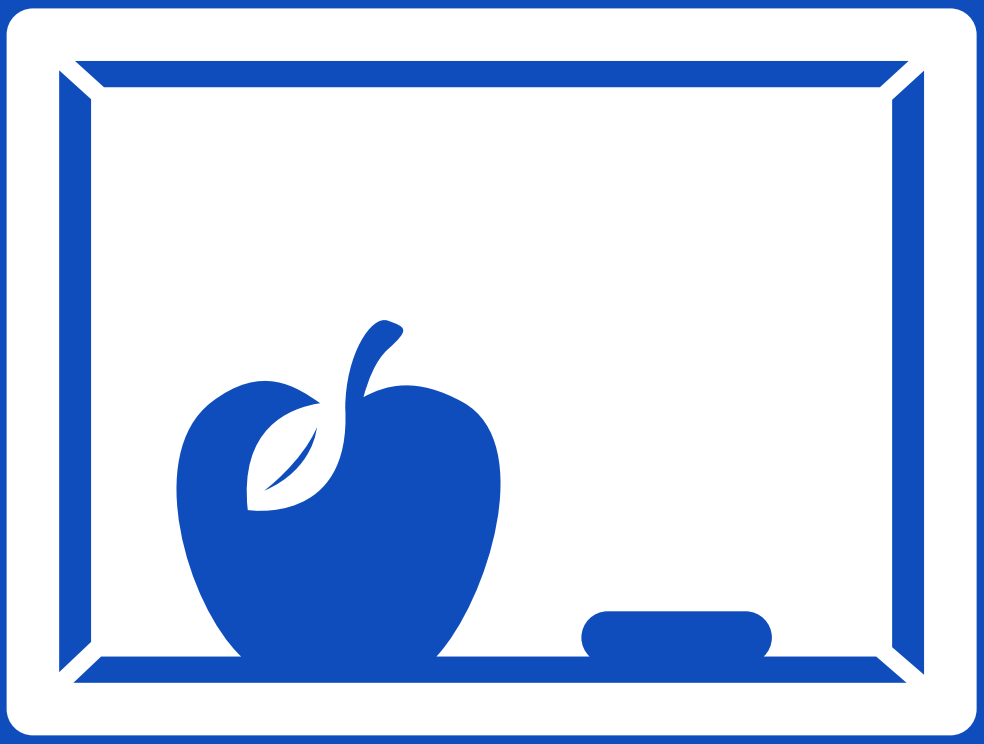
Special Education Capacity Building Project

Model Program Guidance



Prepared by Dr. Sheldon L. Loman, Ph.D.on behalf of the
Massachusetts Charter Public School Association

January 2016

MANY THANKS

The MCPSA and Sheldon Loman would like to thank all of the educators, administrators, and others who support students in charter schools in Massachusetts for their dedication to improving the education of all students, including students with disabilities. Your work and your participation in the *Building Capacity to Serve All Students* programming was instrumental to the development of this guidance document.

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Introduction

These materials have been developed to guide charter school staff and other education professionals in their efforts to enhance their capacity to improve outcomes for all students and, specifically, students with complex needs. Students with complex needs are defined in these materials as: students with disabilities that require extensive support in various life activities (some disabilities may include autism, intellectual disabilities, multiple disabilities, deaf-blindness).

THIS DOCUMENT IS ORGANIZED IN FOUR PARTS:

PART 1 focuses on *Leadership and Policies to Improve the Capacity of Your School to Welcome a Wider Range of Diversity in Students*. This section provides information on developing a positive collaborative climate amongst faculty and staff. Based on years of research on implementation science (National Implementation Research Network; http://nirn.fpg.unc.edu/) and inclusive education (Sailor, 2014; www.swiftschools.org), schools are encouraged to use team processes to establish systems to support effective teacher practices. A school leadership team that is representative of the school (consisting of: general education teachers, special education teachers, specialists, administrators, and families) should develop action plans to improve learning outcomes for all students. This section will provide procedures and tools for implementing a school wide approach to including all students.

PART 2 presents *Multi-tiered Systems of Support (MTSS) in Establishing Capacity to Support All Learners*. MTSS is a framework that should be used to guide instruction by using effective instructional strategies with all students and increasing the level of support for some students based on needs identified through screening and progress monitoring. (Copeland & Cosbey, 2008). In addition to establishing strong instructional supports for all students, developing multi-tiered systems of social behavioral supports is important within a school. Behavioral MTSS or Positive Behavioral Interventions and Supports (PBIS) have resulted in decreases in office discipline referrals, suspensions, and disruptive behaviors and increases in pro-social behavior (Bradshaw, Mitchell, & Leaf, 2010; Sailor, Wolf, Choi, & Roger, 2009). The framework and resources to implementing this framework are presented within this section.

PART 3 provides *Best Practices in Supporting Students with Behavioral Needs* within schools. This section focuses on conducting functional behavioral assessments (FBA) with students and their families to develop effective individualized positive behavior support plans (BSP). Case studies are presented along with web-based trainings and tools to developing BSPs for students are presented.

PART 4 presents an *Integrated Framework for Instructional Practices Supporting Students in Inclusive Settings*. This section provides tools and procedures framed by six guiding principles for developing comprehensive integrated supports for students with complex needs are presented: (1) Plan with the individual and family; (2) Promote self-determination throughout the assessment, intervention, and monitoring process; (3) Examine the current and future inclusive environments; (4) Utilize Universal Design for Learning (UDL) principles in developing modifications and supports within inclusive environments; (5) Implement evidence-based practices to individualize instruction; and (6) Use data to make decisions to improve instruction.

Embedded throughout, and at the end of each section are tools, resources and references meant to serve as a toolbox for school leaders and staff to improve their capacity to support students with complex needs. These resources can be used within the context of a school to: (1) develop strong leadership and policies (from Part 1); (2) implement MTSS within your school to support all learners (Part 2); (3) use best practices to supports student with behavioral needs (Part 3); and (4) provide effective instruction to students with complex needs within general education settings (Part 4).

CONTENTS

Part 1: Administrative Leadership, School Policies, and the Preparation of Teachers and the School Culture to be Ready to Welcome a Wider Range of Diversity in Students.

Schools as a "Host Environment" for Effectively Supporting Students with Complex Needs

Schools that have a strong school-wide system and core curriculum are more effective at supporting students with complex needs (Sailor, 2014; Zins & Ponti, 1991). When a school develops strong universal procedures and practices like Universal Design for Learning (UDL; Rose, 2004) all students benefit, especially students with complex needs. ***Therefore, it is important that we create schools that are "host environments" for the use of effective practices.***

GUIDING PRINCIPLES FOR CREATING AN INCLUSIVE SCHOOL

A school that is striving to effectively include all of their students and families should establish beliefs and values based on these guiding principles developed by Sailor and Roger (2005):

1. General education guides all student learning.

This principle assumes that:

- All students in your school are considered general education students (despite needing specialized services through their IEP)
- General education teachers are responsible for all students
- All students are instructed in accordance with the general education curriculum (students with complex needs receive supports to access the core curriculum)

2. All school resources are configured to benefit all students.

This principle suggests that:

- All students are included in all school activities (specialized services provided should support student participation)
- All resources benefit all students (specialized services such as special education or English Language Development should be used in a fashion to support all students)
- The school effectively incorporates general education students in the instructional process (through the use of cooperative learning or peer-mediated supports)

3. Schools effectively address social development and citizenship.

This suggests that a school:

- Establish a school-wide social behavioral support based on a positive behavioral interventions and support (PBIS) framework

4. Schools are democratically organized, data-driven, problem-solving systems.

The steps to support this principle include:

- Data-driven school-centered planning and team processes are used within the school
- All personnel take part in the teaching/learning process
- A non-categorical lexicon is used within the school (for example: students are not called "special education students" or faculty are not called "special education teachers")
- The school is governed by a Site Leadership Team (SLT) that is representative of the staff and families

Schools have open boundaries to their families and communities.

This involves working partnerships and active participation with:

- Parents
- Local businesses and service providers

Schools receive support from other entities such as districts or state departments to implement their plans to support all students.

This involves support from agencies or districts to provide professional development or additional supports to better serve students that require comprehensive supports.

These guiding principles will form the foundation for the development of policies and procedures a school develops to improve the outcomes of all students within their school. The first step to developing these policies is the commitment from the administration and site leadership team.

ESTABLISHING A SITE LEADERSHIP TEAM

Administrative support is essential in establishing policies and systems to support the implementation of effective instructional practices in schools. ***Administrators set the foundation as an instructional leader for their staff striving to teach all students within their school.*** Principals and deans in schools support the implementation of school wide practices through consistent, collaborative, empowering, and data driven action planning procedures.

A school wide leadership team consisting of staff representative of the school will help guide a collaborative empowerment school-centered planning process. Typically this team consists of: administrative representation of the school (principal, deans, vice principals from each level of the school)

- general education teachers representative of the school (teachers to represent the range of grades taught at the school; for example- in a K-5 school: a representative teacher from each of the following: K-1, 2nd and 3rd grades, and 4th-5th grades would be recommended)
- special education teachers representative of the school (with the same range as above)
- parent liaison or parent representative (someone who engages with parents or is a parent of a student at the school)
- academic and/or behavioral specialist (someone who is knowledgeable of how to support students with more complex learning and behavioral challenges that may be able to support teachers in implementation of practices)
- community or district representative (someone from the local district or community that can connect the school to outside supports if/when they are needed)
- facilitator or coach trained to guide the school in developing school-centered plans (regional or local expert in school-wide planning for schools new to the process)

The profile report on the next page can help guide and contacts for who will be on your Site Leadership Team.

Massachusetts Charter Public School Association
Site Leadership Team Profile Report

Leadership team should be representative of staff in your school. Leaders from grade level teams and specialized support programs are strong candidates for membership on this team. This team will be developing, implementing, and monitoring action items towards building capacity to support all students within the school.

Date of Report _____ School Year _____

CONTACT INFORMATION	
Name of School:	School Address:
Team facilitator:	Email:

LEADERSHIP TEAM MEMBERS			
Name(s)	**Title/Assignment**	**Telephone**	**E-mail Address**
	Administrator		
	General Education Teacher(s)		
	Special Education Teacher(s)		
	English Language Learner Support Teacher/ Specialized Support Program Staff		
	School climate/ positive behavior support facilitator		
	Paraprofessional(s)		
	Parent/Community Member		
	Other staff: (custodian, office manager, etc.)		

SCHOOL-CENTERED PLANNING

The site leadership team should meet at the beginning of the school year to establish an action plan to improve implementation of practices for all students within the school. This action plan can be guided by a self-assessment completed by the site-leadership team or informed by the entire school staff. Schools beginning the process should receive support from a facilitator familiar with the process.

Self-Assessments and Action Planning Forms

"Getting Acquainted Survey" by Roger (2005). This self-assessment can be collected by the leadership team to identify strengths within their school and areas for growth.

School-Centered Action Plan by Loman & Roger (2014). This action plan is to be completed by the SLT to prioritize steps to improving implementation of the guiding principles.

Getting Acquainted Survey

Please help us start to become familiar with your school by taking the time to fill out this short survey. Results are confidential and for use by the leadership team only. Please do not put your name on the survey.

Circle the choice that describes what you do:

a) general education teacher. b) special education teacher c) other teacher

d) administrator e) parent f) school staff member

g) other _____

Name of your school: _____

The following items ask you to circle the number from 1 to 8 that best describes your opinion concerning the statement, where 1 means *strongly disagree* and 8 means *strongly agree*. Please write any comments in the space below which you feel will help us to better understand your school.

1. My school serves *all* of the students who would attend if they had no disabilities, language issues, etc. No students are referred elsewhere for student support issues:

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

_____

2. My school considers *all* students to *first* be general education students, and then secondly may qualify for additional supports and services such as special education.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

3. General education teachers at my school are primarily responsible for *all* students including those who qualify for special services and supports.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

4. My school is inclusive of *all* students with specialized support needs for all general education classroom and other school functions.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

5. My school organizes *all* supports and services in a fully integrated and coordinated manner such that all students benefit from application of any support service.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

6. *All* students at my school are taught the general education curriculum with appropriate accommodations, and supplementary supports and services as needed.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

7. My school has a comprehensive, schoolwide positive behavior support program operating at *all* three levels: individual support; group support and universal support.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

8. My school is a data-driven, decision making system, such that all curricular enhancements and professional development activities are made on the basis of regularly looking at individual, classroom, grade-level and school-wide assessments of pupil progress.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

9. My school effectively utilizes students in the teaching/learning process such that low-performing students in a particular content area receive direct instructional assistance from high performing students.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

10. In my school, *all* school personnel participate in the teaching-learning process. This includes secretaries, custodians, lunch personnel and all others employed at the school.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

11. Personnel in my school actively seek to avoid using categorical descriptors (i.e., "autistic") for children and for educational functions (i.e., Title I) such that the focus is always on what the child *needs* to benefit from the general curriculum rather than what the child is in categorical terms.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

12. Major decisions at my school are guided by a site leadership team comprised of teachers, administrators and others that meets on a regular basis and shares its decisions with all school personnel.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

13. Parents of children at my school are networked for an active partnership with the school, so that families participate actively in educational goals for their children.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

14. My school actively engages with local businesses and industry as well as with local community service agencies in seeking ways to improve the community through improved education of its children.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

15. My school has outside agencies that actively support efforts to fully integrate and coordinate all school resources, supports and services such that all students can benefit from any specialized support.

1 2 3 4 5 6 7 8

Disagree ⟷ Agree

Comments: _____

Thank you for taking the time to fill out this survey.
Roger (2005)

Massachusetts Charter Public School Association
Sam Action Planning Tool: Part A
Site Leadership Team

School _____ Action Plan Date _____

Dates Revised: _____

SAM CORE AREAS ACTIONS	ACTION PRIORITIES	WHO IS RESPONSIBLE	TARGET DATE FOR COMPLETION	EVIDENCE OF COMPLETION
1. All students are served at the school in which they would be served if they had no need for special services and supports.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
2. All students at school are considered general education students.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
3. General education teachers assume responsibility for all students at the school.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

Adapted by Loman & Roger (2014) from Roger (2005).

SAM CORE AREAS ACTIONS	ACTION PRIORITIES	WHO IS RESPONSIBLE	TARGET DATE FOR COMPLETION	EVIDENCE OF COMPLETION
4. School is inclusive of all students for all classroom and school functions involving general ed. Students in supporting students with special needs in addition to providing staff supports as needed	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
5. School is organized to provide all specialized supports, adaptations and accommodations to students in such a way as to maximize the number of students who will benefit	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
6. All students are taught in accordance with the general curriculum with accommodations, adaptation supports, and services as needed.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
7. The school has an active School-wide Positive Behavior Support (PBIS) program operating at all three tiers (individual, group, & universal support)	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

SAM CORE AREAS ACTIONS	ACTION PRIORITIES	WHO IS RESPONSIBLE	TARGET DATE FOR COMPLETION	EVIDENCE OF COMPLETION
8. The school is a data-driven, collaborative decision-making learning org. with all major functions guided by team processes	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
9. School effectively utilizes general education students in instruction of students in need of supports in all instructional environments. (Peer Supported Instruction)	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
10. All personnel at the school participate in the teaching/learning process and are valued for their respective contributions to pupil academic and social outcomes. All school personnel not only participate but also receive training relevant to pupil progress.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
11. School personnel use a uniform, non-categorical lexicon to describe both personnel and teaching learning functions.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

SAM CORE AREAS ACTIONS	ACTION PRIORITIES	WHO IS RESPONSIBLE	TARGET DATE FOR COMPLETION	EVIDENCE OF COMPLETION
12. School has established a Site Leadership Team (SLT) empowered by the school and the District to implement SAM at the school. School is implementing a SAM Action Plan with ongoing data collection.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
13. School has working partnership with families of students who attend the school.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
14. School has working partnership with its community businesses and service providers	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
15. SAM Implementation at the school site is fully recognized and supported by the district or other agencies. Support includes: • Instructional Coach Support • Responsive Resources • Fidelity Assessment Data	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
16. Other (specify)	1.	1.	1.	1.

THE FIDELITY INTEGRITY ASSESSMENT (FIA)

- The assessment is available here: http://www.swiftschools.org/Common/Cms/Documents/SWIFT_FIA_v1.1.pdf
- This assessment was developed by the SWIFT National Technical Assistance Center (www.swiftschools.org) for academic and behavioral support to promote the learning and academic achievement of all students, including students with disabilities and those with the most extensive needs.
- The framework for this document is based upon similar guiding principles presented earlier in this chapter.
- Instructions are provided on the document and it is recommended that someone trained in implementing school-wide integrated models (like SWIFT) facilitate the process for the school team.
- A short-term action plan form is included within the document.

CONSISTENT COLLABORATION FROM THE SITE LEADERSHIP TEAM

The Site Leadership Team should continue to meet at least every 6-8 weeks (quarterly) to review and monitor progress towards their action plans. Additionally, this team should review academic and behavioral data from the grade levels to determine whether interventions are making a difference in student outcomes. For example, a school-wide team regarding social behavior and academics that meets regularly should provide a summary to the site leadership team. The leadership team may be able to provide guidance to these other school teams to improve the implementation.

EVALUATION OF SCHOOL-WIDE PLAN

An evaluation of the school-wide plan should be conducted twice a year to determine if your school is improving in their implementation of an integrated model of support for all students. It is recommended that an outside "coach" or facilitator conduct this evaluation to provide a more objective review of the school's implementation. A tool that has been used for this purpose is called the Schoolwide Applications Analysis (SAMAN; Sailor & Roger, 2008). This tool is available in Part 5. The Fidelity of Implementation Assessment (FIA) an also be used for this purpose, however, this will not provide an objective evaluation as this is conducted by your site leadership team.

SUMMARY

Establishing your school as a host environment that seeks to include students with complex needs can improve the outcomes for all students (Sailor, 2014). This first section presented guiding principles to creating a school-wide environment that is supportive of all students. A Site Leadership Team that is representative of the school should be formed and they should conduct an annual School-Centered Plan that identifies how the guiding principles will be addressed. The Site Leadership Team should meet at least every quarter to review progress on their plan. An evaluation of how the school is implementing the guiding principles can be conducted by an outside evaluator for a more objective assessment of implementation. The next section will present the use of multi-tiered systems of support to improve student academic and behavioral outcomes.

REFERENCES

Rose, D. H., & Meyer, A. (2002). Teaching every student in the digital age: Universal Design for Learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Sailor, W. (2014). Advances in schoolwide inclusive school reform. *Remedial and Special Education, Online First.*doi:10.1177/0741932514555021

Sailor, W., & Roger, B. (2005). Rethinking inclusion: Schoolwide applications. *Phi Delta Kappan, 86* (7), 503-509.

Sailor, W. & Roger, B. (2008). SAMAN an instrument for the analysis of critical features of the Schoolwide Applications Model (SAM). Unpublished research instrument

Zins, J. E., & Ponti, C. R. (1990). Best practices in school-based consultation. In A. Thomas and J. Grimes (Eds.), Best practices in school psychology--II (pp. 673-694). Washington, DC: National Association of School Psychologists.

RESOURCES

Getting Acquainted Survey: http://mcpsacapacitybuilding.pbworks.com/w/file/85856224/MCPSAGetting_Acquainted_Survey_SAMschools.pdf

Schoolwide Applications Model (SAM) Action Plan: http://mcpsacapacitybuilding.pbworks.com/w/file/85856206/MCPSA_SAM_Action_Plan_Part_A-5.docx

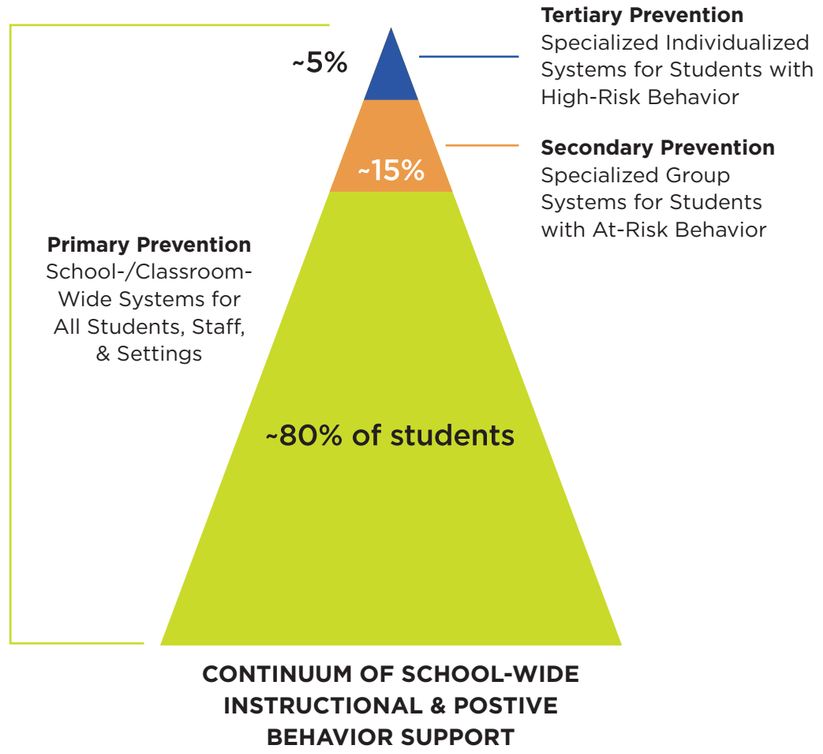
Site Leadership Team Profile Report: http://mcpsacapacitybuilding.pbworks.com/w/file/85920031/SAM%20Leadership%20Team%20Profile%20Report%2014.15.doc

National Center on Schoolwide Inclusive School Reform: The SWIFT Center (Nov 2013). Fidelity Integrity Assessment. Lawrence, KS: Author. http://www.swiftschools.org/Common/Cms/Documents/SWIFT_FIA_v1.1.pdf

Part 2: **Multi-tiered Systems of Support (MTSS): Establishing Capacity to Support All Learners**

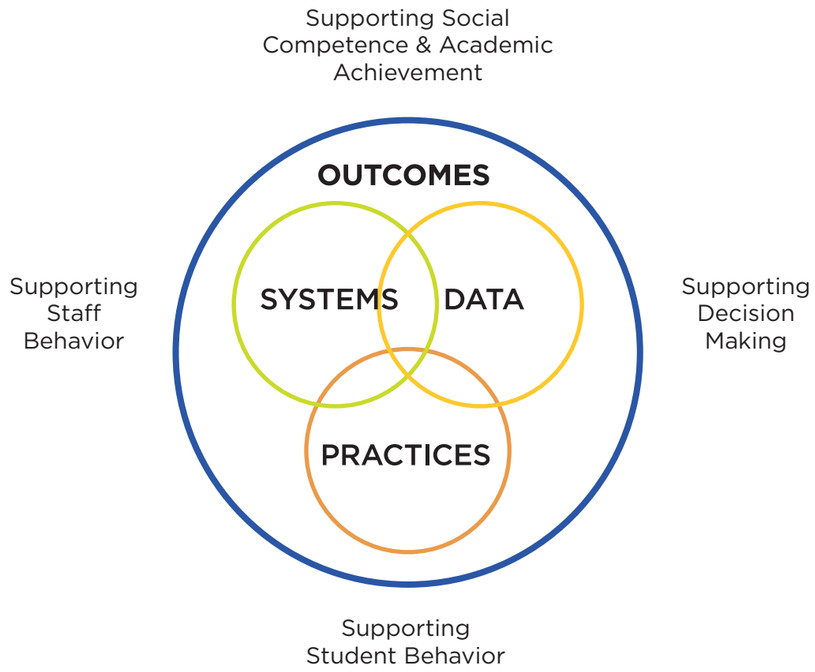
Increasing the capacity to support all students within a school requires systematic implementation of evidence-based practices guided by the use of data. ***Multi-Tiered Systems of Support (MTSS) is a framework for developing a continuum that supports all students' academic and behavioral needs.*** This section will present the MTSS framework with resources and procedures to develop a continuum of supports within your school.

MULTI-TIERED SYSTEMS OF SUPPORT FRAMEWORK (LEWIS ET AL., 2010)



The logic for MTSS is usually presented in three tiers (shown in the figure): (1) Primary or Universal Prevention; (2) Secondary or Targeted Prevention; and (3) Tertiary or Individualized Prevention. Based on this framework, the Primary or Universal tier should consist of research-based core curriculum and practices that will effectively support at least 80% of the students within a school. A Secondary or Targeted tier should consist of behavioral and academic supports for the 10-15% of students for whom the universal supports have not been effective and require additional support. The Tertiary or Individualized tier consists of intensive supports for the 1-5% of students within a school that requires modifications to the core academic and social behavioral curriculum.

OUTCOMES, PRACTICES, DATA, AND SYSTEMS WITHIN MTSS (LEWIS ET AL., 2010)



The figure illustrates four interactive elements required at each of the tiers of support (Lewis et al. 2010):

1. Outcomes: Academic and behavioral targets identified by students, families, and staff
2. Practices: Evidence-based interventions and strategies that directly support student achievement.
3. Data: Information that is used to identify the fidelity of implementation of practices and their effects on outcomes to support decision-making.
4. Systems- Supports for staff to ensure the fidelity of implementation of practices

LEADERSHIP TEAM FOR BEHAVIOR AND ACADEMIC MTSS

For each tier of support, a school team (this may be your site leadership team presented in the previous section) should consider what are the data, practices, and systems required to improve student outcomes. The school team focused on behavioral MTSS and academic MTSS should consist of staff that are representative of the school and include expertise in the academics and behavior. This team should meet at least on a monthly basis to review data of student outcomes and review how well the interventions are being implemented at each tier of support. The tables below can be used to identify these supports currently in place within your school.

Behavioral Supports Currently In Place in Your School

TIERED SUPPORTS	**PRACTICES IN PLACE**	**DATA** to monitor progress (student outcomes) & fidelity of implementation	**SYSTEMS** Who Manages Implementation? How Often? Professional Development Required?
INTENSIVE (5% of population) Supports for students that require intensive individualized interventions			
SECONDARY/ TARGETED Supports (10-15% of population) for students that require more supports than universal supports, but supports are designed to be easily and rapidly implemented by general education teacher			
UNIVERSAL/ SCHOOL-WIDE (80-90% of population) supports designed for all students [Core curriculum]			

Academic Supports Currently In Place in Your School

TIERED SUPPORTS	**PRACTICES IN PLACE**	**DATA** to monitor progress (student outcomes) & fidelity of implementation	**SYSTEMS** Who Manages Implementation? How Often? Professional Development Required?
INTENSIVE (5% of population) Supports for students that require intensive individualized interventions			
SECONDARY/ TARGETED Supports (10-15% of population) for students that require more supports than universal supports, but supports are designed to be easily and rapidly implemented by general education teacher			
UNIVERSAL/ SCHOOL-WIDE (80-90% of population) supports designed for all students [Core curriculum]			

EFFECTIVE AND EFFICIENT TEAMING AT ALL TIERS

Given the limited time for meetings within schools, efficient use of time within team meetings is essential. Team Initiated Problem Solving (TIPS; Newton et al., 2012; Todd et al., 2014; www.uoces.org) process is a well-documented model for effectively facilitating data-based team meetings. The TIPS process presents tools to address four keys to effective meetings: organization, use of data, skills of team members, and adapting solutions in response to data. The use of TIPS outlines training and use of an effective electronic agenda template along with clear roles and training for team members to effectively participate in using data within team meetings. The agenda is separated into three overall action planning areas:

1. Review status of previous problems
2. Administrative logistics
3. Problem solving to determine if there are new problems

Clear roles identified for team members within the TIPS process include:

- Facilitator
- Minute taker
- Data analyst
- Active team member
- Administrator

A checklist for the responsibilities of these roles are provided in the second page of the meeting minutes form/ agenda (below).

By having clear roles from team members and using data effectively, MTSS teams for academics and behavior can continually review the effectiveness of efficiency of interventions within their school. The use of the TIPS process is recommended for precisely identifying needs and identifying action steps, goals with a clear timeline, and plans to measure the fidelity and effectiveness of the proposed solutions. The electronic TIPS team meeting form/agenda is available at: http://pbistips.pbworks.com/w/file/68162784/TIPS%20II%20Meeting%20Minutes%20Master.docx

An example of the form can be seen on the following pages.

TIPS Meeting Minutes Form For:

	Date	Time	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members (Place "X" to left of name if present)

Today's Agenda Items

1.	Review Agenda	6.	
2.	Data Analyst Report	7.	
3.	Problem Solving and Action Planning	8.	
4.	General Administrative Issues	9.	
5.	Reports to other teams/staff/families/website	10.	

Previously-Defined Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met Current rate/ level per school day =

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?

New Problems

Precise Problem Statement (What, When, Where, Who, Why)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution

EVALUATION OF TEAM MEETING (MARK YOUR RATINGS WITH AN "X")

1. Was today's meeting a good use of our time? ☐ Yes ☐ So-so ☐ No
2. In general, did we do a good job of **tracking** whether we're completing the tasks we agreed on at previous meetings? ☐ Yes ☐ So-so ☐ No
3. In general, have we done a good job of actually **completing** the tasks we agreed on at previous meetings? ☐ Yes ☐ So-so ☐ No
4. In general, are the completed tasks having the **desired effects** on student behavior? ☐ Yes ☐ So-so ☐ No

If some of our ratings are "So-So" or "No," what can we do to improve things?

Facilitator Responsibilities

1) *Before* meeting, provides agenda items to Minute Taker
2) Starts meeting on time
3) Determines date, time, and location of next meeting
4) Manages the "flow" of meeting by adhering to the agenda
5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
   a) Do we have a problem?
   b) What is the precise nature of the problem?
   c) Why does the problem exist, and what can we do about it?
   d) For problems with existing solution actions
      i) What is the implementation status of our solution action—Not Started? Partially implemented? Implemented with fidelity? Stopped?
      ii) What will we do to improve implementation of our solution actions?
      iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?

Data Analyst Responsibilities

1) *Before* meeting (items a-c to appear in written Data Analyst's Report)
   a) Describes potential new problems with precision (What, Who, Where, When, Why)
   b) Provides data (e.g., SWIS Big 5, Custom Reports) concerning the frequency/rate of precisely-defined potential new problems
   c) Provides update on previously-defined problems (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
   d) Distributes Data Analyst's Report to team members
   e) Asks Facilitator to add potential new problems to agenda for meeting
2) *At* meeting
   a) Leads discussion of potential new problems
   b) Responds to team members' questions concerning content of the Data Analyst's Report; produces additional data on request (e.g., additional Custom Reports)
3) Is active participant in meeting

Minute Taker Responsibilities

1) *Before* meeting
   a) Collects agenda items from Facilitator
   b) Prepares TIPS Meeting Minutes agenda form, including content from Data Analyst's Report, as appropriate
   c) Prints copies of the TIPS Meeting Minutes form for each team member, or is prepared to project form via LCD
2) *At* meeting, asks for clarification of tasks/decisions to be recorded on TIPS Meeting Minutes form, as necessary
3) Is active participant in meeting
4) *After* meeting, disseminates copy of completed TIPS Meeting Minutes form to all team members within 24 hours

Team Member Responsibilities

1) *Before* meeting, recommends agenda items to Facilitator
2) *At* meeting, responds to agenda items and
   a) Analyzes/interprets data; determines whether a new problem exists
   b) Ensures new problems are defined with precision (What, Who, Where, When, Why) and accompanied by a Goal and Timeline
   c) Discusses/selects solutions for new problems
   d) For problems with existing solution actions
      i) Reports on implementation status (Not Started? Partially implemented? Implemented with fidelity? Stopped?
      ii) Suggests how implementation of solution actions could be improved
      iii) Analyzes/interprets data to determine whether implemented solution actions are working (i.e., reducing the rate/frequency of the targeted problem to Goal level)?
3) Is active participant in meeting

Training materials are available from the University of Oregon Educational and Community Supports at: http://www.uoecs.org/index.php/research-62/tips/tips-training-materials/tips-team-training-materials Additionally, Dr. Chris Borgmeier from Portland State University provides a number of practical resources for learning and using the TIPS process within your school available at: www.pbistips.pbworks.com. These resources include videos, presentations, tools, and checklists for using TIPS within your school.

The next portion of this section will focus on developing social behavioral and academic MTSS within your school. These sections will be organized by the three tiers (universal, secondary, and tertiary) and identify suggestions for establishing practices, data, and systems within each tier. The emphasis will be placed on Tier 1/ Universal Supports as these are foundational for creating a host environment for Tier 2 and 3 supports. Additionally, Tier 3/Individualized supports for Social Behavioral MTSS are addressed in Part 3, while Tier 3/ Individualized supports for Academic MTSS are addressed in Part 4.

SOCIAL BEHAVIORAL MTSS

The National Technical Assistance Center on Positive Behavioral Interventions and Supports (http://www.pbis.org/Common/Cms/files/pbisresources/SWPBS_ImplementationBlueprint_vSep_23_2010.pdf) provides an "implementation blueprint" (SWPBIS Implementation Blueprint) to guide the initiation and implementation of a continuum of behavioral supports within a school. This blueprint provides an overview of School-wide Positive Behavioral Interventions and Supports (SWPBIS) and defines the implementation of SWPBIS. Additionally, further resources on SWPBIS can be found at www.pbis.org. Other practical materials are available at: www.swpbis.pbworks.com.This website is set up to warehouse examples of tools, forms, and resources that schools have used in the development and implementation of School-wide Positive Behavior Interventions and Supports. Materials are organized by the tier of support.

Tier 1 of Social Behavioral MTSS (or SWPBIS) involves the following evidence-based **practices** for preventing problem behaviors school-wide for all students (Lewis et al., 2010):

1. Leadership team focused on improving social behavior
2. Set of positive expectations & behaviors
3. Procedures for teaching school-wide and classroom-wide expected behavior
4. Continuum of procedures for encouraging expected behavior
5. Continuum of procedures for discouraging rule violations
6. Procedures for on-going data-based monitoring & evaluation

A self-assessment and action planning tool (Team Implementation Checklist; TIC) that defines the steps to establish these practices within your school can be found at: www.pbis.org/common/cms/files/pbisresources/TIC**3.1**_ActionPlan.doc. The TIC is designed to be completed by the Social Behavioral MTSS or PBIS Team once a quarter to monitor activities for implementation of PBIS in a school. The team should complete the action plan at the same time to track items that are In Progress or Not Yet Started items.

Tier 1 Social Behavioral MTSS Data

It is essential to use data for screening social behavioral issues, evaluating the outcomes of using Social Behavioral MTSS, and monitoring the fidelity of implementation of the practices.

- For ***screening and evaluating outcomes***, schools commonly use systematic tracking of office discipline referrals (ODR).
  - » In order for ODR data to be useful, a clearly defined system for training school staff on recording the definitions of behaviors and responses to behavioral infractions is needed. A source for guiding your school in establishing a reliable process for completing and analyzing ODR is the Schoolwide Information System (SWIS; https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx). SWIS is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making.
  - » Using ODRs as a data source within the TIPS process presented earlier can help school teams identify key locations, times, students, and staff that require additional behavioral support.

- For ***assessing the fidelity of implementation*** of Social Behavioral MTSS, the Tiered Fidelity Inventory can be used (Algozinne et al., 2014; available at: https://www.pbisapps.org/Resources/SWIS%20Publications/SWPBIS%20Tiered%20Fidelity%20Inventory%20(TFI).pdf).
  - » As stated within the inventory the purpose of the TFI is to: "provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS).
  - » The TFI is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place."
  - » It is recommend that your school team focused on Social Behavioral MTSS will complete the TFI quarterly to review the level of implementation.

Systems within Tier 1 Social Behavioral MTSS

- The systems within Social Behavioral MTSS to ensure staff are supported is heavily reliant on your school team focused on Social Behavioral MTSS. This school team will help guide policies, training, and technical assistance around school-wide and classroom supports.
  - » The development and instructional delivery of school-wide behavioral expectations by staff should be supported by the school team.
  - » The establishment of an acknowledgement system to recognize students for engaging in positive behaviors should be supported by this school team.
  - » The systems for responding to problem behaviors within the classroom or for sending students to the office (e.g., discipline referrals) will be supported by this school team.

- The resources of the Team Implementation Checklist and the websites provided earlier will help with this process.

- Developing a Social Behavioral MTSS handbook can help ensure that your school staff has all of the essential components for implementation. Some examples of school handbooks can be found here: http://swpbis.pbworks.com/w/page/39574082/SW-PBIS+Handbooks.

- It is highly recommended that schools early in the stages of developing Social Behavioral MTSS consult with an outside person well-versed in systems like School-wide Positive Behavior Interventions and Support.

Tier 2 Social Behavioral MTSS

A practical resource for better understanding Tier 2 interventions is available by Dr. Lori Newcomer (2009) here: http://www.pbskansas.org/files/apbs2012c9_tier2.pdf

Additionally, Dr. Borgmeier has a website with resources for addressing Tier 2 systems of support: http://tier-2pbis.pbworks.com/w/page/36140089/Tier%202%20PBIS

Tier 2 Social Behavioral Practices:

- Intended to be efficient, cost effective interventions and supports designed to serve at least 15-20 students at one time.

- Implementation involves school-wide training of school staff to understand processes for student referral, intervention, progress monitoring and decision making.

- A schedule for when, where, and what staff will provide the Tier 2 interventions should be developed.

Tier 2 Social Behavioral Data:

- Involves the use of screening students that may require additional behavioral supports through a regular teaming process. Using decision rules from ODR data to identify students requiring additional supports may be helpful.
  - » For example, some school teams may review those students that receive 3 ODR within a quarter for a Tier 2 intervention.
  - » Dr. Kathleen Lane provides things to consider regarding screening tools available here (this resource is made available by the SWIFT Technical Assistance Center; www.swiftschools.org): http://guide.swiftschools.org/Common/Cms/Documents/Inclusive%20Behavior%20Instruction/Lane%20et%20al%20pg%20231.pdf

- In addition to data for screening students, there should be a data system for *evaluating student outcomes* for each of the Tier 2 interventions to determine whether to continue, modify, or discontinue the intervention for the student.

- To assess the *fidelity of implementation* of Tier 2, the school team should complete the Tier 2 portion of the Tiered Fidelity Inventory (TFI; linked earlier)

Tier 2 Social Behavioral Systems:

- Effective implementation of a Tier 2 system requires commitment and resources, it is important to plan for the teaming processes and the personnel resources and staff time (estimate 10 hours/week) to carry out the coordination and implementation of Tier 2 interventions and processes in advance of receiving training.

Tier 3 Social Behavioral MTSS (Individualized supports to be presented in Part 3)

A practical resource for Tier 3 individualized social behavior supports can be found at: www.function-basedthinking.com. This website includes online training modules and procedures for developing intensive behavior supports.

Tier 3 Social Behavioral Practices:

- Use of Functional Behavioral Assessment (FBA) to develop individualized Behavioral Intervention Plans (BIP) for students that include strategies for: prevention, behavioral teaching, reinforcement of alternative behaviors, and effective responses for problematic behavior.

- Incorporate person-centered planning and wraparound supports for students requiring intensive behavioral interventions.

- Lists of effective behavioral interventions can be found at the National Center on Intensive Intervention: http://www.intensiveintervention.org/chart/behavioral-intervention-chart

Tier 3 Social Behavioral Data:

- Use of FBA and other behavioral assessments. FBA resources can be found at: www.function basedthinking.com. In *assessing fidelity of implementation*, each **individual plan** should have a check list to ensure all components are being implemented.

- Tiered Fidelity Inventory (identified earlier in this section) for Tier 3 should be completed to assess systems level implementation.

- **Student outcomes** should be measured by individual data collection systems identified within the individualized plan.

Tier 3 Social Behavioral Systems:

- Establish a Tier 3/ Intensive Intervention Student-Centered Team consisting of: a staff member that are well-versed in developing intensive individualized behavioral interventions (e.g., School Psychologist, Behavior Specialist), administrator, teacher(s) and service providers for the student, parent/guardian, and the student (if appropriate).

- Consistently meet with team, teachers, and support staff to ensure effective implementation of behavioral supports.

ACADEMIC MTSS

Developing Academic MTSS follows a similar format to Social Behavioral MTSS. Within Academic MTSS your school should identify the practices, data, and systems to support students across the tiers of support. At tier 1, a strong core curriculum guided by Universal Design for Learning (UDL) strategies should be outlined by the site leadership team (representative of your school team and includes a content area or academic skills specialist). This team should utilize data from student outcomes and fidelity of instructional practices to identify students that may require more additional (tier 2) academic supports. For those students that require further modifications to the common core, tier 3/individualized supports should be designed linked to the core curriculum. Each of the tiers requires the same teaming structure for MTSS that is representative of the school staff and utilizes a data-based planning process like TIPS (presented earlier in this section). For a more comprehensive manual and examples of using MTSS with the common core, see the following resource from the Council of the Great City Schools (http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/77--Achievement%20Task%20Force--RTI%20White%20Paper-Final.pdf)

Tier 1 Academic MTSS

Tier 1 Academic Practices:

- Use research-based core curriculum and instructional practices that incorporate Universal Design for Learning (UDL) and differentiated instruction frameworks.
  - » Practices to include: Effective Classroom Management, Instructional Delivery, and Teaching Routines. Self-Assessment available: http://www.oregonrti.org/wp-content/uploads/2013/03/Classrm-Practices-Self-Assessment1.pdf
  - » Selecting and Implementing Evidence-Based Practices and Programs (Interactive module from Vanderbilt University): http://iris.peabody.vanderbilt.edu/module/fid/#content
  - » UDL resources:
    - * A Blueprint for UDL: http://static1.squarespace.com/static/503427d124ac5fb46aa4494_b/t/54adfddde4b07672716dff15/1420688861843/Open_UDL-IRN_Blueprint_V1.pdf
    - * UDL Center: http://www.udlcenter.org/aboutudl

- Provide teachers with sufficient planning time and support to utilize UDL within their core curriculum instruction.

Tier 1 Academic Data:

- Utilize fidelity tools for ensuring the core curriculum and instructional practices are being effectively implemented.
  - » Classroom Practices Self-Assessment may be used (linked above)

- Identify a data system to continuously evaluate student achievement
  - » Suggestions from National Center on Intensive Intervention- Academic Progress Monitoring Tools/Systems: http://www.intensiveintervention.org/chart/progress-monitoring
  - » Universal screening tools: http://www.rti4success.org/resources/tools-charts/screening-tools-chart

Tier 1 Academic Systems:

- School site team consistently reviews school-wide data to assess the effectiveness of the core curriculum and instructional practices to provide professional development, coaching, and technical assistance to teachers.
  - » Utilize TIPS process presented earlier
  - » Video of Leadership Team/ Learning Carousel: https://www.teachingchannel.org/videos/data-carousels-improve-instruction

- Grade or content level team meetings can help problem solve curricula and instructional issues. St. Martin from Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) created a resource that may be useful for guiding the use of grade or content level team meetings, available here: http://miblsi.cenmi.org/Portals/3/Documents/Support%20Docs/Grade%20Level/Grade%20Level%20Meetings%202nd%20ed.pdf

TIER 2 ACADEMIC MTSS

Tier 2 Academic MTSS involves the use of screening students that may require additional academic supports through a regular teaming process.

Tier 2 Academic Practices:

- Identify research-based interventions that your school is able to provide in addition to the core curriculum.
  - » Tiered Intervention Matrix (from SWIFT Technical Assistance Center), this tool can be used by a school team to organize resources/curricula/interventions into multiple tiers, and to discover overlaps and gaps in their current interventions or multi-tiered system of support (MTSS). http://guide.swiftschools.org/Common/Cms/Documents/Fully%20Integrated%20Organizational%20Structure/TieredInterventionMatrix-interactive.pdf
  - » National Center on Intensive Interventions- Academic Interventions: http://www.intensiveintervention.org/chart/instructional-intervention-tools

- Schedule times and specify when, how, and who will deliver these interventions for students who need additional support.

Tier 2 Academic Data:

- Identify progress monitoring data collection and the frequency of (e.g., weekly, monthly).

- Determine decision rules based on data, including rules about when interventions need to be initiated, changed, or discontinued.

- Review fidelity of implementation of interventions

Tier 2 Academic Systems:

- Utilize teaming process for consistently reviewing student academic data
- Develop procedures for monitoring whether interventions are consistently implemented as intended.
- Develop guidance to assist teams in understanding when to consider further evaluation. For example, when a team suspects a disability or need for mental health evaluation, more specialized assessments or service providers may be called in from outside the school.

Tier 3 Academic MTSS (this will be presented in more detail in Part 4)

Tier 3 Academic Practices:

- Individualized supports for students should be designed to modify the core curriculum and utilize evidence-based instructional practices.
  - » The National Center on Intensive Intervention provides information on interventions for students requiring Tier 3 supports available here: http://www.intensiveintervention.org/chart/instructional-intervention-tools
  - » The National Professional Development Center on Autism Spectrum Disorder provides briefs and modules on practices that are effective for students with autism and other develop mental disabilities. These are available here: http://autismpdc.fpg.unc.edu/evidence-based-practices and http://www.autisminternetmodules.org/

Tier 3 Academic Data

- Create an individualized data system on student outcomes
  - » Uses of discrete trial data collection for discrete skills, resource from National Professional Development Center on Autism: http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/DTT-steps.pdf
  - » Use of task analysis for teaching routines, resource from National Professional Development Center on Autism: http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/Task-analysis-Complete-10-2010.pdf

Tier 3 Academic Systems

- Create a team to develop an individualized support plan based on academic and behavior data.
  - » Needs to include the student and family, and other individuals and/or agencies.
  - » Utilize person/family-centered planning approaches
  - » Meet on a consistent basis to monitor, modify, or discontinue interventions

SUMMARY

Multi-Tiered Systems of Support (MTSS) within your school provides the framework for effectively implementing academic and behavioral practices guided by the use of data and supported by organizational systems to support school staff. The site leadership team, representative of your school team, should also include a specialist for behavioral supports and academic supports. The site leadership team utilizing effective teaming procedures such as Team Initiated Problem Solving (TIPS) can effectively use data to improve the selection and fidelity of interventions to improve student outcomes. Several resources and tools were presented to assist your school in implementing academic and behavioral MTSS in your school organized by practices, data, and systems across the tiers.

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Part 3: **Best Practices for Supporting Students with Behavioral Needs** (adapted from Loman, 2015: Developing Function-based Interventions)

This section presents a practical guide for the use of research-based critical features to design positive behavioral interventions based on the reasons why students engage in problem behaviors (i.e., the function of student behavior). Research-based critical features of function-based supports for school personnel to use data from functional behavioral assessments (FBA) to guide the development of individualized behavior support plans are presented. Two case examples will illustrate the critical features for developing function-based supports.

Function-based supports are individualized interventions developed through the process of conducting an FBA (Carr et al., 2002). The FBA process involves interviews, rating scales, and direct observations conducted by trained school professionals. A mnemonic that has been used to outline the steps in FBA process is DASH (Define, Ask, See, Hypothesize). To start the FBA process, a behavior must be operationally **defined** (it must be observable and measurable). The next step is to **ask** people close to the student and the student (when possible) about what triggers and reinforces the problem behavior. Then, a trained school professional conducts an observation of the student (**See)** in the identified routine. Finally, a summary or **hypothesis** is made regarding variables affecting the student's behavior.

Based on data collected in the FBA, an antecedent-behavior-consequence (A-B-C) sequence is outlined by a summary statement that specifically identifies: (a) when and where problem behavior occurs and the environmental variables that consistently trigger problem behavior (i.e., context and antecedents); (b) an operational definition of the problem behavior; and (c) the maintaining consequences that follow the problem behavior(s) suggesting why a student engages in the identified problem behavior (i.e., function; for a more comprehensive review of how to conduct FBA see Crone & Horner, 2003; or O'Neill et al., 1997). Function-based supports are designed using the FBA summary statement to guide the development and/or selection of interventions that prevent problem behavior while promoting desired outcomes for students.

Since FBA was mandated in 1997, several books and manuals have been published with the intent to teach function-based interventions (e.g., Chandler & Dahlquist, 2010; Crone & Horner, 2003; O'Neill et al., 1997). Additionally, many states and school districts have developed training models to teach school-based personnel to conduct FBAs (Browning-Wright et al., 2007). These texts often present "critical features" for developing behavioral supports for students with the most significant behavioral concerns. However, this section will heed the call from the field to "scale down" (Scott, Alter, & McQuillan, 2010) the focus to the basic features of function-based supports to guide the development of interventions for students with moderate behavioral problems. Therefore, setting events (events occurring outside of the school that may affect student behavior) and corresponding strategies have intentionally been omitted from the critical features presented to emphasize interventions that school staff may implement to immediately improve the environment, curriculum, and instruction affecting student behavior.

RESOURCES FOR CONDUCTING A FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

A number of resources for conducting interviews and observations are available via the Internet. For example, www.functionbasedthinking.com is a comprehensive website with a training manual, interview and observation tools, and interactive web lessons based on the research-based Basic FBA process (Loman, Strickland-Cohen, & Borgmeier, 2013). At this website, the interview tool that is taught is the modified Functional Assessment Checklists for Teachers (FACTS; March, Horner, Lewis-Palmer, Brown, Crone, & Todd, 1999) available at: https://sites.google.com/a/pdx.edu/functionbasedthinking/

home/fba-bsp-instructions-and-forms. Another useful ***interview tool*** for identifying the function of behavior that is available online is the Motivation Assessment Scale (MAS; Durand, 1990: http://nebula.wsimg.com/181f888767bc768e84513c4e89b4f978?-AccessKeyId=E70E125278A9AB3BB872&disposition=0&alloworigin=1). The ABC Recording Form (Loman, 2009) is taught and used as an observation procedure within the Basic FBA process: https://sites.google.com/a/pdx.edu/functionbasedthinking/home/fba-bsp-instructions-and-forms. Another popular tool is the Scatterplot that helps teachers track student behavior across times and days. This scatterplot tool is available at: http://www.specialconnections.ku.edu/?q=behavior_plans/functional_behavior_assessment/teacher_tools/scatter_plot. For more information on the FBA process, review the training materials on (www.functionbasedthinking.com or http://www.istac.net/resources/illinois-pbis-network-resources/PBIS-Trainings/fba-bip-training-materials)

ABC'S OF FUNCTION-BASED SUPPORTS

A function-based support plan should include components that (a) address antecedent triggers to prevent problem behavior, (b) teach alternative and desired behaviors, and (c) identify appropriate responses to desired and problem behaviors. Figure 1 illustrates the A-B-C sequence and how function plays a pivotal role in designing prevention strategies, teaching alternative or replacement behaviors, and responding to both desired and problem behaviors. In Figure 1, antecedents are defined as events or stimuli that immediately precede or trigger problem behavior. Behavior is the observable behavior of concern (i.e., problem behavior). Consequence is defined as the consistent response to the problem behavior that reinforces the behavior. This logic is based on applied behavior analytic literature (e.g., Horner, 1994), suggesting function is where problem behavior intersects with the environment to affect learning. Given this logic, an individual exhibiting problem behaviors has learned: "Within a specific situation 'X' (context), when 'A' (antecedent is present) if I do 'B' (problem behavior), then 'C' (the maintaining consequence) is likely to occur." ***Through experience and repetition, the individual learns that the problem behavior is effective or "functional" for meeting their needs.*** Therefore, the individual is likely to continue to engage in the problem behavior under similar circumstances. Based on this model, the function of an individual's behavior should guide the selection of each component intervention (prevention, teaching, and consequence strategies) within a positive behavior support plan.

USING ASSESSMENT TO GUIDE FUNCTION-BASED SUPPORTS

Function-based supports are developed using a clear, detailed summary statement from the FBA (outlining the antecedents, behaviors, and maintaining consequences within a specific routine/context). This summary statement should be framed within a specific routine or context because ***similar behaviors often serve different functions for the student in different contexts***. For example, a student may predictably hit a peer during round robin reading so he can be sent to the back of the room to avoid reading failure in front of peers, and he may also regularly hit a peer at recess so the peer quits teasing him. ***Once the team has established a clear understanding of the problem behavior and the environmental features predicting and maintaining problem behavior in a given context, then they can develop function-based interventions.***

Above the dotted line in Figure 1, a Competing Behavior Pathway (O'Neill et al., 1997) visually frames the FBA summary statement to guide function-based support planning. The FBA summary statement or hypothesis forms the center of the Competing Behavior Pathway (the antecedent(s), problem behavior(s), and maintaining function of student behavior) for a prioritized routine or context. Within the Competing Behavior Pathway the summary of behavior is used to inform identification of the alternative behavior and desired behavior. Each is defined in Figure 1.

A completed example of the FBA summary statement in Figure 2 should read, "During math (routine/context) when Jackson is asked to work independently on a double-digit multiplication worksheet (antecedent), he fidgets, gets off task, uses foul language, slams his book, and picks on peers (problem behavior), which typically results in the teacher asking Jackson to leave the room and go to the principal's office (consequence). It is hypothesized that Jackson's behavior is maintained by escaping the independent math worksheet (function; the "why" or "pay-off")."

The completed FBA summary statement for Sophia in Figure 3 should read, "During carpet time (routine/context) when the whole class is receiving instruction and Sophia is asked to sit quietly in her carpet square for more than five minutes (antecedent), Sophia fidgets and disrupts the class by yelling or wandering around the room (problem behavior), which typically results in Sophia's teacher chasing her around the room, asking her to be quiet, and scolding her about how to behave (consequence). Given this information, it is hypothesized that Sophia's disruptive behaviors are maintained by obtaining teacher attention (function; the "why" or "student pay-off")."

SELECTING FUNCTION-BASED INTERVENTIONS

Using the FBA summary statement, ***the first step to developing a function-based support plan involves identifying the (1) desired behavior*** (long-term goal) and (2) the natural reinforcers resulting from this behavior (what typical students receive for performing this behavior; labeled 1 and 2 in Figures 2, 3, & 4). ***The next step is identifying an alternative behavior*** (short-term goal; labeled 3 in the figures) ***to achieve the same function as the problem behavior*** (Carr, 1997). Once the alternative and desired behaviors have been identified, the focus shifts toward the identification of function-based interventions. Following identification of the alternative and desired behaviors, ***the next focus is teaching these behaviors***. The individual should be provided explicit instruction of how and when to use the alternative behavior appropriately as well as explicit instruction of the skills (or progression of skills) necessary to engage in the desired behavior (O'Neill et al., 1997). Explicit instruction of the alternative behavior and skills supporting the use of the desired behavior should be paired with antecedent and consequence interventions. Antecedent interventions modify the events or stimuli triggering the problem behavior to prevent problem behavior and concurrently prompt the alternative and/or desired behaviors. Then, procedures for reinforcing alternative behaviors and desired behaviors should be identified in such a way that the student receives valued reinforcement based on reasonable expectations and time frames. Finally, responses to redirect problem behavior and eliminate or reduce the pay-off for problem behavior should be identified. The specific critical features of each of these components of a function-based support plan will be presented in the following sections and are summarized in Figure 2.

CRITICAL FEATURES OF FUNCTION-BASED ALTERNATIVE BEHAVIORS

Begin the function based support plan by developing a clear definition of what the student should do (versus what not to do). Very often a skill deficit (e.g. academic, social, organizational, communication) prevents the student from being able to regularly perform the desired behavior (long-term goal) right away. In Jackson's example (see Figure 2), the desired behavior is for him to independently complete double-digit multiplication problems, but he currently lacks the skills to perform this task. Until this academic skill deficit is bridged, he is more likely to need a way to avoid or escape a task he cannot complete. Jackson is likely to continue to engage in or escalate problem behavior to avoid the difficult math task, *unless* he is provided another way (alternative behavior) to have this need met.

An alternative behavior is an immediate attempt to reduce disruption and potentially dangerous behavior

in the classroom. The alternative behavior should be viewed as a short-term solution to reduce problem behavior that provides a "window" for teaching and reinforcing the skills necessary to achieve the long-term goal of the desired behavior(s). To facilitate decreased problem behavior, it is important the alternative behavior meets three critical criteria: ***the alternative behavior must serve the same function (or purpose) as the problem behavior*** (Sprague & Horner, 1999), ***be as easy as or easier to do than the problem behavior*** (Horner & Day, 1991) ***and be socially acceptable*** (Haring, 1988). In the early stages of behavioral change it is recommended to closely adhere to these criteria as one works to convince the student to stray from the well-established habit and pathway of the problem behavior and commit to a new alternative behavior to access the desired reinforcer. Over time, the alternative behavior will be amended to increasingly approximate the desired behavior (long-term goal). In the initial stages, however, it is important to ensure that the student perceives the alternative behavior as an efficient way to have their needs met or they are not likely to give up the problem behavior.

According to the FBA summary statement for Jackson (Figure 2), he fidgets, gets off task, displays foul language, slams books, and picks on peers to escape difficult math tasks. The alternative behavior for Jackson must allow him to escape the difficult math task (serve the same function as the problem behavior). Asking for a break *addresses this function* and requires less energy than the series of tantrum behaviors described earlier (*easier*). Additionally, requesting a break is more *socially acceptable* than throwing a tantrum by using foul language and throwing materials in class.

In Figure 3, the FBA summary indicates that Sophia is disrupting the class to access teacher attention. A reasonable long-term behavioral goal for Sophia is to quietly listen during carpet time, participate when it is her turn, and seek attention at appropriate times. The first step to help Sophia toward her long-term goal is to select an alternate behavior that meets the three critical features. First, the alternate behavior should *serve the same function as the problem behavior*. In this case, Sophia is engaging in disruption to access teacher attention. A more appropriate way to request teacher attention is to raise her hand. Raising her hand to request attention should be *as easy as, or easier, to do* than the disruptive behaviors, and it is a *socially acceptable behavior* according to Sophia's teacher.

The main goal of a function-based support plan is overcoming an established habit and pattern of learning in which the individual uses a problem behavior because it is functional (i.e., achieving a pay-off). The initial alternative behavior should be markedly easier to do and more efficient in its pay-off than the problem behavior. Otherwise, the individual may be less likely to abandon the "tried and true" problem behavior for the new alternative behavior.

TEACHING THE ALTERNATIVE BEHAVIOR, DESIRED BEHAVIOR, AND APPROXIMATIONS

Teaching is a critical component of all function-based interventions. Explicit instruction is encouraged to promote fluency and use of the alternative behavior and the desired behavior. Explicit instruction increases the likelihood that the individual understands when, how, and where to use the alternative behavior, as well as the pay-off for using the alternative behavior (i.e., the same functional outcome as the problem behavior). Ideally, instruction occurs with the person(s) and in the setting in which use of the alternative behavior will occur. While the alternative behavior is a nice starting point, it is a short-term solution, and over time the focus should shift toward increasing use of the desired behavior.

When teaching to promote use of the desired behavior(s), it is important to understand the extent of the discrepancy between a student's current skills and the desired behaviors. If there is a large discrepancy, it may be necessary to identify a progressive instructional plan including instruction of necessary prerequisite skills and a progression of approximations toward the desired behavior. The progression of approximations toward the desired behavior would increasingly challenge the student to take greater responsibility (increasing independence and self-management) to access the reinforcers. Over time, instruction in the skills promoting use of the desired behaviors would provide increasing access and exposure to natural reinforcement for engaging in the desired behavior.

For example, in Jackson's case, we could conduct an assessment to identify Jackson's specific skill deficits and instructional needs in math. Then the behavior specialist would teach Jackson to use a picture card to request to "take a break" appropriately instead of using foul language and slamming books to avoid work. While Jackson begins to break the habit of using the problem behavior, we will provide instruction in multiplication and the prerequisite skills necessary for Jackson to be able to perform the math worksheets independently (desired behavior). As Jackson builds mastery in the necessary math and multiplication skills, the need to rely on the alternative behavior to avoid tasks should decrease. Instruction to address the underlying math deficits should ultimately eliminate the need for student problem behavior.

As Jackson demonstrates fluency with requesting breaks appropriately and refraining from slamming his hand on the desk and tearing papers, we would increase the expectation for requesting breaks. Instead of giving breaks freely, we might limit Jackson to three break tickets during math, and if he has any leftover tickets he can cross off two problems from his worksheet. As Jackson's math skills increase, the expectation may be that he finishes at least five problems before he can request a break. When first increasing expectations and student responsibility, it is often necessary to increase reinforcement for engaging in the desired behavior to motivate the student to take the next step. As Jackson's math skills increase and he can complete more problems, he is also accessing the natural reinforcement of pride in work completion. At first it is important to make this explicit by praising student progress, effort, and work completion by saying such things as, "You should be really proud of how many problems you completed today."

In Sophia's case, she would need explicit instruction and practice in raising her hand and requesting attention. Requesting attention appropriately and reducing disruption are important, but over time it will be important to increase time between requests for attention to a schedule that is reasonable for the teacher. The next approximation may be to systematically reduce the number of requests for attention (three per carpet time to two, etc.). Additional social skills instruction on appropriate ways (e.g. conversation starters, eye contact, smiling) and times to obtain adult attention should increase Sophia's access to positive social attention during non-instructional times. I ncreasing specific social skills paired with incentives (e.g., earning a game with an adult) for fewer requests for attention during instructional times will help Sophia increase her endurance during instructional times and reduce her need to solicit attention so frequently. Increased positive interactions and relationships with adults (the natural reinforcers) should increase and maintain social skill use.

CRITICAL FEATURES OF FUNCTION-BASED PREVENTION STRATEGIES

The next step in developing a function-based support plan is to determine strategies to prevent the problem behavior. These include antecedent strategies that alter the triggers to problem behavior. The literature suggests critical features for prevention strategies that: (a) ***directly address the features of the antecedent (e.g., task, people, environmental conditions) that trigger the problem behavior*** (Kern, Choutka, & Sokol, 2002) and (b) ***directly***

address the hypothesized function of the problem behavior (Kern, Gallagher, Starosta, Hickman, & George, 2006).

Jackson (Figure 2, column A) is engaging in problem behavior when presented with math worksheets (antecedent) to avoid difficult math tasks (function). Prevention strategies could include reducing the difficulty of his assignment by interspersing easier problems with addition and subtraction problems with which he can be more successful. When this is done, his need to engage in problem behavior to escape the task is prevented or reduced. **A number of other prevention strategies have been shown to address escape-motivated behaviors such as:** (a) **to pre-correct desired behavior** (Wilde, Koegel, & Koegel, 1992); (b) **clarify or simplify instructions to a task or activity** (Munk & Repp, 1994); (c) **provide student choices in the activity** (Kern & Dunlap, 1998); (d) **build in frequent breaks from aversive tasks** (Carr et al., 2000); (e) **shorten tasks** (Kern & Dunlap, 1998); (f) **intersperse easy tasks with difficult tasks** (Horner & Day, 1991); and (g) **embed aversive tasks within reinforcing activities** (Carr et al., 1994). Choosing the most appropriate intervention will depend on the specific antecedent and function of behavior identified in the FBA summary (other possible strategies based on the function of student behavior are presented in Tables 1 and 2).

Sophia (Figure 3, column A) engages in disruptive behavior when asked to sit quietly and listen with limited adult attention for five or more minutes at a time (antecedent) to obtain teacher attention (function). Prevention strategies directly linked to this function would provide Sophia with frequent teacher attention prior to problem behavior, such as a check-in during transition to carpet time, giving Sophia jobs as teacher helper, and seating her near the teacher so it is easier to periodically (every three to four minutes) provide her with attention. These strategies directly address the antecedent by reducing longer spans of time in which Sophia is not receiving adult attention. Prevention strategies that have been effective at addressing attention-maintained behaviors include: (a) use of peer-mediated instruction (Carter, Cushing, Clark, & Kennedy, 2005); (b) self-management strategies where student monitors their behavior to recruit feedback from the teacher (Koegel & Koegel, 1990); (c) provide assistance with tasks (Ebanks & Fisher, 2003); and (d) provide the student with the choice of working with a peer or teacher (Morrison & Rosales-Ruiz, 1997). Once again, choosing the most appropriate prevention strategies will require a match to the specific antecedent and function of behavior identified in the FBA summary statement.

CRITICAL FEATURES OF FUNCTION-BASED CONSEQUENCE STRATEGIES

Once teaching and prevention strategies have been selected, the next critical step is to determine strategies to reinforce appropriate behavior and minimize or eliminate payoff for problem behavior. Although many people associate the word "consequence" with a punitive response, in behavioral terms consequences can be punitive or pleasant. Within a Positive Behavior Support (PBS; Carr et al., 2002) framework, the goal is to minimize the use of aversive consequences. The function (or purpose) of the student's behavior should guide the selection of strategies to reinforce appropriate behaviors and minimize payoff for problem behaviors.

Reinforcing Appropriate Behavior

There are four critical features for identifying effective reinforcers. The first two are broad strategies to ***reinforce the alternative behavior*** (Petscher, Rey, & Bailey, 2009) and to ***reinforce desired behavior or approximations toward the desired behavior*** (Wilder, Harris, Reagan, & Rasey, 2007). More specific considerations when setting up effective interventions to encourage behavior are to ***identify reinforcers valued by the student*** (Horner & Day, 1991) and to set ***reasonable timeframes and expectations for the student to encourage behavior*** (Cooper, Heron, & Heward, 2007). In our experience ***there are two common mistakes in using reinforcement. The first mistake is selecting incentives that are not valued by the student. The second common mistake is setting goals, expectations, and time frames that are not reasonable for the student to achieve.*** If we identify a desired reward but only offer it to the student for engaging in perfect behavior, we are oftentimes setting the student up for failure rather than motivating success. What is reasonable for a student depends on the student's current performance as well as the discrepancy between this skill and the desired behavior. Often, we must begin by reinforcing approximations of the desired behavior in smaller intervals of time before increasing to closer approximations of the desired behavior over longer spans of time.

For Jackson, when he asks for a break (alternative behavior), it is important to reinforce this behavior by providing a break quickly. If Jackson does not learn that asking for a break is a more effective and efficient way to get his needs met than the fidgeting, slamming his hand on the desk, and tearing his papers, he will quickly resort back to the problem behaviors that have worked so effectively in the past. Additionally, he may earn a "free choice pass" if he completes a reasonable, specified number of problems (desired behavior). If Jackson previously has only started one or two problems on a worksheet, it is probably not a reasonable expectation that tomorrow he will earn a reward for completing the entire worksheet. A more reasonable goal might be that he attempts five problems tomorrow to earn the incentive, a more attainable approximation of the desired behavior. By combining the option for Jackson to take a break (alternative behavior), modifying the task to make it easier (antecedent), and adding the incentive of the homework pass (reinforcement), Jackson's team creates integrated supports that set him up to be successful. The supports incentivize the desired behaviors and reduce Jackson's need to avoid difficult tasks through inappropriate behaviors.

For Sophia, when she raises her hand to request teacher attention (alternative behavior), it is important to provide teacher attention (reinforcement) immediately. Additionally, Sophia should receive more frequent attention for engaging in appropriate, on-task behavior. She can also earn special time with the teacher if she participates appropriately for the duration of carpet time and is appropriate even when not called on every time she raises her hand (desired behavior). Encouraging Sophia with a highly valued reinforcer like "special teacher time" can be an effective motivator to challenge her to progress through increasing approximations of the desired behavior, as long as the expectations in this progression remain reasonable for Sophia.

Responding to Problem Behavior

Despite our best efforts to set up students and encourage them to engage in appropriate behavior, it is likely the student will revert to problem behavior from time to time. Therefore, a function-based intervention should include specific strategies for responding to problem behavior. These strategies are ***redirecting to the alternative behavior at the earliest signs of problem behavior*** (Kern & Clarke, 2005) and ***actively limiting or eliminating the pay-off for problem behavior*** (extinction; Mace et al., 1988). At the earliest signs that the student is engaging in or is likely to engage in the problem behavior, the first and best option is to briefly remind the student to engage in the alternative behavior and then reinforce the alternative behavior according to the plan. Additionally, it is critical if the student does not respond to the prompt, the team has identified *a response to the problem behavior that does not inadvertently reinforce it*.

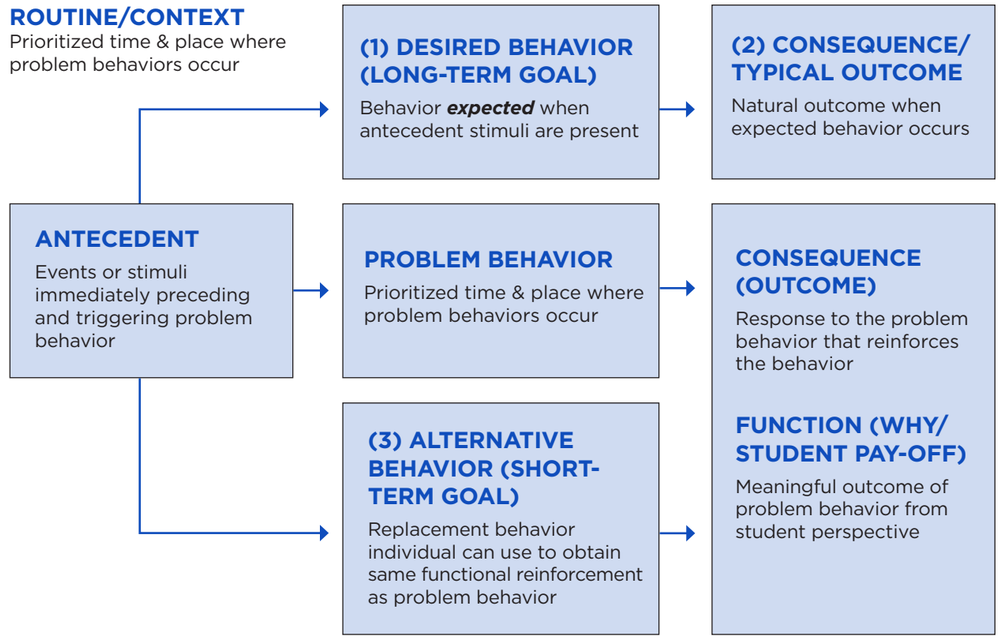
In Jackson's case, at the earliest sign of problem behavior (e.g. off-task behaviors, fidgeting), his teacher should remind him he could request a break (redirection). When Jackson asks for a break appropriately, the teacher should quickly provide a break and acknowledge him for making a good choice to request a break appropriately. If Jackson does engage

in severe problem behaviors to escape the task, he may temporarily be able to avoid the task to maintain safety and order in the classroom. However, responses to remove him from the room should be minimized, and if he must be removed, the work should be sent with him with the expectation that he completes the work when he calms down. Additionally, Jackson could also be required to come in during recess or after school to complete those tasks to minimize or eliminate his long-term opportunities to escape the task.

In Sophia's case at the earliest signs of off-task behavior (fidgeting, looking around the room), quickly use the visual prompt (limiting the richness of individual verbal attention) to redirect her to quietly raise her hand to request attention. If she does so appropriately, quickly provide teacher attention. If Sophia does not respond, it is important that teacher attention is minimized or eliminated for problem behavior. Instead of chasing Sophia around the room and having a "talk" with her about right and wrong, attention to misbehavior should be limited. In many cases it is not safe for a student to be running around the room, but it is possible to redirect a student in a more impersonal way (no conversation, brief directions, limited eye contact, etc.) that limits attention for problem behavior. In contrast, it is essential that when Sophia is engaging in appropriate behavior she experience rich, high-quality attention so that she clearly learns the difference between the outcomes for desired versus non-desired behavior.

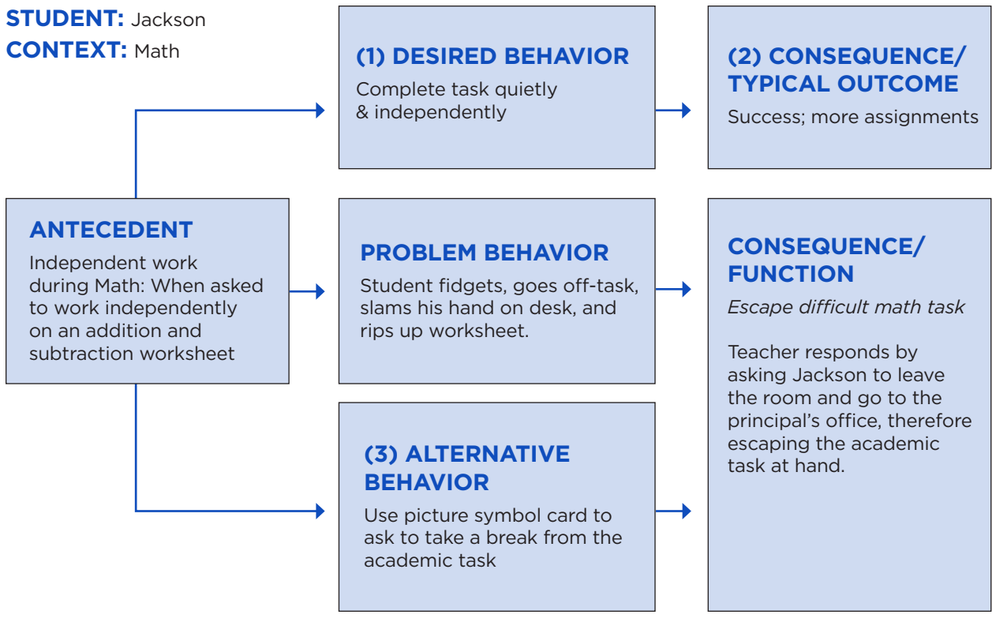
SUMMARY

As educators increasingly encounter students with complex academic, social, and emotional needs, it is imperative they have research-based tools that can be appropriately and effectively utilized in unique contexts. The research on the effectiveness of function-based supports is vast, but educators are often missing the "how to" or "practical" strategies drawn from research. This section highlights "scaled-down" research-based critical features to consider when developing a function-based behavior support plan. It illustrates the importance of utilizing the function of a student's behavior to outline prevention, teaching, and consequence strategies synergistically to positively impact student outcomes. As a reference, a list of essential components of behavior interventions presented in the section is provided in Figures 1 and 4. Finally, possible antecedent, behavioral teaching, and consequence strategies are presented for the functions of obtaining attention (Table 1) and escaping tasks or stimuli (Table 2).



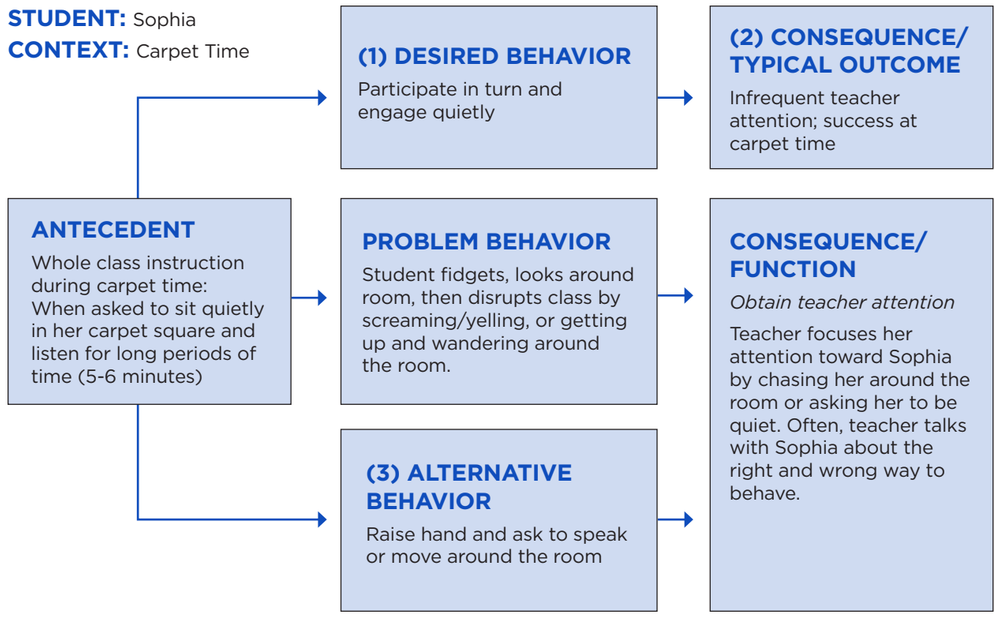
(A) MANIPULATE ANTECEDENT to prevent problem & prompt alternate/ desired behavior	(B)TEACH BEHAVIOR Explicitly teach alternate & desired behaviors	ALTER CONSEQUENCES to reinforce alternate & desired behavior & extinguish negative behavior	
		(C) ALT./EXPECTED BEHAVIOR	(D) PROBLEM BEHAVIOR
Intervention should: • Directly address the identified antecedent • Directly address the function of problem behavior	Provide explicit instruction of the alternate behavior(s) that: • Serves the same function as problem behavior • Is as easy or easier to do than problem behavior • Is socially acceptable Explicitly teach skills necessary to engage in desired behaviors or approximations thereof	Include an intervention to reinforce the: • Alternative behavior • Desired behavior or approximations toward the desired behavior Ensure that reinforcers are valued (use function to guide selection of reinforcers as appropriate) Set up Reinforcement Schedules based on reasonable expectations and timeframes	Prompt the alternative behavior at the earliest sign of problem behavior Eliminate or limit access to reinforcement for engaging in problem behavior

Figure 1. Competing Behavior Pathway with Definitions of Critical Features



(A) MANIPULATE ANTECEDENT to prevent problem & prompt alternate/ desired behavior	(B)TEACH BEHAVIOR Explicitly teach alternate & desired behaviors	ALTER CONSEQUENCES to reinforce alternate & desired behavior & extinguish negative behavior	
		(C) ALT./EXPECTED BEHAVIOR	(C) ALT./ EXPECTED BEHAVIOR
Decrease the difficulty of the math worksheet, intersperse easier addition and subtraction problems with more difficult problems Provide manipulatives and/or stimulus prompts on the numbers as counters (e.g., touchmath) Help Jackson get started with first math problem	Teach student to use picture card or to turn paper over to signal he will take a break from the academic task Teach student to ask for help (using a picture card) on problems he does not understand Teach student to cross out difficult problems he does not want to do and go on to next problem	Student can earn choice time passes after completing so many academic tasks (i.e. 4 completed tasks = 1 choice pass) Reinforce student for asking to take a break with a short 2-minute break from the task	Prompt student to ask to take a break when he begins to display problem behavior Have student spend after-school time on task if he displays problem behavior during class (use visual time timer to show how much time he will owe)

Figure 2. Example of Jackson's Function-Based Support Plan



(A) MANIPULATE ANTECEDENT to prevent problem & prompt alternate/ desired behavior	(B)TEACH BEHAVIOR Explicitly teach alternate & desired behaviors	ALTER CONSEQUENCES to reinforce alternate & desired behavior & extinguish negative behavior	
		(C) ALT./EXPECTED BEHAVIOR	(C) ALT./ EXPECTED BEHAVIOR
Check-in with Sophia during transition to carpet time to provide brief 1:1 attention Make Sophia "teacher's helper" and give her jobs providing teacher interaction Move student's carpet square closer to the teacher so it is easier for the teacher to notice and provide attention for on-task behavior (see Reinforcement strategy)	Teach student to raise her hand and ask to speak with the teacher Provide social skills instruction focused on appropriate adult interactions (e.g. c onversation started, eye contact, smiling) and increasing endurance for spans of time with limited attention.	Provide regular frequent attention for on-task behavior Student gets "special teacher time" if she displays appropriate behaviors in class Student gets to talk to teacher when asking appropriately	Prompt student to ask to speak to teacher at earliest signs of disruptive behavior (fidgeting) Have student spend time in the designated "time-out" zone if problem behaviors continue.

Figure 3. Example of Sophia's Function-Based Support Plan

Replace problem behavior* by teaching a *socially acceptable, efficient behavior that allows student to obtain the pay-off/function

- An appropriate Replacement Behavior:
  - » Serves the same function as the problem behavior
  - » Is easier to do & more efficient than the problem behavior
  - » Is socially acceptable

***Prevent problem behaviors* by *directly addressing triggers* & *prompting replacement behaviors* based on the function of behavior**

- Prevention Interventions should:
  - » Directly address the identified antecedent/trigger
  - » Directly address the function of the problem behavior
  - » Remind the student to use the replacement behavior

***Reinforce replacement & desired behaviors* based on function/pay off for the student**

- Immediately reinforce the use of replacement behaviors
- Reinforce desired behaviors by:
  - » Using reasonable goals & expectations
  - » Using a reasonable time frame for achieving goals
  - » Ensure that the reinforce is valued (matches function)

Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior

- At the earliest sign of problem behavior:
  - » Redirect or prompt student to the replacement behavior

Minimize Reinforcement by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior)

- » When problem behaviors occur, identify a response that does not result in the desired pay-off for the student.

Figure 4. Essential Components for a Behavior Intervention Plan (from Loman, Strickland-Cohen, & Borgmeier, 2013).

Table 1. Possible ABC Strategies by Behavioral Function: Obtaining Attention

**Strategies should be individualized for each student*

FUNCTION OF BEHAVIOR	ANTECEDENT STRATEGIES Prevent problem behavior & support desired behavior Make problem behaviors irrelevant	BEHAVIOR TEACHING STRATEGIES Teach replacement & desired behavior that gets results more quickly or easily to make the problem behavior inefficient.	CONSEQUENCE STRATEGIES Change consequences that have supported rather than eliminated the problem behavior. Do NOT allow the negative behavior to pay off for the student, put the negative behavior on extinction Reward appropriate behavior to make the problem behavior ineffective.
ATTENTION SEEKING	Prevention (give attention early for positive behaviors) Check-in–provide adult attention immediately upon student arrival Give student leadership responsibility or a class "job" that requires the student to interact w/ staff Place student in desk where they are easily accessible for frequent staff attention Give student frequent intermittent attention for positive or neutral behavior Pre-correct-Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention	Teach student more appropriate ways to ask for adult attention Identify and teach specific examples of ways to ask for attention • Raise hand and wait patiently for teacher to call on you •Likely need to differentiate (large group, small group, work time, etc.)	Respond quickly if student asks appropriately for adult attention Give the student frequent adult attention for positive behavior Student earns 'lunch w/ teacher' when student earns points for paying attention in class & asking appropriately for attention Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior • Limit verbal interaction-create a signal to prompt the student to stop the problem behavior • Avoid power struggles

Table 2. Possible ABC Strategies by Behavioral Function: Avoiding or Escaping Tasks/Stimuli

**Strategies should be individualized for each student*

FUNCTION OF BEHAVIOR	ANTECEDENT STRATEGIES	BEHAVIOR TEACHING STRATEGIES	CONSEQUENCE STRATEGIES
AVOID TASK	Prevention (modify task or provide support) Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.) Assign student to work with a peer Provide additional instruction/support Provide visual prompt to cue steps for completing tasks student struggles with Provide additional support focused on instructional skills (Homework Club, Study Hall, etc.) Pre-Teaching content Pre-Correct - Frequently & deliberately remind student to ask for help	Teach student more appropriate ways to ask for help from teacher or peers Provide additional instruction on skill deficits Identify and teach specific examples of ways to ask for help Raise hand and wait patiently for teacher to call on you Teach student to use a break card • Likely need to differentiate (large group, small group, work time, etc.) Provide academic instruction/support to address student skill deficits • More focused instruction in class • Additional instructional group • Special Education support for academic deficit • Additional support and practice at home • Additional assessment to identify specific skill deficits	Respond quickly if student asks for help or for a break Reward students for on task, trying hard, work completion & for asking for a break or help appropriately Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior *However*, need to make sure student is capable of doing work… or provide support/instruction so student can complete the work

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Part 4: **Integrated Framework for instructional Practices Supporting Students in inclusive Settings**

(adapted from Loman, 2015: Guiding Principles for Developing Comprehensive and Meaningful Instruction for Individuals with Complex Needs)

Individuals with complex needs require supports from multiple providers across multiple instructional domains. ***Designing and implementing effective supports for individuals with complex needs requires intentional committed collaboration from all stakeholders.*** This section introduces guiding principles for designing comprehensive instructional supports for individuals with complex needs that should create a conceptual and practical frame for use within schools. Therefore, within this section, practical resources are provided to help readers develop their repertoire of tools for designing effective and meaningful supports for individuals with complex needs.

SIX GUIDING PRINCIPLES FOR DEVELOPING COMPREHENSIVE SUPPORTS

- **Plan with the individual and family**
- **Promote self-determination throughout the assessment, intervention, and monitoring process**
- **Examine the current and future inclusive environments**
- **Utilize Universal Design for Learning (UDL) principles in developing modifications and supports within inclusive environments**
- **Implement evidence-based practices to individualize instruction**
- **Use data to make decisions to improve instruction**

Guiding Principle 1: Plan with the Individual and Family

An essential first step to designing and implementing instruction for individuals with disabilities (IWD) is to plan with the individual and their family. Person-centered planning is a process used with IWD and others that is key to implementing supports for the individual (e.g., social workers, speech and language therapists, special educators). The purpose of person-centered planning is to establish positive, collaborative, meaningful, and individualized programs for IWD (Claes, Van Hove, Vandevelvelde, Loon, & Schalock, 2010). There are several person-centered planning models such as Planning Alternative Tomorrows with Hope (PATH; Pearpoint, O'Brien, & Forest, 1993), Personal Futures Planning (O'Brien & Lovett, 1992), McGill Action Planning (Vandercook, York, & Forest, 1989), and the Picture Method (Holburn, Gordon, & Vietze, 2007). All of these models are designed to center the supports and services for IWD with the individual and their families.

Choosing Outcomes and Accommodations for Children (COACH, Giangreco et al., 2011) is a comprehensive, yet practical approach to collaborative instructional planning for IWD who require intensive supports. The COACH process is designed to focus on promoting achievement for IWD within inclusive settings. There are two parts of COACH: Part A guides families and educators to determine a student's educational program; and Part B guides the team to translate the family-identified priorities into goals and objectives. Part A involves a family interview that helps IWD and their families identify valued life outcomes and prioritize learning outcomes within selected curriculum areas. Part A concludes with the student team identifying general supports that will improve access and participation in the student's educational program. These general supports outline accommodations, modifications, and individuals essential to implementing a successful inclusive

program for a student. Part B of COACH then guides the team to translate these supports into measurable annual goals and short-term objectives. Finally, the team delineates a "Program-at-a-glance" that is shared with everyone who supports the student.

A resource for assisting IWD plan their supports and services is the website www.imdetermined.org. The "One-Pager" from this resource is a practical tool that can be used by students and their teams to share strengths, preferences, interests, and needs with new teachers, employers, case managers, and other people who may support the students. A template is provided that allows students to type or handwrite and embed pictures within this one-page document. Examples are provided on this website for how this tool can be used. Overall, the "One-Pager" is a tool that can be used with students to ensure that they are the center of their instructional programming.

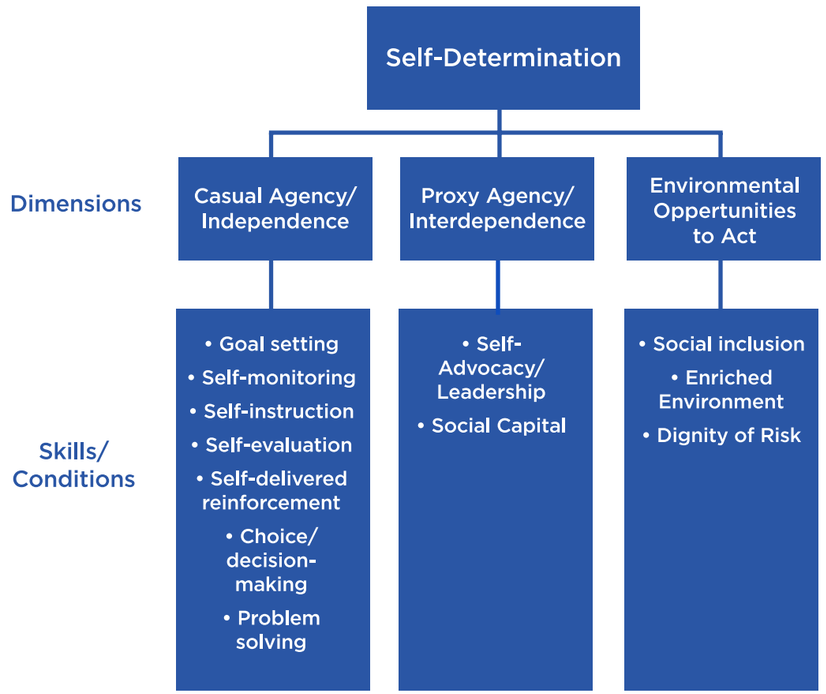
Person-centered planning outlines life-long dreams for the individual and plans to help them achieve them. The process brings together the individual, their family, and support-service providers (e.g., special and general educators, social workers, community support providers) to collaborate in designing a cohesive instructional program that addresses the individuals' values. This person-centered team (sometimes called an instructional team) will follow a student along in their program, its members consistently updating one another to improve the outcomes for the individual and their family.

Guiding Principle 2: Promote Self-Determination throughout the Assessment, Intervention, and Monitoring Process

When implementing programs for IWD it is important to seek their perspective on the types and levels of supports they need. However, often times IWD struggle to express their preferences and are not provided with opportunities to engage in activities to promote their self-determination. For educators of IWD, promotion of self-determination is foundational throughout the assessment, intervention, and monitoring process.

Promoting self-determination has become best practice in the education of IWD. Self-determination is a broad construct in which no single practice or package of practices applies. Based on work from Wehmeyer et al. (2011) and Walker et al. (2011), self-determination comprises three dimensions in which an individual needs to develop: (a) causal agency (an individual's control of events), (b) proxy agency (provision of supports and assistance allowing the individual to control events), and (c) opportunities to act upon the environment. These dimensions and specific skills are displayed in Figure 1 on the following page.

Figure 1. Framework of Self-determination Dimensions and Skills/Conditions (from Loman et al., 2010)



Preference Assessments

During the assessment process, self-determination can be promoted through the use of preference assessments. Preference assessments include the student in identifying reinforcers as well as identifying meaningful activities and materials. Interviews of significant others regarding a student's preferences are a good starting point. However, it is important to include the individual student in his or her own preference assessment. The use of direct observations of students interacting with different activities and materials is the most reliable way to obtain this information.

Several helpful resources for promoting self-determination are available through the Zarrow Center for Learning Enrichment at the University of Oklahoma (http://www.ou.edu/education/centers-and-partnerships/zarrow.html). The center provides preference-indicator tools for individuals of all ages:

- Child Preference indicators (http://www.ouhsc.edu/thecenter/products/documents/ChildPreferenceIndicators_rev1107.pdf),
- Personal Preference indicators (http://www.ouhsc.edu/thecenter/products/documents/CLL-UCEDD_Personal_Preference_Indicators_June%202006.pdf), and
- Employment Support indicators (http://www.ouhsc.edu/thecenter/products/documents/EmploymentSupportIndicators.pdf).

These tools can assist IWD in identifying preferences and promoting their self-determination.

A systematic preference assessment involves the direct observation of an individual with different stimuli and observing their interactions with the materials or activities. Common methods for this are free-access preference assessments and forced-choice preference assessments. In a free-access preference assessment (shown below in Figure 2), the assessor makes multiple materials or activities that may be preferred by the student readily available. The student's interactions with the materials or activities are recorded to identify the most preferred items. See a sample template below:

Student:	**Date Range of Sessions:**					
Complete the table below noting how long the student engages with the materials/activities during the session.						
Date:	**Item 1:**	**Item 2:**	**Item 3:**	**Item 4:**	**Item 5:**	**Item 6:**
Total Time Engaged:						

Figure 2. Free-Access Preference Assessment Template

A forced-choice preference assessment involves selecting a specific number of materials or activities and presenting them in pairs in a random fashion. At the conclusion of a forced-choice preference assessment, a hierarchy of preferred materials or activities is determined. An example of a forced-choice template is available at: http://r4strategiesasd.wikispaces.com/file/view/Forced+Choice+Reinf+Assessment.pdf

Self-determination practices

Five practices identified as having evidence for promoting self-determination for IWD (Loman, Vatland, Strickland-Cohen, Horner, & Walker, 2010; Vatland et al., 2011) were: (a) use person-centered planning methods; (b) use teacher-directed instructional strategies; (c) teach students skills needed to self-direct learning; (d) create and maintain a system that involves family supports and family involvement; and (e) organize environments to provide enriched opportunities, supports, models, and resources. In their practice guide, Loman et al. (2010) provide a definition of the practice, level of evidence and social validity, a brief summary of support for the practice, instructions for how to implement the practice, and identified barriers or limitations of the practice.

The promotion of self-determination is critical to the development of an effective and meaningful program for IWD. The practices and procedures presented within this section should be framed with promoting self-determination in mind.

Guiding Principle 3: Examine the Current and Future Inclusive Environments

Mapping Objectives to Activities in Inclusive Environments

After planning with the individual and understanding their preferences, the next step to designing an effective inclusive instructional program is to examine the instructional environments. When examining the current and future environments, identify their current goals and objectives within the context of an age-appropriate inclusive instructional setting. A common tool used for this is the Infused Skills Grid (Peak Center Inc., 1999; http://www.cde.state.co.us/cdesped/accommodationsmanual_infusedskillsgrid). The Infused Skills Grid should be completed by inserting the student's current objectives in the horizontal rows. Then, complete the schedule of a typical student's day (it is important that this schedule be based on a same-age peer without a disability). Using the tool, the student's instructional team will identify when the objectives can be met within the typical instructional settings. Usually all objectives can be addressed within at least 90% of the typical schedule. A facilitator of this process, usually a special educator, can help the team think of ways the objectives can be met within inclusive environments. If an objective cannot be met within the inclusive environments, the facilitator should ask the team if the objectives should be revised to be more appropriate for a student within this setting.

Identifying Strengths and Barriers within Inclusive Settings

A daily schedule analysis (sometimes referred to as an ecological inventory; Figure 3) is used to analyze the schedule and instructional environments within typical settings. Similar to the Infused Skills Grid, the first step in completing this tool is to outline the classes and environments the student would attend if he or she did not have a disability. Following the columns in the daily schedule analysis tool, specify for this class/environment: (a) the activities that all students engage in; (b) natural supports that already exist for all students; (c) target skills that the focus student needs to develop in order to participate in these activities; and (d) recommended accommodations and modifications to promote participation for the focus student. A video example of a completed daily schedule analysis with an explanation is provided in the following link: http://my.brainshark.com/Daily-Schedule-Analysis-Simulation-1-39562592

Breaking Down Tasks within Inclusive Environments

The daily schedule analysis provides a broad picture of instructional targets and modifications needed for an individual student. To break down specific target skills needed to be successful in inclusive environments, a task analysis should be conducted. A task analysis involves breaking down the steps of a routine or task. These individual steps are then analyzed for variations in cues and prompts to determine how to provide instruction that promotes generalization of the skills.

An example of a completed task-analysis form is provided below (Figure 4). Using this task-analysis form, identify a logical step sequence for completing the routine. Make sure to provide brief, but specific information in the step to prompt the learner. For example, instead of "student will turn the door knob to the right" state "turn the door knob." Using this consistent language will help those implementing the plan identify verbal prompts to use with a student and help the student identify the relevant features to cue their behavior. Next, identification of stimuli that could be varied for each step should be notated in the adjacent column. Finally, data codes from 0 (no opportunity) to 1 (most intrusive level of prompting; e.g., physical prompting) to 2 (less-intrusive level of prompting; e.g., gestural prompting) to 3 (least intrusive level of prompting; e.g., verbal prompting) to 4 (inde-

pendent) are used to empirically document student progress. A second sheet (Figure 5) is provided to allow for anecdotal and qualitative data collection of student and teacher performance within the task. For more information and examples of task analyses, go to the National Professional Development Center on Autism Spectrum Disorders: http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/TaskAnalyis_Steps_0.pdf.

DOMAIN **ENVIRONMENTS**	**SCHOOL** **GRADE LEVEL:**	**ACTIVITIES** (All students experience)	**NATURAL SUPPORTS** (Supports available for all students)	**TARGET SKILLS** (For target student during this subject; highlight priority skills)	**POSSIBLE ADAPTATIONS/ MODIFICATIONS** (Consider Assistive Technology, Augmentative Communication)
SUB-ENVIRONMENTS	Subject 1 (e.g., homeroom, language arts)				
	Subject 2				
	Subject 3				
	Hallway				
	Bathroom				
	Cafeteria				
	Other				

Figure 3. Daily Schedule Analysis Template

Task Analysis Tracking System for a Functional Routine

Student _____ Routine _____ Setting(s) _____
Days of Week/Time of Day _____ Data Collection Date Range _____ to _____

Baseline	Intervention

Step	Features to vary (to promote generalization) Note features included for each steop												% Indep endent
12. Final Step													
11.													
10.													
9.													
8.													
7.													
6.													
5.													
4.													
3.													
2.													
1. Initial Step													

Staff/Observer Initials											
Total Completion Time (in Minutes):											
Total Steps Independent— Data Code: 4 (Circle & graph)											
Total Steps— Verbal & Gesture Data Code: 3											
Total Steps— Partial Physical Data Code: 2											
Total Steps Fully Physical— Data Code: 1											
Total Steps w/ No opportunity— Data Code: 0											

Qualitative Data Collection (On Back)

Figure 4. Task Analysis Tracking Form.

QUALITATIVE DATA COLLECTION

	Focus Student Performance	**Variables** (Planned or unplanned) influencing student performance	**Considerations for prompting, supports or adjustments**	**Instructor practices**
Date: Baseline #1				
Date: Baseline #2				
Date: Baseline #3				
Date: Intervention				
Date: Intervention				
Date: Intervention				
Date: Intervention				
Date: Intervention				

Figure 5. Qualitative Data Collection Form to Accompany the Task Analysis Form

Guiding Principle 4: Utilize Universal Design for Learning Principles in Developing Modifications and Supports

Planning instruction for IWD requires collaboration between general and special educators (e.g., special education, speech and language therapist, occupational therapist). This team of educators should be guided by the information compiled from the person-centered planning process, student preference assessments, and assessment of the instructional environments. All of this information will be utilized to embed a student's individualized instruction within the instruction of the Common Core State Standards and College Career Readiness Standards within the general education settings.

The principles of Universal Design for Learning (UDL; CAST, 2011) create a framework for collaborative creation of curricula that involves both general and special educators. A short You-Tube video presenting UDL from the Center for Applied Special Technology demonstrates this framework (CAST; https://www.youtube.com/watch?v=bDvKnY0g6e4). The primary UDL principles for providing individuals with multiple means of representation, expression, and engagement lay a foundation for designing Common Core units and lessons that promote the participation of all learners.

Developing a unit plan for Common Core content areas that address IWD in general-education classrooms takes a coordinated effort from the instructional team. Falco (2014; modified from Tamarkin, n.d.) created a unit/lesson redesign worksheet (Figure 6) that can be used by instructional teams to ensure they are incorporating UDL into their lessons. Within this worksheet, the team outlines the Common Core state standards and lesson objectives that are being addressed. Then, the team outlines how students will demonstrate their learning and what they currently do to teach these skills. In the adjacent columns of the worksheet, instructional teams can then identify ways they may augment their instruction to ensure that the principles of UDL are incorporated in their lessons. View this video clip to see how a biology teacher has utilized UDL within their instruction: https://www.youtube.com/watch?v=G18AzLXhEdA&feature=relmfu

Unit/Lesson Re-Design Worksheet (Example)

Course/Lesson: Biology 1
Instructor/s: Dawn
Date: Nov. 6, 2014

Key Goals/ Outcomes (Usually tied to CCSS)	What I Want Students to Do to Demonstrate Learning	What I Do Now	Applying UDL: Represen-tation of Content	Applying UDL: Student Actions/ Expression	Applying UDL: Student Engagement /Motivation
Recognize the components of a cell	Show the components of a cell	Give students opportunities to look at cells through a microscope and draw cell and its parts	Provide manipulatives to represent cell parts	Students use manipulatives to show cell parts and use table-top models to assist in drawing	Students enjoy manipulating the models; More success in drawing
Study content following class Use lab equipment accurately & safely	Take notes & review notes to learn parts of cell & their functions Use the microscope	Lecture & draw cell models; Expect students to review their own notes Expect students to use microscope alone or with one partner and to help their partners; spend more time with students with special needs	Use interactive white board to demonstrate drawing & provide good notes	Use teacher's notes from interactive white board & review own & other students' notes posted online All students in groups of three and all students help their partners	Students have accurate notes and drawings to review Students share responsibility for helping partners

Figure 6. Unit/Lesson Re-Design Worksheet. Falco, 2014 (Adapted from Tamarkin, D. (n.d.).)

Guiding Principle 5: Implement Evidence-Based Practices to Individualize Instruction

Implementation of effective instructional practices is the critical step that brings all of the guiding principles together. In 2014, the National Professional Development Center on Autism Spectrum Disorders (NPDC) has updated their autism intervention literature review on evidence-based practices for children, youth, and young adults with Autism Spectrum Disorders (ASD). In their review they identified 27 practices that were considered "evidence-based." The document in its entirety is provided here: http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf

The NPDC has also developed evidence-based practice (EBP) briefs for 24 of the identified EBPs available here: http://autismpdc.fpg.unc.edu/evidence-based-practices. These briefs provide a description of each of the practices, the evidence supporting the use of the practices, and step-by-step instructions for implementing those practices. Additionally, the NPDC and the Ohio Center for Autism and Low Incidence (OCALI) have developed online modules for understanding each of these EBPs. Click on the following link and register for a free account to access this resource: http://www.autisminternetmodules.org/

Ensuring that EBPs are embedded in inclusive environments is a challenge for all educators. Scheduling and collaboration with the instructional team using the tools already presented in this section will assist with this process. To further assist in the process, Loman (2014) has framed a number of the EBPs within the UDL framework (Figure 7). This graphic may be helpful for instructional teams to determine how to best support IWD in the Common Core content areas.

REPRESENTATION	EXPRESSION	ENGAGEMENT
Visual Strategies (Picture Symbols/Schedules)	**Augmentative Communication**	**Social Narratives/ Power Cards**
Video Modeling	**Fuctional Communication Training**	**Reinforcement**
Modeling/Prompting	**Time Delay**	**Peer-mediated intervention**
Naturalistic Interventions	**Discrete Trial Training**	**Self-management**
Task-Analysis Chaining	**Pivitol Response Training**	**Naturalistic Interventions**
Structured Work Systems/Activities	**Response Interruption**	

Figure 7. Evidence-based Practices for Individuals with Autism by Universal Design for Learning Principle

Guiding Principle 6: Use Data to Make Decisions to Improve Instruction

Every step of the process in designing and implementing a comprehensive instructional program for IWD relies on the use of data. A number of tools presented throughout this section may be used as sources of data to outline effective supports for IWD. The COACH process (Giangreco, Cloninger, & Iverson, 2011) provides valuable information that brings together information from individuals, their families, and school professionals. These data are used to outline general supports and annual goals and objectives for students. Preference assessments are another good source of data for better understanding the learner and how to engage them throughout the learning process. Additionally, the use of the daily schedule analysis and task analyses are critical to guiding meaningful and effective instruction. Furthermore, data from individualized plans of support such as behavior-support plans or curriculum-based measures within the classroom will provide essential information to monitor the progress of IWD.

CONCLUSION

The six guiding principles presented in this section frame the process of supporting IWD in inclusive settings. Led in partnership with the individual and their family (ideally the student should lead this meeting), instructional teams of individuals with complex support needs should consistently review data at least quarterly to ensure all stakeholders are synergistically heading in a positive direction. Data from Individualized Education Program (IEP) goals should be discussed as well as how the student is engaging in the general-education curriculum. These team meetings should always be guided by an agenda that presents current data and seeks to remove barriers to success for the student. In order for these meetings to be effective, team members should consistently assume the following roles: Recorder (types and distributes meeting minutes), Data Analyst (compiles and presents data of student progress), Time Keeper (ensures topics are addressed in a timely fashion), and Facilitator (keeps the meeting running; ideally the student). An individual student meeting agenda template is provided below (Figure 8).

Individual Student Meeting Agenda Template

Student: _____ Recorder: _____

Data Analyst: _____ Time Keeper: _____

Facilitator (if not the student): _____

Date: _____

Team Members Present: _____

I. Review agenda, determine whether changes are needed (2 minutes)

II. Review task list from previous meeting, document status of tasks (10 minutes)

WHO	WHAT	WHEN	STATUS
			Not In Done Not Started Progress Needed
			Not In Done Not Started Progress Needed
			Not In Done Not Started Progress Needed

III. Progress summary: Presentation of Current Data (15 minutes)

- Goals being met. Celebration!
- Goals not being met or not yet addressed
  - » Determine problem and next steps
    - * Possible problems: fidelity, intervention needs to be modified, additional supports or technology are required
    - * Possible decisions: Meet with teachers, change intervention, acquire technology or supports, conduct assessment

PROBLEM	DECISION	BY WHOM & BY WHEN?

IV. Upcoming Activities/ Changes (15 minutes)

UPCOMING ACTIVITY	CONCERNS	DECISIONS	BY WHOM & WHEN?

Next Meeting Date: _____

Figure 8. Individual Student Meeting Template. Ideally to be led by the student at least quarterly.

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For questions or additional information, please contact the Massachusetts Charter Public School Association at **info@masscharterschools.org.**