



PREFACE

This program is a collaboration among Michigan Department of Education, K-12 Schools, Universities, and Advocacy Organizations representing people with disabilities, to create new partnerships between parents of children with disabilities and school personnel. This partnership is designed to identify and to overcome barriers to participation of all children in their least restrictive environment, including children with significant disabilities, and to provide all children with a free and appropriate public education.

Through a series of personnel development programs, this coordinated partnership will provide opportunities for parents and school personnel to build respectful relationships. It will help to identify different disability characteristics and to find the appropriate educational environment in which children with disabilities can be successfully included in the general education classroom.

The underlying intent of this partnership is to create a forum in which parents and school personnel build understanding and trust which can eliminate systemic barriers to full participation of all children in their least restrictive environment; creating a reasonable, accommodating and accepting general education program for children with and without disabilities.

ACKNOWLEDGEMENT

Bridges4kids expresses its gratitude to the Beach Center at the University of Kansas and its co-directors, Rudd and Ann Turnbull for their support, technical assistance and sharing of their resources. Their commitment to meeting the needs of all children has made life better for families everywhere.

A COMPREHENSIVE PARENT-PROFESSIONAL SERVICES SYSTEM
Facilitator Module Guide for Positive Behavior Support
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Section One

How to Use This Guide

This guide is designed to encourage and support the development of positive behavior strategies within the school environment to enhance the capacity of parents and school professionals to respond to the educational needs of the child who has behavior challenges.

This, and other Comprehensive Parent-Professional Services System modules have been developed to:

- ◆ be accessible – in terms of locations, formats, language, readability;
- ◆ be culturally competent;
- ◆ be sustainable at the local level beyond the life of the grant;
- ◆ address the changing needs of parents and their children from birth to age 26;
- ◆ focus on skills, strengths and capacities of parents, children, professionals and community members;
- ◆ reflect family-centered practices;
- ◆ support student participation and progress in the general curriculum (per IDEA '97).

This module is one of several designed to promote grass-roots educational advocacy opportunities and experiences for families and professionals striving to improve the quality of community education provided to students eligible to receive IDEA '97 services. This “train the trainer” module will guide Regional Area Facilitation Teams [RAFTs] in their community workshops.

This module concentrates on teaching Positive Behavior Support as a team-centered, research-validated, humane and comprehensive approach to helping students maximize educational opportunities by supporting the understanding of challenging behavior and teaching and developing acceptable replacement behaviors. The module units include:

1. Positive Behavior Support [PowerPoint Presentation]
2. IDEA '97 and Positive Behavior Support [PowerPoint Presentation]
3. Positive Behavior Support planning process [Activity]
4. Functional Assessments of Behavior [PowerPoint Presentation]
5. Functional Assessments of Behavior [Activity]
6. Behavior Intervention Plan [PowerPoint Presentation]
7. Behavior Intervention Plans [Activity]

The organizational format for each of these sections includes learner objectives, suggested activities, necessary materials, proposed time schedule and facilitator notes explaining how to conduct the activity. Masters for transparencies and handouts are included in the Appendices. As with all successful educational ventures, creativity and individuality are encouraged. Facilitators and participants are encouraged to take advantage of the unlimited resources available.

Module Objective

This workshop presents Positive Behavior Support as a team-centered, research-validated, humane and comprehensive approach to helping students maximize educational opportunities by supporting the understanding of challenging behavior and teaching and developing acceptable replacement behaviors.

Learner Objectives

- 1:** Understand key elements of Positive Behavior Support
 - ◆ Differentiate between Positive Behavior Support and traditional behavior management
 - ◆ Understand rationale for a change in practice
 - ◆ Acquire Guided Practice in Collaborative Team Approach

- 2:** Understand Behavior-related IDEA '97 Mandates
 - ◆ Positive Behavior Support considerations are optional when a student's behavior impedes learning for the student or for other students
 - ◆ Positive Behavior Support considerations are mandatory
 - ◆ When a child is suspended for more than 10 days for behavior-related conduct
 - ◆ When a child's behavior challenges lead to a change in the child's educational placement

- 3:** Obtain familiarity with School System Positive Behavior Support Assessing and Planning
 - ◆ Survey current school district, building classroom, and individual use of Positive Behavior Support
 - ◆ Learn how to build model Positive Behavior Support Team
 - ◆ Include school professionals and students and their families
 - ◆ Identify core team members

- ◆ Become familiar with school assessment tools

4: Acquire familiarity with Functional Assessments of Behavior

- ◆ A process used to gather data to develop plans of support
- ◆ Understand basic beliefs supporting the use of Functional Assessments of Behavior
 - ◆ Challenging behavior serves a specific purpose or function
 - ◆ One behavior can serve multiple purposes
 - ◆ Behavior can be a form of communication
 - ◆ Behavior has a purpose and does not occur randomly
 - ◆ Goals of functional assessment of behavior
 - ◆ Describe behavior
 - ◆ Predict when and where behavior will occur
 - ◆ Identify possible student-specific reasons for the behavior
 - ◆ Match interventions to reasons why behavior appears to be occurring
- ◆ Values applicable to Functional Assessments of Behavior
 - ◆ Behavior support always must protect the student's dignity
 - ◆ Understanding behavior enhances possibility to teach or develop other behavioral alternatives
 - ◆ The behavior must be examined in the context of the environment
 - ◆ Four basic steps in a Functional Assessment of Behavior
 - ◆ Describe behavior
 - ◆ Collect additional data
 - ◆ Develop hypothesis
 - ◆ Design interventions
 - ◆ When to use Functional Assessments of Behavior
 - ◆ Challenging behaviors are interfering with the student's or the classmates' education
 - ◆ When challenging behavior interrupts or interferes with the student's progress toward IEP goals

- ◆ When the parents and the school district disagree over most appropriate, least restrictive placement
- ◆ When challenging behaviors lead to suspensions of more than 10 days, placement in an alternative setting, or a change in placement

5: Become acclimated to using Functional Assessment of Behavior evaluation tools.

6: Acquire familiarity with Behavior Intervention Plan components

- ◆ Complete Functional Assessment of Behavior process to identify proposed interventions
- ◆ Determine measurable objectives
- ◆ Identify how and what data will be collected for evaluation
- ◆ Detail the selected intervention approach (what to do or say)
- ◆ Identify responsible plan participants and their roles
- ◆ Set a start date
- ◆ Set dates for review or revision

7: Become familiar with Behavior Intervention Plan planning tools

SECTION TWO: ACTIVITIES

1: POSITIVE BEHAVIOR SUPPORT

INTRODUCTION AND PURPOSE

This PowerPoint presentation will introduce the audience to the concept of Positive Behavior Support, its collaborative approach, and its advantages over traditional behavior management

OBJECTIVES

Understand key elements of Positive Behavior Support

- ◆ Differentiate between Positive Behavior Support and traditional behavior management
- ◆ Understand rationale for a change in practice
- ◆ Acquire Guided Practice in Collaborative Team Approach

MATERIALS

EQUIPMENT

PowerPoint Computer for initial presentation – Overhead Projector thereafter

TRANSPARENCIES

Objectives

HANDOUTS

Copy of presentation

SUGGESTED TIME

1 hour 15 minutes

INSERT PBS POWERPOINT PRESENTATION 10-25-99

2. IDEA '97 AND POSITIVE BEHAVIOR SUPPORT

INTRODUCTION AND PURPOSE

This presentation introduces the audience to the relationship between Positive Behavior Support practice and special education [IDEA '97] law.

OBJECTIVES

Understand Behavior-related IDEA '97 Mandates

- ◆ Positive Behavior Support considerations are optional when a student's behavior impedes learning for the student or for other students
- ◆ Positive Behavior Support considerations are mandatory
 - ◆ When a child is suspended for more than 10 days for behavior-related conduct
 - ◆ When a child's behavior challenges lead to a change in the child's educational placement

MATERIALS

EQUIPMENT

PowerPoint Computer for initial presentation – Overhead Projector thereafter

TRANSPARENCIES

Objectives

HANDOUTS

Copy of presentation

SUGGESTED TIME

45 minutes

OVERHEADS

- Overhead 1:** What is “IDEA ‘97?”
Individuals with Disabilities Education Act of 1997.
- Overhead 2:** What are IDEA ‘97s Principles?
Zero Reject.
- Overhead 3:** What are IDEA ‘97s Principles?
Nondiscriminatory evaluation.
- Overhead 4:** What are IDEA ‘97s Principles?
Appropriate Education.
- Overhead 5:** What are IDEA ‘97s Principles?
Least restrictive environment.
- Overhead 6:** What are IDEA ‘97s Principles?
Procedural Due Process.
- Overhead 7:** What are IDEA ‘97s Principles?
Parent and Student Participation.
- Overhead 8:** When does IDEA ‘97 require a Functional Assessment of Behavior?
Challenging behaviors are interfering with the student’s or the classmates’ education
- Overhead 9:** When does IDEA ‘97 require a Functional Assessment of Behavior?
When challenging behavior interrupts or interferes with the student’s progress toward IEP goals
- Overhead 10:** When does IDEA ‘97 require a Functional Assessment of Behavior?
When the parents and the school district disagree over most appropriate, least restrictive placement
- Overhead 11:** When does IDEA ‘97 require a Functional Assessment of Behavior?
When challenging behaviors lead to suspensions of more than 10 days, placement in an alternative setting, or a change in placement

3. POSITIVE BEHAVIOR SUPPORT PLANNING PROCESS

INTRODUCTION AND PURPOSE

This activity will help participants acquire broad familiarity with planning and assessment documents through the use of scenarios.

OBJECTIVES

Obtain familiarity with School System Positive Behavior Support Assessing and Planning

- ◆ Survey current school district, building classroom, and individual use of Positive Behavior Support
- ◆ Learn how to build model Positive Behavior Support Team
 - ◆ Include school professionals and students and their families
 - ◆ Identify core team members
 - ◆ Become familiar with school assessment tools

MATERIALS

EQUIPMENT

Ink Pens or pencils

HANDOUTS

Copies of planning documents from PBS manual pages 2-11 through 2-21
Copies of planning documents from PBS manual pages 3-6 through 3-11
Case Scenarios [to be provided by Bernie]

Suggested Time

1 hour 15 minutes

FACILITATOR NOTES AND PROCESS

1. Pass out scenarios and permit five to ten minutes for them to be read.
2. Divide audience into two groups.
3. Ask each group to select a scenario and complete the planning documents from 2-11 through 2-21. Allow fifteen to twenty minutes.
4. Direct the groups to swap scenarios and complete the planning documents from 3-6 through 3-11. Allow fifteen to twenty minutes.

5. Draw the class back together and ask them to report out on their activity. Stress those outcomes that reflect solid awareness of environmental factors and creative interventions that emphasize teamwork.

4. FUNCTIONAL ASSESSMENTS OF BEHAVIOR

INTRODUCTION AND PURPOSE

This presentation provides the audience with substantive information on Functional Assessments of Behavior and their creation.

OBJECTIVES

Acquire familiarity with Functional Assessments of Behavior

- ◆ A process used to gather data to develop plans of support
- ◆ Understand basic beliefs supporting the use of Functional Assessments of Behavior
 - ◆ Challenging behavior serves a specific purpose or function
 - ◆ One behavior can serve multiple purposes
 - ◆ Behavior can be a form of communication
 - ◆ Behavior has a purpose and does not occur randomly
 - ◆ Goals of functional assessment of behavior
 - ◆ Describe behavior
 - ◆ Predict when and where behavior will occur
 - ◆ Identify possible student-specific reasons for the behavior
 - ◆ Match interventions to reasons why behavior appears to be occurring
- ◆ Values applicable to Functional Assessments of Behavior
 - ◆ Behavior support always must protect the student's dignity
 - ◆ Understanding behavior enhances possibility to teach or develop other behavioral alternatives
 - ◆ The behavior must be examined in the context of the environment
 - ◆ Four basic steps in a Functional Assessment of Behavior
 - ◆ Describe behavior
 - ◆ Collect additional data
 - ◆ Develop hypothesis
 - ◆ Design interventions

- ◆ When to use Functional Assessments of Behavior
- ◆ Challenging behaviors are interfering with the student's or the classmates' education
- ◆ When challenging behavior interrupts or interferes with the student's progress toward IEP goals
- ◆ When the parents and the school district disagree over most appropriate, least restrictive placement
- ◆ When challenging behaviors lead to suspensions of more than 10 days, placement in an alternative setting, or a change in placement

MATERIALS

EQUIPMENT

Overhead projector

OVERHEADS

Appear below

HANDOUTS

Presentation

SUGGESTED TIME

30 MINUTES

PRESENTATION

- Overhead 1:** **What is a Functional Assessment of Behavior?**
A method to help understand behavior.
- Overhead 2:** **What is a Functional Assessment of Behavior?**
A process used to gather information needed to develop a plan of support.
- Overhead 3:** **What is a Functional Assessment of Behavior?**
A data based,
- Overhead 4:** **What is a Functional Assessment of Behavior?**
A data based, thoughtful,
- Overhead 5:** **What is a Functional Assessment of Behavior?**
A data based, thoughtful, and organized process
- Overhead 6:** **A Functional Assessment of Behavior identifies**
Consequences maintaining behavior functions
- Overhead 7:** **A Functional Assessment of Behavior identifies**
Contexts including antecedent and setting events for the consequences.
- Overhead 8:** **Basic beliefs supporting functional assessments of behavior**
A challenging behavior serves a student's specific purpose or function
- Overhead 9:** **Basic beliefs supporting functional assessments of behavior**
A single behavior may serve multiple purposes in the same or across settings
- Overhead 10:** **Basic beliefs supporting functional assessments of behavior**
Some students may use behavior to communicate
- Overhead 11:** **Basic beliefs supporting functional assessments of behavior**
Behavior has a purpose and does not occur randomly
- Overhead 12:** **What are the goals of a functional assessment of behavior?**

To describe behavior

- Overhead 13:** What are the goals of a functional assessment of behavior?
To predict when and where the behavior will occur
- Overhead 14:** What are the goals of a functional assessment of behavior?
To identify possible reasons for that behavior for that student across time and places
- Overhead 15:** What are the goals of a functional assessment of behavior?
To propose interventions that match the best guess about why the behavior is occurring
- Overhead 16:** How are functional assessments of behavior conducted?
Indirectly by talking to the person when possible
- Overhead 17:** How are functional assessments of behavior conducted?
Indirectly by talking to those who have direct contact with the student
- Overhead 18:** How are functional assessments of behavior conducted?
Indirectly by reviewing student records
- Overhead 19:** How are functional assessments of behavior onducted?
Indirectly by completing rating scales
- Overhead 20:** How are functional assessments of behavior onducted?
Directly by observing the student for extended periods of time
- Overhead 21:** How are functional assessments of behavior onducted?
Identify, define or describe the behavior of concern.
- Overhead 22:** How are functional assessments of behavior conducted?
Identify a possible replacement behavior or behaviors.
- Overhead 23:** How are functional assessments of behavior conducted?

Analyze the indirect and direct data.

- Overhead 24:** How are functional assessments of behavior conducted?
Develop a hypothesis or reason for when and why the behavior occurs.
- Overhead 25:** How are functional assessments of behavior conducted?
Develop interventions to be used to teach or develop replacement behaviors.
- Overhead 26:** What are the values behind the functional assessment of behavior?
To protect the dignity of the student
- Overhead 27:** What are the values behind the functional assessment of behavior?
To understand the behavior so that effective alternatives may be taught or developed
- Overhead 28:** What are the values behind the functional assessment of behavior?
To focus on the relationship between the behavior and the environment

5. FUNCTIONAL ASSESSMENTS OF BEHAVIOR ACTIVITY

Introduction and Purpose

This activity will help participants acquire broad familiarity with functional assessments of behavior documents through the use of scenarios.

OBJECTIVES

Become acclimated to using Functional Assessment of Behavior evaluation tools.

MATERIALS

EQUIPMENT

Ink Pens or pencils

HANDOUTS

Copies of planning documents from PBS manual pages 4-6 through 4-13
Case Scenarios [previously distributed in activity 3]

Suggested Time

30 minutes

FACILITATOR NOTES AND PROCESS

1. Divide audience into previous groups
2. Ask each group to select a scenario and complete the planning documents from 2-11 through 2-21. Allow fifteen to twenty minutes.
3. Draw the class back together and ask them to report out on their activity. Stress those assessment observations that most strongly offer reasonable explanations for the challenging behavior.

6. BEHAVIOR INTERVENTION PLANS

INTRODUCTION AND PURPOSE

This presentation provides the audience with substantive information on Behavior Intervention Plans and their creation.

OBJECTIVES

Acquire familiarity with Behavior Intervention Plan components

- ◆ Complete Functional Assessment of Behavior process to identify proposed interventions
- ◆ Determine measurable objectives
- ◆ Identify how and what data will be collected for evaluation
- ◆ Detail the selected intervention approach (what to do or say)
- ◆ Identify responsible plan participants and their roles
- ◆ Set a start date
- ◆ Set dates for review or revision
- ◆

MATERIALS

EQUIPMENT

Overhead projector

OVERHEADS

Appear below

HANDOUTS

Presentation

SUGGESTED TIME

30 MINUTES

PRESENTATION

What is a “Behavior Intervention Plan?”

Overhead 1: What is a “Behavior Intervention Plan?”
A written,

Overhead 2: What is a “Behavior Intervention Plan?”
A written, individualized plan,

Overhead 3: What is a “Behavior Intervention Plan?”
A written, individualized plan, based on a functional assessment of the student’s behavior,

Overhead 4: What is a “Behavior Intervention Plan?”
A written, individualized plan, based on a functional assessment of the student’s behavior to address identified academic and behavior concerns.

Overhead 5: A Behavior Intervention Plan is
Based on functional assessments of behavior.

Overhead 6: A Behavior Intervention Plan is
Driven by the hypothesis or “best guess.”

Overhead 7: A Behavior Intervention Plan is
Directed toward *skill building,*

Overhead 8: A Behavior Intervention Plan is
Directed toward skill building and *environmental changes.*

Overhead 9: A Behavior Intervention Plan is
Comprehensive, with many intervention parts.

Overhead 10: A Behavior Intervention Plan is assessed
By change in the targeted behavior *and*

Overhead 11: A Behavior Intervention Plan is assessed
On broader quality of life issues, such as

Overhead 12: A Behavior Intervention Plan is assessed for
Maintaining the change over time.

- Overhead 13:** A Behavior Intervention Plan is assessed for Maintaining the change in different, unique settings.
- Overhead 14:** Behavior Intervention Plan Components
Conduct a Functional Behavior Assessment
- Overhead 15:** Behavior Intervention Plan Components
Develop an objective method to measure how well each intervention works.
- Overhead 16:** Behavior Intervention Plan Components
Identify what meaningful and convenient data will be collected to test the hypothesis and evaluate the effectiveness of the intervention.
- Overhead 17:** Behavior Intervention Plan Components
Label the approach and describe or write the script of what to do or say.
- Overhead 18:** Behavior Intervention Plan Components
List the roles and responsibilities of all participants.
- Overhead 19:** Behavior Intervention Plan Components
State the start date.
- Overhead 20:** Behavior Intervention Plan Components
Establish time lines for review and revision.

7. BEHAVIOR INTERVENTION PLAN ACTIVITY

Introduction and Purpose

This activity will help participants acquire broad familiarity with behavior intervention plan planning documents through the use of scenarios.

OBJECTIVES

Become familiar with Behavior Intervention Plan planning tools

MATERIALS

EQUIPMENT

Ink Pens or pencils

HANDOUTS

Copies of planning documents from PBS manual pages 5-5 through 5-8, 5-10 through 5-15

Case Scenarios [previously distributed in activity 3]

Suggested Time

30 minutes

FACILITATOR NOTES AND PROCESS

1. Divide audience into previous groups
2. Ask each group to select a scenario and complete the planning documents from 5-5 through 5-8, and 5-10 through 5-15 if time allows. Allow fifteen to twenty minutes.
3. Draw the class back together and ask them to report out on their activity. Stress those intervention plans that emphasize teamwork, collaboration and positive reinforcement.