Provision of IBHS in Educational Settings

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MAGELLAN BEHAVIORAL HEALTH OF PA

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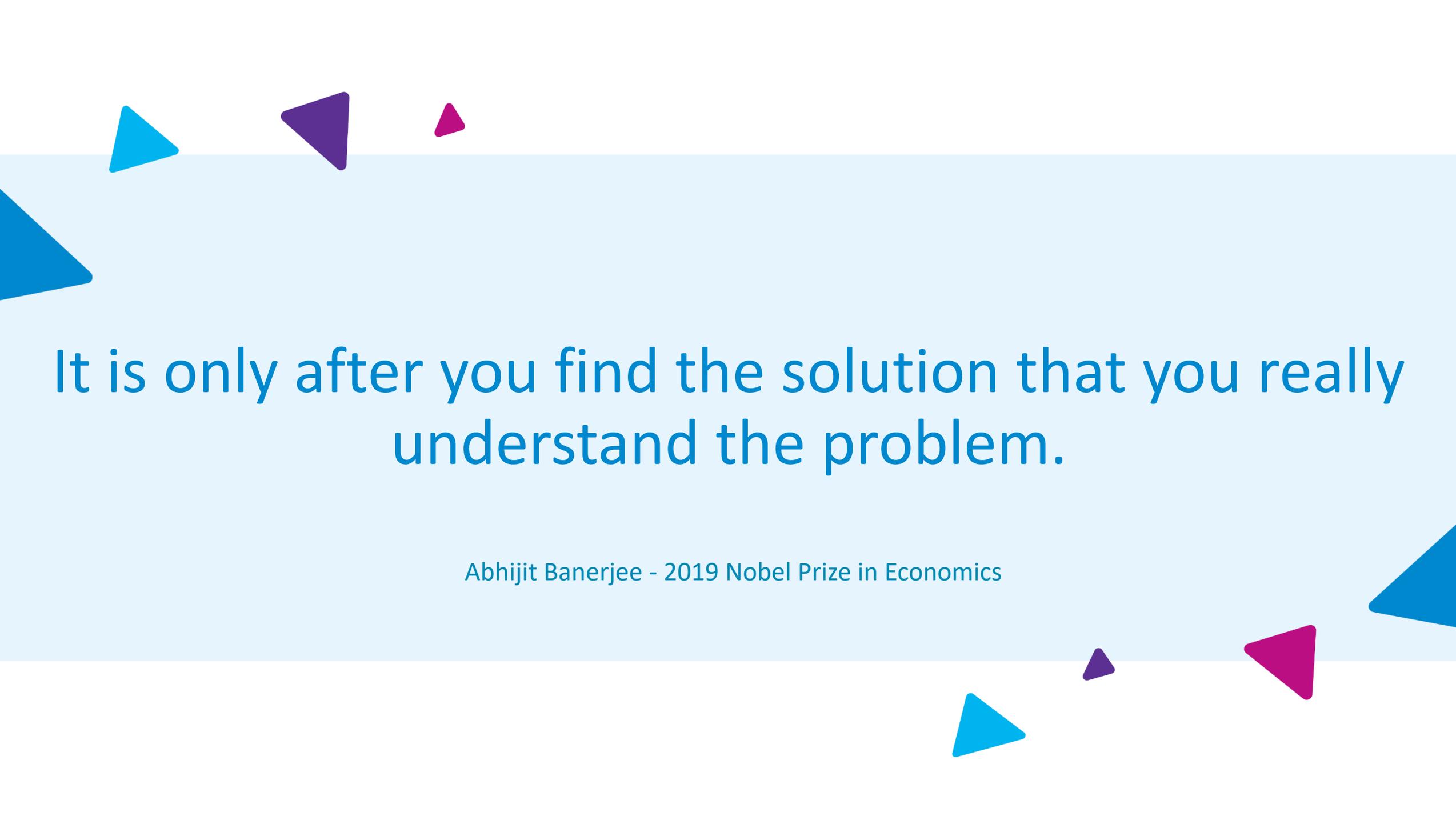
It is only after you find the solution that you really understand the problem.

Abhijit Banerjee - 2019 Nobel Prize in Economics

Goals

- Overview of Evidence Based School-Wide Practices for Positive Behavior Support

- The Role of IBHS with Public Education

- Pathways to Referral for IBHS Services in an Educational Setting

- Developing an IBHS-School partnership

- Creating a shared language about problems and progress

- Challenging scenarios

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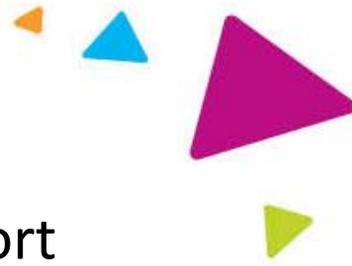
Recommendations for School Support Staff (2016 - 2017) vs. Pennsylvania Reality

	Recommended Ratio	PA Reality
Counselors	250 : 1	387 : 1
Psychologists	500 - 700 : 1	1,164 : 1
Nurses	750 : 1	809 : 1
Social Workers	250 : 1	2,285 : 1

Data Source: Governor Wolf's 2018 School Safety Task Force Report.

(ACLU Pennsylvania, 2019)

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Comprehensive School Mental Health Systems

- Promote positive school climate

- Promote social emotional learning

- Promote mental health and well being

- Reduce prevalence and severity of mental illness
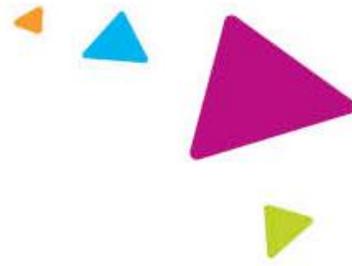
(NSMH Curriculum, 2018)

Behavioral Systems

1-5%   **Tier 3/Tertiary Interventions**
- Individual students
- Assessment-based
- Intense, durable procedures

5-15%   **Tier 2/Secondary Interventions**
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

80-90%   **Tier 1/Universal Interventions**
- All settings, all students
- Preventive, proactive
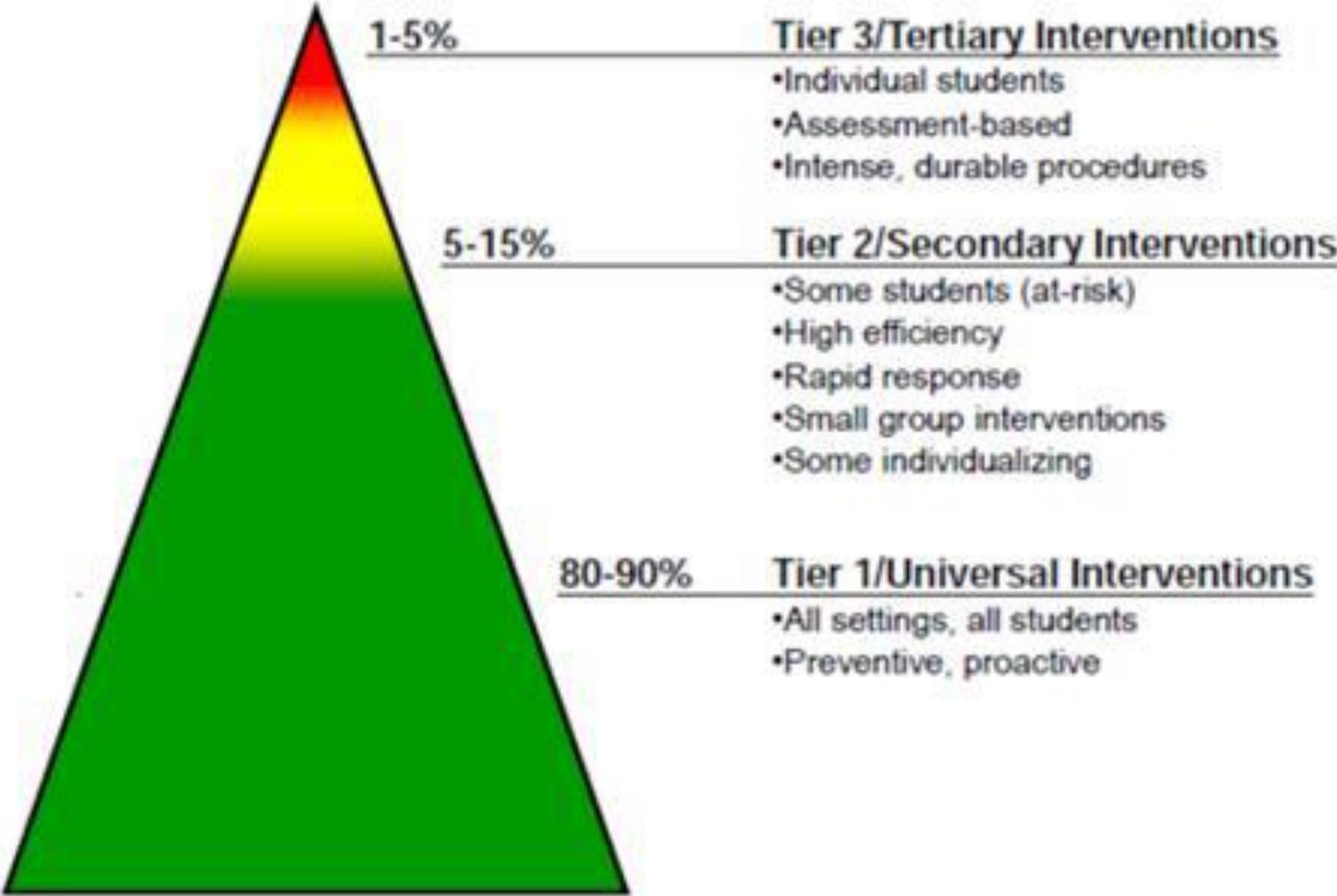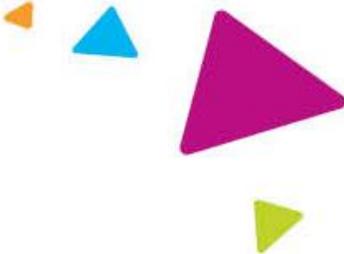
Multi-tiered Systems of Support (MTSS)

- A framework for service delivery

- Promotes prevention and wellness

- 3 levels of service intensity

- Systematically identifies student needs

- Monitors progress

TIER 3
+ Targeted interventions for students with serious concerns that impact daily functioning

TIER 2
+ Supports and early intervention for students identified through needs assessments as being at risk for mental health concerns

TIER 1
+ Promotion of positive social, emotional, and behavioral skills and overall wellness for all students

Foundational Elements

+ Professional development and support for a healthy school workforce

+ Family-school-community partnerships

(Framework for Safe and Successful Schools, 2013)
(Hoover et al., 2019)

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# Pathways to referral for IBHS services in school

- School is aware of the request

- School suggests IBHS

- School is not aware of the request
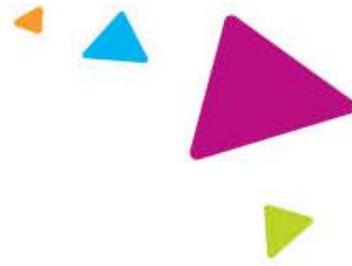
Why does the Pathway matter?

- IBHS is about facilitating change in child and caregiver behavior that improves the child's functioning and development.

- The Pathway alerts us to how closely the IBHS provider must attend to the parent-teacher/school relationship.
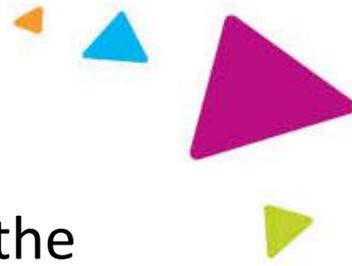
Making the most of Initial ISPT Meetings?
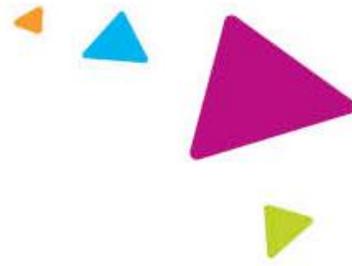
- Do you have Universal Behavioral Expectations?

- Can we have a copy of the Behavior Expectations Matrix?

- What interventions have been tried so far?

- Does the student have a positive relationship with their teacher or a staff person?

- Does the student have a Positive Behavior Support Plan?

- Has the student been evaluated for Special Education?

- Who is the primary point of contact for the BC and BHT in the school?

The Evaluation and Re-Evaluation Report
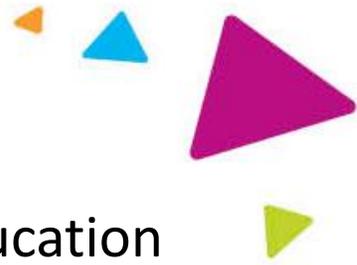
4. DETERMINING FACTOR: A student must not be found to be eligible for special education and related services if the determining factor for the student's suspected disability is any of those listed below. Respond Yes or No to, and provide evidence for, each determining factor below.

☐Yes ☐No   Lack of appropriate instruction in reading, including the essential components of reading instruction. Provide evidence:

☐Yes ☐No   Lack of appropriate instruction in math. Provide evidence:

☐Yes ☐No   Limited English proficiency. Provide evidence:

https://www.pattan.net/Forms/Evaluation-Report-Annotated

6. Conclusions – Determination of Eligibility and Educational Needs Complete A or B or C

A. ☐ The student does not have a disability and therefore is NOT ELIGIBLE for special education

OR

B. ☐ The student has a disability but does not need specially designed instruction, and therefore is NOT ELIGIBLE for special education

OR

C. ☐ The student has a disability and is need of specially designed instruction, and therefore is ELIGIBLE for special education.

1. Disability Category

Primary disability category: _____

Secondary disability category(s), if any: _____

https://www.pattan.net/Forms/Evaluation-Report-Annotated

Positive Behavior Support Plan (PBSP)

A plan for students with disabilities who require specific intervention to address <u>behavior that interferes with learning</u>. A positive behavior support plan shall be developed by the IEP team, be <u>based on a functional behavior assessment</u> and become <u>part of the student's IEP</u>. These plans include <u>methods that utilize positive reinforcement and other positive techniques to shape a student's behavior</u>, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

We should ask for the IEP to see if the student has a PBSP, with parent consent. On the IEP, under "I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS "YES" MUST BE ADDRESSED IN THE IEP." on page 3 or 4 is a list of student needs that must be considered.

https://www.pattan.net/Videos/English-Language-Instruction-AEDY

https://www.pattan.net/Forms/Individualized-Education-Program-IEP-1-1

Special considerations the IEP team must consider before developing the IEP. Any factors checked as "Yes" must be addressed in the IEP.
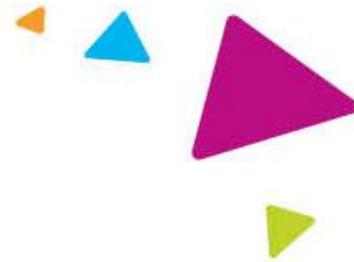
Is the student blind or visually impaired?

☐ Yes — The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

☐ No

Is the student deaf or hard of hearing?

☐ Yes — The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.pattan.net

☐ No

Does the student have communication needs?

☐ Yes — Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)

☐ No

Does the student need assistive technology devices and/or services?

☐ Yes — Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

☐ No

Does the student have limited English proficiency?

☐ Yes — The IEP team must address the student's language needs and how those needs relate to the IEP.

☐ No

Does the student exhibit behaviors that impede his/her learning or that of others?

☐ Yes — The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net

☐ No

https://www.pattan.net/Forms/Individualized-Education-Program-IEP-1-1

What Supports are being Provided in the IEP?

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS

B. RELATED SERVICES – List the services that the student needs in order to benefit from his/her special education program.

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

https://www.pattan.net/Forms/Individualized-Education-Program-IEP-1-1

What Supports are being Provided in the IEP?

VI. SPECIAL EDUCATION

B. RELATED SERVICES

Related services means <u>transportation</u> and such developmental, corrective, and other supportive <u>services as are required</u> to assist a child with a disability to benefit from special education, and includes <u>speech-language pathology</u> and <u>audiology services</u>, <u>interpreting services</u>, <u>psychological services</u>, <u>physical and occupational therapy</u>, <u>recreation</u>, including <u>therapeutic recreation</u>, <u>early identification and assessment</u> of disabilities in children, <u>counseling services</u>, including rehabilitation counseling, orientation and mobility services, and <u>medical services for diagnostic or evaluation purposes</u>.

Related services also include <u>school health services</u> and school nurse services, <u>social work services</u> in schools, and <u>parent counseling and training</u>.

https://www.pattan.net/Forms/Individualized-Education-Program-IEP-1-1

Guidelines for One-to-One Support as Part of FAPE
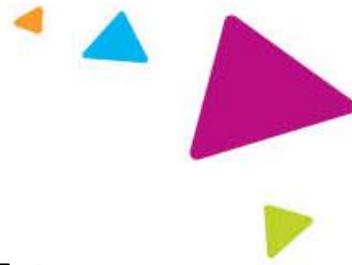
PA Dept of Education interpretation of **34 CFR §104.33:**

When the Individualized Education Program (IEP) team or Section 504/Chapter 15 team determines that a student with a disability requires one-to-one support for all or part of the school day, <u>the LEA retains the obligation</u> to provide services to students with disabilities.

The source for providing or paying for the one-to-one support to a student with a disability, including the availability of medical assistance funded resources, <u>cannot delay</u> the receipt of the one-to-one services.

https://www.education.pa.gov/PolicyFunding/BECS/FederalCode/Pages/SpEdSupport.aspx

What Supports are being Provided in the IEP?
VII. EDUCATIONAL PLACEMENT

B. Type of Support
1. Amount of special education supports

☐ Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day.

☐ Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day.

☐ Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day.

https://www.pattan.net/Forms/Individualized-Education-Program-IEP-1-1

What Supports are being Provided in the IEP?
VII. EDUCATIONAL PLACEMENT

B. Type of Support

- ☐ Autistic Support
- ☐ Blind-Visually Impaired Support
- ☐ Deaf and Hard of Hearing Support
- ☐ Emotional Support
- ☐ Learning Support
- ☐ Life Skills Support
- ☐ Multiple Disabilities Support
- ☐ Physical Support
- ☐ Speech and Language Support

https://www.pattan.net/Forms/Individualized-Education-Program-IEP-1-1
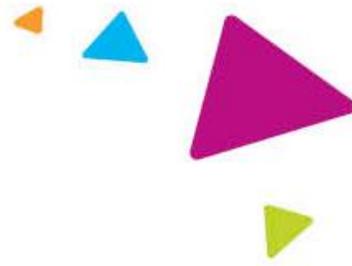
The Prevent-Teach-Reinforce approach to
School Based FBA

Dunlap et. al., 2010

1a. Are there *times of the school day* when problem behavior is *most likely* to occur? If yes, what are they?

___ Morning   ___ Before meals   ___ During meals   ___ After meals   ___ Arrival
___ Afternoon   ___ Dismissal

Other:_____

1b. Are there *times of the school day* when problem behavior is *very unlikely* to occur? If yes, what are they?

___ Morning   ___ Before meals   ___ During meals   ___ After meals   ___ Arrival
___ Afternoon   ___ Dismissal

Other: _____

2a. Are there *specific activities* when problem behavior is *very likely* to occur? If yes, what are they?

___ Reading/LA   ___ Writing   ___ Math   ___ Science
___ Independent work   ___ Small group work   ___ Large group work   ___ Riding the bus
___ One-on-one   ___ Computer   ___ Recess   ___ Lunch
___ Free time   ___ Peer/cooperative work   ___ Centers   ___ Discussions/Q&A
___ Worksheets, seatwork   ___ Specials (specify) _____   ___ Transitions (specify) _____

Other: _____

2b. Are there *specific activities* in which problem behavior is *very unlikely* to occur? What are they?

___ Reading/LA   ___ Writing   ___ Math   ___ Science
___ Independent work   ___ Small group work   ___ Large group work   ___ Riding the bus
___ One-on-one   ___ Computer   ___ Recess   ___ Lunch
___ Free time   ___ Peer/cooperative work   ___ Centers   ___ Discussions/Q&A
___ Worksheets, seatwork   ___ Specials (specify) _____   ___ Transitions (specify) _____

Other: _____

3a. Are there *specific classmates or adults* whose proximity is associated with a *high likelihood* of problem behavior? If so, who are they?

___ Peers   Specify:_____   ___ Bus driver
___ Teacher(s)   Specify: _____   ___ Parent
___ Paraprofessional(s)   Specify: _____   ___ Other family member
___ Other school staff   Specify_____   (Specify)_____

Other: _____

Dunlap, et.al 2010

3b. Are there *specific classmates or adults* whose proximity is associated with a high likelihood of problem behavior *not being* exhibited? If so, who are they?

___ Peers Specify:_____ ___ Bus driver
___ Teacher(s) Specify:_____ ___ Parent
___ Paraprofessional(s) Specify:_____ ___ Other family member (Specify)
___ Other school staff Specify:_____ _____

Other: _____

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4. Are there *specific circumstances* in which problem behavior is *very likely* to occur?

___ Request to start task	___ Task too difficult	___ Transition	___ Student is alone
___ Being told work is wrong	___ Task too long	___ End of preferred	___ Unstructured time
___ Reprimand or correction	___ Task is boring	activity	___ 'Down' time (no
___ Told "no"	___ Task is repetitive	___ Removal of	task specified)
___ Seated near specific peer	(same task daily)	preferred item	___ Teacher is attending
___ Peer teasing or comments	___ Novel task	___ Start of non-	to other students
___ Change in schedule		preferred activity	

Other: _____

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5. Are there conditions in the *physical environment* that are associated with a high likelihood of problem behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions….

___ Yes (specify) _____

___ No

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6. Are there circumstances *unrelated to the school setting* that occur on some days and not other days that may make problem behavior more likely?

___ Illness	___ No medication	___ Drug/alcohol abuse	___ Home conflict
___ Allergies	___ Change in medication	___ Bus conflict	___ Sleep deprivation
___ Physical condition	___ Hunger	___ Fatigue	___ Stayed with non-
___ Hormones or	___ Parties or social event	___ Change in routine	custodial parent
menstrual cycle	___ Change in diet	___ Parent not home	

Other: _____
_____

Additional comments not addressed above in the *Prevent Component*.

Dunlap, et.al 2010
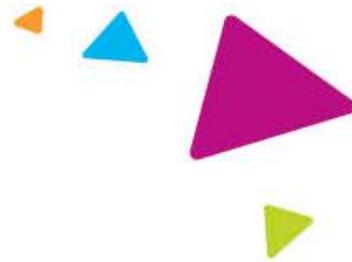
1. Does the *problem behavior* seem to be exhibited in order to *gain attention from peers?*

___ Yes *List the specific peers:* _____

___ No

2. Does the *problem behavior* seem to be exhibited in order to *gain attention from adults?* If so, are there particular adults whose attention is solicited?

___ Yes *List the specific adults:* _____

___ No

3. Does the *problem behavior* seem to be exhibited in order to *obtain objects* (toys or games, materials, food) from peers or adults?

___ Yes *List the specific objects:* _____

___ No

4. Does the *problem behavior* seem to be exhibited in order to *delay a transition* from a preferred activity to a non-preferred activity?

___ Yes *List the specific transitions:*_____

___ No

5. Does the *problem behavior* seem to be exhibited in order to *terminate or delay* a non-preferred (difficult, boring, repetitive) task or activity?

___ Yes *List the specific non-preferred tasks or activities*_____

___ No

6. Does the *problem behavior* seem to be exhibited in order to *get away from* a nonpreferred classmate or adult?

___ Yes *List the specific peers or adults*_____

___ No

7. What *social skills(s)* could the student learn in order to reduce the likelihood of the *problem behavior* occurring in the future?

___ Peer interaction	___ Sharing objects	___ Taking turns
___ Play skills	___ Sharing attention	___ Losing gracefully
___ Getting attention appropriately	___ Conversation skills	___ Waiting for reinforcement
___ Joint or shared attention	___ Making pro-social statements	___ Accepting differences

Others: _____

Dunlap, et.al 2010
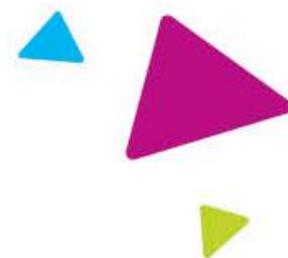
8. What *problem-solving skill(s)* could the student learn in order to reduce the likelihood of the problem behavior occurring in the future?

___ Recognizing need for help	___ Note-taking strategies	___ Staying engaged
___ Asking for help	___ Assignment management	___ Working independently
___ Using visual supports to work independently	___ Working with a peer	___ Making an outline
	___ Move ahead to easier items then go back to	___ Self-management
___ Ignoring peers		___ Making choices from several
___ Graphic organizers	difficult items	appropriate options

Others: _____

9. What *communication skill(s)* could the student learn in order to reduce the likelihood of the problem behavior occurring in the future?

___ Asking for a break	___ Raising hand for attention	___ Asking for help
___ Expressing emotions (frustration, anger, hurt)	___ Requesting wants	___ Commenting
	___ Rejecting	___ Responding to others
___ Requesting information	___ Active listening	

Others: _____

Additional comments not addressed above in the *Teach Component.*

Dunlap, et.al 2010
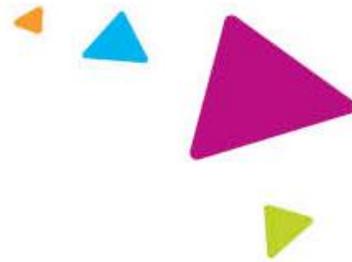
1. What responses (**consequences**) typically occur after the student engages in the *problem behavior?*

___ Sent to time-out ___ Gave personal space ___ Verbal reprimand
___ Chair time-out ___ Sent to behavior specialist/counselor ___ Stated rules
___ Head down ___ Assistance given ___ Physical prompt
___ Sent to office ___ Verbal redirect ___ Peer reaction
___ Sent home ___ Delay in activity ___ Physical restraint
___ Calming/soothing ___ Activity changed ___ Removal of reinforcers
                 ___ Activity terminated ___ Natural consequences (Specify)
                                                                                     _____

Other:_____

2. Does the student *enjoy praise* from teachers and other school staff? Does the student enjoy praise from some teachers more than others?

___ Yes *List specific people* _____

___ No

3. What is the likelihood of the student's *appropriate behavior* (e.g., on-task behavior; cooperation; successful performance) resulting in acknowledgment or praise from teachers or other school staff?

___ Very likely ___ Sometimes ___ Seldom ___ Never

4. What is the likelihood of the student's *problem behavior* resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?

___ Very likely ___ Sometimes ___ Seldom ___ Never

5. What school-related items and activities are *most enjoyable* to the student? What items or activities could serve as special rewards?

___ Social interaction with adults ___ Music ___ Art activity
___ Social interaction with peers ___ Puzzles ___ Computer
___ Playing a game ___ Going outside ___ Video games
___ Helping teacher ___ Going for a walk ___ Watching TV/video
___ Line leader ___ Reading ___ Objects (Specify) _____
___ Going to media center ___ Extra PE time _____
___ Sensory activity (specify) ___ Extra free time ___ Food (Specify) _____
_____   _____

Other(s):_____

Additional comments not addressed above in the *Reinforce Component.*

Transferring Skills
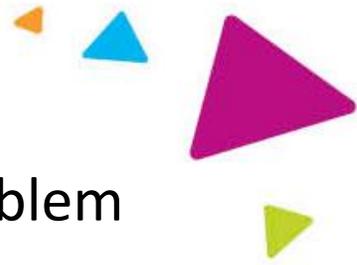
- Use an assessment approach that aligns with the school's definition of the problem

- Shape the definition using a tool like PTR to engage the teacher, counselor and/or special education teacher.

- Tools like PTR can explicitly identify interventions for the school staff

- All depends on getting school-based data and engaging with the school team in a manner that provides opportunities for the IBHS BC (and BHT) to align their treatment plan with school-based interventions the change how school staff support the student

- Develop a method of assessing teacher skills using Positive Practices

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Positive Practices
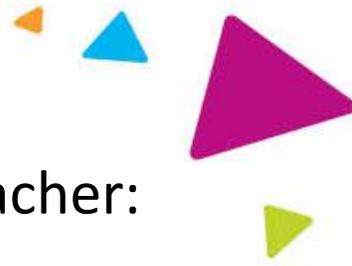
Our list of positive practices to assess when observing the classroom staff and teacher:

- Directly teach expectations and models the desired behaviors.

- Provide positive reinforcement and incentives for engaging in the expected behaviors.

- Creates classroom routines and procedures to minimize off-task behaviors during transitions and downtime.

- Designs lessons that actively engage students, so they don't turn to other strategies to occupy themselves.

- Praises students publicly and corrects students privately.

- Create an environment in which children can make mistakes and know that they will still be loved and cared for.

https://www.jennarufo.com/post/the-naughty-and-nice-list-what-was-santa-thinking
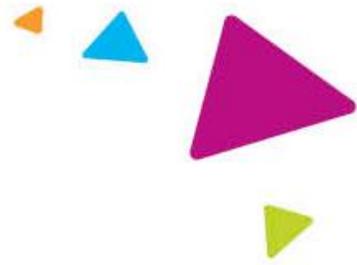
Scenarios

Resources
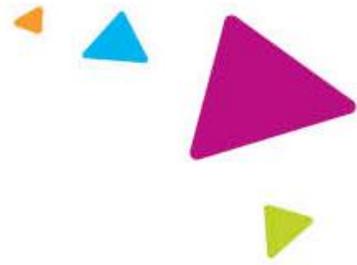
- Pennsylvania Dept. of Education Safe Schools Website: https://www.education.pa.gov/Schools/safeschools/Pages/default.aspx

- Pennsylvania Network for Student Assistance Services (PNSAS): http://pnsas.org/

- Pennsylvania Positive Behavior Support Network (PAPBS): http://papbs.org/Home.aspx

- Pennsylvania Training and Technical Assistance Network (PaTTAN): https://www.pattan.net/

- https://www.pattan.net/Publications/Annotated-Positive-Behavior-Support-Plan

- Special Education FAPE and One-to-One Support Obligations for Students with Disabilities https://www.education.pa.gov/Policy-Funding/BECS/FederalCode/Pages/SpEdSupport.aspx

- Individualized Education Program (IEP) https://www.pattan.net/Forms/Individualized-Education-Program-IEP-1-1

- Evaluation Report-Annotated https://www.pattan.net/Forms/Evaluation-Report-Annotated

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Resources

- Differentiated Instruction https://iris.peabody.vanderbilt.edu/module/di/cresource/q1/p01/

- The Class Size Experiment https://www.nber.org/system/files/working_papers/w22746/w22746.pdf

- Best Practice Standards In Behavioral Support https://www.paproviders.org/wp-content/uploads/2022/02/BEST-PRACTICE-STANDARDS-IN-BEHAVIORAL-SUPPORT-2-17-21.pdf

- "One that assumes that children want to do well and can succeed with support and explicit instruction" https://www.jennarufo.com/post/the-naughty-and-nice-list-what-was-santa-thinking

Resources

- School-Based Practitioners Supporting Students with Mental Health Needs in the School Environment
https://www.pattan.net/Videos/School-Based-Practitioners-Supporting-Students-wit

- Annotated IEP Companion Checklist
https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~\pattan\media\materials\publications\images\ann-iep-companion-chklst-fill_1-22-wb.pdf&hash=85fec329eacf83008bacf1268657a8e8365f967f05b08d8eb9ee7e76e917d827&ext=.pdf

- Asking Why? - A Function-Based Approach to Dealing with Problematic Behavior
https://www.pattan.net/Videos/Hot-Topics-in-Behavior-Asking-Why-A-Function-Based

- Prevent-Teach-Reinforce: A School-Based Model for Functional Behavioral Assessment
https://www.pattan.net/Resources/handouts/prevent-teach-reinforce-a-school-based-model-for-f

Resources
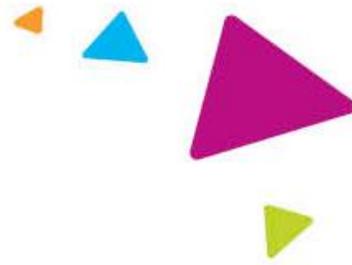
- Creating Positive Behavior Support Plans, Kathryn Poggi, 8/22/2019
https://www.pattan.net/Videos/English-Language-Instruction-AEDY

- Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: An Introduction
https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~\pattan\media\materials\publications\files\swpbis-an-intro-5-19-wba.pdf&hash=d1e06de82fa13fc456d289d286d5b6ba8230f6c0fa13270778c487269da84888&ext=.pdf

- Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: Behavioral Expectations
https://www.pattan.net/CMSPages/GetAmazonFile.aspx?path=~\pattan\media\materials\publications\files\swpbis-behavexpect-5-19-wba.pdf&hash=ca4867994d54d622c8c52796d130fec18f5b4bedf04ef411f64d7d1f3db4c0c0&ext=.pdf

- ABA Supports Training Guide - Behavior Management, Mike Amiris, 11/30/2011
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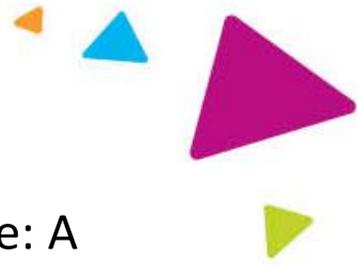
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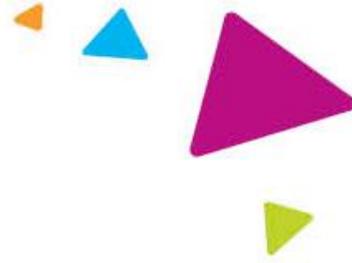
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