At-Risk Groups
15% of 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?
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.
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
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

FBA: Who is involved?

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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

FBA: The Process

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• 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

Examples
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

Positive Interventions
• 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.
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.
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