

New Jersey

## Positive Behavior Support in Schools



New directions in school success

# Supporting Implementation of Tertiary and Secondary Interventions: Lessons Learned Along the Way

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THE ELIZABETH M. BOGGS CENTER ON DEVELOPMENTAL DISABILITIES  
Department of Pediatrics



ROBERT WOOD JOHNSON MEDICAL SCHOOL  
University of Medicine & Dentistry of New Jersey



## Session Agenda



- Provide an overview of the NJPSBSIS training and technical assistance initiative
- Provide a description of the secondary and tertiary intervention training modules
- Highlight key problems we have encountered & the strategies we are using to prevent-reframe those problems

## PBSIS State Training Team



- Sharon Lohrmann, PhD, Director
- William Davis, M.Ed
- Paula Raigoza, M.Ed
- Scott McMahon, MSW
- Kate Handville, Ed.S
- Blair Rosenthal, PhD
- Perkie Cannon, DOE-OSEP Coordinator

## Handouts & PBSIS Website Directions



- You have received a partial handout of the presentation
- To access the tools & resources referenced in this presentation, go to: [www.njpbs.org](http://www.njpbs.org)
- Select the *Resources* tab
  - Page opens to the *School-wide planning* resources tab
  - Select the *Individual Student Planning* tab at the top
- **You are able to save all documents to your computers or flash drive**

## The PBSIS Initiative:



- Is a partnership with and funded by the NJ Office of Special Education Programs
- The **primary focus** is on building capacity to support students with disabilities in general education programs

## The PBSIS Initiative:



- **NJPBSIS** began as a pilot within the SIG in 2003
  - We worked with small cohorts of 6-10 schools a year to develop our working model and build a rationale for long-term funding
- In 2010 we began working with 19 schools; with a max of 30 per schools year

## Big Picture



- Training on all three tiers occurs across two years
  - Year 1: Universal and FBA-BIP
  - Year 2: Secondary and Respectful Classrooms
- Schools are assigned an external coach
- External coaching is ongoing and available in maintenance

## Start Up and Commitment Building



## It All Begins with a Letter



1. Invitation letters are sent to Directors of Special Services
  - Invitation priority is for “targeted” districts
  - State-wide invitation has been conducted twice and should occur again this year
2. Directors are responsible for generating interest among the principals

## Early Commitment Building Activities



3. The principal attends a 2.5 hour orientation
4. The principal submits an application which includes detailed commitment sign-off

### Commitment to PBSIS Implementation Signature Pages

**Directions: (Building Principal, Director of Special Services, and Superintendent)**  
Please provide your signature and initial each commitment to verify your understanding and endorsement of the content of the application, commitments necessary to support implementation of the initiative as well as associated costs of this initiative.

#### Building Principal

**Building Principal Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

#### For the PBSIS team:

- \_\_\_\_\_ Release time and substitutes for PBSIS Universal Intervention Team members to attend Four (4) days of training in the 2010-2011 school year and up to three (3) days of training in the 2011-2012 school year.
- \_\_\_\_\_ Release time and substitutes for PBSIS Universal Intervention Team members to attend team meetings within district. Meetings occur at least one time per month.
- \_\_\_\_\_ Use a data collection system for office discipline referrals and suspension data. Share discipline data with the Universal Intervention Team with PBSIS state team for data-based decision making.
- \_\_\_\_\_ Submit PBSIS products and meeting minutes to PBSIS state team twice a year.

#### For the PBSIS Coach(es):

- \_\_\_\_\_ Release time (i.e., workload adjustment) for coaches to carry out PBSIS activities.
- \_\_\_\_\_ Release time for coaches to attend a new coach training and regional technical assistance meetings at least four times during the 2010-2011 school year and four times during the 2011-2012 school year.

#### For the School Community:

- \_\_\_\_\_ To be a visible and public supporter of the PBSIS initiative for staff, students, and families.
- \_\_\_\_\_ To support the PBSIS Universal Intervention Team by active involvement in the planning and implementation process.
- \_\_\_\_\_ Encourage the entire staff to participate in PBSIS planning and implementation activities.
- \_\_\_\_\_ Budget for school PBSIS posters and seed money for the recognition system for 2011-2012 school year and each subsequent school year to maintain implementation.

#### For Students in Need of Specialized Services

- \_\_\_\_\_ Support the development and implementation of individualized positive behavior support plans for students with disabilities.
- \_\_\_\_\_ During the 2011-2012 school year provide release time for a designated coordination team (e.g., I&RS team or other designated team) to receive training and technical assistance on secondary interventions for students with repeated behavior problems.

Principal  
Commitment  
Page from  
the  
Application

## Early Commitment Building Activities



5. Applications are reviewed and scored
6. On-site meetings are held with the principals of accepted schools over the summer (before training begins)

1. Welcome and introductions
2. Statement of the PBSIS mission and scope
  - a. To support the inclusion of students with disabilities within general education programs by developing the capacity of schools to create environments that encourage and support pro-social student behavior at the school-wide, classroom, and individual student levels using current, research validated practices in positive behavior support
  - b. Targeted outcomes
    - i. Increase the capacity of the school to (a) support students with disabilities in general education programs and settings; (b) promote school connectedness and a positive climate
    - ii. Reduce the number of students (a) referred for special education services and (b) who receive office discipline referrals and suspensions.
3. Review of training dates and who attends
4. Documenting office conduct referrals and suspensions this year
5. What the principal can do to ensure successful PBSIS implementation
  - a. Make public statements of support and importance
  - b. Support the team to meet and make efficient decisions
  - c. "Back up" team requests of staff to complete surveys, provide input etc.
  - d. Allocate time as needed (e.g., at a faculty meeting) for the team to provide staff with updates
  - e. Support and encourage the CST to conduct functional behavior assessments and design plans to maintain students in general education programs

## Agenda for the initial welcome meeting with principals



## Universal Intervention Timeframe – Year 1



- 1 day of orientation training for building based coaches
- 4 days of training for the Universal Team
  - Nov: Introduction & self assessment
  - Jan: Defining Expectations
  - Mar: School-wide recognition systems
  - Apr: Designing an instructional event
- Monthly School Universal Team Meetings

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## Universal Intervention Timeframe – Year 2



- Sep/Oct: Initial instructional events
- Oct: Managing and using conduct data training
- Monthly School Universal Team Meetings
- Ongoing external coaching support focuses on:
  - Data use
  - Booster events
  - Preparing for implementation year 2 [on their own]

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## Comprehensive External Coaching Model – Year 1



- Initial presentation to staff by external coach
- External coach attends the first universal team 'at school' meeting
- Monthly individualized phone technical assistance calls with the external coach
- 4 x a year regional coach technical sessions where they 'preview' the next training day and problem solve (year 1)

## Comprehensive External Coaching Model – Year 2



- External coach attends the first *PBSIS Coordination meeting* at school' meeting
- Bi-monthly individualized phone technical assistance calls with the external coach
- 4 x a year teleconference coach TA sessions

### **Beyond Year 2:**

- Semi-annual coach network events
- And basically, when they need us – we're there

*\*\*You're handout starts here*

## **Secondary Tier Interventions Training Occurs During Year 2**

***“Individual and Small Group  
Interventions for Students with  
Repeated Behavior Problems”***

## **Early Commitment Building Activities**

1. Summer following year 1 training the PBSIS liaison meets with the building principal and other designees to prepare for year 2 training and implementation activities
2. During this meeting the focus is on orienting the principal to secondary interventions and helping them conceptualize how secondary interventions will function in their building

## Secondary Tier Interventions Timeframe



- Three days of training (Oct, Nov, Dec)
- The school's existing pre-referral team attends the training (typically)
- It is expected that the team begin implementing practices immediately
- The team has the option of requesting coaching support from the PBSIS team

## Secondary Tier Interventions



- Module 1: Proactive referral processes
- Module 2: Function-based screening tools & process that includes mapping out the S-A-B-C behavior pattern
- Module 3: Building function-based student support plans

## Secondary Tier Interventions Day 2 & 3 Training



- Module 4-9: Specific interventions
  - Check-in Check-out (day 2)
  - Function-based social skill instruction (day 2)
  - Mentoring and social support for students with repeated behavior problems (day 2)
  - Instructional supports (day 3)
  - Incentive systems (day 3)
  - Defusing daily disruption (day 3)

## Secondary Tier Interventions Day 3 Training



- Module 10: Progress monitoring
- Module 11: Planning for application

## Secondary Tier Interventions Star Moments of the Training



- Clarifying guidance on the connection between conduct referrals and secondary interventions
- Translating data & function into underlying need
- Screening process for understanding function
- Video modeling for how to facilitate a 'mapping out' discussion
- 'Check in' systems (e.g., Crone et al)
- Mentor/social support turn-key preparation activity
- Re-thinking instructional design & sample lessons

## Video Sample of a Mapping Out Discussion



# Secondary Tier Interventions Participants' Favorites Resources



- Student Support Problem Identification Checklist
- Student Survey of Social Support
- PBSIS Accommodations Organizer & Menu
- Scripted Social Skills Lessons
- Classroom Environment Reflection Checklist

Class Wide Learning Profile – Accommodations		Sample: Accommodations & Supports Organizer																				
Class: _____ Period: _____																						
<b>Listening and Attending</b>																						
Directions																						
Instruction																						
<b>Planning, and Organization</b>																						
Work completion																						
Writing assignments																						
Managing tasks																						
Organizing materials																						
Studying & retention																						
Practice & applica.																						
<b>Social Relations</b>																						
Positive behavior																						
Transitions																						
Group work																						
Participation																						

Strategies to Improve Planning, Prioritizing and Organization	
These are Good Practices that Will Benefit the Entire Class	Suggestions for Individualizing or Personalizing the Class-Wide Practices
<p><b>Task Completion</b> Use rubrics to define assignment requirements and grading Establish a consistent routine for independent work time (e.g., how students ask for help)</p>	<ul style="list-style-type: none"> <li>Adjust rubrics as needed (e.g., amount of work, number of steps, scope of task, etc.)</li> <li>Provide individualized cues or prompts</li> <li>Embed incentives for work completion (e.g., earning points for work completed) into the student's reinforcement system</li> <li>Allow students to stand while doing their work or get up to stretch</li> </ul>
<p><b>Writing Down Assignments</b> Use a specific routine for students to write down assignment Write or project the assignment on the board Have students do a peer-check on each other's recording of assignments</p>	<ul style="list-style-type: none"> <li>Have a peer</li> <li>Prepare a</li> <li>in their bag</li> <li>Prepare a their book</li> </ul>
<p><b>Breaking Down Large Tasks</b> Set clear timelines with reminders Use student checklist or task list for multi-step or part assignments Write a list of activities for each period on the board and check them off as they are completed</p>	<ul style="list-style-type: none"> <li>Define a</li> <li>Use time</li> <li>Provide a</li> <li>Provide a</li> <li>Commur</li> <li>Adjust tir</li> <li>deles on</li> <li>opposed</li> <li>Break ch</li> <li>as a new part of the task begins work with student to develop a timeline for to do</li> <li>Individualize work lists (e.g., deleting items, providing the list in small "chunks" of tasks) or single tasks</li> <li>Allow student to complete certain number of examples, short break or reinforcement, then resume and complete task.</li> <li>Provide additional cues or prompts for staying on task</li> </ul>
<p><b>Organizing Materials</b> Teach the class key skills/tips for learning and organizing (e.g., a folder system for keeping track of materials;</p>	<ul style="list-style-type: none"> <li>Define and teach specific skills to strengthen management – study skills, organization, etc.</li> <li>Help the student set up and label a folder system</li> <li>At least once a week do a review of the folder system with the student – all materials present and organized; what is needed; identify what the student is having trouble organizing, etc.</li> <li>Send home extra set of texts</li> </ul>

Sample:  
Accommodations &  
Supports Menu  
Corresponds to the  
Organizer

School Success Indicators	The student always demonstrates this indicator	The student frequently demonstrates this indicator	The student occasionally demonstrates this indicator	The student never demonstrates this indicator	I'm Not Sure
<b>Classroom Functioning Indicators</b>					
Arrives for class on time					
Follows directions					
Transitions between activities smoothly					
Follows typical class routines					
Comes to class prepared with materials					
Keeps belongings organized					
<b>Academic Performance Indicators</b>					
Completes in class assignments					
Completes homework and other projects					
Pays attention in class					
Can work on assignments independently					
Participates in class discussions					
Stays with a challenging assignment or problem					
<b>Social-Emotional Functioning Indicators</b>					
Tends to be quiet or stay to self					
Makes friends easily					
Observant of and responsive to social cues					
Comfortable interacting socially with other students					
Cooperative and respectful with adults					
Responds well to constructive criticism					
Appears confident in social situations					
Has an identifiable group of friends					
Is able to work through social problems					
Holds conversation on a variety of topics					
Expresses concern for others					
Mood / disposition is consistent day to day					
Manages stressful situations well					
Tolerates mild friendly teasing					

Sample: Student  
Support Problem  
Behavior  
Questionnaire for  
use during  
screening for  
function

## Class Climate Indicators

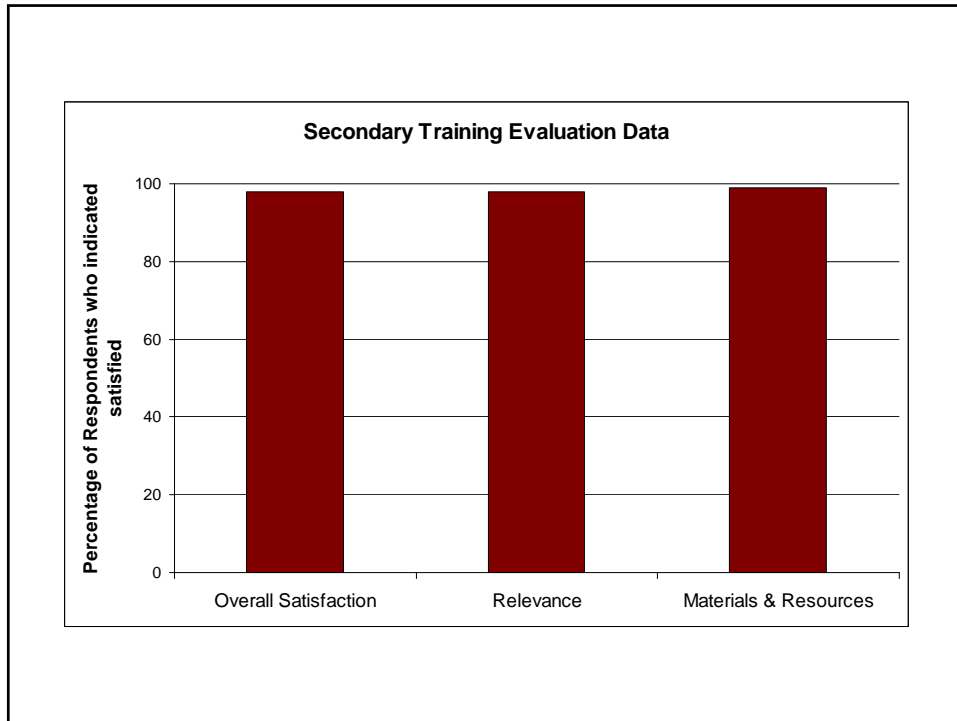
Class and Activity Start Up		
Place	To Work On	Classroom Indicators
		Students are welcomed to class
		At the start of class and activities (e.g., transition to group or independent work) a review of behavior expectations and how to access help is provided including examples and nonexamples of what to do
		Rules/expectations are positively stated and action oriented
		Rules/expectations are posted and easy to see for all students
		Consistent signals are used to gain student attention
		Instructions are delivered in an organized manner
		Follow up to group delivered instructions
		Instructions for multi step tasks/projects
		Students have personal space to place materials
		Materials in the classroom are easily accessible
<b>Transitions</b>		
Place	To Work On	Classroom Indicators
		Consistent signals are used to gain student attention prior to transition directions
		Transition time and sequence are well organized and minimize movement and use of time
		Clear instructions/Precorrection are used to circumvent anticipated problems
		Routines to guide transitions and class activities are clearly defined and consistently used
		Organization of the room allows for easy student movement
<b>Instructional Process</b>		
Place	To Work On	Classroom Indicators
		The seating arrangement is an effective composition for the class content and size
		The majority of time is spent engaged in active learning activities
		Models of completed tasks/projects are available for reference
		The pace of instruction is brisk and appropriate for all students
		Student understanding is checked frequently and for all students

### Sample: Class Environment Reflection Checklist

## Secondary Intervention Evaluation



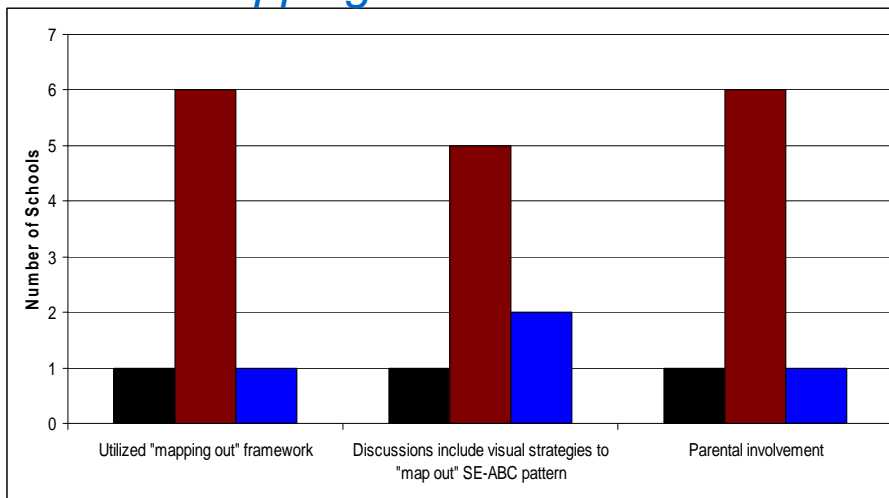
- Training Evaluations at the end of each day of training.



## Secondary Intervention Evaluation

- Follow up implementation meeting with a structure reflection checklist
  - 30 items that reflect the training content
  - 7 items to identify obstacles

## 'Mapping Out' Discussions

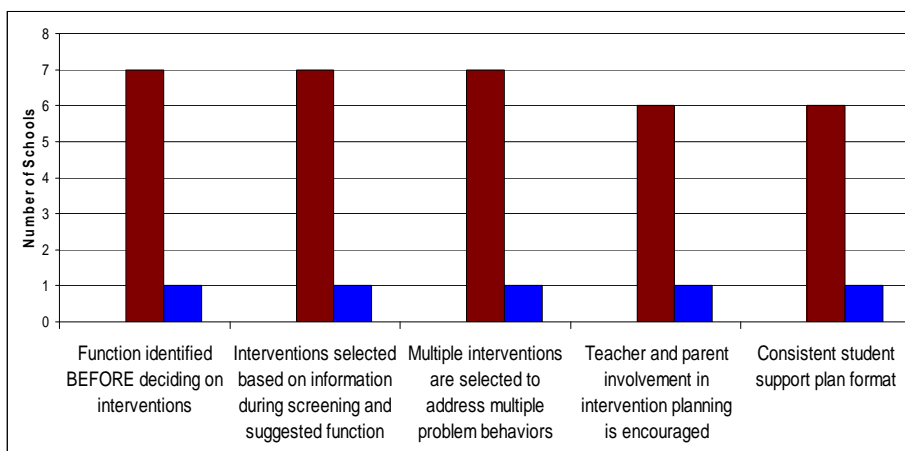


**Black bars:** In Place Previously

**Red bars:** Incorporated/Improving Existing Practices

**Blue bars:** No Progress

## Function Based Intervention Selection

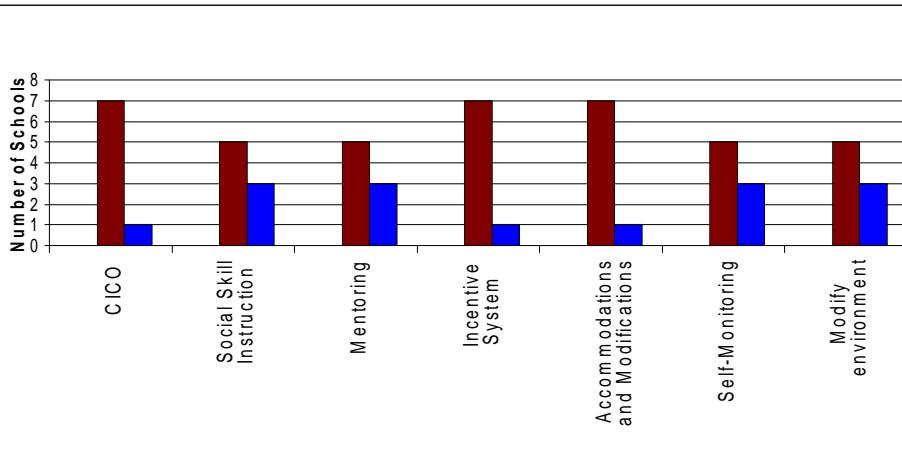


**Black bars:** In Place Previously (none in this graph)

**Red bars:** Incorporated/Improving Existing Practices

**Blue bars:** No Progress

## Interventions Implemented Post Training

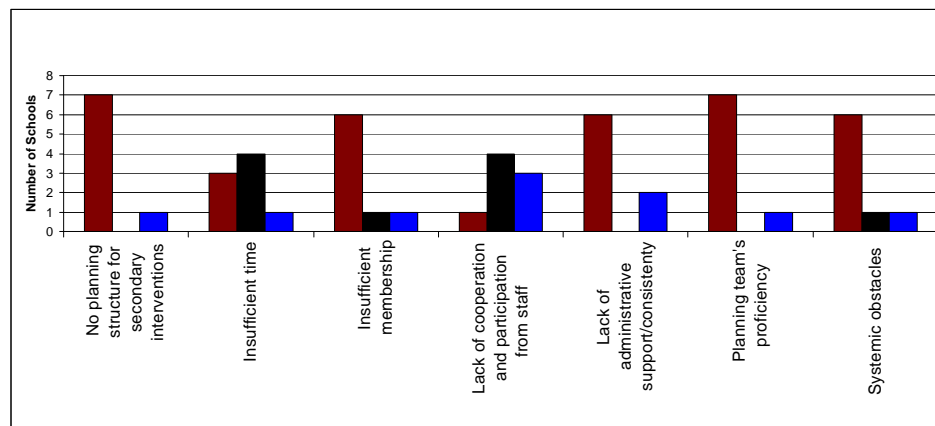


**Black bars:** In Place Previously (none in this graph)

**Red bars:** Incorporated/Improving Existing Practices

**Blue bars:** Not Implementing

## Obstacles to Implementation



**Red bars:** Not a problem

**Black bars:** Present but not impeding moving forward

**Blue bars:** Impeding moving forward


## Secondary Tier Interventions Next Steps



- Having teams bring their existing pre-referral packets to the training as working documents
- Build in an expectation that the team will meet at least once between day 1 & day 2 of training for planning and decision making
- Video samples of interventions in action
- Considering merging secondary & tertiary training into 1 training because we are observing an implementation disconnect

## Tertiary Tier Interventions Training Occurs During Year 1

***“Functional Behavior  
Assessment and Design of  
Behavior Intervention Plans”***



## Tertiary Tier Interventions Timeframe – Year 1



- Three days of training (Jan, Feb, Mar) for school Child Study Teams (CST) (social worker, LD teacher consultant, school psychologist)
- It is expected that CST's begin implementing practices immediately

## Tertiary Tier Interventions Day 1 Training



- Module 1: Reframing “the when” using FBA’s proactive to prevent program change
- Module 2: Understanding behavior patterns – information to collect during an FBA
- Module 3: Gathering indirect information
- Module 4: The what and how of getting a baseline of behavior

## Tertiary Tier Interventions Day 2 Training



- Module 5: Summarizing information and interpreting function & the underlying need
- Module 6: Building function-based behavior intervention plans
- Module 7: Setting event and antecedent interventions
- Module 8: Teaching replacement skills

## Tertiary Tier Interventions Day 3 Training

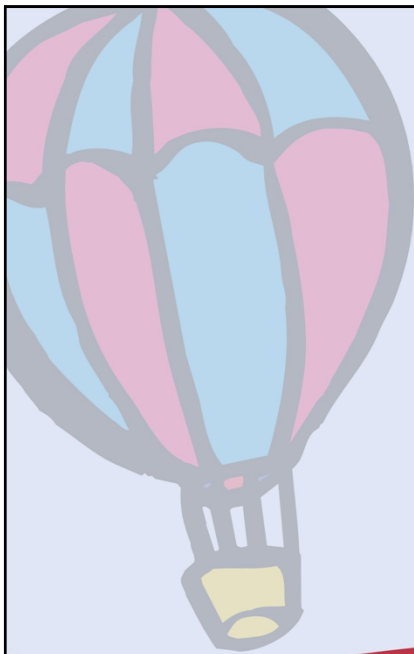


- Module 9: Social praise and incentive systems
- Module 10: Defusing daily disruption
- Module 11: Progress monitoring and implementation checklists
- Module 12: Staff buy-in strategies & planning for application

## Tertiary Tier Interventions Star Moments of the Training



- Reframing the ‘when’ of FBA’s including *Environmental, Program Implementation & Behavior Severity Considerations* for when to conduct an FBA
- Video modeling how to facilitate a mapping out discussion
- The ‘Kevin’ case example activity
- Video practice for data recording forms
- Linking function to underlying need statements
- Staff buy-in strategies



**Video Sample  
of a Mock  
Classroom  
Situation**

# Tertiary Tier Interventions Participants' Favorites Resources



- Functional Assessment Interview Tool (FAIT): Staff, parent, & student versions in English & Spanish
- Implementation checklist template
- Accommodations Organizer & Menu
- Samples of assessment summaries, plans, and implementation checklists AND samples of what to give a teacher

**Under what instructional strategies and conditions does the student do well? Check all that apply.**

<input type="checkbox"/> When tasks/activities are structured	<input type="checkbox"/> When adaptations or scaffolds are put in place to make the work level accessible
<input type="checkbox"/> When the student knows what is expected of him/her	<input type="checkbox"/> When the student uses technology as a means to demonstrate knowledge of a concept
<input type="checkbox"/> When the student is familiar with the concept / has the basic skills to participate in the curriculum	<input type="checkbox"/> When receiving frequent positive attention or support
<input type="checkbox"/> When the student engages in an artistic expression of concepts	<input type="checkbox"/> When working alone
<input type="checkbox"/> When the student can engage in a hands on activity or activity that allows for movement to demonstrate acquisition of the concept	<input type="checkbox"/> When working with others
	<input type="checkbox"/> Not sure
	<input type="checkbox"/> Other (describe):

**Part B: What Behaviors are a Concern for You?**

**BEFORE BEHAVIOR OCCURS:** The following differences in disposition and behaviors suggest to me that the student is going to have a difficult day. Check all that apply.

<input type="checkbox"/> Facial expression	<input type="checkbox"/> Cooperation level	<input type="checkbox"/> Did not notice any noticeable changes in student's disposition
<input type="checkbox"/> Tone of voice	<input type="checkbox"/> Withdrawn or solemn disposition	<input type="checkbox"/> Other (describe):
<input type="checkbox"/> Body Language	<input type="checkbox"/> Tense or edgy disposition	

**THE ACTUAL BEHAVIORS THAT ARE A CONCERN:** Provide a short description of the top three behavior concerns using objective and actionable words (i.e., verbs, such as: argues with teacher over assignment). Avoid using subjective terms such as disruptive, disrespectful, and aggressive.

Behavior 1: \_\_\_\_\_

Behavior 2: \_\_\_\_\_

Behavior 3: \_\_\_\_\_

Sample: FAIT  
Behavior Section

**Part C: Variables Associated with Occurrences of Behavior**

When problem behavior occurs, what is typically happening at the same time as the behavior? Check all that apply.

- |  |  |
|--|--|
| <p><b>Listening/Attending</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Attending in Social Conversation</li> <li><input type="checkbox"/> Any activity that requires concentrated attention</li> </ul> <p><b>Planning/Organizing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Not prepared with materials</li> <li><input type="checkbox"/> Not completing homework assignments</li> <li><input type="checkbox"/> Multi-step work or projects</li> <li><input type="checkbox"/> Unstructured situations or settings</li> </ul> <p><b>Work Engagement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Time to start academic work</li> <li><input type="checkbox"/> Tasks that are difficult or confuse the student (need structured support to complete)</li> <li><input type="checkbox"/> Independent work</li> <li><input type="checkbox"/> Oral response required (e.g., read aloud)</li> <li><input type="checkbox"/> Group activities or cooperative work</li> <li><input type="checkbox"/> Tasks that require sustained effort</li> <li><input type="checkbox"/> Curriculum level above performance level</li> </ul> | <p><b>Social Relations</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direction/Demand is given</li> <li><input type="checkbox"/> Being teased or being joked around with</li> <li><input type="checkbox"/> Interactions in social settings (e.g., during lunch)</li> <li><input type="checkbox"/> When corrected or given critical feedback</li> <li><input type="checkbox"/> Preferred peers in area</li> <li><input type="checkbox"/> When adult attention is on others</li> </ul> <p><b>Control, Predictability &amp; Self-Direction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> When told to do something non preferred</li> <li><input type="checkbox"/> When held to a time limit (e.g., curfew or time for class)</li> <li><input type="checkbox"/> Transition at the beginning of a class/routine/activity</li> <li><input type="checkbox"/> When given a direction to follow</li> <li><input type="checkbox"/> When he/she can not have something they want</li> <li><input type="checkbox"/> When given an ultimatum</li> <li><input type="checkbox"/> When he or she is told "no" or stop</li> <li><input type="checkbox"/> When there is a change in routine</li> <li><input type="checkbox"/> When there are visitors to the setting</li> <li><input type="checkbox"/> Other (list or describe):</li> </ul> |
|--|--|

**Sample: FAIT  
Antecedent Section**

What strategies have you used in response to behavior?

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Give a non verbal cue (e.g., look at student)</li> <li><input type="checkbox"/> Provide a verbal redirection</li> <li><input type="checkbox"/> Help the student to get on task</li> <li><input type="checkbox"/> Student-teacher conference</li> <li><input type="checkbox"/> Call the student's parents</li> <li><input type="checkbox"/> Take away recess, other free time, or a privilege</li> <li><input type="checkbox"/> Move or re-assign seat</li> <li><input type="checkbox"/> Let the student have what they are asking for</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Deduct points from an assignment</li> <li><input type="checkbox"/> Send the student to an administrator</li> <li><input type="checkbox"/> Give the student a pass to guidance or CST</li> <li><input type="checkbox"/> Have the student take a break</li> <li><input type="checkbox"/> Assign a detention</li> <li><input type="checkbox"/> Provide a reminder of what is and isn't appropriate in class</li> <li><input type="checkbox"/> Try to explain and discuss the issue</li> <li><input type="checkbox"/> Other (describe):</li> </ul> |
|--|--|

How do the other students react when behavior occurs?

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Peers laugh or "egg" on the student</li> <li><input type="checkbox"/> Peers do not react to behavior occurrences</li> <li><input type="checkbox"/> Peers ignore student</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Peers offer assistance, encouragement or support</li> <li><input type="checkbox"/> Peers tattle/obtain teacher attention to intervene</li> <li><input type="checkbox"/> Other (describe):</li> </ul> |
|--|--|

What is your best guess as to why the problem behavior is occurring?

- |   |   |
|---|---|
| <p><b>The student is trying to get out of/avoid:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Situations/work that is too hard</li> <li><input type="checkbox"/> Situations/work that is perceived as boring / irrelevant</li> <li><input type="checkbox"/> Situations where they may be embarrassed or in face</li> <li><input type="checkbox"/> Situations where they are not sure what to do or expected</li> <li><input type="checkbox"/> Situations that are too stimulating</li> <li><input type="checkbox"/> Other (describe):</li> </ul> | <p><b>The student is trying to get access to:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attention/ perceived popularity)</li> <li><input type="checkbox"/> or predictability</li> <li><input type="checkbox"/> (ative)</li> <li><input type="checkbox"/> (itive)</li> <li><input type="checkbox"/> Other (describe):</li> </ul> |
|---|---|

**Sample: FAIT  
Consequence &  
Response Section**

### Behavior Intervention Plan

Student:

Date of Plan:

Intervention focus based on determined function of behavior:

- Build relationships with adults and peers       Build social and coping skill repertoire  
 Build self identify and emotional adjustment       Support academic improvement

Progress Monitoring Meeting Schedule:

Progress Monitoring Method	Base-line	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8
Daily Behavior Report (page)									
Number of times referred to office for conduct reasons (Indicate total # of times; S: ISS Det.)									
Teacher:									
Teacher:									

Sample: BIP  
Template Page 1

### Intervention and Support Strategies

**PREVENTION**

Setting Event and Antecedent strategies to Prevent Occurrences of Behavior

**INSTRUCTION**

Functional Skills to Replace Behavior and the Instructional Procedures for Teaching the Skills

**REINFORCEMENT**

Strategies to Reinforce Desired Behaviors

**REDIRECTION**

Strategies to Defuse and Redirect Occurrences of Unwanted Behavior

Sample: BIP  
Template Page 2


**Implementation Checklist – Cassie's Behavior Intervention Plan**

Date: \_\_\_\_\_ Person Completing Checklist: \_\_\_\_\_

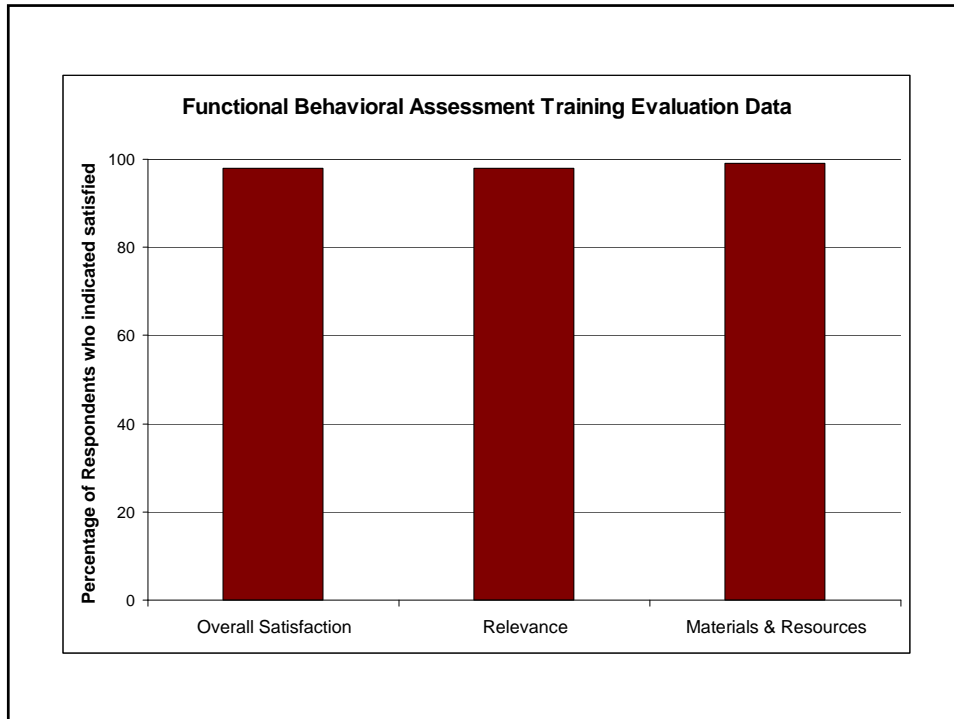
<b>To Prevent Behavior I:</b>	Not In Place		In Place		
1. Provide a break when Cassie makes a request	1	2	3	4	5
2. Provide written and visual materials in a 16 point font					
3. At the start of routines/activities review with Cassie the classroom "successful student rules"	1	2	3	4	5
4. Keep works tasks to 20 minutes or less, then provide Cassie with a break	1	2	3	4	5
5. Break complex tasks into discrete steps and use picture strips to make the series of steps concrete	1	2	3	4	5
6. Provide at least 10-15 seconds of wait time in between prompts	1	2	3	4	5
7. Maintain a positive upbeat tone of voice	1	2	3	4	5
8. Follow OT recommendations for embedding sensory supports throughout the day (e.g., Provide Cassie with a pliable object to hold during listening activities)	1	2	3	4	5
9. Pair Cassie with a preferred peer during non preferred tasks and transitions	1	2	3	4	5
<b>To Promote Appropriate Social Interactions:</b>	Not In Place		In Place		
10. Review her social story depicting how to act with friends	1	2	3	4	5
11. Support conversations with peers (e.g., review the student picture dictionary; provide prep or reminder to use conversation starters)	1	2	3	4	5
12. Provide frequent positive social comments	1	2	3	4	5
<b>To Support Self Determination and Control I:</b>	Not In Place		In Place		
13. Develop a flexible picture schedule	1	2	3	4	5
14. Provide "prep" prior to transitions, start up, and changes in preferred activities	1	2	3	4	5
15. When walking down the hall stay at least 5 feet behind Cassie unless she initiates otherwise	1	2	3	4	5
16. Offer a variety of choices throughout the day (e.g., materials, activities, termination, partners, etc.)	1	2	3	4	5
17. When Cassie makes a request for an item activity she can not have, identify an appropriate time and put it on her schedule so she can see when it is coming	1	2	3	4	5
18. During task start up, provide Cassie with a prompt to begin and then back away to allow for self initiation	1	2	3	4	5
<b>When I Notice Cassie is Starting Show Signs of Distraction</b>	Not In Place		In Place		
19. Prompt Cassie to request a break	1	2	3	4	5
20. Provide a relaxation choice	1	2	3	4	5

Sample: Behavior  
Strategies  
Implementation  
Checklist for  
Teachers

## Tertiary Tier Interventions Day 3 Training – Evaluation



- Training Evaluations at the end of each day of training.



## Tertiary Tier Interventions Day 3 Training – Evaluation



- Self-reflection checklist completed at the end of day 3 and again 1 year later
  - 5 pt scale (not in place – partially in place – in place)
  - 22 items that correspond to training content
  - Available on [www.njpbs.org](http://www.njpbs.org)

## Tertiary Tier Interventions Day 3 Training – Evaluation



- Self-reflection checklist data summary

	Avg. Rating at the Time of Training N=192	Avg. Rating 1 Year Later N=53
FBA Practices	3.0 r=2.5-3.4 Partially in Place Score	4.1 r= 3.8-4.5 Mostly in Place score
BIP Practices	2.4 R=1.9-3.3 Occasionally in Place Score	3.3 R=2.9-3.6 Partially in Place Score

## Next Steps for our Tertiary Training



- Piloting an on-site coaching model for post training
- Structured considerations guide
- Developing an implementation workbook that includes:
  - Step by step checklist & directions
  - The tools and forms need to gather data
  - Templates for summarizing and developing a plan
  - Strategy menu

<b>Environmental and Systems Considerations</b>	
These considerations suggest that behavior is occurring or is perceived as problematic because of a need for professional development and change in practices.	
<p><b>Is the behavior perceived problematic because of a mismatch between cultural understandings?</b>          Consider the extent to which perceptions of the behavior as "a problem" is the result of (mis) understandings about cultural nuance, which may be exacerbated when cultural patterns of a minority group are markedly different from the majority cultural affiliation of students?</p> <p>➤ <b>If yes</b>, provide professional development on cultural proficiency – including discussions of cultural interpretations, (mis) understandings and reflective practices; determine what student specific strategies are necessary for success</p> <p>➤ <b>If yes</b>, as part of professional development, review the code of conduct and develop operationalized definitions to reduce subjective application of conduct expectations - this can be done by the universal intervention team or school conduct committee</p>	
<p><b>Is the behavior perceived problematic because of professional development needs around how to be more proactive with behavior, understand behavior patterns, and how to use positive interventions and responses with students (as opposed to reliance on punitive consequences).</b></p> <p>➤ <b>If yes</b>, provide professional development on the basics of behavior patterns, how to defuse daily disruption, and use positive strategies to turn behavior around</p>	
<p><b>Are environments where behaviors occurring effectively managed with clear routines, expectations, and consistent follow through?</b> Consider the extent to which other students also experience difficulty being successful in the environment.</p> <p>➤ <b>If no</b>, provide professional development to improve management of the environment: active supervision; providing 1:4 ratio of social praise</p> <p>➤ <b>If no</b>, contrast how the student responds in effectively managed environment: under which the student is successful and use that information as part of interventions and strategies that will help the student to better handle situations and interact in the behavior</p>	<p><b>Sample:</b>  <b>Considerations for</b>  <b>When to Conduct</b>  <b>an FBA Handout</b></p>

<b>Information and Data Gathering</b>		
	Set up a blank behavior map (paper or electronically) to document potentially influential setting events, antecedents, and consequences.	
	Review the student's records and data (including CST evaluations, if any; report cards, discipline referrals, IEP etc) and develop a list of potentially influential setting events, antecedents, and consequences.	
	Distribute the Functional Assessment Interview Tool (FAIT), or an equivalent tool, from staff members/adults who are familiar with the student and problem situations: <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent(s)/guardian</li> <li><input type="checkbox"/> Teacher(s)</li> <li><input type="checkbox"/> Related Service Providers (if appropriate)</li> <li><input type="checkbox"/> Counselor (if appropriate)</li> <li><input type="checkbox"/> Student</li> </ul>	
	Summarize the information gathered from FAIT forms (utilizing FAIT excel template) and added standout items to the behavior map of potentially influential setting events, antecedents, and consequences.	
	Use the information collected thus far to create an operationalized definition of behavior(s).	
	Hold an initial meeting with the IEP team and additional staff/adults who are familiar with the student and problem situations: <ul style="list-style-type: none"> <li><input type="checkbox"/> Reviewed summary of the record</li> <li><input type="checkbox"/> Clarified the operationalized definition</li> <li><input type="checkbox"/> Develop a plan for baseline data</li> </ul>	<p><b>Sample: Process Checklist</b>  <b>to Accompany</b>  <b>Implementation Manual</b></p>

## Lesson Learned:

### Our Most Persistent Problems & the Strategies We're Using to Promote Implementation

## Change is Tough

- What we're asking of folks is tough – we're really pushing for attitude and behavior change within environments where:
  - Systemically the leadership is regularly changing
  - Lot's of pressures from different directions to reframe our education system
  - Emphasize on testing has created new & uncomfortable accountability systems
  - Slashed budgets

## Problem # 1

### Murky Vision for Putting a System in Place



- No clear mandate about what was supposed to happen post training
- Participants were sent because of “release convenience”
- Participants didn’t always know why they had been selected
- Participants didn’t feel empowered to make decisions about creating process

## Pre-Secondary Training Meeting with Building Principals



- Helping the principal to look at the school’s data to determine patterns
- Helping the principal to conceptualize and develop a plan for post training implementation
  - Pre-define the structure
  - Identity appropriate participants
  - Establish a mandate for post implementation

## Have Building Administrators Attend Secondary Training



- At the very least we ask for a building administrator to attend day 1 – which establishes the process of implementation
- Presence sends a message; makes the administrator more informed; and allows for decision making

## Have Special Education Directors Attend FBA Training



- Special services staff are typically supervised by the Director of Special Services....
- Thus, having them present at the training is helpful to establishing next steps
- Their presence also sets the tone for expected implementation

## Problem # 2

Budgets, Attitudes, & No Time... Oh MY!



- Problem # 2 is also known as:

### *The Divine Absolution*

- Responsibility & ownership is a moving target
- Behavioral explanations are attributed to causes outside of the school's control
- Implementation is impossible because of explanations outside of individual responsibility

## Problem # 2

Budgets, Attitudes, & No Time... Oh MY!



- Perceptions of immovable or untouchable obstacles:
  - “*Our budget has been slashed*”
  - “*Our teachers won't do this*”
  - “*Our administrator wants us to classify*”
  - “*Testing has tied our hands*”
  - “*Parents aren't consistent at home*”

## Getting the Facts Straight Upfront Delivering the Honest Message



- A hard, but necessary, message:
  - We have a professional responsibility to be reflective about our practices and accountable to the impact of our practices on student's achievement and well being
- Through the training experience we're promoting attitude & behavior change through socially supportive means

## Getting the Facts Straight Upfront Reframing Helplessness




- Early on think-pair-share activity:
  - According to a substantial body of research, these are the most common consistent predictors of academic achievement and positive social behaviors:
    - Positive teacher-student relationships
    - Supportive teacher behaviors (e.g., showing care and regard)
    - Positive peer relationships

## Getting the Facts Straight Upfront Pre-correct Typical Error Patterns



- Built in pre-corrections with application activities
- 7<sup>th</sup> grade student case study
  - Without pre-correction – participations automatically go to their comfort zone: Parents & Medication
- Pre-correction sample from activity directions:
  - PLEASE NOTE: ALTHOUGH DAD'S SCHEDULE AND MEDICATION MIGHT PLAY A ROLE; STAY FOCUSED ON THE EDUCATION VARIABLES THAT YOU CAN CONTROL AND INFLUENCE

## Help Participants Determine What Type of Obstacles They are Encountering



- Buy-in strategy selection & planning activity:
  - Participants are asked to list the obstacles they are encountering
  - Once listed they determine if the obstacle is a/an:
    - Systems level barrier
    - Administrative support issue
    - Attitude/belief issue
    - Professional development need
    - Specific student issue

## Help Participants Determine What Type of Obstacles They are Encountering

Obstacle	Admin Support	Systems	PD	Attitude	Kid Issue
Poor implementation of plans	X		X	X	
Not wanting to participate in the process	X			X	

- For each obstacle participants select the strategy focus and then select strategies to address the issue

## Build in Participant Buy-in Strategies Reframing “*This is just not possible*”


- Link to the universal intervention as a foundation for changing climate
- Anticipate points of push-back and have built in ‘pre-corrections’
- Make everything provided easily usable with complete samples

## Build in Staff Buy-in Strategies for Participants to Use



- Incorporated a module in the training that gives specific strategies promote buy-in
  - “10 super strategies you can use”
- Our role is to reframe comments and provide solutions to their “obstacles”
- Provide a ‘mini’ presentation on behavior patterns they can use to provide PD to staff

## Problem # 3 Implementation Is Imperceptible



- Imperceptible: *impossible to perceive by the mind or senses*
- Extreme learned helplessness, hopelessness, and cynicism from being in dysfunctional systems

## Problem # 3

### Implementation Is Imperceptible



- Participants can't even imagine how to go back and get started
- Participants have trouble figuring out what to use when
- When an array of tools & options were offered participants become overwhelmed and misinterpret options as "*we have to do all of this?*"

## Present a Process That is Clearly Systematized



- Information articulated in terms of a sequence of steps
- We developed a package of tools – that guides implementation
  - Establish a framework to hold discussions
  - Tools to use with staff, students & parents
  - Observation form
  - Template for assessment summary
  - Template for behavior plan

## Use Video for Modeling and Practice Activities



- Practice scenarios for data collection
- Provide a handout of suggestions and guidelines for effective question asking
- The video models how to “map out” incidents constructively with a teacher

## Make Materials “Doable” and Relevant



- We increase “doability” by:
  - Providing a ‘package’ that guides application
  - Showing completed samples
  - Having samples correspond to electronic blanks
  - Having templates for intimidating (or time consuming) programs such as powerpoint and excel
  - Embed practice activities

## Final Thoughts



- Emphasize building an upfront plan with administrators
- Incorporate as much modeling & practice as possible into trainings
- Present a systematized process with guided tools
- Have complete samples
- Offer electronic templates