Exceptional Student Education

Henry County Schools

PROGRAM GUIDANCE: BEHAVIOR

BETTER TOGETHER

Program Guidance: Behavior

Definition and Overview

In this section, you will be able to define what behavior is with understanding of the components of behavior as well as the consequences and their effect on behavior. Also included are brief explanations of the Emotional Behavior Disorder and Georgia Network for Educational and Therapeutic Support (GNETS) Programs.

Behavior is an action that is observable and measurable.

1. Behavior is observable. It is what we see or hear, such as a student sitting down, standing up, speaking, whispering, yelling, or writing. Behavior is not what a student is feeling, but rather how the student expresses the feeling. For example, a student may show anger by making a face, yelling, crossing his arms, and turning away from the teacher. These observable actions are more descriptive than just stating that the student looks anxious.
2. Behavior is measurable. This means that the teacher can define and describe the behavior. The teacher can easily spot the behavior when it occurs, including when the behavior begins, ends, and how often it occurs. For example, "interrupting the teacher all the time" is not measurable because it is not specific. However, "yelling 'Hey, teacher!' 2-3 times each math period" is specific and measurable. Given the definition, even an outside observer would know exactly which behavior the teacher wants to change.

Behavior has three components:
A (Antecedents) ⇒ B (Behaviors) ⇒ C (Consequences)

Component	Definition	Examples
(A) Antecedents	An event that occurs immediately before the behavior	• Student was given a directive • Student was approached by a peer • Student was denied access to a preferred item/activity
(B) Behavior	An action that is both observable and measurable. An operational definition defining what the behavior is and is not is required.	• Verbal outbursts • Disruptive behavior • Argumentative
(C) Consequence	The response to the student's behavior	• Verbal Redirection • Ignored • Choice given

Understanding of Consequences: Reinforcement and Punishment

Consequences for behavior can impact the future of the behavior (i.e., increase or decrease the behavior). Pleasant consequences that increase the occurrence of future behavior are called reinforcements. Undesirable consequences that decrease the occurrence of future behavior are called punishments.

Reinforcement

Reinforcement is any type of feedback or consequence that increases future occurrences of a behavior. A consequence is reinforcing based on an individual student's response. What is reinforcing to one student may not be to another; therefore planning for behavior change must be individualized.

Positive reinforcement is when something is gained and it increases the occurrence of a behavior. An example would be if a student makes a 100 on a trial spelling test on Thursday, she would get free time. The student performs well on the future tests too. The student's study behavior for their spelling test has increased due to earning free time on Fridays, which is the **positive reinforcer**.

Negative reinforcement is when something is taken away and it increases the occurrence of a behavior. An example would be if a student does not finish his homework, his parents tell him that he does not get to watch TV that night at home. The next time the student has homework, he finishes as soon as he can so that he will not miss out on his TV time at home. His homework completion is the behavior that has been reinforced with the loss of TV privileges as the **negative reinforcer**.

Punishment:

Punishment is a type of consequence that decreases future occurrences of the behavior. If the student finds the consequence unpleasant or undesirable and decreases the occurrence of the behavior in the future, then it is punishment, even if the teacher or other students do not perceive the consequence as unpleasant.

Emotional Behavior Disorder Programs

Emotional Behavior Disorder (EBD) programs are available to students who exhibit extreme disruptive behaviors that have not been responsive to less restrictive services and supports through the continuum of services. Students being considered for the EBD program require small group services for more than 51% of the day. The IEP team has obtained consent for a Functional Behavior Analysis (FBA) and data has been collected to warrant and implement a Behavior Intervention Plan (BIP). Data specific to the intervention, supports, and BIP implemented to address the disruptive behavior must be reviewed by the IEP team for the consideration. EBD Program teachers are trained in de-

escalation techniques and receive support from the Behavior Intervention Coaches and program coordinator.

Georgia Network for Educational and Therapeutic Support (GNETS)

The Georgia Network for Educational and Therapeutic Support (GNETS) is comprised of 24 programs which support the local school systems' continuum of services for students with disabilities, ages 5-21. The programs provide comprehensive educational and therapeutic support services to students who might otherwise require residential or other more restrictive placements due to the severity of one or more of the characteristics of the disability category of emotional and behavioral disorders (EBD).

GNETS programs do not meet the definition of a "school" as defined in State Board Rule 160-5-1-.03 Identification and Reporting of Schools. GNETS programs are defined as special entities. A special entity is defined as an educational facility other than a school that houses students for all or part of the instructional day and does not report students for the purpose of earning FTE-based QBE funds. GNETS programs do not claim students' GTID.

The South Metro GNETS Program in Henry County Schools provides center-based services for students with disabilities who have substantial behavioral, emotional and mental health needs that requires therapeutic based interventions and services to meet their educational needs.

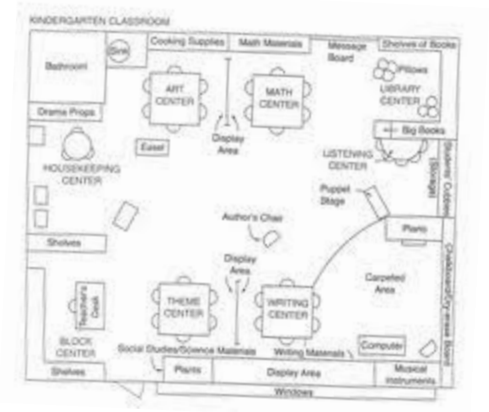
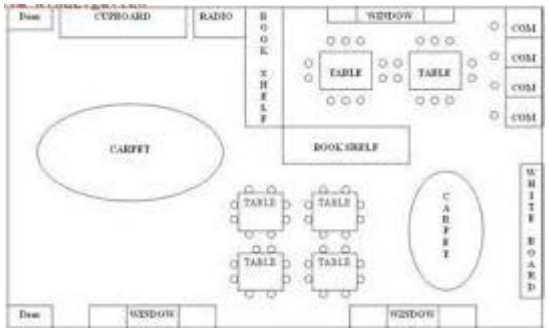
Program Guidance: Behavior

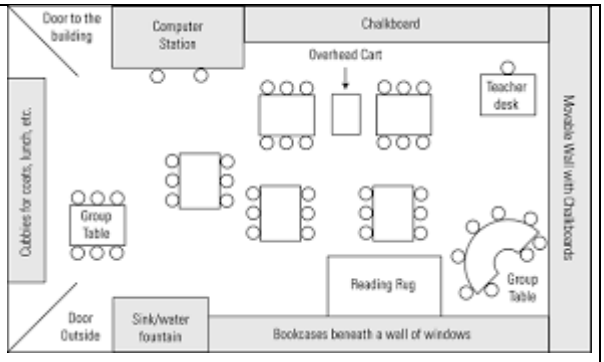
Instructional Expectations

Below are proactive strategies a teacher can utilize to decrease the likelihood that disruptive behaviors and high quality instruction can be delivered. These strategies will need to be taught and reinforced throughout the school year. These proactive strategies are appropriate to utilize throughout the full continuum of services as they are best practices to incorporate in any learning environment. If a teacher is experiencing difficulties managing challenging student behaviors during instruction, they should ask themselves if they have considered the following proactive instructional strategies:

Strategy	Characteristics	Example(s)
Classroom Rules Posted, Taught, and Reinforced throughout the school year (especially after returning from breaks)	Characteristics of Effective Rules a. Expected behaviors are explicit b. Rules are stated positively c. Rules are stated succinctly d. Rules are stated in observable terms e. Rules are made PUBLIC…easy to see f. Ensure enforceability/reward g. Smaller numbers of rules (no more than 5) h. Consistency i. Rules need to be taught and reviewed consistently j. Model the rules for the students	

Program Guidance: Behavior

Classroom Schedule	Lists or Visual a. Arrival Times – Class Changes, Class Start, Bell Times b. Consistent Times – include daily routines c. Sequencing and Length of Activities – Clear start and end time d. Planned Clean-up/Transitioning Routine – Cues or Reminders e. Productive Learning Times – prioritize core academics early in the day f. Explaining Changes – prepare students for changes in routines	
Environmental Arrangement / Physical Space	a. Look closely at the physical environment of the classroom to maximize children's cognitive and social learning potential i. What changes will help to facilitate learning? ii. What changes will help engage the children in learning? ii. What impact would moving things around have on my classroom? iv. What kind of classroom do I want to have? • What happens when students sit in	 

	(a) rows (b) groups (c) a horseshoe shape b. Space i. Quiet vs. Active ii. Centers ii. Building Independence in Classroom iv. Physical Boundaries v. Seating Arrangements	
Classroom Management Plan	a. Zone or Man-to-Man i. If you have multiple adults in the room, having people in position at all times becomes extremely important. ii. Are you using staff in your classroom to decrease probability of challenging behaviors? iii. Ratio of adults to children b. Proximity	Teacher and Paraprofessional Schedules outlining who is working with which students for the duration of the segment.

Emotional Behavior Disorder Programs

Students with Emotional Behavior Disorder eligibility can be served through the full continuum of services depending on their academic, social emotional, and behavioral needs.

Emotional Behavior Disorder program teachers follow the same instructional frameworks for all academic courses that general education teachers follow. Teachers are provided the same instructional resources (HMH core resource, unit planning guides, HTLS/HMH Crosswalks) and pacing guides to utilize.

Program teachers can utilize their paraprofessional to support the instructional practices across multiple grade levels through flexible grouping. Teachers implement a variety of high leverage practices to reach the multitude of instructional levels of the students they serve.

In additional to the above proactive strategies, all EBD program teachers are trained in implementing Skillstreaming and Everyday Speech to provide direct instruction for social skills. Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. It is the expectation that all teachers utilize the program(s) daily. Teachers assess progress through each student's Skillstreaming Progress Monitoring Tool with pre- and post- assessments for each skill.

Georgia Network of Educational and Therapeutic Support (GNETS)

In addition to the HTLS (Henry Teaching and Learning Standards) for essential, specific grade level content resources; South Metro GNETS uses the GADOE Instructional Framework model as a basis for academic instructional practices. This framework is an interrelated set of systems and expectations that governs how students are taught. It includes systems of support, data-driven instruction, instructional expectations, professional development, and lesson design and teacher collaboration in PLCs.

The GNETS program also uses the iReady online supplemental reading and math program. I-Ready is a research based instructional tool for adaptive, supplemental learning support. Its main strength lies in the way it diagnoses students' needs, then targets personalized practice and instruction for each individual student.

Instructional Resources for teachers in the GNETS Program also includes therapeutic supports that are aligned with academic instructional practices for students including: Developmental Therapy, a student-centered Resilience Curriculum, Life Space Crisis Intervention, Student Achievement Model and trauma informed classroom model.

Behavioral Supports and Resources

All behavior serves a purpose. To accurately target a behavior, the team would need to determine if a Functional Behavior Assessment (FBA) is needed in order to determine the function of the target behavior to properly write a Behavior Intervention Plan (BIP). Interventions for the target behavior must serve the same function in order to decrease the target behavior from reoccurring. Below are some examples of challenging behaviors defined. Interventions specific to these behaviors are dependent on the function of the behavior as identified through a FBA.

Challenging Behaviors Defined (Examples)

The following examples and definitions <u>are not</u> meant to conflict with the Henry County Schools Student Code of Conduct.

Behavior	Minor (Teacher Managed)	Major (Office Managed)
Disruption	Making noises Talking Out of seat	Screaming/yelling Out of control behavior
Disrespect	Arguing	Arguing with teacher
Inappropriate Language	Name calling	Profanity (words or gestures)
Physical Contact	Poking Bumping into another	Spitting Fighting Pushing Punching
Property Misuse	Minor vandalism (writing on desk)	Vandalism Defacing property
Defiance	Making faces/rolling eyes Cheating/Lying	Communicating directive given will not be followed
Inappropriate Language	Repeated pattern of any inappropriate language.	Swearing used to harass, intimidate, show defiance, create an unsafe school climate.
Fighting/ Physical Aggression	Aggressive posturing Wrestling Bumping into others	Hitting or kicking encouraging another to fight
Defiance/Disrespect	Overt refusal to participate	Repeated engagement in behavior that is opposite of directive which leads to escalation and/or to an unsafe situation
Disruption	Repeated pattern of any disruptive behaviors Misuse of cell phone/ electronic devices in class	Behavior that stops the learning in class Repetition of behavior following correction
Harassment/Teasing/ Taunting	"Put downs" Threatening body language/posturing	Threats Cyberbullying Intimidation
Property Damage	"Accidentally" damaging property.	Purposefully damaging or defacing property
Lying/Cheating/Theft	Taking another's property Plagiarism	Taking another's property when it involves someone's personal safety or property damage

Emotional Behavior Disorder Programs

EBD Program teachers are expected to utilize a token economy system unique to their student's needs to emphasize positive reinforcement throughout the day. Multiple, various incentives are built into each teacher's token economy system to reinforce appropriate behavior.

All teachers, paraprofessionals, and school staff actively work to ensure the implementation of students' Behavior Intervention Plan(s) (BIP).

Georgia Network of Educational and Therapeutic Support (GNETS)

GNETS primary behavioral supports are delivered using an online token economy system called Liveschool. This program is a 21st century tool used for school-wide behavioral improvement. The program is a real-time behavior tracking program that is used to track behavior, create a reinforcement system and it aligns with student IEP behavior goals/objectives. The systems allows parents to see student's positive and negative behaviors in real time during the school day. In addition to LiveSchool, the program utilizes a Board Certified Behavior Analyst (BCBA) to provide specialized behavior strategies, classroom management tools, and professional development on best practices for students with the unique challenges that students in GNETS bring to the learning environment. Teachers are trained in Life Space Crisis Intervention (LSCI). LSCI is a brain-based, trauma-informed interactive therapeutic strategy for turning problem situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. LSCI views problems or stressful incidents as opportunities for learning, growth, insight, and change. LSCI teaches staff therapeutic talking strategies they need to help our students during stressful moments, as well as the self-awareness and skills to manage their own feelings and counter-aggressive tendencies when intervening with aggressive or out-of-control behaviors.

Behavior Resources

Henry County Schools offers a variety of supports to schools and staff experiencing difficulty with disruptive behavior.

School Support

- Each school houses multiple resources such as Student Support Facilitators (SSF), Administrative teams, Counselors, ESE Department Chairs, Teachers, and Support Staff with varying levels of expertise.
- Once a school has utilized these various staff members to address a disruptive behavior and data collection on these interventions is not showing progress, the team can request additional assistance. The Administrator or SSF can submit a Behavior Intervention Coach (BIC) Support Request through the Google Behavior Site.

Behavior Intervention Coach

- Once a BIC Request is received, a coach will contact the school to begin the support process. This support can include but is not limited to observations to assist the school/team in determining additional interventions, supports, or services to consider, assisting the team in completing a Functional Behavior Assessment (FBA) once consent is obtained, providing training to school staff and teams in dealing with defiant and disruptive behavior, etc.
- Behavior Intervention Coach (BIC) Support Request Submission by School Administrator or SSF (https://sites.google.com/henry.k12.ga.us/behavior)

GNETS Consultation

- School needing additional assistance completes the consultation request document with their school's assigned Behavior Intervention Coach.
- Services that are considered South Metro GNETS Consultation may include a request for FBA coaching, classroom observation and written feedback, or records review with feedback (complete the "Request for South Metro Consultation" form).

GNETS Consideration

- School IEP team considers GNETS services for a student who exhibits social, emotional, and/or behavioral challenges with intense severity, duration, and intensity.
- *GNETS Confidential Student Information Packet* is completed by referring school personnel with all documentation included.

A Professional Learning Specialist (PLS) request can be submitted for any school team needing additional guidance and support with instructional strategies for a student. For any student served in an Adapted Curriculum Program, consult with a PLS prior to a BIC request to ensure proper instructional and environmental practices are in place.

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