

Behavior... A Three-Tiered Approach to Support All Students

Contributed by:

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Classrooms are comprised of students with varying academic and behavioral abilities, strengths, and needs. Planning to meet these needs can be challenging. Consider using a three-tiered approach as a framework for organizing practices and interventions to support all students. In the reference below, [Universal Positive Behavior Support for the Classroom](#), Lori Newcomer provides an extensive overview with practical implications for building the foundation (what is in place to support **all** students) of a three-tiered approach. In addition to universal supports, **some** students may require additional intervention to demonstrate appropriate behavior. Even with this additional support, a **few** students may need more intensive support.

A T-TAC ODU Collaboration

In a collaborative effort between curriculum and instruction, autism, and behavior specialists at T-TAC ODU, several ideas have been integrated into one web-based resource (below) addressing the three-tiered framework. Resources are included to support what we do for all students, some students, and a few students, including students with autism.

For ALL Students	<ul style="list-style-type: none"> • Universal Positive Behavior Support for the Classroom http://www.pbis.org/common/pbisresources/publications/PBIS_newsletter_V4I4.pdf • The Access Center http://www.k8accesscenter.org/index.php • Center on Instruction http://www.centeroninstruction.org/
For SOME Students	<ul style="list-style-type: none"> • Secondary Research http://www.pbis.org/research/secondary/default.aspx • Resources: Autism Priority Project http://ttaconline.org/staff/s_resources/UploadedFiles/Marie515200913148pm/online%20resources%20May%202009.pdf • Behavior Professional Development Modules http://iris.peabody.vanderbilt.edu/resources.html • Intervention Central http://www.interventioncentral.com
For a FEW Students	<ul style="list-style-type: none"> • FBA in Virginia http://ttac.odu.edu/fba.php • The Interactive Collaborative Autism Network (ICAN) http://www.autismnetwork.org/index.html



Planning to Use a Three-Tiered Continuum of Supports

Take Inventory!

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Click [here](#) to download and use the blank triangle to take inventory of existing academic and behavioral practices that are currently in place in your classroom for all students, some students, and a few students.

Food for thought...

- o How do I know if practices currently in place are evidence-based?
- o In what ways will effectiveness of practices be assessed, measured, and monitored? Explore the "Assessment" resources at The IRIS Center.
- o What additional evidence-based academic and behavioral supports may be needed? Resources and workshops are listed below.

Build YOUR Professional Triangle

8 V H W K H O L V W E H O R Z W R ¿ Q G O L Q N V W R 7 7 \$ & 2 ' 8 O L E U D U \ P D V
 and upcoming workshops that support continued learning around building a triangle of tiered supports. Resources for behavior and academic support, autism and early childhood are included. Choose a library item and/or workshop that
 Z L O O ¿ W \ R X U Q H H G V

Click on the links:

- [ODU Professional Lending Library](#)
- [A Day with Terry Scott and Amy Lingo: Building a Framework of Positive Proactive and Instructional Practices in the Classroom](#)
- [3-Day Series for Building a Framework of Positive Proactive and Instructional Practices and 3-Day Series: Virtual Professional Learning Community for Positive Proactive and Instructional Practices Follow-up](#)
- [Challenged by Challenging Behavior](#) (Intensive Early Childhood Supports for a FEW students)
- [A Land We Can Share: Teaching Literacy to Students with Autism](#)



S G e i O

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Behavior is Communicative

Jennifer Mitchell, Assistive Technology Specialist

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&KDOOHQJLQJ EHKDYLRU HLWKHU IURP D VWXGHQW ZLWK VLJQ
cant disabilities or a mild learning disability, is frequently
an inappropriate attempt to communicate a need or a
feeling. Whether verbal or nonverbal, children do not
always communicate their wants and needs accurately.
Observe body language to help translate the message.
Body language (posture and facial expressions) can
reveal physical discomfort, over stimulation, frustration,
GLI¿FXOW\ ZLWK WDVN DQJHU DQG RWKHU IHHOLQJV

For example, if a student is attempting to complete a
PDWK ZRUNVKHHW EXW DIWHU ¿QLVKLQJ WZR SUREOHPV KH
GURSV KLV SHQFLO RQ WKH ÀRRU DQG WKHQ NLFNV LW +RZ P
you interpret the behavior?

- D 7KH WDVN LV WRR GLI¿FXOW IRU WKH VWXGHQW
- (b) The student has motor issues and writing is exhausting.
F 7KH VWXGHQW¶V YLVXDO SHUFHSWLRQ PDNHV LW GLI¿FXOW
- (d) The student has an attention disorder and doesn't remember the directions.
- (e) The student has completed this worksheet before and is bored.

The reasons for challenging behavior can be many and varied. Assistive technology often proves to be very useful when students are struggling with academic and other demands of school. Following are a few resources to assist struggling students.

- Decision Making and Selection of Assistive Technology Tools
Virginia Assistive Technology Priority Project
http://www.ttac.vt.edu/vaatpp/decision_selection.html
- Exploring New Territories: Technology Resources for Struggling Students and Students with Disabilities
<http://www.paec.org/fdlrstech/Handouts/booklet%20FDLRS%2009%20plain.pdf>

Behavioral Considerations for Students with Intellectual Disabilities

By Daniel Biegun

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6 W X G H Q W V Z L W K V L J Q L ; F D Q W L Q W H O O H F W X D O G L V D E L O L W L H V
to as self-injurious behaviors as well as self-stimulation) X U W K H U F R P P X Q L F D W L R Q G H
student's use of attention-seeking behavior such as loud vocalizations or banging in order to commu-
Q L F D W H Z D Q W V D Q G Q H H G V % H O R Z \ R X Z L O O ; Q G D V K R U W
H U V R I V W X G H Q W V Z L W K V L J Q L ; F D Q W L Q W H O O H F W X D O G L V D E L O L W L H V

5 Tips to Foster Positive Student Behavior

1) Identify powerful reinforcers - Everyone wants to be positively reinforced for their work. Examples include praise, pay checks, and intrinsic motivation. It is important to identify ways to powerfully reinforce students. Ask a student's parents for ideas. Reinforcers
P D \ E H D I D Y R U L W H W R \ K L J K ; Y H V Y H U E D O S U D L V H W L P H O L
sic, time on the computer, etc.

2) Be age-appropriate - Be sure to consider a student's chronological age when providing reinforcement. An elementary school teacher
P D \ J L Y H K X J V Z K L O H D K L J K V F K R R O W H S D U H K M E K Z R R X O W H J D F K H K U L
her hands and say, "You are such a big boy!" for a student's good behavior, while a middle school teacher might say "Way to go! I am proud of you!" A teenager, regardless of developmental age, should be reinforced with appropriate items. (For example, when working with middle or high school students, avoid the use of musical items that play Mary Had a Little Lamb or the like.)

3) Behaviors must be replaced - Students sometimes exhibit inappropriate behavior as a means to reach a desired outcome. These desired outcomes may include attention, escape, or gaining a desired item. It is not enough to merely teach a student to abandon such behavior. We must teach the student a new, and more appropriate, means of reaching the desired outcome. Here are some examples of replacement behaviors for students who desire escape or attention.

4) Change the Environment 2 I W H Q W L P H V W K H ; U V W U H D F W L R Q W R D V W
to modify the behavior. There are ways to prevent such behaviors by modifying the environment. This should be considered for students who rely on a consistent daily routine or who have adverse reactions to certain stimuli. Here are some suggestions to prevent behaviors of students who desire escape or attention.

5) Take Data - Data is extremely important. Before we can address a problem behavior, we must determine the function of the behavior. Click [here](#) for examples of data forms that will assist you in identifying the function of a behavior. Functional Behavior Assessment will provide a better understand-
L Q J R I W K H S X U S R V H E H K L Q G D S D U W L F X O D U E H K D Y L R U 2 Q F H
create or select data forms that address the function of that behavior. Such data collection will allow you to monitor the effectiveness of selected interventions.

CSEFEL? TACSEI? What's It All Mean?

Linda Ingleson, Early Childhood Special Education Specialist

The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. They promote research and evidence-based practices. The model used is referred to as the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children (see graphic below). There are extensive, user-friendly training materials, videos, and print resources which are available directly from the CSEFL website.

Retrieved September 25, 2009 from <http://www.vanderbilt.edu/csefel>

The Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates FREE products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day. Most of these free products are available on the Web site for you to view, download, and use.

Retrieved September 25, 2009 from <http://www.challengingbehavior.org/>

The following links take you right to tools on the websites.

- [Creating Teaching Tools for Young Children with Challenging Behavior](#)
- [Complete Guide to Positive Behavior Support](#)
- [Scripted Stories for Social Situations](#)
- [Book Nooks](#)
- [Teaching Social Emotional Skills](#)

ATTEND THE TWO-PART WORKSHOP SERIES on December 3 and February 9

Challenged by Challenging Behavior

where you will learn more about supporting preschool children who need intensive intervention (as indicated at the top of the pyramid).

TTAC ODU Library Resources available for check-out

*Children with Challenging Behavior:
Strategies for Reflective Thinking-*
Linda and Tom Brault

*Understanding Behavior from the
Outside In-* Linda Brault

*Young Exceptional Children-Teaching
Strategies: What to do to Support
Young Children's Development-*
Division for Early Childhood

*Challenging Behavior in Young
Children: Understanding Preventing
and Responding Effectively-*Kaiser &
Basminsky

T-TAC ODU Conferences

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The Early Years: What Brain Researchers Says About Teaching our Youngest

November 17, 2009

This workshop will investigate the developmental milestones of the brain and the notorious "windows of opportunity". Participants will walk away from this experience with a sound understanding of what happens in the developing brain and AWESOME strategies to enrich this development.

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Make and Take for K - 3rd Special Education Teachers - ASOL's and Foundation Blocks for Science and Social Studies

November 17, 2009

Hands on activities for science and social studies as they pertain to the Aligned Standards of Learning and Foundation Blocks for elementary students. This workshop is appropriate for Pre-K through 3rd grade Special (GXFDWLRQ 7HDFKHUV VHUYLQJ VWXGHQWV ZLWK \$XWLV 6SHFWUXP Intellectual Disabilities who are being assessed through the VAAP.

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Reading Institute for Teachers and Educators Serving Students with Disabilities

November 20, 2009, & January 22, 2010

Presenters are Beth Estill and Andrea Payne, Virginia Beach Public Schools Reading Specialists. 3 session ZRUNVKRS FRYHULQJ :RUG 6WXG\ &RPSUHKHQVLRQ DQG /RRNLQJ DW GHYHORSPHQW KRXUV WRZDUGV UHFHUWL¿FDWLRQ LI \RX DWWHQG \$ KWWS WWDF RGX HGX BSXEOLF ¿OH).1\$/ 5HDGLQJ ,QVWLWXWH

Challenged by Challenging Behavior?

December 03, 2009, February 09, 2010

If you would like further support for working with young children who exhibit challenging behavior, this workshop is for you! Participants will learn how to determine the meaning of behavior and develop a behavior support plan with appropriate interventions for young children.

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Building a Framework of Positive, Proactive, and Instructional Practices in the Classroom

December 09, 2009, January 12, 2010, & March 23, 2010

Participants will learn to build a framework of tiered supports and evidence-based practice to design a class- URRP DQG ZLOO H[SORUH VSHFL¿F SUBFWLFHV VOIGLQJ QHUVLQJ RLFURQRPLK KWWS WWDF RGX HGX BSXEOLF ¿OH QHZ /% .< %XLOGLQJ D)UD

A Day with Terry Scott and Amy Lingo: Building a Framework of Positive, Proactive, and Instructional Practices in the Classroom

December 09, 2009

Participants will learn how to build a framework of tiered supports and evidence-based practices to design classroom environments that support: What we do for ALL students, what we do for SOME students, and what we do for a FEW students. The presenters will address both academic and behavioral issues simultaneously and in a systematic manner. Topics will include practices around behavior, reading, and math.

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T-TAC ODU Conferences

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Using the SMARTBoard to Enhance Early Childhood Instruction

December 10, 2009 and March 16, 2010

Part one will demonstrate the nuts and bolts of using the SMARTBoard and participants will learn how to integrate this technology into the daily class routine. In part two, you will learn more in-depth methods of creating pages and manipulation of objects and pictures.

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SGI

ASOL's Everyday: Planning Your Literacy Instruction

December 11, 2009

7 KLV ZRUNVKRS LV DSSURSULDWH IRU WHDFKHUV RI VWXGHQW-V ZLW abilities (MD) and Intellectual Disability (I.D.) who are assessed through the VAAP. Elementary, middle, and high school teachers are invited to attend.

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Partners in Learning: A Virtual Professional Learning Community (PLC) for Building a Framework of Positive, Proactive and Instructional Practices in the Classroom

December 16, 2009, February 10, 2010, & April 14, 2010

Participants who attend the 3-part series, Building a Framework of Positive, Proactive and Instructional Practices in the Classroom, are offered opportunities to work together as virtual "Partners in Learning". This online SURIHVVLQRQDO OHDUQLQJ FRPPXQLW\ ZLOO SURYLGH IROORZ XS WKD Further information will be provided at the end of each training day.

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Mission Possible: Proven Practices for Successful Inclusion

January 08, 2010

Dr. Lisa Dieker is a highly engaging speaker and educator with a passion for inclusion. She was the keynote speaker this past spring at the VCASE Conference and is back by popular demand! Lisa will share strategies, including those listed below, which are important for inclusion to be successful.

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"A Land We Can Share": Teaching Literacy to Students with Autism by Paula Kluth, Ph.D.

February 01, 2010

During this interactive session, Paula will explain how many learners have been excluded from reading and writing experiences that are inclusive, rich, challenging, and meaningful. Come and learn about how we can give all students- including those autism, Down syndrome, and low-incidence disabilities- access to the literate community.

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Visual Tasks: Make It / Take It

February 16, 2010

This workshop will explore the principles for developing visual tasks with children with autism spectrum disorder. Participants will determine the type of task to make and will have time to put it together.

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State and National Conferences

National Autism Conference

November 12-15, 2009

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2009 conference will be held in Weston, FL and is open to parents and to professionals who serve individuals on the autism spectrum. In addition to the presentations and exhibits, there will be many opportunities to network with the speakers, service providers, and parents.

<http://www.nationalautismconference.org/index.htm>

2009 OCALI Conference and Convention

November 17-19, 2009

This conference will continue the goal of furthering capacity to improve programs for those with autism spectrum disorders and low-incidence disabilities. Will be held at the Greater Columbus Convention Center in Columbus, Ohio.

<http://conference.ocali.org/index.php>

2009 ASHA Convention

November 19-21, 2009

American Speech-Language-Hearing Association National Convention in New Orleans, LA. Programs, speakers, exhibits and learning groups that will appeal to all professionals interested in topics relating to speech, language and hearing impairments.

<http://www.asha.org/events/convention/register/default.htm>

TechKnowledge 2009 in Richmond, Special Topics in Assistive Technology

November 19th & 20th, 2009

This conference is designed for general and special educators, related service personnel, assistive technology teams, instructional technology specialists, administrators, family members, and others interested in helping students with disabilities achieve success.

http://www.vcu.edu/ttac/professional_development/techknowledge/

Future Quest 2009- George Mason University

November 21, 2009

Future Quest 2009 is a Free College & Career Forum for Students with DisAbilities, Parents & Professionals.

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Disability Employment Policy). She will present on "Facing Your Future: Steps to Creating the Life You Want."

On-Site Registration begins at 8:00am in the Johnson Center at George Mason University (Fairfax Campus).

This event is sponsored by the Northern Virginia Transition Coalition. For accommodations, please register by

October 21, 2009.

http://ttaconline.org/staff/s_events/s_event_detail.asp?cid=1518

VSTE's 2009-10 Annual State Technology Conference

November 30 – December 02, 2009

VSTE sponsors the only statewide technology conference in Virginia. Over 1,000 attendees are excited each year by cutting edge technology sessions and workshops. We promise to overwhelm you with information, opportunities, knowledge and activities. In two and a half days, you can select from over 125 concurrent sessions, shair fare, bring your own Laptop (BYOL), Mission21, vendor, and special presentations. Visit our exhibitors and gather information on state of the art opportunities for education. *Location: Hotel Roanoke and Conference Center (Roanoke, VA)

<http://vste.org/se3bin/clientgenie.cgi>

State and National Conferences

Transition Assessment and Students with Intellectual Disabilities: Resources and Strategies

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December 03, 2009 - Newport News and 12/04/2009 - Manassas

This training offers an extended opportunity to learn effective approaches for developing a comprehensive DSSURDFK WR DVVHVVLQJ VWXGHQWV ZLWK VLJQL¿FDQW GLVDELQW from the perspective of preparing youth and families to plan for the transition to supported adulthood.
http://ttaonline.org/staff/s_events/s_event_detail.asp?cid=1625

Virginia ASCD 2009 Annual Conference

December 02-04, 2009

"Building Communities That Support Rigorous Student Learning" at the Williamsburg Marriott. Keynote Speakers and topics include: Marcia Tate - "Shouting Won't Grow Dendrites -20 Techniques on Managing a Brain Compatible Classroom", Ken Kay - "Is it a Fad? Why the Economy Won't Let 21st Century Skills Go Away", Will Richardson - "Anywhere, Anytime Classrooms: Teaching and Learning in a Networked World", Bill Daggett - "Taking Rigor and Relevance from Concept to Reality", and Heidi Hayes-Jacobs - "Professional Growth for 21st Century Teachers".

<http://www.vaascd.org/2009ACRegistrationForm.pdf>

From Indifference to Empowerment: Preparing Students to Lead Self-Determined Lives

December 09, 2009

Description: IDEA requires that Individualized Education Program (IEP) teams address functional, as well as academic skill development. This institute prepares educators and parents to help students learn and practice the component skills of self-determination, and functional skills that support transition to adult life.

<http://education.wm.edu/centers/ttac/profdev/index.php>

An Overview of Secondary Transition Requirements of the IDEA

February 10, 2010

This one-day institute is designed for middle/high school administrators, school counselors, career and technical FDO HGXF DWLRQ VXSHUYLV RUV FHQWUDO RI¿FH VSHFLDO HGXF DWLRQ parents, and others interested in an overview of the federal requirement to prepare students with disabilities for adult life.

http://ttaonline.org/staff/s_events/s_event_detail.asp?cid=1618

2010 Annual SHAV Conference

March 25-27, 2010

This years' topic will be: Thinking Outside the Box: How to do More with Less. Renaissance Portsmouth Hotel, Portsmouth, Virginia

<http://www.shav.org>

CEC 2010 Convention & Expo (Nashville, Tenn.)

April 21 - 24, 2010

Join us April 21-24 for the CEC 2010 Convention & Expo -- the largest professional gathering of the special education community. This event offers you an unparalleled learning experience with more than 800 educational hours to help you learn the latest in evidence-based practices; explore innovative technologies, products, and services; and network with others working with children with exceptionalities and their families. It will be held at the Gaylord Opryland Hotel and Convention Center in Nashville, Tenn.

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ConventionExpo/default.htm>