A Systematic Approach to Including Key Individuals in the Function-Based Support Process
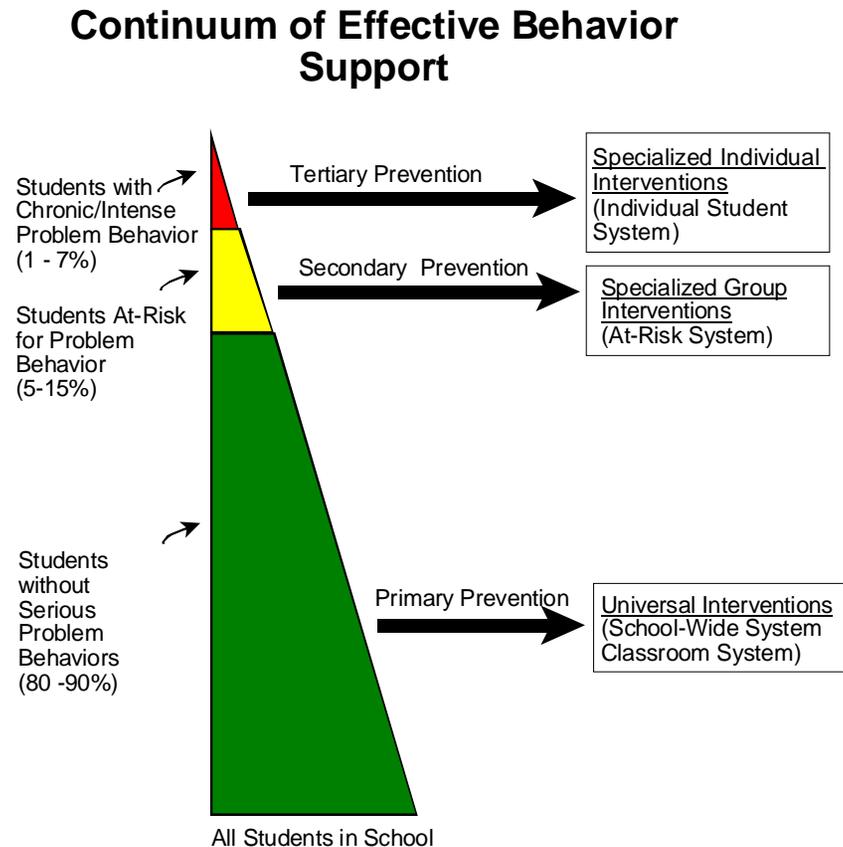
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Overview

- What is the relationship of function-based support for an individual student to schoolwide positive behavior support (PBS)?
- How are interviews with students used as a part of function-based support?
- How can parents be involved?
- How can contextual fit be established?
- What are the systems level variables for including key individuals in the function-based support process?

What is the relationship of function-based support for an individual student to schoolwide behavior support?

■ There is a commitment to educate <u>all</u> students -- even students with more extensive problem behavior.

Continuum of Effective Behavior Support

Students with Chronic/Intense Problem Behavior (1 - 7%)

Tertiary Prevention → Specialized Individual Interventions (Individual Student System)

Students At-Risk for Problem Behavior (5-15%)

Secondary Prevention → Specialized Group Interventions (At-Risk System)

Students without Serious Problem Behaviors (80 -90%)

Primary Prevention → Universal Interventions (School-Wide System Classroom System)

All Students in School

School-wide positive behavior support (PBS) systems are in place for:

- teaching behavioral expectations
- acknowledging and reinforcing appropriate behavior
- correcting problem behavior
- using summarized office discipline referral information for decision-making to identify individual students who might benefit from function-based support

Office Discipline Referral (ODR) form includes information that will be useful for function-based support:

- time
- location
- behavior
- administrative decision,
- possible motivation, and
- others involved

A behavior support school team is ready to:

- Receive requests for help with behavior
- Work with a teacher to develop behavior support
- Monitor impact of support for the individual student at regular intervals
- Work with the schoolwide PBS team

The behavior support team

- Has a leader who takes responsibility
- Meets regularly
- Keeps a record of current and past requests for assistance
- Has opportunities for professional development in behavior support

A brief request for assistance form includes:

- Clear, objective description of the problem behavior
- When it usually occurs (situations, routines, antecedents, setting events)
- What usually happens right after it occurs or what seems to be maintaining it
- What has been tried to solve the problem?
- "Big picture" information (e.g. medical, academic, transition issues)?

The behavior support team has a standard process for getting a student <u>started</u> on positive, individualized, function-based support.

- Contacting parents, other teachers who may be involved
- Checklist to identify which steps to take (Interviews? Observations? Records review? Consultations?)
- Setting up a schedule – who, when, where

How are interviews with students used as a part of function-based support?

- **Person Centered Planning type interviews:**
  Goals?

  Dreams?

  Strengths?

  Resources?

  Barriers? Problem-solving?

  Next steps?

Functional Behavioral Assessment interviews:

- To find out the student's perceptions of what happens first, next, later
- Like a reporter
- Not an interrogation!
- Not a diagnostic interview
- Not a counseling session

The Issue of Diversity

- Who should interview the student?
- Will you?
- What should you be aware of?
  - Know your own cultural influences
  - Traditional "scolding" type questions
  - Verbal language
  - Body language – eye contact, level
 - Best time, setting for the interview

What do we need to know?

- Enough to fill out a "Competing Behavior Pathway"
- What was supposed to happen?
- What happened that caused problems?
- What happened before that?
- What happened afterwards? Did you like that?
- What could be done instead?

Enough to fill out a "Competing Behavior Pathway"

- The *Competing Behavior Pathways* (CBP) model (O'Neill et al., 1997) is a clear statement of the logic that drives an instructional approach to intervention rather than a punitive approach. CBP diagrams facilitate brainstorming of potential multi-component interventions (Condon & Tobin, 2001; Crone & Horner, 2003; Crone, Horner, & Hawken, 2004; O'Neill et al., 1997)

Competing Behavior Pathways

- Brainstorm potential interventions
- Capture the power of the natural contingencies that have been enabling the problem behavior
- Harness that energy to develop strategies that will lead to durable improvements.
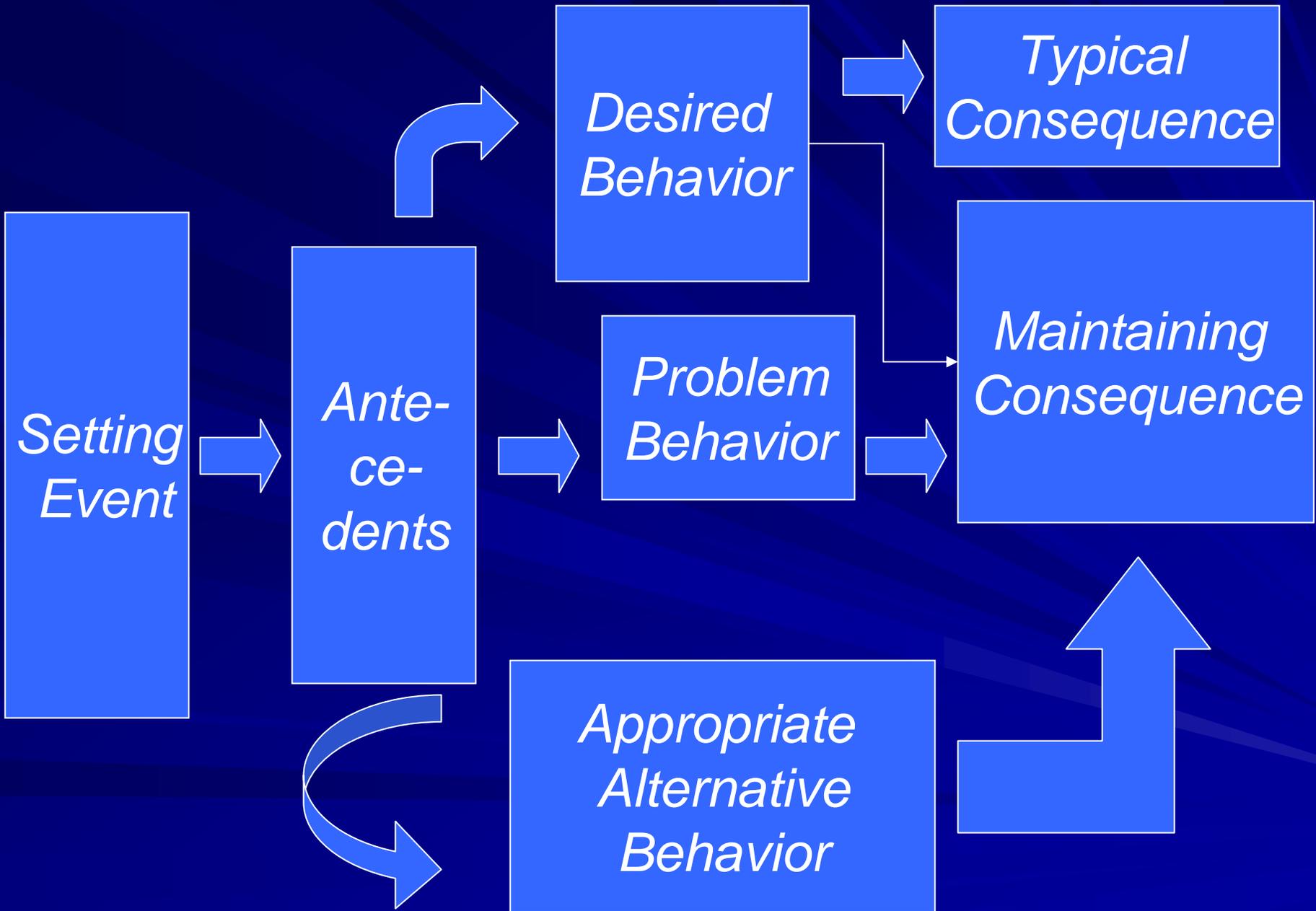
How can parents be involved?

Lott, B. (2003). Recognizing and welcoming the standpoint of low-income parents in public schools. *Journal of Educational and Psychological Consultation, 14,* 91-104.

- **Invite involvement in program development & evaluation & in problem-solving efforts!**
- **Recognize strengths, *don't stereotype***
- **Make it easier to meet *(help deal with obstacles)***
  - **Child care**
  - **Transportation, help with car pools**
  - **Convenient time or <u>substitute family member okay</u>**

- **Be knowledgeable about their child's strengths in ways tests cannot detect**
- **Have positive experiences to share**
- ***Use* informal communication opportunities**
  - **Preferred**
  - **More likely to be used than formal occasions**
- **Feel welcome:**
  - **Listened to**
  - **Concerns addressed: <u>Ideas for community support!</u>**
  - **Treated in a friendly & respectful way**
  - **Asked about their opinions**

Immigrant parents role in home-school communication*

- *Study in Chicago of 42 young children with English as a 2nd language*
- *Total of 12 different languages involved*
- *Used interviews & observations*

*Mushi, S. L. P. (2002). Acquision of multiple languages among children of immigrant families: Parents' role in the home-school language pendulum. Early Childhood Development and Care, 172, 517-530.

What support does the school provide?

- Materials, other children speaking other languages, teachers & assistants
- Helped if aides spoke Spanish for the Spanish speaking parents

- For young children, see the Parent's Guide to Functional Behavioral Assessment:

- http://darkwing.uoregon.edu/~ttobin

Getting something

- **Getting something** the child wants or enjoys, such as, food, a toy, a favorite activity, Dad's attention

- Can be a function of appropriate – or inappropriate – behavior.

How can contextual fit of behavior intervention plans be established?

- Moes and Frea (2000) found that contextualized treatment-planning resulted in more positive outcomes than prescriptive treatment-planning.
- Contextual fit means the behavior support plan will fit well in the context where it will be implemented.
- The values, skills, and resources, etc., of the teachers and parents who will implement the plan have been considered.
- Processes for achieving contextual fit for interventions have been identified (Albin, Lucyshyn, Horner, & Flannery, 1996; Lucyshyn, Dunlap, & Albin,

What is needed for contextual fit?
(Horner, Salentine, & Albin, 2003)

- Knowledge about how the intervention should be implemented.

- Skills for implementing the intervention.

- Consistency with personal values of the implementers.

- Availability of needed resources (time, materials, funds).

- In schools and community agencies, administrative support for the intervention will be available (e.g., review, follow up).

- In homes, support for the intervention will be available from members of the family and/or friends (e.g., by co-operation, expressions of appreciation).

- Believing that the intervention will be effective.

- Knowing the intervention would be in the best interests of the focus individual.

- Procedures that are efficient (smallest effort necessary for desired effect).

What are the systems level variables for including key individuals in the function-based support process?

- In the FBA process?
- In the implementation of an individualized, positive, function-based support plan?
- See "Functional Interventions in Versatile Environments Questionnaire" (FIVE-Q)

Systems Level Support

- The school or district has allocates FTE for a person with behavioral expertise.

- The teacher who needs help has ready access to the behavior specialist.

- The behavior specialist will help with planning, implementing, and monitoring function-based support.

- In some states, the state department provides technical assistance from behavior specialists.

Behavior Specialists Understand:

- Functional behavioral assessment
- Positive behavior support interventions
- Applied behavior analysis

A simple process for requesting assistance is in place.

- All teachers understand how to requesting assistance.
- School administration is supportive of these requests.
- Teachers understand what will be involved – not just a "hoop!"
- Teachers and students actually get help -- quickly.

Communication Systems Work

- State – District – School
- Students – School Staff
- School – Community
- School -- School Board
- Home - School

7 Ways Administrators Can Help with Home-School Communication:

- **1. Organizing "coffee & roll" informal socials**
- **2. Setting up a daily, drop-in style "Parent Center"**
- **3. Supporting a parent group run by parents**
- **4. Supporting a "Partners" group for parents, teachers, and social workers**

- **5. Supporting home visits, newsletters**
- **6. Organizing "phone trees" to get the word out about events at school**
- **7. Providing staff development in the area of cultural sensitivity if necessary**

From:

Lott, B. (2003). Recognizing and welcoming the standpoint of low-income parents in public schools. *Journal of Educational and Psychological Consultation, 14,* 91-104.

Communication Systems, continued

- **Within school**
  - School staff know what's going on with behavior support
  - PBS team reports to whole school
  - Behavior support team reports to whole school
  - How many students helped
  - How the process is working

For more information:

http://pbis.org

http://www.swis.org

http://five.uoregon.edu

http://darkwing.uoregon.edu/~ttobin

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Acknowledgment

- *Center on Positive Behavioral Interventions & Support* and *Educational and Community Supports* at the University of Oregon (Special thanks to Anne Todd, Rob Horner, George Sugai, Teri Lewis-Palmer, Emma Martin, Claudia Vincent, Deanne Crone, Steve Newton, Brigid Flannery,& Rick Albin).
- U.S. Office of Special Education Programs