

Continuum of Behavior Supports: A Student's Response to Intervention

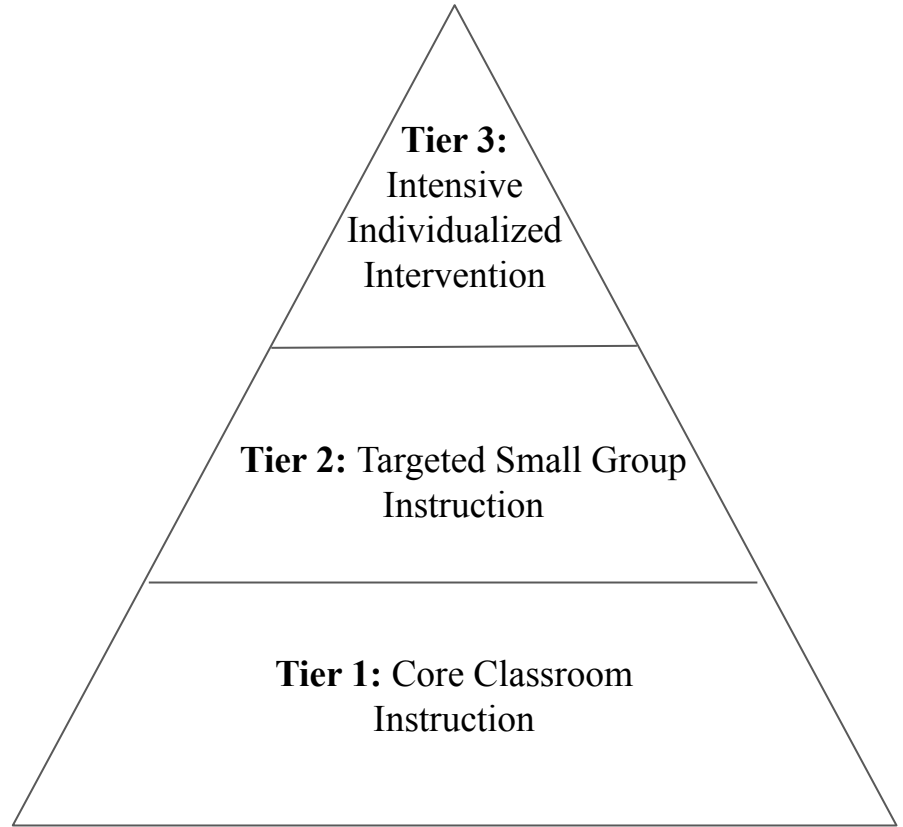
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What is behavior?

- Behavior is a form of communication!
- Behavior can be verbal and nonverbal.
 - Think about what does the behavior look like? What are they doing?
- We identify behavior(s) based on functions
 - Meaning= Why is the behavior occurring? What is the child/student getting from engaging in the behavior?
 - 4 functions of behavior
 - Sensory (i.e., hand flapping, skin picking, jumping, vocal sounds, etc.)
 - Escape (i.e., verbal refusal, elopement, throwing items, etc.)
 - Attention (i.e., eye contact, verbal engagement with others, etc.)
 - Tangible (i.e., swings, toys in the classroom, etc.)
- Based on the function of behavior supports can be provided through a continuum.

RTI: Response to Intervention

Tiers of the Behavior Support continuum



Tier 1: Instruction in General Education

Behavior strategies across grade spans it may include:

- Learning basic classroom rules and routines.
- Whole/Small group instruction.
- Learning prosocial behaviors (e.g., sharing, managing frustration, turn taking, etc.)
- Visual class schedule, books, agenda/planners.
- Using class wide reinforcement systems (e.g., use of positive reinforcement, group contingencies, class point systems, etc.)
- Teaching and using coping strategies (e.g., deep breaths, using a quiet space, etc.)
- Shaping prosocial behaviors (e.g, generalizing coping strategies, building positive relationships, etc.)



**Tier 1:
All Students**

Tier 2: Support Strategies

Behavior strategies across grade spans may include:

- Preferred seating in front of class/ next to teacher.
- Added visual supports (e.g., first/then, visual schedule)
- Assignments broken down into smaller portions.
- Timers and/or verbal cues for transitions (in & out of the classroom).
- More individualized reinforcement systems.
- Scheduled breaks.
- Small group instruction (within the general education classroom and/or pull out for small group instruction).



**Tier 2:
Some Students**

Tier 3: Support Strategies



**Tier 3:
Few Students**

Student would move to tier 3 if/when:

- Demonstrating significant behaviors that interferes with learning AND
- When lower level tiers are insufficient to meet student needs.

Tier 3a: Support Strategies

Pair with strategies outlined in tiers 1 & 2 however looking into more specific individualized supports that consists of:

- How is the behavior interfering with their learning?
- Why is the behavior occurring?
- What skills they have not yet mastered?

Strategies across the grade spans may include:

- Token economy reinforcement system
- First/Then visual supports & written expectations
- Individualized self-monitoring chart
- Specific reinforcement schedule
- Short/Clear directions
- Breakdown tasks/chunking work
- Teaching of alternate communication skills
- Accommodations of work



Tier 3a

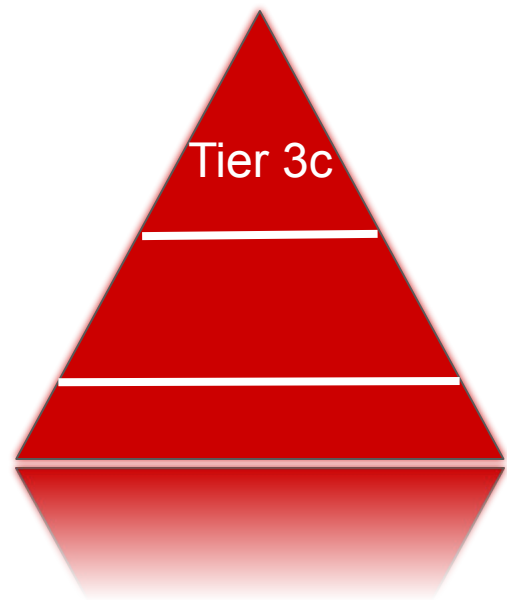
Tier 3b: Support Strategies



Tier 3b

- Small group instruction/Pull out services.
- Consider a specific goal/target skill to increase prosocial behaviors.
- Discussion of special education services to support goal growth.

Tier 3c: Support Strategies



- Continued significant level of behaviors.
- Data shows interference with learning.
- Discussion to conduct an Functional Behavior Assessment (FBA).
- Development of Behavior Intervention Plan (BIP).
- May require the need to add strategies to respond to behaviors that pose a safety and/or, imminent concern to the student.

Behavior Resources

<https://padlet.com/namin15/conejobbehaviorsupport>

Thank You