Behaviors at School: Supports, Strategies, Success!
What Brings Me Here?

“by families for families”
FACT is your one-stop resource!

We are able to support you with:

- Understanding special education
- Trainings, workshops, and in-services
- Family activities and get-togethers
- Person-centered planning tools
- Information and resources
- A support line to answer your questions
You will be able to answer these questions...

- What is behavior?
- How is behavior addressed in the IEP?
- What is a Functional Behavior Assessment [FBA]?
- What is a Behavior Support/Intervention Plan [BSP]?
- What do I need to know about school discipline?
What is Behavior?
What is Behavior?

An Action

Measurable

Observable

Happens for a reason
Examples

Hugging
Jumping
Talking
Hitting

Measure + Observe + Reason = Behavior
So We All Have Behaviors?

YES!

Does the student exhibit behavior that impedes their learning or the learning of others?
Why Do Kids Have Behaviors?

Environment

Imitation

Life experiences

Health Issues

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Behaviors Serve a Function

To control…
Behaviors Serve a “Function”

Function Matters!
Reflect...
Addressing Behavior
If your child has a disability that impacts their ability to maintain behavior at school, be proactive!
Why is this important?

Kids are more than their behaviors.

Parents are the experts on their kids.

Students today, adults tomorrow.
How do we change a behavior?

1. Identify behavior
2. Explore why it happens
3. Develop/use behavior plan
4. Evaluate how it’s working
Functional Behavior Assessments

“an individualized assessment of the student that results in a hypothesis about the function of a student’s behavior and as appropriate recommendations for a behavior intervention plan”
Consent is required

Independent educational evaluation

Someone who knows about behavior
How does it work?

Observe  Document  Hypothesize  Recommend
The ABCs of FBAs

Antecedent  Behavior  Consequence

Hypothesis – we think this is happening because…
Check In
The Behavior Support Plan (BSP)

**Support** is the key word

- Parents contribute
- Robust and individualized

- Trigger reduction
- Replacement behaviors
- Support during and after
- Reward
- Identify emotions
- Staff response

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How a BSP Functions

Prevent and Support
Behavior in the IEP
Behavior in the IEP

You are an important member of the IEP team!
Keep the process in mind

Special Factors

Present Levels

Transition

Assessment

Goals

Service Summary

Placement
Special Factors

- Behavior
- Communication
- Assistive Technology
- English Language
- Blind/Visually Impaired
- Specialized Formats
- Deaf/Hard of Hearing

Must address each “Yes”
Present Levels of Academic Achievement and Functional Performance

- Student’s strengths & interest
- **Parent input**
- Other input
- Progress toward goals
Date

IEP Team,

We look forward to working with the team to create a rigorous education program for Sam, and provide him with the stepping stones to: receive a diploma, attend a post-secondary college program, live independently at age 22, be employed and access his community.

Strengths:
• Smart: he has a great memory and loves to learn.
• Engages with peers and has excellent computer skills.
• Enjoy books, reading, sports and music.
• Able to work independently when given a visual schedule and transitional warnings.

Concerns:
• Not utilizing assistive technology to support Sam’s progress.
• Not an adequate home/school communication system.
• Not utilizing Sam’s behavior supports causing unnecessary outbursts and consequences.

Remedies:
• Consultation with assistive technology specialist will provide information on how to use Sam’s laptop successfully while in class.
• Duplicate the home/school communication log we used last year.
• Ensuring all staff is trained on Sam’s behavior support plan, including his need for transitional warnings, he will demonstrate appropriate behavior.

We look forward to working as a team toward a successful year for Sam and collaborating for great progress on his educational goals.

The Smiths
What makes a good day?

- High expectations
- Schedule/Routine
- Medication
- Comfortable clothes
- Independence

What makes a day hard?

- Quick transitions
- Loud environment
- Unmet sensory needs
- Unclear directions
- Isolation
<table>
<thead>
<tr>
<th>Strengths/Gifts/Capacities</th>
<th>What Works</th>
<th>What Doesn’t Work</th>
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</thead>
<tbody>
<tr>
<td>• Smart—he’s a learner</td>
<td>• Sports!</td>
<td>• Chaos—Yelling</td>
</tr>
<tr>
<td>• Great Sense of Humor</td>
<td>• Technology—iPad, iPod &amp; computer</td>
<td>• Hovering</td>
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<tr>
<td>• Loves books</td>
<td>• Knowing what to expect - Information before changes</td>
<td>• Being bored</td>
</tr>
<tr>
<td>• Empathetic</td>
<td>• Clear, concise directions</td>
<td>• Low expectations</td>
</tr>
<tr>
<td>• Very determined</td>
<td>• Time to process</td>
<td>• Too many verbal directions</td>
</tr>
<tr>
<td>• Able to use computer by himself!</td>
<td>• Choices</td>
<td>• No sensory breaks</td>
</tr>
<tr>
<td>• Has strong opinions</td>
<td>• High Expectations</td>
<td></td>
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<tr>
<td>• Very visual learner</td>
<td>• Learning from typical peers</td>
<td></td>
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<tr>
<td>• Problem Solver</td>
<td>• Opportunities to try on his own</td>
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<tr>
<td>• Independent</td>
<td>• Keeping his hands busy when sitting</td>
<td></td>
</tr>
<tr>
<td>• Imaginative / Story Teller</td>
<td>• Calm Counter App</td>
<td></td>
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<tr>
<td>• Very physical - athletic</td>
<td>• Visuals</td>
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<tr>
<td></td>
<td>• Friends</td>
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</tbody>
</table>
Make Requests

Functional Behavior Assessment

Behavior Support Plan

Request an FBA and BSP *in writing*
By April 2017, Scott will transition to and from tasks and activities within 2 minutes given visual and verbal prompts in 8 of 10 opportunities over a two-week period.
Check In
Discipline Rules
Suspension or Expulsion

Students on IEPs can be suspended or expelled if they violate school rules.
Suspensions

- In-School
  - Set time in the office

- Formal
  - Formal written notice of one or more days’ suspension
  - Phone call to parent: “She’s having a rough day…”

- Sent home early
  - Phone call to parent: “We aren’t ready for him at school yet…”

- Not ready
Suspension Rules

Notice Sent

Up to 10 days per year

No access to IEP services
Shortened School Day

- Shorter day than peers
- More time for good behavior
- Non-medical reasons
- Alternative to suspensions
- May effect services
Shortened School Day

- Plan for Increase
- Other Options Considered
- Meaningful Participation
- Team Decision
- Documented
- Reviewed
Exception: Senate Bill 553

A student in the 5th grade or younger, with or without an IEP, cannot be suspended except in these circumstances:

- Serious Physical Harm
- Threat to Health or Safety
- Required by Law
Manifestation Determination

Was the child’s behavior caused by their disability?

- 10 consecutive school days
- Pattern of Removal
- Move for expulsion
Manifestation Determination Meeting

**Manifestation Determination**

- **Yes:** behavior is a manifestation of disability  
  - FBA/BIP review  
  - Child returns to current setting

- **No:** behavior is not a manifestation  
  - Student is disciplined as usual
Exceptions

- Drugs
- Weapons
- Injury

If an exception occurs, the district can place a student in an **Interim Alternative Educational Setting [IAES]** for up to 45 days.
Check In
What's Next

- Prepare parent input
- Create one-page profile
- Keep positive
- Stay solution-oriented
- Confident in role
- Comfortable with IEP document
- Follow up…in writing
- Stay involved and in touch
- Check out our Special Education Toolkit
Questions & Answers

For questions, please call us at (503) 786-6082 or 1 (888) 988-3228 
or by e-mail support@factoregon.org
Visit out website at www.factoregon.org