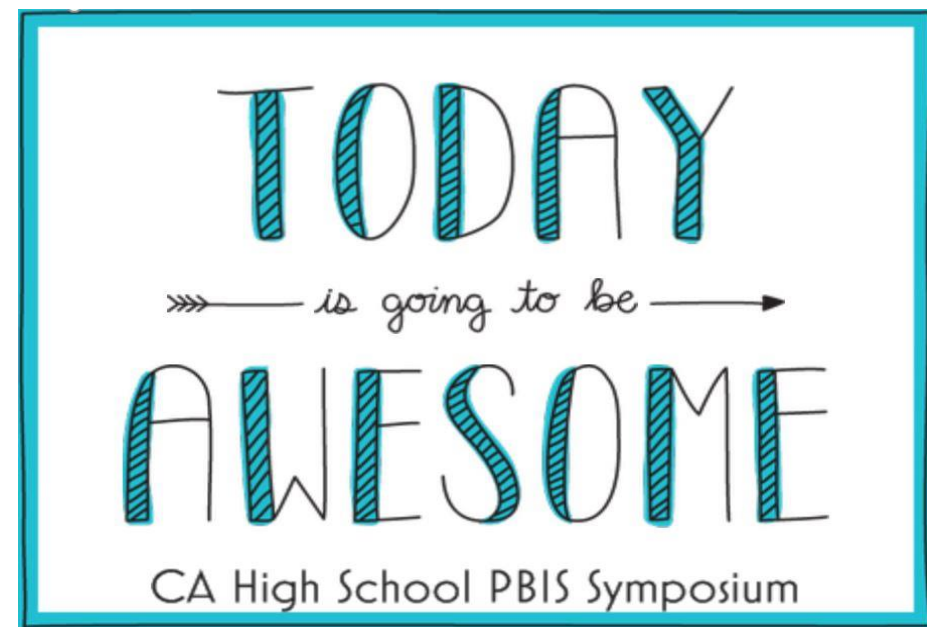
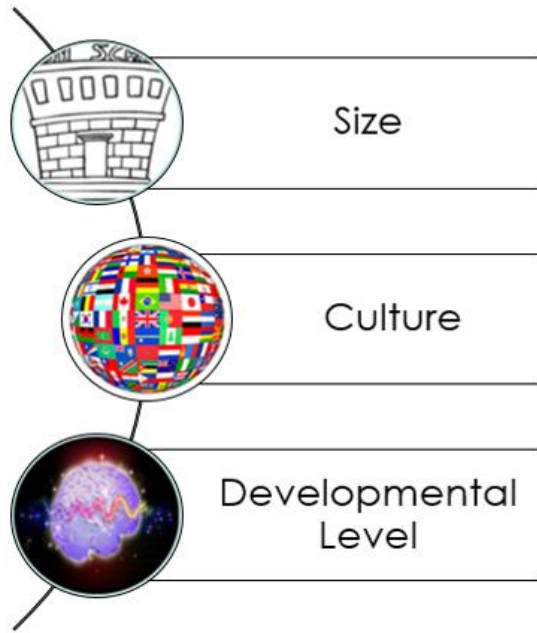


Student-Centered Behavior Support Planning

Christopher Pinkney, Ph.D.
Portland State University



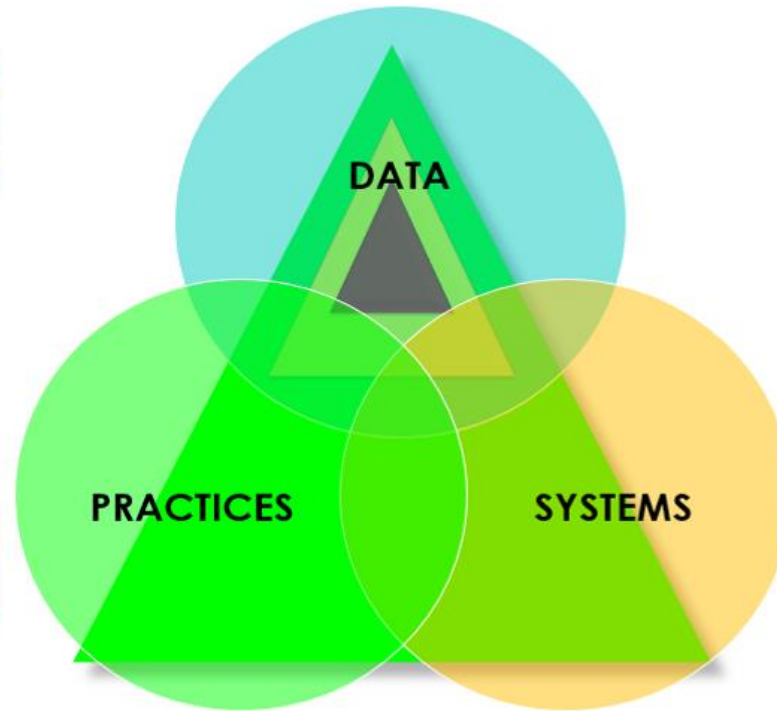
February 20, 2020
Long Beach, CA



Contextual Influences



Key Foundational Systems



Core Features of Implementation



Key Focus Areas

For Your Consideration



REFLECT *the “why”*

ENCOURAGE *the dialogue*

CELEBRATE *the change*

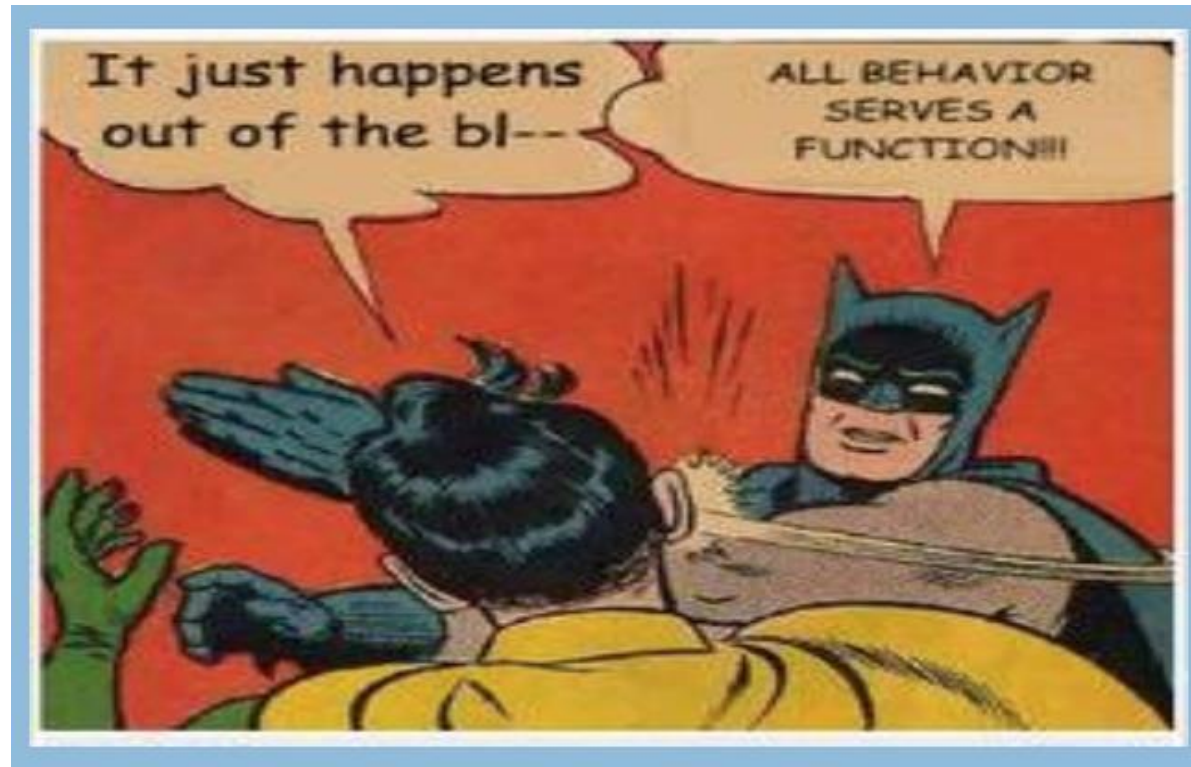
**AUTHENTIC
ENGAGEMENT**

Session Objectives

- Describe a foundation for implementing student-centered behavior supports planning (SC-BSP)
- Identify the benefits of incorporating student voice within the functional behavior assessment (FBA) process.
- Discuss the use of the student version of the Functional Assessment Checklist for Teachers and Staff (FACTS) within the FBA process.
- Share some early lessons learned about implementation of SC-BSP

Ice Breaker Activity

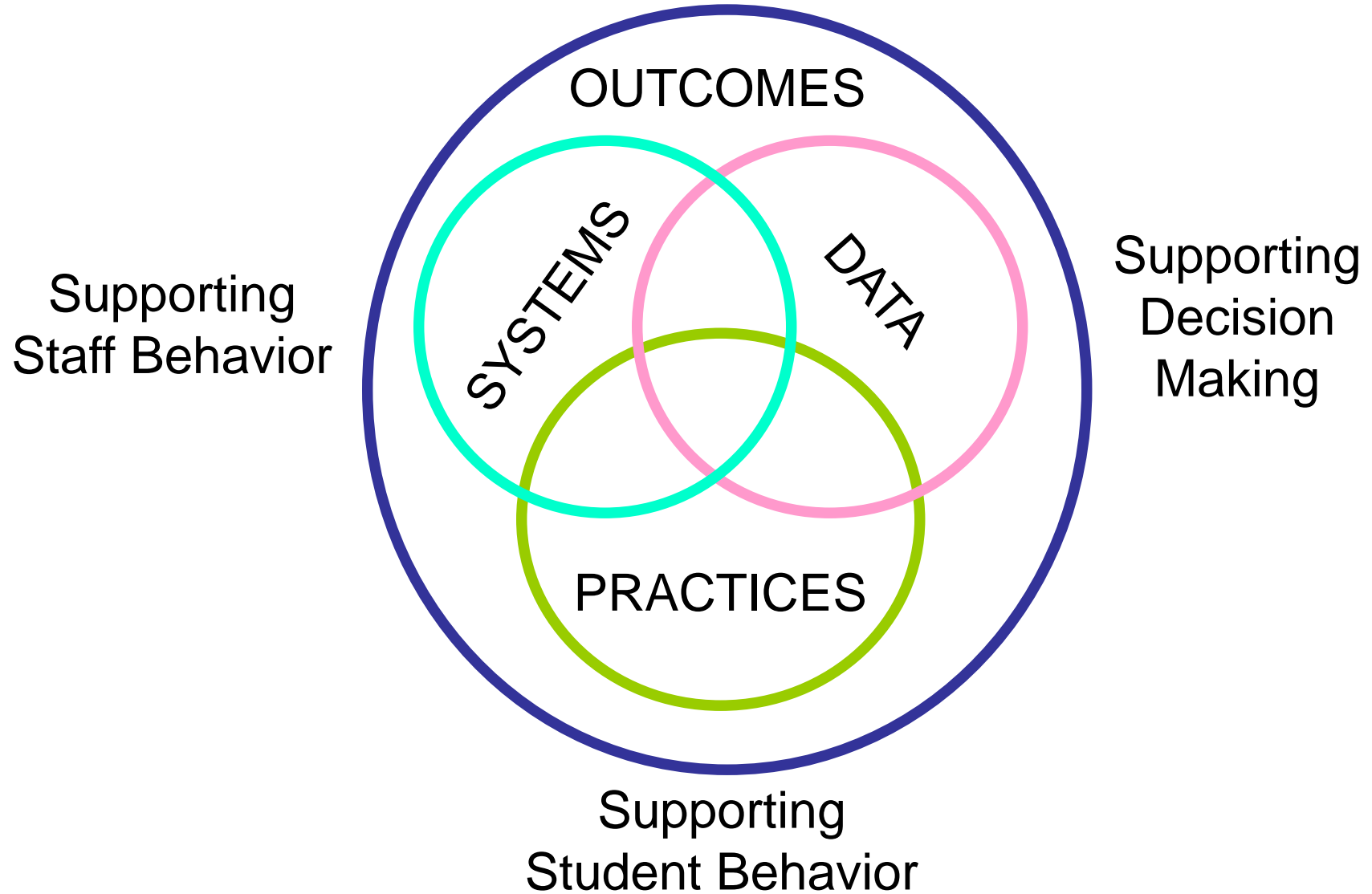
- In 60 seconds, Write....
 - 3 Things your school needs or does to **successfully support students with behavioral concerns** in the general education environment
- Next 90 seconds, share with a partner
- Be willing to share with the group when you are done



The primary purpose of conducting FBA is to inform the **development & implementation** of Behavior Support Plans that directly address the **FUNCTION** of student behavior

Readiness and Foundations for
Implementing a more Student-
Centered FBA to BSP process

Supporting Social Competence & Academic Achievement



Necessary Conditions for Supporting Students with Challenging Behaviors

Systems

- Teams use data to design/improve interventions
- Professional Development to train staff on supporting students with intensive behavioral needs
- Classroom management support to teachers needing more than individualized supports
- At least 1-2 staff have expertise in supporting students with intensive needs & have time to support staff in implementing plans

Necessary Conditions for Supporting Students with Challenging Behaviors

Practices

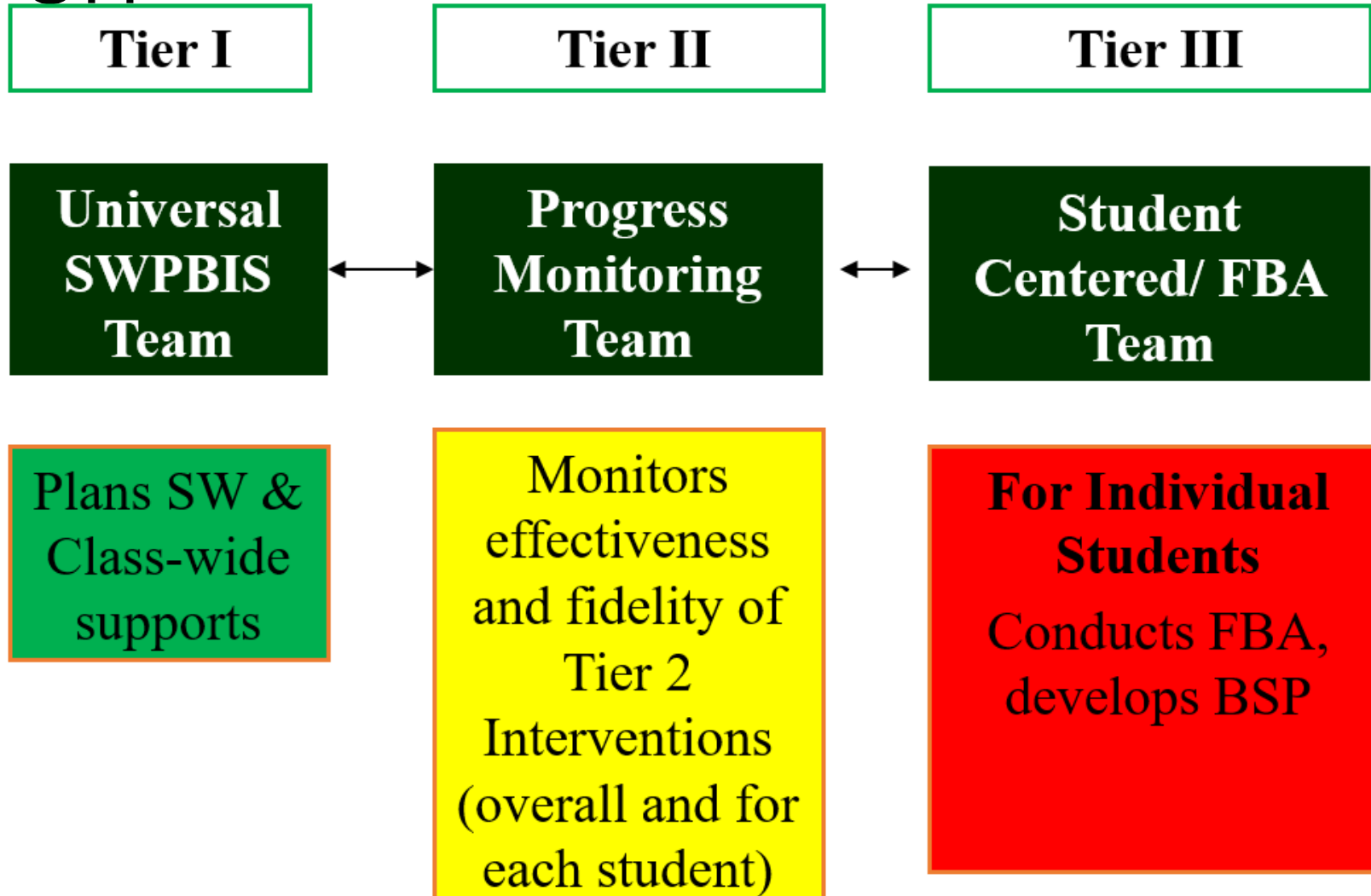
- Effective Instruction- differentiated/Universal Design for Learning
- Effective strategies to prevent and respond to problem behaviors
- Strategies for teaching social behaviors and providing reinforcement for engaging in expected behaviors
- Positively engaging students & families in plan development

Necessary Conditions for Supporting Students with Challenging Behaviors

Data

- Screening system to identify students before they engage in persistent problems (office referrals, teacher request for assistance)
- Functional Behavioral Assessment (FBA) process for analyzing problem behavior
- Efficient progress monitoring data for staff to use (e.g., point cards)
- Fidelity data to identify if interventions are being utilized

School-Based Teams by Tier of Support



Building Sustainable Supportive Environments

How can we increase the likelihood that FBA will:

- a) Result in function-based support plans?
- b) Be implemented by school staff?

Teach all team members/school staff a function-based approach to understanding challenging behavior

Big Ideas

- Learn FBA & BSP in manageable chunks
 - a series of seven 90 minute modules
 - intended to be delivered about 1 module every 2 weeks
- Interactive Training Activities -- Learn through demonstration & practice application activities

www.basicfba.com

Basic FBA to BIP

[Home & e-Learning Modules ▾](#)[Basic FBA to BIP Overview ▾](#)[Planning for Effective Use ▾](#)[Forms & Resources ▾](#)[About Us](#)

Basic FBA to BIP

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.

[BEHAVIOR SPECIALIST TRAINING](#)[SCHOOL-WIDE TRAINING](#)

Big Ideas

- Homework Tasks with each module for real-world practice that culminate in implementation of a BSP developed from an FBA
- Tools for Coaching & Feedback on Homework
- Tools for building school-wide understanding of behavior & function-based intervention

Implementation Readiness for Student-Centered BSP

- Tier 2 and 3 systems and procedures in place
 - Tier 2/3 team that meets regularly to identify students requiring more support
 - Tier 2/3 team regularly reviews data to monitor student progress
 - Intervention and procedures and tools are readily available

Implementation Readiness for Student-Centered BSP

- At least 2 staff at the school are trained to conduct FBA (to facilitate Student-Centered BSP)
- Train school-wide staff on Function-based Thinking AND Student-Centered BSP process
- Focus on student self-determination

Self-Determination

Independence	Interdependence	Opportunities to Act
<ul style="list-style-type: none"><input type="checkbox"/> Goal Setting<input type="checkbox"/> Making Choices<input type="checkbox"/> Making Decisions<input type="checkbox"/> Problem Solving <input type="checkbox"/> Self-Monitoring<input type="checkbox"/> Self-Evaluation	<ul style="list-style-type: none"><input type="checkbox"/> Self Advocacy<input type="checkbox"/> Leadership <input type="checkbox"/> Social Capital	<ul style="list-style-type: none"><input type="checkbox"/> Social Inclusion <input type="checkbox"/> Enriched Environment <input type="checkbox"/> Dignity of Risk

A More Student-Centered FBA to BSP Process

Traditional FBA Process

- FBA interviews and observations conducted by one person (behavior specialist, school psychologist)
- Focus is on interviews of staff and classroom observations
- Student and family interviewed

Student-Centered FBA Process

- FBA team is selected based on the student--not only is there a behavior specialist, but also an advocate/trusted staff member for the student
- Student is interviewed--student is specifically asked about the interventions and proposed interventions

Traditional FBA Process

-Behavior Support Plan developed by behavior specialist and shared with the team

-Classroom staff are provided information on the plan and supported to implement the plan

Student-Centered FBA Process

-Behavior support plan developed with the student, family, and the team

-Implementers and student agree to implement steps identified by the team.

Additions to the traditional FBA to BSP Process

- Space for student voice, before, during, and after the process.
- Availability of a faculty or staff advocate for the student.

Student Voice-Defined

- “Student participation and decision making in the structures and practices that shape their educational experiences.” (Rennie Center, 2019)
- “Student voice refers to the values, opinions, beliefs, perspectives and cultural backgrounds of individual students and groups of students in a school, and to the instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.” (The Glossary of Educational Reform, 2013)

Why Student Voice Matters

- The relationship of self-determination and equity
 - Implicit bias in schools
 - Marginalization of students
- Limitations of direct observation in schools
 - Timing and Scheduling
 - Resource intensive
 - Inconclusive results

Why Student Voice Matters

- Efficacy of interventions/supports
 - Improved student engagement
 - Greater alignment of planned interventions/supports to student preferences

Recruiting Student Voice **Before** the FBA Process

- Tier 1 Practices
 - School-Wide Climate and Safety Surveys
 - Student participation in school-based teaming
 - Classroom practices
- Tier 2/3 Practices
 - Individualized student information gathering

Staff as Advocates--Description

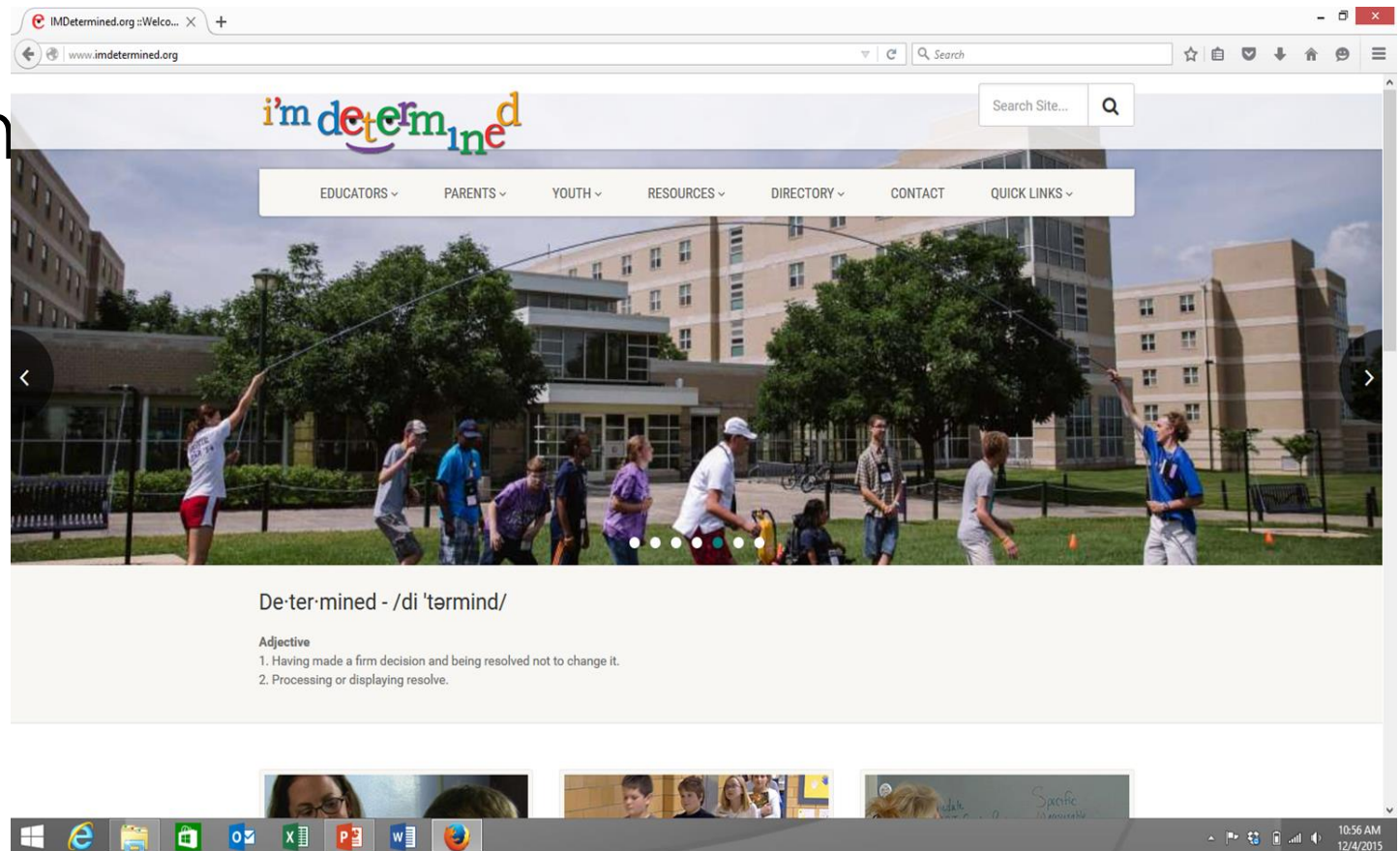
- Faculty or staff member with an established, positive relationship with the student
- Knowledgeable about the FBA-BSP process
- Selected by the student (ideally)

Staff as Advocates--Roles

- Attempt to disrupt the staff vs student dynamic
- Facilitate communication
- Relationship building
- Encourage student participation
- Advocacy
- Accountability

www.imdetermined.org

- Freely Available Tools & Templates
 - One-Pagers
 - Good Day Plan
 - Goal Plan



One-pager – Justin

Name: Justin George

Address:

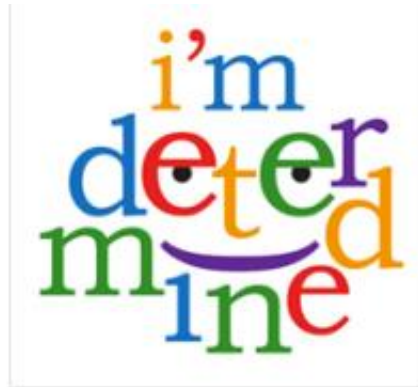
DOB:

My Strengths

- Advocacy/public speaking
- Enjoy listening to peer advocates
- History
- Reading/computer skills
- Working towards independence
- Passion for what I do at Im Determined and YLF
- Keep trying

My Preferences

- Study with someone
- Write down notes
- Have clear expectations of me
- Allegories
- Minimal distractions.



Date:

My Interests

- Amateur Radio and emergency communications groups.
- Weather/skywarn
- Being outside
- Computers
- Social Media
- Kings Dominion/Busch Gardens
- Beach/ pool
- Spending time with family

My Needs

- Notes
- Extra time on tests
- Hands on and visual (IE, watching the teachers do an example)



Good Day Plan

Name:

Today's Date:

Good Day	Now	Action	Support
What happens on a Good Day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?

Activity

- Select a talking partner
- Ask and answer the following questions about today's conference
 - What needed to happen this morning, before you arrived at the conference, to make it a good day?
 - What needs to happen today during the conference to make it a good day?
 - What would you like to happen after the conference (today), to make it a good day?



Good Day Plan

Name: Chris

Today's Date: May 2

Good Day	Now	Action	Support
What happens on a Good Day?	Does it happen now?	What needs to happen to make it a Good Day?	Who can help me?
<ul style="list-style-type: none"> -My teacher doesn't get on my case 	<ul style="list-style-type: none"> -Sometimes 	<ul style="list-style-type: none"> -Lay low- don't bring attention to myself 	<ul style="list-style-type: none"> -Me (not being disruptive) & Teacher (leaves me alone if I'm not being disruptive)
<ul style="list-style-type: none"> -Able to finish my work without other students bothering me 	<ul style="list-style-type: none"> -No 	<ul style="list-style-type: none"> -Sit away from other students 	<ul style="list-style-type: none"> -Me (I can ask) & Teacher (lets me move my seat)
<ul style="list-style-type: none"> -Good time talking to my friends 	<ul style="list-style-type: none"> -Only during lunch 	<ul style="list-style-type: none"> -Able to talk to friends in class 	<ul style="list-style-type: none"> -Me (don't waste time in class) & Teacher
<ul style="list-style-type: none"> -Get my lunch before the crowd 	<ul style="list-style-type: none"> -Never 	<ul style="list-style-type: none"> -Let me get to lunch first or I get to go to lunch after I finish my work early 	<ul style="list-style-type: none"> -Teacher
<ul style="list-style-type: none"> -Someone cares that I showed up 	<ul style="list-style-type: none"> -Only Science Teacher 	<ul style="list-style-type: none"> -Teacher doesn't look at me funny when I walk in to class. Teacher asks how I'm doing. 	<ul style="list-style-type: none"> -Teacher
<ul style="list-style-type: none"> -Use phone in class 	<ul style="list-style-type: none"> -Never 	<ul style="list-style-type: none"> -Let me use my phone if I finish early 	<ul style="list-style-type: none"> Teacher -

Activity: Application of the GDP to Classroom Supports

- Consider how knowledge of what makes for a good day with Chris might inform the following:
 - The way in which you talk/interact with Chris during class
 - Your selection of acknowledgements to support Chris's behavior
 - Your selection of other responses to Chris's behavior

GDP to Inform Prevention/Antecedent Supports for Chris

- Build relationship- ask “how are you doing?”
- Give Chris a choice to work away from others
- Give Chris a choice to work with friends (if Chris keeps working)

GDP to Inform Teaching (Behavior) Supports for Chris

- Teach Chris to ask to work away from others
- Teach Chris to stay on-task and avoid distractions (e.g., friends)

GDP to Inform Reinforcement & Responses (Consequence) for Chris

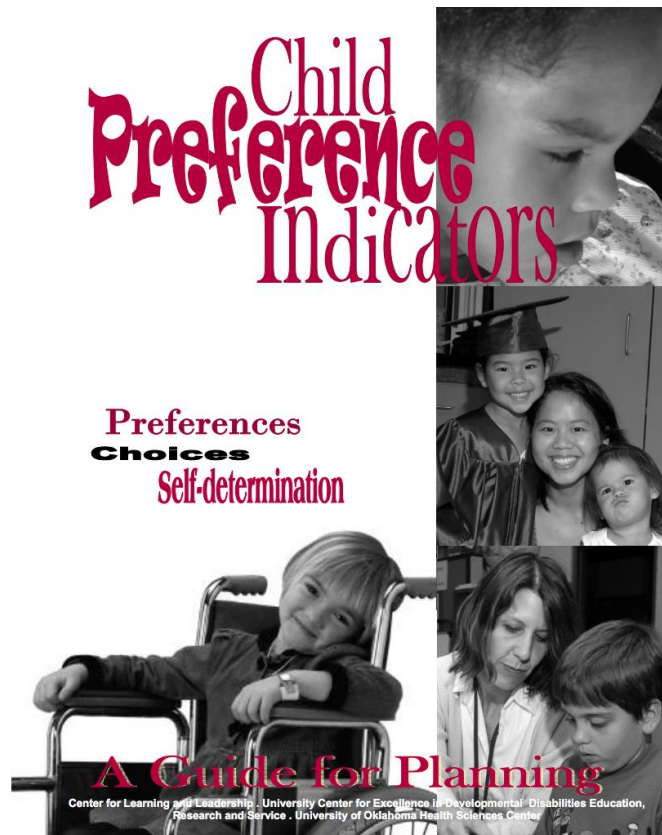
---Let Chris go to lunch early if he finishes his work

---Ignore low level behaviors (or ask “how are you doing?”)

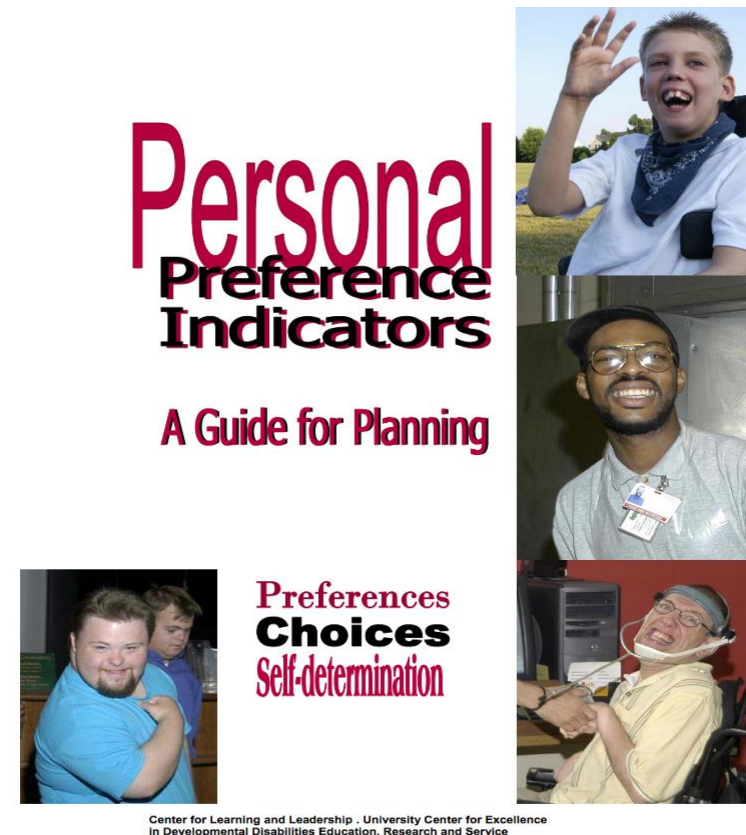
Child/Personal Preference Indicators

Domains: “Favorites, Feelings, Social World, Choices, Body Clock, Health Issues, Role in the Family/Community”

Child Preference Indicators



Personal Preference Indicators



Recruiting Student Voice **During** the FBA Process

- Support provided by an ally or advocate
- Student Interview
 - e.g., Student version of the Functional Assessment Checklist for Teachers and Staff (FACTS)



The FBA Process

Using a FACTS-Student interview with students to specify:

1. Strengths
2. The problem behaviors
3. Routines in which problem behaviors occur
3. Triggers or predictors of the problem behavior
4. Pay-off (Function) the behaviors have for student
5. Possible setting events
6. Summary of behavior
7. Identify interventions student is willing to use

Functional Assessment Checklist for Students – Part 2

PRIORITIZED ROUTINE: Students select a routine with a rating of 5 or 6. Only combine routines when there is significant similarity in (1) activities (conditions) and (2) problem behavior(s). Complete the remainder of this page and FACTS-Part B for the prioritized routine identified below.

	Routines/Activities/Context
Prioritized Routine	
If 3 or more routines are rated a 5 or 6, refer case to behavior specialist for a Complex FBA	

BEHAVIOR(s): What are things you do in <identify routine above> that get you in trouble?

Describe Behavior(s) in an observable way: _____

What happens before the behavior? Identify the strongest predictors that lead to <insert prioritized behavior>, be as specific as you can in describing the predictors. Then identify or suggest things that would help prevent you from engaging in the behavior.

During <u><Routine></u> , what happens before you do the behavior?	During <u><Routine></u> , what might help prevent you from engaging in the behaviors that can get you trouble?
<u>Initial Student Description:</u>	<u>Initial Student Description:</u>
EXAMPLES	EXAMPLES
<input type="checkbox"/> Work is hard for me: Specifically: _____	<input type="checkbox"/> Make work/class easier by: <input type="checkbox"/> Teacher helps me by: <input type="checkbox"/> Peers help me by:
<input type="checkbox"/> Work is boring, too long, or too easy Specifically: _____	<input type="checkbox"/> Make work more interesting by: <input type="checkbox"/> Shorten assignment by: <input type="checkbox"/> Allow me to skip or cross off problems if I demonstrate I can do problems like that correctly
<input type="checkbox"/> Teacher bothers me, picks on me, or tells me what to do Specifically: _____	<input type="checkbox"/> Teacher leaves me alone <input type="checkbox"/> Change in voice tone or wording <input type="checkbox"/> Teacher provides a visual signal rather than talking to me How could teacher check in with you:
<input type="checkbox"/> Peers bother me or sit near me Specifically: _____	<input type="checkbox"/> Move my seat away from peers that bother me <input type="checkbox"/> I ask teacher to move when I'm being bothered by peers <input type="checkbox"/> Teacher tells peers to leave me alone <input type="checkbox"/> I calmly but firmly tell peers to leave me alone & move away
<input type="checkbox"/> When I'm not clear on what to do or there is nothing to do Specifically: _____	<input type="checkbox"/> Teacher gives me clearer directions by: <input type="checkbox"/> I respectfully ask teacher for clearer directions if I don't get it <input type="checkbox"/> I ask a peer for clarification
<input type="checkbox"/> I need help and no one is helping me Specifically: _____	<input type="checkbox"/> I can request help from the teacher or peers <input type="checkbox"/> Teacher can help me by: <input type="checkbox"/> Peers can help me by:

Prioritize Routine

Identify Antecedents

What might help you prevent this?

Functional Assessment Checklist 1 for Students – Part 2

Routine: Identify the prioritized routines from the previous page of the FACTS.

Routine/Activities/Context	Problem Behavior(s) – make description observable

CONSEQUENCE(s): Identify *Why* you engage in the problem behavior, what do you get from it, the outcome you want using the first column below; be as specific as you can in describing Why you engage in the problem behavior. Then identify or suggest things that would help you so you wouldn't have to engage in problem behavior.

What happens after you do the behavior? Why do you do the behaviors?	What might help prevent you from engaging in the problem behavior?
<p><u>Initial Student Description:</u></p>	<p><u>Initial Student Description:</u></p>
EXAMPLES	EXAMPLES
<ul style="list-style-type: none"> <input type="checkbox"/> Get out of doing an assignment or activity I don't want to do <input type="checkbox"/> Specifically: _____ <ul style="list-style-type: none"> <input type="checkbox"/> Too difficult <input type="checkbox"/> Too boring <input type="checkbox"/> Too easy <input type="checkbox"/> Get to talk to my friends/ they laugh at me Specifically: _____ <input type="checkbox"/> Avoid the teacher so they leave me alone Specifically: _____ <input type="checkbox"/> Avoid peers so they leave me alone Specifically: _____ <input type="checkbox"/> Get teacher to talk to me – get help or to explain something better to me Specifically: _____ <input type="checkbox"/> Get to do something that I like Specifically: _____ <input type="checkbox"/> Get things (objects or activities) I want Specifically: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Let me take a short break from working on the assignment <input type="checkbox"/> Let me ask for a different assignment <input type="checkbox"/> Ask for help from the teacher <input type="checkbox"/> Let me work with my friends in class as long as I am not bothering the class <input type="checkbox"/> Ask to work with a peer <input type="checkbox"/> After completing work I could hang out with a peer doing something fun <input type="checkbox"/> More partner or group activities <input type="checkbox"/> Ask for Peer help instead of teacher <input type="checkbox"/> Ask for break <input type="checkbox"/> Ask another adult How could teacher check in with you: <input type="checkbox"/> Let me move away from peers who are bothering me. <input type="checkbox"/> <input type="checkbox"/> Request teacher to help me by: <input type="checkbox"/> Peers can help me by: <input type="checkbox"/> Let me do my work while still being able to do what I like <input type="checkbox"/> Let me know go back to doing activity after I complete work or during break <input type="checkbox"/> Ask if I can see or use object <input type="checkbox"/> Identify another way to get the object appropriately
<p><u>ADDITIONAL NOTES OR SUGGESTIONS:</u></p>	

Identify Why/ Consequences

What might help you?

Setting Events

Summarize Behavior

Goals for Routine

Rating how well this explains behavior

Functional Assessment Checklist for Students – Part 2

SETTING EVENTS are events that happen outside of the immediate routine we've been discussing (at home or earlier in school day) that can put you in a bad mood or make you agitated and make you more likely to have a bad day or engage in problem behavior.

Identify & Describe things that commonly (every week or 2) that put you in a bad mood & can make you more likely to engage in problem behavior.	What can be done to help you when these things happen?
<u>Initial Student Description:</u>	
<input type="checkbox"/> Hunger, <i>specifically:</i> _____	
<input type="checkbox"/> Problem at home, <i>specifically:</i> _____	
<input type="checkbox"/> Problem at school, <i>specifically:</i> _____	
<input type="checkbox"/> Missed medication, <i>specifically:</i> _____	
<input type="checkbox"/> Sick, <i>specifically:</i> _____	
<input type="checkbox"/> Failed in my previous class, <i>specifically:</i> _____	
<input type="checkbox"/> Tired, <i>specifically:</i> _____	
<input type="checkbox"/> Change in schedule, <i>specifically:</i> _____	
<input type="checkbox"/> Homework not done, <i>specifically:</i> _____	
<input type="checkbox"/> Other, <i>specifically:</i> _____	

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s) / Function
SETTING EVENTS		

What are your goals for <Routine>? ... What do you think would work for you and the teacher?

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure					100% Sure/No Doubt
1	2	3	4	5	6

Advocate as Translator

- Knowledge of the FBA to Behavior Support Plan process is critical during the FACTS interview
 - Must understand the technical language that will later be used to develop the BSP
 - Must also speak to students using familiar terminology

Recruiting Student Voice After the FBA Process

- Active student participation during the behavior support planning process
- Student review of the developed behavior support plan
 - Commentary on contextual fit and social validity
- Progress monitoring data includes student perception data
 - Fidelity

BSP Creation and Implementation

- Plans outline more than environmental modifications/considerations
 - Contextual fit of plan for both staff and students
 - Agreed upon roles and responsibilities
 - Agreed upon goals for both staff and students

FAQs?

What if student refuses to participate?

- Efforts are made to find an advocate---look within school walls and outside of school walls (football coach, counselor, mentor)

What if the same teachers/staff are being selected as advocates too frequently?

- Have students recommend more than one potential advocate
- Reflect on schoolwide approaches to building relationships

FAQs Continued?

How do you do Student-Centered FBA in addition to typical FBA?

- Student-Centered FBA should be the typical FBA in MS/HS

How do we find the time to include the student in the FBA process?

- It has to be a priority
- Think of scheduling with the student during the school day (e.g., advisory)

Very Preliminary Findings

Background

- Two middle schools and one high school in the Pacific Northwest
 - Varying stages of implementation of Tier 3 systems of interventions and supports
- Work with school-based teams that includes representatives from both general and special education

Takeaways

- Scheduling continues to be an area of concern
- Background knowledge in function-based supports varies by job-role
 - Therefore training materials and procedures must be more dynamic

Takeaways

- More structure for student interviews is sometimes needed
 - e.g., allies/advocates have reported that they must provide choices when conducting a good day plan interview
- Faculty and Staff support the effort
 - Even if their schedules present challenges to participation

Current & Next Steps

- Developing a 2-part online module for engaging students in the FBA process in MS/HS
- Implementing SC-BSP process with a few schools to understand the efficacy and feasibility of this process.

Thank You

- For more information, please contact me at:
 - cpinkney@pdx.edu
- You may also contact my colleague, Sheldon Loman, Ph.D. at:
 - sheldon.loman@pdx.edu