

A few announcements from the
MSLBD Planning Committee...

Join the MSLBD mailing list to get a link
to *REThinking Behavior* delivered
directly to you!

RETHINKING Behavior

A magazine for professionals
serving children and youth
with behavioral needs.

Symposium hashtags:
#MSLBD
#RethinkingBehavior



Follow MSLBD on Facebook and Twitter

MSLBD Party and
Annual Lip Sync Battle
Friday night 8 – 11 pm
Atlanta Ballroom

Bring your FREE drink
ticket and your sweet
dance moves!



SAVE THE DATE!

First Annual Richard L. Simpson Conference on Autism
October 4-5, 2018

KU Edwards Campus | Overland Park, Kansas

Registration opens April 25, 2018

Haringcenter.org



Sponsors: MSLBD and TASN

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Welcome to MSLBD



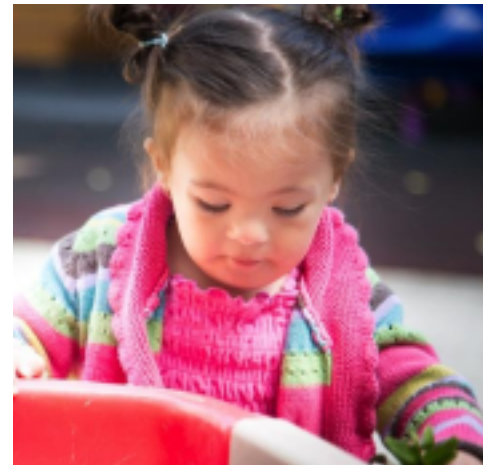
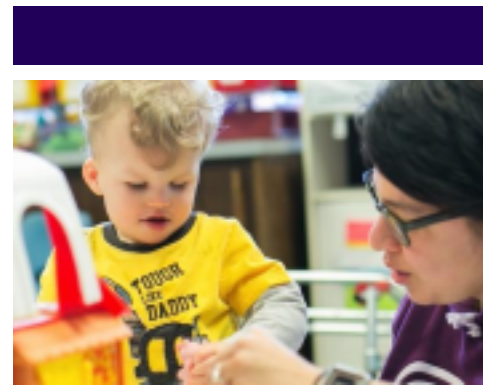
haring center

BCBAs, PBIS, and IEPs: An Alphabet Soup to Support Student Outcomes

Ilene Schwartz, Ph.D,
BCBA-D

University of Washington

ilene@uw.edu



Our Objectives Today

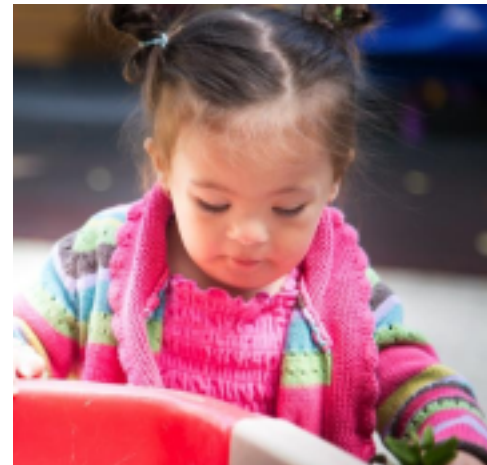
- Definitions
 - Public Education
 - Special Education
 - Applied Behavior Analysis
- Meaningful Outcomes
 - For Students
 - For Families
 - For Professionals

Lessons I learned at KU that still hold true!

Listen to consumers

The power of positive reinforcement

Give people something to talk about



What is the purpose of Public Education?

To prepare an educated citizenry



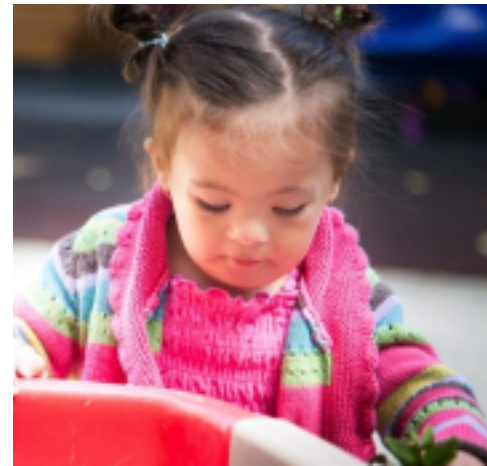
What is the purpose of Special Education?

To provide students with access and success in general education settings and curriculum



**What is the purpose
of ABA?**

**To use behavioral
principles to
address socially
important
behaviors**



Different definitions, priorities, training, traditions, and clients can lead to simple misunderstandings





Why intervene in schools?

Students with Disabilities are Students First



“There is no special education Wal-Mart” or health club or restaurant or neighborhood





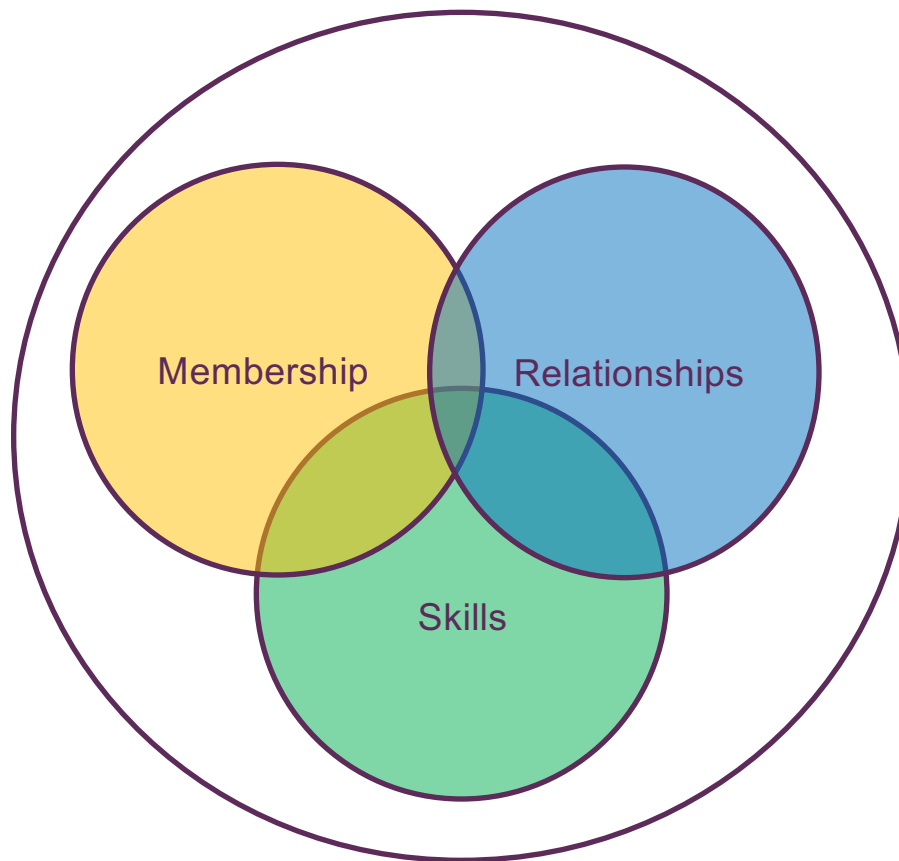
What are meaningful outcomes?

Meaningful outcomes

- Consumer/Family determined
- Culturally relevant
- Individual
- Functional
- Forward facing


Community of Practice

Participation in valued routines, rituals and activities



**Inclusion is not the opposite of exclusion.
Inclusion is not a set of strategies or a placement
issue. Inclusion is about belonging to a
community – a group of friends, a school
community, or a neighborhood.**

**Inclusion is when everyone is valued,
engaged, and feels connected**

EEU 

The EEU is very important to our family because it's like our home away from home. We grew up being a part of the school's community. We have learned there it does not matter if you're different, differences are what make you special and human. Everyone is always supportive of each other and you know you have someone to help you.





Missteps by Special Educators

- Assuming that “Being There” is Enough
- “Dumping” Rather than Planning
- Not Individualizing to Meet Students’ Needs
- Overusing Instructional Assistants
- Focusing on Activities Rather Than Objectives
- Underestimating the Effectiveness of Explicit Instruction
- Accepting Sitting Quietly as an Appropriate Alternative to Active Participation

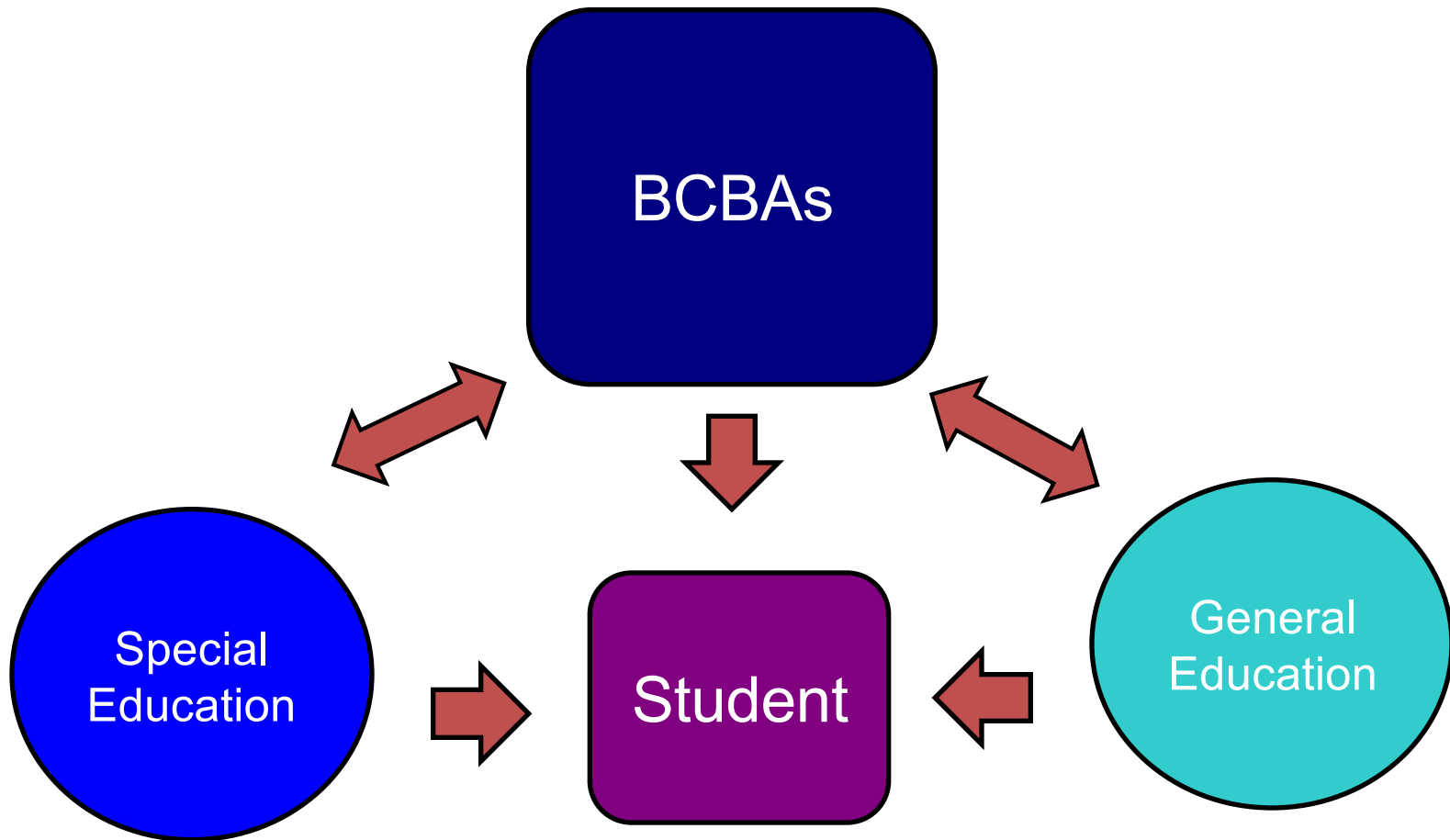
Missteps by Behavior Analysts

- Assuming that “Being There” is not Important
- Writing Ridiculous Objectives
- Focusing on the “How” of Teaching Rather than the “What”
- Not Valuing Other Disciplines
- Ignoring Context with FBA, Instruction, Goal Setting



So, how do we move forward??

Data = Communication



Identify and call out common beliefs

- Student failure is instructional failure
- Challenging behavior is communicative
- Students engage in challenging behavior because they do not have other ways to communicate what they need

Identify Common Goals

- Meaningful outcomes for Students
- Programs that meet the needs of every student
- A moment of joy everyday for every student and staff member

Essentials to Building the Team

- Communication
- Planning
- Lose the jargon and
the attitude
- Take the data, use the data,
- Data based decision making



Nothing else can quite substitute for a few well-chosen, well-timed, sincere words of praise. They're absolutely free – and worth a fortune.

Sam Walton (1918–1992)

American businessperson founder of Wal-Mart

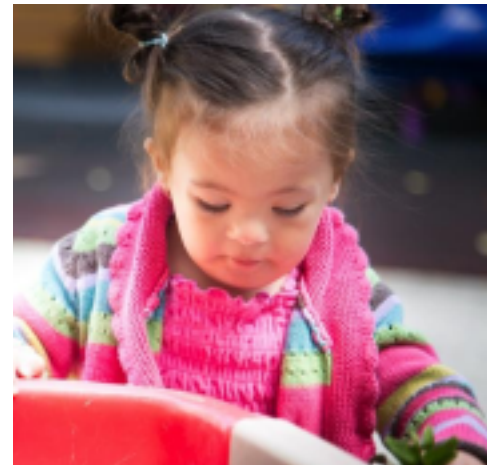
What Shamu taught me...

- The central lesson I learned from exotic animal trainers is that I should reward behavior I like and ignore behavior I don't
- "approximations," rewarding the small steps toward learning a whole new behavior
- Reward "incompatible behavior"
- "It's never the animal's fault."

Behavior is lawful

**Behavior is not
random**

**Behavior can be
changed**



WHEN TO TEACH ACTIVITY MATRIX

Effectively organizes teaching and learning

Maximizes learning time

Staff are aware of each child's learning objective

Matches learning objective to the activity

Useful for those who need extra support

Activity Matrix -- Individual

	Comm.	Social	Self care	Safety
Table work	imitation			
circle	1-step dir.	participation		
Free play	Spatial concepts Puzzle Point to pic.	Par. Play Play game		Turn to name
Snack			Drink from cup	
transitions		Follow schedule	Hang up clothes Put on clothes	Walk stopping

Activity Matrix -- Class

	Brian	Sophie	Miles	Adam
table	Imitation Name writing			
Circle	1 step dir Partic.			
play	Vocabulary Puzzle Point to pic. Spatial con. Par. Play Play game Turn to name			
snack	Drink from a cup			
Trans.	Follow schedules			

Activity Matrix

	Writer's Workshop	Reading	Math	Recess	Specialist time -music -art -PE	Lunch
Goals	<ul style="list-style-type: none"> -write a full sentence -brainstorm ideas for writing -draw a picture related to the topic 	NA	<ul style="list-style-type: none"> -turn taking games -count by twos, fives, tens -addition and subtraction 	<ul style="list-style-type: none"> -join and sustain play -use words to problem solve with peers 	<ul style="list-style-type: none"> -turn taking games 	<ul style="list-style-type: none"> -use words to problem solve with peers
Accommodations/Modifications/Supports	<ul style="list-style-type: none"> -visuals to support development of ideas on topic -written task schedule -larger lines on the page to accommodate larger print -pencil grips/slant board 	<ul style="list-style-type: none"> -seat close to teacher 	<ul style="list-style-type: none"> -math worksheets at level from resource room available -some pull out/SDI for math <p style="text-align: right;">Haringcenter.org</p>	<ul style="list-style-type: none"> -check in with a teacher at the beginning of recess to make a plan -teacher/IA support to solve problems with peers 	<ul style="list-style-type: none"> - teacher/IA support to solve problems with peers 	<ul style="list-style-type: none"> - teacher/IA support to problem solve with peers

Individual Child Activity Matrix

Child's Name: Jesse

Date: 10/4/14

Teacher or Classroom: _____

	Will answer questions from peers	Will touch and count up to 5 objects	Will follow routine directions given to group	Will answer comprehension questions when looking at book	Will drink from cup
Schedule					
Arrival			X		
Free choice	X			X	
Class meeting			X		
Outdoor time	X	X			
Snack		X			X
Story and music				X	
Departure			X		

*Individual children will have varying numbers of target behaviors that are currently identified for instruction. Simply make the matrix larger or smaller as needed to address the individual child's plan.

*This is a sample schedule. Teachers and classrooms will write in their own schedule of activities and routines.

Make your matrix your own

	K.V.	L.A.	A.B.	J.T.	M.W.	L.N.	M.D.
ARRIVAL/DEPARTURE	Put on coat correctly	Wait for a toy safely + quietly	With group direction, hang up coat and backpack		Complete 3-step routine direction	Fasten, zip, buckle, button	Indp. put on coat
CIRCLE	2-word combos	Imitate gross motor actions	Use 3 word sentences		Imitate motor actions	Imitate motor actions	
SNACK	Comment on activity (words or pictures)	3-word utterances Gain peer attn. and request item	Use words to gain peer attn, ask q, request, comment	complete toileting routine w/ support	Produce final consonant in words	Variety of foods	Respond to peer request
FREE CHOICE	Recip. play w/ peers Imaginary play sequence	2-step academic task Cut along 6-8 inch line	cut along 6 inch line Persist/ use repair strategies w/ peers	Functional play w/ peer 3-step academic task	Gain attn + request from peers 3-step functional play activity	Self-calming strategies Take turns, comment, trade toys conversational turn-taking	3-step imaginary play sequence Invite peer to play (w/ visual)
SMALL GROUP	3-step academic task w/ visual Trace all letters in name	Trace lines + simple shapes Gain attn. + request from peer	Trace simple shapes + lines	Match/sort pictures or objects (color, shape, size)	Trace all letters in name	complete non-preferred task (3-4 steps) Play in a variety of areas 3-step functional play sequence	3-step academic table task Recip. play w/ peer Indp. cut out circle Make comments about activity
PLAYCOURT	Cutting w/ adap. scissors (circle) commit (help, one more min, stop) Balance beam	Reciprocal Play w/ peer Throw + catch ball 5 feet	Jump down 10 inches with 2-foot take off + landing	Reciprocal play w/ peers	Jump on/ off raised 2" surface Kick ball 10 ft. to 2-inch target		3-step gross motor game (i.e. kickball)
GYM	Jump down 18 inches w/ 2 feet		Ascend/descend stairs w/ one hand-rail	3-step gross motor game (i.e. kickball)			Jump down 12 inches w/ 2 feet + knee-bend Core strength: animal walk, wheel barrow, yoga
TRANSITION	Transition w/ large group	Stay in line	Indp. follow group directions				Indp. follow large group directions

Next steps (thanks Simon Sinek)



Why = The Purpose

What is your cause? What do you believe?

How = The Process

Specific actions taken to realize the Why.

What = The Result

What do you do? The result of Why. Proof.



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