

Tier 3 Networking Note Catcher

Links for Today:

Slides	 Participant Copy: Behavioral Function to Universally Support all Learners
DE-PBS Website	Tier 3 Networking - Delaware Positive Behavior Support (delawarepbs.org)
Resources for 7 Classroom Practices	Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers (osepideasthatwork.org) Simonson-et-al.-evidence-based-practices.pdf Center on PBIS Resource: Examples of Engaging Instruction to Increase Equity in Education Center on PBIS Resource: Multi-Tiered System of Supports (MTSS) in the Classroom
Resources for Problem Solving	Problem Solving Template ABC Data Tracker Classroom IBRST (Progress Monitoring)
Coaching Resource for Tier 1 Team Members	Center on PBIS: Supporting and Responding to Educators' Classroom PBIS Implementation Needs.pdf
Register for Upcoming Tier 3 Session	Prevent-Teach-Reinforce for Facilitators
Session Evaluation	https://delaware.ca1.qualtrics.com/jfe/form/SV_ctZqz81vxj0zzmK

Prompt #1

- Did you know that students with intensive behavioral needs typically have less positive perceptions of their school's climate than their peers? Why do you think this is the case? What can we do about it?
- What is your reaction to using the terms, maladaptive or interfering, to describe behavior? How might shifting our language, shift our approach to behavioral supports?

Group 1 Names	Reflections
Stephanie Hartley	Lack of trust for adults, school is not a priority because of all of the demands of challenging homelife, not always able to see the benefits or rewards of trying in school. Developing a connection with at least one trusted adult at school could make a difference.
Laurie Campbell	
Mandi Johnson (BSC)	
Patrique O"Gilvie	
Meredith Wallace	
Group 2 Names	Reflections
Amanda Cordrey	Using the term "dysregulated" instead of using behavior based terms. Interfering behaviors as a term leads to more solution focused discussions.
Angela Blake	
Catherine Ward	
Jamie Thompson	
Group 3 Names	Reflections
Nadege Pyatt	The way we talk about behavior directly impacts the way students view behavior and how they internalize their actions. Students can be unaware of their own actions and how they impact other students. Students need to be able to trust the caregiver/teacher in the room. Trust is the building block needed to curb unwanted behavior.
Katrina Daniels	
Colleen Fife	
Dana Jackson	
Rachel Valentin	
Group 4 Names	Reflections
Paige Patterson, school psychologist	#1: Why do students with intensive behavioral needs have less positive perception of school community: - They miss positive relationships in school - with staff and peers #2: Reaction to naming behaviors Maladaptive or Interfering: - Make less of a stigma - Helpful reminder to understand the behavior rather than control/manage - Helps student internalize situation differently - without negative stigma
Sandra Concors, BCBA	
Beth Pettyjohn, Mental Health Counselor	
Naomi Boutros, School Counselor	

Group 5 Names	Reflections
Emily Neubauer	1. Students are more defensive and feel as though they are targeted by peers and adults. They might not feel understood, struggle with social interactions and peers. Building strong relationships with their teachers rather than isolating and not supporting them. 2. Working on adapting to students and working with students to adapt to the school/classroom setting. The focus of the behavior itself rather than the terms used.
Stephanie Wilkinson	
Mellanie Roscoe	
Alli Swalm	
Group 6 Names	Reflections
Melissa Wilson	1. Positive reaction to term interfering behavior; looking at behavior through lens of behavior as communication, student missing skill, unmet needs 2. Positive reaction to term interfering vs. maladaptive 3. Family engagement component
Tsombawi Knibye Jr	
Joe Bundy	
Suzanne Simmers	
Group 7 Names	Reflections
Sara DeFlaviis	- Feel lack of adult support, always being called out in class - Parents/home also feel not supported - Trauma-informed approach, reframing - Find a safe space for students - Using positive words and phrases - The more we are positive in talking about students, the more others will be positive - Bring in research and work that has been proven into our buildings - We have to teach the behaviors we want to see
Meghan Covert	
Valarie Carter	
Brigid Wolfgang	
Patrique O’Gilvie	
Group 8 Names	Reflections
Michelle McClure	B-Some of our ABA consultant groups that support our county-wide programs and specialized programs teach and use different terms (Does make shifting a little more difficult when consultants have different terms “CIBs” - Most LEAs do not use “problem behavior” but most importantly strategies target behavior A-shift with connecting community resources and connecting families with school More Tier 3 Students with Interfering Behaviors: Difficulty with finding time and space to support all the needs. Anyone else having these issues and have any ideas of how to approach the increasing needs.
Thad Frost	
Theresa O’shields	
Christina Cento	
Jessica Zimmerman	
Group 9 Names	Reflections

Emily Parsons	#1 Did you know that students with intensive behavioral needs typically have less positive perceptions of their school's climate than their peers? Why do you think this is the case? What can we do about it? They don't have good relationships Supporting the whole child - giving them the social/emotional supports they need. Mentors/building relationships They may be getting in trouble often which can affect their perceptions #2 What is your reaction to using the terms, maladaptive or interfering, to describe behavior? How might shifting our language, shift our approach to behavioral supports? We like it because there is less judgment Might be difficult to shift this mindset
Lauren Messick	
Christine Shaubach	
Kelly Logan	
Melissa White	
Group 10 Names	Reflections

Prompt #2

- What types of non-academic functional skills do you teach all students in your classroom? Or school?
- What routines do they help your students navigate?
- How do you teach them? Do you have any resources to share?

Group 1 Names	Reflections

Group 2 Names	Reflections
Laurie Campbell	Social skills, anger management/self-regulation skills. Schoolwide posters displaying behavior expectations and in classrooms so always visible (visual reminders) frequently revisited/taught.
Tsombawi Knibye Jr	
Group 3 Names	Reflections
Stephanie Hartley	-use of a journal to write comments until teacher is able to talk with student -social stories: proactively teach social situation skills and then refer back to them as situations arise -I feel statements / I want or need - consistent building wide-language
Meredith Wallace	
Suzanne Simmers	
Rachel Valentin	
Nadege Pyatt	
Group 4 Names	Reflections
Mandi Johnson	Breathing strategies, taking walks, requesting break Use of picture visuals and social stories; Coping skills board “posted” in the classroom Task Analysis of visuals instead of verbal “back and forth” 6-12 grades: LOTS of social stories about the “way you’re speaking- not WHAT you’re speaking” Training of Adults in the classroom
Melissa Wilson	
Thad Frost	
Brittany Mc Bride	
Group 5 Names	Reflections
Group 6 Names	Reflections
Paige Patterson	-Teaching coping skills in small group -Coping skills for all students over announcements -The Leader in Me -Stronger You curriculum
Mellanie Roscoe	
Kisten Croner	

Brigid Wolfgang	
Group 7 Names	Reflections
Group 8 Names	Reflections
Sandra Concors	- Communication Skills are paramount. - Sometimes students avoid academics and fall behind. Communication is necessary to get the information necessary for understanding materials and how to appropriately interact in the classroom. - Taught 'how to message a teacher' using schoology messenger. What is appropriate and how to express their needs in writing. - Healthy Skills Curriculum - Posting skills in the classroom.
Stephanie Wilkinson	
Christine Shaubach	
Colleen Fife	
Group 9 Names	Reflections
Theresa O'Shields	Weekly Social Skill Groups SEL Lessons taught by all teachers 30 min weekly 8 Characteristics of The Leader and Me (Daily-Elementary) Morning Meetings: Dealing with Mindfulness
Emily Parsons	
Group 10 Names	Reflections
Michelle McClure	Communication Skills- Start the lesson by sharing good news. Or they share something that they are anxious about. This assists students with listening and having productive conversations.
Naomi Bautros	
Valerie Carter	Calming Corner- Calm Down and Regulate
Amy Novosel	Working on coping skills- Use these skills in the classroom and in real life settings.
	Sensory Walk- Rainbow breaths

Functional Thinking in the Classroom Activity

Group 1 Roles	Teacher: Miss Kristin Donovan Facilitator: Ms. Angela Blake and Ms. Jess Ford Notetaker: Mrs. Patrique O’Gilvie Team Members:
Step 1: Operationally Define the ineffective classroom behavior	Work avoidance
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data During independent work the student avoids completing the task/activity.
Step 3: Write a testable hypothesis that includes the function	The student is avoiding independent work due to lack of confidence.
Step 4: Identify effective classroom practices that align to the hypothesis (slide 34 and 35 has ideas)	<u>Prevent practices:</u> <u>Teach practices:</u> <u>Respond practices:</u>

Group 2 Roles	Teacher:Campbell Facilitator:Tsombawi Notetaker:Campbell Team Members:
Step 1: Operationally Define the ineffective classroom behavior	Avoidance of work: Student is refusing to do work and is distracting other students from their work.
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data This usually happens in the afternoons during math class.
Step 3: Write a testable hypothesis that includes the function	The student is avoiding math work due to the lack of knowledge to complete the work.
Step 4: Identify effective classroom practices that align to the hypothesis (slide 34 and 35 has ideas)	<u>Prevent practices:</u> break before math to reset and prepare, small group work with a teacher, reteaching skills that student is not proficient in/additional support with new concepts <u>Teach practices:</u> Check in with student and set them up for success by setting reasonable expectations/chunking.

	<u>Respond practices:</u>
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Group 3 Roles	Teacher: Facilitator: Notetaker: Stephanie Hartley Team Members: Meredith Wallace; Rachel Valentin, Nadege Pyatt, Suzanne Simmers
Step 1: Operationally Define the ineffective classroom behavior	Whenever student X is to, they told to complete non-preferred tasks the classroom without permission
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data Being told to perform an non-preferred task (student might struggle academically with the task) It's the next thing on the daily schedule Consequences: discipline according to code of conduct (HS) or calm-down and return to class (elem). Natural consequence - work not completed, so didn't learn/practice concept = less knowledge moving forward. Student must complete work at another time.
Step 3: Write a testable hypothesis that includes the function	
Step 4: Identify effective classroom practices that align to the hypothesis (slide 34 and 35 has ideas)	<u>Prevent practices:</u> <u>Teach practices:</u> <u>Respond practices:</u>

Group 4 Roles	Teacher: Facilitator: Notetaker: Team Members: Thad Frost, Brittany McBride, Melissa Wilson
Step 1: Operationally Define the ineffective classroom behavior	Physical Aggression towards others: hitting, kicking, pushing, throwing objects at, biting, spitting
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data -Frequency: 10x/day -Antecedent: Told to end preferred activity, transition
Step 3: Write a testable hypothesis that includes the function	Gain access to preferred activity
Step 4: Identify effective classroom practices that align to the hypothesis	<u>Prevent practices:</u> Use of a timer, use of visuals, use of calming, advance warning of transition (use of visual timer), visual schedule, first/then board

(slide 34 and 35 has ideas)	<u>Teach practices:</u> Asking for wants/needs (e.g., more time), Coping Skills (e.g., breathing, counting) <u>Respond practices:</u> Reinforcing use of replacement skill/behavior (e.g., specific labeled praise, allowing access to preferred item or more time when ask for with words)
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Group 5 Roles	Teacher: Facilitator: Notetaker: Team Members:
Step 1: Operationally Define the ineffective classroom behavior	The student frequently calls out during teacher instruction without raising their hands or being called upon
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data During a core instruction block of 45 minutes, on average, there are 17 call outs by the student that are typically off-topic
Step 3: Write a testable hypothesis that includes the function	When presented with core instruction that the student perceives as being difficult, the student engages in calling out behavior to delay the non-preferred “difficult” content
Step 4: Identify effective classroom practices that align to the hypothesis (slide 34 and 35 has ideas)	<u>Prevent practices:</u> Supply student with outline prior to instruction <u>Teach practices:</u> Learning to wait <u>Respond practices:</u> When the student raises their hand and engages appropriately, give positive labeled praise

Group 6 Roles	Teacher: Facilitator: Notetaker: Team Members:
Step 1: Operationally Define the ineffective classroom behavior	
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data
Step 3: Write a testable hypothesis that includes the function	

Step 4: Identify effective classroom practices that align to the hypothesis (slide 34 and 35 has ideas)	<u>Prevent practices:</u> <u>Teach practices:</u> <u>Respond practices:</u>
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Group 7 Roles	Teacher: Facilitator: Notetaker: Team Members:
Step 1: Operationally Define the ineffective classroom behavior	Leaving classroom without permission
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data
Step 3: Write a testable hypothesis that includes the function	
Step 4: Identify effective classroom practices that align to the hypothesis (slide 34 and 35 has ideas)	<u>Prevent practices:</u> <u>Teach practices:</u> <u>Respond practices:</u>

Group 8 Roles	Teacher: Colleen Fife Facilitator: Stephanie Wilkinson Notetaker: Colleen Fife Team Members: Christine Shaubach
Step 1: Operationally Define the ineffective classroom behavior	Ineffective behavior in the classroom is anything that causes the student[s] to not comply with classroom expectations [calling out, distracting others, outbursts etc.]. Our ineffective behavior is avoidance of work/cell phone usage during instruction/independent work time.
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data - Ineffective Behavior: Student avoids completing work in class. - Operational Definition: The student uses a cell phone during instructional and independent work time. Student puts head down and sleeps.

Step 3: Write a testable hypothesis that includes the function	If students are provided with frequent opportunities for active engagement/interactive learning activities during class, and feedback, then the incidence of students avoiding work will decrease, as the increased engagement aligns with the natural cognitive function of active participation, leading to a more productive learning environment.
Step 4: Identify effective classroom practices that align to the hypothesis (slide 34 and 35 has ideas)	<u>Prevent practices:</u> 1. Design class activities that actively involve students, such as group discussions, problem-solving tasks, and hands-on projects. 2. Provide prompt feedback on assignments and assessments, highlighting strengths and areas for improvement. <u>Teach practices:</u> 1. Create opportunities to practice non-usage: Checking phone for a period of time, then giving it back. 2. Prompt 'heads up' a few times. <u>Respond practices:</u> 1. Reinforce on-task behavior [breaks/positive feedback]

Group 9 Roles	Teacher: Theresa O'Shields Facilitator: Emily Parsons Notetaker: Missie White Team Members:
Step 1: Operationally Define the ineffective classroom behavior	Task Avoidance/Refusal to Work Whenever given an undesirable task, the student does not engage with the assignment or task 5/5 times. Teacher prompts but the student still remains off task. When given a task, the student engages with the assignment and completes the task within the allotted time.
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data During independent work time, the student does not complete the task 5/5 times.
Step 3: Write a testable hypothesis that includes the function	4 or 5
Step 4: Identify effective classroom practices that align to the hypothesis (slide 34 and 35 has ideas)	<u>Prevent practices:</u> earn system - free time/chunking assignments <u>Teach practices:</u> <u>Respond practices:</u>

Group 10 Roles	Teacher: Facilitator: Notetaker: Team Members:
Step 1: Operationally Define the ineffective classroom behavior	Off-Task Behavior: Operationally defined as being out of seat/designated area, calling out without raising hand, and/or lack of participation in the learning task
Step 2: Summarize data (how often and under what conditions does the behavior occur)?	*Use classroom ABC tracker to compile data
Step 3: Write a testable hypothesis that includes the function	
Step 4: Identify effective classroom practices that align to the hypothesis (slide 34 and 35 has ideas)	<u>Prevent practices:</u> Scheduled movement breaks <u>Teach practices:</u> <u>Respond practices:</u> Reinforcement of on-task behavior (earning preferred activity when required number of tokens are earned)