rethink **Ed**

Inspiring Hope. Powering Potential

Rethink Ed Behavior Success |
Andrea Tate

What is Rethink?

- Rethink Overview
    https://drive.google.com/open?id=0ByCcVdfR1_0TU0FXbUxyV1JwNXM

- Behavior Success
    https://drive.google.com/open?id=0ByCcVdfR1_0TVXNXYzBhZWQ4dDg

Behavior Support

- Behavior Resources
- Implement BIPs
- Monitor Plans

Addressing challenging behavior

Addressing Behavior Challenges in School

- Challenging behavior can keep the student from performing successfully
- Challenging behavior disrupts instruction
- Challenging behavior can keep peers from performing successfully
- Challenging behavior is emotionally exhausting for all involved
- Not addressing challenging behavior appropriately reinforces behavior for later in life

What does the research say?

- Students who exhibit violent, disruptive and dangerous behavior compromise the ability of schools to provide and education (Crone & Horner 2003).

- Teachers do not feel prepared to meet the needs of students with challenging behavior (Westling, 2010).

- In collaboration with behavioral consultants, teachers can effectively conduct functional assessments and design effective interventions (Snell, Vorhees & Chen, 2005).

What does the law say?

- IDEA Requirements:
  - The IEP team to consider the use of Positive Behavioral Interventions and Supports for any student whose behavior impedes his or her learning or the learning of others (20 U.S.C. §1414(d)(3)(B)(i)).
  - A functional behavioral assessment when a child who does not have a behavior intervention plan is removed from their current placement for more than 10 school days (e.g. suspension) for behavior that turns out to be a manifestation of the child's disability (20 U.S.C. §1415(k)(1)(F)(i)).
  - A functional behavioral assessment, when appropriate, to address any behavior that results in a long-term removal (20 U.S.C. §1415(k)(1)(D)).

Positive Behavior Intervention & Supports (PBIS)

The broad enterprise of helping people develop and engage in adaptive, socially desirable behaviors and overcome patterns of destructive and stigmatizing responding.

Koegel, Koegel and Dunlap, 1996

Challenges in implementing PBIS

- Insufficient Time
- Difficulty using the behavior recording form
- Difficulty with the functional assessment forms

Positive Behavior Supports are:

- Assessment Driven
- Focused on Prevention
- Inclusive
- Team-Based
- Person Centered
- Long-Term View

Responsiveness to Intervention

Academic Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

Behavioral Systems

Intensive, Individual Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All settings, all students
- Preventive, proactive

1-5%

5-10%

80-90%

Circa 1996
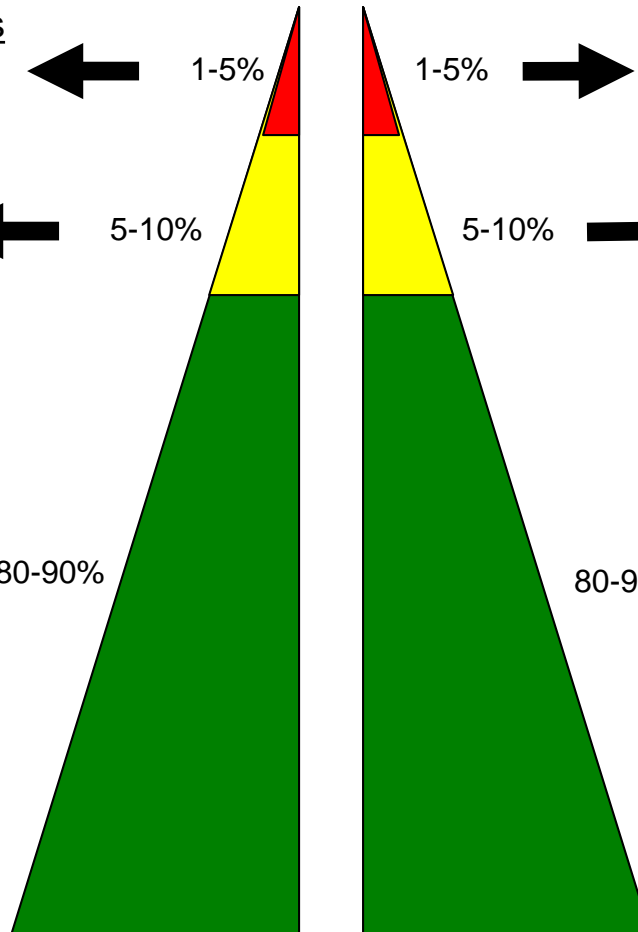
Tiers of Behavior

- Tier 1
  - When there is a need for foundational professional development to support students in maintaining behavior and/or establishing good classroom management practices
- Tier 2
  - When educators need assistance in implementing evidenced based practices in teaching socially appropriate skills that will reduce challenging behavior (eg. In K, a student with a developmental delay may have never been taught to sit. Once this skill is learned, their disruptive behavior will reduce)
- Tier 3
  - When problem behavior requires a more intensive approach, including assessment of function of behavior, and a more detailed behavior intervention plan

Tier 1

When there is a need for foundational professional development to support students in maintaining behavior and/or establishing good classroom management practices

Training Success

Fundamentals of Special Education

Disability Awareness Series

ABA Series

On-Demand Virtual Training Modules

Providing a greater understanding of students with disabilities and how to better support them:

- Short and Engaging
- Customized to meet the needs of target audience
- Applicable for individual and group setting viewing, large and small groups
- Cost efficient (No substitutes needed, convenient for PD days or afternoons)
- On-demand, can be accessed at any time for continuous learning
- Coaching tool for team support specialists

rethink Ed   My Students | My Resources | **My Training** | View Content | Reports | Account Setup | Help   Profile ⌄

My Training

User Guide

Disability Awareness Series

This course provides sensitivity training and practical strategies for those working and interacting with students with developmental disabilities.

Continue

Fundamentals of Special Education Series

This course provides an introduction to important components of special education and best practice classroom management strategies.

Continue

Applied Behavior Analysis (ABA) Series

This course provides training on research-based teaching strategies. Advanced Training also meets the 40 hr requirement for the RBT * credential.

Continue

* Registered Behavior Technician

Support Staff

Teachers

Peers

Home

Community

Applied Behavior Analysis Series (ABA)

Basic Training Center Summary

Account	Total Team Members	Training Completed	Training Started	Not Started
Anywhere Middle	1	0 / 1	0 / 1	1 / 1
Somewhere Elementary	5	0 / 5	2 / 5	3 / 5

Basic Training Series: Modules

	1	2	3	4	5	6	7	8	9	10	11
ESE Director							80 %		100 %		
Lead Multi Account											
Roz Prescott											
Roz SLP											
	0/4	0/4	0/4	0/4	0/4	0/4	0/4	0/4	1/4	0/4	0/4

Advanced Training

completion certificates for evaluations or credits

Disability Awareness Series
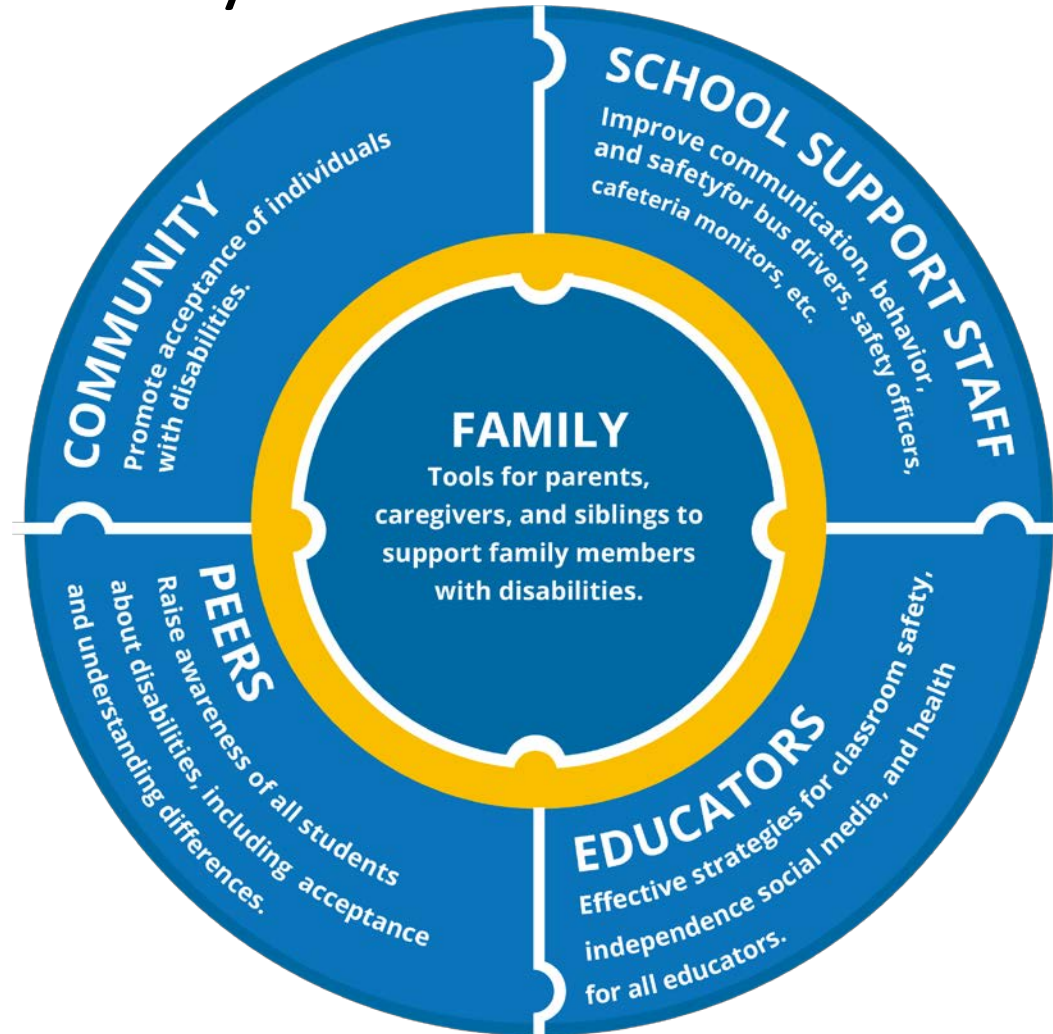
Whole Child Focus

School Support Teams & Community

For some parents, the only school employee they see is their child's bus driver…every school representative is seen as a very important part of their child's education (Bateman and Bateman, 2014)

General Education Educators

Beginning general education teachers with extended teacher preparation are more likely to report feeling well-prepared to teach content (Brownell and Sindelar, 2016)

Peers

62% of students (ages 6-21) served under IDEA, are included 80% or more of the time within Gen Ed settings and with their Gen Ed peers

Students with Disabilities are 2-3x more likely to be bullied (Marshall, Kendall, Banks, & Gover, 2009)

Parents, Caregivers, & Siblings

The study highlighted the need for additional social support for parents with a child with special needs, and accentuated the importance of developing awareness and intervention programs to facilitate parents' coping abilities and their family interactions. *Heiman, T., & Berger, O. (2008).*
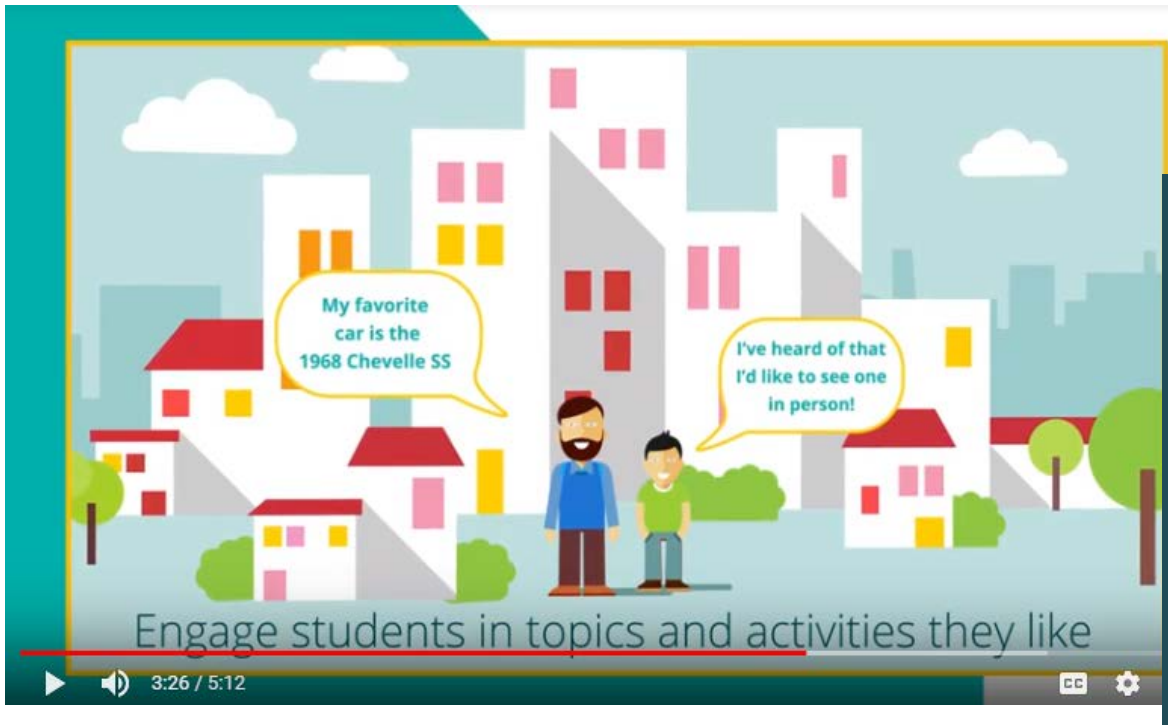
Screen shots from Disability Awareness Videos

Fundamentals of Special Education Series

On-demand modules help improve educator instructional delivery through establishing quality learning environments and teaching strategies to meet the needs of all learners.

The IEP must include:

Present levels of academic achievement & functional performance

Annual goals

Special education & related services

Participation with children without disabilities

Dates & location

Participation in state & district-wide assessments

Transition services

Progress measurement

-4:23

Least Restrictive Environment (LRE)

Children with disabilities are to be educated with their typically developing peers as much as possible.

-1:56
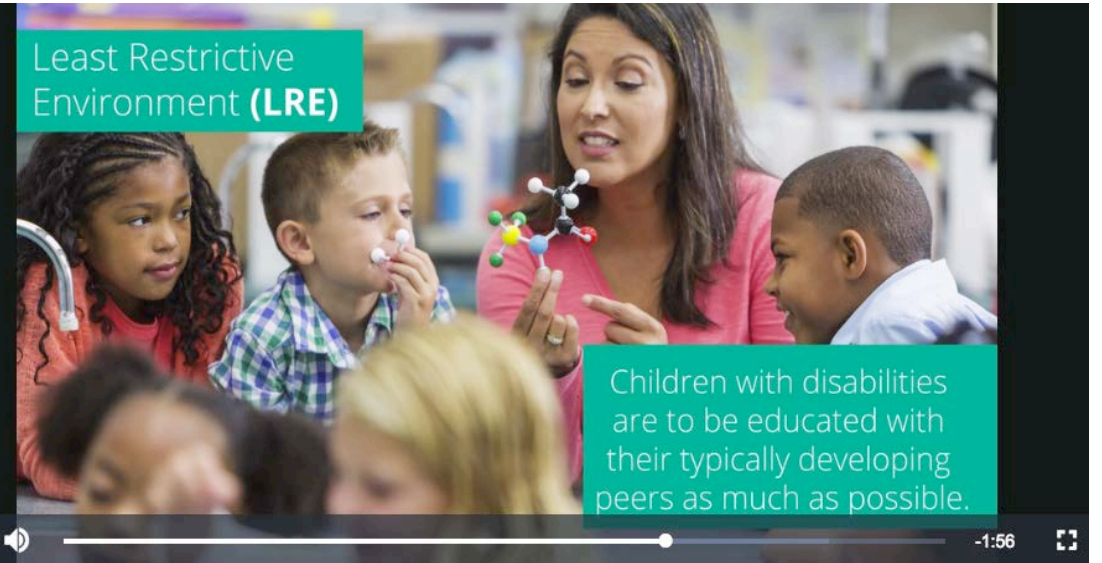
Fundamentals of Special Education Series

Introduction to Individuals with Disabilities Education Act (IDEA)
Introduces important components of special education, identifying children in need of special education, specialized instruction and special education eligibility categories.

Introduction to Individualized Education Programs (IEP)
Introduces the required components of an IEP, related services and transition services.

Setting up the Physical Environment
Provides effective methods for setting up the physical structure and organization of the classroom environment. It includes setting up staff schedules for optimal use of classroom management and support of student behavior.

Using Visual Supports
Demonstrates approaches for using visuals for classroom management, behavior and instruction, creating student schedules and using visuals for independent and group work stations and group instruction.

Differentiating Instruction
Offers strategies for differentiating instruction and learning materials to meet the needs of all learners.

Fundamentals of Special Education Series

Other groups that this series may be used for:

Paraprofessionals indicate they need further training in strategies to support students with disabilities in general education settings and that their current level of training is inadequate. *Brock, M. E. (2014).*

Many **principals** do not have a background in Special Education, yet the principal needs to know about special education services, participate in Special Education evaluation, IEP, and discipline meetings should periodically be able to observe special education classroom instruction with confidence. *Bateman, D., & Bateman, C. F. (2014)*

Many special and **general education teachers** lack the necessary preparation to implement a number of evidence based classroom practices effectively. *Gable, Robert A.|Tonelson, Stephen W.|Sheth, Manasi|Wilson, Corinne|Park, Kristy Lee. (2012).*

Coming Soon! SEL Curriculum Series

- Evidence & Research Based (CASEL 5)

- Curriculum for ALL learners (Tier 1, 2, 3)

- Series for younger and older students

- Teacher PD component to implement practices into classroom as well as lesson plans and teaching modules

| Self-Awareness | Self-Management | Social Awareness | Relationship Skills | Responsible Decision Making |

Tier 2

When educators need assistance in implementing evidenced based practices in teaching socially appropriate skills that will reduce challenging behavior (eg. In Kinder, a student with a developmental delay may have never been taught to sit. Once this skill is learned, their disruptive behavior will reduce)

Assessment Feature

Abilities Assessment	
Status: Completed	
View Assessment	

Inclusion Assessment	
Status: Completed	
View Assessment	

Transition Assessment	
Status: Completed	
View Assessment	

VB-MAPP Assessment	
Status: Started	
View Assessment	

⭐ = mastered   [A] = activity   👍 = recommended   CCLS =

Program Name

Category: Abilities > Domain: Pre-Academic > Area: Core

Matching Identical Objects-Younger [A]

Matching Identical Objects-Older [CCLS] [A] 👍

Matching Identical Pictures [CCLS] [A] 👍

View Content ❯ All Libraries

Search: [_____] | All Libraries ▾ | All Domains ▾ | All Areas ▾ | Select Grade ▾ | Clear

CCLS = Common Core Learning Standards

My Playlist

Abilities Library

Inclusion Library

Transition Library

Academic Library

Activity Center Library

Custom Curriculum Library

Program Name	Details	Watch Video	Print	Add to Playlist	Add to Student(s)
Category: Abilities > Domain: Pre-Academic > Area: Core					
Matching Identical Objects-Younger 📝	📄	▶	☐	➕	➕
Matching Identical Objects-Older 📝	📄	▶	☐	➕	➕
Matching Identical Pictures 📝	📄	▶	☐	➕	➕
Category: Abilities > Domain: Pre-Academic > Area: Attending					
Keeping Hands Appropriate while Sitting - Younger 📝	📄	▶	☐	➕	➕
Keeping Hands Appropriate while Sitting - Older 📝	📄	▶	☐	➕	➕

Behavior resources

Learning Plan | Lesson Library | **Behavior Support** | Data Express | View Progress | Assessment | Activity Center | File Cabinet

Bear, Teddy ▾

User Guide

Learn | Create Plan | View Plan | **Materials**

Visual Cues

Motivation Boards

Schedules

Lesson Plans

Guidelines & Forms

Data Sheets

Manuals

Contracts and Rewards

Eyes on Me

Look Here

Raising Hand
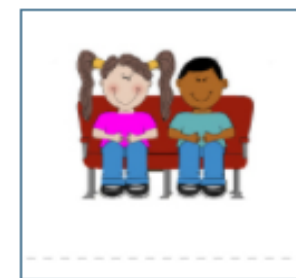
Sitting Nicely

Sitting with Hands and Feet Still

Raising Hand 2

Hand Raising Rules
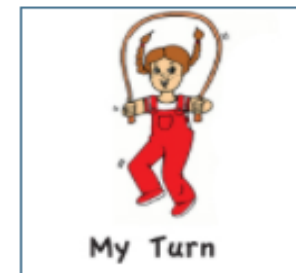
Taking Turns 1

Resources and Differentiated Instruction

Tier 3

When problem behavior requires a more intensive approach, including assessment of function of behavior, and a more detailed behavior intervention plan

Behavior support

Behavior Success guides the educator through **six essential steps** to create and implement an effective behavior plan:
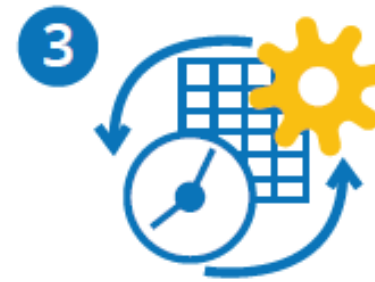
1 DEFINE BEHAVIOR

2 DETERMINE FUNCTION

3 ANTECEDENT STRATEGIES

4 CONSEQUENCE STRATEGIES

5 TRACK EFFECTIVENESS

6 EVALUATE PLAN

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Profile ▾

Learning Plan | Lesson Library | **Behavior Support** | Data Express | View Progress | Assessment | Activity Center | File Cabinet

Beeka, Chica ▾

User Guide

Learn | Create Plan | View Plan | Materials

Step 1: Define Behavior

Step 2: Determine Function

Step 3: Antecedent Strategies

Step 4: Consequence Strategies

Step 5: Track Effectiveness

Step 6: Evaluate Plan

Step 1: Define Behavior

▶ 📺 **Watch**
Watch concise, on-demand training videos on research-based strategies for providing effective behavior support.

▶ 📖 **Read**
Browse a wide selection of informative articles on best-practice steps and strategies for developing an effective behavior support plan.

▶ 🔍 **Explore**
Explore a range of resources, including examples, tips, and case studies, that will help you create a comprehensive behavior support plan.

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Terms & Conditions

| Learn | Create Plan | View Plan | Materials |

Step 1: Define Behavior

Step 2: Determine Function

Step 3: Antecedent Strategies

Step 4: Consequence Strategies

Step 5: Track Effectiveness

Step 6: Evaluate Plan

Step 1: Define Behavior

Watch
Watch concise, on-demand training videos on research-based strategies for providing effective behavior support.

▶ Define Behavior

▶ Effects of Problem Behavior

00:01   01:06

Read
Browse a wide selection of informative articles on best-practice steps and strategies for developing an effective behavior support plan.

| **Learn** | Create Plan | View Plan | Materials |

Step 1: Define Behavior

Step 2: Determine Function

Step 3: Antecedent Strategies

Step 4: Consequence Strategies

Step 5: Track Effectiveness

Step 6: Evaluate Plan

Step 1: Define Behavior

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What is Behavior?

Simply put, behavior is basically the observable activity of an organism that is currently alive. A common reminder is what is called "The Dead Man's Test," which states that "If a dead man can do it, it ain't behavior. And if a dead man can't do, then it is behavior".

Read More

Different Ways to Record Data

Data are facts and statistics collected for the purposes of reference and analysis. In Applied Behavior Analysis (ABA), all programmatic decisions are driven by the analysis of the data.

Read More

What is a Behavioral Definition?

A behavioral definition is a description of the specific behavior that is to be observed and changed. Behavioral definitions should be stated in accurate, measurable, and concise terms.

Read More

What Method of Data Collection Should I Use?

ABC can be used when attempting to find environmental patterns of behavior. It can also be used to complete a functional behavior assessment (FBA) and when hypothesizing the function of behavior. Frequency can be used when evaluating skill development and fluency. It can also be used to assess...

Read More

hands-on activity

| Learn | Create Plan | View Plan | Materials |

Step 1: Define Behavior

Step 2: Determine Function

Step 3: Antecedent Strategies

Step 4: Consequence Strategies

Step 5: Track Effectiveness

Step 6: Evaluate Plan

Step 3: Antecedent Strategies

▶ **Watch**
Watch concise, on-demand training videos on research-based strategies for providing effective behavior support.

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Browse a wide selection of informative articles on best-practice steps and strategies for developing an effective behavior support plan.

▶ **Explore**
Explore a range of resources, including examples, tips, and case studies, that will help you create a comprehensive behavior support plan.

Behavioral Momentum

Behavioral momentum is a strategy that gets a child "warmed up" to work on harder tasks. Starting with easy tasks allows the student to be successful, the student will be more likely to attempt a hard task. The Premack Principle is a similar concept. The Premack Principle is defined by the idea that high probability behaviors can reinforce low probability behaviors. A familiar real world example is "first eat your peas then you can have desert." Desert = high probability, Peas = low probability.

Behavioral Momentum:

- Promotes a **positive learning experience** and can help develop rapport between child and instructor as it allows the child to be successful more often than they fail.

- Allows the student to regularly **practice and maintain** previously learned skills.

- **Enhances motivation** for the student to respond

- Can possibly **decrease** the occurrence of problem behaviors

- Is **easily implemented** in almost any situation. No materials or conditions are necessary.

If the function of the behavior is Escape.
Behavioral momentum is especially useful for escape-motivated behaviors. There are many reasons why children want to escape from certain tasks. Using behavioral momentum "gets the ball rolling" so that the child is less likely to want to escape the task.

If the function of the behavior is Attention.
Behavioral momentum requires that the instructor spend an amount of time interacting with and providing positive feed-back to the child before they presents the difficult task.

If the function of the behavior is Sensory.
When a child is responding regularly, their responding is typically incompatible with sensory –related challenging behavior.

If the behavior serves Multiple Functions
As behavioral momentum is an effective strategy in addressing behavior across multiple functions as mentioned above, it can also increase success for a behavior that serves multiple functions.

Set Clear Expectations

Providing clear expectations is an antecedent management strategy that helps avoid problem behavior. Clear expectations reduce confusion for the student. Setting clear expectations allows everyone to be on the same page.

Clear Expectations are important because they can:
- Provide input that is comprehensible.
- Let everyone know what behavior is appropriate or not appropriate.
- Increase the student's repertoire of appropriate behaviors.
- Increase independence in completing tasks.
- Possibly decrease the occurrence of problem behaviors.

If the function of the behavior is Escape
When students understand the instructions or what to do, this reduces confusion, difficulty, and ambiguity--all factors that can make students want to escape from tasks.

If the function of the behavior is Attention
When you provide clear expectations, the student will not need to seek you out or seek others' attention in order to understand what s/he should be doing.

If the function of the behavior is Sensory
You can set clear expectations that are incompatible with sensory-related challenging behavior. For example, if a student regularly runs his hands along the wall, knocking down others' work, tell him, "Carry these books for me" or "Hands in your pockets" before you leave the classroom

If the behavior serves Multiple Functions
Visual cues can be a constant reminder of expected behavior, regardless of the function of that behavior.

Visual Schedules

A visual schedule is an effective tool that provides students with consistent cues about the sequence of their activities. Visual schedules inform the child what activities will occur and in what order. Visual schedules are a key component in establishing structure and predictability in a child's day. Visual schedules are effective in encouraging positive behavior because they:

- **Communicate clearly** to the child what is expected. This is particularly helpful with children who have difficulty with understanding verbal language and instructions.
- Help the child who has challenges with **sequential memory and organization of time.**
- Promote **independence** with daily activities and task completion. Concrete visual cues reduce the child's reliance on verbal and/or physical prompting in order to understand and complete a task. Use of visual schedules are a skill that is often carried into adult life (e.g. Google Calendar, to-do lists).
- Assist the child with **transitioning** between activities and environments.
- **Enhance motivation** for the child to complete a non preferred activity in order to get to a preferred one that they can see is going to occur on their visual schedule.
- Provide the child with opportunities to participate in making **meaningful choices** about the order of some of their day's events.
- Allow the student to predict events and the sequence in which these events will happen. This can help **reduce the student's anxiety,** particularly when there is a change in the routine.

If function of the problem behavior is to Access Attention:
Referencing the schedule with the child allows for a brief interaction with you. Times when attention or preferred people will be available should be noted on the schedule. Examples: 1:1 teaching time, time mom is coming to pick-up student.

If function of the problem behavior is to Access Item or Activity (Tangibles):
Referencing the schedule allows the child to know when access to preferred items and activities will occur. Example: snack time, swimming.

If function of the problem behavior is to Escape a task:
Referencing the schedule allows the child to know he/she will have time away from work or non-preferred activities. Example: break, recess.

Step 5: track effectiveness

Why data collection?

- IDEA Requirement
- Informs Educational Decisions
- Determines Baseline
- Progress Monitoring
- Ensures Objectivity

Criteria for Useful Data

- Accurate
- Consistent
- Easy to Measure
- Easy to Record

Learning Plan | Lesson Library | Behavior Support | **Data Express** | View Progress | Assessment | Activity Center | File Cabinet

User Guide

Potato Sweet ▾

Requesting a Break

Raising Hand to Answer Questions

Behavior Support

ABC Log

Work Refusal

Spitting

aggression

ABC DATA LOG

Date: 08/02/2017 🗓

Behaviors

Work Refusal
Spitting
aggression

Start Time: [-- ▾] [00] [-- ▾]   End Time: [-- ▾] [00] [-- ▾]

Context/Activity
[Please Select ▾]

Antecedent (Before)
[Please Select ▾]

Consequences (After)
[Please Select ▾]

Possible Function
[Please Select ▾]

Notes:

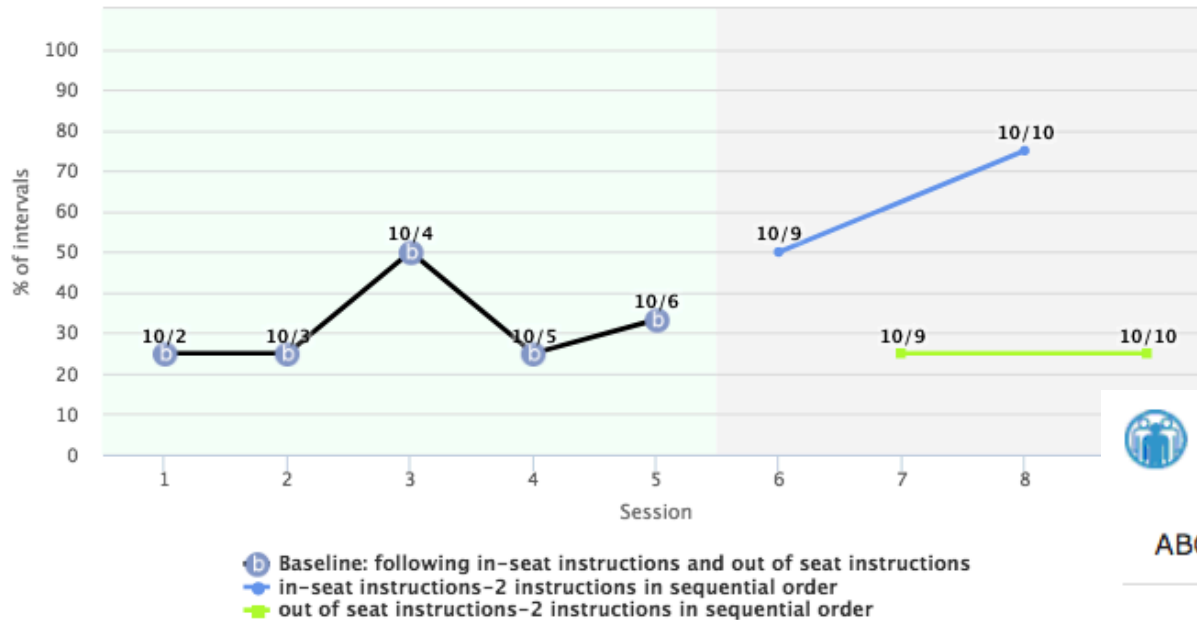[   ]

SAVE   CANCEL

RethinkEDU app

video

Progress Monitoring

Following Multistep Instructions

Baseline: following in-seat instructions and out of seat instructions
in-seat instructions-2 instructions in sequential order
out of seat instructions-2 instructions in sequential order

Behavior

Skills

Physical Aggression

ABC | Teaching

Baseline — Hazels Behavior Plan-Aggression — Phase Change
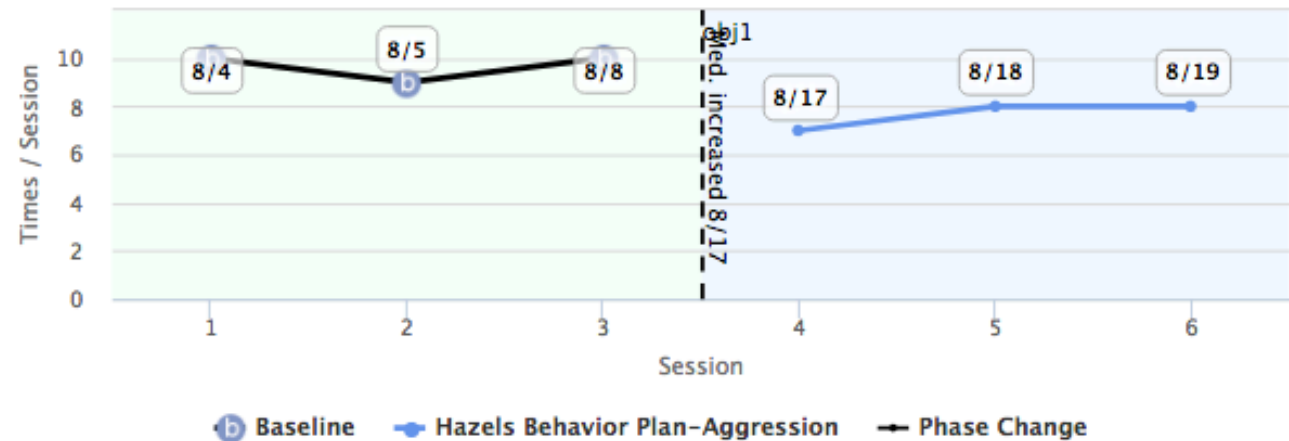
Administrative Tracking

Track school, team, educator or student progress

Data and graphical reports

At a glance views to ensure fidelity & compliance

Performance plan data

Account Summary

	Active	Deleted	Total		Active	Archived	Deleted	Total
Team Members Setup	10	0	10	Student Profile Setup	6	0	1	7
Logins	-	-	236	Assessments	2	0	1	

Student Progress

District	Student	Lesson Mastered	Lesson Objectives Mastered	Lesson Targets Mastered	Behaviors Mastered	Behaviors Objectives Mastered	Activities Played
▸ Roz Prescott Test Account	7	0.0% 0 / 124	0.0% 0 / 284	5.4% 14 / 257	0.0% 0 / 17	0	3
Total	7	0.0% 0 / 124	0.0% 0 / 284	5.4% 14 / 257	0.0% 0 / 17	0	3

Team Member Utilization

District	Team Members	Logins	Data Points Collected	Videos Watched	Lesson Plans Printed	Lesson Material Printed	Behavior Resources Accessed
▸ Roz Prescott Test Account	10	236	188	128	2	183	4

Unique Metrics

District	Unique Team Members				Unique Students		
	Logins	Training Activities	Recording Data	With Data	Making Progress	Accessing Activities	
▸ Roz Prescott Test Account	5	3	3	6	4	2	

January 23, 2018

Rethink Ed Social and Emotional Learning | Andrea Tate

what?

why?

who?

how?

(sel)

Social and Emotional Learning

rethink **Ed**

what?

why?

who?

how?

(sel)

To educate the whole child,
and all learners,
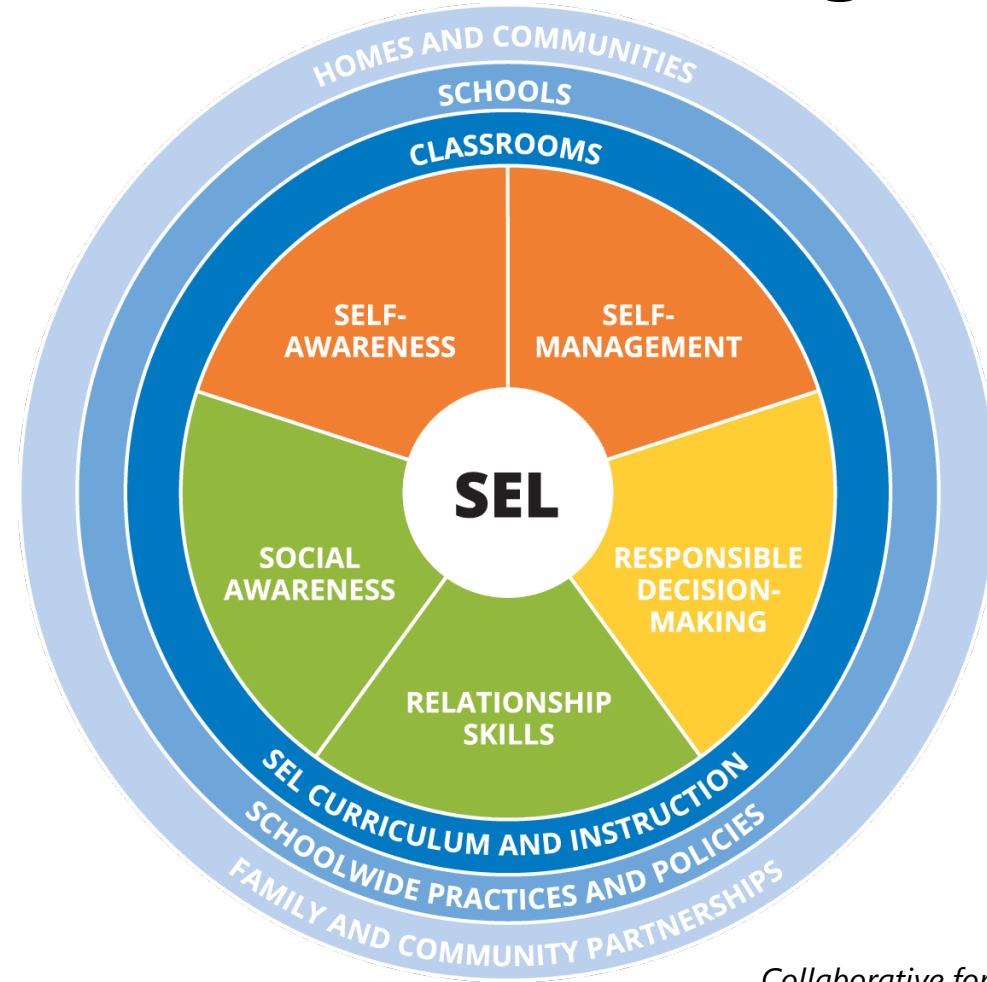we need to start with SEL.

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what?

why?

who?

how?

(sel)

WHAT IS SEL?

An interrelated sets of cognitive, affective, and behavioral competencies that underscore the capacity to learn, develop and maintain mutually supportive relationships, and be healthy, physically and psychology.

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Social and Emotional Learning

Collaborative for Academic, Social, and Emotional Learning, 2017

What is Self-Awareness?

- ✓ Identifying emotions
- ✓ Accurate self perception
- ✓ Recognizing strengths
- ✓ Self-confidence
- ✓ Self-efficacy

What is Responsible Decision Making

- ✓ Analyzing situations
- ✓ Solving problems
- ✓ Evaluating
- ✓ Reflecting
- ✓ Ethical responsibility

What is Social Awareness?

- ✓ Perspective Taking
- ✓ Empathy
- ✓ Appreciating Diversity
- ✓ Respect For Others

The Science Behind the Boss

what?

why?

who?

how?

(sel)

WHO CAN SEL?
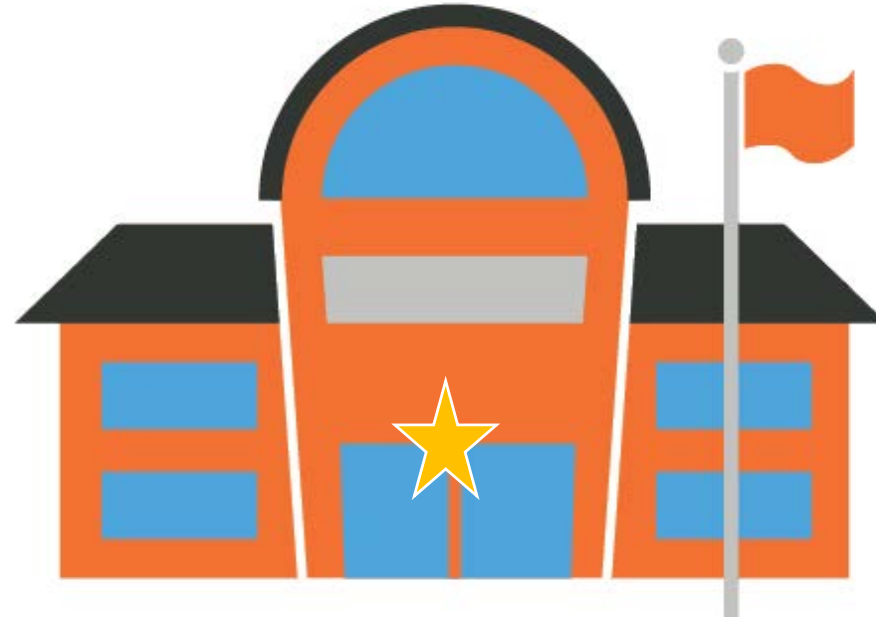
⭐ You are here

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SEL for Students

Students who participate in SEL programs demonstrate

what?

why?

who?

how?

(sel)

Perform better academically.
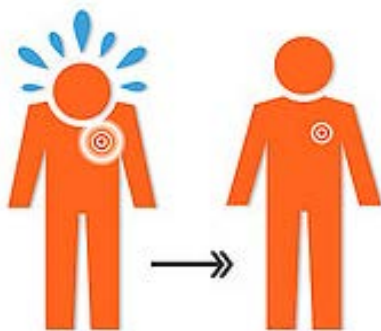
Have less anxiety.

Are more attentive and less hyperactive in school.

Are less aggressive.

rethink Ed

SEL for Teachers
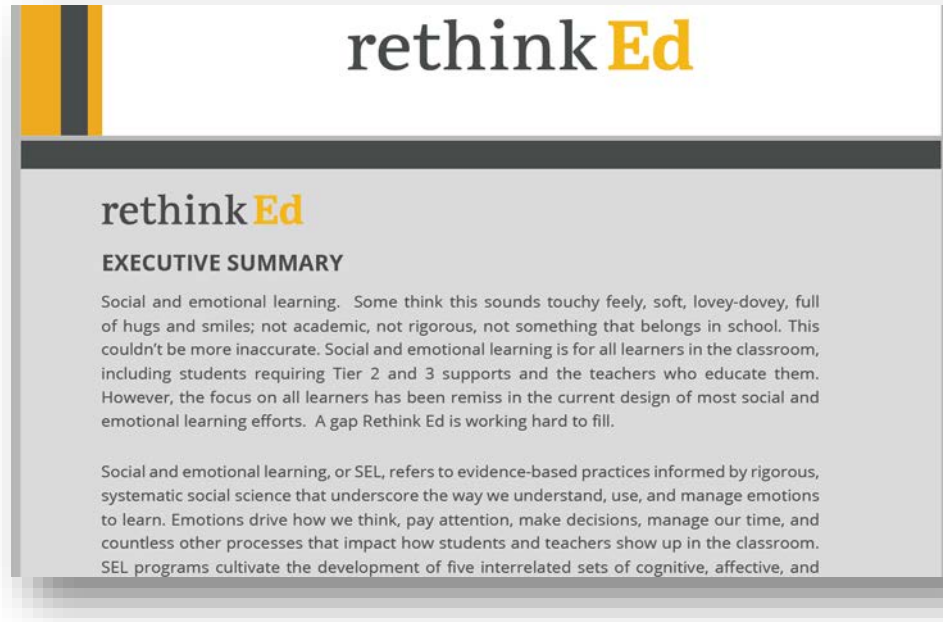
Teachers who participate in SEL programs demonstrate
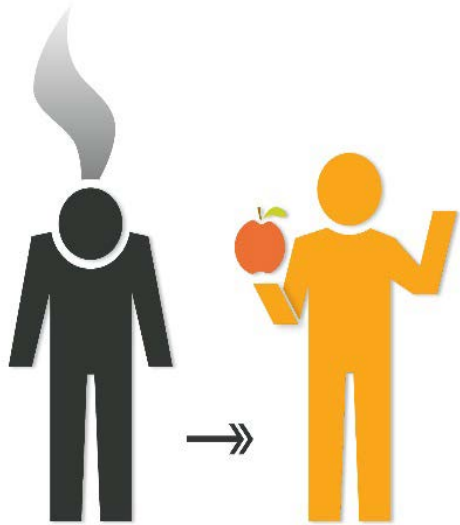
Increased educational efficacy.

Improved attitudes

More engagement with parents and peers.

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What's Now?

https://www.rethinked.com/blog/index.php/2017/09/26/sel-for-all-learners/

Questions?

The Best Teachers
are Learners First.

Learn more info@rethinked.com
www.rethinked.com