

VTPBiS

Intensive Level



March 2015



Agenda

Day 1

- Students & Families
- Targeted
- Teaming
- Goals
- FBA/BSP

Day 2

- Specific Interventions
- Evaluation
- Rolling out
- Follow Up

These student
FBAs, plans, &
strategies are for
practice only.

You need to start
over at school.

BSP Strategies Based on FBA

Setting Event Strategies

- Understanding and addressing precipitating factors (if possible)

Antecedent Strategies

- Redesigning the learning and environments to prevent problem behaviors

Teaching Strategies

- defining, modeling, practicing new behaviors

Consequence Strategies

- implementing specific to generalizable reinforcement
- teaching

F-BSP Strategy Types

Setting	Antecedent	Behavior	Consequence
<ul style="list-style-type: none"> • Strengthening relationships • Home-school communication • Home-to-school reinforcement • Engaging families • Coordination with community providers 	<ul style="list-style-type: none"> • Providing choices • Transition supports • Environmental supports • Curricular modification • Adult verbal behavior • Classroom management • Increase noncontingent reinforcement • Peer support • Peer modeling 	<ul style="list-style-type: none"> • Academic skills • Problem-solving • Coping • Social skills • Teacher-pleasing behavior • Learning skills • Self-management • Independent responding • Increased engaged time 	<ul style="list-style-type: none"> • Discontinue reinforcement of problem behavior • Group contingencies • Increase ratio of + to – responses • School-to-home reinforcement • Delayed gratification

✓ FUNCTIONALLY EQUIVALENT

✓ PHYSICALLY INCOMPATIBLE

Selecting Strategies

As you identify unique strategies, use the sticky notes to post strategies on the laminated charts posted around the room:

Setting Event
Strategies

Antecedent
Strategies

Teaching
Strategies

Consequence
Strategies

Setting Event Strategies

WHAT WE CAN CONTROL

- Engaging families
- Structure / schedule
- Classroom accommodations and modifications
- Home/school communication

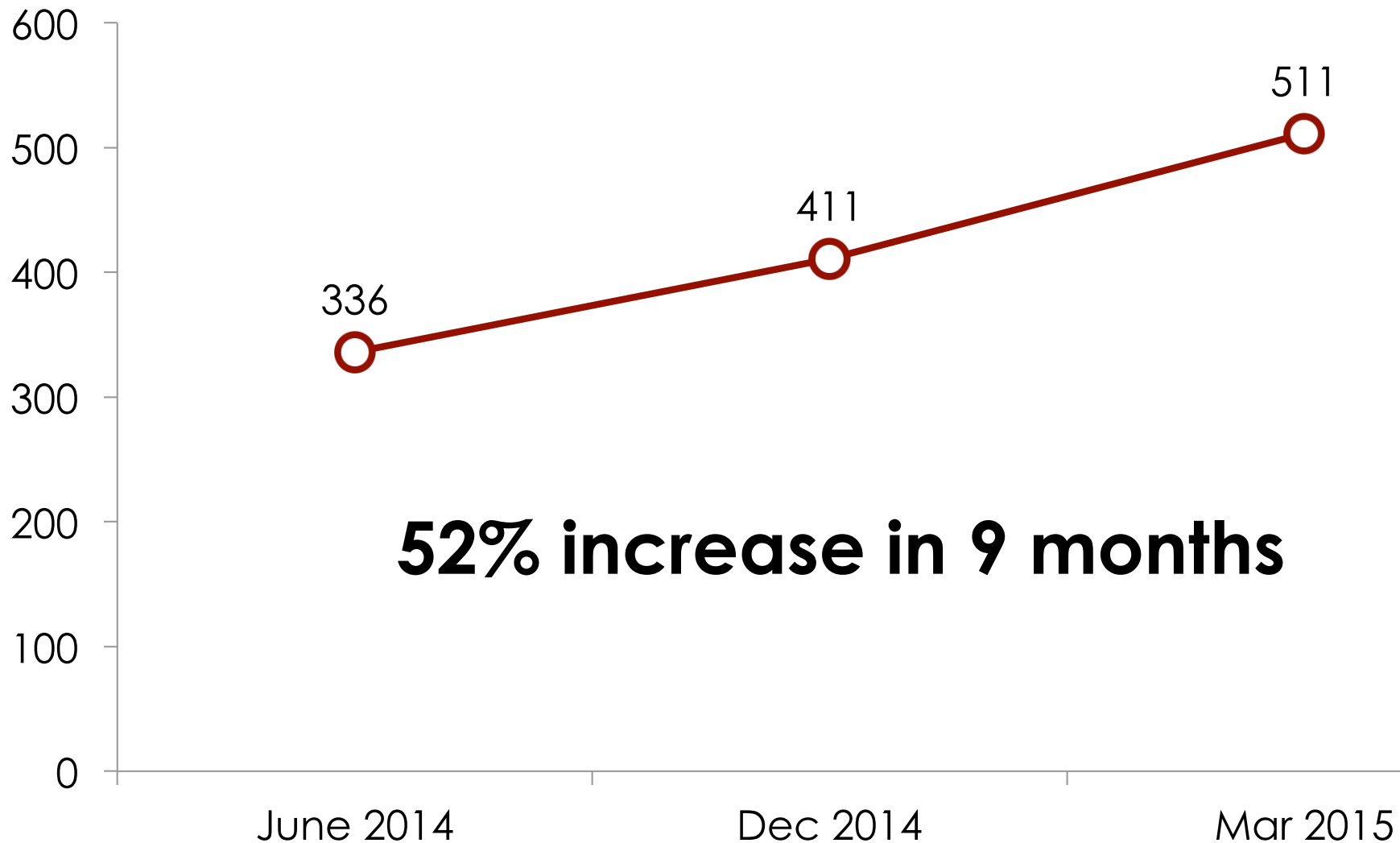
WHAT WE CANNOT

- History of trauma
- Medical / physical conditions
- Temperament
- Sensory profile
- Carry-in issues

<https://vimeo.com/73172036>



Young Children in Custody (0-5)



What is trauma?



Unpredictable

Threatening

Overwhelming

Meaningless

A YORK SHACKLETON FILM

1 out of

4



BASED ON A TRUE STORY



BLUE MOON PRODUCTIONS & ENDURANCE PICTURES PRESENTS

"1 OUT OF 4"

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Basic Concepts

- Many children with intensive behavior support needs have been victims of trauma and neglect
- When staff understand the effects of trauma they often find it easier to manage their own feelings when challenged
- Adults who understand the effects of trauma can provide support to help children respond

Elephant Circle



General Strategies

NCTSN

The National Child
Traumatic Stress Network

Relationships

Routines

Warn before
changes

Choices

Clear limits

Safe spaces

Anticipate
triggers

Answer
questions
about trauma

Understand link
b/w trauma &
behavior

Center
stability
community
Inclusion

AGENCY OF EDUCATION

When should you refer?

- Physical symptoms
- Self-regulation difficulties
- Inconsistent academic performance
- Over or under-reacting to events
- Severe reactions
- Long duration (more than 1 month)

Effective Mental Health Interventions



- Education about trauma
- Helping re-establish a sense of safety
- Teaching techniques for dealing with overwhelming emotional reactions
- An opportunity to talk about and make sense of the traumatic experience in a safe, accepting environment
- Involvement, when possible, of primary caregivers in the healing process

Taking Care of Yourself



Recognize signs

- Irritability
- Difficulty planning & concentrating
- Numb
- Intensive feeling

Don't go it alone

- Teams
- Administrators
- Colleagues

Recognize as occupational hazard

- "cost of caring"
- NOT weakness

Seek help with own trauma

- Education
- Talk to professional

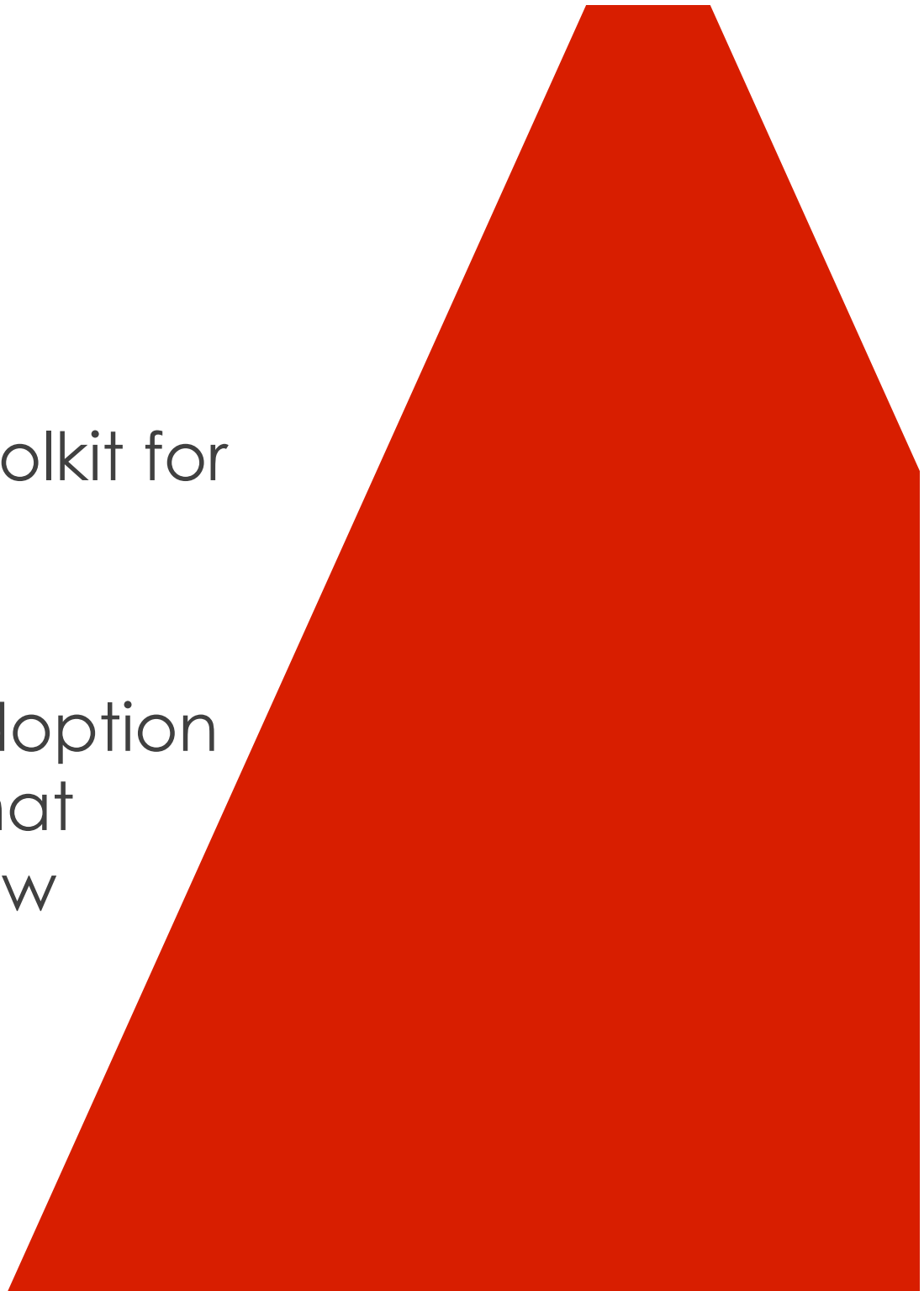
Attend to self care

- Eat well
- Exercise
- Sleep
- Laugh & cry

Handouts

NCTSN Child Trauma Toolkit for Educators (2008)

National Council for Adoption
Children of Trauma: What
Educators Need to Know
(2013)



Activity

List some setting event strategies for your student in the F-BSP protocol



Antecedent Strategies

Antecedents are the events, people or things that immediately precede the problem behavior. **Antecedent strategies** are created to prevent problem behaviors/increase replacement behaviors

Examples

Eliminate the trigger

Modify task to incorporate student interests

Change task difficulty

Make task more meaningful

Activity

- Review Interventions
Brainstorming List
- List some antecedent
strategies for your student
in the F-BSP protocol



Social Emotional Learning



Matching Interventions to types of social skills problems:

Most social skills studies deliver a treatment to children with an almost complete disregard for the types of social skills deficits children may have

(Gresham, 1998)

Classification of Social Skills

Acquisition Challenges

- Absence of knowledge for executing skill or failure to discriminate which social behaviors are appropriate in specific situations (can't do)

Performance Challenges

- Skill is present in repertoire, but student fails to perform at acceptable levels (won't do)

Fluency Challenges

- Lack of exposure to sufficient or skilled models of social behavior, insufficient rehearsal/practice or low rates or inconsistent delivery of reinforcement of skilled performances

Universal screening will help you...

- Classify specific types of social skills concerns
- Select/target skills and competing problem behaviors for intervention

Social Skills Basics

- Social skills curriculum must match the specific need.
- An ideal curriculum does not exist.
- Basic set of “Preferred Teaching Practices” exists.
- Initially, learning how to teach social skills takes time and energy.

Instructional Approach

- **Tell** (coaching)
- **Show** (modeling)
- **Do** (role play)
- **Practice** (behavioral rehearsal)
- **Monitor Progress** (feedback)
- **Generalize** (apply in multiple settings)

Social Skills Instruction at the Intensive Level

- Link with functional assessment and behavior planning
- Create individualized plans within the context of the Universal (school-wide) social skills instruction
- Pre-teach, pre-correct, re-teach
- Integrate what the student does well
- Evidence of generalization should include school, home and community

Some SEL Examples

- Second Step
- Social Cognition
- Incredible Years
- Check and Connect
- CASEL WEBSITE

What do you use?

Consequence Strategies

Consequences strategies: minimize reinforcement for problem behavior, increase reinforcement for desirable behavior, or redirect to alternative behavior. Strategies should be designed in combination with teaching strategies

Examples:

- Non-contingent reinforcers
- Redirection
- Extinction

Activity

- Review the consequence brainstorm list
- List some consequence strategies for your student in the F-BSP protocol



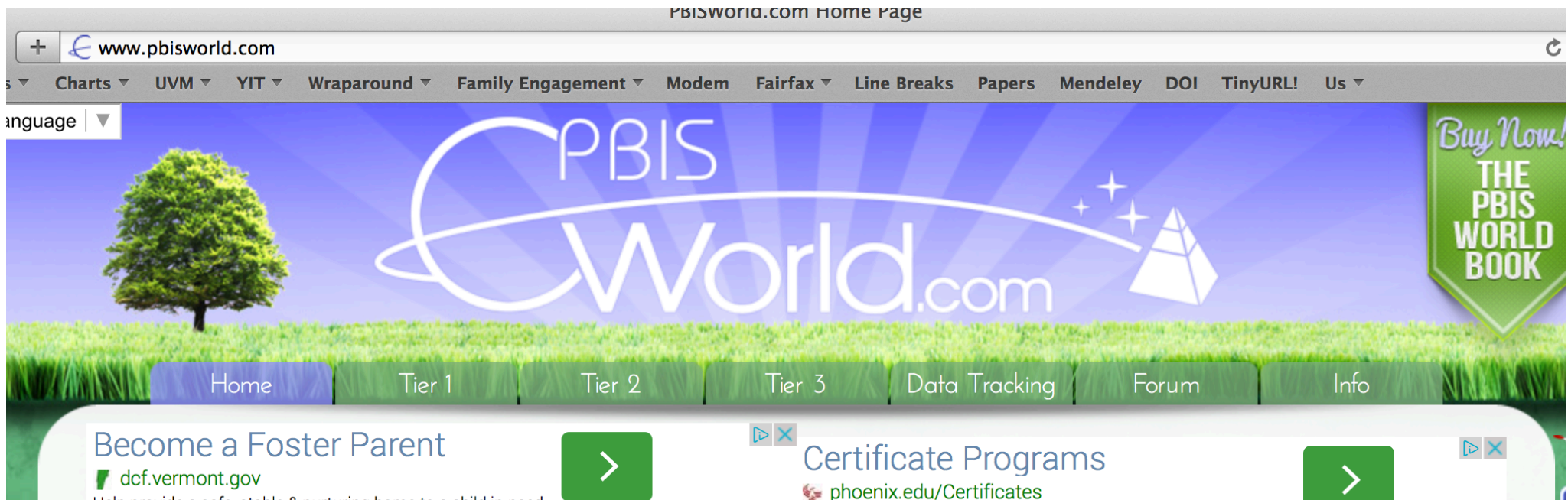
Supports and Practices

- Trauma informed Care
- De-escalation and Relationship Building Skills
- LSCI trainings
 - Breaking The Conflict Cycle (all Staff)
 - Turning Down The Heat (some staff)
 - Full LSCI training
- Check and Connect

Resources for Interventions

www.pbisworld.com

<http://www.cccoe.net/social/skillslist.htm>



Activity

Explore these resources & identify strategies for your student.



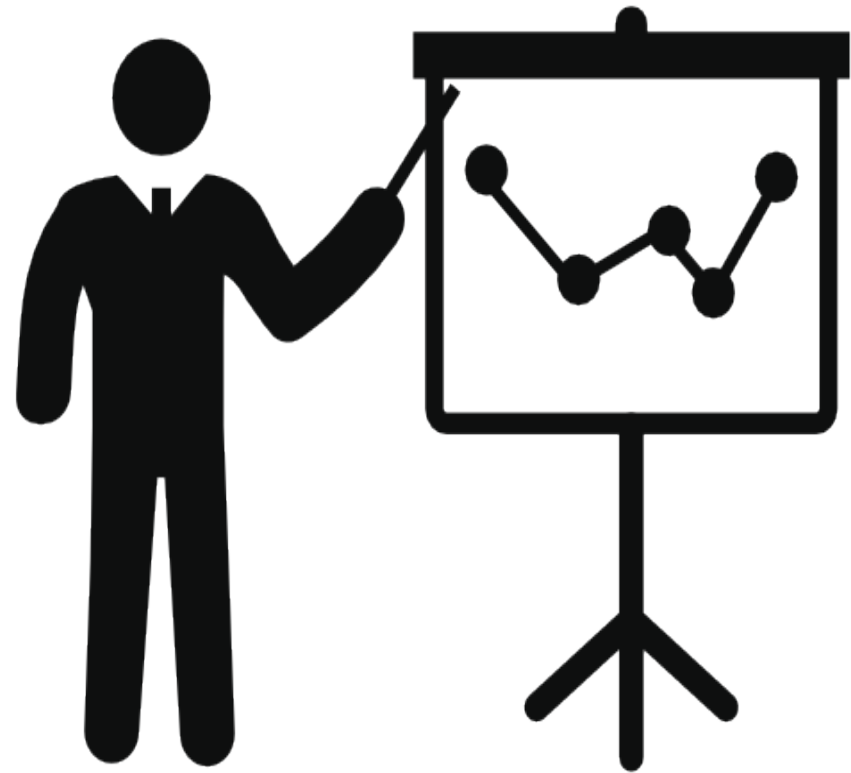
Activity

- Find someone you haven't talked with yet this week.
- For all the strategies you've talked about, how will you know if they worked?

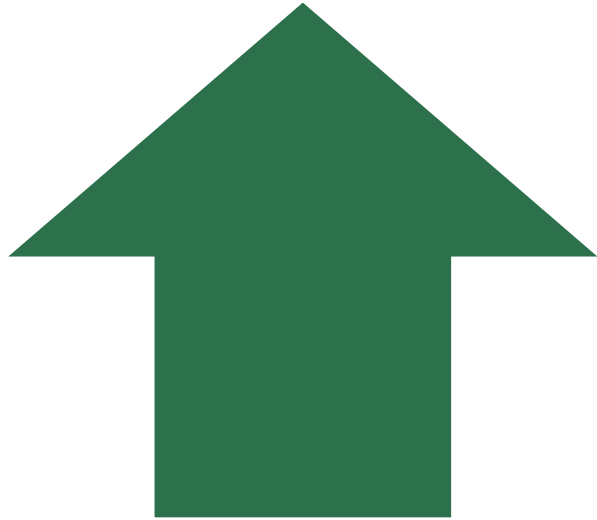


Step 5: Evaluation

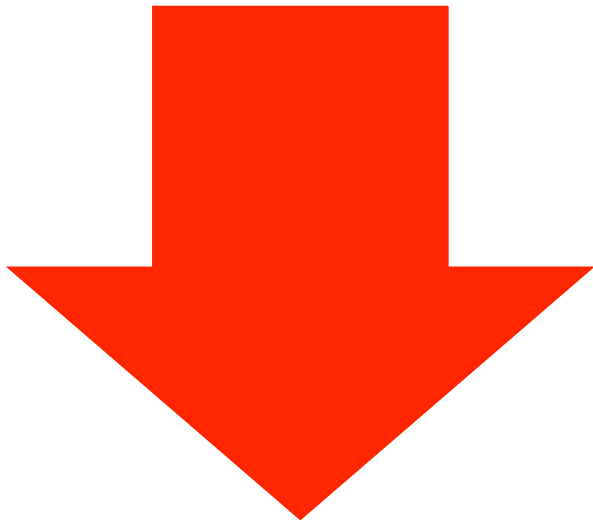
- Creating measurable goals
- Fidelity of implementation
- Progress toward goals
- Making data-based decisions



Short Term Goals



Increase the number of times he responds appropriately by walking directly to the room, taking a seat in the back of that class, and sitting quietly for one minute



Decrease number of times he runs away from adults following adult requests.

Decrease the amount of time it takes to respond to adult requests.

Collecting Baseline Data

For short-term goals teams must:

- Define them as measurable and observable
- Determine best method for measuring
- Choose anchor points for recording change

Baseline data is used to inform the FBA

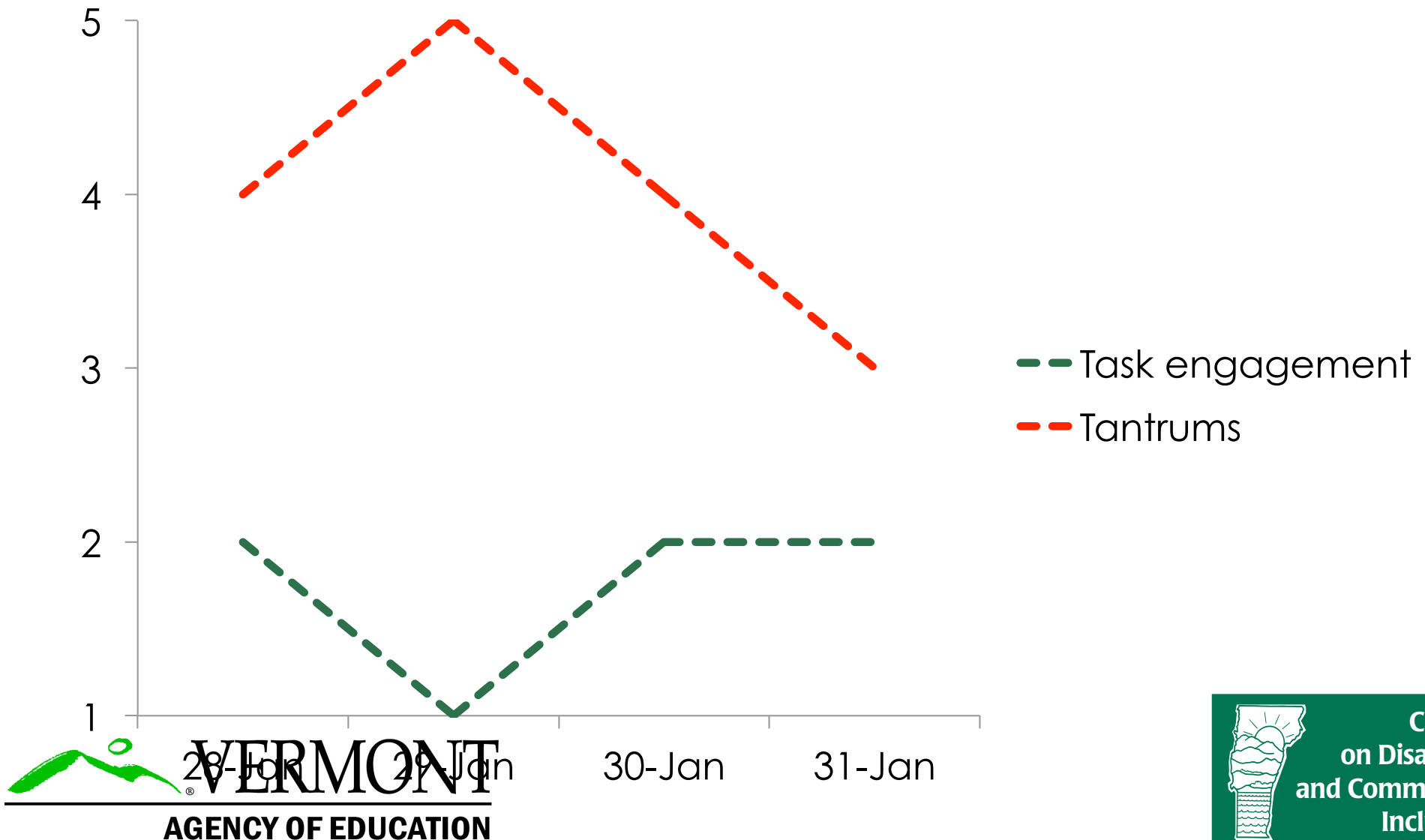
Measuring Goals

- Frequency
- Duration
- Intensity
- Likert-type scale
- Perception
- Fidelity of implementation

Examples

- **Task Engagement:** *amount of time* Johnny remains in his seat with eyes focused on the teacher and/or work materials during independent academic work.
- **Tantrums:** *number of times* Johnny engages in screaming, kicking furniture and/or people, and throwing objects (all 3 behaviors must be present).

Example: Tracking Behaviors



Measuring Fidelity

Adherence

Are minimum components of intervention strategies being implemented?
(e.g., teacher providing praise when replacement behavior offered)

Quality

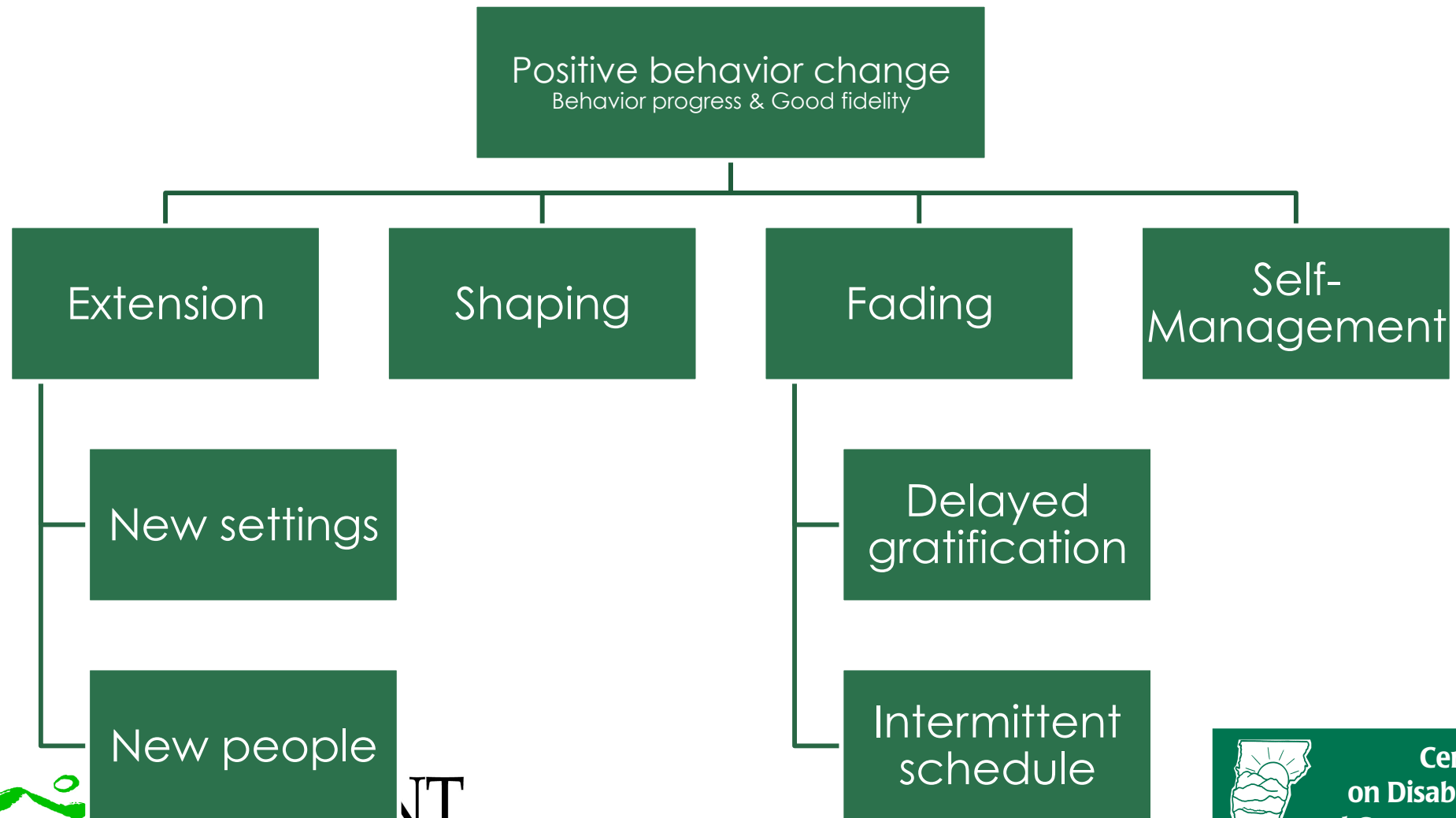
How well is the plan being implemented? (e.g., staff gave student reminder sheet, but didn't review it)

Activity

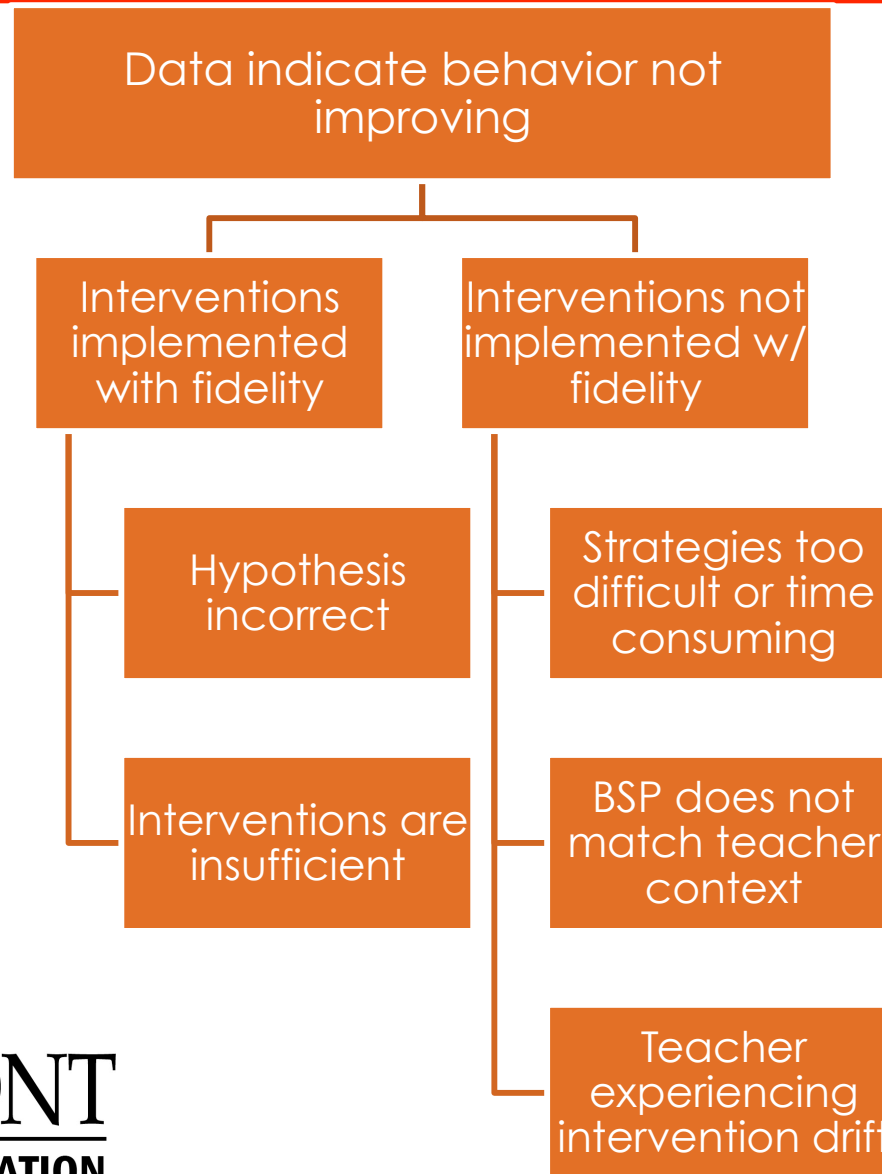
Using the F-BSP protocol for your student, identify your outcome and fidelity measures and the schedule you will use for data collection.



Behavior is improving

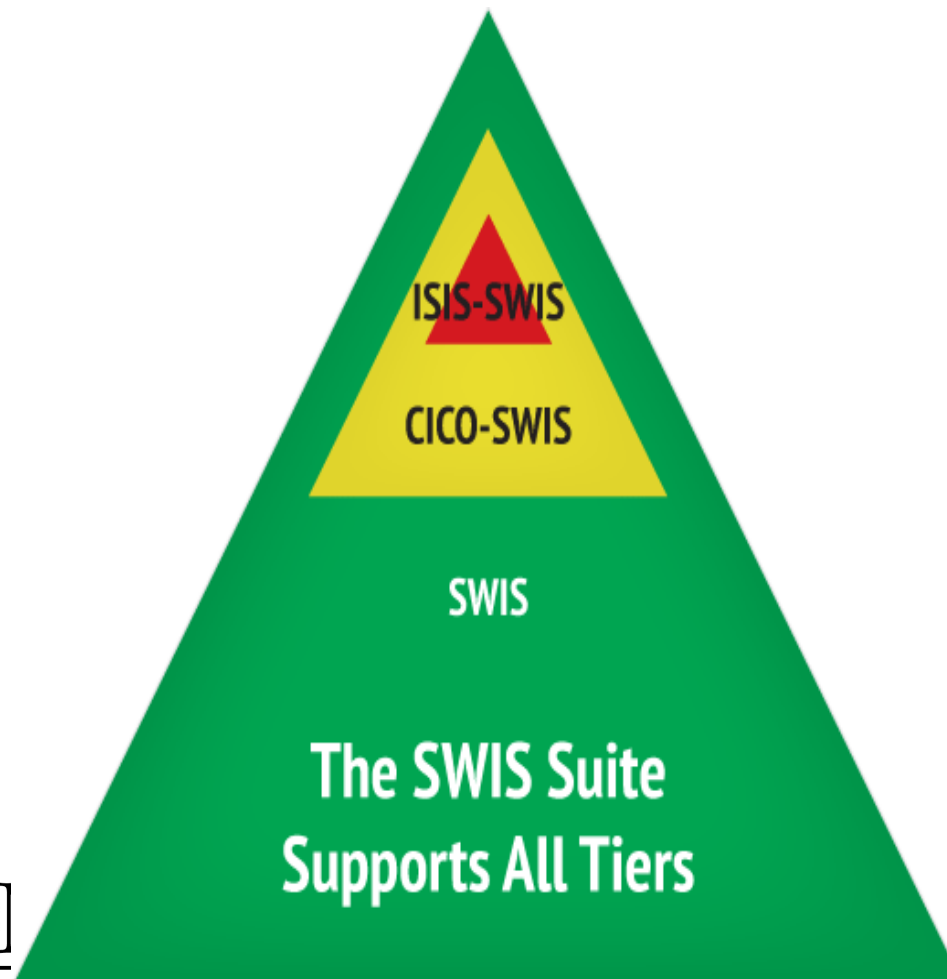


Behavior is NOT improving

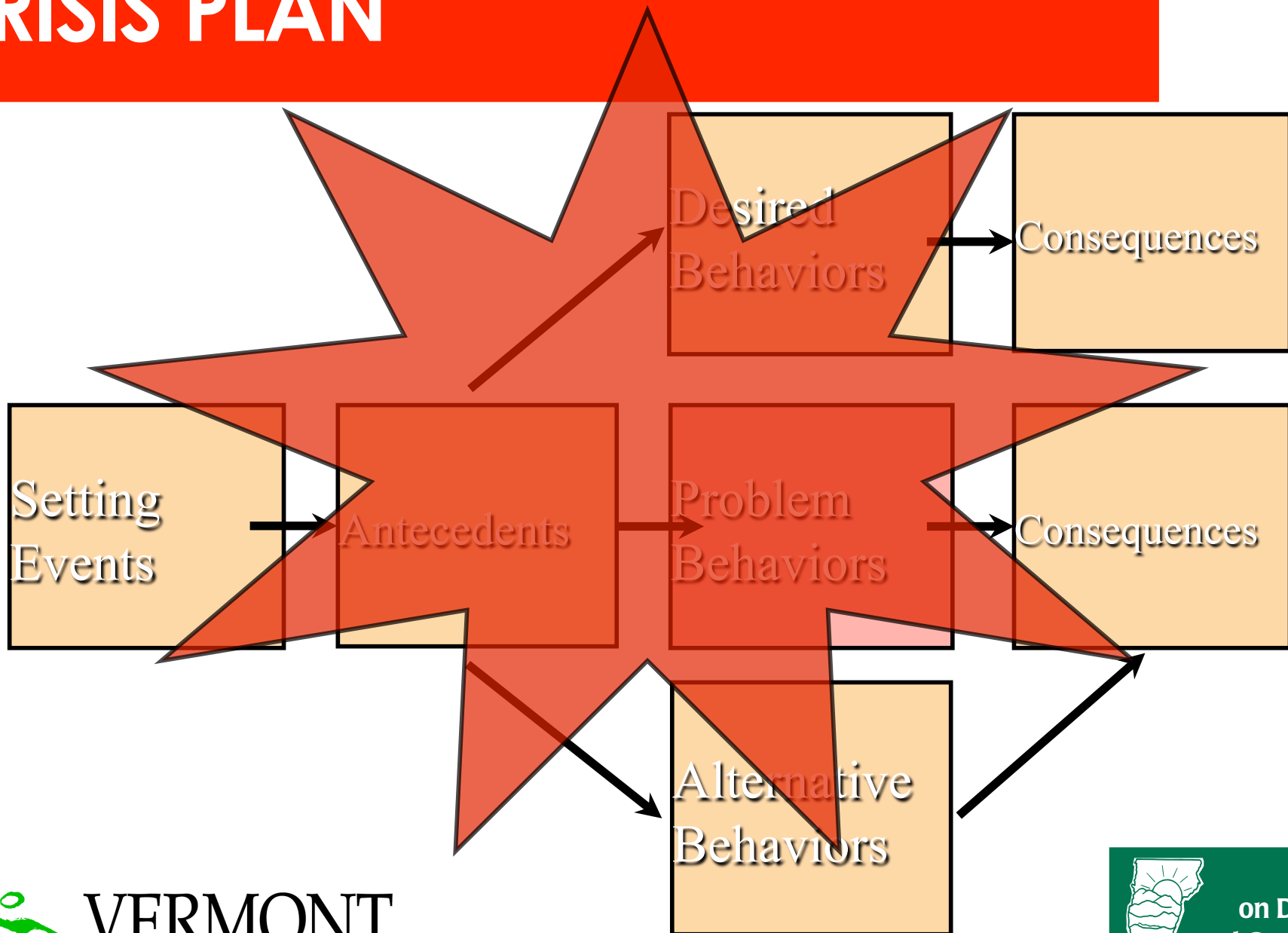


Evaluation: ISIS Demonstration

<https://www.pbisapps.org/>



CRISIS PLAN



School-wide Crisis Plan

Starts with prevention:

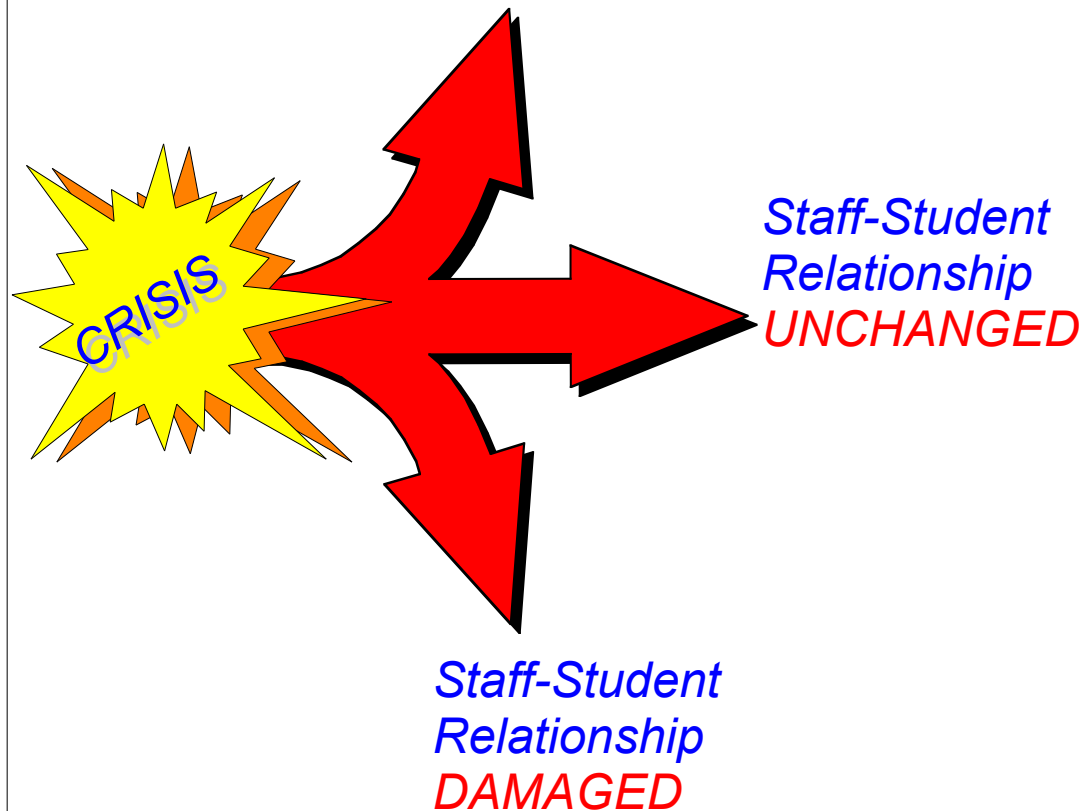
- Consistent Tier 1 strategies are in place
- Safety Plan posted and practiced
- All staff trained in de-escalation and personal safety

School Crisis Team

- Small group of trained staff available to respond to crises
- Restraint is used as a last resort following Rule 4500 protocol

Three Possible Outcomes of a Crisis

Staff-Student
Relationship
IMPROVED



Crisis Prevention/Intervention Plan

- Situation (triggers/stressors)
- Coping Strategies
- What is needed to feel safe in crisis
- Key support people to contact
- What to do to manage a crisis
- What not to do
- Conditions for emergency room, police, hospital

Coordinated
Services Plan
Proactive Crisis Plan
format

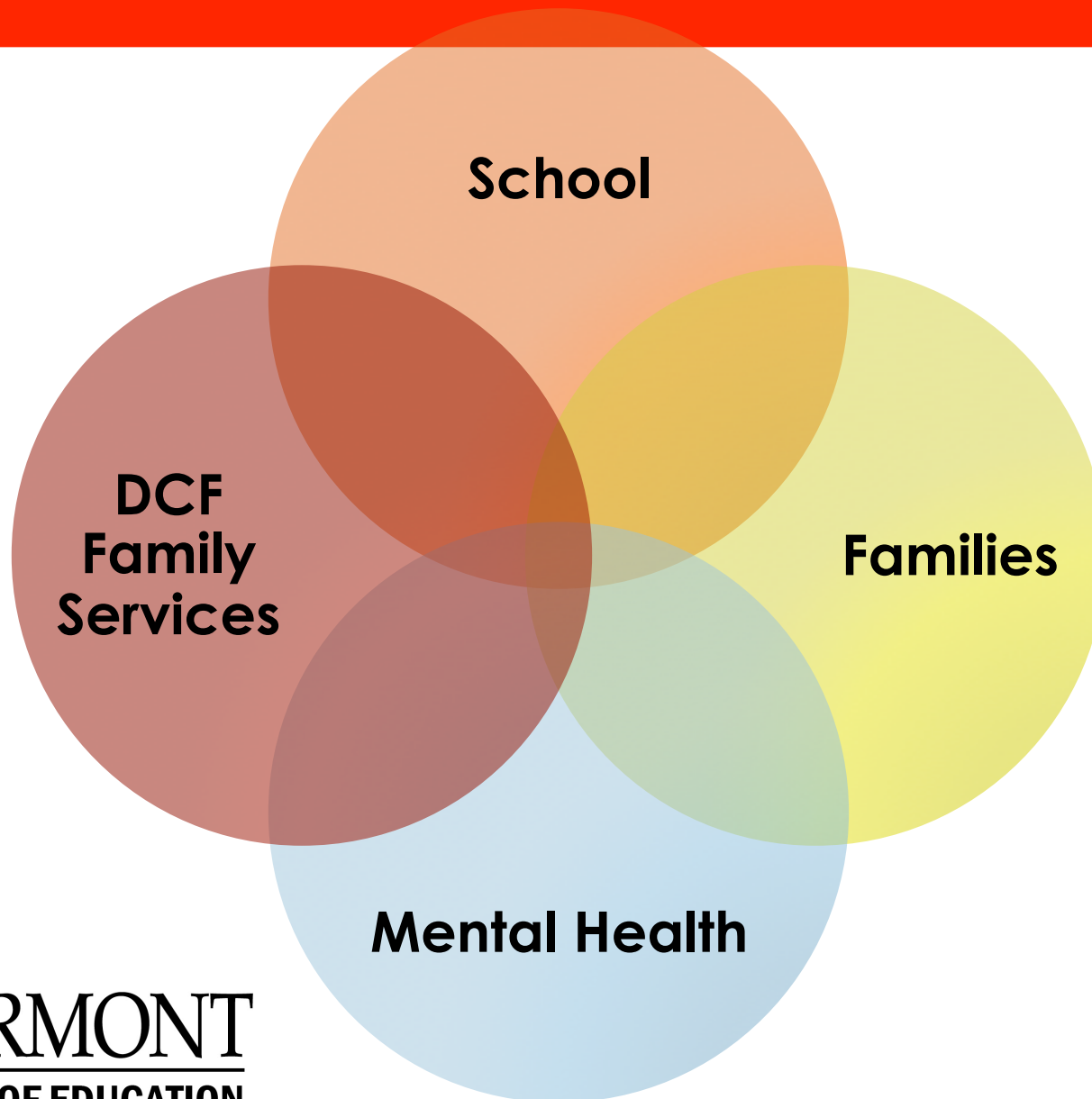
What is a mental health crisis?

Any situation in which the child's behaviors puts them at risk of hurting themselves or others and/or when the adults aren't able to resolve the situation with the skills and resources available.

Activity

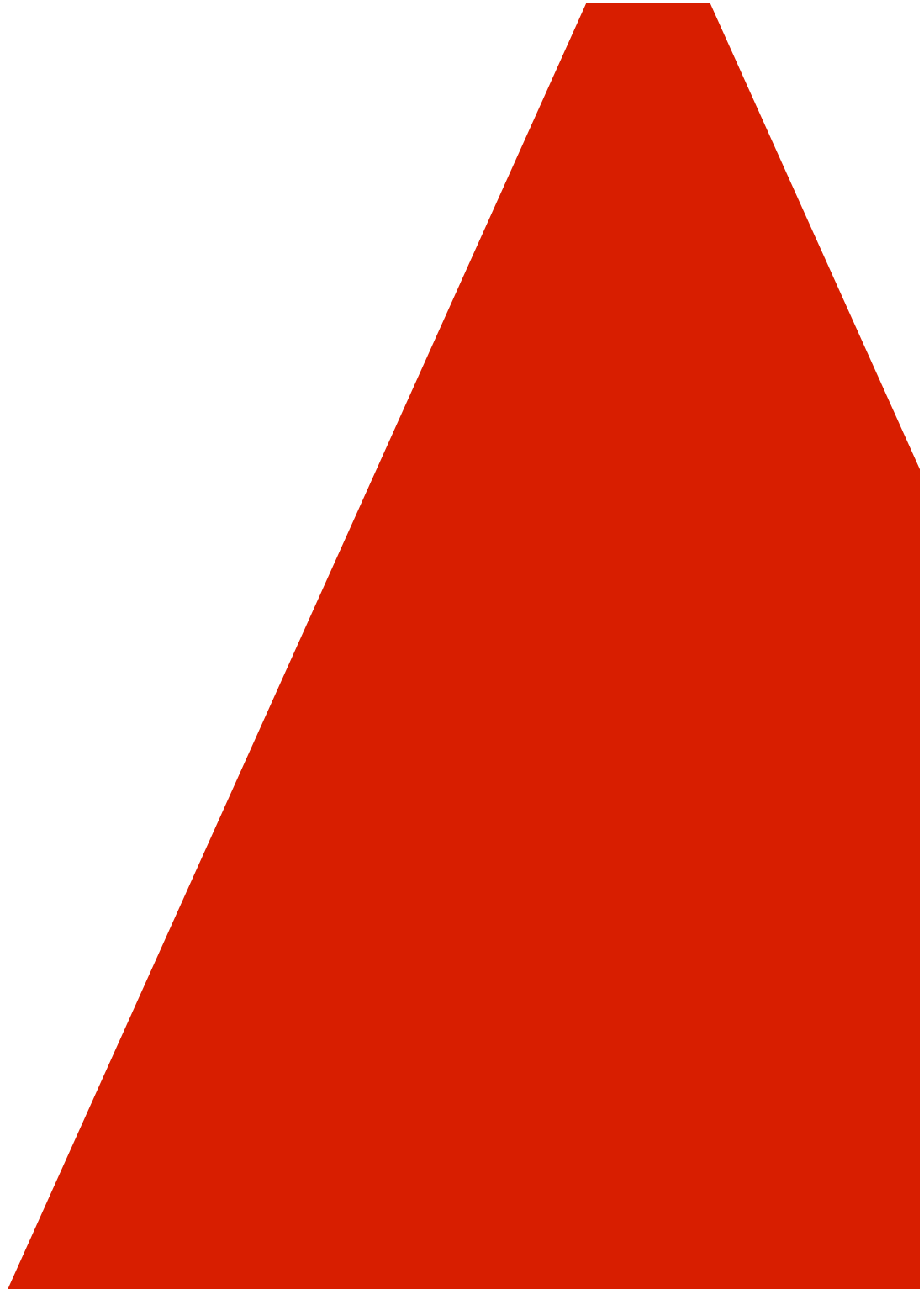
- Identify a child who you feel could benefit from a Proactive Crisis Plan
- Identify members of the child's team and who you feel should be at the Planning meeting.
- Please fill out the **Proactive Crisis Plan** with your team as thoroughly as you can.

Relationships with Partners



Activity

Plan for Roll Out



Follow Up & Next Steps

- Trainings
 - FBA
 - LSCI
 - Other individualized interventions & supports
- TA & Coaching
- Follow up calls or webinars?
- What do you want?
 - Email list?
 - What else?