

Supporting Student Growth Through Effective Behavior Management

A presentation for:
Reedsport School District Special Education Staff

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Behavior Intervention Plans (BIP)

- The most effective BIP's are built on positive practices:
 - Positive and caring staff, students, and parents who work together.
 - Use positive recognition and incentives.
 - Clear consistent class rules and consequences are important and can improve situations and prevent many problems.
- The team should assure they have the resources for the interventions included in the BIP.
 - Rewards, consequences, and communications system all need to be supported daily for consistency.
 - If, for example, a counselor only is available for lunch two times a week it might not be a reward for good behavior.

Behavior Intervention Plans (BIP)

- It is critical that, once the team agrees on a BIP, all must agree to implement consistently.
 - If one person feels unable support the plan, it needs to be revisited.
 - Inconsistent application of any intervention is likely to result in an increase in the targeted inappropriate behavior or result in the presentation of new inappropriate behaviors.
- Keep the format simple, lengthy plans do happen in complex cases. In most circumstances, a plan of 2 pages will work.
 - We do need to consider a crisis plan context when significant behaviors are present.
- Document everything – Keep good records, they can support future adjustments.

Managing Complex Change

VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLANS	=	CHANGE
?	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	ACTION PLANS	=	CONFUSION
VISION	+	SKILLS	+	INCENTIVES	+	RESOURCES	+	?	=	FALSE STARTS
VISION	+	SKILLS	+	INCENTIVES	+	?	+	ACTION PLANS	=	FRUSTRATION
VISION	+	?	+	INCENTIVES	+	RESOURCES	+	ACTION PLANS	=	ANXIETY
VISION	+	SKILLS	+	?	+	RESOURCES	+	ACTION PLANS	=	RESISTENCE

What is our Goal with the BIP?

- A list of the student's strengths and weaknesses.
- Describe the targeted behavior(s) and be specific:
 - What is the frequency, pattern and quality of behaviors to be supported.
 - What is the frequency, pattern and quality of behaviors to be replaced.
- Ask the student (if age appropriate) for their input about the behavior(s).
- A definition/description of the behavior being targeted:
 - Specificity is our main objective, clear communication, clear understanding.
 - Keep the number of replacement behaviors manageable.

Why do the Behaviors Exist?

- What are the factors reinforcing the students choices:
 - Are they to minimize stress?
 - Increase peer supports / personal identity
 - Increase time away from class
 - Skills deficit in social or academic areas
- A statement describing the function (purpose) of the targeted behavior(s).
 - Typically comes from the functional behavior assessment.

What have we (or others) tried?

- A description of previously attempted interventions:
 - How well did (or didn't) they change the target behavior(s)?
 - What has worked regarding the specific targeted behavior(s)?
- Important information about the student that could impact the plan.
 - Students strengths & weaknesses
 - Intervention successes, why did they work?

What is needed to support student growth?

- A description of the interventions that will be used including:
 - who will be involved,
 - specific procedures that will be followed
 - an explanation of how data will be collected
- A description of the behavior that will replace the inappropriate behavior.
 - Specifically defined behaviors to serve as replacements.
- Student supports:
 - Small group or large group skill development sessions
 - Reward systems that are meaningful to the student
 - Tracking cards, Check in systems

Specific Roles for Implementation

- Who does what for the student to implement the plan consistently & effectively?
- What is the student's role?
- What are the instructional staff's roles:
 - Teacher's and paraprofessional classroom roles
 - SPED teacher
 - Counselor
 - Administration
- What is the parental role?

Providing Quality Feedback

- A measurable description of the behavior, and the changes the team expects to see:
 - Built upon specific descriptions of the students strengths and weaknesses.
- Communicating positive growth to the student:
 - Ratios of praise to be skewed to the positive
 - Timeframe and form for feedback (hourly, daily, weekly...)
 - Specific language in reinforcing chosen behavior(s).
- A description of when and how information will be shared between home and school:
 - Skill development for the parent about language and reward/consequence strategies.
- A schedule for when/how often the plan is reviewed to determine its effectiveness or needed adjustments.

Summary

- Successful behavior plans require the student be motivated.
 - Intrinsic & extrinsic factors need to be considered and student input is important for older students.
- Parents should / may also need to be involved in the plans implementation.
- Teacher must have faith in their skills and the interventions to work with the BIP daily.
- Evaluation of BIP is important;
 - At first met again right away for a temperature check
 - As success grows wait longer
- Plan for the extremes and hope they do not appear.
- Everyone needs to remember that these behaviors did not appear overnight and will not be replaced overnight.

Creating Effective Crisis Plans

- Descriptions of how the student's behavior will be handled should it reach a crisis context.
 - Strategies for classroom, general school, and on the bus.
 - Consider appropriate protocols for restraint.
- Identify the specific roles of individuals who are to work with escalated behaviors.
 - Skill development for staff to manage varying situations
 - Communication with parents.
- Define environment(s) to work with advanced issues when behaviors escalate.
 - Are there spaces that allow for student reflection, calming skills to be worked with?

Goals for a Functional Behavior Analysis

- An FBA is typically done by the school psychologist or a behavior specialist who draws conclusion after using a combination of assessment instruments: interviews, behavior rating scales, psychometric evaluations, and observations.
 - Gets to the underlying issues a student might have, tells us more about the context of the student related to family and school.
 - Specialists should involve teacher, counselors, parents and if possible para-professionals and administrators in their gathering of data.
- The instruments the specialist uses are dependent on the severity of the behavior and complexity of the student's qualifying conditions.
 - The more specific the information in the FBA the more encompassing the intervention plan can be.
- The process of the functional behavioral analysis can also identify:
 - the training needs for school staff (and possibly family members) that support the BIP's success.
 - Previously unrecognized strengths of the student.