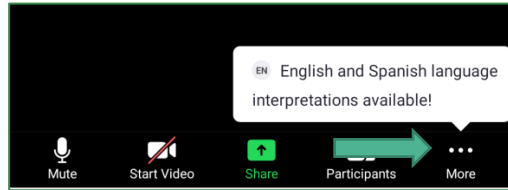


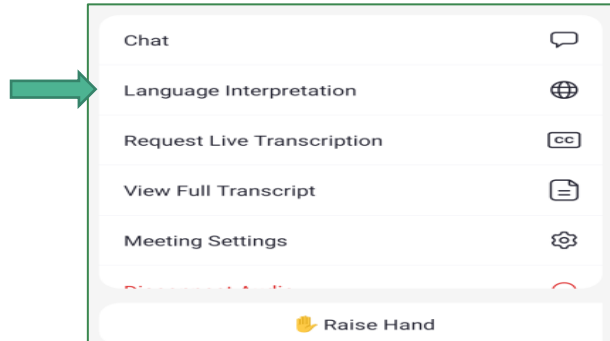
DIRECTIONS TO ENTER A LANGUAGE ROOM

If you're using a **smart phone**:

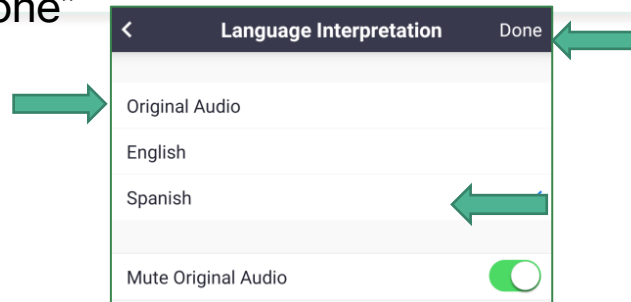
1. In the toolbar below, select "More"



2. Select "Language Interpretation"

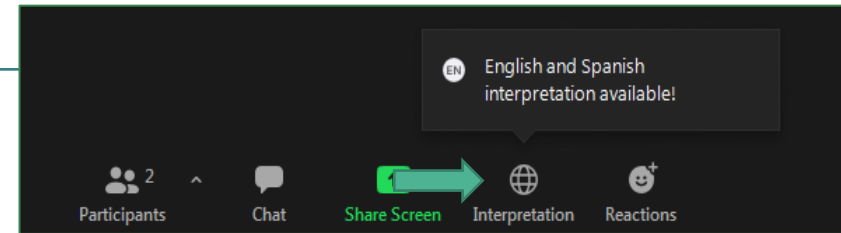


3. Select preferred language
4. Mute original audio (optional)
5. Select "Done"

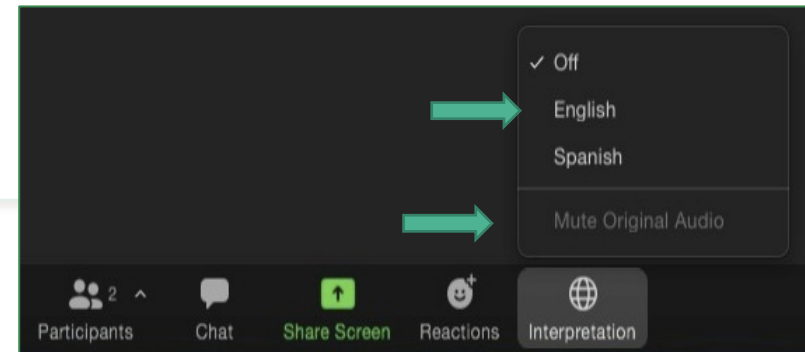


If you're using a **computer**:

1. In the toolbar below, select "Interpretation"



2. Select Preferred language
3. Mute original audio (optional)

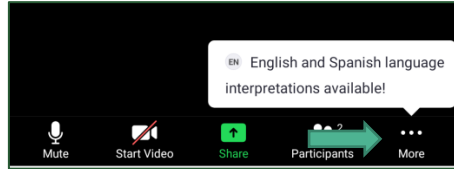


Instrucciones para entrar a la sala de lenguaje:

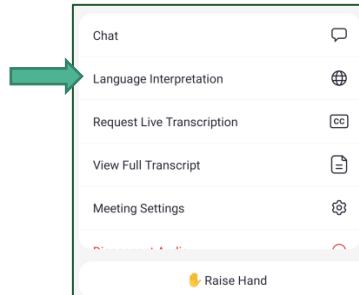
Si está usando un **teléfono celular**:

En la parte inferior de la página de Zoom:

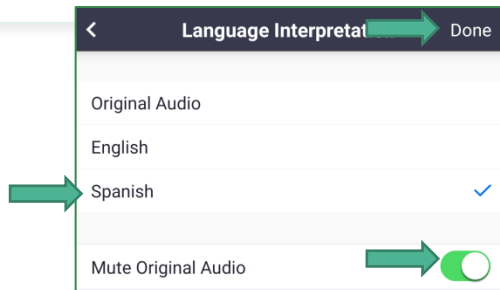
1. Seleccione "More"



2. Seleccione "Language Interpretation"



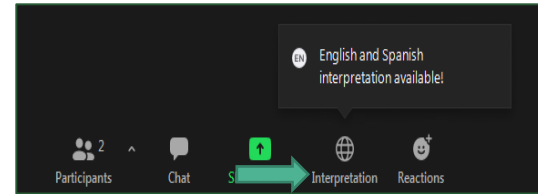
3. Seleccione el lenguaje preferido
4. Silencie el audio original (opcional)
5. Seleccione "Done"



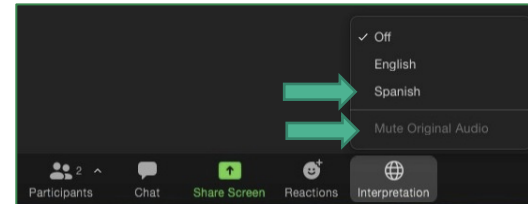
Si está usando una **computadora**:

En la parte inferior de la página de Zoom:

1. Seleccione "Language Interpretation"



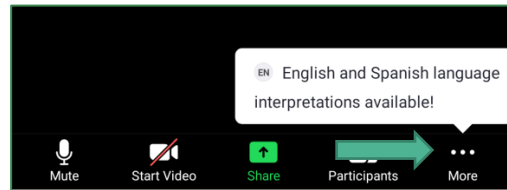
2. Seleccione el lenguaje preferido
3. Silencie el audio original (opcional)



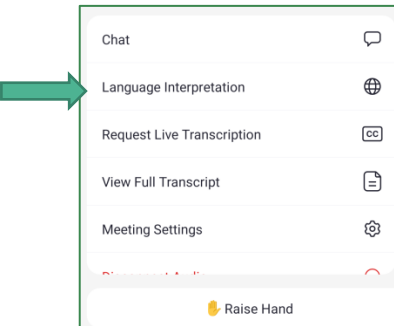
HƯỚNG DẪN ĐỂ CHỌN NGÔN NGỮ:

Nếu bạn đang sử dụng **điện thoại cầm tay**:

1. Hãy chọn “More” ngay góc bên phải màn hình



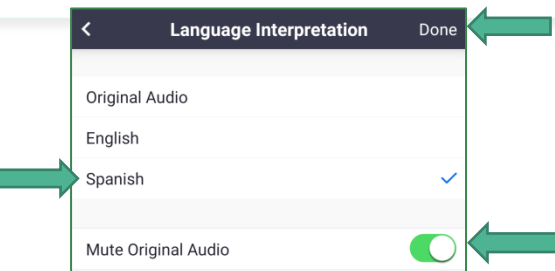
2. Chọn “Language Interpretation”



3. Chọn “Vietnamese” để nghe Tiếng Việt

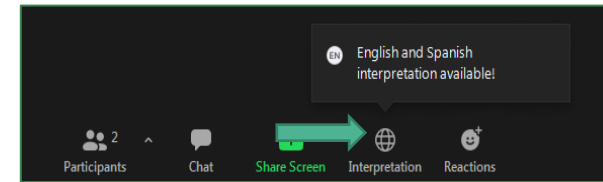
4. Chọn “Mute original audio” để tắt tiếng Anh

5. Chọn “Done”



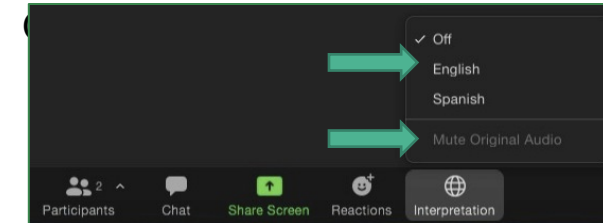
Nếu bạn đang sử dụng máy vi tính:

1. Chọn “Interpretation” ngay chỗ có hình quả địa



2. Chọn “Vietnamese” để nghe Tiếng Việt

3. Chọn “Mute Original Audio” để tắt tiếng Anh



Educational Consult Resource Group (ECRG)

Length: 45 minutes

Mode of contact: ZOOM (preferred) or telephone conference

Language: I am fluent in English and Spanish and will find translation if needed.

Requirements: Most recent annual IEP. Any other educational records that will help me understand the concerns/needs.

How do I talk to you: Contact your Service Coordinator and they will schedule a consultation with me.

ECRG provides education, support and resources to families with educational concerns.

Benefits of this support:

- Parent Participation
- Individualized follow-up plan and resources
- Collaboration with IEP team and school district personnel (program supervisors, program specialists, coordinator, Director of Special Education)
- Support during IEP meetings

Understanding how schools unlock solutions to challenging behaviors

Presented by:

Audri Sandoval Gomez, Ph.D. and Janis B. White, Ed.D.
Thompson Policy Institute, Chapman University

and

Shannon James, M.S., BCBA
Garden Grove Unified School District

Questions To Be Answered

What is behavior?

How are schools reinforcing good behavior for all students?

What is a Functional Behavior Assessment and a Behavior Intervention Plan?

How are behavior emergencies handled?

Why is parent/teacher communication so important?

What is behavior?





Definition

Behavior is an action, activity, or process which can be observed and measured. Often, these actions, activities, and processes are initiated in response to stimuli which are either internal or external.

<https://psychologydictionary.org/behavior/>

Functions of Behavior (SEAT)

Crayons
&
Compliance

Functions of Behavior

Function		Your child is trying to say...	Happens when...	Examples:
Tangibles		"I want something!"	*Your child is told "no."	*Child throws a tantrum in the checkout lane because they want a candy bar. *Child screams when told they cannot have more electronic time.
Escape		"I <u>don't</u> want to do something!"	*Your child is told to do something they don't want to do.	*Child yells/hides/argues when told to clean his room. *Child folds their arms and gives you the silent treatment when told to do homework.
Attention		"I want your attention!"	*Your child is bored or feels as if they aren't getting enough attention from you.	*Child yells when you are on the phone. *Child starts running around when you are talking to their sibling.
Sensory		"This feels good!"	*Could be any time, but especially when your child is excited or anxious about something.	*Child engages in repetitive behavior when anxious/excited. *Child flaps arms when excited. *Child chews on objects/clothing when anxious.

Remember

A B C

ABC

- Antecedent
- Behavior
- Consequence

What happens before and after the behavior influences the behavior.

For example: When Sally is asked to complete an independent assignment, she disrupts her peers and refuses to work. After this behavior, the teacher immediately sits with her and helps her to start her work.

What are ways to affect the behavior?

Reinforcement: When a consequence of a behavior functions to ***increase the likelihood*** of future occurrences of that behavior

Punishment: When a consequence of a behavior functions to ***decrease the likelihood*** of future occurrences of that behavior

You only know if a consequence is reinforcing or punishing by looking at the effect on future behavior.

We all have behaviors.
Some are good and
appropriate while
some aren't.

Think about your own
behaviors and how you
might make changes. It
will help you
understand the
complexity of behavior.



When does a behavior become a problem?

Behaviors can become a problem when they happen a lot, get worse over time, interfere with children's ability to engage in normal activities in the family, at school, with peers or in the community.

<https://depts.washington.edu/uwhatc/wp-content/uploads/2022/07/BehaviorProblems-Information.pdf>

How are
schools
reinforcing
good behavior
for all students?



School-Wide Intervention Approaches

A school-wide behavior plan implements proactive and consistent behavior management procedures for the entire school, rather than expecting teachers to develop plans for their individual classrooms.

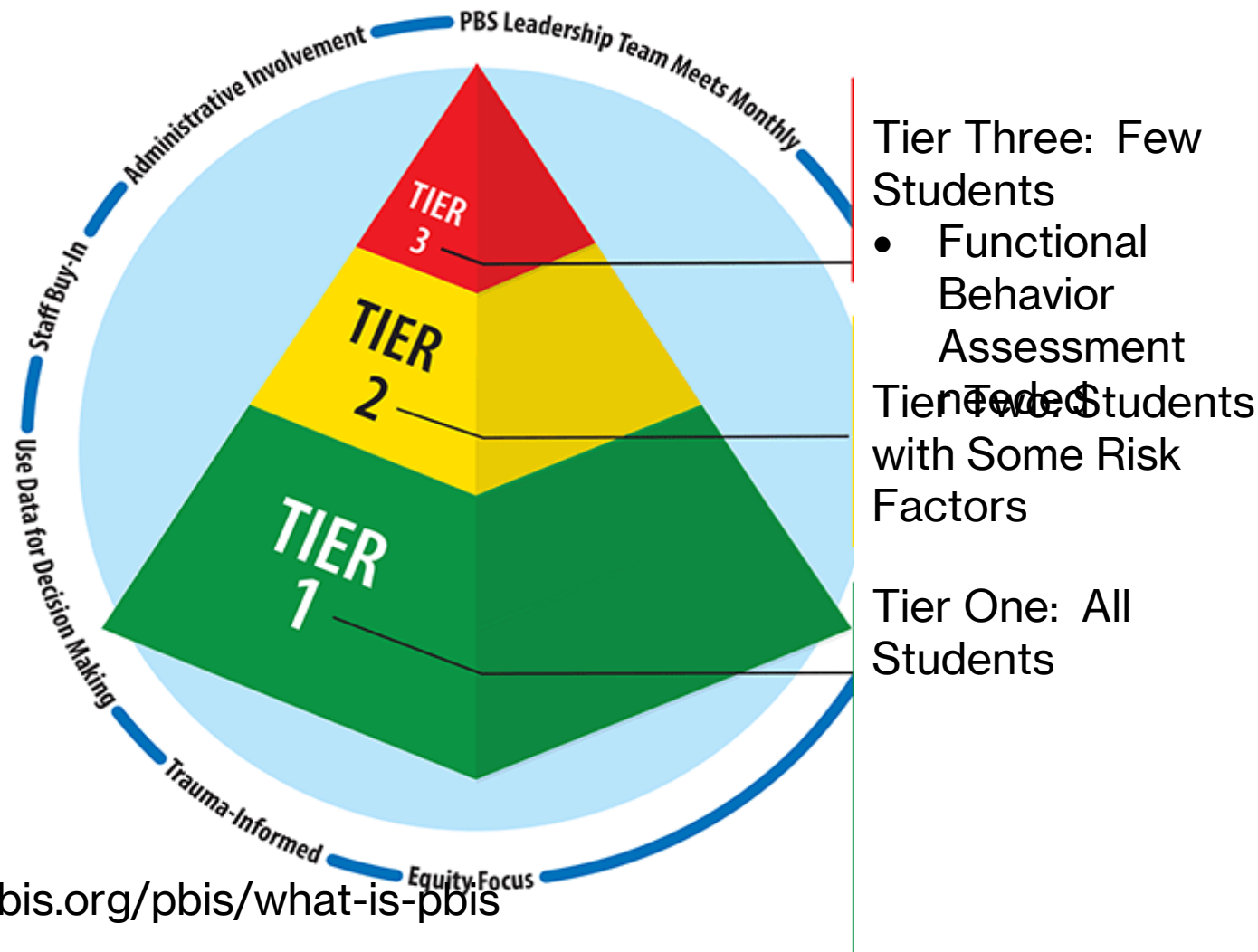
(3) Section 1400(c)(5)(F) of Title 20 of the United States Code states that research and experience demonstrate that the education of children with disabilities can be made more effective by providing incentives for positive behavioral interventions and supports to address the learning and behavioral needs of those children.

The following are approaches that are currently occurring in Orange County schools and throughout the nation.

Positive Behavioral Interventions and Support (PBIS)

The focus of PBIS is prevention, not punishment. Schools teach students positive behavior strategies, just as they would teach about any other subject

Three-tiered Model of Positive Behavioral Interventions and Support (PBIS)



Source: <https://www.pbis.org/pbis/what-is-pbis>

Multi-Tiered System of Support (MTSS)

California MTSS Continuum of Support



ALL STUDENTS

Universal Support



SOME STUDENTS

Supplemental Support



FEW STUDENTS

Intensified Support



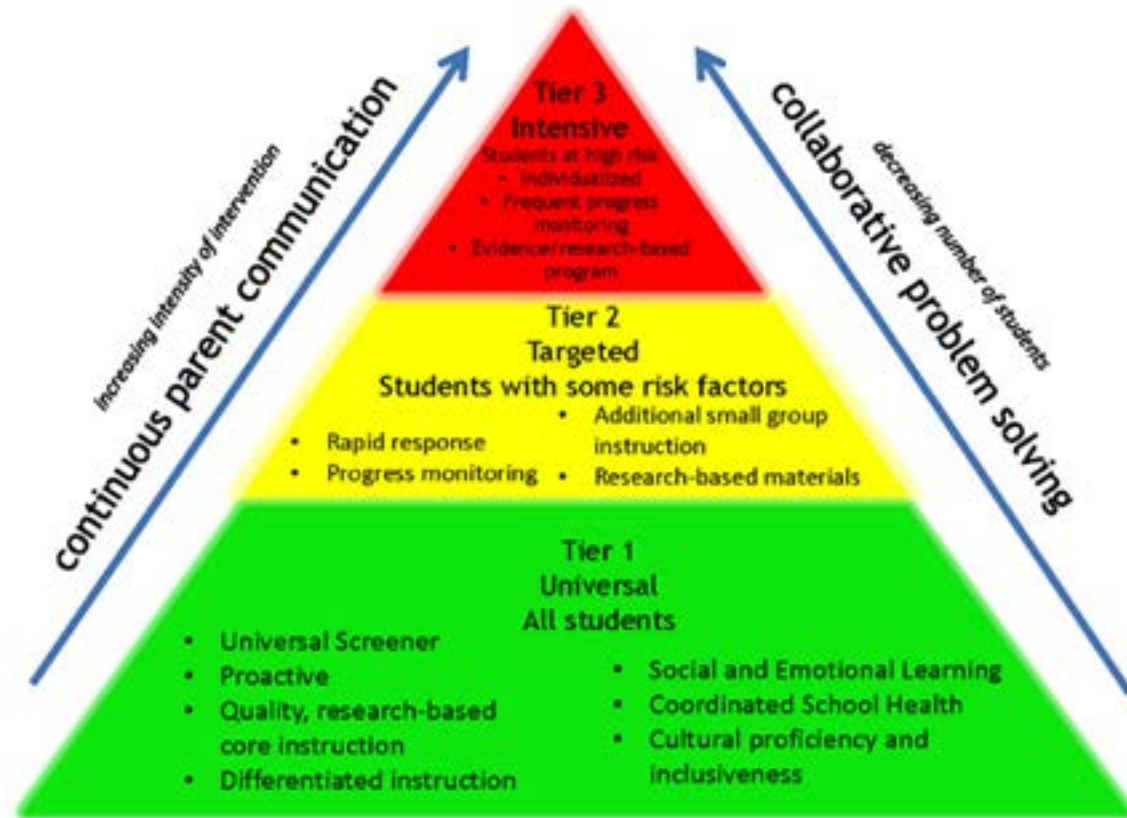
Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support for all students in most inclusive and equitable learning environment.

Source:
[ocde.us/MTSS/Documents/CA MTSS Guide pdf](https://ocde.us/MTSS/Documents/CA%20MTSS%20Guide.pdf)

Response to Intervention (RTI)

RTI emerged from the reauthorization of The Individuals with Disabilities Education Improvement Act of 2004.

RTI is a process for determining the effect of tiered interventions on student academic learning.

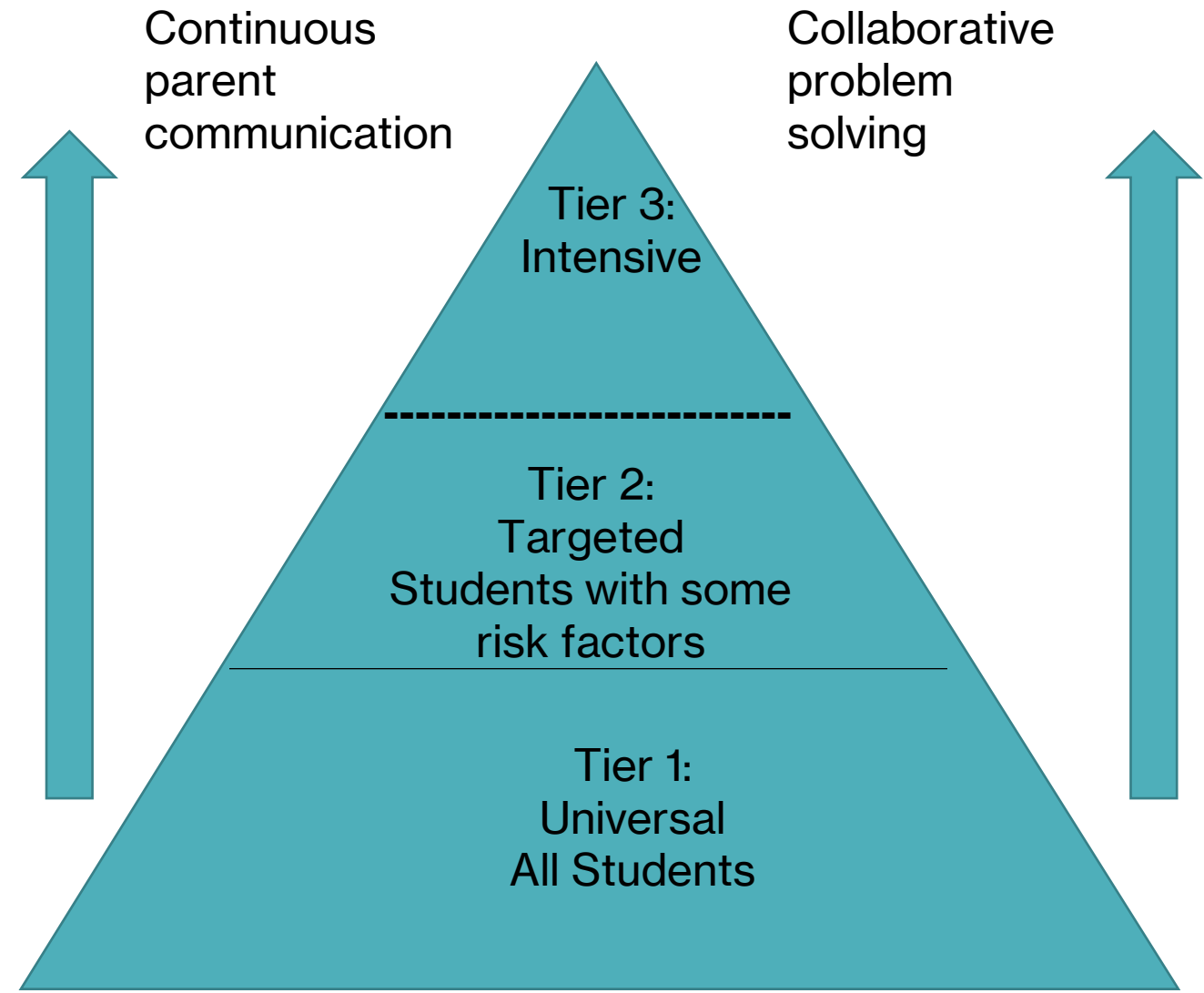


Response to Intervention (RTI)

Alternative Slide

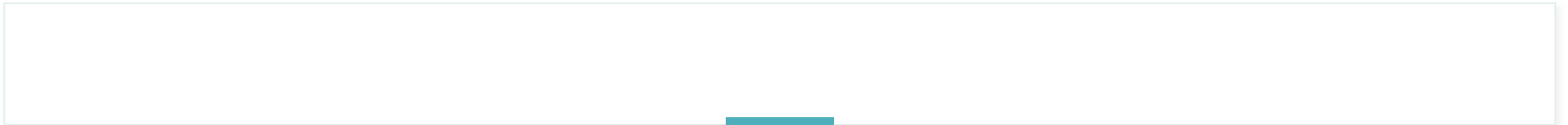
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RTI is a process for determining the effect of tiered interventions on student academic





What about student's in Special Education with behaviors?



Addressing behavioral problems for students in Special Education

Students with disabilities experiencing behavioral challenges in the school environment must be afforded the opportunity to be supported using the evidence-based practices.

If there are barriers to behavioral progress, then the IEP team can consider an assessment that will provide more in-depth information about the possible causes of the behavior and suggested recommendations.

It is the responsibility of the IEP team to design a plan to address student behavior that impedes learning for the student or others. These goals will have been identified during the students initial and triennial assessments.

Each goal should include a way of taking data to show if the student is showing progress.

Functional Behavior Assessment (FBA)



What is a Functional Behavior Assessment?



The Functional Behavior Assessment focus is to identify the purpose behind a student's behavior. This is the process of determining the cause (or "function") of behavior before developing an intervention. The intervention must be based on the hypothesized cause (function) of behavior.

IDEA requires all evaluations use a variety of assessment tools and strategies to gather information about the child and assess the child in all areas of the suspected disability.

Functional Behavior Assessment: Getting to the Cause of the Behavior

- There are three ways of getting at the function (cause) of the behavior:
 - (a) interviews and rating scales,
 - (b) direct and systematic observation of the person's behavior, and
 - (c) manipulating different environmental events to see how behavior changes.
- A more **reliable method** involves directly observing the person's behavior in his or her natural environment and analyzing the behavior's antecedents (environmental events that immediately precede the problem behavior) and consequences (environmental events that immediately follow the problem behavior). (Steven Starin, Ph.D., Functional Behavioral Assessments, Wrightslaw, 2022)



When is a Functional Behavior Assessment required?

The IEP team must consider the use of positive behavioral interventions, supports and strategies to address problem behaviors when:

- The student's behavior is a manifestation of his or her disability
- The student's behavior impedes the student's learning.
- The student's behavior impedes the learning of other students. (34 CFR Section 300.324(a)(2)(i))

When the IEP team determines that the conduct **was** a manifestation of the child's disability, the IEP team *shall*

- Conduct an FBA, and implement a Behavior Intervention Plan for such child, unless the LEA had already conducted an FBA prior to such determination before the behavior that resulted in the change in placement, or
- in the situation where a Behavior Intervention Plan has already been developed, review the BIP and modify it, as necessary, to address the behavior. (20 USC sections 1415(k)(1)(C); 1415(k)(1)(E); 1415(k)(1)(F)(i) and (ii); 1415(k)(1)(G); 34 CFR sections 300.530(c); 300.530 (e)(1) and (2); 300.530(f); 300.530(g); 300.536.)



Who does the assessment?

A Functional Behavior Assessment is “administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of the assessments.” Education Code Section 56320(b)(3)

A certified behavior analyst may conduct behavior assessments and provide behavioral intervention services but are not required. (Cal. Education Code Section 56525) Assessments shall be conducted by persons who are “competent to perform the assessment”. (Cal. Education Code Section 56322)

Parental consent is required before an FBA may be conducted.

The Assessment may result in a Behavior Intervention Plan.

Behavior Intervention Plan (BIP)



Behavior Intervention Plan (BIP)



The systematic implementation of procedures that result in lasting positive changes in an individual's behavior.



Specifically, behavioral interventions are the design, implementation, and evaluation of instructional and environmental modifications to produce significant improvements in behavior through skill acquisition and the reduction of problematic behavior.



Generally, behavioral intervention plans are implemented for pupils with an IEP. (Assembly Bill 86 (AB 86), the Education Omnibus Trailer Bill, Chapter 48, Statutes of 2013)

A realistic plan of action is developed in the BIP and is also part of the student IEP

Set	Set goals and objectives
Describe	Describe direct interventions
Identify	Identify prescribed responses to displays of problem behaviors
List	List replacement behaviors and how they will be taught to the student
Note	Note any changes in services provided or placement/setting



Implementation of the Plan



```
graph TD; A[Prepare all staff that work with the child to ensure consistency with the plan] --> B[Teach positive (or less negative) alternative behaviors that will serve the same purpose(s) as the inappropriate behaviors and hopefully promote their use.]; B --> C[Modify events/circumstances associated with problem behaviors so that inappropriate behaviors are no longer prompted or rewarded.]; C --> D[The emphasis is on planned preventive practices that are designed to establish healthy environments, encourage language interactions, and develop caring and trusting relationships (Kate Gallagher, 10 April 2015 TEDxUNC).];
```

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The emphasis is on planned preventive practices that are designed to establish healthy environments, encourage language interactions, and develop caring and trusting relationships (Kate Gallagher, 10 April 2015 TEDxUNC).

Example of a Positive Behavior Intervention Plan



(Geoff Colvin, Jen Freeman, Diane Myer, Brandi Simonsen, George Sugai)

When	What	Example
ALL THE TIME	<input type="checkbox"/> <i>ACTIVELY SUPERVISE continuously (scan, eyes up, move)</i> <input type="checkbox"/> <i>MODEL expected behavior</i> <input type="checkbox"/> <i>REMIND of expected behavior before problem situations</i> <input type="checkbox"/> <i>DESCRIBE and RESTATE frequently</i> <input type="checkbox"/> <i>RECOGNIZE successful expected behavior whenever possible</i> <input type="checkbox"/> <i>RETEACH when behavior errors occur</i>	
Previous problem	1. Precorrect (restate) positively & acknowledge ASAP before problem reoccurs.	<input type="checkbox"/> <i>"What do we do when..."</i> <input type="checkbox"/> <i>"Show me...."</i> <input type="checkbox"/>
Coming to group	2. <u>Greet</u> positively w/ student name	<input type="checkbox"/> <i>"G'morning, Mike"</i> <input type="checkbox"/> <i>"Hello, Darci"</i> <input type="checkbox"/> <i>"Buenos Dias, Margie"</i> <input type="checkbox"/>
First minute	3. <u>Review</u> classroom/school behavior expectations	<input type="checkbox"/> <i>"Ready to learn"</i> <input type="checkbox"/> <i>"Ready to do ____"</i> <input type="checkbox"/> <i>"Raise hand"</i> <input type="checkbox"/>
~1 every 5 minutes	4. <u>Acknowledge</u> displays of behavior expectations	<input type="checkbox"/> <i>"Thank you for..."</i> <input type="checkbox"/> <i>"Excellent being ready...."</i> <input type="checkbox"/> <i>"Good listening, Jorge"</i> <input type="checkbox"/>
Minor behavior event	5. Respond quickly and briefly to <u>minor</u> problem behaviors 1 st time: Acknowledge others for expected behavior 2 nd time: Quick reteach	<input type="checkbox"/> 1 st – <i>"Thank you, Manuella, for...."</i> <input type="checkbox"/> 2 nd – <i>"When you need help, raise your hand, and I will help you."</i> <input type="checkbox"/>
Closing transition	6. <u>Close</u> positively w/ student name	<input type="checkbox"/> <i>"Ashley, good job w/...."</i> <input type="checkbox"/> <i>"Nick, thank you for...."</i> <input type="checkbox"/> <i>"Jorge, mucho gracias..."</i>



Behavior Emergency Interventions

Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.

CA Educ Code § 56521.1(a) (2021)

Behavior Emergency Report Timelines

To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the individual with exceptional needs. *EC § 56521.1*

Following a behavioral emergency report regarding a student with exceptional needs who does not have a behavioral intervention plan, the designated administrator shall schedule an IEP team meeting. The team must review the emergency report and determine whether the situation necessitates a functional behavioral assessment of the student, as well as whether an interim plan for the student is necessary.

If a behavioral emergency report is written on behalf of a special education student who does have a positive behavioral intervention plan but caused an incident which either involved a previously unknown behavior problem or was not solved effectively by the previously designed plan, the incident shall be referred to the student's IEP team. The team must review the incident and determine whether there is a need to modify the student's positive behavioral intervention plan.

What about restraints and seclusion during a behavior emergency?



- Restraint and seclusion are reserved only for school or student situations in which there is a *“clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive.”*
[[Ed §49005.4](#)]
- Assembly Bill 2657 (Statutes of 2018, Chapter 998) requires the California Department of Education (CDE) to collect and report the data regarding the use of restraint and seclusion with students receiving both general education and special education.
- *“A pupil has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff.”* [California Education Code §49005.2](#)

The Importance of Ongoing Communication

Parent/Teacher/Student communication is important especially when behaviors have been identified that are hindering progress in education. **Working together results in progress.**

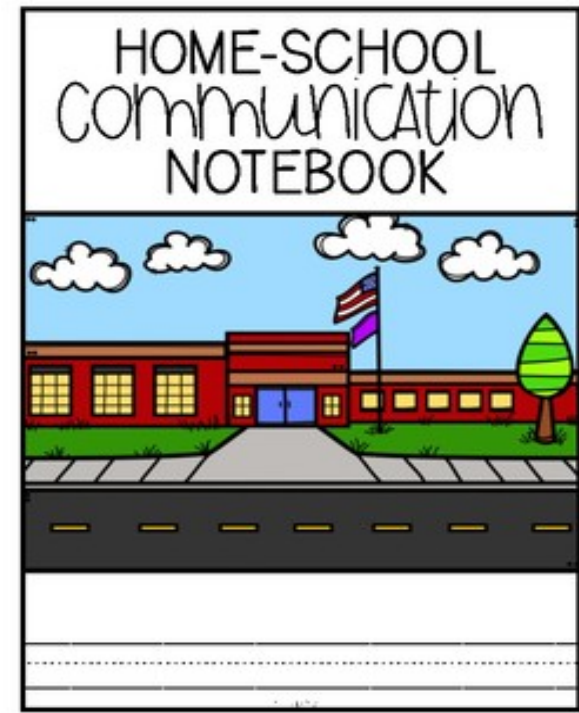
What form of communication works best for you?

If behaviors are occurring at school, they may also occur at home and it is important to be **consistent on the follow-through in both settings.**



The Importance of Ongoing Communication

- ✓ Does everyone have a copy of the IEP and understand the goals and objectives?
- ✓ Create a way to have regular connections with those that are providing services.



✓ How are you communicating with the teacher/specialists?

- E-mail
- Education apps (for example: ParentSquare, Class Dojo, Aeries, Appletree, ClassTag)
- Scheduled phone calls
- Notebook sent back and forth to school
- Progress Reports

UNDERSTANDING *why*
A KID IS CHALLENGING
IS THE FIRST AND
most important
PART OF HELPING THEM.

-DR. ROSS GREENE



Questions Answered

Definition of behavior, functions and how you can affect it.



```
graph TD; A[Definition of behavior, functions and how you can affect it.] --> B[Information on ways that schools are reinforcing good behavior for all students.]; B --> C[Information on a Functional Behavior Assessment and a Behavior Intervention Plan.]; C --> D[Understanding how behavior emergencies are handled.]; D --> E[The importance of parent/teacher communication.];
```

Information on ways that schools are reinforcing good behavior for all students.

Information on a Functional Behavior Assessment and a Behavior Intervention Plan.

Understanding how behavior emergencies are handled.

The importance of parent/teacher communication.

If you have general questions, please feel free to ask them in the chat box or unmute and let us know you have a question.





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sjames@ggusd.us