



BEHAVIOR RESOURCES FOR PARENTS

By Martha Lausé

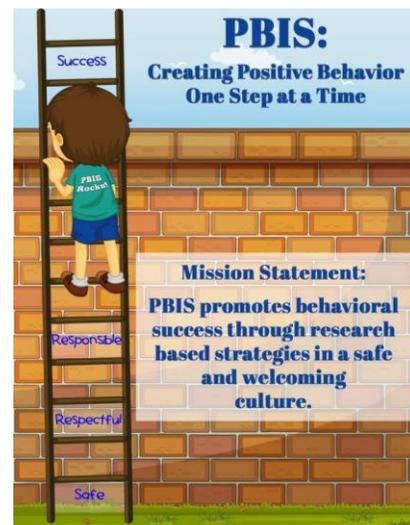
Nothing can be more stressful for a parent than to get repeated calls from their child's school requesting that they must come and pick up their child due to behaviors that are out of control. Many parents also are frustrated due to the school's use of repeated punishments that have not resulted in behavior changes. The challenge for both parents and educators is to work together to find new ways of understanding the interactions between a child and his or her school environment so that useful interventions can be developed that lead to lasting behavior change. The focus of this newsletter will be to provide information for parents about the strategies school may use to help children learn appropriate behavioral skills.

If a child has been identified as a student with a disability or suspected of a disability under IDEA [Individuals with Education Disability Act], the school must provide the services and supports needed by the student to receive FAPE [Free Appropriate Public Education]. These services must be based on the student's unique needs and not determined by the category of disability service listed in Section 4 of the ETR [Evaluation Team Report]. The most effective tool teachers have to handle problem behavior is to prevent it from occurring in the first place. Positive Behavioral Interventions and Supports [PBIS] programs help schools to recognize the benefits of preventive school discipline and allow for student success.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS [PBIS]

PBIS is the only approach to addressing behavior that is specifically mentioned in IDEA. IDEA requires the IEP team to consider the use of PBIS for any student whose behavior impedes his or her learning, or the learning of others. The IEP team also should consider the use of a functional behavior assessment, [FBA] when appropriate, to address any behavior that results in repeated or long-term removal.

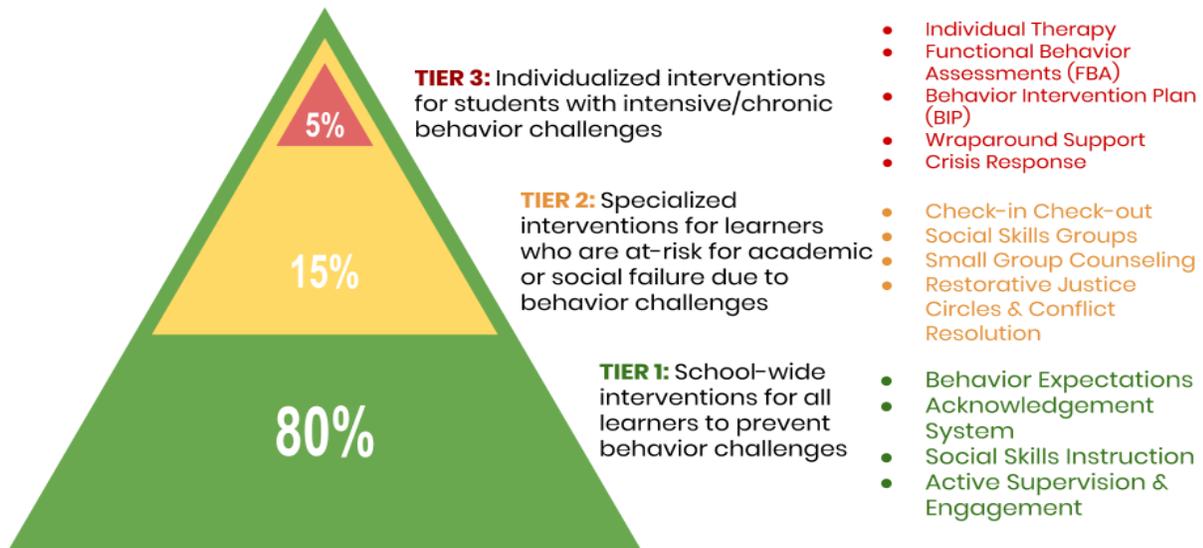
The focus of PBIS is prevention, having supports in place and a plan, if needed, to address specific behaviors or a pattern of behaviors. Since IDEA requires the implementation of PBIS, IEP teams, including the parent/guardian, should have knowledge of PBIS so that it may be implemented to improve outcomes and address behavior.





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PBIS HAS 3 tiers of support for behavior and for when the behavior stems from their disability.



For more detailed information about the 3 tiers of PBIS:

PBISworld.com Tier 1 <https://www.pbisworld.com/tier-1/>

PBISworld.com Tier 2 <https://www.pbisworld.com/tier-2/>

PBISworld.com Tier 3 <https://www.pbisworld.com/tier-3/>

Ohio endorses Positive Behavior Interventions and Supports [PBIS]. Please see:

<http://education.ohio.gov/getattachment/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Ohio-Positive-Behavior-Interventions-Network-2/Fact-Sheet.pdf.aspx>

<http://education.ohio.gov/Topics/Student-Supports/PBIS-Resources>

The Ohio Dept of Education divided the state into 16 State Support Teams [SSTs]. Each SST has PBIS consultants on staff to work with parents and schools. See the link to the PBIS resources at State Support Team Region 11:

[https://www.sst11.org/Downloads/PB41A-Positive Behavioral Interventions-Final.pdf](https://www.sst11.org/Downloads/PB41A-Positive_Behavioral_Interventions-Final.pdf)

The link to the other SSTs is listed below.

<http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams>



In order for IEP teams to provide goals and objectives that address both academic achievement and functional performance, they must change from the attitude that the child IS a problem to the child HAS a problem. To illustrate, Devon is a 12-year-old boy refusing to do his schoolwork. When reminded to get busy, he may swear, spit, or throw his work on the floor. If the educator feels Devon IS the problem because he is lazy or disrespectful, the adult often responds to negative behavior negatively with punishment or threats. In fact, Devon may have learned that his behavior is successful in getting him out of doing required work. Being sent home becomes a “reward” not a punishment that may actually reinforce the negative behavior it was designed to correct. This is known as negative reinforcement. When the educator feels that Devon IS the problem, his IEP goals are written for academic achievement and not for functional performance that would improve his behaviors and social-emotional skills. Good grades may not be as important as social-emotional skills in their adult life. No one ever gets fired for a D in history but they will get fired if they lack the social-emotional skills to work well with others.

When educators feel that Devon HAS a problem, they gather assessment data to understand the motivation behind the misbehavior. Behavior will be addressed in a more constructive manner than in the previous model. The IEP will be written to address both academic achievement and functional performance for behavioral issues.

Devon will be taught positive behavior skills that will be recognized, reinforced, or rewarded. Educators will use consequences that are meaningful to the child, rather than punishment and/or suspension.

FUNCTIONAL BEHAVIOR ASSESSMENT [FBA]

In order to change the perspective from “the child IS a problem,” to “the child HAS a problem,” the best course of action for a school is to conduct a Functional Behavior Assessment [FBA]. This is the process required to determine the trigger, function, or antecedent of the behavior and to develop an appropriate Behavior Intervention Plan [BIP]. Please see links to Ohio’s optional FBA and BIP forms: [Form OP-1: Functional Behavior Assessment](#)

[Form OP-2: Behavior Intervention Plan](#)

FBA’s most often are **recommended** when:

- A student has repeated discipline incidents that lead to out of school removals of less than 10 days. FBA **required** on day 10.
- A student’s behavior is interfering with his/her ability to benefit from instruction (e.g., the student is frequently removed from the classroom setting, student is unable to participate, etc.)
- A student’s behavior is disrupting the learning of him/herself and/or others and is not adequately addressed by current level of services.



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Those who contribute data and provide assessments may include, but are not limited to: Special Education Teachers/ Intervention Specialists, Parents, Counselors, Administrators, and School Psychologists. For complex behavior, a Board-Certified Behavioral Analyst [BCBA] may be needed.

An FBA, if properly conducted, will provide information that parents and educators will use to come up with the “best guess,” or hypothesis about why a specific behavior is occurring, so that a Behavior Intervention Plan [BIP] can be developed that teaches the child acceptable ways to get his or her needs met. The FBA will define behavior in measurable terms that can be seen and counted. Stating “Sam is aggressive” is not measurable. “Sam will hit, kick when asked to complete a task that is too difficult,” is measurable.

According to Wrightslaw.com: “Failure to base the intervention on the specific cause (function) very often results in ineffective and unnecessary restrictive procedures.” In other words, don’t waste valuable time on interventions (behavioral or otherwise) when there is no evidence that this particular intervention is likely to work for this particular child, in this particular situation.

To read the full article, Functional Behavioral Assessments: What, Why, When, Where, and Who? by Stephen Starin, Ph.D., follow the link: <https://www.wrightslaw.com/info/discipl.f.ab.starin.htm>

The FBA process will collect data from as many sources as possible, including samples of classwork, direct observations, interviews questionnaires, or checklists. This helps to identify how others perceive the problematic behavior, some possible motivations or triggers for the problem behavior, and observations of situational factors surrounding the problematic behavior. Ask questions, such as, *who*, *what*, *where*, and *when*, in order to gather as much information as possible. Also try to ascertain when the behavior does, and does not, occur. Use this information to compare and analyze the data, events, antecedents or triggering events, target behavior, and consequences that maintain the behavior.

Review medical and school records, achievement and educational testing, behavioral, mental health and social skills assessments, plus interviews and survey reports completed by parents, others who know the student, and the student, if appropriate. The greater the concern about the behavior impeding the student’s own learning or the learning of others, the more data-gathering, planning and analysis will be required to develop an effective behavioral support plan.

The FBA will examine the A, B, C’s of Behavior.

A=Antecedent — A cause or event that influences the development of a behavior or behaviors, such as the size of the classroom, number of children in classroom, or the specific event, time of day, etc.



B=Behavior — What one does in response to the event, cause or condition. Behavior (positive or negative) fulfills a specific need for a child.

C=Consequence — What happens as a result of a behavior and affects whether it is likely to happen again. If the consequence of a behavior meets a need, the behavior is likely to be repeated.

Antecedent — assignment too difficult

Behavior — child throws chair and kicks the teacher

Consequence — if child HAS a problem, the teacher gathers more data to determine appropriate instructional level for assignment and appropriate discipline

To reach the outcome that parents and educators want means they must work together to build on the child's existing strengths, as well as, teach skills that have not been, or that have not become habits.

BEHAVIOR INTERVENTION PLAN [BIP]

Even though IDEA does not mandate Behavior Intervention Plans [BIPs] to address behavior, the IEP team should consider whether the specially designed instruction included in the IEP's Section 6 and Section 7 are sufficient to modify behavior. If the student is not making progress on IEP goals, the IEP team needs to reconvene to address developing a separate Behavior Intervention Plan [BIP]. This BIP should be referenced in the IEP. Since the BIP is referenced in the IEP, the plan must be completed with parent participation.

If data and progress reports indicate a decrease in problematic behaviors due to the implementation of IEP functional performance goals and services, a separate behavior plan usually would not be required.

Data collection is crucial when implementing an IEP behavior goal or BIP. If all educators and service providers are not using the same criteria for data collection, or data was not collected as required by the IEP, the team would not be able to adequately address the student's lack of progress and /or escalating problematic behaviors. The same is true if staff members lacked adequate training concerning how to collect the necessary data with fidelity. Whether behaviors are addressed by the IEP or by an BIP, data collection documents the provision of FAPE. Without this data collection, the school district cannot determine whether the student is making progress or whether the use of replacement behaviors is increasing or decreasing. If the student's behavior is not impeding his/her learning, it may be determined that FAPE has been provided. If the opposite is true, it may result in the denial of FAPE.

The BIP is designed to change the outcome by preventing the behavior from actually happening, reducing the severity of the behavior, by de-escalating the behavior before it becomes extreme. It assists the student to use skills he or she has been taught to make better behavior choices in order to replace the inappropriate choice with better behavior choices.



An understanding that most behaviors are governed by their circumstances is key to planning interventions. For example, a child has a fight and is suspended. If the child does not want to be in school, he or she may learn that fighting is a good way to get sent home. If the child wants to gain attention from his peers or teachers, fighting may be used again as a way to secure attention and status. For a student with a specific learning disability in reading, misbehavior may be used to save face with their peers. Any time a child exhibits a behavior (acceptable or unacceptable) that is successful in meeting one of his or her needs, it is likely that the behavior will be repeated. Behavior serves a logical function for the child. It is the role of the BIP to substitute this logical function for the child with an acceptable behavior for both the student and adults.

Behaviors are governed by consequences. Behaviors that result in desirable consequences for the child are likely to be retained or strengthened. Behaviors that do not result in desirable consequence are discarded or weakened. Therefore, schools must evaluate and monitor the IEP and BIP by collecting data on student progress. Behavior goals need to be reviewed and evaluated. The school, IEP team and parents determine whether to continue or to modify the BIP by setting review dates. If no one is in charge of collecting and reviewing the data, the plan will fail. A great BIP on paper will fail if not implemented with fidelity or as designed by all staff.

BEHAVIOR GOALS AND OBJECTIVES ON THE IEP

The focus of this article is PBIS, FBAs and BIPs; however, it would be an error of omission not to mention functional performance goals on the IEP. The evaluations in the Evaluation Team Report [ETR], school assessments and FBAs provide the data to determine the starting point to write goals that ensure success. When presented with a nonpreferred task, such as, dealing with frustration, the IEP team uses data to determine whether it is a big problem or a little problem. Did the behavior meet a need? What can be predicted about this behavior? It will keep on happening until the student is taught an appropriate replacement behavior.

A sample behavior goal: Jake will take a break in order to replace problematic behavior with appropriate behavior. He will return to the task at hand 80% of the time in 3 out of 5 trials as measured by his behavior chart data.

In closing, student success is the ultimate goal for implementing PBIS, FBAs and BIPs in Ohio schools.





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WHERE TO ASK FOR HELP

Ask school for names of behavior support personnel and intervention specialists.

Board Certified Behavior Analysts [BCBA] www.bacb.com

Ohio Coalition for the Education of Children with Disabilities www.ocecd.org

Ohio Department of Education. Office of Integrated Student Supports, coordinates resources for positive and safe schools, such as, programs related to safety, anti-bullying, mental and behavioral health, positive behavioral intervention supports (PBIS) and trauma-informed care.

Brittany.miracle@education.ohio.gov
You also may call the ODE switchboard, 877-644-6338, and ask to be connected with her office.

Ohio State University. Nisonger Center Behavior Support Services
<https://nisonger.osu.edu/clinics-services/child/behavior-support-services/>

[State Support Teams](http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams)
<http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams>

RESOURCES

Alliance Action Sheet: Functional Behavior Assessments and Positive Interventions
<https://www.ocecd.org/Downloads/Functional%20behavioral%20assessment%20and%20positive%20interventions--what%20parents%20need%20to%20know3.pdf>

Center for Parent Information & Resources [CPIR]
<https://www.parentcenterhub.org/pbs-resources/>

Greene, Ross. 6 truths about challenging kids that unlock better behavior. ADDitude Magazine. July 3, 2019

EmpoweringParents.com.
<https://www.empoweringparents.com/>
“You can’t punish your child into good behavior.” A company dedicated to empowering parents with the tools to manage the most challenging behavior problems in children ages 5 to 25.

National Education Association. Positive Behavioral Interventions and Supports: a multi-tiered Framework that works for every student. 2014.
<http://www.nea.org/assets/docs/PB41A-Positive Behavioral Interventions-Final.pdf>

PACER.org. Functional Behavior Assessment and Intervention resources:
<https://www.pacer.org/searchresults.asp?cx=008159103446416441332%3Azntv2wmj0ug&cof=FORID%3A11&q=FUNCTIONAL+BEHAVIOR+ASSESSMENT&a=Search&siteurl=pacer.org%2F&ref=&ss=4959j1689727j30>

PACER: Examples of positive behavioral intervention strategies
<https://www.pacer.org/parent/php/php-c215b.pdf>

Peer, Christina. Functional Behavior Assessments and Behavior Intervention Plans. PPT. Walter|Haverfield. March 5, 2020



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Positive Behavioral Interventions and Supports [PBIS] www.pbis.org

PBIS for Ohio
<http://education.ohio.gov/Topics/Student-Supports/PBIS-Resources>

PBIS for Ohio families
<http://education.ohio.gov/Topics/Student-Supports/PBIS-Resources/Ohio-Positive-Behavior-Interventions-Network-3>

State Support Team Region 11. Positive Behavioral Interventions & Supports. PBIS <https://www.sst11.org/PBIS.aspx>

SST 11 PBIS Newsletter
<https://drive.google.com/drive/folders/1UlmkOR7wLTG-1TPhcclDkhLjTca00Ei>

Understood.org. www.understood.org
Types of behavior assessments:
<https://www.understood.org/en/school-learning/evaluations/types-of-tests/types-of-behavior-assessments>

Wrightslaw.com. Functional Behavior Assessment and Behavior Intervention Plan
<https://www.wrightslaw.com/info/disciplindex.htm>

OCECD PUBLICATIONS

Behavior-Focused IEPs, English and Spanish
<https://www.ocecd.org/Downloads/Behavior%20Focused%20IEPs%20Rev%20December%202015.pdf>

<https://www.ocecd.org/Downloads/OCECD%20%20%20Behavior%20Focused%20IEPs%20Spanish%20Rev%2010%202011.pdf>

Positive Behavioral Interventions and IDEA 2004: opportunities for parenting and teaching
<https://www.ocecd.org/Downloads/Positive%20Behavior%20Interventions%20Book%20Rev%205%202019.pdf>

Revised December 2015

Behavior-Focused IEP's:

*How Parents Can Help
the IEP Team*



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Revised May 2019

**Positive Behavioral
Interventions
and IDEA 2004:
Opportunities for
Parenting and Teaching**



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To remove your name from our mailing list, or if you have questions, please contact kellyb@ocecd.org or call 1-844-382-5452.

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