

Region 3 & 4 PTAC Conference

Supporting New Behaviors

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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Group Activity

What are your stories?

What stories have you heard from families who are struggling with disciplinary removals?

At the Same Time Look Where we Need to Go . . .

- **Exclusionary Discipline:** All Time High
- **School to Jail Pipeline:** 73% of youth with emotional behavioral disabilities who drop out of school are arrested within five years
- **Mental Health:** 30% of students in need receive services

Wisconsin Urgency

Students with Dis/Abilities:

- **Suspended:** 3 times more likely
- **Expelled:** 2 times more likely

Students with Emotional Behavioral Dis/Abilities:

- **Suspended or Expelled:** 10 times ore likely

Wisconsin Urgency

- African American Students: 10 times
- Native American Students: 3.5 times
- Hispanic Students: 2.4 times

Disproportionate Discipline Data

National Study Disaggregating Predictive Reasons for Office Referrals

White Students

- Smoking
- Vandalism
- Leaving without Permission
- Obscene Language

Black Students

- Disrespect
- Excessive Noise
- Threat
- Loitering

Skiba, R.J., Michael, R.S., Nardo, A.C. & Peterson, R. (2002).

The color of discipline: Sources of racial and gender disproportionality in school punishment. *Urban Review*, 34, 317-342.

Be Proactive....

- IDEA provisions encourage a proactive approach to meeting the behavioral needs of students
 - LEAs address behavior needs through the development of an IEP and implementation in a placement that is the LRE for the student
- A proactive approach should reduce the occurrence of behaviors that violate the code of conduct and the need to implement disciplinary measures

Evidence Based Practices that are Considered Positive Behavior Interventions

- Antecedent-based interventions
- Functional communication training
- Incredible Five Point Scale
- Naturalistic interventions
- Peer-mediated instruction/intervention (PMI)
- Picture Exchange Communication System™ (PECS)
- Pivotal response training (Self Management, Initiation, Respond Multiple Cues, Motivation)
- Prompting (if prompt given BEFORE the desired behavior)
- Reinforcement
- Self-management
- Social narratives
- Social skills training groups
- Structured work systems
- Task analysis
- Time delay
- Video modeling
- Visual supports

Autism Internet Modules

<http://www.autisminternetmodules.org/>

IDEA Requirements

- If a student's behavior impedes his or her learning or the learning of others, the IEP team must consider the use of positive behavioral interventions, supports and strategies to address the behavior
- Behavior supports must be individualized to meet the student's specific needs

OSEP Dear Colleague Letter

August 1, 2016

Key Points

- Failure to address the behavioral needs of a student with a disability can result in both a denial of FAPE and a denial of placement in the least restrictive environment.
- Behaviors that lead to removals, such as violating the code of conduct for disrupting class, may indicate behavioral supports are needed

OSEP Dear Colleague Letter

Key Points

- If a student already has behavioral supports, but there are repeated behavioral incidents and/or disciplinary removals, the IEP team should be reconvened to review and revise, if appropriate, the IEP.

Understood.org Resource for Families

Your concern: The IEP doesn't address your child's behavior issues.

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Talking Point

The IEP must include behavioral services and supports that your child needs in order to learn.

List the areas where your child's behavior is getting in the way of learning:

What types of services or support do you think may help?

Suggested script: "I know that my child has the right to services and supports to help with behavior. However, the IEP doesn't address _____ . When can we talk about including behavioral supports and services _____ to help my child make progress in school?"

OSEP Dear Colleague Letter

Key Points-think broadly

- Behavioral supports can include;
 - specially designed instruction,
 - related services,
 - supplementary aids and services,
 - and program modifications or supports for school personnel

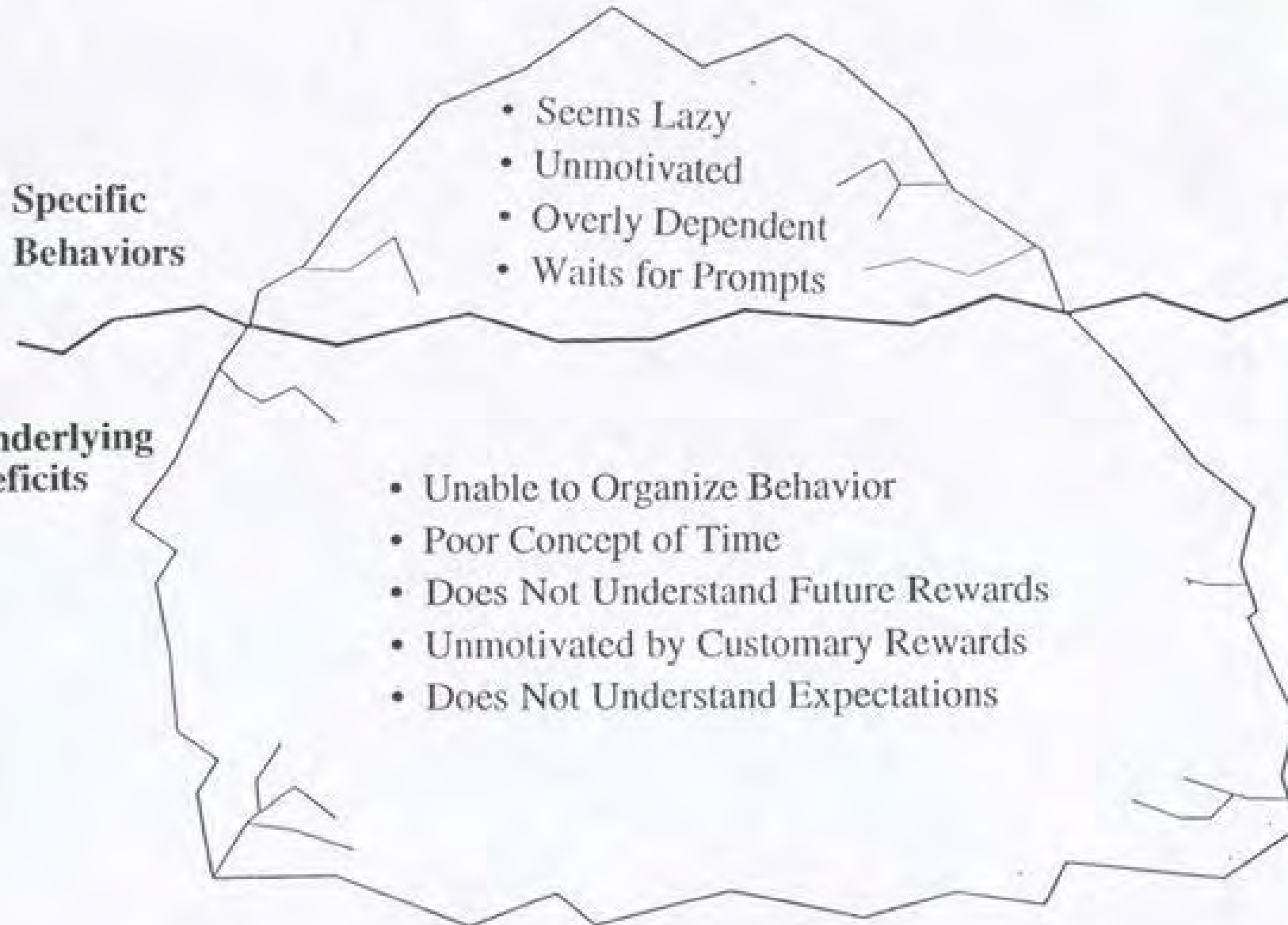
Traditional Behavior Interventions

- Reasoning
- Verbal Reprimand
 - Hurry Up!
 - You Need to Get Ready To . . . !
 - You know what to do!
- Time Out or Reduced Access
- Suspension / Expulsion

Think about how kids with behaviors that interfere with learning are built



LACKS INITIATIVE



TANTRUMS

Specific Behaviors

- Screams
- Self-injury
- Destroys things

Underlying Deficits

- Unable to Communicate Needs
- Emotional Inconsistency
- Frustration
- Strong Need for Sameness
- Poor Understanding of Situation

AGGRESSION

Specific Behaviors

- Hitting
- Spitting
- Throwing
- Pushing

Underlying Deficits

- Poor Social Judgment
- Unaware of Feelings of Others
- Sensory Misperceptions
- Frustration over Communication Limitations
- Does Not Understand How to Interact Appropriately

Power of Beliefs

Model strength based language . . .

- Promote differences versus deficits
- Remind others of each student's unique assets
- Develop, model, and highlight positive relationships with students with differing abilities

Definitions Define Interventions

Focus on Positive vs. Negative

“Challenging Behavior”	“Desired Behavior”
Reducing Behavior	Increasing Behavior
Consequences to Reduce	Interventions to Teach
Eliminating a Strategy	Developing New Strategies
Can’t Model Definition	Modeling of Definition
Stigmatizing – Lowers Self Esteem	Learning – Improves Self Esteem

Relationship Between Academic and Functional Skills

Achievement
Gaps May Affect
Self Efficacy,
Motivation, and
Adult/Peer
Relationships



Functional Gaps
May Affect Access
to Instruction and
Understanding
“How” to Engage
with Instruction

Connection Between Reading and Behavior

- Integrating behavior supports in reading instruction produces larger gains in literacy skills
(Stewart, Benner, Martella, & Marchand-Martella, 2007).
- Improving the social behavior of students results in more minutes spent in academic instruction (Putnam, Handler and O'Leary-Zonarich, 2003; Putnam, Handler, Rey and O'Leary-Zonarich, 2002).
- High quality instruction engages students and leads to reduction in problem behavior (Sanford, 2006; Preciado, Horner, Baker, 2009).
- Students who have difficulty with reading may find ways to escape or avoid reading activities
(McIntosh, Horner, Chard, Dickey, & Braun, 2008).

Teaching and Accommodating

Questions for IEP Teams

Should the Behavior Needs be Taught, Accommodated, or Both?

Taught	Accommodated
Self Regulation Strategies	Sensory Breaks
Social Autopsies / Social Narratives / Social Behavior Mapping TM	Home Base
Self-monitoring	Additional Time to Transition
Using a Visual Schedule	Peer Supports

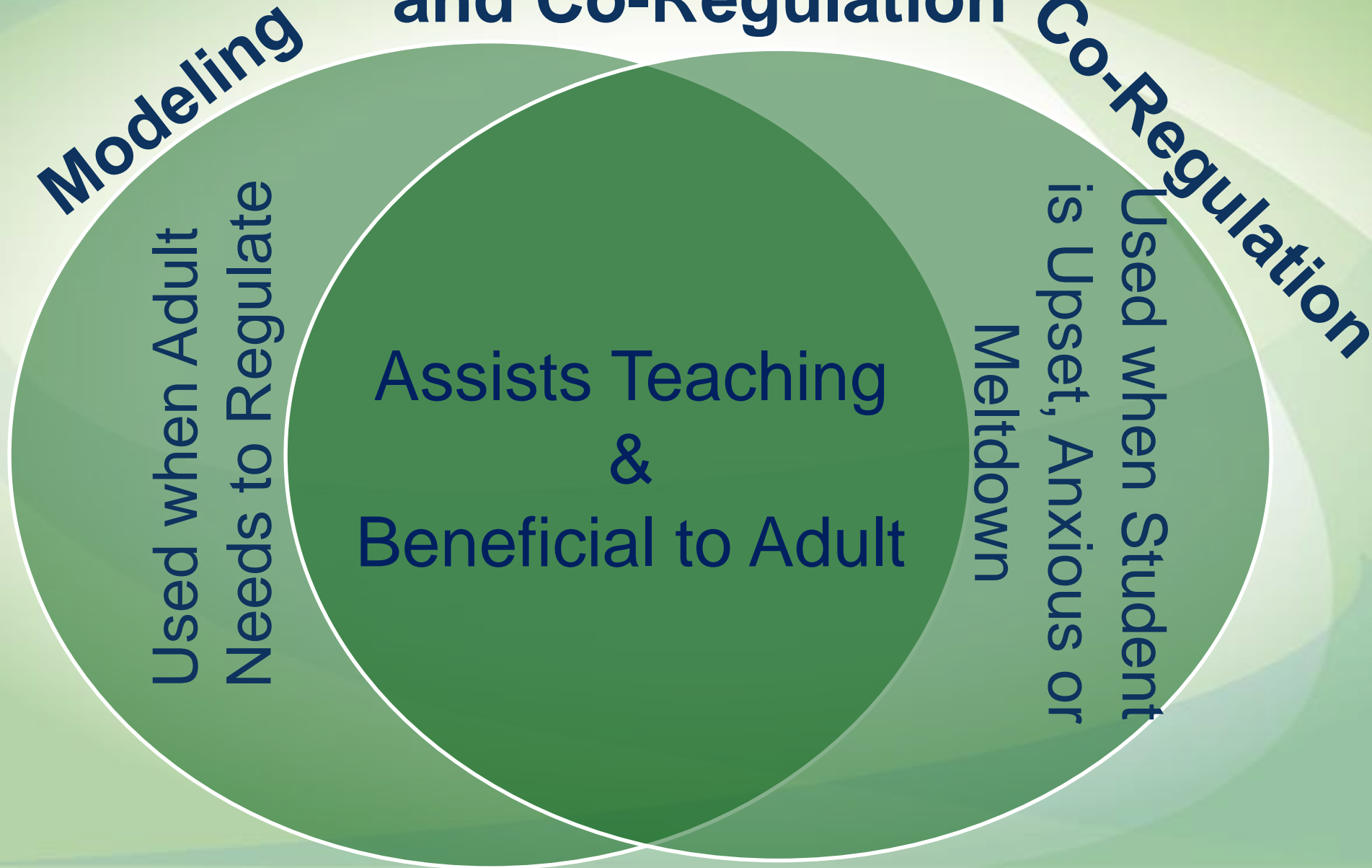
What to Do When a Student / Child is in Crisis

When Student is NOT in Immediate, Immanent Risk of Harm to Self or Others . . .



- Remain Calm
- Model Regulation Strategies
- Sit Down and/or Back Off
- Pause / Wait

Modeling Self Regulation and Co-Regulation



Magic Statements

- Sherry Moyer, The Eclipse Model (2009)
- Suggested Language when Behavior is Escalating
- Assist Student to Maintain Control

Magic Statements

- Validate Student's Feelings
- Acknowledge Need for Extra Time to Process Information and Complete Activity
- Models Tolerance and Trust
- Provides Means of Maintaining Dignity
- Encourages Problem Solving

Sherry Moyer, The Eclipse Model (2009)

Magic Statements

1. What can I do to help you make things better?
2. Do you need a little more time to answer/finish what you were doing?
3. I will help you figure this out when you are calm enough to problem solve.
4. I understand that you are upset.
5. You have a right to your feelings.

Sherry Moyer, The Eclipse Model (2009)

Student Relationships are Necessary to Support Growth

Knowledge, Skills, and Habits to be College and Career Ready	Relationships to Feel Belonging
Academic Skills to be Successful in School and Beyond	Feeling Accepted
Social and Emotional Skills to Build Relationships with Others	Having Your Emotions and Feelings Validated
Life Skills to be Healthy and Independent	Having Interests and Opinions Respected
Organizational Skills to Plan and Meet Goals	Knowing Someone Cares how You and Your Family are Doing
Other Skills to Navigate School, Classes, Employment	Feeling Appreciated for who You Are

Supporting Feelings of Belonging

- What do Teachers and Families do to Actively Support Student Feeling of Belonging?
 - “I Want you Here!”, “I Missed You”
 - Checking in with student?
 - Talking about and supporting interests?
 - Accepting who they are
 - Culturally Responsive / Culturally Respectful Practices