Culturally Responsive Behavior Intervention Plans

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Welcome!

In this webinar will examine what it means for to have culturally responsive evidence-based behavior intervention plans

Guest speaker: Mr. Travis Clayton

Who are you?

Special Education Teacher

General Education Teacher

Related Services Professional

Administrator

Other

The Behavior Assessment Training (BAT) project provides professional webinars by content experts on implicit bias, culturally responsive functional behavior assessment (FBA) practices, behavior intervention plans (BIPs), the impact of trauma and other adverse circumstances, family collaboration and early childhood.

This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.

About the BAT project

BEHAVIOR ASSESSMENT TRAINING

Importance of topic

Students from historically marginalized groups are more likely than their peers to be affected by exclusionary discipline practices, like suspensions and expulsions.

Too often educators view student behavior as a problem, instead of the communication that it is.

Culturally, linguistically, and racially diverse children and youth with disabilities make up a disproportionate percentage of students who receive punitive, restrictive, and often exclusionary disciplinary actions.

BAT webinar schedule

Upcoming Webinars

May 17th

- Expanding on major behavior management themes

August 9

- Restorative Practices

September 20

- Staff, Community & Family Collaboration

October 18

- Impact of Trauma and Other Adverse Circumstances

November 15

- Significant Behavior Needs

January 17

- Court Involved Youth

February 21

- Culturally Responsive Data Collection

March 20

- Implementation Fidelity

April 17

- Summary and General Follow-Up

May 15

- Early Childhood

Archived Webinars

October (archived)

- Teacher Bias & Stereotype Awareness

November (archived)

- Evaluation & Bias

December (archived)

- Legal/Ethical Requirements of FBAs and BIPs

January 18th (archived)

- Viewing student behavior through an action plan

February 15th (archived)

- Culturally Responsive Evidence-Based Behavior Interventions

March 15th (archived)

- Culturally Responsive Evidence-Based FBAs

April 19th (archived)

- Culturally Responsive Evidence-Based BIPs

Culturally Relevant Pedagogy (CRP) by Gloria Ladson-Billings (1994): is "a pedagogy of opposition specifically committed to collective, not merely individual, empowerment."

Culturally Responsive Teaching (CRT) by Geneva Gay (2000) is used to describe "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively."
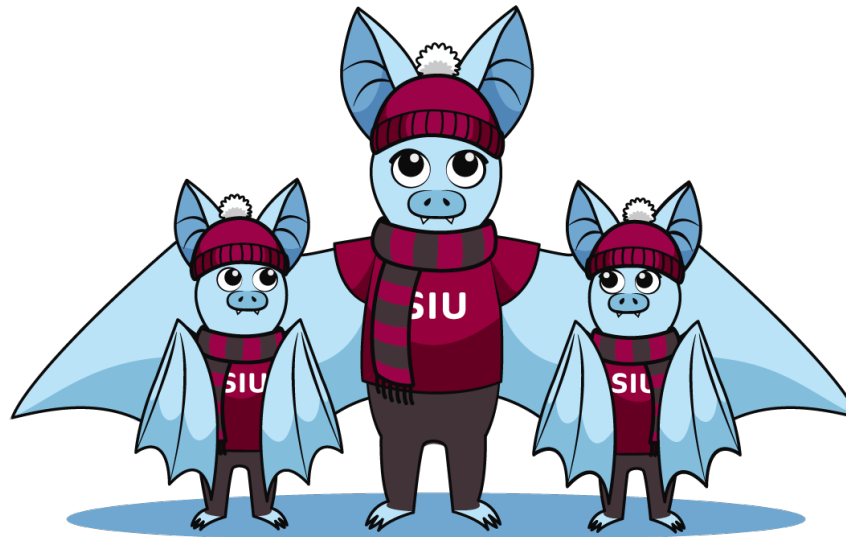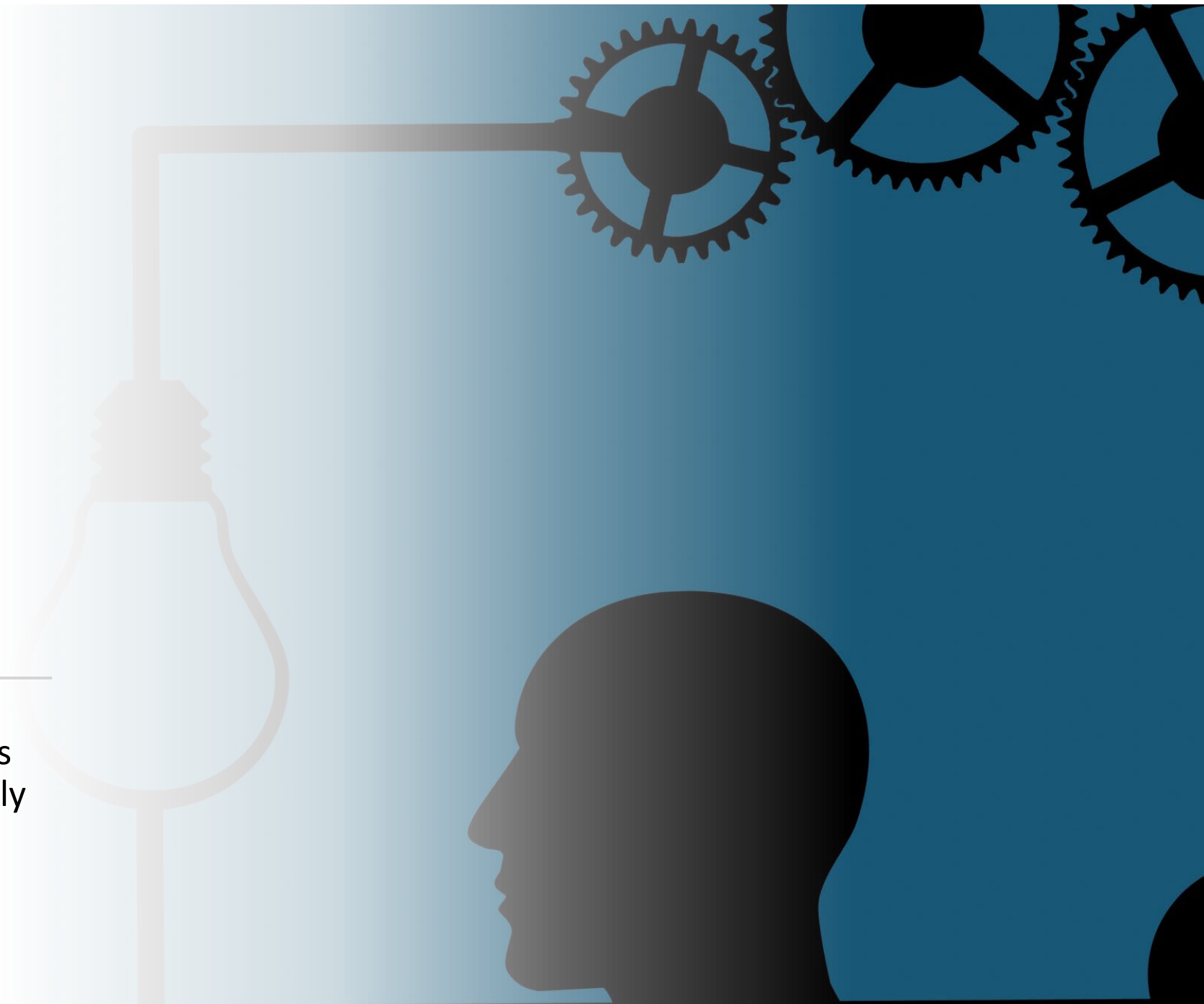
Plan ahead

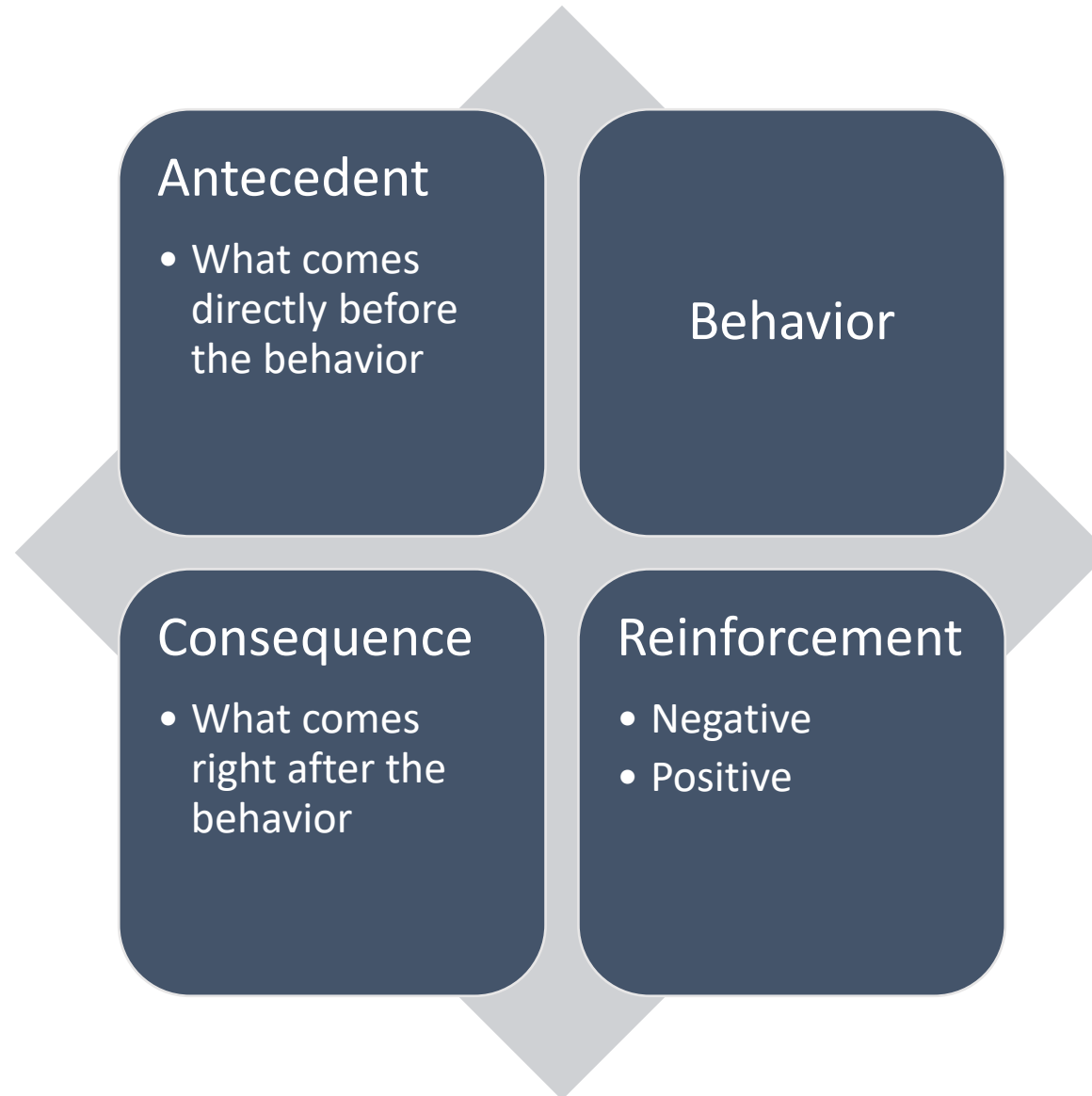It is important that educators focus on being proactive instead of simply reactive

Map

- The FBA is your roadmap

Antecedents

- When, where, and with whom does the problem behavior occur?

- What circumstances, situations, or activities lead to the problem behavior?

- Are there emotional or behavioral predictors of the problem behavior?

- Is the problem behavior related to medication, medical condition, pain, discomfort, problems with sleep, other biological factors, or other setting events?

Clearly defined behaviors

Operationally defined

- What does the behavior sound like?

- What does the behavior look like?

- What does the behavior feel like?

Hypothesized need (function) is being communicated?

Attention Seeking

Communication of needs and wants

Seeking escape or avoidance

- Difficult task, unfavorable setting, physical discomfort or pain, peer or staff ridicule, showing vulnerability or inability to do a task.

Sensory feedback

- Blindisms, earache, sinus pain, skin irritation, hunger, constipation, fatigue

Performance or Skill Deficit?

Ask Yourself….

Does the student understand the behavioral expectations for the situation?

Is the student aware he or she is engaging in the behavior, or is it a "habit"?

Is the student physically and/or cognitively capable of controlling the behavior, or does he or she need support?

Does the student have the skills necessary to perform new behaviors?

What do you want the student to do instead?

Alternative behaviors

Would this desirable behavior fulfill the same need/function?

Is the student capable of engaging in the replacement behavior?

What prevents this behavior from occurring now?

Summary of Previous Interventions Attempted

- What has been tried in the past?

- What were the outcomes?

- What does that data tell us about reinforcement preferences?

- What does that data tell us about the match between the hypothesized function and proposed replacement behaviors?

Be specific!

What is one thing that you struggle with when implanting a BIP?

- The function of the BIP doesn't align with the FBA.
- Lack of specific teaching strategies/interventions
- Deciding if it is a performance vs skill deficit
- Data collection issues
- BIPs are not individualized to specific student.

Introducing Mr. Clayton

Mr. Clayton discusses culturally responsive evidence-based behavior intervention plans

How do you and your team utilize the data collected through the FBA process to build the BIP that follows?

How do you identify and teach replacement behaviors? (Such that they serve the same function as the behavior identified as problematic)

What role does cultural responsiveness play in the development of an BIP?

What is the one big take-away you want educators to understand about culturally responsive evidence-based behavior intervention plans?

Audience questions

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EXIT SURVEY

- Please complete our exit survey either with our QR code or check your email for the link. Thanks!

Thank you for your participation!