Response to Intervention for Behaviour

A PBIS Resource Guide for School-Based Teams

Department of Education and Early Childhood Development

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Acknowledgements

Preamble

What is PBIS?

Positive Behavioural Interventions and Supports (PBIS) is a research-based approach designed to establish the learning environment needed to achieve academic and social success for all students. PBIS originated from the science of applied behaviour analysis. It incorporates the major elements of data-informed behavioural programming applied at the whole school level.

PBIS fosters positive learning environments through the identification of common values and expectations that are important to school personnel and culturally relevant in the school community. These common behavioural expectations are directly and explicitly taught in order to create an atmosphere in which students know what is expected of them. The ongoing collection of behaviour tracking data is a hallmark of PBIS, emphasizing the need to use such information for making decisions about the effectiveness of the school's universal prevention efforts as well as about group and individual student performance.

What is the connection between Response to Intervention (RTI) and PBIS?

The Department of Education and Early Childhood Development promotes Response to Intervention as a model for responding to students' learning, behavioural and social-emotional needs. PBIS is a behavioural framework that falls within the Response to Intervention model. The core principles of RTI/PBIS are:

- creating improved outcomes for all students
- supporting early intervention
- using tiered models of support
- using research-based, scientifically validated interventions
- monitoring student progress to inform instruction and intervention
- using data informed decision making

PBIS applies a three-tiered system of support that is systematically applied to students based on their demonstrated level of need.

Tier 1/Universal focuses on the importance of teaching *school-wide* behavioural expectations and providing positive reinforcement for appropriate behaviour with all students.

Tier 2/Secondary provides *targeted students* with additional support and teaching appropriate to the student's level of need and monitors their progress. Typically, these are specific, research-based interventions such as social skills groups, academic or behavioural supports.   A record of interventions and the accompanying behavioural data is maintained and used to guide decision making.

Tier 3/Tertiary provides intensive support to *individual students* who continue to struggle after receiving Tier 1 and Tier 2 support. A Personalized Learning Plan -Individualized Behaviour Support Plans (PLP-IBSP) is developed at this level when a student demonstrates chronic and significant behavioural challenges that require individualized planning.

The Pyramid of Interventions

Having interventions in place at all three levels reduces the number and frequency of minor behavioural incidents, leaving more resources to be allocated to Tier 2 and 3. In fact, Universal or Tier 1 interventions prevent the onset of problem behaviours in 80-85% of students. Moreover, studies have shown that behavioural improvements as a result of interventions at the top of the pyramid are more profound and sustained over time if universal interventions are firmly established (Nelson, 2009). When all of the components of the PBIS framework are connected and working in unison, the result is improved outcomes for all students.

Essential Features of PBIS

Effective, efficient, and relevant school-wide behaviour planning is based on four key elements:

- Outcomes supporting social competence and academic achievement of *all* students
- Data supporting culturally valid decision-making.
- Practices supporting culturally relevant evidence-based interventions
- Systems supporting staff behaviour for implementation of PBIS
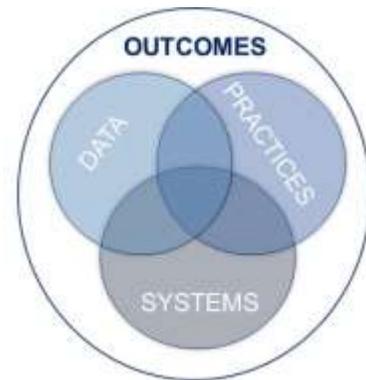
SOURCE: Center on Positive Behavioral Interventions and Supports (www.pbis.org) and NorthEast Positive Behavioral Interventions and Supports (www.nepbis.org)

PBIS emphasizes selection and implementation of the most appropriate, effective, efficient, and relevant practices and interventions that match the needs and resources in the school. These practices and interventions are organized to meet the needs of five target groups:

Target Groups	Practices, processes, and systems for…
School-wide	All students and staff members, across all settings
Classroom	Settings in which delivery of instruction is emphasized
Non-classroom	Settings and contexts in which the emphasis is on supervision and monitoring, not instruction (e.g., sporting events, assemblies, lunchrooms, hallways, buses, field trips, etc.)
Student	Individual students whose behaviours are not responsive to school-wide interventions
Family	Engaging and supporting family participation in the activities and access to resources of the school

SOURCE: Center on Positive Behavioral Interventions and Supports (www.pbis.org) and NorthEast Positive Behavioral Interventions and Supports (www.nepbis.org)

Appendix A: PBIS Behavioural Interventions and Practices for 5 Target Groups

Purpose

While there are many resources that explore the topic of PBIS in greater depth, this document is meant to act:

- as a reference document in the development of the school's Positive Learning Environment Plan (Policy 703)

- as a starting place for schools who have not yet implemented school-wide PBIS

- as a supplemental resource for schools who are already engaged in PBIS initiatives who wish to further their practice in this area

- introduce the Personalized Learning Plan- Individual Behaviour Support Plan (PLP-IBSP) to be used for behaviour planning for students engaging in significantly challenging behaviour (Policy 322)

Setting the Stage for PBIS Implementation

Before planning new PBIS initiatives, school teams need to evaluate current practices and consider data regarding student behaviour. Implementation of PBIS initiatives does not mean starting from a blank slate, but rather building on the strengths that currently exist, as well as planning and implementing initiatives according to a continuum of interventions

Successful implementation will require:

- Team-based implementation

- Clear action plan

- School community engagement

- Professional learning opportunities

- Staff recognition for implementation

The following steps are recommended to facilitate the planning process for PBIS initiatives to engage school personnel and to develop plans that are meaningful and relevant. The outcome will be the development of a continuum of PBIS initiatives from tiers 1 to 3. It is expected that this will be a multi-year process. This continuum will need to be revised as needed based upon progress monitoring data, staff feedback, and lessons learned from implementing PBIS. Tier 1 School-Wide PBIS represents the foundation of the framework, and focus on this tier should be given priority until it is well-established within the school.

Steps in the Development of a Continuum of Positive Behaviour Interventions and Supports

Step 1   Engage staff in reflection and discussion of current practices supporting the school's Positive Learning Environment and review of data to identify strengths and priorities. Data sources may include school review, perception data, office discipline referrals, attendance, suspensions, Power School behaviour tracking, etc.

Appendix B: School Improvement Indicators pertaining to Positive Behavioural Interventions and Supports
Appendix C: PBIS Self-Assessment Survey-SAS
Appendix D: Action Planning for PBIS Initiatives

Step 2   School teams develop 1-3 SMART goals to address the priorities identified. These should be reflected in the school's Positive Learning Environment Plan.

Step 3   Identify the practices (e.g., interventions, programs, strategies) currently offered at each tier that support the school's goals.

Appendix E: Current Practices Evaluation Chart

Step 4   Evaluate each practice against the following evaluation criteria:

- Evidence-based – Does evidence exist to support the selection and use of a practice to achieve the desired outcome?
- Outcome Data – Are relevant data collected to measure effectiveness?
- Non-Responder Decision Rule – How will you know when a student requires a tier 2 or 3 intervention? Are data-based rules available and used to modify intervention for students who do not respond to practice?
- Implementation Fidelity – Are data collected to assess and improve accuracy of practice implementation?
- Effectiveness – Have data demonstrated that practice is effective in achieving desired outcomes?

Step 5   Based on the above results, decide whether to (a) eliminate or discontinue, (b) modify and integrate with other practices, or (c) sustain as is.

Appendix E: Current Practices Evaluation Chart

Step 6   Based on the above results, do new or different practices need to be considered and adopted to complete the continuum?

Step 7   Complete display of continuum of positive behaviour supports and interventions

Appendix F: Continuum of Positive Behaviour Interventions and Supports

Tier 1: School-Wide PBIS

What is School-Wide PBIS?

School-Wide Positive Behavior Intervention & Supports (School-Wide PBIS) provides a framework to promote a positive learning environment in schools as well as enhance the impact of academic instruction on achievement. School personnel collaborate in creating an environment in which students can succeed academically, socially, and behaviourall

Framework for enhancing adoption & implementation of

Continuum of evidence-based **interventions** to achieve

Academically & behaviorally important **outcomes** for

All students
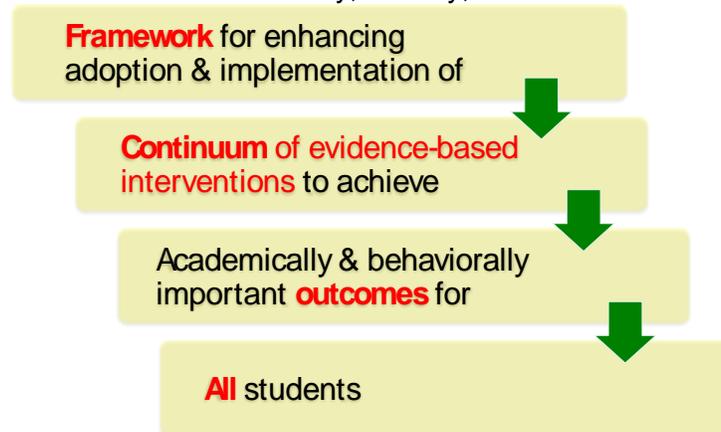
SOURCE: OSEP Center on Positive Behavioral Interventions and Supports (www.pbis.org)

How will School-Wide PBIS enhance the positive learning and working environment in my school?

PBIS is a systems approach that will create a positive school culture that is:

- Predictable – everyone knows the 3-5 behavioural expectations, what they look like in the classroom, hallway, cafeteria, etc., what to expect when behavioural expectations are met and not met

- Positive – fosters adult-student interactions

- Safe – interventions are in place that improve school safety

- Consistent – adults have similar expectations and responses to appropriate and undesired behaviour

- Focused on Outcomes – Increased academic achievement and social competence, school safety and climate; Decreased behaviour disruptions, office referrals and suspensions

Why is it important to teach and reinforce positive social behaviour with all students?

Frequently, the question is asked, "Why do we have to teach students to behave? They should already know what they are supposed to do. Can't we just expect good behaviour?" Research has shown that actively teaching, and reinforcing positive social behaviour produces long term behavioural change without the repercussions often associated with punishment. Teaching behavioural expectations and rewarding students for following them is a much more effective approach than waiting for challenging behaviour to occur before responding. The purpose of school-wide PBIS is for school personnel to collaborate in establishing a climate in which appropriate behaviour is the norm.

How is School-Wide PBIS implemented?

Appendix G: School Wide PBIS Implementation Guide

1. Identify a PBIS Leadership Team

Identify a PBIS leadership team comprised of administrators, teachers, EST-GC, EST-R and various other education support service professionals (i.e. ESS Team, PLWEP team, PBIS team; the name of the team may vary according to district). As the instructional leader, the principal is an essential part of the PBIS leadership team. The PBIS leadership team should engage other member of school personnel in the following steps.

2. Identify Behavioural Expectations

The PBIS leadership team, in collaboration with students, teachers and other members of the school community, will determine 3-5 behavioural expectations that best reflect the values and needs of the school.   These behavioural expectations are positively stated and easy to remember (1-3 words per expectation). Some examples include:

- Be Safe, Be Responsible, Be Respectful
- Respect Yourself, Respect Others, and Respect Property

Indicate the main settings or contexts where these skills are expected (e.g. classroom, hallway, field trips, assemblies, bus, etc.)

Define what the expectations will look like across these settings.

A matrix of what the behavioural expectations look like in all of across school settings should be developed. This matrix will have 1-2 positively stated examples for each expectation in specific contexts. Here are some examples:

School-Wide Expectations – Elementary School Example

	Be Responsible	Be Respectful	Be Safe
Bus	Keep food and drinks in backpack.	Throw unwanted items in a garbage bin.	Keep your hands and feet to yourself.
Cafeteria	Place tray on kitchen window shelf after scraping leftovers into wastebasket.	Wipe table with sponge provided.	Clean food spills off floor.
Washroom	Flush toilet after use.	Use two squirts of soap to wash hands.	Throw paper towels in a garbage bin.

School-Wide Expectations – High School Example

	Respect	Achievement	Honour
Classroom	Be on time Attend regularly Follow class rules	Do your best on all assignments and assessments Take notes Ask questions	Do your own work Tell the truth
Hallway	Keep location neat Use appropriate language Monitor noise level	Keep track of your belongings Monitor time to get to class	Be considerate of personal space
Washroom	Keep area clean Be mindful of others' personal space	Be a good example to others Leave the space better than you found it	Report any graffiti or vandalism

SOURCE: OSEP Center on Positive Behavioral Interventions and Supports (www.pbis.org)
Appendix H: Behavioural Expectations Matrix Template

These behavioural expectations should be publicly posted within the school. Rather than telling students what not to do, the school focuses on the promotion of preferred behaviours. Consistency from class to class and adult to adult is important for successful implementation.

3. Develop Procedures for Teaching School-Wide Behavioural Expectations

PBIS involves teaching behavioural expectations in the same manner as any core curriculum. It is important to determine how the behavioural expectations will be taught in and around the school. Many schools choose to use several days at the beginning of each year and/or semester to teach desired behaviours in specific settings.

The essential components for teaching behavioural expectations are:

- Briefly explaining the skill and the rationale
- Modelling the expected behaviour in each context (provide examples and non-examples)
- Practicing desired behaviour in role-play and, preferably in the natural setting
- Providing specific, positive and corrective feedback (provide greater attention, discussion, comment, etc. for the desired skill rather than errors)
- Monitoring and acknowledging consistently (remind students of the expectation; provide positive feedback when students are engaging in expected behaviour, and correction as needed).

Each of these components is presented sequentially and within a given lesson in which students are actively engaged.

Appendix I: Sample Lesson Plans

Students can also be involved in supporting communication of behavioural expectations (e.g. creation of videos, posters, modeling of expectations for younger students, support from student council in creation of materials).

Teaching should occur as early as possible at the beginning of each school year, and reviewed as necessary.

4. Develop a Continuum of Procedures to Reinforce Behavioural Expectations

Once students have been taught the behavioural expectations, they will need to be acknowledged for demonstrating the desired behaviours.   A positive reinforcement schedule or acknowledgment matrix will be developed. Within this framework, the type and frequency of rewards that will be provided to students will be determined. It is beneficial to include students in the process of determining the rewards available. The reinforcement system may include a variety of rewards. Some schools use tangible reinforcement (e.g., tickets that may be redeemed for prizes), access to privileges or preferred activities (e.g., time to use technology), or social recognition (e.g., positive office referral, leadership opportunity). Regardless of the rewards chosen, the system must be efficient for all staff members to use (i.e. teachers, educational assistants, administrative assistants, bus drivers, etc.). A periodic evaluation of the efficacy of the reinforcement schedule is required.

An acknowledgement matrix (reinforcement plan) might look like this:

PBIS School-Wide Acknowledgment Matrix

Type	What	When	Where	Who
High Frequency		Daily (when expectations are met)		
Intermittent		Weekly/monthly		
Celebrations		At the end of each marking period		

Appendix J: PBIS School-Wide Acknowledgment Matrix Template

5. Develop a Continuum of Procedures to Address Unmet Behavioural Expectations

While the majority of students will respond to the behavioural instruction and acknowledgements provided, some students will still demonstrate varying degrees of behavioural challenges. Problematic behaviours signal a student's lack of skill for responding appropriately to difficult situations. Students need explicit, systematic and intentional instruction to meet behavioural expectations. Therefore, a system must be put into place that provides students with corrective and restorative consequences when they demonstrate behavioural errors. Responses may range from fairly minor, such as correction or redirection, to more intense consequences. Consequences should have a restorative component to help students learn to resolve disagreements, take ownership of their behaviour and engage in acts of empathy and forgiveness.

In addition, the consequence for unmet behavioural expectations will include a teaching component. The teaching component may range from reminding the student of the behavioural expectation to actually re-teaching and practicing the expected behaviour(s) in the location(s) in the school.

As part of PBIS, it is helpful for a decision tree to be developed reflecting administration and teacher/staff responsibilities when undesired behaviours occur. A system for identifying when and how staff members will document inappropriate behaviours is essential. Power School behaviour tracking is recommended. This data will be used by the PBIS leadership team to guide decision making about program and intervention effectiveness.

6. Develop a Communication Plan

The PBIS leadership team will consider developing a communication strategy for sharing essential elements of the plan with stakeholders (e.g., PSSC, families, community partners, substitute teachers and staff). This may include information in the student handbook, newsletters, school website, etc. The team will also consider procedures for providing instruction to new staff members and students.

7. Use Behaviour Tracking Data to Continuously Improve School-Wide PBIS

Use meaningful data to engage in a continuous cycle of whole school improvement.

During this process, team will:

- review meaningful data
- prioritize areas for improvement
- revise existing practices for each priority area
- implement new practices

Progress Monitoring

In the process of reviewing data, the following questions may be considered:

- Are behavioural expectations being met?
- If there are errors,
- who is making them?
- where are the errors occurring?
- what kind of errors are being made?
- Summarize data (look for patterns)
- Use data to make decisions

Self-Assessment and Monitoring Fidelity of Interventions

The PBIS Self-Assessment Survey may be used by school personnel for initial and on-going assessment of school-based behavioural programming. The tool examines:

- school-wide behavioural support
- behavioural support in non-classroom settings
- behavioural support in classrooms
- behavioural support for individual students

Survey results may assist schools as they develop an action plan for implementing and sustaining school-wide PBIS.

Appendix C: PBIS Self-Assessment Survey - SAS

In addition to evaluating student progress, the PBIS leadership team's role involves tracking the school's progress in the implementation of the tier 1 initiatives, celebrating successes, and identifying opportunities for growth.

Appendix K: PBIS Team Implementation Checklist - TIC 3.1

Tier 2: Targeted Short-Term Interventions

Tier 2 interventions are designed to supplement school-wide PBIS to meet the needs of students who require more support, but whose behaviour are not severe enough to warrant more intensive behaviour planning.

Targeted Short-Term interventions may be designed for:

1) **Individual students** for whom a simple plan that can be quickly and easily implemented is sufficient to address the challenging behaviour. Note: If a student is engaging in chronic and/or severe behaviour that puts the safety of others at-risk, a Personalized Learning Plan - Individual Behaviour Support Plan (PLP-IBSP) should be developed (tier 3).

2) **Groups of students** who require additional teaching of the school-wide expectations or who share a common behavioural challenge (i.e. attendance, social skills, disruptive behaviour).

Teacher communication with the student's family will be important to share concerns, brainstorm solutions, provide information regarding proposed interventions, and how progress will be evaluated.

Essential Features of Tier 2 Interventions

- Intervention matched to student need(s)
- Explicitly teach expected behaviour to the student.
- Prevent problem behaviour by prompting more appropriate behaviour before a problem has occurred
- Opportunities to practice
- Provide frequent and systematic behavioural feedback
- Fade support as the student gains new skills
- Communicate with parents/guardians on a daily or weekly basis so they may encourage expected behaviours at home

How will targeted short-term interventions enhance the positive learning and working environment in my school?

- Targeted short-term interventions allow schools to be responsive to students who are continuing to have difficulties in spite of school-wide PBIS.
- Interventions can help support students before they are in crisis and/or develop a history of engaging in challenging behaviour.

Why is it important to teach and reinforce positive social behaviour for at-risk students?

- Just as additional support is required for some students to acquire academic skills, some students require more explicit teaching and reinforcement to learn the school's behavioural expectations.

When should we begin implementation of Tier 2?

- In-depth planning for designing and implementing tier 2 practices are most effective when Tier 1 practices and systems are firmly in place.

- The school personnel have agreed to implement tier 1 practices and are ready to participate in planning and implementation of tier 2 initiatives (Everett, Sugai, et al, 2011).

- How do we know which students require Tier 2 behavioural interventions?

- As part of the school's continuum of PBIS initiatives, the PBIS leadership team will determine a system for identifying when students would benefit from tier 2 interventions.

- Data is reviewed to identify students who are experiencing difficulty and those with common behavioural challenges. Data sources may include information from Power School, office discipline referrals, or referrals to the school-based ESS teams.

Examples of Targeted Short-Term Interventions: Individual Students

For students demonstrating less severe behavioural concerns, ESS teams may wish to review whether additional proactive strategies are required to address a student's challenging behaviour. The Proactive Strategies Checklist provides possible interventions including:

1) Environmental Adaptations

2) Antecedent-Based Adaptations

3) Adaptations to Promote Skill and Relationship Building

The following is not a comprehensive list of all proactive strategies, but rather it is meant to serve as a guide for ESS teams when making recommendations to meet a student's needs. Many of the strategies listed in the checklist are beneficial to all students. However, they may need to be carried out with greater intentionality and planning for students who are engaging in challenging behaviours.

Appendix L: Proactive Strategies Checklist

Adaptations to the Environment

Making adaptations to the environment is often a simple proactive measure that can provide fast results. Possible environmental adaptations may include:

- Modifying seating arrangement

- Providing access to a quiet area

- Rearranging the room or furniture

- Using visual supports and schedules

- Reducing stimulation when appropriate

- Posting all classroom rules and daily schedules in prominent locations

Antecedent-based Adaptations

An antecedent is what occurs immediately prior to a behaviour. Sometimes, it is possible to pinpoint specific antecedents related to a challenging behaviour. In that case, the team should consider whether it is appropriate and/or possible to modify the specific antecedent to reduce the likelihood of the

challenging behaviour. For example, a learner may protest when presented with writing tasks. An example of a proactive measure would be for the learner to be made aware of available accommodations that are available to reduce his or her frustration prior to being presented with the task.

The following are additional examples of antecedent-based interventions that you may consider if the learner is experiencing behavioural challenges (Neitzel, 2009).

Using learner preferences: tasks and activities are modified to increase interest and engagement

Implementing pre-activity interventions: intervention is implemented before a situation typically associated with the challenging behaviour

Using choice-making: choice of materials or tasks is offered

Altering how instruction is delivered: instruction and explanations are altered so that the learner clearly understands what is expected

Enriching the environment: making the task itself and the environment more appealing and enjoyable

Adaptations to Promote Skill and Relationship Building

While the learner will need to learn new replacement behaviours, staff members may also need to adapt their own behaviour. The following list is by no means exhaustive, but provides some factors that staff members should consider if a learner frequently engages in challenging behaviour.

Communication: Staff members can significantly influence how well the learner understands what is expected by providing the necessary visual supports, obtaining the learner's attention prior to giving an instruction and using language that is appropriate for the learner (e.g. level of comprehension, emotional intensity).

When learners demonstrate initial signs of agitation, the following strategies can be effective in de-escalating the situation (Smith Myles & Southwick, 2005):

- Remaining calm
- Using a quiet voice
- Taking a deep breath
- Preventing power struggles by recognizing that the student may require support
- Being flexible
- Using non-threatening body language

Engagement: Ensuring that students are motivated and engaged can help to prevent behavioural challenged. Staff members who are particularly skilled at motivating learners are invested in finding out learners' interest to increase student engagement Additionally, reminding the learner of a preferred upcoming activity can be beneficial (i.e. "Once we finish this, it will be lunch time" or "First____, then _____").

Reinforcing positive behaviours: Reinforcing appropriate behaviours should always be a top priority for staff members working with students with challenging behaviours. Some learners may require frequent reinforcement, such as praise or a break from the task, while others can tolerate receiving reinforcement after longer intervals.

Relationship (pairing self with reinforcement): The learner's relationship with particular staff member(s) may be a contributing factor to behavioural challenges. Sometimes, there are limited options for pairing the learner with a compatible staff member. Fortunately, there are behaviours associated with developing a positive relationship that can be learned. If the relationship between the staff member and the learner appears to be a contributing factor, consider the following strategies (Carbone, 2009):

- Embedding time for the learner and the staff member to engage in a preferred activity
- Having the staff member provide access to preferred items/activities without placing demands
- Having the staff member control access to desired items
- Being sure the staff member is aware of the ratio of positive versus negative comments (4 :1 ratio of positive to negative comments)

Schools may choose to document short-term interventions for individual students using a Short-Term Intervention Form or Behaviour Support Accommodated Plan (BSAP).

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Appendix M: Short-Term Intervention Form
Appendix N: Short Term Tier II Interventions Inventory

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Examples of Targeted Short-Term Interventions: Small Groups

"A primary function of (tier 2 interventions) is to improve the overall efficiency of school-wide PBIS while reducing the number of individualized interventions that are needed" (Crone, et al, 2010)

The school team may develop a targeted short-term intervention tailored to the school's needs and context. Alternatively, there are a number of evidence-based tier 2 interventions that schools may consider offering continually so that students who require additional support can quickly access the intervention. The following represents a summary of some of those interventions that have the most empirical support and are commonly used as tier 2 Interventions

1. Behaviour Education Plan – Check In/Check Out (CICO)

Check In/Check Out is a system designed to provide daily support and monitoring for students who are behaviourally at-risk. It is based on a daily check-in/check-out system that provides students with immediate feedback on their behaviour using a Daily Progress Report and increased positive adult attention.

Resources:

Crone, D.A., Hawken, L.S., & Horner, R. (2010). Responding to the problem behaviour in school: The behaviour education program, New York, London: Guilford Press.

Hawken, et al (2005). The behaviour education program: A Check-In, Check-Out Intervention for Students at Risk. Available at www.guilford.com

Escambia County School District (n.d). Tier 2: Intervention Toolbox.
http://ecsd-fl.schoolloop.com/file/1346930923545/1341557484889/2757795650196178908.pdf

2. Check & Connect

Check & Connect is a comprehensive intervention designed to enhance student engagement,

relationship building, problem solving, and persistence. A goal of Check & Connect is to foster school completion by helping students develop academic and social competencies. Research indicates that this approach is effective as a dropout prevention measure.

Check & Connect promotes a student's engagement with school using the following components:

1) Relationships based on mutual trust and open communication in which the mentor:

    a) monitors or "checks" a student's attendance, grades, behavior, etc.

    b) "connects" a student to personalized, data-based interventions;

    c) mentors students for a minimum of two years; and

    d) facilitates student access to and participation in school.

2) Problem solving and capacity building to help students overcome obstacles.

3) Persistence Plus, a persistent source of motivation, familiarity with the youth and his/her family, and a consistent message that "education is important for your future."

Resources:

University of Minnesota, Institute on Community Intregration,
http://checkandconnect.umn.edu

Christenson, S.L., Stout, K.E., & Pohl, A.J. (2012). Check & Connect: A comprehensive student engagement intervention: Implementing with fidelity Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Stout, K.E., & Johnson, D.R., Pohl, A.J., Opsal, C.L. (2012). Making the Connection Implementation Manual. Minneapolis, Minnesota: Institute on Community Intregration.
http://checkandconnect.umn.edu/publications/makingconnectionimplementationmanual.pdf

3. Social Skills Groups

Students learn social skills most effectively in their natural environment. These are best learned in a classroom context and when social skills are taught, practiced and reinforced throughout the school day.

In a smaller group context, the following are essential components for effective social skills instruction.

- The intervention is based upon an assessment of student need, rather than delivering a curriculum as is.
- Learning objectives are clearly identified and measurable
- Social skills are taught and reinforced as frequently as possible throughout the school day, not just during "scheduled" social skills lessons
- Students practice the skill in various contexts and individuals
- Social skills are taught systematically (i.e. careful planning, assessment of the student's current abilities, identification of target skills, instructional strategies that directly target skills, and monitoring of effectiveness).

Given that social skill development is an area of particular challenge for individuals with Autism Spectrum Disorder, there are a number of commercially developed curriculums designed specifically for this group. However, these may also be used for all students who require further social skill instruction. Any curriculum guide that is selected must be tailored to fit the needs of the group. Whichever material is chosen, it is essential that students have opportunity to observe, practice, and receive feedback on the skill.

Similar to instruction for teaching the school's behavioural expectations, effective social skills instruction involves the same five step process:

1. Explain the skill: An explanation of why a particular skill is important and step-by step instruction on how to do a particular social skill is provided for each skill taught.
2. Show the skill: A model of what the social skill looks like is provided so that students can see the skill used correctly.
3. Practice the skill: Students have the opportunity to practice the skill in a role-play situation.
4. Give feedback: Students are given feedback on how they used the skill during the role-play.
5. Use the skill: Students have the opportunity to practice the skill in real-life situations.

Resources:

AFIRM (Accessed August 2016). Social Skill Training Module (free), including step by step planning guide. http://afirm.fpg.unc.edu/afirm-modules (creation of login information required).

Baker, Jed E. (2003). Social Skills Training for Children and Adolescents with Asperger Syndrome and Social-Communication Problems. Shawnee Mission: Autism Asperger Publishing Company

Resources (Continued):

Baker, Jed. (2005) Preparing for Life: The complete Guide for Transitioning to Adulthood for Those with Autism and Asperger Syndrome. Arlington: Future Horizons

University of Minnesota, Institute on Community Intregration, http://checkandconnect.umn.edu

Bellini, Scott. (2006). Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties. Shawnee Mission: Autism Asperger Publishing Company.

Coucouvanis, Judith (2005). Super Skills: A Social Skills Group Program for Children with Asperger Syndrome, High-Functioning Autism and Related Challenges. Shawnee Mission: Autism

Goldstein, A., McGinnis, E., Skillstreaming the Elementary School Child. 1997, Champain, IL:Research Press.

Goldstein, A., McGinnis, E. et al, Skillstreaming the Adolescent. 1997, Champagne, IL: Research Press.

Goldstein, A., McGinnis, E., et al, Skillstreaming in Early Childhood. 2003, Champagne, IL: Research Press.

Laugeson, E. (2014). The PEERS Curriculum for School-Based Professionals. Routledge: New York.

Laugeson, E. (2013). The Science of Making Friends: Helping Socially Challenged Teens Young Adults. (Book and DVD). Jossey-Bass: San Francisco, CA.

Laugeson. E. (2015) The Science of Making Friends: Webinar. http://aie.apsea.ca/recorded-presentations/webinar-series/

4. Behaviour Contracting

A behaviour contract outlines an agreement between the student and the teacher, and often the student's parent/guardian(s). The behavior contract indicates the behavioural goal, the consequence for demonstrating the appropriate behaviour, and what occurs if the student does not follow the agreement. Behaviour contracts help to provide structure, clear expectations, and cues the student to self-regulate their own behaviour.

Considerations:

- Prior to developing a behaviour contract, it is important to engage in conversation with the student, to the extent possible, to understand their perspective and point of view.

- Specific skills teaching may be required for the student to be successful and to obtain positive reinforcement. The student may "know" the behavioural expectation, but lack the skill to engage in the desired behaviour or be able to self-regulate and use the skill when needed. Behavioural contracts that are punishment-based should be avoided.

- The plan should be motivating for the student, and be developed in a way in which the student can be successful in meeting a mutually agreed upon objective. Consider the student's strengths, interests, and talents in developing the plan.

Resources:

Intervention Central
http://www.interventioncentral.org

PBIS World
http://www.pbisworld.com/tier-2/behavior-contract/

5. Self-Management

Self-management is a set of tools to assist students to use strategies to increase their engagement in academic, social and behavioural objectives. It is an appropriate strategy for students who have the necessary skills, but lack fluency or motivation. Once the desired behaviour is identified and explicitly taught, the student learns to monitor and evaluate their own performance of the behaviour. Positive reinforcement is provided for meeting a set goal.

See considerations in Behaviour Contracting for successful implementation of this strategy.

Resources:

Self-Management – The PBIS Compendium http://pbiscompendium.ssd.k12.mo.us/self-management

Intervention Central
https://www.interventioncentral.org/blog/self-management
http://www.interventioncentral.org/self_management_self_monitoring_behavior_checklist

6. Positive Peer Reporting

Positive Peer Reporting (PPR) is a class-wide intervention designed to increase the social involvement of socially withdrawn students or those students who have not developed positive connections with their peers. Peers provide praise for engaging in appropriate social behaviours. Research has demonstrated its effectiveness from Kindergarten to Grade 8. Schools who are considering implementing this intervention should read about it in more depth, and discuss the strategy with the student's family.

Resources:

Intervention Central http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/positive-peer-reports-changing-negative-behaviors-

Murphy, J. & Zlomke, K. (2014). Positive Peer Reporting in the Classroom: a Review of Intervention Procedures. Behavior Analysis in Practice, Volume 7 (2), pp 126-137

Behavioral Interventions and Strategies Series http://www.hdc.lsuhsc.edu/docs/TIERS/PDF/ClassroomBehaviorInterventions/Positive%20Peer%20Reporting.pdf

Nimocks, J. Positive Peer Reporting http://ebi.missouri.edu/wp-content/uploads/2011/09/Positive-Peer-Reporting.pdf

7. Others

There are many approaches such as *First Step to Success*, *Class Pass Intervention*, *Structured Mentoring Programs*, etc., that are tier 2 supports, which are evidence-based. Before an intervention is selected, it is critical that school teams consider the research that supports the efficacy of the intervention.

Resources:

The following resource provides a more comprehensive listing of tier 2 resources and tips for implementation:

Escambia School District Tier 2: Intervention Toolbox https://ecsd-fl.schoolloop.com/cms/page_view?d=x&piid=&vpid=1475486755603 (copy and paste to access document)

Resources (continued):

The following are web-based resources listing some other evidence-based interventions:
- What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/)

- Promising Practices Network (www.promisingpractices.net)

- Collaborative for Academic, Social and Emotional Learning (www.casel.org)

- Evidence Based Intervention Network (www.ebi.missouri.edu)

- Intervention Central (www.interventioncentral.org)

Use Data to Assess the Efficacy of Interventions for At-risk Students

Use meaningful data to engage in a continuous cycle of assessment of intervention.

During this process, team will:

- review meaningful data

- prioritize areas for improvement

- revise existing practices for each priority area

- implement new practices

Progress Monitoring

The following sources of information can help to evaluate student progress:

- Powerschool behaviour tracking data

- Daily data (frequency)

When reviewing data and progress toward the objective, the team may consider whether the intervention should be continued, intensified, modified, faded, or whether a tier 3 intervention is warranted to better address the student's needs.

Self-Assessment and Monitoring Fidelity of Interventions
In addition to evaluating student progress, the PBIS leadership team's role involves tracking the school's progress in the implementation of the tier 2 initiatives, celebrating successes, and identifying opportunities for growth.

In the process of reviewing data, the following questions may be considered:
- What is our system for determining who will be offered tier 2 interventions, progress monitoring and fading interventions?

- Are students accessing tier 2 intervention on a timely basis?

- Do staff members require additional professional learning to implement the intervention?

- Are interventions implemented as planned?

- Are students actively participating in the intervention?
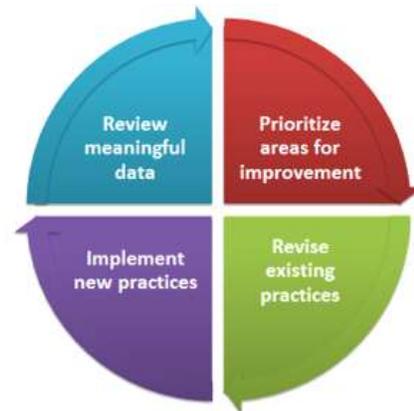
Everett, Sugai, et al, 2011

Tier 3: Intensive Individual Interventions

Tier 3 interventions are designed for students whose behavioural challenge continues to be a significant concern after tier 2 Interventions have been implemented consistently or when the severity of the behavioural challenge is such that individualized planning is required.

Responding to challenging behaviour requires a team approach. Developing an intervention plan that effectively facilitates more positive behaviour involves:

- planning and team problem-solving;
- gathering information about the behaviour (i.e., data collection) and the factors that contribute to it;
- identifying the reasons why a student behaves as he or she does;
- prioritizing what behaviour to address first when a student presents with more than one form of challenging behaviour; and
- openness on the part of team members, to recognize and change their own behaviour if necessary.

Essential Features of Tier 3 Interventions to Address Challenging Behaviour

- Violent Threat Risk Assessment (V-TRA)
- Support from a mental health professional
- Case conferences with a multidisciplinary team
- Development of an Integrated Services Delivery (ISD) Common Plan
- Crisis prevention & intervention
- Specialized and individualized instruction and intervention
- Personalized Learning Plan – Individual Behaviour Support Plan (PLP-IBSP)

Policy 322: Inclusive Education indicates that behavioural supports must be documented within the context of a Personalized Learning Plan (PLP). In addition to accommodations, modifications and individualizations, the IBSP is now also part of the PLP (PLP-IBSP). The terms PLP-IBSP and IBSP will be used interchangeably in this document. The main focus of this section will be to introduce the document and provide guidelines for its development and implementation.

Prior to PLP-IBSP Development

When a student has been referred to the school-based Education Support Service Team due to behavioural challenges, the team should consider the following elements prior to the development of the PLP-IBSP for a particular student:

1. Is School-Wide PBIS in place?
2. Would a tier 2 intervention be beneficial to address the behavioural challenges?
3. Are the accommodations and interventions consistently implemented as indicated in other sections of the learner's PLP (if applicable)?
4. Are there medical issues that could explain the challenging behaviour?
5. Are there initial interventions that could be implemented to immediately address the behaviour without requiring development of an IBSP?

Initial Interventions

While often times the behaviour of concern does not pose a safety risk and there may be time to carefully develop a PLP-IBSP, other situations will require the team to implement initial interventions to ensure student and staff safety. In these situations, teachers and other staff members who regularly interact with the student will most likely be seeking support regarding how to best respond when challenging behaviours occur. When chronic behavioural issues are reported, the ESS team should begin to analyze the situation and determine whether particular strategies need to be implemented immediately. The following strategies can help guide this initial analysis:

1.   Interpret initial data and relevant information

Based on the initial data, the team should begin to ask questions such as:

• Are there important changes in the learner's context that seem to be contributing to the behaviour? (i.e. loss/peer relationships, mental health)

• What is the history of the challenging behaviour?

• What patterns are emerging?

• What conditions are occurring in the environment when the learner is successful and is not engaging in the challenging behaviour?

• What conditions are occurring in the environment when the learner engages in the challenging behaviour? (I.e. tasks, time of day, day of the week, people, and the environment)

• What happens immediately before and after the challenging behaviour?

• What is the initial hypothesis about the function(s) of the behaviour?

o Does the learner obtain attention when he/she engages in the behaviour?

o Does the learner gain access to an activity/object when he/she engages in the behaviour?

o Is he or she escaping an undesired task, environment or situation after engaging in the behaviour?

o Does the behaviour itself appear to be reinforcing (i.e. does not seem to be related to external consequences)?

2.   Document observations and collect data

As soon as the learner begins to engage in challenging behaviours, it is recommended to take note of the following observations:

- Describe the behaviour observed in specific and observable terms

- Date

- Duration

- Contexts in which the challenging behaviour occurs

- Use PowerSchool tracking, when possible

This data will help the school-based Education Support Services Team make informed decisions about needed interventions and to determine the severity of the situation. With this type of objective information, the team will also be prepared to have conversations with parents/guardians about their child's behaviour, and to make a preliminary determination regarding the need for more detailed assessment. This data can also serve as a baseline to assess the efficacy of the PLP-IBSP when developed and implemented.

Appendix O: Event or Frequency Record
Appendix P: Duration Recording
Appendix Q: Scatterplot Data Template
Appendix R: A-B-C Recording Chart

3.   Communicate with parents/guardians

Parents/guardians may be able to provide valuable insight about relevant factors when challenging behaviours. Situations occurring in the home context, such as parental separation, death of a family member, or a move to another home, could help to account for changes in the learner's behaviour. These are all examples of setting events. In their book, How to Reach and Teach Children with Challenging Behaviour, Otten and Tuttle (2011) define setting events as follows:

Setting events exaggerate the likelihood that the problem behaviours will occur or makes them worse. These events do not always mean that the challenging behaviours will occur, but the behaviours are more likely to happen, and happen at the higher intensity when these very variables are present.

Even more simply put, Otten and Tuttle (2011), explain that you have identified a setting event when you can fill in the sentence: "You know that it is going to be a bad day when _____".

Knowledge of setting events can better prepare the team to put interventions in place to support the learner when the setting events occur. Parents/guardians are often invaluable partners to help gain a better understanding of the learner, his/her current situation, and possible supports that may be beneficial.

4.   If appropriate, discuss the situation with the student

In many situations, it will be helpful to have a conversation with the student to provide insight regarding what he/she is trying to communicate as well as to find possible solutions to the challenging behaviour. An adult with whom the student has a positive relationship can facilitate a discussion by exploring the following elements using reflective listening. The following points are examples of themes that can yield important information to understand the student's behaviour and help guide interventions:

- Interests, strengths and dislikes at school, home, community

- Preferred and least preferred aspects of school

- Moments of the day that are most successful and challenging (location, time of day, peers/teachers)

- Behaviours that are likely to get him/her into "trouble"

- Relationships with peers and adults

- Adults typical reaction to the challenging behaviour

- Ask student to share the last incident:

o Tell me about what happened (who, what, when, where)

o Why the problem occurs under some conditions and not others?

o What were you thinking when _____ (situation occurred)?

- Brainstorm solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties)

When is a PLP-IBSP required?

The PLP-IBSP is developed as a Tier 3 intervention when the student has been unresponsive to tier 2 interventions and/or demonstrates chronic or intense behaviours that represent a mild, moderate, or severe risk to safety (see below),

<div align="right">

[Appendix T: PLP-IBSP](#)

</div>

Essential Features of the PLP-IBSP

To be effective, an individual behaviour support plan should include the following elements:

1. Description (observable and measurable) of the challenging behaviour (target behaviour)
2. Explanation regarding the function of the challenging behaviour (what is consistently happening after the behaviour that is keeping the behaviour going) as well as other factors that may contribute to the learner's behaviour (i.e. mental health issues, socio-cultural contexts, medical issues)
3. Strategies that render the problem behaviour ineffective and inefficient
4. Strategies for reinforcement of replacement behaviours (that serve the same function as the problem behaviour
5. Strategies for reducing the target behaviour, if needed
6. A crisis plan (emergency measures in the event of severely disruptive or dangerous behaviour)
7. Description of the training needed for staff to implement the plan
8. A monitoring plan
9. Signatures of those responsible for the implementation of the PLP-IBSP

Is a PLP-IBSP appropriate for all students with severe behavioural challenges?

The team developing the plan will need to consider the student's personal profile to ensure that interventions are matched according to the student's needs. Factors such as age, cognitive and developmental level, mental health, trauma history, socio-cultural context, strengths, talents, and interests should be considered. While there may be various factors present, the occurrence of challenging behaviour reflects the fact that the student has an unmet need and is lacking certain skills to have their needs met in a more appropriate manner. The need that is being met is the "function" of the behaviour. A primary way to understand the function is to examine how we, as adults, respond to challenging behaviour. Our response can either serve to reinforce or minimize the challenging behaviour.

The goal of the PLP-IBSP is to create an environment designed to assist the student in developing prosocial skills that will allow them to have their needs met in a positive and successful manner.

Considering the Risk to Safety

When parents/guardians or staff members report challenging behaviours, it is necessary to consider the level of risk that the behaviour poses. In all contexts, safety should always be the first priority for the learner, peers, staff members and the family. The level of risk will help to determine how quickly interventions will be implemented.

Mild	The behaviour:
	- poses a barrier to inclusion - interferes with social interactions and/or adaptive behaviour - does <u>not</u> pose any threat to the environment, health, or safety for the learner or others Examples include inappropriate verbal behaviour (e.g.: crying, swearing, threats, verbal refusal, whining), chronic non-compliance or disengagement, and disruptive behaviour.
Moderate	The behaviour:
	- poses some risk to the environment, health, or safety - has not yet resulted in significant property destruction, injury, or a threat to safety requiring emergency intervention Examples include threats to harm, light pushing, destructive behaviour (e.g. breaking objects or pushing objects towards a person), running away (stays in immediate location), and low intensity self-injurious behaviour (e.g. biting self without causing injury).
Severe	The behaviour has:
	- resulted in significant injury - threatened the safety of self or others to the point of requiring emergency intervention such as restraint, protective equipment, one-to-one supervision, or placement in a highly restrictive environment to prevent significant injury or threats to safety Examples include aggression that has injured others, inappropriate sexual behaviour, running away out of sight or off school property, high intensity self-injurious behaviour, and major property destruction.

Appendix U: Prioritizing Challenging Behaviours

In addition, consider the following questions to determine the importance of addressing particular challenging behaviour(s).

- Is the behaviour interfering with the learner being included in the learning environment and in activities with his or her peers or family?

- Is the behaviour potentially stigmatizing? Does the behaviour cause the learner's peers to perceive him/her in a negative way?

- Will changing the behaviour have an impact on the learner's independence and overall success?

Development and Implementation of PLP-IBSP

"Imagine developing the "perfect" PLP-IBSP, one that if it was implemented properly could not fail, only to find that it cannot be implemented properly" (Crone & Horner, 2003, p. 60).

While one team member may take the lead role in writing the plan (PLP-IBSP lead), it is essential to consult and collaborate with other members of the learner's team to ensure that the plan is feasible given the available time, resources, and facilities and is contextually appropriate.

The PLP-IBSP Lead will work with the team to prepare the documentation, present the plan, ensure staff training, and oversee the implementation and monitoring of the plan with support from ESS team members. The PLP-IBSP Lead may use a document such as the Team Planning Chart which includes the basic elements of the IBSP to guide the discussion. The IBSP can then be developed based on the team's input.

<u>Appendix V: From Function to Intervention: Team Planning Chart</u>

Parents/guardians may also have insights into the types of strategies that are likely to work best for their child. In some cases, it is also beneficial to include the learner in the development of the plan.

- What are the learner's present concerns?

- What is he/she trying to accomplish by engaging in the behaviour?

- What does the learner think he/she should learn to do instead?

- What are some strategies that may be beneficial?

- What is the learner's perspective regarding some of the preventative strategies that may be beneficial?

- What are some of the learner's strengths and interests that should be considered in developing the plan?

- What may motivate the student to engage in positive behaviours?

- With whom does the learner have a positive and trusting relationship?

    By working with individuals involved, there is likely to be greater engagement. With buy-in comes greater fidelity of implementation. Staff members are more likely to support the plan if they understand the rationale behind it. In addition, the plan will almost always be improved by consulting with front-line staff about the realities of the challenging behaviour, the learner's preferences and the available resources.

Effective Team Collaboration

When supporting learners with behavioural challenges, working within a collaborative context is of utmost importance. Situations arising from behavioural challenges often elicit stress and can result in tense and difficult moments amongst team members. Having trusted team members to provide support may help alleviate some of that stress. Effective communication and collaboration will also increase the likelihood that interventions are successful as all team members are on the same page. When parents\guardians and staff members feel supported, they are more likely to actively participate and contribute as team members.

The following strategies should be considered by teams to facilitate effective collaboration among members in addressing a learner's challenging behaviour.

1. **Teams should establish an open line of communication between home and school**

   - Ask parents/guardians to share information about factors that may impact the learner's behaviour. Examples of pertinent information to share include:

     - Significant changes in the home context

     - Health concerns

     - Use or change in medication

     - Sleep problems

   - When significant challenges persist over time, consult with parents/guardians regarding the type of information they would like to receive and at what frequency. For examples, some parents may wish to be informed only of incidents of physical aggression, whereas other parents may desire to have more detailed information about their child's functioning via a communication journal sent home on a daily basis.

   - Be transparent with the parent\guardian about what occurred by describing observed behaviours.

   - Do not forget to share the learner's successes with parents/guardians. Sometimes, they receive daily reports describing challenging behaviours. It's as important to share positive behaviours and successes so that they are aware of their child's progress (e.g. weekly summary of the learner's behaviour, daily note in the agenda to share a positive moment that occurred during the day).

2. **Carefully document incidents in which the learner has engaged in physical aggression**

Use the incident report form used by your school or your district to document incidents of physical aggression that result in use of physical restraint or emergency procedures. It is preferable to communicate this information verbally with parents/guardians prior to sending it home in writing.

3. **Ensure confidentiality**

As employees of the government of New Brunswick, you have an obligation to protect the learner's and family's private information (Right to Information and Protection of Privacy Act). Informing and showing parents/guardians that you will protect their personal information is important to foster their trust.

The following are examples of practices to ensure that information is treated confidentially:

   - Share pertinent information about the learner and his/her behaviours only with individuals who need to be informed and who are part of the learner's team

   - Under no circumstances should the learner's personal information be discussed in a public forum or context

   - Store written information about the learner in a secure location

By respecting these norms for confidentiality, not only will you gain your team members' and the family's trust, but you will also help to foster a more positive perception of the learner with others in his or her environment.

4.   Support staff members

Sometimes individuals working with learners with very significant challenging behaviours can experience intense emotions in the course of their work. Provide follow-ups on a regular basis by observing what is happening, offering to model interventions, and providing constructive feedback. Remember to highlight the staff members' successes and to let them know how much you appreciate their efforts as valuable members of the team.

Variations to the Common Learning Environment due to Behavioural Challenges

As outlined in the New Brunswick vision for inclusive education, the goal for students is to benefit from large-group instruction. While the primary goal is to have all learners participate meaningfully in class activities and settings as much as possible, it may be necessary for the learner to participate in small-group activities and/or individualized instruction. Possible instructional contexts may include:

- Participation in large group activities
- Participation in large group activities, with the exception of a certain periods in which the learner receives small group or individual instruction
- Participation in a few carefully planned large group activities with many periods of individual instruction through the day
- Participation in mostly individual instruction

In the majority of situations, learners with behavioural challenges will receive instruction within the common learning environment. When a learner is engaging in behaviours that pose a safety risk, it is important to act quickly to ensure the learner's safety and/or that of his or her peers and staff members. In these situations, the team may not be able to immediately conduct a comprehensive behavioural assessment prior to implementing interventions. To ensure safety, a variation to the common learning environment may involve working in an alternate context initially for certain periods of the day, or the learning environment may need to be structured differently. In very rare situations, the learner may need to work in an alternate setting for the majority of the day.

In general, behaviours that may justify working in an alternate context for extended periods include:

- Frequent and intense physical aggression towards others (hitting, biting, throwing objects)
- Significant self-injurious behaviours
- Frequent and loud noises that impede learning

Decisions to provide intervention in a more restrictive environment due to behavioural concerns should be supported by data regarding the frequency and intensity of the challenging behaviour. Information from the data collection, the team's professional judgment, and departmental policy, should guide decision-making.

When the school team determines that a different setting is required, the team should review the conditions outlined in Policy 322 regarding variations to the common learning environment. Note that the policy indicates that the student's plan (PLP-IBSP) should state the expected duration outside the common learning environment, and the plan for the student's return. When an objective has been taught successfully outside of the context of the learning environment, consideration needs to be given regarding how to generalize this skill.

If a student requires more intensive interventions for an extended period of the day in a more restrictive environment, it is essential that a more comprehensive assessment be carried out to identify replacement behaviours to be taught. While removing the learner from the common learning environment may prevent the occurrence of the behaviour in the short-term, it is not itself a sufficient solution for addressing the concern. An analysis of the factors triggering and maintaining the behaviour, as well as teaching replacement behaviours, will be necessary to allow the learner to participate more fully in an inclusive setting in the long-term.

Transition from an Alternate Context to the Common Learning Environment

If a student has been removed from the common learning environment because of behavioural concerns and the data suggests that it is appropriate to begin the transition back, the following guidelines may be beneficial to facilitate a smooth transition:

> Begin transition to the common learning environment in very short periods. If possible, have the learner discretely join in with his or her peers near the end of an activity so that the transition back out is as natural as possible. It may also be beneficial initially to invite peers to join the learner in an activity in the different context then move to the common learning environment together.

> Carefully choose opportunities for transition during the school day where there is a stronger likelihood that the learner will be successful.

> Include the learner during high preference activities

> Increase contact with peers systematically, while being careful not to increase the duration or complexity of the tasks too rapidly. You may choose to identify criteria to help determine when to increase time in class. Ensure that the criterion is not so stringent that the learner cannot be successful, but also at a level that is appropriate given safety risks and the learner's progress. The team will need to make a professional judgment based upon the severity of the behaviour, the safety risk the behaviour poses, impact on the learning environment, and the needs of the learner.

> Continue to collect and monitor data regarding the frequency and intensity of the challenging behaviour to help guide decisions about next steps.

> It may be appropriate to consider strategies to facilitate peer sensitivity, with parents/guardians consent, and discuss with classmates ways that they can help the learner while highlighting his/her interests and strengths.

Personalized Learning Plan - Individual Behaviour Support Plan (PLP-IBSP) Development Guide

Student: _____   Date of Birth: _____

School: _____   Grade: _____

Support Plan
Date: _____   Implementation Date: _____

PLP-IBSP Lead and
Role: _____   Teacher(s): _____

_____   _____

Parent(s)/Guardian(s): _____

Parents/guardians preferred method of communication: _____

Description of Learner and Current Services:

The following information should be included/specified in *bullet* form:
- Description of strengths, interests, and other protective factors
- Description of academic functioning
- Description of adaptive and communicative skills
- Level of cognitive functioning, if known.
- Any significant condition or diagnosis
- A statement of level of services required and why

Pertinent Medical Information:

If already described in the PLP, insert information here if the medical information is related to the behaviour.

Describe any medical concerns that may affect safety concerns, assessment procedures, or intervention strategies. Indicate if none.

This section should either (a) identify medical conditions that may exacerbate any of the challenging behaviours listed as targets in the PLP-IBSP; note the condition, or (b) identify medical risks of behaviour and what precautions need to be taken.

List any medications prescribed that can influence behaviour.

Justification and Target Behaviours:

Identify and define challenging (target) behaviour(s). The behaviour should be defined in clear, observable, and measurable terms so that everyone involved in the intervention knows precisely what constitutes an instance of the behaviour and what does not. Note: The

definition should describe exactly what the behaviour looks like, and not include speculation about the learner's motivation for engaging in that behaviour.

Include a general description of challenging behaviour and history (how long the behaviour has been occurring).

Describe the safety risk the behaviour poses, if any. Behaviours that pose a greater safety risk to the individual and others should be prioritized. Refer to the following guidelines to prioritize the challenging behaviour that should be addressed, if there are several behaviours of concern:

- Mild risk: The behaviour poses a barrier to inclusion, interferes with adaptive behaviour, or social interactions, but does not pose any threat to the environment, health, or safety. Examples include inappropriate verbal behaviour, and repetitive motor movements, and non-compliance.
- Moderate risk: The behaviour poses some risk to the environment, health, or safety, but so far has not resulted in significant property destruction, injury, or a threat to safety requiring emergency intervention. Examples include threats to harm, light pushing, destructive behaviour, running away (stays in immediate location), low intensity self-injurious behaviour.
- Severe risk: The behaviour has (a) resulted in significant injury or health problems, (b) threatened the safety of self or others to the point of requiring emergency intervention such as restraint, protective equipment, one-to-one supervision, or placement in a highly restrictive environment to prevent significant injury or threats to safety. Examples include aggression that has injured others, inappropriate sexual behaviour, running away out of sight or off school property, high intensity self-injurious behaviour, and major property destruction.

Baseline and Current Data:

Describe method of data collection

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Appendix O: Event or Frequency Record
Appendix P: Duration Recording

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Provide a summary of meaningful data to establish a baseline (i.e. frequency, duration). If an intervention is already in place, report the data related to the intervention. Ensure the data reflects varied naturally occurring contexts.

As a general rule, do not collect baseline data for more than two weeks prior to beginning an intervention. If high risk behaviour, develop PLP-IBSP with available data.

Report the frequency and duration of time-out or emergency procedures, if any.

Functional Behaviour Assessment Results:

Describe the methods used, dates, and results. Examples of assessments are:

Functional Behaviour Assessment

- Staff, Parent and Student Interviews. See Open-Ended Functional Assessment Interview or Functional Assessment Interview: Teacher.

- Direct Observation. Describe the procedure used, duration of assessment, and results. Example: "Direct observations were conducted on [date] and [date]. Data were collected using an Antecedent Behaviour Consequence (ABC) Analysis Data Sheet. The results are summarized below."

Appendix Q: Scatterplot Data Template
Appendix R: A-B-C Recording Chart
Appendix S: Student Intervention
Appendix X: Teacher Interview
Appendix W: Open-Ended Functional Assessment Interview

Include a clear statement about behavioural function based on assessment results.

Other Types of Behaviour Assessment

Objectives (Target Behaviours):

Provide an objective for each target behaviour (challenging behaviour) in this plan.

Objectives must be stated in a SMART format:

- o Specific: Use active verbs (e.g., engage in, decrease level of, maintain levels of, etc.).
- o Measurable: Since you have already defined and measured your target behaviour, it is acceptable to simply name the target behaviour in the objective. Indicate the criterion for attainment (e.g., 75% - 90% reduction for 3 consecutive months).
- o Attainable: Objectives must be reasonably attainable within 6 months.
- o Realistic: Choose an objective that is realistic given the data. If the target behaviour has been reinforced for extended periods, you may not be able to see immediate results or a complete extinction of the behaviour. If target behaviour is less severe (i.e., inappropriate verbal behaviour), set objective at 75% reduction from baseline levels. If target behaviour is extremely severe (i.e., one occurrence could cause extreme harm), set goal at zero.
- o Time-based: Specify the amount of time needed to achieve the objective.

Replacement Behaviours:

List and briefly describe the replacement behaviour(s). At least one replacement behaviour must be identified that is directly related to the function of the target behaviour.

Replacement behaviours are those that:

- o allow the learner to access the desired outcomes (attention, access to preferred activities) appropriately and efficiently
- o allow the learner breaks from instruction or situations the learner might find undesirable (i.e. social avoidance, task demands)

- are appropriate and equally satisfying as the target behaviour(s) that are enjoyable to the learner will improve the learner's engagement during instruction.

- improve the learner's ability to interact with others (e.g., social skills, communication skills)

- improve the learner's ability to function more independently

Intervention Plan

These procedures must be appropriate for use with the behavioural functions identified.

Preventive Strategies:

For example:

Focus on relationship building with adults

Arranging the environment to promote appropriate behaviour

Providing free access to the desired outcome so that the learner is less motivated to engage in the target behaviour (e.g. providing frequent breaks for a student who is avoiding work; providing frequent attention for a student, etc.).

Accommodations to address academic or social difficulties related to the target behaviour, etc.

Using learner interests and preferences, and offering choice

Modifications to schedule or learning context

Appendix Y: Examples of Strategies

Teaching and Reinforcement Strategies:

Procedures for teaching and reinforcing replacement behaviours

Appendix Y: Examples of Strategies

Behaviour Reduction Strategies:

Procedures for limiting reinforcement of target behaviour or consequences to reduce behaviour

Appendix Y: Examples of Strategies

Emergency Procedures:

If the plan includes restraint or seclusion (i.e. time-out room), the following must be specified:

- the target behaviour that initiates the use of restraint or seclusion
- the type and duration of the restraint or seclusion
- personnel responsible
- documentation and communication procedures

Staff Training:

Description of Training and Support Necessary for Implementation:

Indicate plan for staff training (method) and who will be trained.

At minimum, training method should include explanation of the plan using the PLP-IBSP Implementation Checklist, modeling, practice, and feedback.

Other training activities and dates should be listed here (e.g. sensitization to learner's condition and context, NVCI training, use of assistive technology, or specific programs that will be used)

Staff Member Initials:

Staff members initial and indicate date after the first training session has occurred.

I have participated in the training opportunity as outlined above and will participate in ongoing training and will participate in coaching opportunities as required.

Name	Role	Initials and Date

Document ongoing staff learning opportunities related to PLP-IBSP in Appendix A - Staff Training Log

Data Collection and Monitoring Procedures:

Data Collection: Describe how you will monitor the learner's progress (i.e., data collection method; frequency of review). Give instructions and provide an example for type of data to be collected.

Monitoring Procedures: Describe how the plan will be monitored and the schedule of monitoring Refer to PLP-IBSP Implementation Checklist.

Procedures to Facilitate Inclusion, Maintenance and/or Generalization:

Describe how the teaching and reinforcement procedures outlined in the PLP-IBSP will be implemented in multiple settings by multiple staff members to facilitate the generalization.

Risks of Implementing Intervention:

Describe any negative impact that the behaviour plan could include, even if short term (i.e., loss of instructional time during reinforcement, extinction burst)

Risks of NOT implementing Intervention:

Describe any negative impact that could occur if the behaviour plan is not implemented (i.e., impact on learning, social relationships, safety risks).

Signatures

_____   _____
Teacher   PLP-IBSP Lead

_____   _____
Principal   (Title)

_____   _____
(Title)   (Title)

_____   _____
(Title)   (Title)

PLP-IBSP Lead: The PLP-IBSP Lead will work with the team to prepare the documentation, present the plan, ensure staff training, and oversee the implementation and monitoring of the plan with support from ESS team members.

I have read the PLP document and believe the planning described to be representative of that agreed to in discussion with the school. This information may be used by the Department of Education and Early Childhood Development for statistical analysis or monitoring purposes.

Parent/Guardian	Date

Parent/Guardian	Date

Recommendations for Change:

During review periods, please indicate any changes needed.

Date	Progress	Actions

Appendix T: PLP-IBSP Template

List of Appendices:

Appendix A Staff Training Log

List the titles of any other documents attached as appendices

Appendix A: Staff Training Log

Date	Description of Training	Provided by	Participants

PLP-IBSP Implementation Checklist

The PLP-IBSP Implementation Checklist has three purposes:

1) **Summary of interventions for team members implementing the PLP-IBSP.** In the interest of efficiency, it is recommended that the IBSP-PLP Lead copy and paste the Intervention Plan section of the IBSP in to this one page document to be shared with frontline staff.

2) **Training Tool.** PLP-IBSP Lead or another member of the ESS Team should provide training on how to implement the following plan by:

• Reviewing the IBSP Implementation Checklist

• Modeling implementation

• Providing opportunity for practice

• Providing feedback

3) **Ongoing Coaching and Feedback Tool.** During implementation of the plan, the PLP-IBSP Lead or other members of the ESS Team should provide ongoing feedback to staff members to ensure fidelity of the plan. During an observation, the individual providing coaching will indicates whether the intervention is being carried out accurately. As possible, provide positive, constructive and timely feedback to the team member.

Appendix Z: PLP-IBSP Implementation Checklist

Use Data to Assess the Efficacy of Interventions for Individual Students

Use meaningful data (e.g. frequency/duration data, incident reports, Power School behaviour tracking data) to engage in a continuous cycle of assessment of intervention.

> During this process, team will

- review meaningful data
- prioritize areas for improvement
- revise existing practices for each priority area
- implement new practices

Progress Monitoring

> In the process of reviewing data, the following questions may be considered:

- Summarize data (look for patterns)
- Is the target behaviour decreasing?
- Is the student engaging in the replacement behaviour?

When reviewing data and progress toward the objective, the team may consider whether elements of the plan should be continued, intensified, or modified.

If the target behaviour is not decreasing over time, it may be necessary to re-evaluate the plan by re-examining the function of the behaviour, reviewing interventions, requesting additional support/consultation, and evaluating whether the interventions were carried out with fidelity.

When the student is consistently reaching the objective, the team may simplify elements of the plan and evaluate the impact of the change on the student's behaviour, or fade out the plan by providing tier 1 and 2 interventions only.

Self-Assessment and Monitoring Fidelity of Interventions

Individuals involved in implementation are encouraged to reflect on their practice using the PLP-IBSP Implementation Checklist, and seek feedback and support when needed.

At a school-wide level, the PBIS Self-Assessment Survey may be used for initial and on-going assessment of school-based behavioural programming. The tool examines:

- school-wide behavioural support
- behavioural support in non-classroom settings
- behavioural support in classrooms
- behavioural support for individual students

Appendix C:PBIS Self-Assessment Survey - SAS

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University of Minnesota, Institute on Community Integration. http://checkandconnect.umn.edu

Appendices

Appendix A: PBIS Behavioural Interventions and Practices for 5 Target Groups

Behavioural Interventions and Practices	
School-Wide	• Leadership team • Common behaviour purpose & approach to discipline • Clear set of positive expectations & behaviours • Procedures for teaching expected behaviour school-wide & classroom-wide • Continuum of procedures for encouraging expected behaviour • Continuum of procedures for discouraging inappropriate behaviour • Procedures for on-going data-based monitoring & evaluation
Classroom-Wide	• All school-wide above • Maximum structure & predictability (e.g., routines, environment) • Positively stated expectations posted, taught, reviewed, prompted, & supervised • Maximum engagement through high rates of opportunities to respond; delivery of evidence-based instructional curriculum & practices • Continuum of strategies to acknowledge displays of appropriate behaviour, including contingent & specific praise, group contingencies, behaviour contracts, and token economies • Continuum of strategies for responding to inappropriate behavior, including specific, contingent, brief corrections for academic and social behaviour errors, differential reinforcement of other behaviour, planned ignoring, response cost, and time out
Non-Classroom	• Positive expectations & routines taught & encouraged/acknowledged • Active supervision by all staff, emphasizing scanning, moving, & interacting • Pre-corrections, prompts, & reminders • Positive reinforcement
Individual Student	• Behavioural competence at school & district levels • Function-based behaviour support planning • Team- & data-based decision making • Comprehensive person-centered planning & wraparound processes • Targeted social skills & self-management instruction • Individualized instructional & curricular accommodations
Family	• Continuum of positive behaviour support for all families • Frequent, regular, & positive contacts, communications, & acknowledgements • Formal & active participation & involvement as equal partners • Access to system of integrated school & community resources

SOURCE: NEPBI School-Wide Positive Behavioral Interventions and Supports:
Getting Started Workbook http://neswpbs.org/?q=tier1 p. 20
Center on Positive Behavioral Interventions and Supports (www.pbis.org) and
NorthEast Positive Behavioral Interventions and Supports (www.nepbis.org)

Appendix B: School Improvement Indicators pertaining to Positive Behavioral Intervention and Support

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20B_School%20Improvement%20Indicators_PBIS.docx

Appendix C: PBIS Self-Assessment Survey (SAS)

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20C_PBIS%20Self%20Assessment%20Survey.docx

The original document is available at the following address:

https://www.google.ca/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwjXnaCI27nVAhWkxYMKHYwCDo0QFggzMAE&url=https%3A%2F%2Fwww.pbisapps.org%2FResources%2FSWIS%2520Publications%2FSelf-Assessment%2520Survey.rtf&usg=AFQjCNHyqZxXYzwLIRSevwnTT0ic2jUEFw

Appendix D: Action Planning for PBIS Initiatives

Use the Facilitating Questions to Guide Action Planning:

Question	Notes
1. What need (problem, issue, concern, etc.) are we trying to address?	
2. What evidence do we have to confirm, understand, characterize, etc. the need?	
3. What factors seem to be contributing to the need?	
4. How high of a priority is addressing this need?	
5. What would the solution (data, strategy, etc.) look like to address the need?	
6. What existing activities also are addressing this need?	
7. What would we see if we have been successful in addressing this need in 3 months, 1 year, 2 years, etc.?	
8. What would a 1-3 year action plan look like to address this need?	
9. What factors ($, roadblocks, agreements, capacity, leadership, etc.) need to be considered to support and maximize the successful implementation of this action plan?	

Appendix E: Current Practices Evaluation Chart

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20E_Current%20Practices%20Evaluation%20Chart.docx

The original document is available at the following address:

NEPBI School-Wide Positive Behavioral Interventions and Supports: Getting Started Workbook
http://neswpbs.org/?q=tier1

Appendix F: Continuum of Positive Behaviour Interventions and Supports

Directions: Insert evaluated and selected practices and strategies into this table to establish a continuum of school-wide positive behavior supports.

Tier 1	
Tier 2	
Tier 3	

Appendix G: School-Wide Positive Behavioural Interventions and Supports (PBIS) –Implementation Guide

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20G_SWPBIS%20Implementation%20Guide.pdf

Appendix H: School-Wide Expectations

		Behavioural Expectations		
Context				

Appendix I: Sample Lesson Plans

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20I_Sample%20Lesson%20Plan.docx

The original document is available at the following address:

https://www.ocde.us/PBIS/Documents/Articles/Teaching+Social+Skills.pdf

Appendix J: PBIS School-Wide Acknowledgment Matrix

Type	What	When	Where	Who
High Frequency				
Intermittent				
Celebrations				

Appendix K: PBIS Team Implementation Checklist (TIC 3.1)

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20K_PBIS%20Team%20Implementation%20Checklist%20(TIC%203.1).doc

The original document is available at the following address:

http://cce.astate.edu/pbis/wp-content/uploads/2011/11/TIC-Checklist-Action-Plan.pdf

Appendix L: Proactive Strategies Checklist

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20L_Proactive%20Strategies%20Checklist.pdf

Proactive Strategies Checklist

If a student is engaging in chronic and/or severe behaviour that puts at risk the safety of others, an Individual Behaviour Support Plan should be developed. For students demonstrating less severe behavioural concerns, ESS teams may wish to review whether additional proactive strategies are required to address a student's challenging behaviour prior to the development of an IBSP. The following list is not a comprehensive list of all proactive strategies, but rather it is meant to serve as a guide for ESS teams when making recommendations to meet a student's needs.

Please note: Many of the strategies listed in the checklist are beneficial to all students. However, they may need to be carried out with greater intentionality and planning for students who are engaging in challenging behaviours.

Environmental Adaptations

☐ Modify seating arrangement	☐ Separate or designated work areas	☐ Task completed in another location
☐ Access to a quiet area	☐ Preferential seating on bus	☐ Place student first in line, or avoid lines altogether
☐ Rearrange the room or furniture	☐ Only needed materials are easily accessible	☐ Limit access to materials and activities associated with challenging behaviour
☐ Visual supports and schedules	☐ Use of timer for non-preferred tasks	☐ Assistive technology devices or services
☐ Reduce stimulation when appropriate	☐ Peer tutor/mentor	☐ Structured daily schedule
☐ Post all classroom rules and daily schedules in prominent locations	☐ Needed materials are easily accessible	☐ Structuring non-instructional periods, including recess
☐ Planned activities for transition times	☐ Routines or signals to prepare for transitions	☐ Cue students to stay on task (private signal)
☐ Supervise closely during transition times	☐ Increased level of support - peer support, adult support: _____	☐ Other

Antecedent-Based Adaptations

☐ School-wide Positive Behaviour Support Plan	☐ Class-wide expectations clearly defined	☐ Student involved in planning
☐ Interest-based work projects	☐ Non-preferred activities scheduled among preferred activities	☐ Preferred activities scheduled in daily routines

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Brunswick New Nouveau

Appendix M: Short-Term Intervention Tracking Form

Student: _____
Name of Intervention:_____ Parental Consent: □
Start date: _____   End Date: _____

Goal of Intervention (by end date):

Outcomes/Steps to reach goal:

Teaching and response strategies required by learner (UDL/PLP accommodations):

How will we know when student has mastered the goal? Type of data used for tracking?

How will we respond if student does not master the goal?

Mid-intervention progress notes:

End of intervention-block notes and next steps:

Source: Adapted from Anglophone School District –South

Appendix N: Short-Term Tier 2 Intervention Inventory

Student name: Sarah H

Type of Intervention	Description	Persons Responsible	Start Date – End Date	Comments
Math groups	• 3 times/week for 30 minutes • Small group of 4 students	Math Lead	January 18 – February 12	• Sarah missed half of the sessions due to school absences; it was hard to create momentum. • Weekly assessments showed small gains.
Behaviour Contract	• Sarah earned 'choice time' for staying in class • Rewards were earned on Fridays	All teachers; homeroom teacher organized chart each week	February 8 - 26	• Sarah did not seem interested in the rewards. • Sarah missed 4 of the ten days the contract was in place.
Hall Passes	• Used by all students in the class	All teachers	Ongoing since September	• There was limited success with this intervention. • Some teachers report not requiring students to use the pass.
Break Cards	• Sarah was given three break cards to use each day at her discretion.	All teachers	February 22-26	• Limited success as Sarah used them quickly at the beginning of each day.
Check-In/Check-Out	• Monday, Wednesday, Friday meeting with ESS-G from 8:30 – 8:40	ESS-Guidance Counsellor	January 18 – present	• When ESS-G is available it is very positive. Sarah reports enjoying the meetings. • Consistency is an issue due to unpredictability of ESS-G's schedule.
Weekly contact with parent	• Meeting date scheduled each Thursday after school		January 22 – present	• While the goal is to meet weekly, generally it has been bi-weekly.

Developed by Anglophone School District- South (2016)

Appendix O: Event or Frequency Recording

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20O_EventFrequencyRecord.pdf

Event or Frequency Record

Student's Name: _____   Teacher's Name: _____

Behaviour or skill to be assessed (in observable and measurable terms):

Baseline: _____   Intervention: _____

Date	Observer Initials	Time	Number of Occurrences	Comments

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Appendix P: Duration Recording

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20P_Duration%20Recording.pdf

Duration Recording

Student's Name: _____ Teacher's Name: _____

Behaviour or skill to be assessed (in observable and measurable terms):

Start recording when: _____
Stop recording when: _____
Baseline: _____ Intervention: _____

Date	Observer Initials	Context	Total Duration

Notes:

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Brunswick

Appendix Q: Scatterplot Data Sheet

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20Q_Scatterplot_Template.pdf

Scatterplot Data Sheet

Student: _____   Grade: _____

Observer(s): _____

Target Behaviour: _____

Directions: For each activity, fill in the appropriate square using the legend below to indicate the number of times the target behaviour occurred.

Data was not collected (indicate reason at bottom of page)
Target behaviour did not occur
Target behaviour occurred

Activity \ Date	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10

Notes:

New Brunswick Nouveau
Brunswick

Appendix R: A-B-C Recording Chart

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20R_ABC_Template.pdf

A-B-C Recording Chart

Student: _____   Grade: _____

Observer(s): _____

Target Behaviour: _____

Directions: For each instance of behaviour, record the context of the behaviour (date, time, designated activity, people involved, location, etc.) and briefly describe the antecedent, behaviour, and consequence.

	Antecedent What happened immediately before the behaviour?	Behaviour Describe the behaviour in observable terms.	Consequence What happened immediately after the behaviour?
Date: Time: Activity: People: Place:			
Date: Time: Activity: People: Place:			
Date: Time: Activity: People: Place:			
Date: Time: Activity: People: Place:			

Notes:

_____
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Appendix S: Student Interviews

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20S_Student%20Interviews.pdf

The original document is available at the following address:

http://ecsd-fl.schoolloop.com/best/fbadata See Student Interview Section (copy and paste link to access document)

Appendix T: Personalized Learning Plan – Individual Behaviour Support Plan (PLP-IBSP)

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20T_PLP_IBSP%20Template.docx

Appendix U: Prioritizing Challenging Behaviour

Safety Risk
What is the level of safety risk of the behaviour?
Does the learner demonstrate other behaviours that pose a higher risk?

Mild	The behaviour: • poses a barrier to inclusion • interferes with social interactions and/or adaptive behaviour • does <u>not</u> pose any threat to the environment, health, or safety for the learner or others Examples include inappropriate verbal behaviour (e.g.: crying, swearing, threats, verbal refusal, whining), chronic non-compliance or disengagement, and disruptive behaviour.

Moderate	The behaviour: • poses some risk to the environment, health, or safety • has not yet resulted in significant property destruction, injury, or a threat to safety requiring emergency intervention Examples include threats to harm, light pushing, destructive behaviour (e.g. breaking objects or pushing objects towards a person), running away (stays in immediate location), and low intensity self-injurious behaviour (e.g. biting self without causing injury).

Severe	The behaviour has: • resulted in significant injury • threatened the safety of self or others to the point of requiring emergency intervention such as restraint, protective equipment, one-to-one supervision, or placement in a highly restrictive environment to prevent significant injury or threats to safety Examples include aggression that has injured others, inappropriate sexual behaviour, running away out of sight or off school property, high intensity self-injurious behaviour, and major property destruction.

Evaluating the Impact of the Behaviour Challenge
- Is the behaviour interfering with the learner being included in the learning environment and in activities with his or her peers or family?
- Is the behaviour preventing the learner from accessing reinforcement in the natural environment?
- Is the behaviour potentially stigmatizing? Does the behaviour cause the learner's peers to perceive him in a negative way?
- Will changing the behaviour have an impact on the learner's independence and overall success?

Appendix V: Team Planning Chart

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20V_Team%20Planning%20Chart.pdf

Appendix W: Open-Ended Functional Assessment Interview

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20W_Open-Ended%20Functional%20Assessment%20Interview.pdf

The original document is available at the following address:

https://practicalfunctionalassessment.files.wordpress.com/2015/06/open-ended-functional-assessment-interview.pdf

Appendix X: Teacher Interviews

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20X_Teacher%20Interview.pdf

The original document is available at the following address:

http://ecsd-fl.schoolloop.com/best/fbadata See Teacher Interview Section (copy and paste link to access document)

Appendix Y: Example of Strategies

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20Y_Examples%20of%20Strategies.docx

Examples of Preventative, Teaching, Reinforcement and Reduction Strategies

Behaviour	Preventative Strategies (Things to reduce the chance of the behaviour happening/triggers.)	Teaching & Reinforcement Strategies (How will you teach the replacement behaviour and how will you reinforce based on function?)	Behaviour Reduction Strategies (How do you minimize the reinforcement that the target behaviour gets when it happens?)
Talking Out (function attention)	• Give as much attention as possible ahead of time • Talk to the class about rules/expectations...teaching them that they do not laugh at inappropriate comments, raise their hand etc.	• Teach the student to raise their hand. This behaviour is then reinforced by giving them attention when they do raise their hand. • Modeling, social stories, social skills training • Teaching a more appropriate communicative way to gain the attention. • Teaching when it is appropriate to speak out and when it is not.	• When the student does speak out, minimize the attention that the behaviour receives as best that you can. (Even giving the non-verbal signal for 'shh' or making eye contact is giving attention.)
Running from the room (function: escaping an independent task)	• Have student sit beside a student known to be helpful • Always pairing the student with a partner or a group • Lower the level of the independent task so that it may not be as daunting • Direct help from the teacher/EA • Seating arrangement	• Teach the student to raise their hand and ask for help and then reinforce the student for doing so by providing help. (In essence then, the student is escaping the given task.) • Have the student ask to work with a partner. (Initially this request would always be honoured, over time the support would be weaned.) • Modeling, social stories, social skills training	• If the student escapes, when she/he does return to the room the expectation will be that she/he completes part of the task she was avoiding – or it could be sent home for homework.
Running from the room (function attention)	• Provide lots of attention in the classroom. (You want the student to receive the attention IN the room.) • Minimize difficulty /quantity of tasks	• For a younger student, give them a sticker every few minutes to stay in the room (paired with attention). • Provide the student with a card or a cue. The student will be taught to raise the card or provide the cue when they want the teacher (attention). The reinforcement piece will be the teacher giving the student the attention for the cue. • Modeling, social stories, social skills training • If the student returns to the classroom, they receive positive verbal reinforcement for making a good choice.	• A time delay before the student is followed when they leave the room (appropriate when there are no safety concerns). • All staff made aware of minimizing attention to the student when they see them in the hallway. • When it is necessary to follow the student, be discrete, minimize eye contact and minimize any verbal engagement etc.

Developed by ASD-S Behaviour Leads for April, 2016 Professional Learning Sessions

Appendix Z: PLP-IBSP Implementation Checklist

This document is available on the New Brunswick internal portal site for educational personnel at the following address:

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/RTI%20for%20Behaviour_PBIS%20Resource%20Guide%20and%20and%20Appendices/Appendix%20Z_%20PLP-IBSP%20Implementation%20Checklist.docx

PLP-IBSP Implementation Checklist

Learner's name: PLP-IBSP Implementation Date:

Target Behaviour 1:   Target Behaviour 2:

Circle Y if strategy was observed and implemented correctly; N if the strategy was not implemented correctly; leave blank if there was no opportunity to observe the strategy.

Start date	Preventive Strategies	Date:	Date:	Date:	Date:	Date:
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
	Teaching and Reinforcement Strategies					
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
	Behaviour Reduction Strategies					
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
	Emergency Procedures					
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N
		Y N	Y N	Y N	Y N	Y N

In the Start Date column, indicate when the specific intervention was implemented. Leave blank if the intervention has not yet been introduced.