

| Date & Time: | 02-16-23 6:30PM |
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| Location: | Virtual Zoom Understanding Behavioral Plans |
| Attendance: | D. Perez, T. Acosta, M.Katz, J. Figueroa, K. |

| Topic: | Discussion Summary | Actions | Responsible Party | Date to be Actioned by |
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| an | Tracy began the introduction to the meeting and went over housekeeping rules and reminders.  Ms. Figeruoa introduced our district BCBA, Kathryn Pietrowski. She works with our teachers, paraprofessionals, and helps with behavioral problems and plans. She has been in the district since 2009, and was also a special education teacher.  Behavioral plans are written by her and social workers, psychologists ( case managers)  Understanding Behavioral Plans  Key behavior terms   * Consequence- neutral term - happens after * Reinforcement- consequence that * Positive- adding something * **Punishment- research shows that is not nearly as effective** * Negative- taking something out   Functions of behavior- type of communication- trying to achieve something. This allows us to design strategies for students.Should be based on specific students' functions.  Attention  Access  Escape  Sensory  Basic parts of BIP  01.Target behaviors ( Should be significant and directly impact learning or class setting- so how can we help students that do not need a BIP)  for reduction- What are the problem behaviors. Clearly defined.  Not too many behaviors at one time. Socially significant and impeding education. Maybe rude or aggressive. ( Example ignore rude and address aggression)  02.Target Behaviors for Acquisition- WHat are we trying to teach the student? We have to teach replacement behaviors? What do I want to gain?  Pro social is the opposite of problem behavior. ( Behavior is anything a person does- is not always negative. Teach them acceptable behaviors.  03.Antecedent strategies- Outlines the section where supports are put in place to assist students before problem behaviors occur.  Premack principle ( If, then)  Self monitoring systems  Token economy systems- This brings up a lot of pushback by teachers and parents,Do not want to bribe, It teaches reinforcement. Engaging in a contract with students before behaviors occur. Give them incentives- It is a natural thing that carries into adulthood.  Completion- Criteria- There should be a set of criteria in place when the plan is mastered.  Sensory seeking behavior can be negative if it's headbanging or calling out in class.  Some sensory seeking can be given a replacement behavior.  Parents commented that sometimes token economy can be used too long or should be taken out sooner than they need.  Every behavior we have is reinforced by something. We need to change what they are reinforced by.  Grades may not be a reinforcement for some students. But it does work for some students.  Praise may be abundant in the beginning, but could be phased out.  Prizes can be phased out with time and replaced. Like candy can be eventually changed out for more praise. Students should really understand what the behavior is that earned that.  04.Reactionary strategies- although antecedent strategies are great. Sometimes they are not enough and we need to look at reactionary strategies.  Planned ignoring, - or noncontingent attention- give unplanned attention at other times- alot if praise etc.  good for attention seeking, by not reinforcing attention seeking. Will not ignore unsafe behavior, but they can go over and help student off of table with limited contact,  Will not work for things that are not good for attention seeking.  How will students be dealt with inappropriate language? We need to look at the function of each student's behaviors. Inappropriate language should be redirected.  Would be outlined if it's a targeted behavioral plan, it would be outlined in the IEP if it needs to be addressed. If it is a once in a while thing, then it would not be in a plan.  What would be the consequence for the special needs student curses as opposed to a general ed student. Will they get detention?  Code of conduct— how is a student protected in this scenario?  Students with IEP fall into different disciplinary rules.  Escape extinction- will still need to accomplish the task or assignment.  Restoration- will need to help clean up if they have destroyed the room.  Calm down strategies.  How are the staff reactions? WHat is the training? Does the para understand the strategies? Everyone should be on the same page. The recommendation will be to have the para understand the best and teachers may defer to para for the plan.  Training can be done before the beginning of the year.  05.Data collection- ABC- How do we know if a plan needs to be adjusted or tweaked.  ABC- Antecedent, behavior, consequence \_ consequence is not synonymous with punishment.  Can provide valuable information on the functions. The consequence could be a clue if they are escaping behavior.  Were they always escaping the work, this may be doing it to go on a sensory break.  ABC data can be time consuming. Requires a lot of staff records and may be inaccurate?  Interval data recording is also important and could be put into a graph if the problem is trending up or down and see what's working,  Interval recording can help if it is the time of day that is a problem. May it is around 11am and lunch is at 11:15.  Period by period- can be completed by a student or staff.  Middle school and high school use this and it is helpful. Can also determine if it is a time of day or a subject to subject issue.  This is helpful to the student to self monitor and rate themselves and self evaluate.  Should go over with students. What score did you give and why?  05. Data collection- Can parents know if there is data collection? Parents should know if data can be collected. Parents may not have direct contact with the data plan. Data may be collected during a consultation and/or observation.  Data can be shared with parents upon request. Parents are looking for more day to day information. Daily communication can be shared with parents. Reach out to the case manager with issues.  Extra parts of the BIP  Student background  Rationale for plan  Proposed risks- sometimes problem behavior may increase in the beginning. Look at all components and not the frequency.  Parent involvement.- Extremely important be your child's advocate- put in plan what the best outcomes will be.  Completion- Criteria- There should be a set of criteria in place when the plan is mastered.  Some students have a behavior deficit.  Skill deficits.  Parents can reach out to the case manager for meetings about strategies for behavior.  Behavior plans can be warranted but are not always. Team decision. Parents can request FBA. BCBA in school only performs Services for classified students.  Strategies when they get older change and they do need to be socially appropriate.  Laptop can be used to keep things private, which is especially helpful.  Do not want to socially stigmatize our students, but want to identify what they care about. We need to figure out what they care about that will not impact them socially.  Question about BD rooms. Can parents visit these rooms to check out the classroom? Yes  Each student has iep in the room, and may be shared BIP.  Is our district ok with one BCBA?  We have a lot of buildings. Usually have consults once per week.  Training with staff.  CST staff has outside help with writing plans, etc.  Case managers have gotten training in behavioral plans.( not every student needs the same level of support at every time)  CPI is a crisis of last resort and a parent should be notified if, why and when it happened.  CPI- what is a crisis hold? Last resort when the student is in danger of hurting themselves or others. Only certain people are trained,  Blocking is blocking hitting.  Holding is only used in crisis.  Please contact [jtsepag@gmail.com](mailto:jtsepag@gmail.com) with any questions.  . | Continue to spread word about Sepag | All | Ongoing |
| Next meeting | 4/20/23 Self Advocacy | send info and spread word to the community | all | 3/9/21 |

Submitted by: Michele Katz