




# **FDLRS Parent Information Sessions**

**Empowering Families  
Enriching Communication  
Navigating Education**

**A Free Parent Enrichment Program from  
FDLRS Parent Services and  
Hillsborough County Public Schools**



# Promoting Positive Behavior

**Presented by:** Carol Pauline,  
Janine Thiemkey, Lauren Masino  
and Mary Merryday

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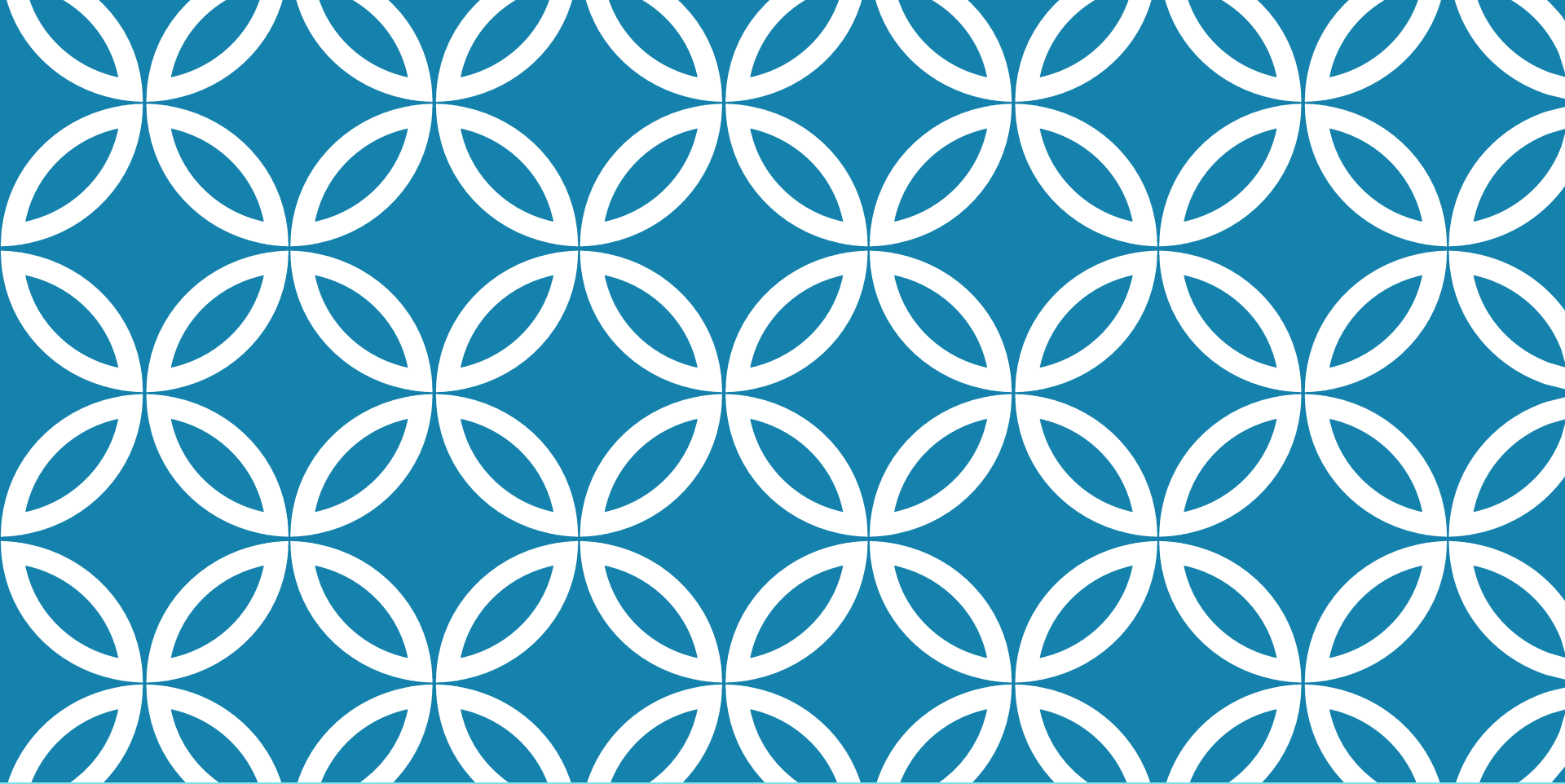
# NORMS

Keep questions or comments general in nature and posed to the group

Listen and participate actively

Take calls and texts outside the presentation room

Ask for individual assistance or further guidance directly following the presentation



**WHAT ARE  
“BEHAVIORS”?**



# WHAT ARE “BEHAVIORS”?

Behavior is active movement that is observable and measurable.

- What movement can be seen?
- What can be heard?
- What environmental product is left?
  - Examples: Torn pages, broken toy

Every action is behavior:

- Good (acceptable, appropriate, adaptive)
- Bad (problem, challenging, unacceptable, inappropriate, maladaptive)

# WHAT ARE “BEHAVIORS”?

Some behaviors are serious problems

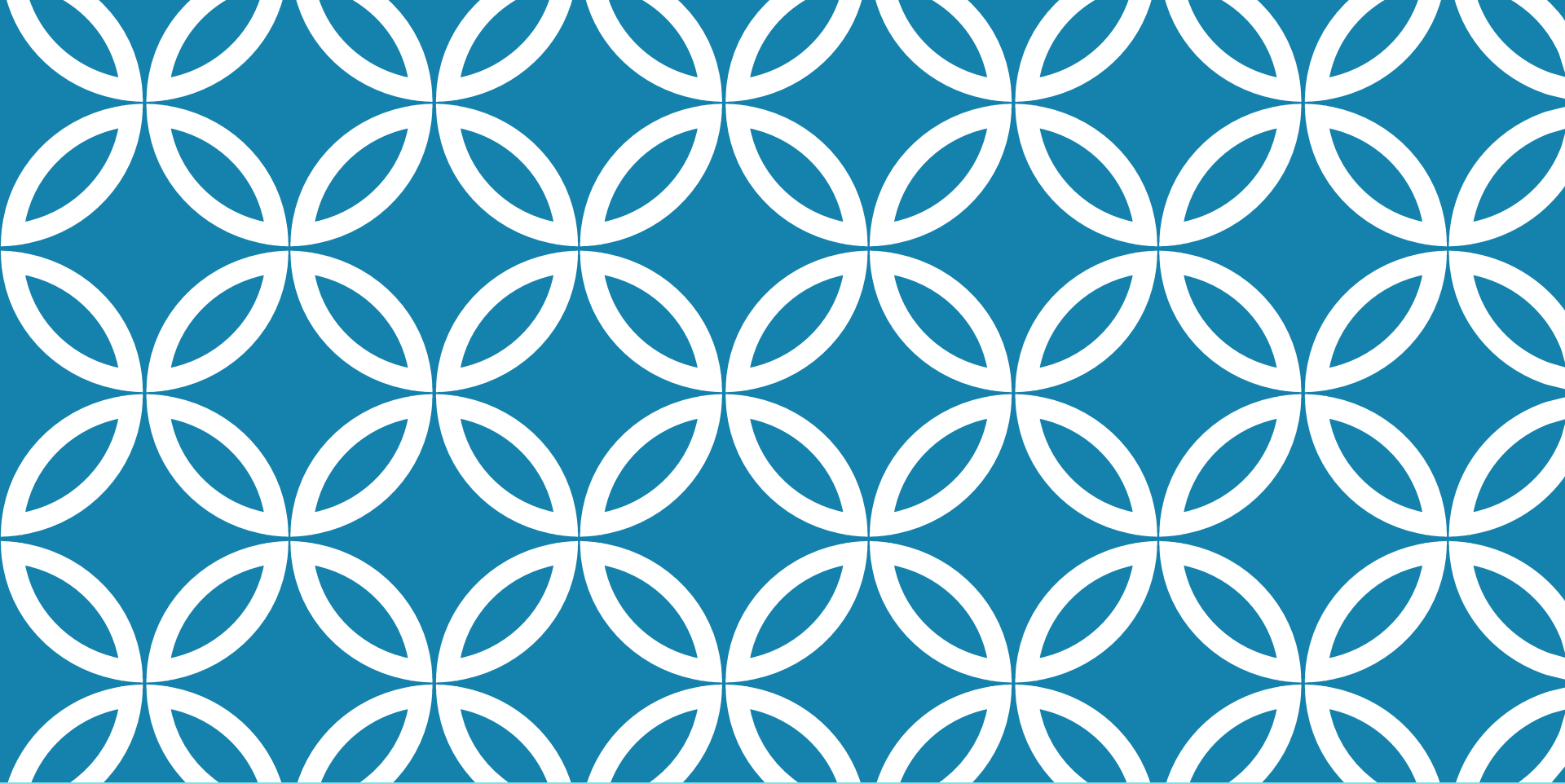
- aggression, self-injury, elopement, severe disruption to instruction

Other behaviors are annoying (“junk”) or minimally interfering and may not warrant intervention

- in other words pick your battles carefully

Beware of “It’s typical for his age. He’ll grow out of it. It’s just a phase.”

Every behavior serves a purpose (has a payoff)



# HOME/SCHOOL COMMUNICATION



# HOME/SCHOOL COMMUNICATION

You are a key member of the  
problem-solving team

More progress is likely when an intervention is  
consistently implemented by all persons across  
all relevant settings (school, home, and  
community)

and

progress is reviewed on a regular basis as  
defined by the team

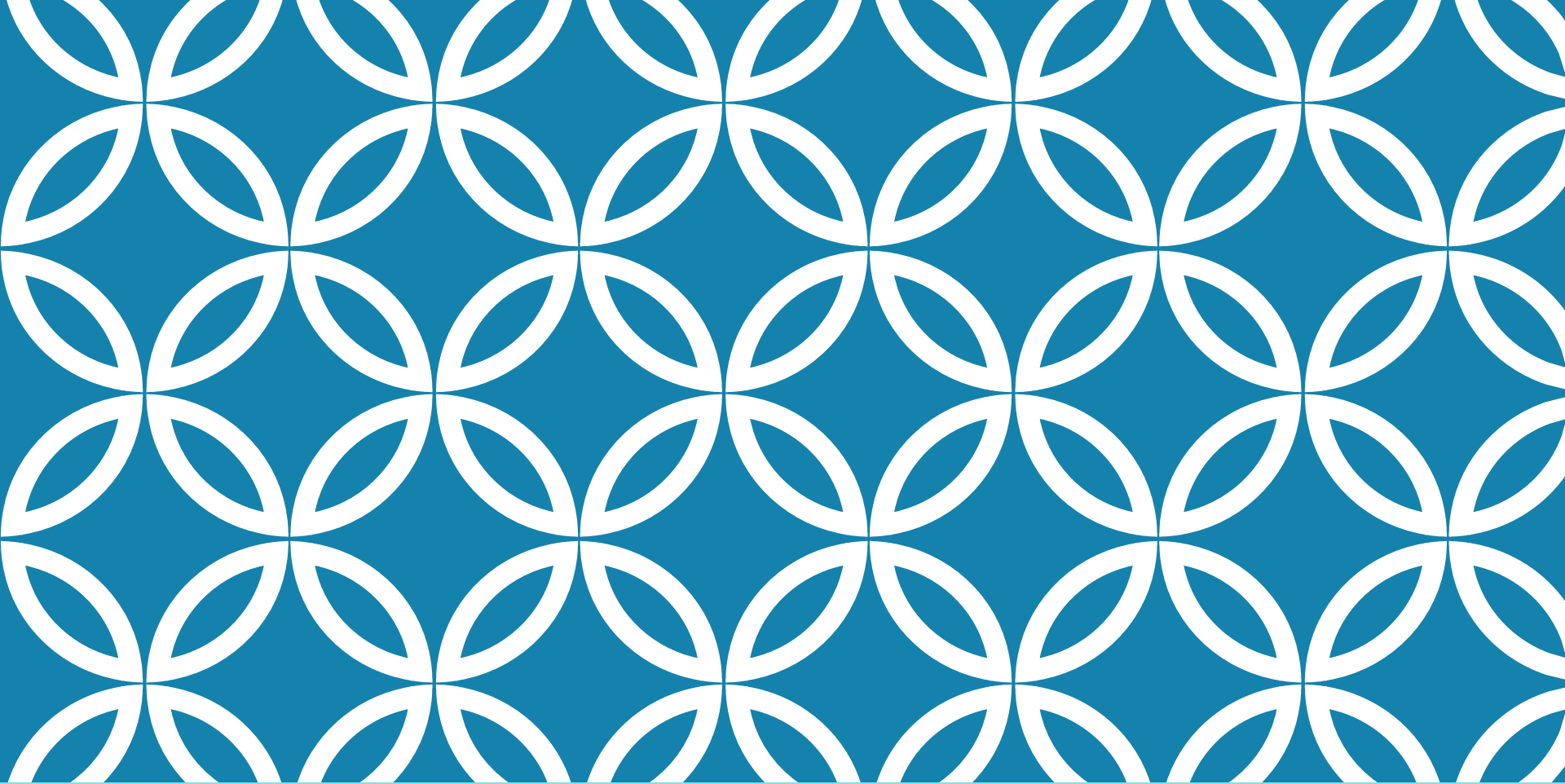


# HOME/SCHOOL COMMUNICATION

Stay positive

Share ideas from all stakeholders-  
therapists, medical personnel, etc.

Be forthcoming with relevant  
information



**SUPPORT FOR YOU  
AS THE PARENT**

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# SUPPORT FOR YOU AS THE PARENT

It's easy to feel overwhelmed

Give yourself permission to take a “time out,” when possible

Sometimes it's good to ask for help – be specific in your request

It is OK to politely decline help – for example, when you are dealing with a tantrum in public

Network with other parents – participate in Parent Information Sessions with FDLRS

Ask your child's school about parent information sessions

Connect with professional groups, such as CARD

# SUPPORT FOR YOU AS THE PARENT

Here are some people that can help you problem solve:

## **School personnel:**

- ESE case manager
- Classroom teacher  
Administrator (s)
- Guidance counselor(s)
- ESE Specialist

## **Area Office personnel:**

- Area ESE Supervisor
- Other Area ESE  
Personnel
- Parent Liaison

# SUPPORT FOR YOU AS THE PARENT

There are many independent behavior supports in your community who may:

- Come to your home
- Provide consultation
- Complete assessment
- Provide intervention services
- May be covered through your insurance policy

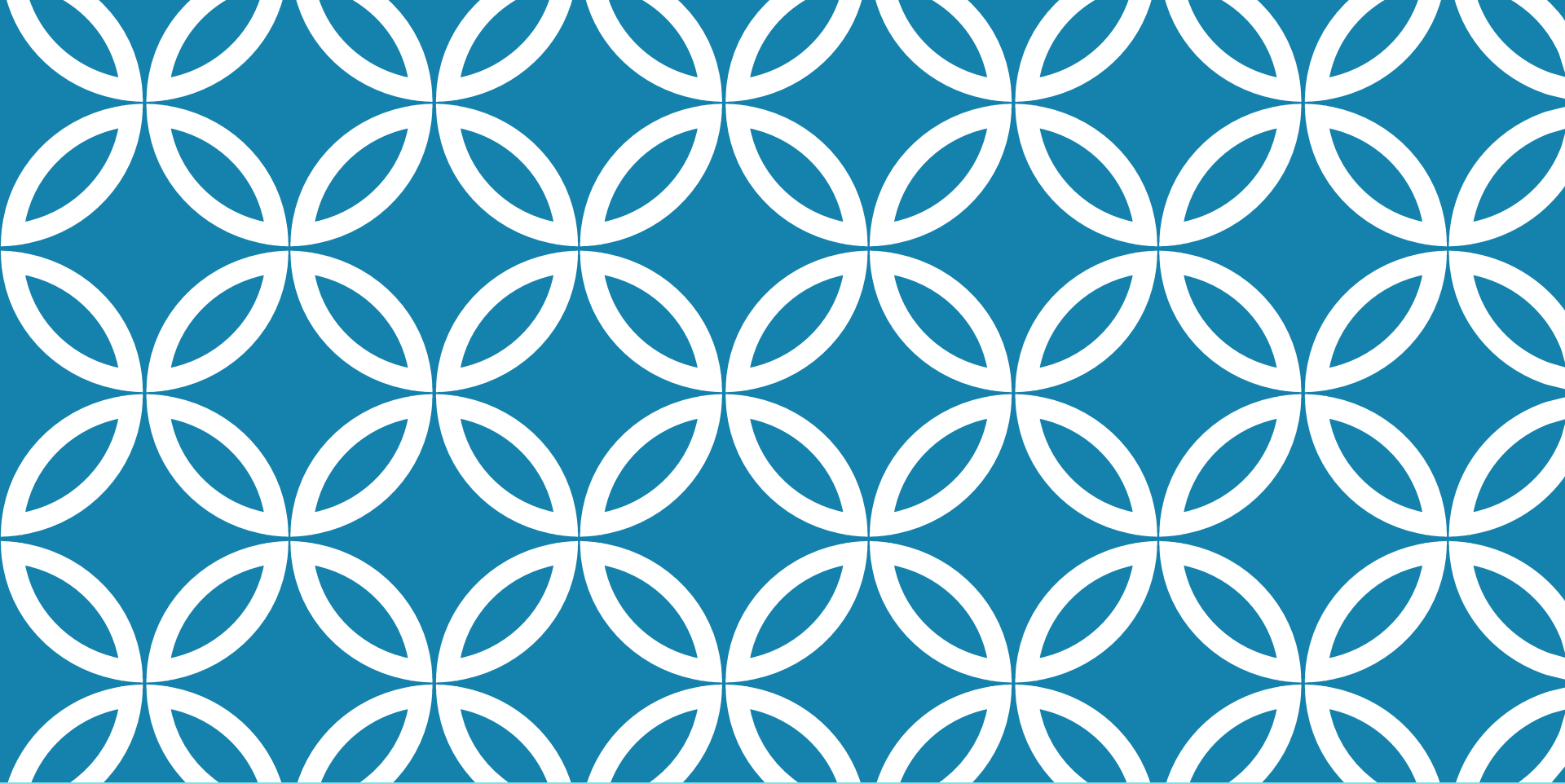
**\*Note: These are not services provided or funded by HCPS**

# SUPPORT FOR YOU AS THE PARENT

## Finding a local behavior analyst

- Go to [www.bacb.com](http://www.bacb.com)
- Click "Find a Certificant"
- Search by zip code
- Send email to ask about services

**\*Note: These are not services provided or funded by HCPS**



**KNOW THE LINGO** |

# KNOW THE LINGO



When working with school teams it may be helpful to know the lingo.

Multi-tier Support Systems (MTSS)

Response to Intervention (RtI)

Problem-Solving (PS) as in team or strategy

Applied Behavior Analysis (ABA)

Functional Behavior Assessment (FBA)

Positive Behavior Intervention Plan (PBIP)



# MULTI-TIERED SUPPORT SYSTEM (MTSS)

**Tier 1** - supports are first provided at a “core” or universal level to effectively address the needs of **all** students in a school

- School wide rules and expectations are established, posted, and taught to all students
- Reward and recognition system is used:
  - Random good behavior tickets are distributed and entered in a random weekly drawing
  - School wide monetary system
- A checklist is used to monitor intervention fidelity
- Discipline referral data is reviewed to assess student behavior outcomes

# MULTI-TIERED SUPPORT SYSTEM (MTSS)

**Tier 2 - some** students with identified needs receive supplemental or targeted instruction and intervention

- **Examples:**
  - Good Behavior Game
  - Mystery Motivator
  - Beat the Timer
  - Random Beeper System
  - Success Chain
  - Class wide Behavior Lottery

# MULTI-TIERED SUPPORT SYSTEM (MTSS)

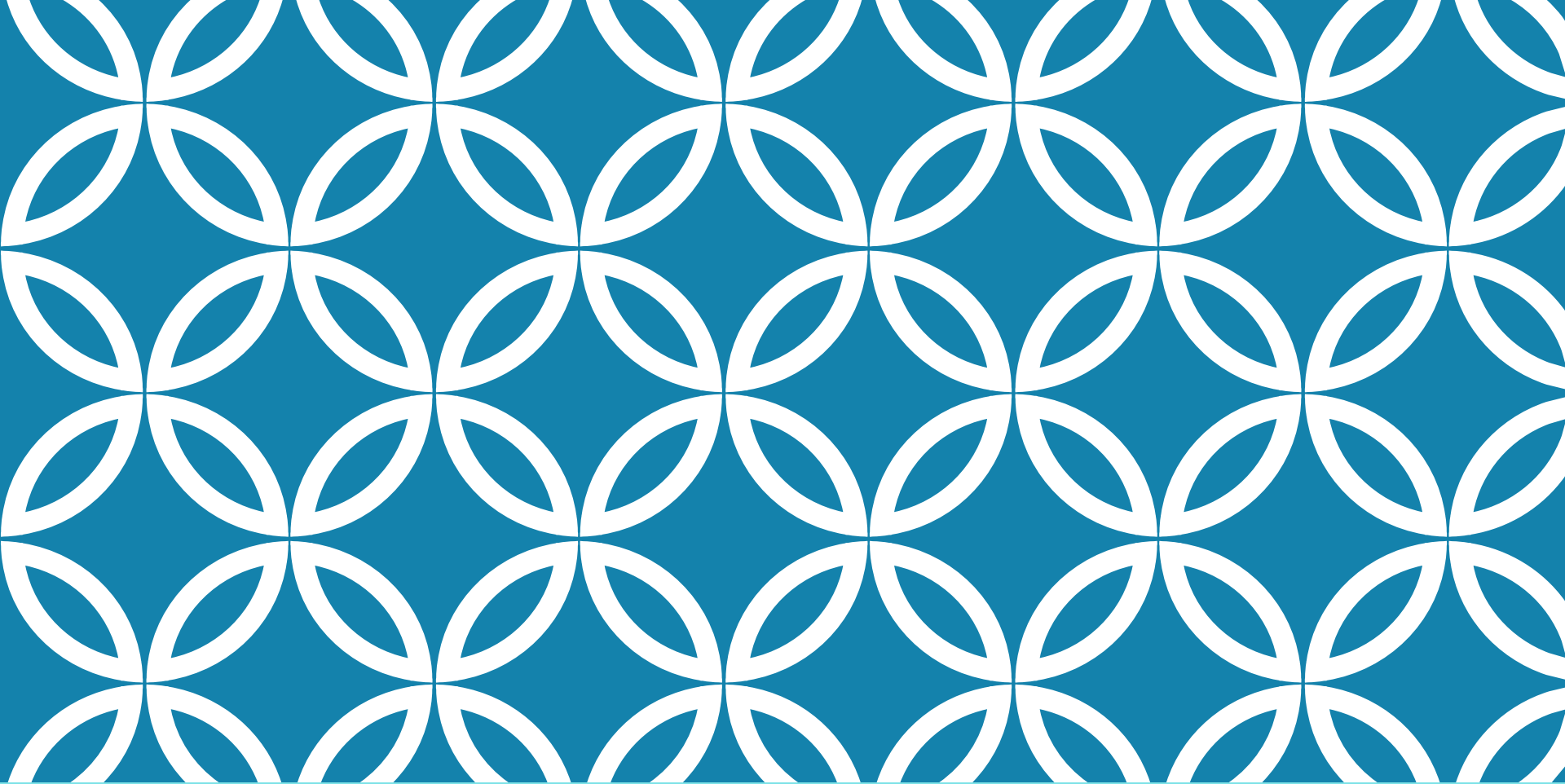
**Tier 3** - a **few** students with the most severe needs receive ***intensive and individualized support.***

- Comprehensive, individualized assessment
  - *Functional Behavior Assessment (FBA)*
- Intensive, individualized intervention
  - *Positive Behavior Intervention Plan (PBIP)-*
    - Measurement /monitoring strategies
    - Student progress on decreasing problem behaviors and increasing replacement behaviors
    - Integrity of the intervention
    - Data-based decisions to continue, modify, intensify, or fade the intervention; or sometimes consider the need for additional resources

# RESPONSE TO INSTRUCTION/INTERVENTION (RtI)

Response to Intervention (RtI) is providing high-quality instruction and interventions that are:

- matched to student need
- monitored to make decisions about changes in instruction or goals
- in order for school teams to make important educational decisions.



**WHY DOES  
BEHAVIOR OCCUR?**



***THERE ARE 2 MAJOR FUNCTIONS OF  
BEHAVIOR:***

***1)WHAT THE CHILD GETS***

***OR***

***2)WHAT THE CHILD GETS OUT OF***

***Get Something***

***Attention***

***Object***

***Activity***

***Sensory Experience***

***Get Out of Something***

***Task***

***Demand***

***Location***

***Sensory Experience***

# WHAT WOULD YOU DO IF.....

Your child seeks attention in an appropriate way?

- Positive praise
- Nonverbal gestures (high five, thumbs up)
- Grant request

What about an inappropriate way?

- Use planned ignoring
- Delayed reinforcement
- Reward other's appropriate behaviors

# WHAT WOULD YOU DO IF.....

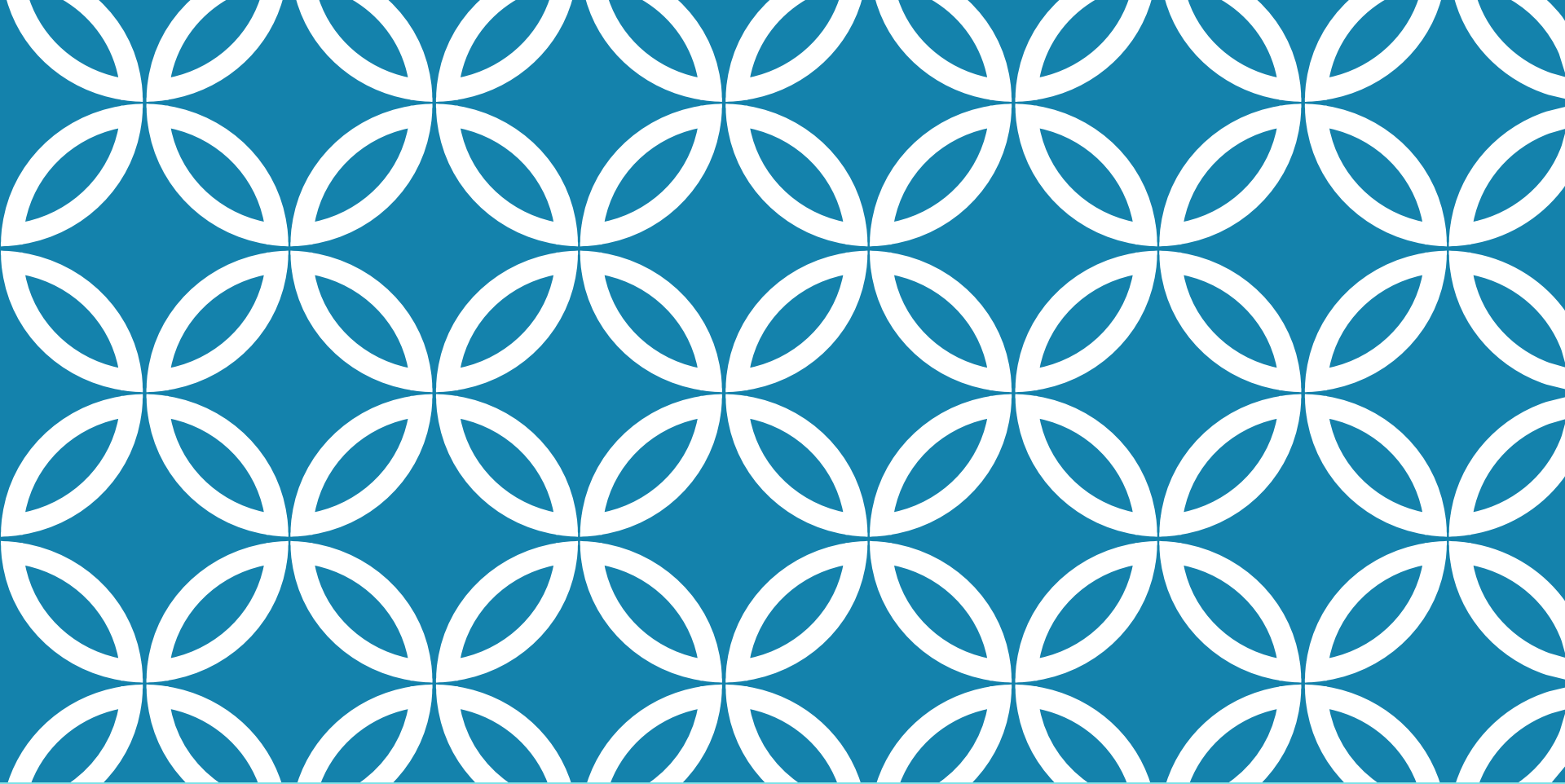
Your child is avoiding a task/demand in an appropriate way?

- Establish parameters for the delay collaboratively
- Reinforce when the parameters are followed
- \*Shaping behavior is a good thing!

What about in an inappropriate way?

- Provide a choice
- Set a time limit
- Reduce distractions
- Praise every step that is attempted and/or completed





# **BEHAVIOR INTERVENTIONS**



# BEHAVIOR INTERVENTIONS

Based on the identified *function* of the behavior there are three broad types of intervention:

- Prevention – proactive strategies before the behavior occurs
- Teaching and increasing the replacement behaviors-those behaviors we want to see
- Managing the consequences-what happens after an instance of behavior

# PREVENTION-PROACTIVE STRATEGIES

## “Set the Child Up for Success”

Make sure basic needs are met (food, sleep, illness)

Prevent boredom (provide appropriate stimulation and enriching activities)

Provide clear expectations (e.g., verbal, visual schedules)

Be consistent

Minimize exposure to known triggers that precede a behavior, or increase the likelihood of that behavior

- Examples: noisy transitions, non-preferred tasks

# Teaching and increasing the replacement behaviors

Example problem behavior: scream and grab food

Example replacement behavior: ask for food

Teach new skills (acquisition) – Example strategies:

- Verbal-teach a phrase “more please”
- Gestural-teach a sign
- Modeling
- Physical prompts
- Incidental learning

Increase skills to fluency (automaticity)

Transfer (generalize) the skills to all relevant settings, people, activities, etc.

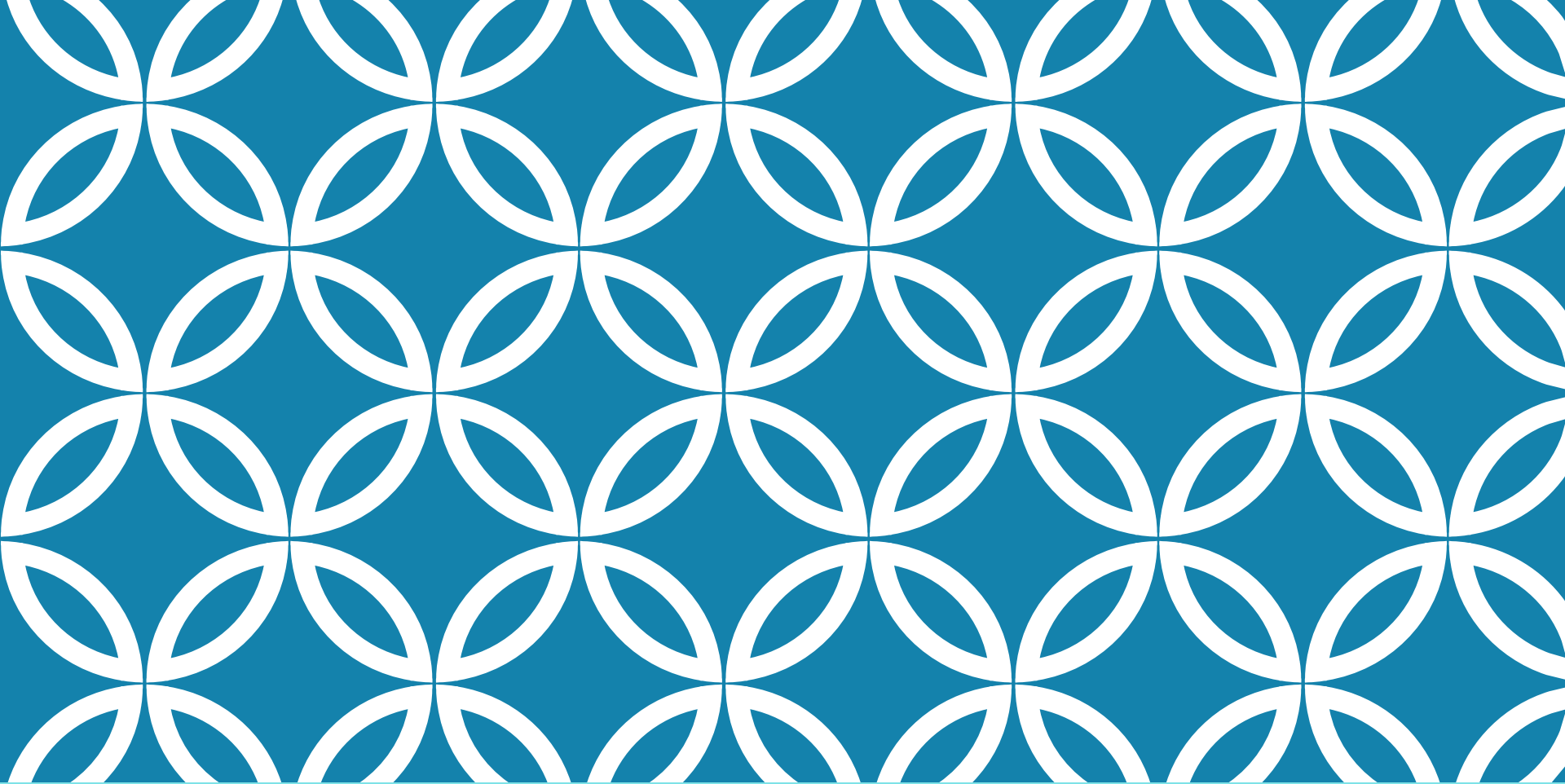
Maintain the skills through periodic checks and booster training

# MANAGING THE CONSEQUENCES

Reinforce replacement and/or desired behaviors

Minimize access to reinforcement for challenging behaviors

Be consistent

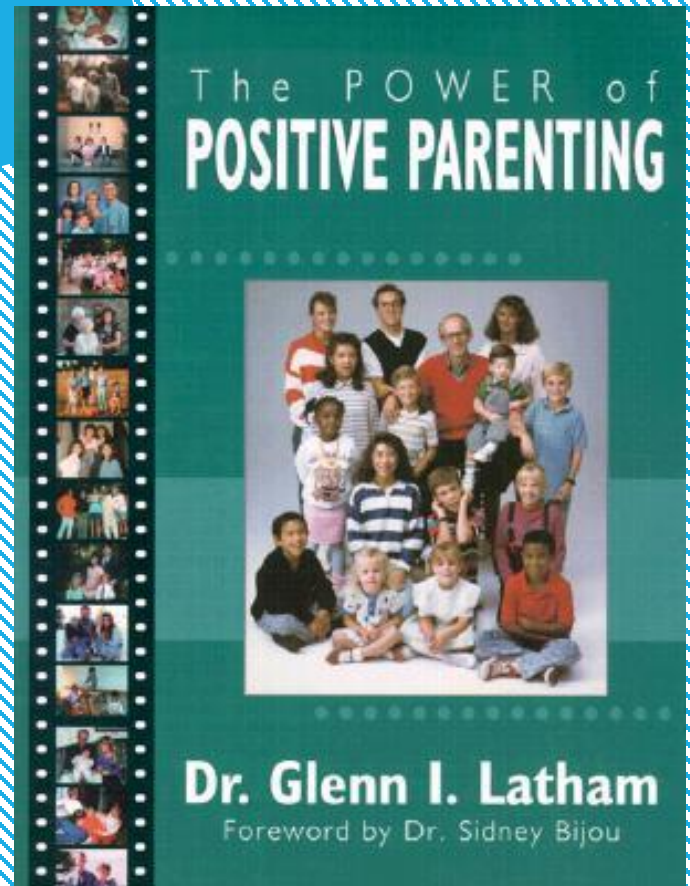


# RESOURCES



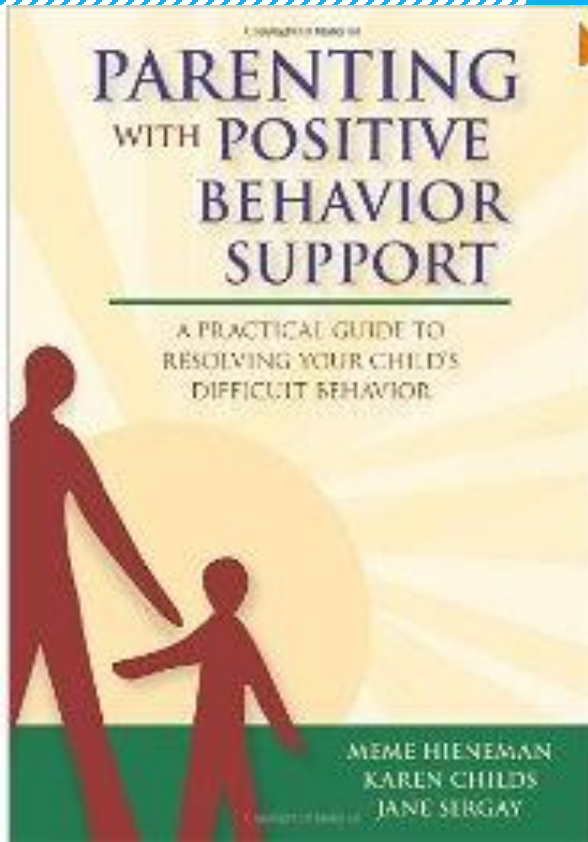
# **The Power of Positive Parenting**

**Glenn I. Latham**



Parenting with  
Positive Behavior Support:  
a Practical Guide to Resolving Your  
Child's Difficult Behavior

Hieneman, Childs & Sergay





**Hot DOCS/DOCS for Success at USF**  
**[hotdocs@health.usf.edu](mailto:hotdocs@health.usf.edu)**

**CARD (Center for Autism and Related  
Disabilities at USF)**

**13301 Bruce B Downs Blvd**

**MHC 2113A**

**Tampa, FL 33612**

**813-974-2532**

**Triple –P: Positive Parenting Program with  
Champions for Children**

**813-673-4646**

# PLAN-Parent Leadership Advocacy Network

<http://www.tampahope.org/plan-parent-leadership-advocacy-network.html>

Provides curriculum to parents and children to help them learn to take care of themselves. Also offers parents techniques of advocating for their child and other trainings.

**KidsNeedBoth.org**

**1-888-310-6630**

**Smartparentingclass.com**

**813-758-9052**

**[daneen316@gmail.com](mailto:daneen316@gmail.com)**

**Parenting classes offered by UF**

**Diana Converse, Family Life Educator**

**813-744-5519 x 54140**



## *Exceptional Student Education (Special Education)*

### **Behavior Supports - Functional Behavior Assessment (FBA) and Positive Behavior Intervention Plans (PBIP)**

#### **What is a Functional Behavior Assessment (FBA)?**

Functional Behavior Assessment (FBA) is a process that school staff, together with parents, can use to better understand behavior that may be interfering with a student's ability to learn, socialization with peers and adults, or successful participation in school or extracurricular activities. More specifically, FBA helps identify 1) factors that "set-off" (trigger) or occur before challenging behavior and 2) factors that cause the problem behavior to continue occurring.

During the assessment FBA, the school's team will review records, talk with teachers and parents, and observe the student.

#### **What is a Positive Behavior Intervention Plan (PBIP)?**

The FBA process provides important information needed to create a Positive Behavior Intervention Plan (PBIP) that is tailored to the specific needs of your child. A few common examples of behaviors that may be helped by using a FBA and PBIP include disruptive noise making during class, fighting with classmates, and arguing with adults.

An important part of the PBIP addresses "replacement" behaviors that can be taught or increased to replace the problem behavior. Replacement behaviors are more likely to result in academic and social success. For example, rather than blurting out when he is frustrated with difficult work, a student may be taught and rewarded for using an early signal to alert the teacher that he or she needs help.

The PBIP may include methods to modify the environment to increase the chances that replacement behaviors will occur and methods to prevent problem behaviors. For example, the team may plan how to make the replacement behavior easier to perform than the problem behavior. And, reminders to use replacement behaviors may be added to the environment.

The PBIP also may include interventions to reduce the problem behavior by reducing or stopping access to events, items or other types of "reinforcers" that may previously have caused the problem behavior to continue occurring.

In the PBIP, the team describes how the teacher will measure the student's progress to decide if the plan is working. When the student's behavior is improving, the plan continues or may be faded. If the student's behavior is not improving, the plan is changed.

## **When might a school suggest an FBA & PBIP for a student?**

Usually a FBA is requested when a student's behavior is more severe and frequent than normal classroom misbehaviors. Examples of such behaviors could include hitting, yelling, cursing, or leaving the classroom without permission.

## **Who is involved in the FBA & PBIP process?**

For both the FBA and development of a PBIP, the team typically includes parent(s), teacher(s), administrator, guidance counselor, school psychologist, school social worker, and sometimes the school nurse. Depending on the situation, other individuals may be part of the team.

## **What is the parent's role in the FBA & PBIP process?**

Parents play an important role including active participation in meetings, responding to interview questions, and development of the PBIP. Parents, of course, know more about the student than anyone else and are especially important when medical/physical conditions are suspected or known. Parents may also assist with interventions. Examples may include providing snacks, alerting school staff to changes in routine/schedule, or reviewing and signing daily home notes. Parents also may praise student use of replacement behavior and possibly provide special rewards at home for behavioral improvement.

## **Once the FBA & PBIP are complete, another FBA and/or PBIP ever be needed?**

FBA & PBIP are often ongoing processes. It is likely that revisions to the PBIP may be made without needing another FBA. However, there are times when a new FBA is helpful; for example, when moving to a different environment, working with new staff, or to address different behavior(s).

## **What should I expect the outcomes of FBA & PBIP to be?**

Outcomes may vary across students due to the type and severity of the behavior, the reason the problem behavior occurs, the effectiveness of the selected interventions, and other factors. In general, the goal is to increase the use of appropriate behaviors and decrease use of the problem behaviors. Overall, the student should gain more access to reinforcement and have the opportunity to remain in less restrictive environments, as well as increase their quality of life (ultimate outcomes).