

SECTION 10:

COMMUNICATION AND TEAMING

Communication & Teaming Line 14

Big Idea

- Establishing effective communication requires an on-going team approach among all stakeholders, people who desire to support positive outcomes for the student, e.g., school staff, family, agencies and support groups, the students themselves, and others. Active exchanges among all stakeholders require each partner to provide information to one another, no one member supplying information to a passive recipient. Exchanges can occur through phone calls, email, notes home, data log copies, etc.
- Behavior plans frequently fail when ongoing communication is not well designed. Simply waiting to evaluate plan success in an annual IEP meeting is not sufficient to assure the plan is being completely implemented and is being successful in addressing the problem.
- Continuous two way communication on goal progress is necessary to assure all stakeholders have input and continuous teaming occurs. Whenever there are many stakeholders, or when there is doubt that all implementers will continue interventions for the time required to change the behavior, it is especially necessary to fully describe how the communication will occur and how each player will respond to the communication when received.
- Communications should report new skills and learning rates not just infractions. If a student has an IEP, goals must be reported, “at least as often as is reported for students without disabilities,” therefore, the minimal reporting on behavioral goal progress will be at report card periods. This requires goals from a BIP to be transferred to IEP goal and objectives pages if the student has an IEP.
- As you design communication systems, take into account any communication barriers of any team members (deaf, blind, etc.) and other situations affecting team communication, e.g., no telephone, non-English speaking, illiterate or mentally handicapped parents.
- Remember that some information on student behavior may be sensitive and confidential in nature. Consequently, it should be divulged on a “need to know” basis only. Whenever information is shared with outside agencies, an informed consent from the parent(s), and a formal Release of Records must be obtained. Each agency will likely be governed by different consent for communication law, procedures and requirements. (see section 14, Communication Resources for a Coordination and Monitoring Discussion Guide).

BEHAVIOR INTERVENTION PLAN

for Behavior Interfering with Learning of Student's Learning or the Learning of His/Her Peers

Intervention Monitoring

Line 14. Manner of Communication/Frequency/Participants

- On-going progress monitoring to document response to intervention requires delineating:
 1. the communication participants
 2. under what conditions
 3. manner
 4. expected frequency
 5. content
 6. two-way specification
- The plan identifies all personnel to implement, monitor and exchange information. Therefore all implementers must be clear on their responsibilities, which are infused throughout the plan. Check lines 7, 10, 11, 12, and 14 with the team prior to meeting conclusion.

1. Who?	2. Under what condition(s)	3. Manner?	4. Expected Frequency?	5. Content?	6. Two-way specification
<p>Specify all persons for each data exchange</p> <p>(e.g., Behavior Data Monthly Summary: psychologist/physician,</p> <p>Daily report card between: teacher/parent</p> <p>e /parent; Problem incident report: principal/teacher /counselor;</p> <p>Serious threats to harm self: Therapist/teacher/counselor/ parent)</p>	<p>(a) Continuous?</p> <p>Often daily reports, weekly or monthly summaries expected for duration of the plan</p> <p>(b) Conditional? - if X behavior occurs?</p> <p>Often if a problem is at a particular level of severity, or a positive behavior is beyond expectations</p>	<p>Transmittal Considerations: paper to office file, email, paper student carries, telephone direct, telephone answering machine</p>	<p>Hourly, daily, bi-weekly, weekly, monthly, every report card, every IEP meeting</p> <p>(frequency and conditions can be merged or separate)</p>	<p>Conditional use of a FERB when a problem behavior might have been used; General positive behavior increase or problem decrease; Summaries of goal progress from data reports (event, time sampling, etc.); Incident reports; Critical student information, e.g., potential medication reactions or changes; if injured during behavior, etc.</p>	<p>Exchange partners expectations on how each will respond BACK to the other as a result of a report, sending information facilitating on-going progress monitoring and teaming. Expected responses can vary, e.g., reflections on progress; new medication doctor will now give/or not give; reports on outcome of a discussion or counseling session on the behavior; new ideas recipient wishes to express; student's response to a reinforcer given contingently in another environment; A signature of receipt of information is NOT a reciprocal exchange, nor effective on-going teaming.</p>

Sample Communication Provisions:

Who will participate?	Under what condition(s)?	<u>Manner</u> of exchange of student progress and staff implementation data	<u>Content</u> of exchange, Outbound information AND Inbound response	<u>Frequency</u> of exchange of student progress and staff implementation data	Two-way specification
Parents, counselor, IEP case manager teachers	<p>Continuous daily summaries collected on general positive behavior and use of FERB</p> <p>Episodic for problem behavior</p>	Weekly written data reports sent by email from science and social studies teachers to parents, counselor and IEP case manager.	Communication will be on: 1. work completion rate 2. frequency and location antecedents at the time of any problem behavior 3. frequency, location and duration of "time away" use. Parents, counselor, and IEP case manager will acknowledge receipt of the email as well as content of the discussion with Tom following the email about his behavior.	Weekly exchange of information collected daily	Teachers parents and counselors will both send and receive information; IEP case manager and counselor will receive information and respond stating whether to continue plan or meet again

BEHAVIOR PLAN PROGRESS MONITORING – COMMUNICATIONS WORKSHEET

Complete Communication: 6 Format	Who? <u>Specific</u> information exchange partners	Under what condition(s)? <ul style="list-style-type: none"> • <i>Continuous?</i> - ongoing monitoring agreed upon by partners • <i>Conditional?</i> <ul style="list-style-type: none"> ○ incidents, change in medication, precipitating event likely to affect today's behavior <p style="text-align: center;"><i>(Circle one)</i></p>	Manner? - paper student carries, email	Frequency? - everyday, twice a week, monthly, etc.	Content? <ul style="list-style-type: none"> • <i>Goal progress</i> - FERB, positive increase or problem decrease; • <i>New information</i> - incident report or critical new student information 	Two-way specification? How will each partner respond with new information, reflections, reports on outcome, new ideas, etc.; NOT signature of receipt - parent reports back the student's response to debriefing about the daily behavior report, etc.
		<ul style="list-style-type: none"> • <i>Continuous?</i> • <i>Conditional?</i> 				
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		<ul style="list-style-type: none"> • <i>Continuous?</i> • <i>Conditional?</i> 				
		<ul style="list-style-type: none"> • <i>Continuous?</i> • <i>Conditional?</i> 				

<i>Components to Evaluate</i>	<i>Scoring</i>	<i>Examples: All examples below relate to the same student and same behavior</i>	<i>Key Concepts</i>
<p>K. PROGRESS MONITORING, ELEMENT TWO:</p> <p>EVIDENCE OF TEAM COORDINATION IN STRATEGY IMPLEMENTATION, MONITORING SYTEM, COMMUNICATION PROVISIONS (lines 7, 10, 11, 12, 14)</p> <p>The plan identifies all personnel to implement, monitor and exchange information (lines 7, 10, 11, 12, 14)</p>	<p>2 = All implementers (and those who will be monitoring and exchanging information) are identified AND their responsibilities are discernable in each section of the plan.</p> <p>(Examine lines 7, 10, 11, 12, 14)</p> <p>1 = Not all implementers (and those who will be exchanging information) are identified <u>or</u> not all responsibilities are discernable in each section of the plan.</p> <p>(Examine lines 7, 10, 11, 12, 14)</p> <p>0 = No team member responsibilities are identified in each section OR no team members are identified.</p> <p>(Examine lines 7, 10, 11, 12, 14)</p>	<p>Examine for completeness: lines 7, 10, 11, 12, 14</p> <p>Examine to determine if interventions or duties are described and all are correlated with specific assigned team members.</p> <p>For example, line 10, teaching strategies clearly states who is responsible for each action :</p> <p>“The teacher will instruct, provide practice sessions, and cue Billy to use peer assistance requests using the language she has taught, and the request strategies will also be taught by the speech/ language specialist who will practice these skills in a weekly small group.” (line 10)</p>	<p>All implementers must be clear on their responsibilities which are infused throughout the plan (lines 7, 10, 11, 12, 14)</p> <p>For each intervention or duty, consider adding team member's initials, names or positions throughout the description so responsibilities can be clearly determined. Sample responsibility designation types:</p> <ol style="list-style-type: none"> 1. Initials: DBW, GRM 2. Names: Diana Browning Wright, Roy Mayer 3. Roles: Teacher, Aide, Consultant

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p>L. PROGRESS MONITORING ELEMENT THREE: Communication (line 14)</p> <p>The communication segment of the BIP details progress monitoring during the plan's implementation:</p> <p>1. Who will participate in exchanging information?</p> <p>2. Reciprocally exchanging information to monitor progress. Different communication partners (exchange dyads) may require different communication content.</p> <p>3. Under what conditions? Conditional or Continuous? Each exchange dyad can require data about behavior under different conditions, e.g., Conditional- if a dangerous behavior occurs, w and x communicate; Continuous- summaries of daily or weekly on-task behavior, requires y and z to communicate, etc.</p> <p>4. Manner of exchange of student progress and staff implementation data (how will data go back and forth?)</p> <p>5. Content of data to exchange about student progress and staff implementation: Include what outbound data to exchange, under which conditions, <u>and</u> what inbound response to that data should occur. Two way communication is critical. Communication section <u>must</u> include monitoring of student mastery of the FERB.</p> <p>6. Frequency of exchange. Can be time referenced, e.g., each day, each week, or can be conditional, e.g., if X behavior, Y communication exchange occurs.</p>	<p>2 = FERB data exchange with all components must be present ((a) who, (b) conditions, (c) manner, (d) content, (e) frequency, (f) reciprocal-two way—which is not simply a signature of receipt of information) (see column one)</p> <p>► Key Concept: Two-way exchanges for all communication specify both outbound data to exchange and expected inbound response to the data. It can not be simply a signature signifying a receipt of data.</p> <p>► Key Concept to assure implementation: Well designed and specific communication exchanges result in more consistent implementation of a behavior plan <u>and</u> provide for enhanced on-going progress monitoring and adequate determination of response to the interventions.</p> <p>1 = One data exchange for any one specified goal includes all components (who, conditions, manner, content, frequency, reciprocity-two way beyond receipt signature) but a complete exchange for a FERB is absent.</p> <p>0 = No complete data exchange (who, conditions, manner, content, frequency, reciprocity-two way, beyond receipt signature) for any goal is present.</p>	<p>2 = FERB: "Billy's handwritten daily report card will be reviewed by parent and student nightly and will include report on Billy's use of protesting solo written work through peer assistance requesting (FERB for protesting by profanity). (see attached sample card) Parents will return daily report with summary of Billy's response to reinforcer given for adequate progress to the teacher issuing the report.</p> <p>INCREASE GENERAL, Continuous: All written daily report card copies will be distributed to the counselor weekly and contain information on task completion rate (see IEP attachment). Parents will report back to school on Billy's independent homework completion and teacher will report to parents on daily report that homework was received and evaluated; IEP team will review all data at next meeting in 3 months."</p> <p>DECREASE, Conditional: "If Billy has one episode of throwing furniture or continues profanity past two minutes in refusing tasks, principal and parent will be notified by phone within one day and a face to face conference held between teacher, principal and parents to analyze and problem-solve additional or other interventions."</p> <p>1 = "Student will take home a daily report card about FERB behavior (see attached sample card)." (Analysis: no 2-way communication, frequency, manner, and content is specified)</p> <p>0 = "Teacher will send home notes." (No information on FERB, no conditions, no manner, no content or frequency given)</p>	<p>Establishing effective communication requires a team approach among all stakeholders, people who desire to support positive outcomes for the student, e.g., school staff, family, agencies and support groups, the students themselves, and others. Active exchanges among all stakeholders require each partner to provide information to one another, no one member supplying information to a passive recipient. (line 14). Exchanges can occur through phone calls, email, notes home, data log copies, etc.</p> <p>Behavior plans frequently fail when ongoing communication is not well designed. Simply waiting for a quarterly report or until an annual IEP meeting is not sufficient to assure the plan is being completely implemented.</p> <p>Continuous 2 way communication on goal progress is necessary to assure all stakeholders have input and continuous teaming occurs. Whenever there are many stakeholders, or when there is doubt that all implementers will continue interventions for the time required to change the behavior, it is especially necessary to fully describe how the communication will occur and how each player will respond to the communication when received. For example, what communication will the parent send back to the teacher after reviewing a daily report card? How will the administrator respond back to the counselor when a report of problem behavior is received? This requires considering the communication dyads, method, frequency, content and manner of the exchange. This well designed system provides prompting and reinforcement for continued program implementation.</p>

Observation and Analysis Conclusion:

Big Idea

In the process of collecting data for a BIP, the team will have gathered a lot of information on the student and the context in which the behavior occurs. Some of this data will be reported on the BIP in the Observation and Analysis sections and will be reflected in the selected interventions. Other data may result in team consideration of other interventions, such as counseling, other agency services, curricular accommodations and mental health treatment plans.

A BIP is an action plan for how teachers and other implementers will proactively support and teach general positive behaviors, change the environment to better support the student, teach functionally equivalent replacement behavior, and skillfully react to problem behavior when it occurs again in the educational environment.

A BIP is NOT a full service plan to meet all student needs. Additional documents and service provision may need to occur. This section demonstrates how the BIP is related to any other necessary services to address student needs. If other agencies will provide interventions, designation of one responsible contact person is essential to assure all agencies are aware of any change in student status that any service provider observes.

Are curriculum accommodations or modifications also necessary? Where described: .. yes no

- The team should consider whether the student is currently academically successful. If not, proceed to determine what changes in instructional strategies, curriculum and tasks will result in academic achievement in addition to completing the BIP development process. Specify where the necessary changes will be described, e.g., in an accommodation section of an IEP? On a 504 plan? In the Instructional Support Team notes?

Are environmental supports/changes necessary? yes no

- Research has demonstrated that 90% + of problem behavior is specifically related to environmental/student mismatch. The BIP has described those changes. This question simply reminds staff of this fact.

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? yes no

- The primary issue is: Does the student have the skill already, but is not using it in this environment? (performance deficit) or, Does the student not have the skill, and therefore has not shown it (skill deficit). For performance deficits, prompting and reinforcing will be a focus, whereas for a skill deficit, systematic teaching, prompting and reinforcing will be required. This question simply reminds staff of this distinction.

Are both teaching of new alternative behavior AND reinforcement needed? yes no

- This question reminds staff that for a new behavior, systematic teaching and reinforcement of successive approximations (shaping) will both be required if the student is to develop skill fluency.

This BIP to be coordinated with other agency's service plans? yes no

Person responsible for contact between agencies

- A BIP addresses what the student will DO in an educational environment. Other agencies or school services may be providing in-home supports, or providing direct instruction to the student to address how s/he FEELS or THINKS, for long-range life stressors indirectly affecting school performance. All providers should be progress monitoring treatment and communicating with each other. When the student is doing better in the classroom, this can be critical information for medical and other service providers, and when the student is making progress with other agencies, the classroom should also be aware of this change.
- For students with multiple risk factors in their lives, multiple treatment plans may be in effect. It is critical that each agency remember to inform each other when the student's status is changing in order to avoid the tragedy of hindsight, "if we had only known...."

What To Do When A BIP "Doesn't Work"

1. With implementer(s) review/observe for each element of plan being implemented.
2. If plan is being implemented:
 - Check data--is the plan really not working? If no data, how do you know?
 - Check for functional equivalency of replacement(s)?
 - Check for frequency of instruction of replacement--opportunities for successful practice built into schedule? (vs. just waiting for opportunities to use)
 - Check for efficiency of replacement--is it easier to use the targeted behavior because replacement isn't being prompted/shaped or reinforced?
 - Are coping behaviors also being instructed?
 - Check reinforcement--schedule? Used even when replacement prompted? Meaningful?
 - If student is old enough (5th grade on usually), was the student involved in assessment and plan development? If no, then back up and include, if yes, ask them!
 - Any new "stuff" in class, home, etc.
3. Usually I find one of the above items needs dealing with.
4. If plan is not being implemented, probe as to why not:
 - Not matched to skills of staff
 - Not matched to resources of classroom-time, materials, etc.
 - Staff not trained
 - Copy of plan not in classroom
 - Staff didn't agree with plan
 - Monitoring/support for staff hasn't occurred
5. If one of the above is an issue, problem solve.
6. If none of the above 'fit,' revisit the assessment (function/antecedents probably not accurate).

If all above suggestions result in no change, revisit the assessment (function/antecedents probably not accurate).