2023 Autumn Special Education Behavior Assessment Training Conference

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October 25, November 6 - 8, 2023

Welcome and Introductions

Today's Schedule

- 8:00 – 9:00   Check In & Continental Breakfast
- 9:00 – 10:15   Overview of the BAT Project
  - Sneak peak of the ISBE Guidance Document on Behavioral Interventions
  - TATE Assessment

- 10:15 – 10:30   Break
- 10:30 – 12:00   High leverage practices for FBAs/BIPs
- 12:00 – 1:00   Boxed lunch
- 1:00 – 3:30   Putting it into Practice
  - Use the TATE to evaluate the FBA/BIP provided
  - Team with others using the evaluation tool and high leverage practices
  - Come to a consensus on the scores

- 3:30 – 4:00   Debrief & complete exit survey

Agenda

- Welcome
- Overview of the BAT Project
- Sneak peek at the new ISBE Guidance Document on Behavior Interventions
- Review of TATE Assessment

What is the Behavior Assessment Training (BAT) project?

The Special Education Behavior Assessment Training (BAT) project will provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices and Behavior Intervention Plans (BIPs) for students across all grade levels. Districts identified with a disproportionate rate of suspension and expulsion for students with disabilities will receive training and support on FBAs and BIPs. State-level guidelines will be developed, per 105 ILCS5/14-8.05, to address culturally responsive, evidence-based behavior interventions for students across all grade levels.

Behavior Assessment Training Project

- What is the BAT Project?
- https://f.io/5B7N-YDN

BAT Webinar Schedule

November 15

- Significant Behavior Needs on the FBA/BIP Process

January 24

- Review of FBA/BIP Practices and Replacement Behavior (2 hours)

February 21

- Culturally Responsive Data Collection

March 20

- Implementation Fidelity

April 17

- Summary and General Follow-Up

May 15

- Early Childhood through Multiple Lenses

Archived Webinars and Resources

- Check out our webpage: [Behavior Assessment Training | STEM Education Research Center | SIU](#)

- Archived webinar videos

- Technical Assistance Library (includes webinar slide decks & FAQs)

- Conference materials

- Guidance Document resources and future link to ISBE's "Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities

Targeted Technical Support

- Illinois school districts identified as having significant discrepancy in the rates of suspensions and expulsions of children with IEPs (Indicator 4)

- Data utilized for this analysis have been submitted to ISBE by local districts through the state student information system (SIS) for 3 consecutive years.

- Identified districts are required to complete a root cause analysis and an in-depth analysis of policies, procedures and practices to identify the reason for the discrepancy.

- Targeted districts are required to submit progress reports demonstrating the strategies and activities outlined in their Corrective Action Plan are being implemented with fidelity and will result in systemic change.
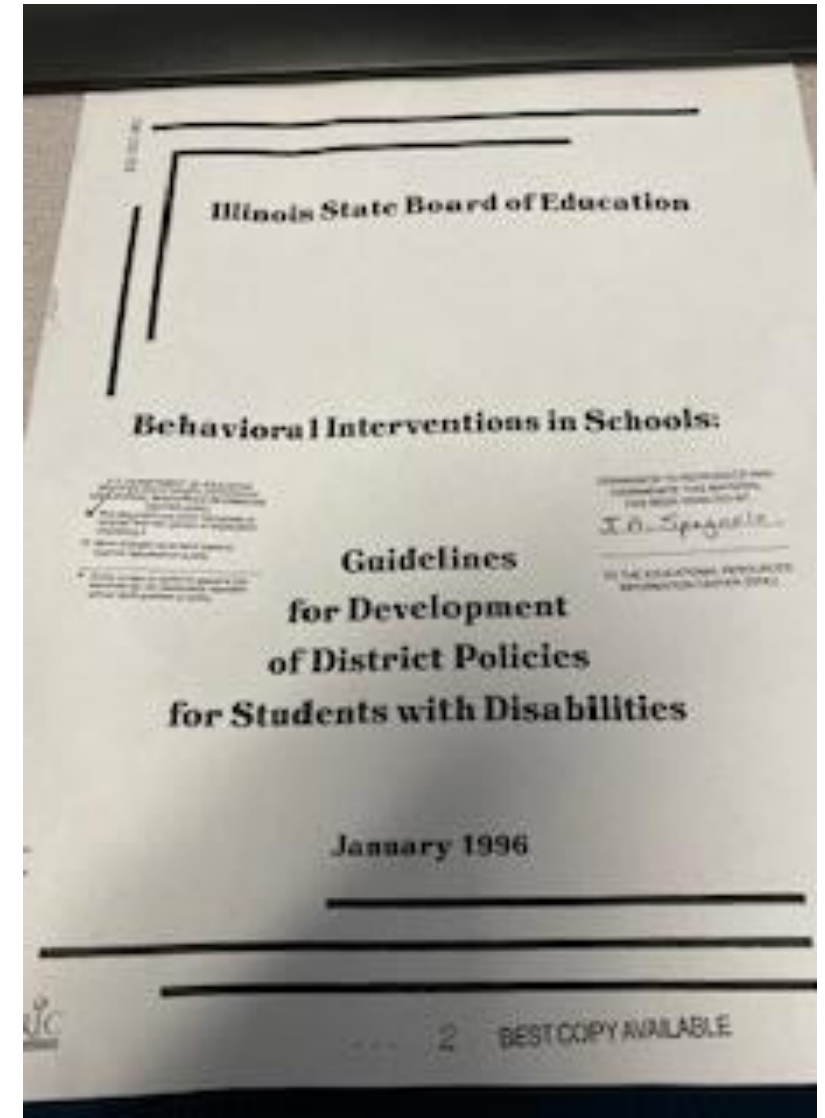
Let's compare!

1996 Version

- Included specific behavioral interventions based on results from 1993 survey of Illinois teachers and administrators

- List of outdated behavioral interventions including aversive mists, mechanical restraints, etc.

- Developed by task force

2023 Version

- Used evidence-based practices and revised statutes to support district policies

- Companion document will be released later this year. It will include other topics, such as, the impact of trauma-informed practices, early childhood, restorative practices, positive behavioral supports, etc.

- Appendices include sample forms, hyperlink to resources and specific behavioral interventions examples and non-examples

- Developed by state-wide committee

- Anticipated release Spring 2024

Sneak peak of the updated version:

Behavioral Interventions in Schools: Guidelines for Development of District Policies for Students with Disabilities

Committee Members

Special Education Teachers

Special Education Administrators

Special Education/School Attorneys

School Psychologist

School Nurse

Member of IAASE

Board Certified Behavior Analyst (BCBA)

Retired Special Education Teacher

Special Education Professors (SIU, EIU, ISU, Loyola University)

Parents

Chapter 2:
Designation of Behavioral Interventions by Level of Restrictiveness

"Every behavior is a form of communication, an essential insight for anyone tasked with designing or implementing behavioral interventions..."

Chapter 2 will also include specific behavioral interventions including levels of intervention intensity with examples and non-examples.

Verbal Feedback	Behavior-specific verbal feedback is a type of feedback that focuses on a specific behavior or action, providing information and reinforcement directly related to that behavior. It is a targeted and effective way to communicate specific expectations and acknowledge desired behaviors. Behavior-specific verbal feedback should directly address the specific behavior or action being observed. It avoids vague or general statements and instead focuses on the specific behavior that is being praised or addressed. For example, instead of saying "Good job," you could say "I noticed that you helped your classmate clean up the art supplies without being asked. That was very responsible of you." When providing behavior-specific feedback, it is important to be descriptive and objective. Describe the behavior in clear terms, mentioning what you observed and why it was positive or significant. This helps the individual understand exactly what they did well and encourages them to repeat the behavior. For instance, you could say "I saw that you used kind words and shared your toys with your friend during recess. That was a thoughtful and inclusive gesture." Behavior-specific feedback should highlight the positive impact or consequence of the behavior. Emphasize the benefits of the behavior and how it contributes to the individual's growth, social interactions, or the overall environment. For example, you could say "By actively participating in the class discussion, you helped create a collaborative learning environment where everyone felt comfortable sharing their ideas. Your input was valuable and contributed to our shared understanding."

Examples of Verbal Feedback:
"I could see you were concentrating and working very hard on your worksheet. You remained focused until it was done."

Non-examples of Verbal Feedback:
Saying "Good job" without specifying the behavior or action being praised does not provide specific information on what was done well.
Non-examples may also include overly critical or negative feedback that does not address specific behaviors constructively.

Chapter 3: Development of FBAs and BIPs

- Implementation of Interventions

- Functions of Behavior

- Detailed components of an FBA and BIP

- Positive and Non-Examples of Targeted Behavioral Goals

- Selection of Strategies

- Evaluation of Restrictive Interventions

- Generalization and Maintenance

- Emergency Use of Restrictive Interventions

Positive and Negative Examples of Targeted Behavioral Goals

Example	POSITIVE	NEGATIVE
#1	By the end of the semester (or date indicated by the IEP team), given classroom instruction, the student will raise a hand, wait quietly for teacher acknowledgment, and use the appropriate voice level to participate vocally in class # of attempts out of # of total attempts as measured by data charts.	By the end of the semester (or date indicated by the IEP team), given classroom instruction, the student will refrain from talking aloud and interrupting class for # of attempts out of # of total attempts as measured by data charts.
#2	By the end of the semester (or date indicated by the IEP team), and given classroom activities, timer, token economy, and calming techniques prompted as needed, the student will sit quietly during class for 30 minutes as measured by data charts.	By the end of the semester (or date indicated by the IEP team) and given classroom instruction and calming techniques prompted as needed, the student will decrease inappropriate screaming 90% of the baseline mean for five consecutive sessions.
#3	By the end of the semester (or date indicated by the IEP team) and given a playground/social setting and prompting as needed, the student will gain the attention of another student by waving hello or saying the student's name and asking to play # of trials out of total # of trials as measured by data charts.	By the end of the semester (or date indicated by the IEP team), and given playground/social setting, the student will not hit other students # of trials out of the total # of trials as measured by data charts.

Chapter 4: Protections and Due Process Rights

Notification

Documentation in the IEP

Mediation

Appeal and Due Process Procedures

Stand up if your district/school has adopted a formal evaluation tool that assesses the technical adequacy of FBAs/BIPs

FBA/BIP Technical Adequacy Tool for Evaluation (TATE)

Iovannone, R. & Romer, N. (2017, February)

TATE assesses the

Quality

of

Functional Behavior Assessments and Behavior Intervention Plans

REVIEW OF LITERATURE TO IDENTIFY ESSENTIAL COMPONENTS FOR ADEQUATE FBAS/BIPS

SENT TO THREE NATIONAL EXPERTS FOR REVIEW

FINAL TOOL CONTAINS 18 ITEMS (9 FBA/9 BIP)

RUBRIC PROVIDES SCORING GUIDELINES AND RANGES 0 - 2

Development of the TATE

What is the TATE?

- Check out our new video module for our upcoming learning platform:
- https://f.io/7mEh3-i4

What is the purpose of the TATE?

Developed as a "district/educator" friendly tool used to evaluate FBAs/BIPs

Provide information to generate data to guide district/educator action planning

Determine the technical adequacy of FBA/BIPs

Today's Schedule

- 10:15 – 10:30   Break
- 10:30 – 12:00   High leverage practices for FBAs/BIPs
- 12:00 – 1:00   Boxed lunch
- 1:00 – 3:30   Putting it into Practice
  - Use the TATE to evaluate the provided FBA/BIP
  - Team with others using the evaluation tool and apply high leverage practices
  - Come to a consensus on the scores
- 3:30 – 4:00   Debrief & complete exit survey
AND   ISBE evaluation of a
conference for PD   hours

References

- Blood, E., & Neel, R.S. (2007). From FBA to implementation: A look at what is actually being delivered. Education and Treatment of Children, 30, 67-80.

- Cook, C.R., Crews, S.D., Wright, D. B., Mayer, G.R., Gale, B., Kraemer, B., & Gresham, F.M. (2007). Establishing the substantive adequacy of positive behavioral support plans. Journal of Behavioral Education, 16, 191-206.

- Iovannone, R. & Romer, N. (2017, February). *The FBA/BIP technical adequacy tool for evaluation (TATE): Improving practice.* Paper session presented at the meeting of National Association of School Psychologists, Texas.

- Van Acker, R., Boreson, L., Gable, R.A., & Potterton, T. (2005). Are we on the right course? Lessons learned about current FBA/BIP Practices in schools. Journal of Behavioral Education, 14, 35-56.

Break Time

See you in 15 minutes!

Welcome back!

What is the TATE?

- Check out our new video module for our upcoming learning platform:
- https://f.io/7mEh3-i4

Putting it into practice

- Read the provided FBA and BIP.
- Score (0-2) each item using the Product Evaluation Scoring Rubric.
- Use the provided examples to guide scoring.
- Discuss the final scores with colleagues. Is there a consensus with scores? What does your interrater reliability (IRR) look like?
- Look at your low scoring areas. How can you make improvements to the FBA/BIP?
- Discuss solutions for improvements with your colleagues (data, culturally responsive practices, etc.)

Use rubric examples to guide your scoring.

Match your item with the closest example given on rubric

If uncertain of score, decide on one of two strategies:

Always give credit for the higher score OR

Alternate scoring: first time-give credit for higher score, second time-give credit for lower score

TATE: Scoring Tips

Please complete the exit survey!