



Understanding Behavior Challenges in School; Tools for Reducing/Eliminating Suspensions

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“We are conditioned to fear, label, pathologize and punish a child’s behavior challenges. The new paradigm is to view behavioral challenges as valuable information...”

“When we view behaviors as the signal rather than the target, a whole new realm of support arises.”



Today, we will be going over:

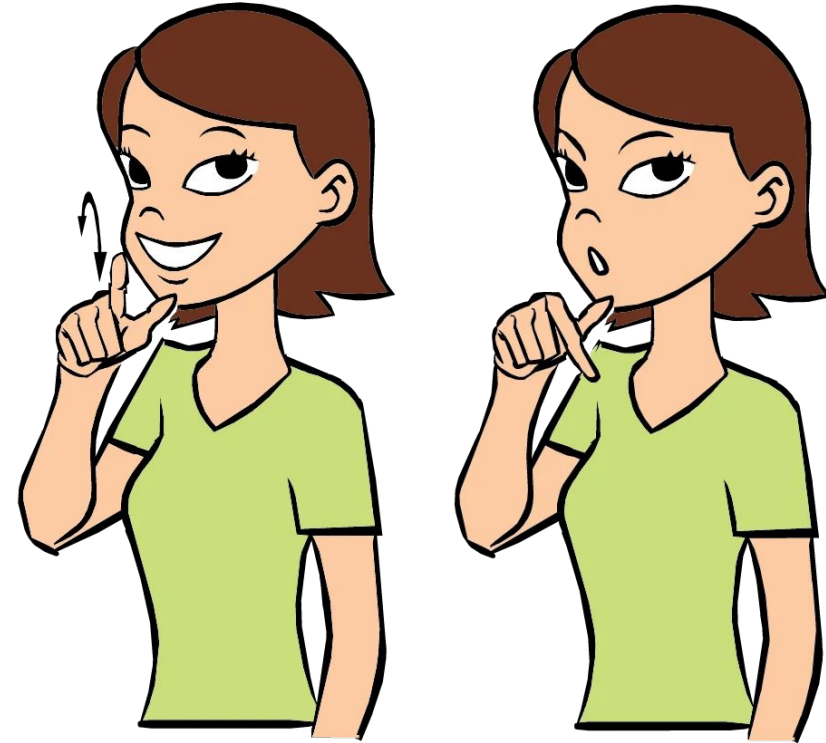
- Functional Behavior Assessments (FBAs) and Positive Behavior Support Plan

You will get an example of an FBA and templates:

- Why people with Tic disorders and Tourette's could exhibit disinhibition and more.

Who are you?

Please take the poll now on Zoom.



Why Functional Behavioral Assessments (FBAs)?

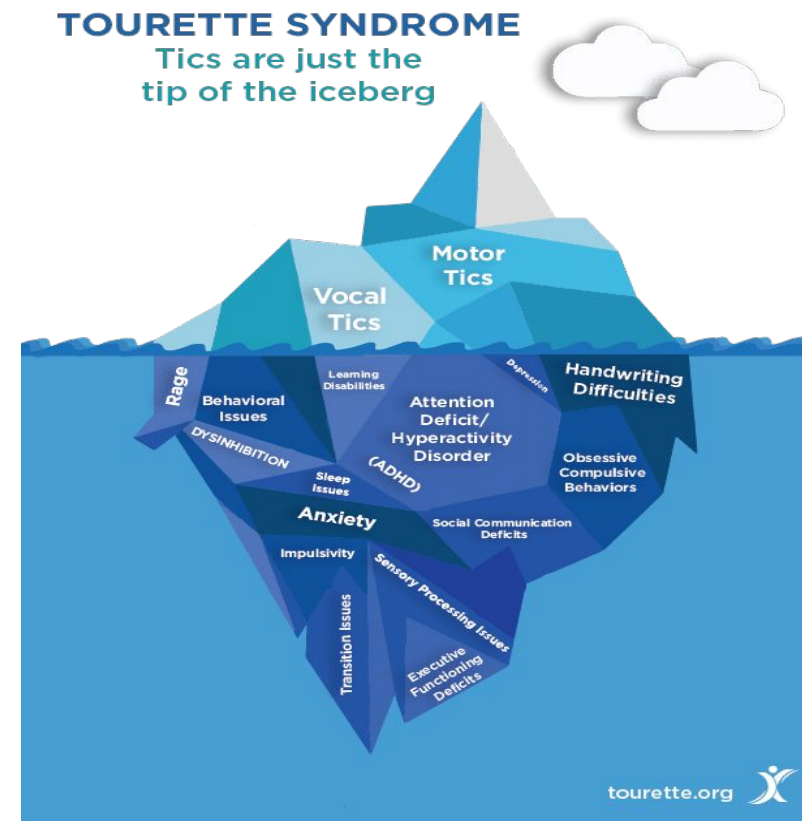
- Student's behaviors are clues
 - We too often make assumptions
 - Behavior influences Behavior.
 - Kids will be successful if they CAN. If they CAN'T, it is up to the adults to determine why, so appropriate supports can be provided so that they CAN.
 - FBA's are not necessarily complicated or time consuming
 - Someone familiar with the student and their co-morbid conditions and undiagnosed challenges should be included on the team.
 - Subtests on evaluations/assessments are important to determine strengths and challenges.

Reducing Suspensions

- Behaviors
 - Symptoms?
 - Unmet needs?
 - Form of Communication
 - Major question is **WHY** the behavior occurring
 - We must consider if the behavior is due to an academic or social skills deficit, cognition deficit or a Tourette's comorbid condition and what can be provided to reduce the likelihood of the recurrence. (Evaluation assessments!!!)

FBA's for Students with Tourette's is Complex; Comorbid Conditions Increase Complexities

For students with Tourette's, this process is not always straightforward and some detective work may be necessary.



Understanding Behavioral Challenges

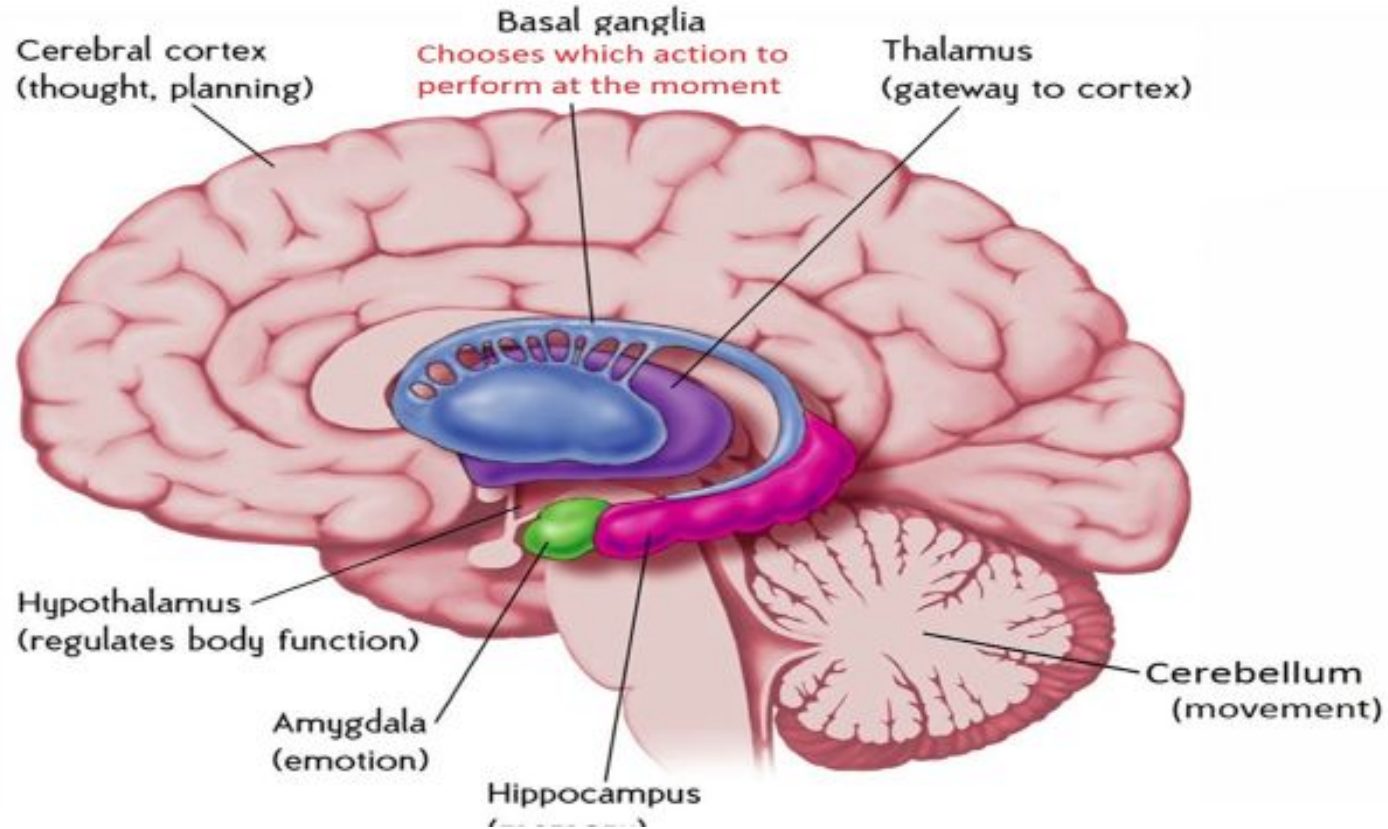
- Avoid Assumptions – such as Attention Seeking Behavior
 - People with Tourette’s generally do not want more attention
 - Tend to be simple answers and behaviors are rarely due to simple reasons
- Every Child is Unique
- Willingness to recognize that behavioral challenges may be due to symptoms of unrecognized complex challenges
- Tourette’s Syndrome often includes many co-morbid challenges
 - Co-morbid means that they impact each other
 - Example: Student with obsessive need for perfection
 - Student is extremely bright
 - Demonstrating their true ability is hindered by their limited executive functioning skills
 - Failure leads to frustration, anxiety and anger



Disinhibition: Inability to Consistently Inhibit Behaviors

In effect, it inconsistently becomes extremely difficult to use their learned inhibitory skills “*in the moment.*” To say it a different way, the braking system in their basal ganglia fails. This inconsistent system failure may result in involuntary behaviors such as being disrespectful, making inappropriate statements, exhibiting behaviors that are not “socially acceptable,” emotional outbursts, silliness, contextual swearing, rage, oppositional behaviors, etc.

Tourette Syndrome - Basal Ganglia



Case Study

- Fourth grader periodically lays on the floor and continues to hug people.
- He becomes anxious during timed writing assignments, and handwriting degrades even though he scores in the 90th percentile on assessments/evaluations in the area of written skills.
- He struggles keeping friends and will often make rude and inappropriate remarks toward peers and staff.
- He occasionally makes faces at people and blows in peers' and adults' faces. (Blowing germs back at people when they get too close)
- He is a hard worker when focused but often would rather socialize after instructions are given.
- Verbal and physical tics increase during history, which is at the end of the day, even though he is very bright and enjoys learning historical facts.
- He scores high on Math skills but often will become oppositional regarding independent work when new material is presented.
- Psychological section demonstrated executive function deficit but with a Superior IQ but working memory was average.

Your Turn

- 1st Step – reread case study
- Then Fill out Functional Behavior Assessment Survey
 - https://docs.google.com/forms/d/e/1FAIpQLSfXxi2VCHZ6E6UG_AfQxhipcteYLo2nnpM-HBN9E3iz3FigNA/viewform?usp=sf_link
 -
- We will give you 5-7 minutes
- Lastly, we will write a Functional Behavior Assessment using the case study

Components of Functional Behavior Assessments (FBA)

- Identifying targeted behaviors
- A description of the events, times and situations that predict the occurrence and nonoccurrence of the target behaviors
- A description of the antecedents, consequences and other reinforcers that maintain the target behavior:
- A description of the apparent functions of the target behaviors and possible appropriate replacement behaviors
- Documentation that the team has considered other treatable causes for the target behaviors, including mental or physical health conditions
- Summary statements and hypotheses about the purposes of the target behaviors that will assist in the development of the child's behavioral intervention plan
- A description of any other evaluation data that may assist in the development of an appropriate behavior intervention plan for the child

Positive Behavior Support Plan (PBSP)

- Need for a plan
- Student's strengths
- Hypothesis
- Antecedents and events strategies
- Alternative replacement Skill(s)
- Alternative replacement Skill(s) teaching environment
- How will the alternate/replacement skill(s) be practiced
- How will alternative/replacement skill(s) be reinforced
- Interventions/staff/student

Federal Law Protects Students with Disabilities

- Manifestation Determination is needed:
- Whenever the school is considering a change of placement due to behavior, a meeting **MUST** be held to determine if the behavior was due to a disability or whether the IEP/504 Plan was not followed
 - Change of placement is out-of-school suspensions for more than 10 days (may be less in certain states) in a school year. The team must hold a manifestation determination meeting.

[manifestation process and meeting strategies \(tourette.org\)](https://www.tourette.org/manifestation-process-and-meeting-strategies)

Comprehensive Behavioral Invention for Tics (CBIT)

What to Know:

- The gold standard for tic intervention
 - Attempts to help those with TS figure out those factors in their environment that make their tics worse
 - Teach individuals how to create environments that are more stable, predictable and easily manageable
 - Increase awareness to tic cycles (premonitory urge, tic, relief)
 - Learn skills to cope with environments that are stressful and tic challenging
 - Individuals feel more self-aware, relaxed, and empowered
 - Competing response: calm and focused, subtle but effective means to manage tics
 - 50% of individual with TS benefit (averaged between children and adults)
 - To be seen as a tool for managing and reducing the negative influence of tics
- Part of CBIT is a heavy emphasis on antecedents/consequences of tics



Links of Templates:

Master copy of FBA Form:

https://docs.google.com/forms/d/10SLc6rokEm1CLzh5vZW8E_LpZl1h7eH8h1owtlepciQ/copy

Master Parent Form:

https://docs.google.com/forms/d/1mJVXzjgQRzfAAjHpx4OxF_tmpLj2Oo0RkPreDgnur8l/copy

Master Student Form:

<https://docs.google.com/forms/d/1ljjXQ6D7yQqtZ5-iuD5ITXQ3xs10LROXfqlkeNGWIUE/copy>

Example PBSP and FBA:

https://docs.google.com/document/d/14rI9Mg_EO_0JBnrUYj79uq130Jg-e_00nvg3XMlzlVA/copy?usp=sharing



Comments or Questions

If you have any questions Please contact us at:
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