

Building Capacity to Support Behavior Intervention Planning: Resources from the ibestt Project

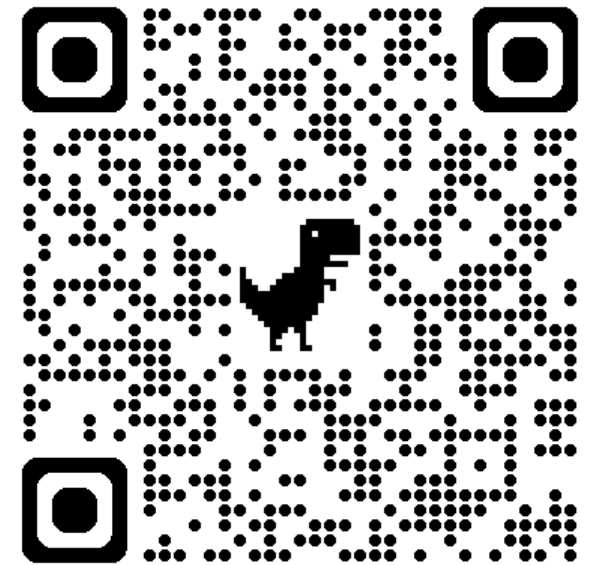
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Objectives

- Introduction to the ibestt team and website
- Highlight 3 free resources
 - Classroom check
 - Intervention guides
 - Coaching organizer
- Demo the ibestt online tool



ibestt

The ibestt team at the University of Washington is a group of researchers, educators, and coaches dedicated to supporting schools and districts build effective behavior support systems to help each child thrive.

Help for Educators: Behavior Support Planning

ibestt Coaching and Collaboration Tool

Resource Highlights



Classroom Components to Provide Universal Supports:

1. Positively stated classroom expectations displayed visually	Yes	No	N/A
2. Classroom routines are used (e.g., lining up, requesting help)	Yes	No	N/A
3. Teacher provides pre-correction	Yes	No	N/A
4. Positive descriptive feedback provided to students	Yes	No	N/A
5. Instruction provided before students are asked to do individual tasks	Yes	No	N/A
6. Transitions preceded by visual or auditory signal	Yes	No	N/A
7. Room arranged so all can be seen and to promote engagement	Yes	No	N/A
8. Students are engaged and on-task during instructional times	Yes	No	N/A
9. Active supervision observed (e.g., adults moving around the room)	Yes	No	N/A
10. Students have adequate opportunity to respond	Yes	No	N/A

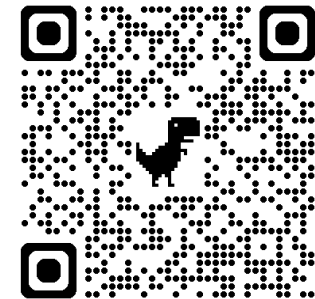
Observed strengths:

For items marked "no" provide suggestions for universal interventions:

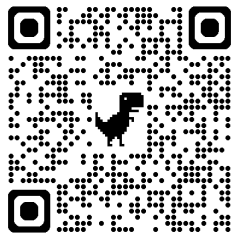
1. _____
2. _____
3. _____

Classroom Check

- Checklist measure of Tier 1 practices
- Can be used to support decision making around individual student planning AND to assess overall Tier 1 implementation
- Freely available for download
- ECE and Elementary version available



Intervention Guides



Classroom strategies

These strategies can be used to support all students, groups of students, and sometimes individual students. They are aligned with the Classroom Check step of ibestt.

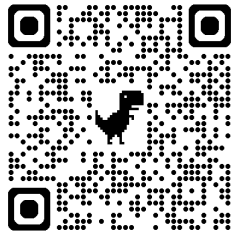
<div>ESCAPE</div> <div>ANTECEDENT STRATEGY</div>	Visual Supports
<div>ATTENTION</div> <div>ANTECEDENT STRATEGY</div>	Active Supervision
<div>ESCAPE</div> <div>ATTENTION</div> <div>ANTECEDENT STRATEGY</div>	Establishing Classroom Rules
<div>ESCAPE</div> <div>ATTENTION</div> <div>ANTECEDENT STRATEGY</div>	Classroom Routines
<div>ESCAPE</div> <div>ATTENTION</div> <div>ANTECEDENT STRATEGY</div>	Pre-correct
<div>ESCAPE</div> <div>ATTENTION</div> <div>ANTECEDENT STRATEGY</div>	Transitions

Individual-student strategies

These strategies are useful for building individualized behavior support plans for students. They are aligned with the Intervention Plan step of ibestt.

<div>ESCAPE</div> <div>ANTECEDENT STRATEGY</div>	Choice-making
<div>ESCAPE</div> <div>ANTECEDENT STRATEGY</div>	High Probability Requests
<div>ESCAPE</div> <div>ANTECEDENT STRATEGY</div>	Pre-specified Reinforcer
<div>ESCAPE</div> <div>ANTECEDENT STRATEGY</div>	Preferred Item as a Distractor
<div>ATTENTION</div> <div>ANTECEDENT STRATEGY</div>	Noncontingent Reinforcement
<div>ESCAPE</div> <div>ATTENTION</div> <div>ANTECEDENT STRATEGY</div>	Collaborative Activities

Intervention Guides



- Description of strategy
- Contextual variables for use
- Steps to use the intervention

ESCAPE
ANTECEDENT
STRATEGY

Intervention Guide: Choice Making

ibestt

What Is It?






Choice making is a strategy where the teacher offers choices to a student before beginning an activity where the student's challenging behavior typically occurs. The student is offered a choice of materials that are needed for the task, a choice of components of the activity, or a choice of different activities when given directions to the task.

When to Use It

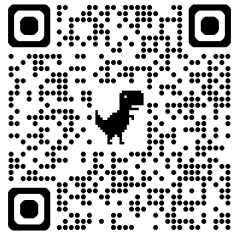
- Choice making is most effective for behaviors that are maintained by escape from a task or demand
- Choice making should only be used with activities that offer flexibility for the student to accomplish the learning goal while using different materials, completing only components of the task, or completing an alternative activity.

Steps to Implementation / How to Do It

After identifying a task or activity the student is trying to escape:

	1. Select one of the activities or tasks.
	2. Identify a variety of choices that would still allow the student to complete the activity. These can be choices of materials ("Do you want to use markers or colored pencils?"), components of an activity ("Do you want to draw the picture first or write the paragraph?"), or activities ("Do you want to do computer math or a math worksheet?").
	3. Offer the choices when asking the student to engage in the desired task.
	4. When the student makes a choice, engage the student in the selected activity.
	5. Additional choices may be offered during the activity to support the student's continued engagement in the task.

Intervention Guides



- Example to help with selection of strategies
- Considerations for effectiveness

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STRATEGY

Intervention Guide: Choice Making

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Example

Selena frequently scribbles on her paper and refuses to complete assigned writing in Mr. Bennett's class. The intervention team completes a functional behavior assessment and determines the function of the behavior is to escape writing. They decide to implement choice making during all writing tasks. Mr. Bennett identifies an array of choices that can be made during writing tasks.

On the first day of implementation, Mr. Bennett presents the writing task to the entire class and then approaches Selena to offer her choices. Mr. Bennett asks Selena if she would like to use sentence stems or a graphic organizer for the pre-write activity. Selena chooses the sentence stems, and Mr. Bennett gives her a worksheet with sentence stems on the assigned topic. Selena finishes the writing.

The next day during a writing activity during reading group, Mr. Bennett asks Selena if she would like to work with him or with a partner to complete the written assignment. When Selena chooses to work with a partner, Mr. Bennett helps Selena and her classmate get started in the task and Selena finishes the work. The following day, Mr. Bennett gives Selena a list of writing tasks (e.g., proofread the first paragraph, brainstorm ideas for the body of the paper, outline the second paragraph, practice writing topic sentences) and asks her to choose one to work on during writing block. Selena chooses to practice topic sentences and engages in the writing task during writing block. This process continues during writing blocks, and Mr. Bennett offers Selena a variety of choices during each block.

How to Increase Effectiveness

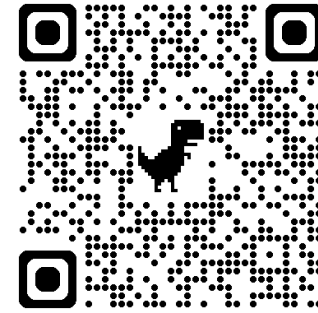
- Brainstorm an array of choices that can be used during the activity. Vary the choices that are offered to the student across opportunities. For example, for a writing activity do not always offer the choice of a marker or colored pencils. Sometimes also offer an erasable pen, crayons, teacher's blue pen, etc.
- Maintain control of the choice of items until the student makes a selection.
- Present the student with two or more choices each time. If a student requires additional support to engage in the activity for longer periods of time, consider offering choices throughout the activity.

Resources

Jolivette, K., Stichter, J. P., & McCormick, K. M. (2002). Making choices--improving behavior--engaging in learning. *TEACHING Exceptional Children*, 34, 24-29.

Function Based Supports

Videos will open in a new window.



1. Introduction



2. Purpose



3. Operational Definition



4. ABCs of Behavior



5. Functions of Behavior



6. Summary Statements



**7. Linking Function to
Interventions**



**8. Competing Behavior
Pathway**



9. Conclusion

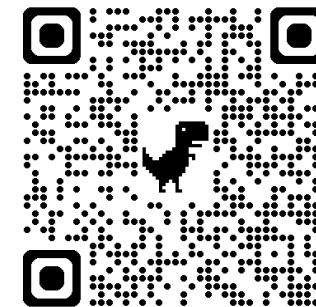


Coaching Organizer BEHAVIOR COACHING BASICS

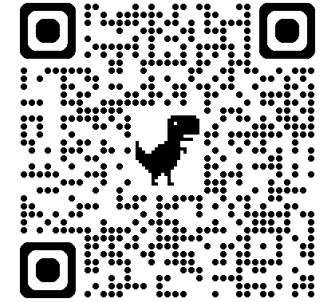
Teacher:	Coach:	Student:	
Planning Meeting			
Schedule time for observation:		What practice (focus) will you observe?	
Does the teacher know the practice? <input type="radio"/> Yes <input type="radio"/> No (If no, see coaching activities)			
How will you coach the teacher during the planning meeting? <input type="checkbox"/> Modeling <input type="checkbox"/> Role play <input type="checkbox"/> Discussion <input type="checkbox"/> Practice <input type="checkbox"/> Problem-solving			
What steps need to happen before the teacher can implement the intervention?			
Observation			
What practice (focus) will you observe?			
During what time of the day or what activity will you observe?			
Did you see the practice? (list steps to the plan or practice)	Yes	No	What was the student's response?
1.	<input type="radio"/>	<input type="radio"/>	
2.	<input type="radio"/>	<input type="radio"/>	
3.	<input type="radio"/>	<input type="radio"/>	
4.	<input type="radio"/>	<input type="radio"/>	
5.	<input type="radio"/>	<input type="radio"/>	
What coaching activities did you use during the observation? <input type="checkbox"/> Modeling <input type="checkbox"/> Role play <input type="checkbox"/> Discussion <input type="checkbox"/> Practice <input type="checkbox"/> Problem-solving			
What is working well?		What needs improvement?	
List any barriers:			

Coaching Organizer

- Guides coaches in effectively supporting educators in implementing behavior intervention strategies and responding to challenging behavior
- Provides structure for documenting coaching process
- Promotes fidelity of coaching practices



Behavior Coaching Basics Videos



**Teacher-Coach
Alliance**



**The Planning
Meeting**

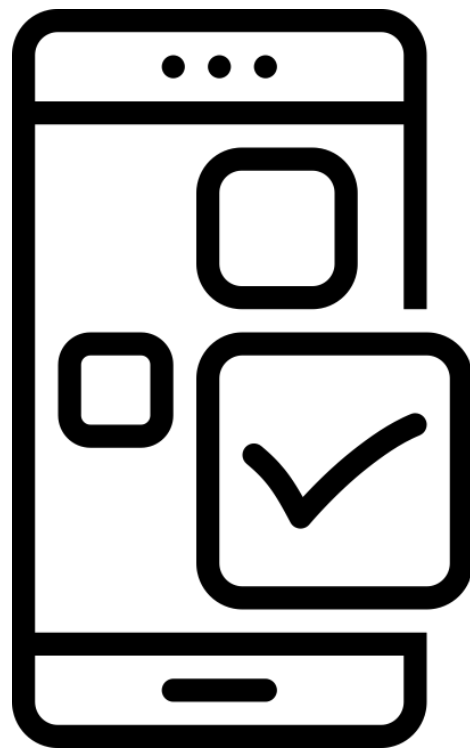


**Focused
Observation**



**Performance
Feedback**

The ibestt Online Tool



The ibestt process

