Presenter's Guide

School-wide Positive Behavioral Interventions and
Supports and Students with ASD

Acknowledgements

The IDEA partnership is deeply grateful for being allowed to adapt the original presentation created by George Sugai and Rob Horner of the Technical Assistance Center on Positive Behavioral Interventions and Supports in order to provide additional access to all education stakeholders, particularly families and community members.

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Purpose of this guide:
This presenter's guide is intended to support the PowerPoint slides by offering
- Suggested background readings;
- Talking points relative to each slide;
- Suggested activities to enhance learning opportunities for participants;
- Tips to facilitate the professional growth experience; and
- Suggested readings for extension of learning.

About the format:
There are three distinct sections of this document, "Preparation", "Presentation/Process", and "Supplementary Materials".

The **preparation** section begins on the following page and includes:
- Participant objectives;
- Suggested agenda/timeframes to help you meet the needs of the audience and/or available time allotment;
- Support/background materials the presenter may wish to access prior to preparation for presentation;
- Materials and supplies needed for the presentation; and
- Equipment needed for the presentation.

The **presentation/process** section follows preparation suggestions and includes:
- Suggested minutes for information sharing and/or suggested activities for each of the key concepts of the presentation, within each section minutes are enclosed in boxes and intended to be highlighted ahead of time dependent on the overall timeframe selected for the presentation;
- Slides in miniature, in sequential order, with talking points,
   - Usually in bulleted format, not intended to be read verbatim, and
   - Presenter is encouraged to interject his/her own style;
- Participant activities to enhance learning opportunities, indicated by a vertical line to the left of each activity,
   - May be carried out as suggested, or
   - Adjusted to audience and time allotment;
- Presenter notes to suggest background information or extension readings, noted in bold italic font;
- Presenter tips to suggest facilitation techniques, noted in bold italic font; and
- Suggested segue comments to bridge between ideas and/or activities, also noted in bold italic font.

The **supplementary materials** section contains handouts that may be copied and used to support or enhance the presentation.

An important goal of this guide is to support the presenter in connecting the ideas in the presentation to practices at the state, local district, and building levels.

Objectives:
Participants will increase knowledge relative to
- Autism terminology and social emotional learning definitions
- PBIS as related to supports and interventions for students with ASD
- Additional resources available in the Autism Collection

Agenda/Timing:
    40 minutes - Total time for sharing basic information

Suggested time allotments:

3 min	Introduction and Purpose
5 min	Definition
5 min	Core Principles and Practices of PBIS
10 min	Why PBIS is Important for Students with ASD
10 min	How does PBIS Support & Benefit Students with Autism
7 min	Reflections, Questions, Discussion

Note:
Introduction and Purpose, *Slides 1-5*
Definition, *Slides 6-8*
Core Principles & Practices of PBIS, *Sides 9 & 10*
Why is PBIS Important for Students with ASD, *Slides 11- 14*
How Does PBIS Support & Benefit Students with ASD, Slides *15- 19*
Reflections, Questions and Discussion, *Slide 20*
Resources, *Slide 21*

Support Materials:
        IDEA Partnership website for the complete Autism Collection
                ASD Collection Power Points and Presenter Guides on (1) School-wide
                Social Emotional Learning and (2) Tips and Tweaks for Effective School-
                wide PBIS for Students with ASD
        http://ideapartnership.org

        ASD Glossary
        Fact Sheet on ASD Collection

Materials and Supplies:
        PowerPoint slides - or - Overheads prepared from the PowerPoint slides
        Handout Masters – to be copied in appropriate numbers
        Chart paper and markers
        Paper and pencils for participants

Equipment:
        Computer and projector -or-
        Overhead projector
        Projection screen

Presenter Tip: The introduction should be brief and garner interest immediately. The following is a starting point; adapt for the particular audiences.

<u>Ideas for sharing with participants:</u>

School-wide Positive Behavioral Interventions and Support (PBIS)

• It is a term garnering much attention in the field of education today.
• We will spend the next few minutes exploring the basics of the concept/process…
  • What is it?
  • Why is it important to us in this room? -and-
  • What needs to be in place to make it work for students with autism and for schools?

This presentation was created through the collaborative efforts of George Sugai and Rob Horner of the TA Center on Positive Behavioral Interventions and Supports.

Session Agenda

- Purposes
- Definition
- Core Principles and Key Practices of PBIS
- Why PBIS Is Important for Students With Autism
- How does PBIS support & benefit students with autism & their families & schools

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Presenter Tip: This slide is presented as an adult learner organizer tool and should not be omitted. Very little time needs to be spent here for the brief presentations. The presenter may wish to configure the bullets to come in one at a time and give the participants a sentence or two about each as a preview of what is to come.

Ideas for sharing with the participants:

Purposes – what the presentation will address
Definition – from a practical standpoint
Core principles – framework supported by both research and common sense
Why it is important – benefits
How it supports and benefits students with ASD– essential elements to effective implementation

This presentation is......

Designed as a broad overview of how positive behavioral interventions & supports relates to students with autism & their families & schools

Intended for a broad audience, including students with autism & their families, students without or with other disabilities, educators, therapists, administrators, community providers, personnel preparation professionals, researchers, & consultants

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This slide sets the stage for the presentation providing the design of the presentation and the intended audience. It is self-explanatory.

Definition:

Presenter Note: The slide focuses on definition, characteristics, and important considerations is presented here, and adjustments may be made dependent upon the knowledge base of the participants. For an advanced group, briefly touch on each as a reminder only. The important considerations listed set the stage for later slides on PBIS.

Ideas for sharing with participants:

•IDEA 04 is the federal law that governs the identification, evaluation and provision of services to eligible children with disabilities in the public schools.

•This definition requires that not only must the specified disability (in this case, autism) be present in the child, and generally observable before age three, but that the disability must also be shown to "adversely affect the child's educational performance"

• Educational performance: academic achievement and functional performance.

•The characteristics given are examples; they are not required to be present in each child, nor is this list all-inclusive. The IDEA definition of autism is written broadly to cover the characteristics of autism, Asperger Syndrome, and Pervasive Developmental Disorder – Not Otherwise Specified.

•Even though a medical evaluation indicates that the child is identified somewhere along the spectrum, an educational evaluation must still be performed in order to assess the impact (adverse affect) of this disability on the child's educational performance.

•Educational programming is determined by the IEP Team, which includes parents. The services are based upon the needs of the individual child, thus there can be no prescribed curriculum and/or services for a child with Autism; each child will require a different and individualized scope and intensity of educational service.

Presenter Tip: A more advanced group may wish to briefly give an example of each item listed.

Ideas for sharing with participants:

This slide is not intended to be an all-inclusive list of progress in understanding autism but merely highlights broad categories of progress. Time does not permit going into detail on each point.
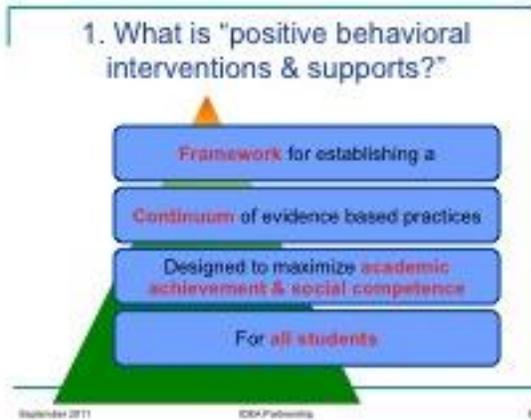
Ideas for sharing with participants:

•These present levels of academic achievement and functional performance describe how the student is doing in different areas and how the student uses what he/she learned throughout the day. This part of the IEP should describe how the student's disability affects his or her participation in the general education curriculum and how the student performs in academic and nonacademic settings.

•For the student with autism spectrum disorder, the area of functional performance must also include how he or she interacts with peers within the social, non-academic areas of school involvement such as lunch and recess time, clubs and extracurricular activities.

•A core characteristic of autism spectrum is that of qualitative impairments in social interaction. Impairment in this area can range from seeming distant and avoidant with even people they interact with often to misunderstanding social situations, being unable to initiate a social interaction or to carry on a conversation with a peer. A younger student may have restricted social or imaginative play skills, unusual play activities or only playing in isolation from other children.

Considerations of a student with ASD's functional performance should include:
•The student's ability to respond appropriately to the social approach of others
•The types of social interactions the student is capable of initiating
•The student's pragmatic skills
•Anecdotal information about the student's abilities within small and large peer groups in class and outside of class and in typical age-level activities.

As a result of the complexity of ASD and how it manifests in different ways, students on the autism spectrum may exhibit behaviors that are challenging in their intensity and/or frequency or interfere with engagement in appropriate activities necessary to learn or for others to learn. These behaviors are part of the disability and the IEP Team should discuss the need for a functional behavioral assessment (FBA) of the target behavior and use the information to determine positive behavior interventions, strategies and supports and replacement behaviors to teach.
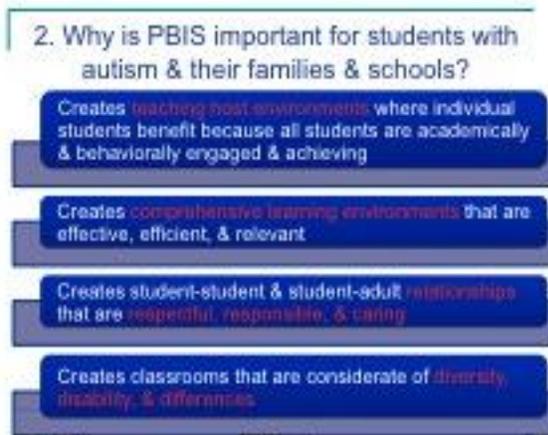
Ideas for sharing with participants:

Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBIS provides an operational framework for achieving these outcomes. More importantly, SWPBIS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.

Ideas for sharing with participants:

SWPBIS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum in which students experience supports based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).
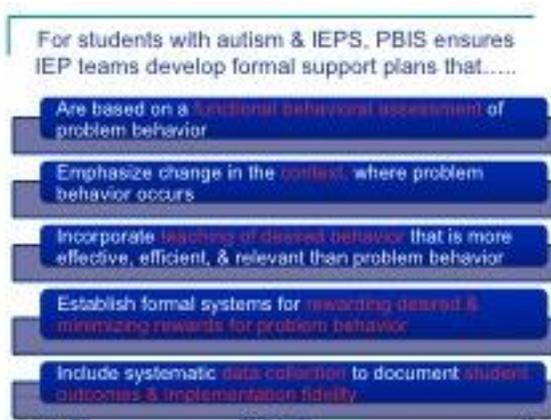

Why is PBIS Important: 10 minutes
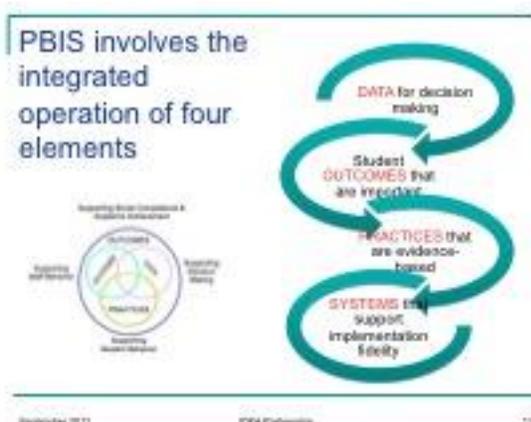
Ideas for sharing with participants:
Schools that establish systems with the capacity to implement SWPBIS with integrity and durability have teaching and learning environments that are:
•Less reactive, aversive, dangerous, and exclusionary, and
•More engaging, responsive, preventive, and productive
•Address classroom management and disciplinary issues (e.g., attendance, tardies, antisocial behavior),
•Improve supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health), and
•Most importantly, maximize academic engagement and achievement for all students.

For students with autism & IEPS, PBIS ensures IEP teams develop formal support plans that.....
- Are based on a functional behavioral assessment of problem behavior
- Emphasize change in the context where problem behavior occurs
- Incorporate teaching of desired behavior that is more effective, efficient, & relevant than problem behavior
- Establish formal systems for rewarding desired & minimizing rewards for problem behavior
- Include systematic data collection to document student outcomes & implementation fidelity

Ideas for sharing with participants
As a result of the complexity of ASD and how it manifests in different ways, students on the autism spectrum may exhibit behaviors that are challenging in their intensity and/or frequency or interfere with engagement in appropriate activities necessary to learn or for others to learn. These behaviors are part of the disability; the IEP Team should discuss the need for a functional behavioral assessment (FBA) of the target behavior and use the information to determine positive behavior interventions, strategies and supports and replacement behaviors to teach. Formal systems must be established for rewarding appropriate behavior and minimizing rewards for problem behavior.
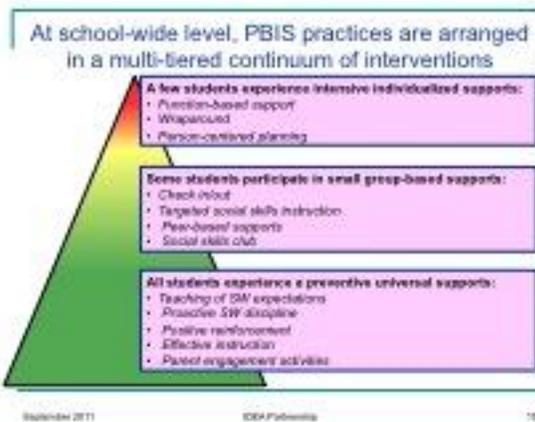
PBIS involves the integrated operation of four elements

DATA for decision making
Student OUTCOMES that are important
PRACTICES that are evidence-based
SYSTEMS that support implementation fidelity

uide to the Autism Collection 13
IDEA Partnership @ NASDSE

Ideas for sharing with participants:

These four elements are guided by six important principles:
•Develop a continuum of scientifically based behavior and academic interventions and supports
•Use data to make decisions and solve problems
•Arrange the environment to prevent the development and occurrence of problem behavior
•Teach and encourage pro-social skills and behaviors
•Implement evidence-based behavioral practices with fidelity and accountability
•Screen universally and monitor student performance & progress continuously

Presenter Note: This slide is self-explanatory.

How Does PBIS Support and Benefit Students with ASD: 10 minutes

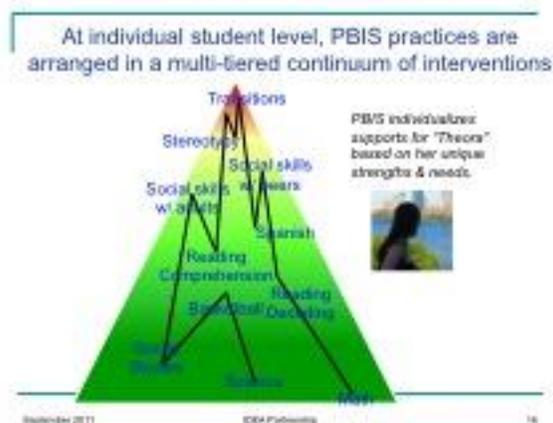At school-wide level, PBIS practices are arranged in a multi-tiered continuum of interventions

Ideas for sharing with participants:
PBIS practices are arranged in a multi-tiered continuum of interventions.

Tier 1-UNIVERSAL: High Quality instructional, behavioral, and social-emotional supports for ALL students in general education. Also called universal interventions or core instruction. The expectation is that 80% of students will become proficient.

Tier 2-TARGETED: Targeted intensive prevention or remediation for some students whose performance and rate of progress lag behind the norm for their grade and educational setting. These are not the same strategies used for longer periods of time; it is the use of different strategies with more intensity (frequency and duration).

• Tier 3: INTENSIVE Comprehensive evaluation by multi-disciplinary team to determine eligibility; intensive 1:1 interventions for students w/ insufficient response to Tier 1 & 2.

At individual student level, PBIS practices are arranged in a multi-tiered continuum of interventions

Ideas for sharing with participants:
NOTICE GREEN IS FOR "ALL". The interventions and supports must be based on the unique strengths and needs of the individual. Individuals may not need interventions and support in every area as the diagram illustrates.

Ideas for sharing with participants:
Functional behavioral assessment (FBA) is a team process that includes caregivers. It is a comprehensive and individualized strategy designed to:
• Identify why a behavior occurs and the context in which it occurs
• Reduce the frequency/severity of the target behavior through:
　Developing and implementing a plan to modify variables that maintain the behavior
　Teaching new behaviors that serve the same function using positive interventions
• Data is collected to develop statements about what factors contribute to occurrences and maintenance of the behavior and to serve as a basis for developing a preventative behavior support plan.

Ideas for sharing with participants:
An individual behavior intervention plan is "function-based". The diagram is a graphic illustration of the factors to be considered in the development of such a plan.

Ideas for sharing with participants:
"Function" is critical to the design of any behavior plan. Five factors must be considered in the development of a behavior plan. They are:
1.Teaching the social skill with a similar function as the problem behavior;
2.Removing the triggers of problem behavior;
3.Adding triggers for the desired social skill;
4.Removing consequences that maintain the problem behavior; and
5.Adding consequences that maintain the social skill.

Presenter Tip: Be sure to allow sufficient time for participants, or have them write their questions and then compile with the answers and distribute as a follow-up to this training.

Presenter Note: The 3 websites indicated may be used to obtain more detailed information.

Handout # 1   *ASD Fact Sheet*

Autism Spectrum Disorders (ASD) Collection

ASD is a complex developmental disability that typically appears during the first three years of life and affects a person's ability to communicate and interact with others. Autism is defined by a certain set of behaviors and is a "spectrum disorder" that affects individuals differently and to varying degrees. There is no known single cause for autism. *ASD is a lifelong disorder with no single cause.*

What resources are available to practitioners in the collection?

A dynamic, comprehensive collection of materials and resources to assist in your understanding *of ASD and implementation of appropriate interventions and supports for individuals on the autism spectrum across the lifespan* **including:**

PowerPoint Presentations with Presenter's Guides – One presentation is designed to introduce core principles and characteristics and spark interest in further training; the second is a comprehensive training on supports and interventions designed to impact practice across stakeholder groups; the third is focused upon assessment for identification; the fourth describes the connections between assessment and educational programming; the fifth describes Functional Behavior Assessment (FBA); the sixth describes schoolwide social- emotional learning as it applies to learners on the spectrum; the seventh is designed to describe school-wide Positive Behavioral Interventions and Support & students with autism ; the eighth is focused upon tips and tweaks for effective school wide PBIS for students with ASD; and the ninth focuses upon transition to adulthood.   A separate Presenter's Guide with content and notes is included for each presentation.

Glossary - Key terms and acronyms associated with autism spectrum disorders

Dialogue Guides - Models for conducting interactive discussions on autism spectrum disorders across stakeholder groups

Essential Elements/Guiding Principles/Grounding Assumptions - Unifying beliefs that are the foundation for our collaborative efforts in the area of ASD

Resource Listing – Extensive list of ASD resources available.
www.ideapartnership.org

ASD Resources

The National Community of Practice in Autism Spectrum Disorders works to increase the capacity to provide interdisciplinary, comprehensive, effectively designed programs and interventions. The resources are available to cross stakeholder groups including those who live with or support individuals with ASD and their families.

Working together to support our partners in the field…