BEHAVIOR INTERVENTION IN A VIRTUAL WORLD

Special Education Mediation Services

Michigan Alliance for Families
information, support, and education

BEHAVIOR INTERVENTION IN A VIRTUAL WORLD

Agenda

Today's Topics are:

1. Current Behavior Intervention Plan

2. Collecting Remote Setting Behavior Data

3. School Based BIPs in the Remote Setting

4. Addressing Concerns in the Remote Setting

Current
Behavior Intervention Plan

Review of Current Behavior Intervention Plan (BIP)

Before you can determine what updates or changes might need to be made to your student's Behavior Intervention Plan in the remote setting, you need to review the plan to determine:

1. The Description of Behaviors – a specific description of the behaviors targeted for reduction or increase. They should be both observable and measurable.

Example: Tommy will <u>stop calling out the answer</u> to a question before the teacher calls on him.

Components of a Behavior Intervention Plan - Aspergers101

Review of Current Behavior Intervention Plan (BIP)

2. The Replacement Behaviors – the specific behaviors and skills that are the goal for the student to do instead of the unwanted behaviors.

Example: Tommy <u>will raise his hand</u> and <u>wait to be called on</u> before calling out the answer to a question.

Review of Current Behavior Intervention Plan (BIP)

3. Description of the Interventions - explanation of the specific interventions and strategies to address the target behavior.

   a. Antecedent strategies – strategies that change things before the behavior happens to prevent the target behavior.

   Example: The teacher will call on Tommy after he raises his hand and waits for two other students to give their answer.

Review of Current Behavior Intervention Plan (BIP)

3. Description of the Interventions - explanation of the specific interventions and strategies to address the target behavior.

b. Instructional strategies – strategies used to teach the replacement behavior.

The teacher will practice the desired behavior with Tommy by providing him with visual cues to help him recognize when two other students have given their answers and it will be his turn. She may count to two with her fingers, hold up cards with a # 1 and #2 or another strategy that works for Tommy.

Review of Current Behavior Intervention Plan (BIP)

b. Instructional strategies (cont.)

Instructional strategies are sometimes referred to as teaching strategies. The desired behaviors or individual skills often need to be taught. The desired behaviors or individual skills should serve the same purpose or function as the inappropriate or undesired behaviors.

The goal for the individual skill of <u>waiting his turn</u> still allows Tommy to be able to give the answer to the question.
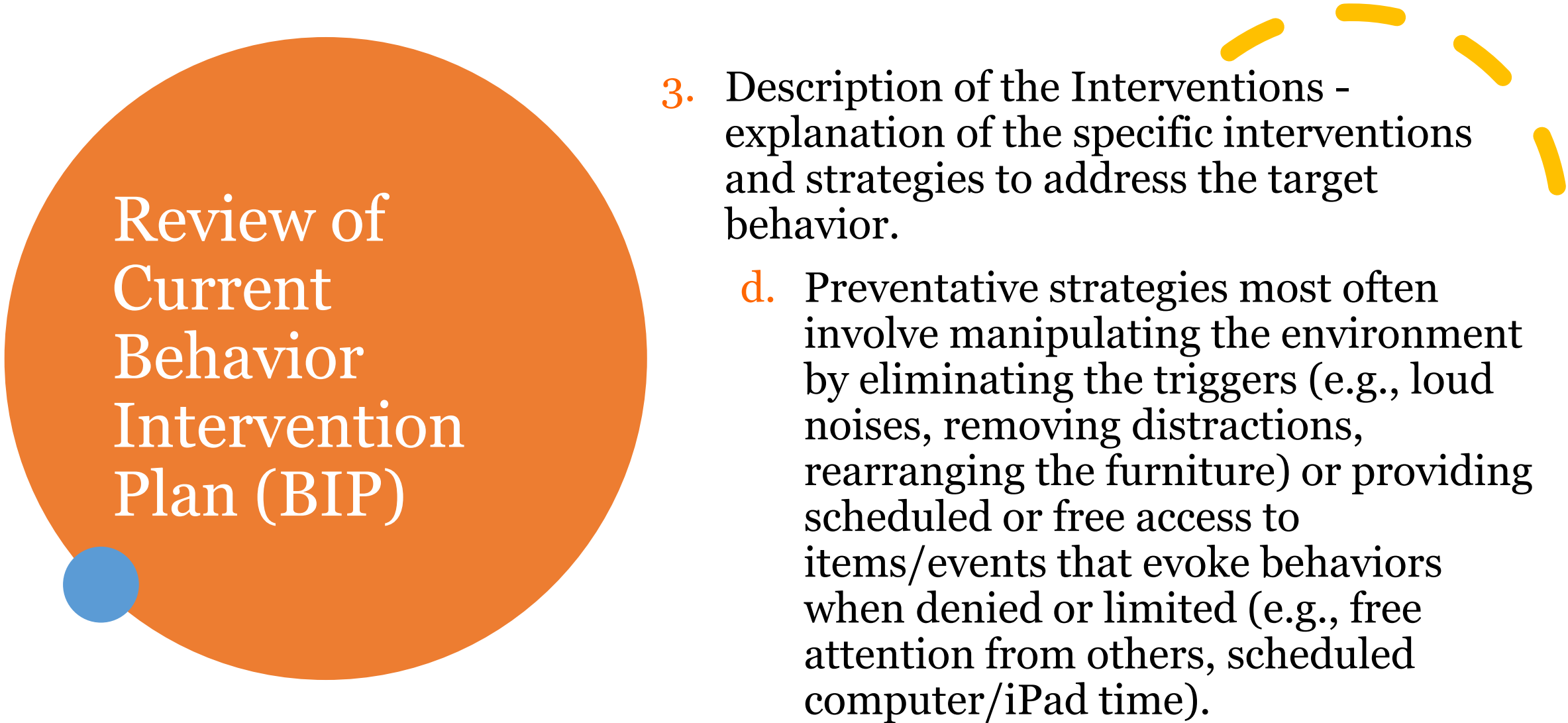
Review of Current Behavior Intervention Plan (BIP)

3. Description of the Interventions - explanation of the specific interventions and strategies to address the target behavior.

    c. Consequence strategies – what reinforcement will be used when the replacement behavior is demonstrated by the student.

    It often takes planning to figure out what reinforcement (reward) will work for the student. For example: Tommy will receive a token to put in his reward jar. When he receives a certain number of tokens, then he can choose an activity he likes, such as 10 minutes free time on the computer.

Review of Current Behavior Intervention Plan (BIP)

c. Consequence Strategies (cont.)

Consequences are the events that follow any behaviors, positive or negative. The consequences can strengthen behaviors (e.g. providing positive feedback when a student completes a task in a timely manner) or decrease behaviors (e.g. a loss of privileges after breaking rules in the home).

Components of a Behavior Intervention Plan - Aspergers101

Review of Current Behavior Intervention Plan (BIP)

3. Description of the Interventions - explanation of the specific interventions and strategies to address the target behavior.

   d. Preventative strategies most often involve manipulating the environment by eliminating the triggers (e.g., loud noises, removing distractions, rearranging the furniture) or providing scheduled or free access to items/events that evoke behaviors when denied or limited (e.g., free attention from others, scheduled computer/iPad time).

Review of Current Behavior Intervention Plan (BIP)

4. Data Collection Procedures

   a. When the Behavior Intervention Plan was created, it should have been based on data collected over time or through a Functional Behavioral Assessment (FBA). Target behaviors to be increased or decreased must be written in terms that allow others to observe and measure the behaviors. Changes to the behavior plan should be based on progress as indicated by recorded data.

Review of Current Behavior Intervention Plan (BIP)

5. Duration of the Plan

   a. The typical duration of a behavior plan in the school setting is one year but can vary according to the individual's progress. The plan should be reviewed frequently and changes to the plan should be based on the data.

Components of a Behavior Intervention Plan - Aspergers101

Resource: Behavioral Intervention Strategies

Behavioral Intervention Strategies is a resource that lists strategies for:

1. Redirection/Calming
2. Giving Directions
3. Discipline/Consequences
4. Defiant and Challenging Behaviors
5. Transitions

Adapted from Crawford AuSable School District http:/www.casdk12.net

Collecting Remote Setting Behavior Data

How to Discuss the Remote Setting Behaviors

In order to have a conversation regarding behaviors with the classroom and/or special education staff who work with your student, you need to have data regarding the similar and/or different behaviors you are observing.

Next, we will discuss the two different types of data that can be collected,

- ✓ Quantitative
- ✓ Qualitative

QUANTITATIVE:
Data that can be counted or tallied.

QUALITATIVE:
Data that characterizes or gives feedback.

Quantitative and Qualitative Data

Data Collection Methods

Quantitative Data	Qualitative Data
o Can be counted, measured and expressed using numbers	o Descriptive and conceptual
o Is objective, to-the-point and conclusive	o Categorized based on traits and characteristics
o Suitable for data analysis	o Non-statistical, typically unstructured or semi-structured in nature
o Can be used to ask "how much" or "how many"	o Can be used to ask the question "why"
o Close-ended	o Open-ended
o Often generated through tests	o Often generated through observations and notes

https://learn.g2.com/qualitative-vs-quantitative-data

Quantitative Data

1. Numerical data in the form of counts or numbers, such as number of times the student exhibits the behavior during a class period

2. Tally sheet collecting number of responses for a social or behavioral goal

3. Rating scale

4. Face-to-face interview on list of closed ended questions

Qualitative Data for Behaviors

- Notes from observations during an online session

- Notes describing student's off-line work behaviors and samples

- Narrative descriptive statements or information that cannot be counted, measured or easily expressed using numbers

- The reasons for the behaviors (from what you can observe)

ABC Chart

Time	Activity	Antecedent	Behavior	Consequence
	What was going on?	What happened right before that may have triggered the behavior?	Describe the behavior	What happened after the behavior

What Could Quantitative Data Look Like?

Behavior Intervention Plan

Replacement Behavior and Consequence

When the teacher asks a question in class, Tommy will not blurt out the answer but raise his hand and wait for the teacher to call on two students to answer the question before the teacher will ask for his answer. If Tommy waits his turn, he will receive a token for his reward tally.

1. Is the replacement behavior measurable?

2. What data will you need to collect?

3. What additional data could you collect?

Data Need to Collect

1. Did Tommy blurt out the answer when the teacher first asked the question?

2. Did Tommy raise his hand?

3. Was Tommy able to wait for the teacher to ask two students to answer the question?

4. Did Tommy answer the question when the teacher asked him to answer the question?

5. How did Tommy react if he received a token?

6. How did Tommy react if he did not receive a token?

Quantitative Data Sheet

Class	Blurted out answer	Raised Hand	Waited for Teacher to call on 2 students	Answered Teacher when his turn
Science #1		|	|	|
Science #2	|	|	Waited for 1 student	
Science #3	|			
Math #1		|	|	|
Math #2	|			

What Could Qualitative Data Look Like?
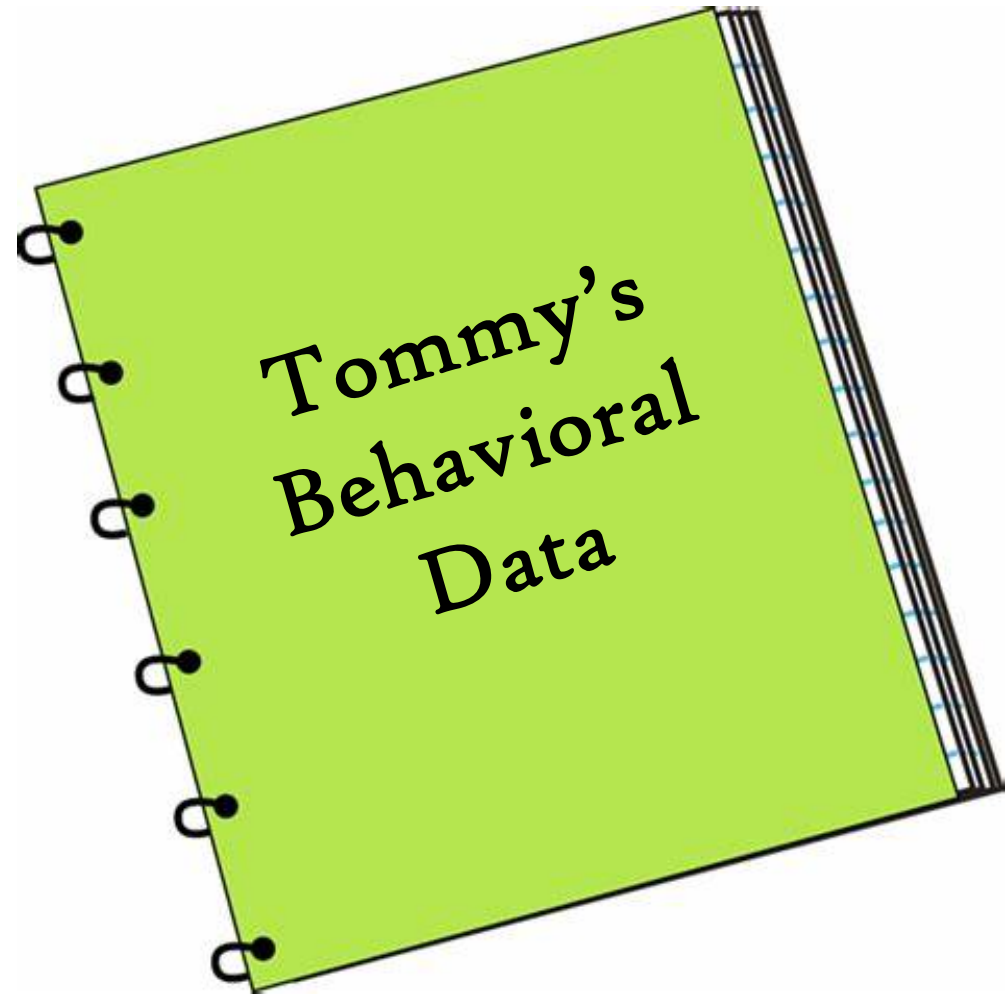
Tommy's Behavioral Data

What Could This Look Like?

October 17 2020: Tommy loved it when he got to see his teacher's face live on Zoom. He paid attention during story time today and when Mr. Jones shared a video of a national park. He hated the math work sheet and refused to do it. I implemented his consequence for refusing to complete his work, but it did not work. He tore up the worksheet. He's very excited during Science class, but it's hard for him to wait his turn and click on the right buttons to raise his hand or unmute when he has waited for his turn to answer the question. He got very frustrated, blurted the answer and clicked on the leave class button.

What Could This Look Like?

October 17 2020: Tommy loved it when he got to see his teacher's face live on Zoom. He paid attention during story time today and when Mr. Jones shared a video of a national park. He hated the math work sheet and refused to do it. I implemented his consequence for refusing to complete his work, but it did not work. He tore up the worksheet. He's very excited during Science class, but it's hard for him to wait his turn and click on the right buttons to raise his hand or unmute when he has waited for his turn to answer the question. He got very frustrated, blurted the answer and clicked on the leave class button.

Mixed Data Sheet

Class	Blurted out answer	Raised Hand	Waited for Teacher to call on 2 students	Answered Teacher when his turn	How handled consequence?	Possible reason for exhibited behaviors
Science #1		I	I	I	Happy to get token	
Science #2	I	I	Waited for 1 student		2nd student took a long time to answer – he got frustrated and blurted out	
Science #3	I					Upset because didn't get token for Question #2
Math #1		I	I	I	Happy to get token	Teacher asked why he didn't turn in his homework.
Math #2	I					

School Based BIPs in the Remote Setting

Comparing the School Based BIP to Behaviors in the Remote Setting

Once you have reviewed the School Based Behavioral Intervention Plan, you need to observe your student's behavior(s) in the remote setting.

1. Are the behaviors you are observing similar to the behaviors described in the school based BIP?

2. Are the behaviors you are observing different from the behaviors described in the school based BIP?

Similar Behaviors

1. If you are observing similar behaviors, such as in our example:

    a. Is Tommy blurting out answers during his online class sessions?

    b. Are you observing the teacher using the strategies outlined in his BIP? If the answer is yes, are they working?

    c. Is the online program (Google Classroom, Zoom, or another program) making it difficult for Tommy to see/notice the strategies being used by the teacher?

    d. Are there changes to the strategies being used or consequences that you would suggest the teacher change or try?

Different Behaviors

1. If you are observing different behaviors such as in our example:

    a. Are you observing different behaviors than described in your student's current school based BIP?

    b. Are the behaviors in the remote setting in addition to the school based behaviors?

    c. Are the remote setting behaviors replacing the school based behaviors?

Addressing Concerns In The Remote Setting

Creating a Remote BIP

Information that may be included in a discuss for a Behavior Intervention Plan for a remote setting:

1. Your student's problematic behavior(s)

2. The reasons for the behavior (from your perspective)

3. The activities that may trigger the behavior

4. The behaviors you want your child to exhibit instead

5. Special goals for your child related to the target behavior

6. Information on behavioral issues related to your child's specific disability may help teachers better understand your student's behavior

7. Ways that work at home to deal with the problematic behavior

https://www.verywellfamily.com/write-your-own-behavior-plan

Questions and Observations

SEMS is:

Grant Funded

A Grant-Funded Initiative of the Michigan Department of Education Office of Special Education (OSE)

Free

Offer FREE mediation, IEP facilitation and collaborative communication training to schools and parents across Michigan

Federally Mandated

Enables the OSE to meet its obligation under the IDEA to provide statewide mediation services at no-cost to schools and parents to resolve special education disputes

How To Contact SEMS

Services:

1-833-KIDS1ST   1-833-543-7178

Program information:
516 S. Creyts, Suite A
Lansing, MI 48917
Phone: 517.334.0034

Email: info@MiKids1st.org   **Website:** MiKids1st.org

Stay Connected

www.michiganallianceforfamilies.org

info@michiganallianceforfamilies.org

1-800-552-4821

@MichiganAllianceForFamilies

@mialliance

/MichiganAlliance

Michigan Alliance for Families
information, support, and education

Disclaimer and Compliance

The information expressed during this presentation is the opinion of the individual presenter(s) and may not reflect the opinions of Michigan Alliance for Families, Michigan Alliance – PTI, Michigan Department of Education, or U.S. Department of Education Office of Special Education Programs.

Compliance with Title IX

Title IX of the Education Amendments of 1972 is the landmark federal law that bans sex discrimination in schools, whether it is in curricular, extra-curricular or athletic activities.

Title IX states: "No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal aid."

The Michigan Department of Education (MDE) is in compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et esq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The MDE, as a recipient of federal financial assistance from the United States Department of Education (USED), is subject to the provisions of Title IX. MDE does not discriminate based on gender in employment or in any educational program or activity that it operates.

For inquiries and complaints regarding Title IX, contact:

Elizabeth Collins, Office of Career and Technical Education,

Michigan Department of Education, Hannah Building,

608 West Allegan, P.O. Box 30008, Lansing, MI 48909

State Board of Education Members

State Board of Education Members
Dr. Cassandra E. Ulbrich, President
Dr. Pamela Pugh, Vice President
Tiffany D. Tilley, Secretary
Tom McMillin, Treasurer
Dr. Judith Pritchett, NASBE Delegate
Ellen Cogen Lipton, Board Member
Nikki Snyder, Board Member
Jason Strayhorn, Board Member
Ex-Officio
The Honorable Gretchen Whitmer, Governor
Dr. Michael Rice, Chairman and State Superintendent

Michigan Alliance for Families

Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

www.michiganallianceforfamilies.org

1-800-552-4821

info@michiganallianceforfamilies.org