Region 3 & 4 PTAC Conference
Supporting New Behaviors

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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
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 more 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

<table>
<thead>
<tr>
<th>White Students</th>
<th>Black Students</th>
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</thead>
<tbody>
<tr>
<td>• Smoking</td>
<td>• Disrespect</td>
</tr>
<tr>
<td>• Vandalism</td>
<td>• Excessive Noise</td>
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<tr>
<td>• Leaving without Permission</td>
<td>• Threat</td>
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<tr>
<td>• Obscene Language</td>
<td>• Loitering</td>
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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.
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.
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.
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 behavioral supports and services. When can we talk about including behavioral supports and services to help my child make tremendous progress?”
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

Specific Behaviors
- Seems Lazy
- Unmotivated
- Overly Dependent
- Waits for Prompts

Underlying Deficits
- Unable to Organize Behavior
- Poor Concept of Time
- Does Not Understand Future Rewards
- Unmotivated by Customary Rewards
- Does Not Understand Expectations
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

<table>
<thead>
<tr>
<th>“Challenging Behavior”</th>
<th>“Desired Behavior”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reducing Behavior</td>
<td>Increasing Behavior</td>
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<tr>
<td>Consequences to Reduce</td>
<td>Interventions to Teach</td>
</tr>
<tr>
<td>Eliminating a Strategy</td>
<td>Developing New Strategies</td>
</tr>
<tr>
<td>Can’t Model Definition</td>
<td>Modeling of Definition</td>
</tr>
<tr>
<td>Stigmatizing – Lowers Self Esteem</td>
<td>Learning – Improves Self Esteem</td>
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</tbody>
</table>
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
• 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).
Questions for IEP Teams
Should the Behavior Needs be Taught, Accommodated, or Both?

<table>
<thead>
<tr>
<th>Taught</th>
<th>Accommodated</th>
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</thead>
<tbody>
<tr>
<td>Self Regulation Strategies</td>
<td>Sensory Breaks</td>
</tr>
<tr>
<td>Social Autopsies / Social Narratives / Social Behavior Mapping ™</td>
<td>Home Base</td>
</tr>
<tr>
<td>Self-monitoring</td>
<td>Additional Time to Transition</td>
</tr>
<tr>
<td>Using a Visual Schedule</td>
<td>Peer Supports</td>
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</table>
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

Modeling: Used when Adult Needs to Regulate

Co-Regulation: Used when Student is Upset, Anxious or Meltdown

Assists Teaching & Beneficial to Adult
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

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