Coffee Chat

with the Diverse Learners Cooperative

Virtual Behavior Supports

- Friday, August 19th
- 8:30 - 8:45am CST

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The Diverse Learners Cooperative connects teachers and leaders with professional **learning**, **resources**, and **networks** to improve outcomes for diverse learners + increase teacher and leader retention

Set the Stage

2x more likely

To drop out of school if suspended once during freshman year

Source: Americanbar.org

3x more likely

To be arrested before leaving school

Source: Data Resource Center for Child & Adolescent Health

7x more likely

To be in jail again by age 25 if they were referred to the juvenile justice system *one time* during their youth

Source: Americanbar.org

THE SCHOOL TO PRISON PIPELINE

Today's Mission

To increase our understanding of how behavior interventions can be designed to meet students' unique needs and provide them with meaningful access to an inclusive learning community.

AGENDA:

1. Principles of Behavior
2. Group Supports
3. Individual Interventions
4. Service Times
5. Questions & Close Out

Principles of Behavior

Behavior is learned

Behavior can be taught

Behavior meets a need
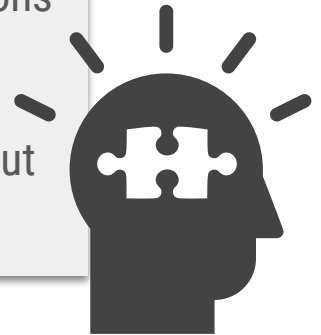
Behavior is communication
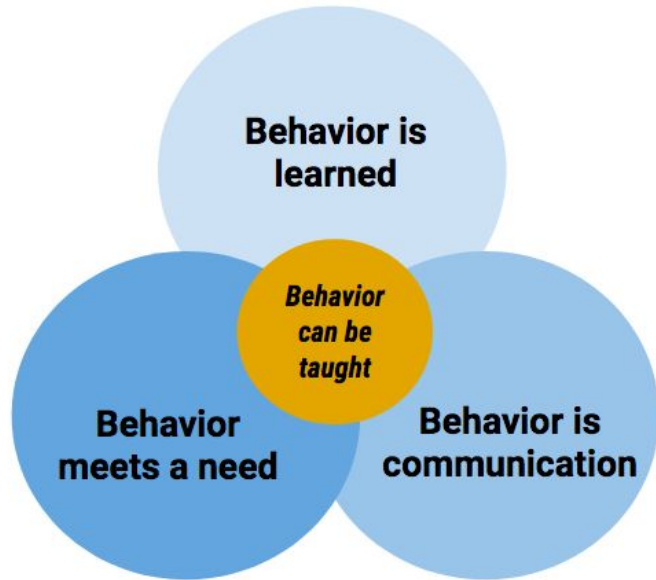
Click the circles above to access an article about challenging behavior as communication.

Reinforcement

Any situation or event that immediately follows a behavior which increases the chance that behavior will occur again.

	ACCESS/OBTAIN (Get)	ESCAPE (Avoid)
Attention		
Tangible/Activity		
Sensory Stimulation		

Function is the "purpose" of a behavior

Behavior & COVID-19

- Brand new experience for many children

- New environment can lead to new behaviors

- Behavior coincides with social & emotional needs

  - Anxiety & fear
  - Anger & frustration
  - Grief over loss of routine, friends, places
  - Mental and/or physical stress about multiple changes

- Ask ourselves specific questions:

  - What is my child trying to express or tell me using this new or unexpected behavior?
  - What possible fears, questions, or feelings are they trying to cope with right now?

Group Behavior Supports

Clear Behavior Expectations & Praise

Establish clear expectations across activities and use **behavior specific praise** (BSP) to acknowledge students who are engaging in the appropriate behavior

Implement this virtually by:
Designing an expectations matrix
Praise using multiple methods

Group Reward System

Identify a common goal that a group is working towards based on a *shared behavior.*
If students engage in this target behavior, they can access a reward.

Implement this virtually by:
Surveying preferences & ideas
Defining behavior with students
Create way to visually track goal

Visual Supports

Photos, pictures, icons or videos that provide students with a description or understanding about **what is expected** in a concrete way.

Implement this virtually by:
Create visual behavior expectations
Incorporate visual timers
Provide task lists with visual cues (e.g. symbols of websites)

Group Examples

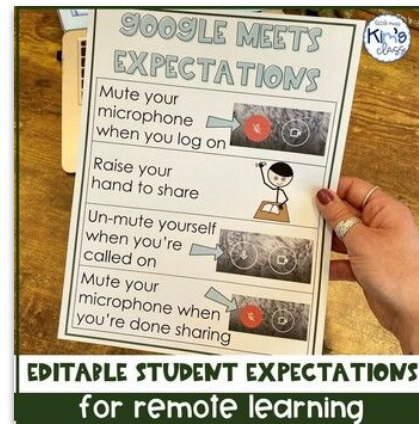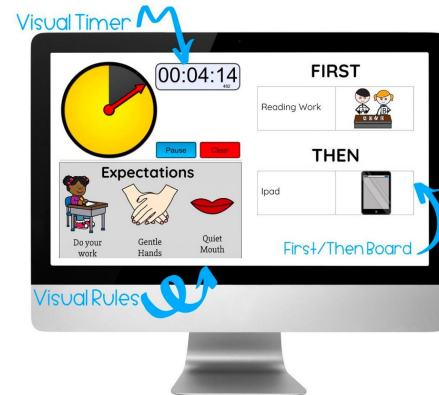## Example Remote Learning Matrix – Secondary
(Courtesy of Grandview Middle School, Westonka Public Schools ISI

Distance Learning Behavior Matrix	**P**reparation How ready are you?	**R**espect How do you treat others?	Integrity Who are you when no one is looking?
Distance Learning	I am • Have all the materials I need • Attend Zoom/online Meetings on time. • Completing and turning in assignments on time.	I am • Taking turns to comment during on-line/zoom lessons. • Honoring one voice. • Making respectful comments on-line/zoom • Respectful facial expressions online/zoom. • Valuing school property. • Wash hands and maintain social distances.	I am • Turning in my own work. • Helping younger siblings if needed. • Using Zoom for school use only. • Always THINKing before posting (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?) • Supportive of my classmates and opinions.
Technology	I am • Coming to class with Chromebook charged. • Using technology appropriately. • Taking good care of my Chromebook.	I am • Respectful of myself and others online. • Keeping login, passwords, and private information private. • Avoiding eating or drinking while using Chromebook.	I am • Always citing sources of pictures and information used. • Always THINKing before posting (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?)

At Home Behavior Support

Visual Timer

00:04:14

Pause | Clear

Expectations

Do your work | Gentle Hands | Quiet Mouth

FIRST
Reading Work

THEN
Ipad

First/Then Board

Visual Rules

PBIS Rewards.

GOOGLE MEETS EXPECTATIONS

Mute your microphone when you log on

Raise your hand to share

Un-mute yourself when you're called on

Mute your microphone when you're done sharing

EDITABLE STUDENT EXPECTATIONS
for remote learning

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Individual Behavior Interventions

Check In / Check Out

An intervention in which a student receives daily feedback from a mentor about whether their behavior was aligned to 3-5 specific goals.

Implement this virtually by:
Use Google form rating scales
Check in by text or call each day
Determine point goal & reward
Include family as collaborators

Social Stories

An individualized story that provides guidance & directions about a very specific situation, by teaching behavior expectations & their consequences

Implement this virtually by:
Incorporating student voice
Creating a video or audio recording
Read together over a call

Visual Schedule

Words, photos, pictures, symbols, or drawings that provide info about a sequence of events or activities. Beneficial for students who struggle with EF or transitions.

Implement this virtually by:
Outlining student logistics & tasks
Creating sample schedule together
Include reinforcement & breaks

Individual Examples

Provide structure to independent work at home

Sample Adapted CICO Card with Ratings for Multiple Instructional Activities

Cougar Leaders Card

Student Name: _____ Guardian Name: _____ Date: _____

Contact Info: _____ Check-in Time: _____ Check-out Time: _____

School-wide Expectations	Morning Circle	Live Instruction	Independent Reading	Math App	Homework
Be Safe	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2		
TOTAL POINTS					

Point Goal: _____ Goal Met? ☐ Yes ☐ No

Feeling Wheel

Happy Feliz

Scared Asustado(a)

Frustrated Frustrado(a)

Calm Calmado(a)

hi

How Are You?

How did you sleep last night? *

	1	2	3	4	5	
Didn't Sleep At All	○	○	○	○	○	Best Night's Sleep Ever

How was your breakfast or lunch? *

	1	2	3	4	5	
Skipped breakfast/lunch	○	○	○	○	○	I'm full

How are you today? *

Reading Response Choice Board

GOOGLE MEETS SCHEDULE
greeting
activity
sharing
closing

EDITABLE STUDENT SCHEDULES for remote learning

We Can Be Problem Solvers at Home!

By Meghan von der Embse, Rochelle Lentini, Rachel Anderson, Anne Wimmer, & Sarah Payton

ChallengingBehavior.org

SOUTH FLORIDA   NCPMI

National Center for Pyramid Model Innovation Family Resources has many premade social stories & strategy tip sheets

Supporting Behavior through Services

- **Consider**: high tech vs. low tech options, plus student preferences and family logistics for largest impact

- **Think**: what is the student's unmet need & possible function of behavior?

- **Reflect**: how can we meet the need AND teach appropriate replacement behavior during our service minutes?

Prioritize & collaborate

Pre-Vocational Behavior

IEP Service Minutes: 15 minutes, 1x per day

Skill(s) to Target: Completing assigned tasks given a specific number of prompts

High Technology Option:
- Provide 1:1 communication using real-time video conferencing tools
- Check in once a day with students, either at the beginning or end of day, to review learning tasks and set up a checklist for completion
- Encourage students to use online visual timers to self-monitor time on task during assignments
- Create pre-recorded video models of tasks around the house that students can use to replicate the skills themselves
- Create videos of examples and non-examples of pre-vocational behaviors, then have students answer quiz questions about them

Low Technology Option:
- Change the service on the IEP to consult, then collaborate with parents or family members at least weekly to provide goals or tips for helping the student practice specific skills
- Create and send (via picture text or mail) a task analysis for a specific set of skills, like hand washing or completing a household chore
- Create and send (via picture text or mail) a daily schedule with parent input and have the student check off items each day
- Check in via call or text at least 3x per week,; track progress toward goals via parent report

[DLC: Guide to Delivering High Quality IEP Services during School Closures](#)

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Key Takeaways

★ Behavior is learned, meets a need & has a purpose (function).

★ Behavior is a form of communication.

★ Behavior is always changing.

★ Behavior can be taught & reinforced using group & individual strategies.

★ Behavior support is critical for students' long term success.

Thank you!

www.diverselearnerscoop.com/covid19

Join us here next time for:

Equipping Families

- Friday, August 28th
- 8:30 - 8:45am CST