

Webinar Pt 2 transcript

### Slide 1

TIER 2 ... THE NEXT LEVEL....

### Slide 2

Let's Talk Tier 2...

Reducing the frequency and intensity of incidents of problem behaviors for students who are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior is likely.

Image titled behavioral systems, Tier 1: Universal Interventions *All students, all settings*, Tier 2: Targeted Group Interventions *Some Students* (Students who need more Support in addition to the core curriculum)

Three level Pyramid with 80-90% at the bottom representing Academics and/or behavior

Middle level 5-15%, circular continuum with words Define, Analyze, Implement, Evaluate inside

Top level 1-5%

### Slide 3

#### **Behavior Analysis for General Education or the Beginning of an FBA**

1. What are the **strengths, gifts, talents,** or **skills** of the student? (**PLEASE NOTE:** All educators involved should respond to this key question).
2. Describe **target** behavior that is interfering with the academic progress of the student or that of his/her peers. (**PLEASE** describe what the student physically does. **DO NOT STATE CAUSE.** Example: "Pete makes loud noises and tries to slap others when they come close **instead of** Pete misbehaves.")
3. What **activities** are usually occurring when the behavior occurs?
4. Is there a **specific situation, setting,** or **class** that the behavior is **most/least** likely to occur?
5. Is there a **specific person** that the behaviors occurs with **most/least** often?
6. Does this behavior usually occur with another behavior? Do they occur at the **same time** or in an **escalating pattern** (where one behavior occurs only after another has been tried first)?
7. What quickly **turns on** the target behavior? What successfully **turns off** the target behavior?
8. What has worked/is working **to avoid** the target behavior?
9. What usually happens **after** the target behavior occurs? (**PLEASE** describe the behavior of the student, student's peers, and the adults in the area).

## Slide 4

### Let's Talk Analysis of the Behavior

#### Why should I do it:

- Provides more information about students' behavior
- Helps identify factors regarding behaviors that may not be obvious
- Provides data trends and patterns
- Behavior analysis can be simple or intensive
- Helps identify the root causes, functions, and reinforcers of behaviors
- Provides data for developing an appropriate and effective behavior plan

#### When should I do it:

- When a student is not responding to interventions
- When it is unclear as to why the behavior is occurring
- When antecedents and/or reinforcers cannot be readily identified
- When a student is suspended multiple times or has a high number of office discipline referrals (student is getting into trouble frequently)
- When a pattern or trend seems to be forming
- When a student seems to engage in the same behavior regardless of consequence/reward

## Slide 5

### *General Education: Behavior Plan Quick Facts*

- Less formal and law governing
- Done as a part of the student review committee
- Utilized when a behavior is interfering with students' progress both emotional and academic
- Based off data collected on the behavior, not formal assessments
- Analyze data for the possible function of the behavior
- Develop a plan that addresses the skills or concepts the student has not yet acquired
- How do teachers and others teach those skills and concepts to the student (when, where, how)
- Data continuously collected and analyzed for progress, lack of progress, & adjustments needed
- Function over Form
- Teacher and staff training considerations

- Can provide accommodations, interventions and strategies...NO modifications

#### **Slide 6**

##### **Section 504: FBA / BIP**

- Discussed at accommodation meeting
- Parent consent for formal FBA
- Utilized when a behavior is interfering with students' progress both emotional and academic
- Based off data collected on the behavior
- Analyze data for the possible function of the behavior
- Develop a plan that addresses the skills or concepts the student has not yet acquired
- How do teachers and others teach those skills and concepts to the student (when, where, how)
- Data continuously collected and analyzed for progress, lack of progress and adjustments needed
- Function over Form
- Teacher and staff training considerations
- Can provide accommodations, interventions and strategies...NO modifications

#### **Slide 7**

##### **SPECIAL EDUCATION: FBA/BIP**

- FBA discussed during ARD meeting and parent consent is requested for formal assessment
  - Obligation to conduct FBA
    - As part of evaluation
    - Following MDR
    - Obligations under existing FBA
- Timelines are adhered to
- Formal assessment conducted by various members of ARD (team approach)
- BIP – when behavior significantly interferes with the implementation of the IEP

## Slide 8

### Meeting Process

#### **General Education Student**

- Initial Discussion- Notify parent and hold a RTI meeting (each campus calls these something different) and review teacher information regarding behavior. **ALL** student data should be considered (i.e. medical reports, grades, attendance, referrals, etc.)
- Develop appropriate interventions and data collection methods for the classroom teacher to utilize following the RTI meeting.

#### **504 and Special Education**

- Review of Existing Evaluation Data (REED)- Must be detailed and include all current data
- Determine if further evaluation is needed in the area of behavior
- If **YES** then provide notice of evaluation, consent for evaluation and a copy of the procedural guards.

## Slide 9

### What Data?

Data and information gathered should be used to develop a plan for the student that addresses the following:

- Target behavior(s) that need to decrease
- Appropriate behaviors to teach the student to begin replacing the target behavior(s)
- How to teach replacement behaviors?
- What accommodations may be needed for classroom and other areas of the school?
- Proactive planning for behavior
- Depending on the student, additional collaborations may need to occur (counseling, etc.)

## Slide 10

### Sample Analysis of Behavior/Functional Behavior Assessment Forms

Data collection should include the following:

[Questions to Answer](#)

Analysis of Behavior/[FBA Checklist/Teacher Interview](#)

Analysis of Behavior/[FBA Sample Questions](#)

[Behavior Assessment Observation Form](#)

[Frequency Data Collection Chart](#)

[Parent Interview](#)

[Student Interview](#)

## Slide 11

### Building the Behavior Analysis/Functional Behavior Assessment Tips

1. All of the following parties should collaboratively write the IEP to include but not limited to:
  - Teachers
  - Parents
  - Case Manager
  - LSSP/Diagnosticians
  - Administrators
  - Speech/VI/AI
  - Related services team
2. Write facts only (No opinions)
3. Write in complete, descriptive sentences
4. Minimize the use of checkboxes (Individualize the Behavior Analysis/FBA)
5. Avoid using/listing corporal punishment, restraint, CPI, etc. as a consequence
6. Note strategies to use to teach replacement behaviors

## Slide 12

### Quick View of the Behavior Analysis/Functional Behavior Assessment

- List [data](#) sources
- Describe behaviors- what does it look like, sound like, how intense is it, how long does it last, how often does it occur...i.e. punches students in the face instead of aggressive.
- Describe triggers (what happens before the behavior occurs)- i.e. walking down the hall to 3rd period, sitting at lunch table, etc.
- Describe what happens after the behavior occurs (facts only)
- Describe reinforcers and consequences (Reinforcement is anything that increases a behavior (positive or negative) describe so that it can be replicated if the student moved)- note what has been tried that did not work
- Describe the function of the behavior (The function of the behavior is the motivation behind it or what is maintaining it...it is the answer to the question "WHY?")- Data based
- Describe results and interpretation

**REMEMBER:**

- A behavior can have multiple functions
- Describe facts only... Avoid using emotional or biased words to describe behavior

**Slide 13**

Teach the Skills

The best way to teach replacement skills is through the inclusive process (it is preferred for students to be in the natural environment where generalization can take place).

- Positive Modeling/environment
- Privately Talk and Teach- Avoid public humiliation Safe Social Situations
- Offer a menu of replacement choices
- Provide appropriate tools (i.e. red and green card for stop and go)
- Be clear with expectations
- Prep student friendly environment
- Know the student (relationships are key)
- Bring it to real life examples and experiences (generalize the skill)

**Slide 14**

What is next?

Our webinar series will continue with Part 3: TIER 3. For additional questions on TIER 2 please reach out to your regional consultant who provides support in the area of behavior.

**Slide 15**

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