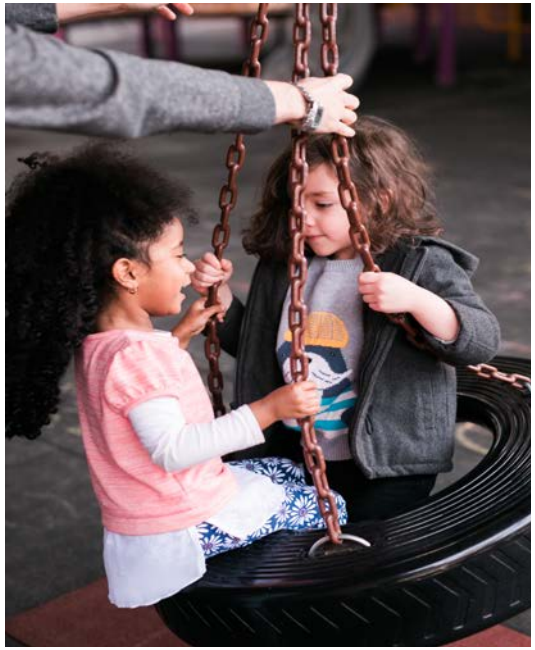
PBIS – Working Together to Support Children and Families



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The *objectives* of this session are to:

- Increase awareness of the idea that the primary dependent variable for our work is improved quality of life for people with disabilities and their families.
- Re-define the concept of intensity to emphasize meaningful engagement and opportunities to respond rather than time allocated for tasks.
- Increase appreciation for the importance of embedding explicit instructional strategies and behavior support plans into valued routines, rituals, and activities across the school and community environments.
- Increase understanding of the types and range of instructional strategies that have been proven to be effective with students with disabilities

What are meaningful outcomes?

This is what a meaningful outcome looks like

Here's another example

Meaningful outcomes

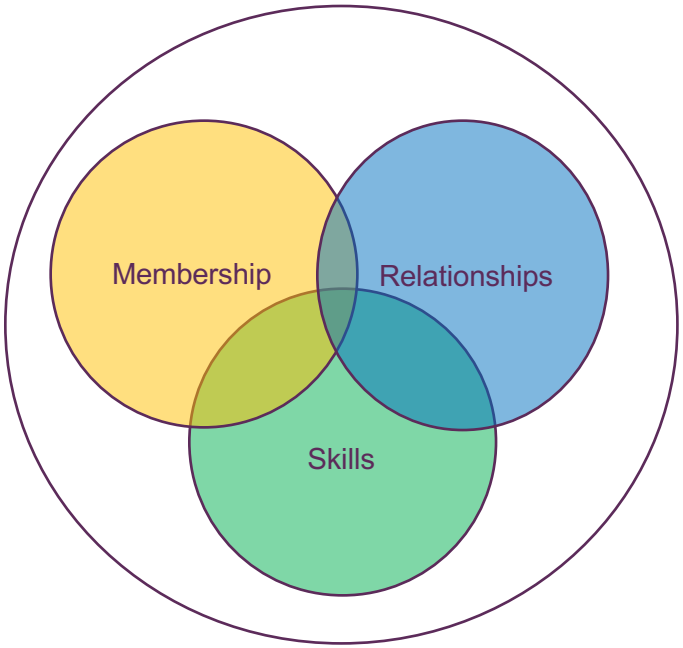
- Consumer/Family determined
- Culturally relevant
- Individual
- Functional
- Forward facing

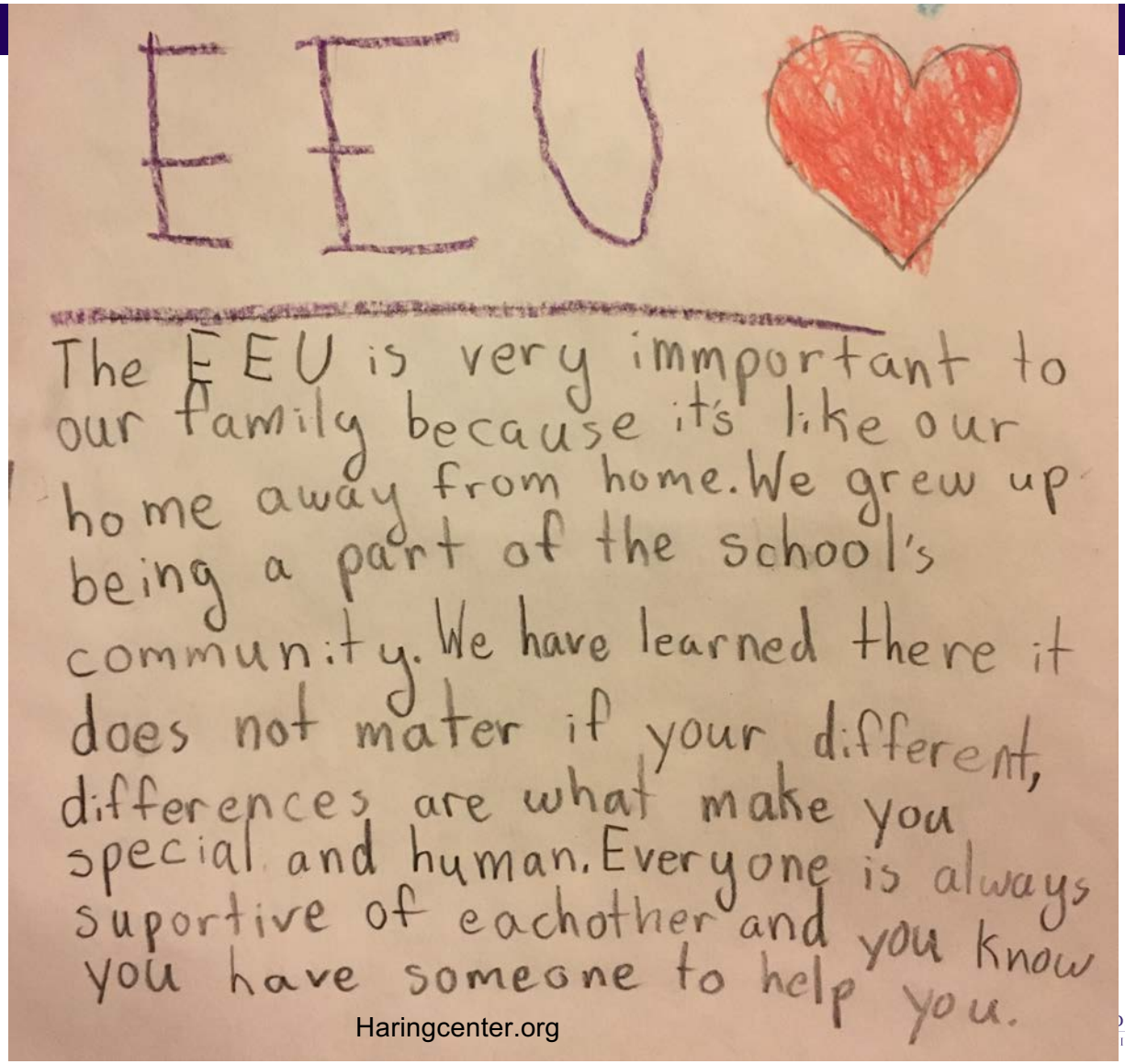
Inclusion is not the opposite of exclusion. Inclusion is not a set of strategies or a placement issue. Inclusion is about belonging to a community – a group of friends, a school community, or a neighborhood.

Inclusion is when everyone is valued, engaged, and feels connected

Community of Practice

Participation in valued routines, rituals and activities




EEU
The EEU is very immportant to our family because it's like our home away from home. We grew up being a part of the school's community. We have learned there it does not mater if your different, differences are what make you special and human. Everyone is always suportive of eachother and you know you have someone to help you.

Four Non-Negotiables

- The power of positive reinforcement
- Making instruction intentional (how to teach)
- Teach students what to do (what to teach)
- Data-based decision making (did your teaching working)

Non negotiable #1 – The Power of Positive Reinforcement

Positive reinforcement is the most important and powerful principle of applied behavior analysis







What is a reinforcer?

A reinforcer is a stimulus that increases the likelihood of a behavior happening again. It can include food (e.g., fish crackers), things (e.g., koosh ball), activities (e.g., swinging), and people (e.g., Mom).

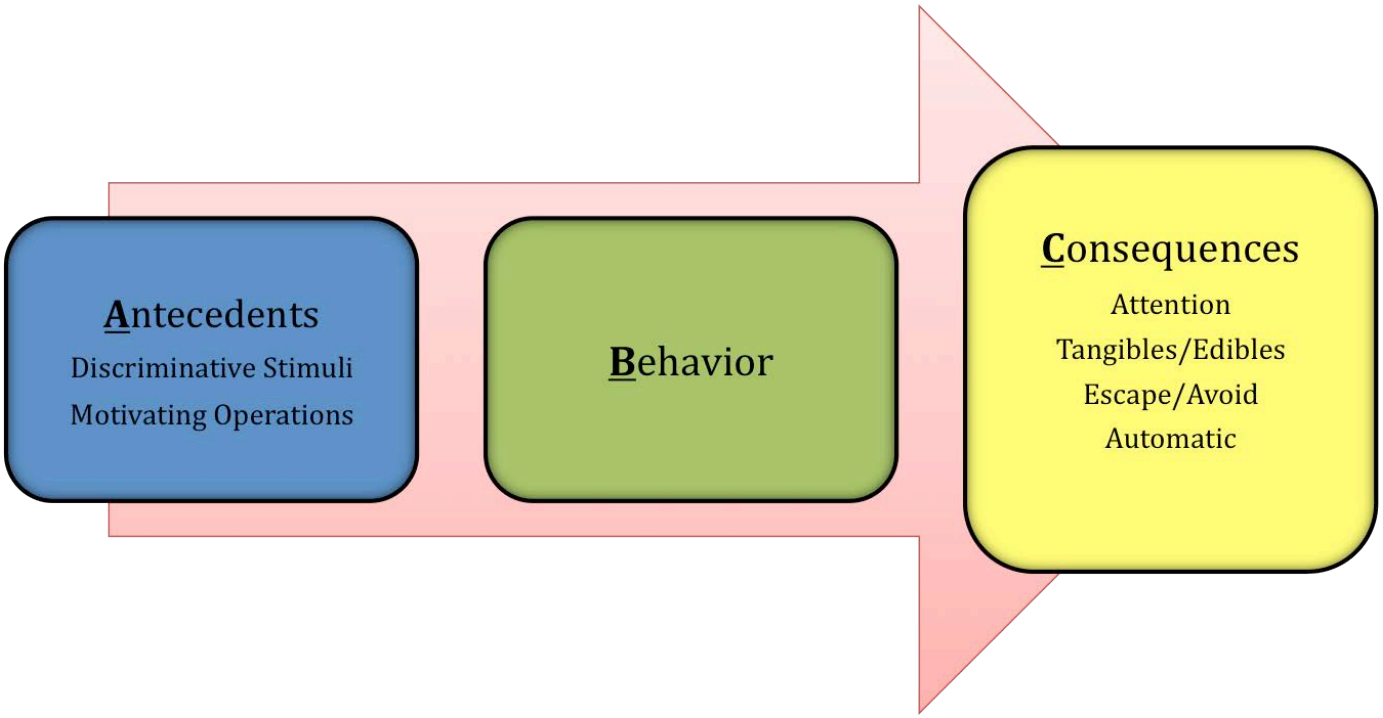
Nothing else can quite substitute for a few well-chosen, well-timed, sincere words of praise. They're absolutely free – and worth a fortune.

Sam Walton (1918–1992)

American businessperson founder of Wal-Mart

What Shamu taught me...

- The central lesson I learned from exotic animal trainers is that I should reward behavior I like and ignore behavior I don't
- "approximations," rewarding the small steps toward learning a whole new behavior
- Reward "incompatible behavior”
- "It's never the animal's fault."


Antecedents
Discriminative Stimuli
Motivating Operations
Behavior
Consequences
Attention
Tangibles/Edibles
Escape/Avoid
Automatic

Use Reinforcement Effectively

- Make reinforcement contingent on appropriate behavior
- Provide reinforcement immediately after the behavior you want to happen again
- Use social praise that describes the appropriate behavior
- Vary reinforcers
- Reinforcers are individual to each child – use a preference assessment to identify potential reinforcers
- Begin teaching new tasks with a continual reinforcement schedule
- Thin the schedule of tangible reinforcement (do not discontinue praise) -- variable schedules of reinforcement build the most durable behaviors

Potential Reinforcers at School

Positive Reinforcers

- Computer time
- Praise
- Positive feedback on assignments
- Privileges
- Teacher attention for inappropriate behavior

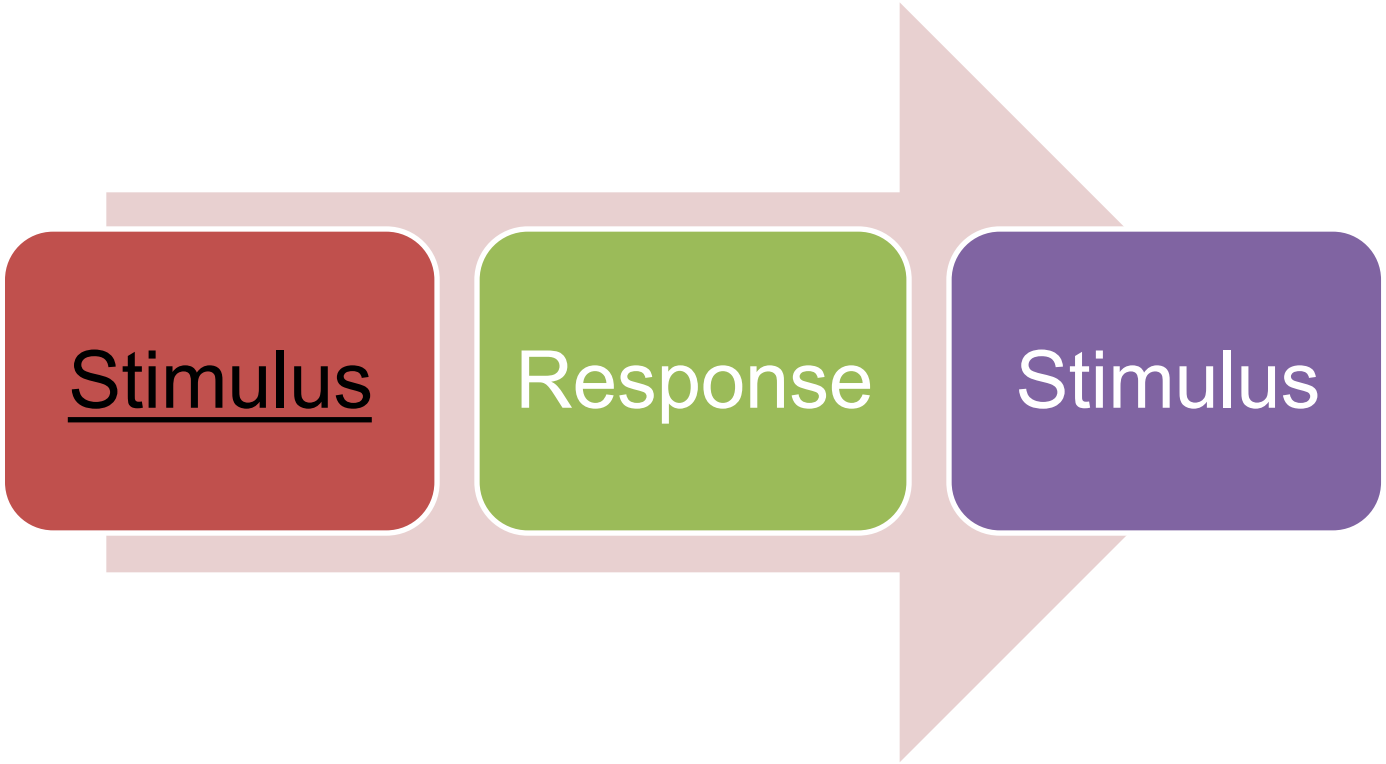
Negative Reinforcers

- Breaks to avoid challenging behavior BASED on appropriate behavior
- Avoiding working in groups by demonstrating mildly challenging behavior

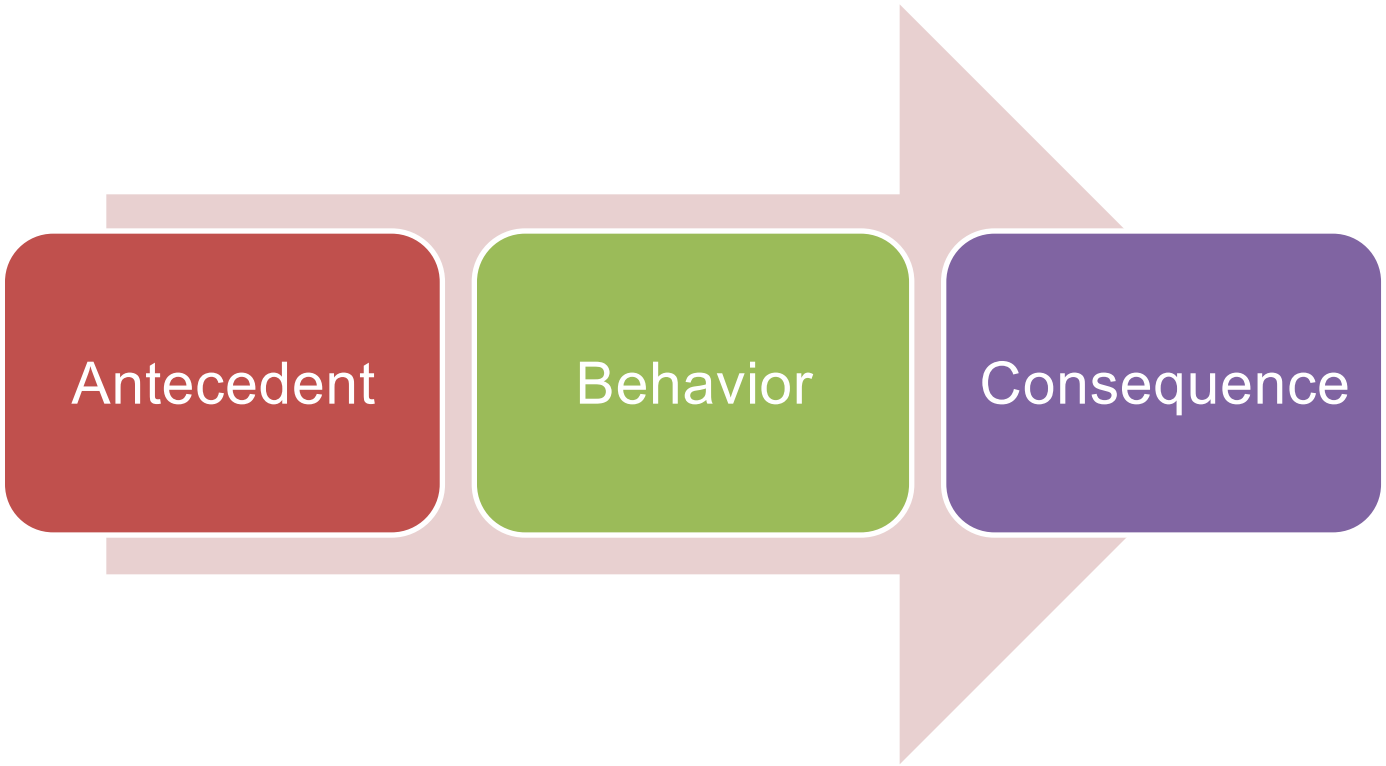
Behavior is lawful. Reinforcement is defined functionally, not what was "intended" by the person providing the reinforcer. It is not a reinforcer unless it increases the likelihood of the behavior happening again.

Non negotiable # 2– Make instructional intentional

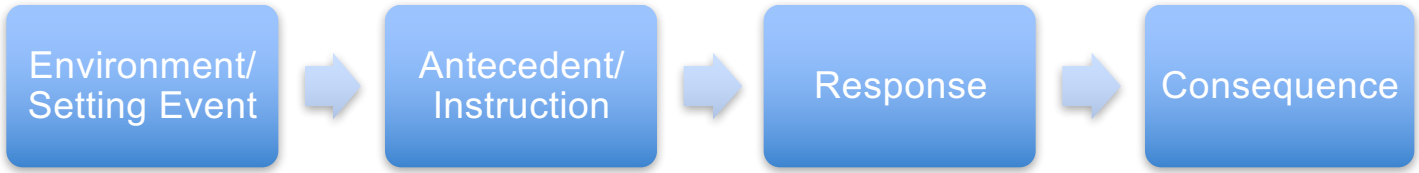
Basic Three Term Contingency



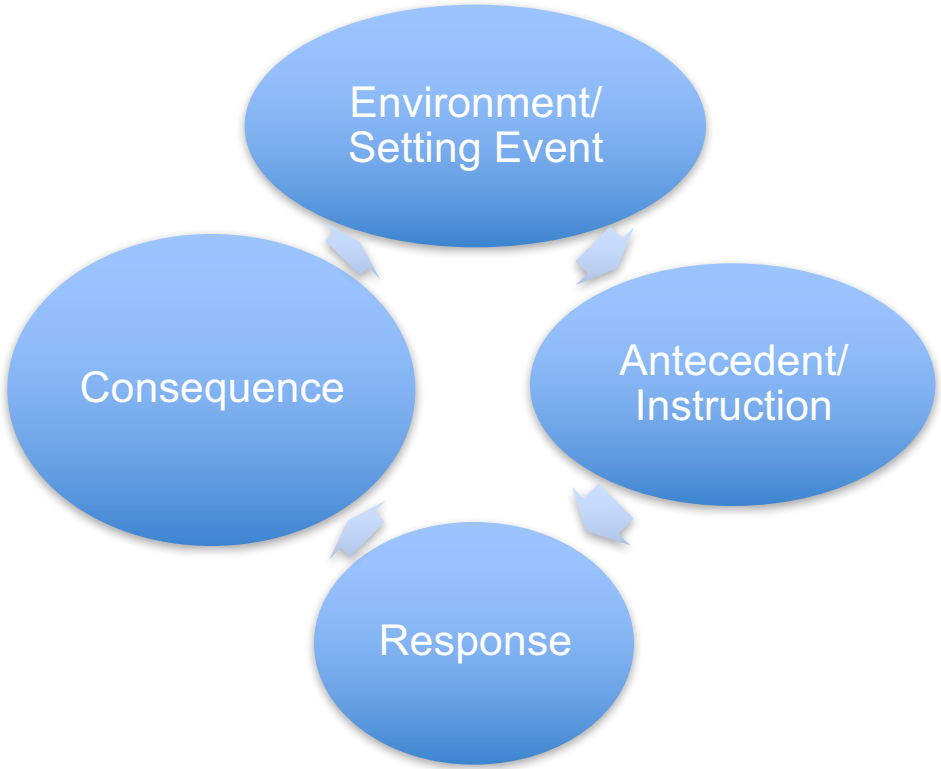
Now, in English



A Four Term Contingency



A Four Term Contingency



What are some Basic Instructional Practices

- Direct Instruction
- Naturalistic Teaching Strategies
- Contingency Contracting
- Environmental Arrangement
- Teaching For Independence

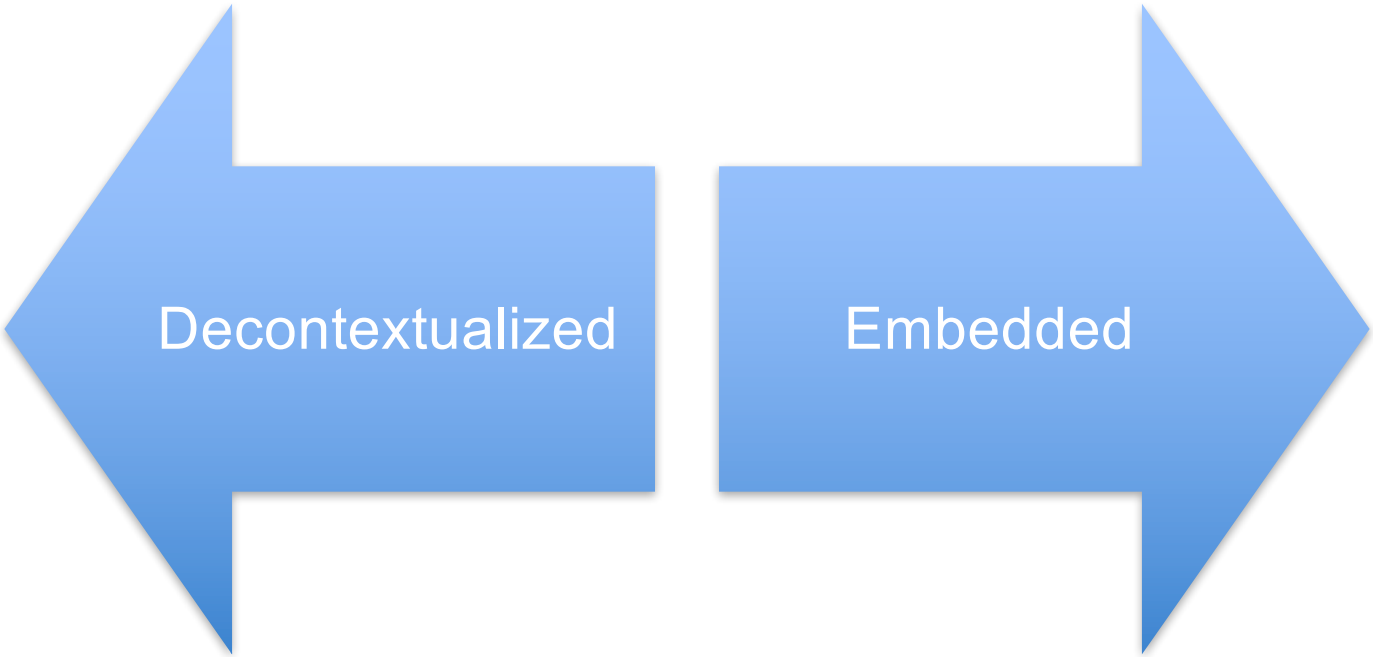
Direct Instruction Vocabulary

- Discrete Trial
- Instruction
- Discriminative Stimulus
- Prompts/Prompt Fading
- Error Correction
- Reinforcers
- Inter-Trial Interval

A Discrete Trial

- Instruction
  - Prompt (if necessary)
- Child's Response
- Consequences
  - Reinforcement (consider the schedule)
  - Error Correction
- Inter-trial Interval

Consider a continuum of instructional settings



Decontextualized

- Teaching setting
- Massed trials
- ”Instruction” is the activity
- Teacher led
- Often used in early stages of acquisition

Embedded

- Talking/living setting
- Trials should not interfere with ongoing activity or routine
- Often student initiated, but teacher planned
- Important for generalization and for motivation

Rethinking intensity

- Intensity  duration
- Intensity is about the opportunity to respond
- Quality of interaction
- Appropriateness of feedback

Embedded Teaching Strategies

- Incidental Teaching
- Time Delay
- Pivotal Response Training
- Shaping

Contingency Contracting

- A mutually agreed upon document between parties (e.g., teachers and students) that specifies a contingent relationship between the completion of specified behavior(s) and access to specified reinforcer(s)

Environmental Arrangement

- Visuals
- Schedules
- Make the Implicit Explicit
- Teaching exceptions to the schedule
- Using work-arounds when possible (e.g., a child does not like to write his name, use a sticker or a stamp)

Teaching For Independence

- Provide opportunities
- Schedule of reinforcement
- Peer-mediation
- Generalization

A behavior is functional only to the extent that it produces reinforcement for the learner

Cooper, Heron, & Heward pg. 623







A good rules is to not make any deliberate behavior changes that will not meet natural communities of reinforcement

Baer 1999 p. 16







Non-Negotiable #3 -- Teach Students What to Do

Determining What to Teach

- General Education Curriculum/Common Core
- Special Education Assessments
- Pivotal Skills
- Core Deficit Areas
- Functional Skills
- Family Preferences

What do all of these mean?

- Relevance of behavior rule
- Functional skills
- Pivot skills
- Keystone skills

Basics that every student needs

- Functional communication system
- Adequate and effective use of reinforcement
- Appropriate, challenging, and diverse curriculum addressing multiple developmental domains
- Environment that facilitates participation and provides adequate behavioral supports

IEP: A Road Map to Data Collection

- Using the IEP as a “road map”, teams must answer the following questions:

When Instruction will occur

How we will teach the skills

How progress will be monitored

Developing an Activity Matrix

- Look at the child's objectives and determine:
- During what activities will we be able to provide instruction
- Do we have adequate opportunities for instruction across all children on the matrix
- When is it feasible to collect data on these objectives

IEP at a glance

SOCIAL	MATH	WRITTEN EXPRESSION	FINE MOTOR
Soren will join and sustain play by offering ideas and following the play schema of his peers	Soren will increase his accuracy in solving addition and subtraction problems without visuals when given a set of 10 problems (mixed add and subtraction)	When given a writing assignment, Soren will brainstorm ideas to write about. Criteria: 3/3 observations on 3 consecutive assignments	Soren will write a full sentence appropriately using upper and lower case letters, correct orientation, and appropriate spacing, while maintaining an efficient grasp.
Soren will participate in simple turn taking games with a peer, follow rules, and respond appropriately to the outcome of the game	Soren will increase his accuracy in number sense including the counting by 2's, 5's and 10's, greater than or less than, and number sequences	When given a writing assignment, Soren will draw a picture about the topic to help plan writing. Criteria: 3/3 observations on 3 consecutive assignments	
Soren will use words to problem solve with			

Activity Matrix

	Writer's Workshop	Reading	Math	Recess	Specialist time -music -art -PE	Lunch
Goals	-write a full sentence -brainstorm ideas for writing -draw a picture related to the topic	NA	-turn taking games -count by twos, fives, tens -addition and subtraction	-join and sustain play -use words to problem solve with peers	-turn taking games	-use words to problem solve with peers
Accommodations/ Modifications/Supports	-visuals to support development of ideas on topic -written task schedule -larger lines on the page to accommodate larger print -pencil grips/slant board	-seat close to teacher	-math worksheets at level from resource room available -some pull out/SDI for math	-check in with a teacher at the beginning of recess to make a plan -teacher/IA support to solve problems with peers	-teacher/IA support to solve problems with peers	-teacher/IA support to problem solve with peers

Activity Matrix -- Individual

	Comm.	Social	Self care	Safety
Table work	imitation			
circle	1-step dir.	participation		
Free play	Spatial concepts Puzzle Point to pic.	Par. Play Play game		Turn to name
Snack			Drink from cup	
transitions		Follow schedule	Hang up clothes Put on clothes	Walk stopping

Activity Matrix -- Class

	Brian	Sophie	Miles	Adam
table	Imitation Name writing			
Circle	1 step dir Partic.			
play	Vocabulary Puzzle Point to pic. Spatial con. Par. Play Play game Turn to name			
snack	Drink from a cup			
Trans.	Follow schedules			

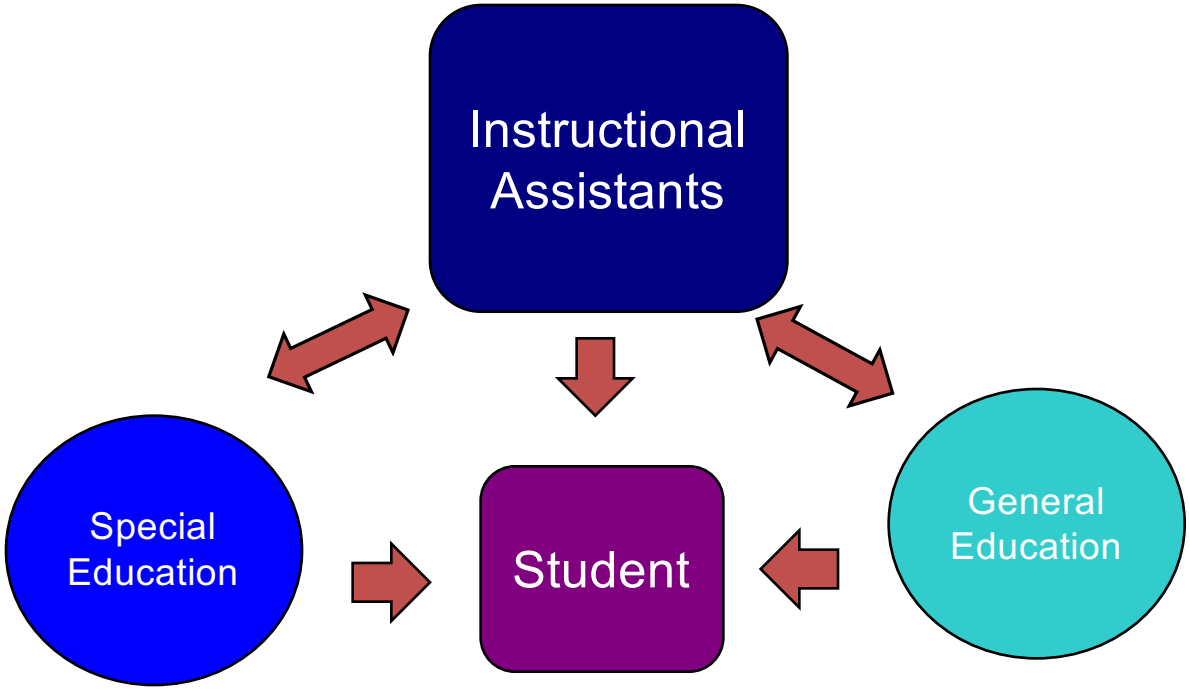
Make your matrix your own

Non-Negotiable #4 Data Based Decision Making

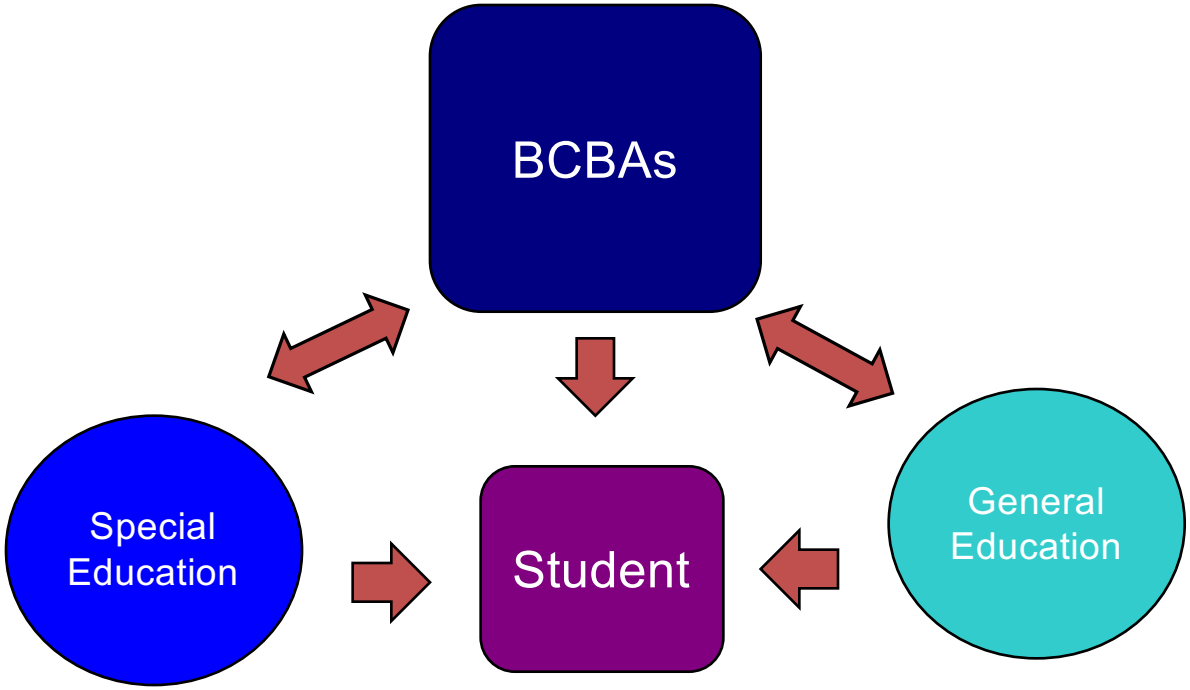
Think about this—Jot down your answers

- What does your *data collection system* look like?
- How *often* do you take data?
- Do you *analyze* the data? If so, how? If not, why not

Data = Communication



Data = Communication



Why take data?

- Students whose teachers monitor progress regularly and frequently have higher rates of learning as compared to students whose teachers do not collect data.
- In order to monitor the effectiveness of instruction there must be some form of systematic documentation or feedback.
- Collecting data, conducting assessments are types of asking questions. Make sure that the data you collect answer the questions in which you are interested.

What Type of Data Should I Collect?

- Use sustainable, reasonable data collection tools
- Data that makes sense to your consumers
- Some types include:
  - Accuracy
  - Frequency or Rate
  - Duration
  - Permanent Product
  - Self Monitoring

Collecting data without analyzing is a waste of your time, but more importantly, a waste of your student's time







Using Data to Make Decisions

- Look at data pattern
- What does it tell you?
- Should you *stay or change*?

How to get started?

- Be reasonable
- Make goals for yourself
- Ask for help and clarification
- Use tools that get results

Putting it all together

- Quality of life – how is this incorporated in your work?
- Intensity – what does this mean in your programming? How many opportunities to respond does every student have everyday?
- Consider where your instruction fall along the decontextualized embedded spectrum
- Are you teaching the right skills the right way?

Questions?

haring center

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