



ELEMENTARY

Behavior Management



Winter 2016

ATTENTION:
New Website
Link

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Link to district RtI-B website
<http://cityschooldistrictofalbany-rtib.weebly.com/>

City School District of Albany’s Behavior Management Newsletter shares resources and best practices that can assist staff in increasing their skill set specific to behavior management issues.

Forward your article, resource reference or idea(s) to either Brianna Olsen (bolsen@albany.k12.ny.us) or Cathy Huttner (chuttner@albany.k12.ny.us).

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IMPORTANT FBA/BIP UPDATES & CHANGES

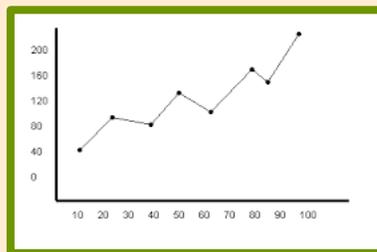
Please use the 2015-2016 forms found on the RtI-B website. <http://cityschooldistrictofalbany-rtib.weebly.com/>

WHAT TO UPLOAD TO THE IEP DIRECT DOCUMENT REPOSITORY?

Finalized FBA’s should be saved to the **IEP Direct Document Repository** for students classified with a disability.

DID YOU KNOW?

The website offers downloadable excel graphing options for **Progress Monitoring** that are prepared with all 2015-2016 dates already entered?



These include graphing options that let you enter percentage or frequency data by time of day or day of the week or by discrete trial.

If you want help developing a customized graph contact Cathy Huttner

READ THIS

ON-LINE RESOURCES REVIEW

GoNoodle:

<https://app.gonoodle.com>

GoNoodle helps teachers and parents get kids moving with short interactive activities. Desk-side movement helps kids achieve more by keeping them engaged and motivated throughout the day. GoNoodle is designed with K-5 classrooms in mind. Use as a quick whole class incentive!



Key Features:

- **Free.** Any teacher, anywhere, can create a free GoNoodle account and start using movement activities right away.
- **Research-based Activities:** Using exercise science and cutting-edge research, we've designed all of GoNoodle's activities to be healthy for the body, engaging for the attention, and beneficial to the brain in specific ways.
- **Fast:** Transition from listless to engaged in minutes. GoNoodle takes no time to setup, has content of a variety of lengths (from 1 minute to 20 minutes), and just requires you to press play.

BEHAVIOR CHANGE STRATEGY

Instructional Pacing:

Moving through a lesson with appropriate momentum facilitates student involvement (Englert 1984; Miller 2008). Optimal pacing varies across students. Kounin and Obradovic (1968) highlight teacher actions that can slow instructional pacing.

Teacher Action	Description
Behavior overdone	Unnecessarily or extensively lecturing the class or a particular child about behavior during an instructional time. It is perceived by the students as nagging or badgering.
Prop overdone	Talking too much about how to proceed with the materials needed for a lesson.
Task overdone	Providing explanations that are overelaborated and exceed what students need to understand the task.
Sheer overtalk	Excessive teacher talk on any subject, whether it is the directions, instruction, or something not even related to the lesson.
Dangles	Beginning an activity, abruptly leaving it to address something else, and then eventually returning to it.
Thrust	Interrupting a student's response in a way that indicates the teacher is not listening to what the student is saying.
Truncation	Abruptly leaving an activity before it is completed and neglecting to return to it.
Stimulus-bounded	Reacting to and becoming immersed in a nonintrusive event rather than the task that the teacher and class are engaged in together.

RANDOM QUOTE

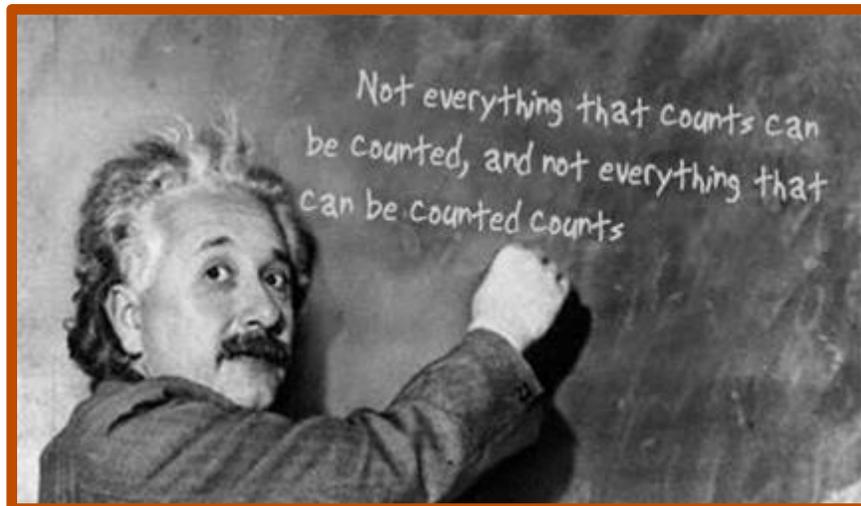
**"If a child cannot learn in the way we teach... We must teach in a way the child can learn."
Dr. O. Ivar Lovaas**

SPECIAL EDUCATION ANNUAL REVIEWS

Heading into Annual Reviews let's review some highlights to think about for those identified students who either have an FBA/BIP currently or for whom you may be considering recommending an FBA/BIP:

- In IEP section "Student Needs Related to Special Factors" is the question:
 - *Does the student need a behavioral intervention plan? Yes No*This question should only be marked "Yes" if a Functional Behavior Assessment (FBA) has already been conducted and data collected warrants a Behavior Intervention Plan (BIP). **DO NOT CHECK YES AND ASSUME THAT NEXT YEARS TEAM WILL BE RESPONSIBLE TO COMPLETE THE FBA!**
- For those students who already have an FBA in place, plan to bring the most current updated version of the BIP to review along with BIP progress monitoring data.

FOOD FOR THOUGHT



When does the CSE have to review an FBA? NEW GUIDELINES!

	Scenario	Does the FBA need to be reviewed by the CSE to determine if a BIP is warranted?	Procedural
1.	Classified student has an FBA written for the first time.	Yes	Psychologist will notify CSE to request FBA consent.
2.	Classified student had an FBA and BIP in past years that was discontinued. A new FBA is being conducted.	Yes	Psychologist will notify CSE to request FBA consent.
3.	Classified student has BIP on his/her IEP but the team has decided to change the target behavior. A new FBA is being conducted for the new target behavior. The new target behavior(s) <u>is not related</u> to the target behavior identified in prior FBA.	Yes	Psychologist will notify CSE to request FBA consent.
4.	A general education student has been referred to CSE by the student's parent indicating behavioral concerns. The referral will be processed by CSE.	Yes If an FBA is determined to be a necessary component in conjunction with school and parent, the FBA will be reviewed as part of the initial eligibility determination meeting.	A request for additional assessment for FBA consent will be processed through a PWN mailed from the Sped Office.
5.	A general education student is being considered due to behavioral concerns for a building referral to CSE. The team has requested FBA consent <u>prior</u> to initial referral to CSE for the student.	No The team should develop/implement the BIP prior to the CSE referral.	The educational team will obtain parental consent using general education FBA consent form.
6.	Classified student has BIP on his/her IEP but the team has decided to revise the target behavior. A new FBA does not need to be conducted because the revised target behavior is related to the target behavior identified in prior FBA.	No new FBA needed. The team will note the revised target behavior in the existing BIP and <u>collect updated baseline data</u> on the revised target behavior.	EXAMPLE: Target Behavior: Physical Aggression- Hitting and/or throwing objects at staff. Revised Target Behavior: Physical Aggression- Kicking and/or spitting.