Iowa Department of Education

- Current priorities that:
  1. Promote social-emotional skills and positive cultures
  2. Address challenging behaviors
  3. Enhance a continuum of integrated supports for learning in order to promote:

     a. student learning in the Iowa Core Curriculum

     b. healthy development and

     c. success in school and in life.

October 11, 2011 Julie Curry, Iowa Dept. of Education

More initiatives

- 4. Iowa Collaboration for Youth Development
  - Iowa Youth Survey
  - Federal Grant: Improve conditions for learning for ALL students (school safety; student engagement; physical/emotional environment of schools)

    AND

    supporting students with mental health /other challenges (transition; parent engagement; community partnerships and safe/supportive learning environments).

  5. Wrap Around Services

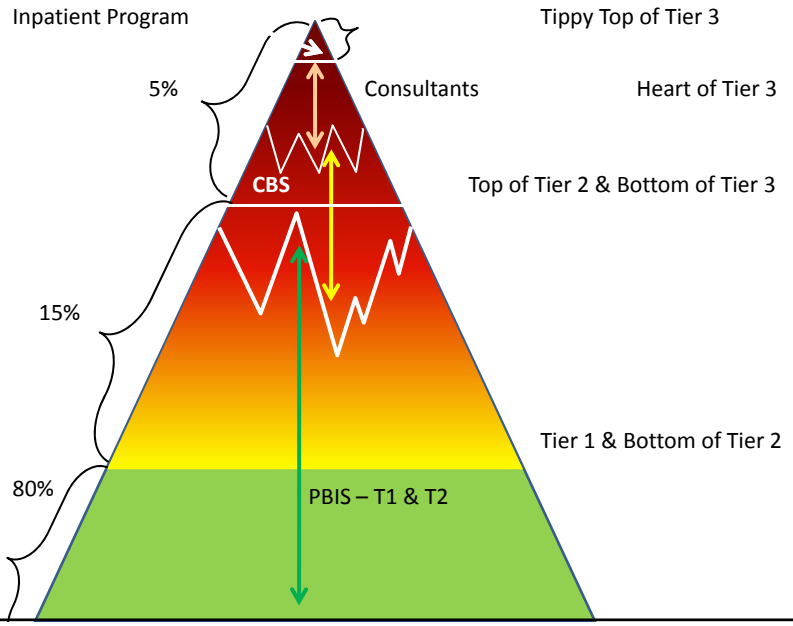
IDEA Law Specifies FBA

- Functional Behavioral Assessment (FBA) is required in Special Education for children who present challenging behaviors.
  - §300.530 Authority of school personnel.
    - LEAs must supply **qualified personnel** to do proper FBA's
- There is little guidance specifying the parameters of who (can or) should do FBAs
- Want to prevent problems and promote social-emotional skills

To Accomplish the Goal:

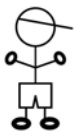
- Spreading adoption of School Wide PBIS and Program Wide PBIS (early childhood settings)
- Training for 3 Levels of Expertise in FBA
  - L1: Intermediate – Can do FBA w/ Assistance
  - L2: Expert– Can do FBA w/o Assistance
  - L3: Consultants/Mentors – Fluent users of FBA, Can train others. Purpose is to prevent out of school/state placements. Assess for treatment fidelity. Behavior Intervention Plans (BIP).
- Roll out a credentialing system once goal is achieved

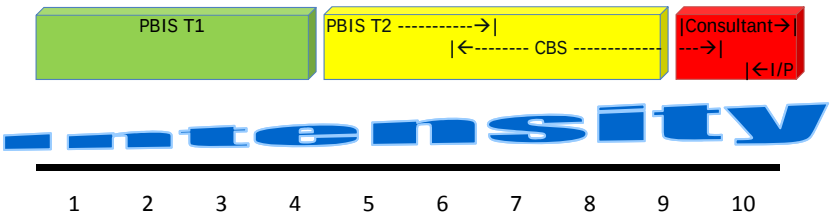
The "Tippy Top" Children



Staff Trained at Level of Intensity of Behavior

As a state:
It doesn't matter where the child falls…. We'll have it covered!





PBIS = School-Wide Positive Behavior Intervention and Supports
CBS = Child Behavior Specialists
Consultants = To be establish. E.g. Center for Disabilities & Development
I/P = In-patient treatment centers

Overall Plan – Challenging Behaviors

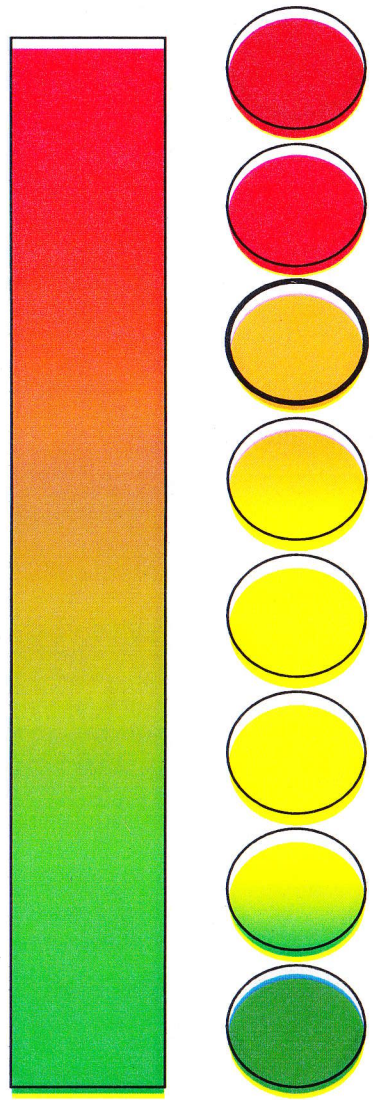
- At least 2 expert Consultants in each AEA with the capacity to:
  - **Fluently Conduct** the full range of FBA's
  - **Train** others in the AEA to do appropriate FBA's
  - **Triage** children with Challenging Behaviors
    - **Green**: No, not our problem; Deal! (e.g., eye rolling, protesting)
    - **Yellow**: Low to High Level FBA's used to develop Behavior Intervention Plans
    - **Red**: Problem exceeds capacity of AEA staff due to
      - **Time**
      - **Resources**
- 3-5 year plan to provide training to all 9 AEA's

CONTINUUM OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Tier 3:~5% of students
Specialized, Individualized Systems for Students with High-Risk Behavior

Tier 2: ~15% of students
Specialized Group Systems for Students with At-Risk Behavior

Tier 1: 80% of students
School-/Classroom-Wide Systems for All Students, Staff, & Settings



Wraparound/Intensive

Prevent/Teach/Reinforce

ERASE/
Simple Behavioral Consultation

Check and Connect

BEP/CICO

Current Targeted Interventions

Classroom PBS

Universal PBS

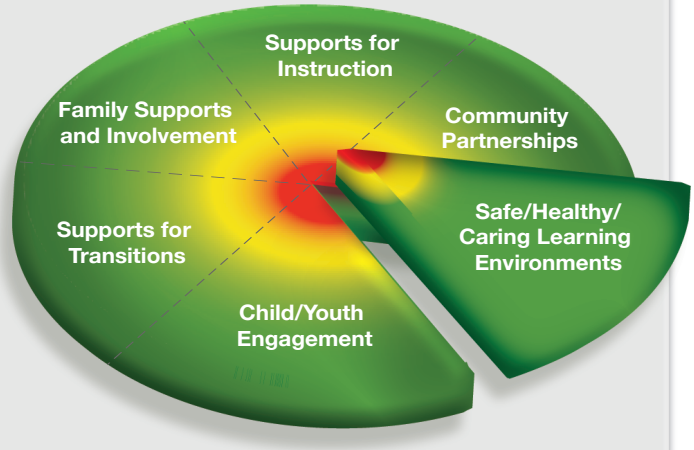
LEARNING SUPPORTS

Enhancing a continuum of integrated supports for learning in order to promote (1) student learning in the Iowa Core Curriculum, (2) healthy development, and (3) success in school and in life.

Learning Supports are the wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance student learning.

Learning supports:

- promote core learning and healthy development for all students,
- are proactive to prevent problems and serve as early interventions and supplemental support for targeted groups of students, and
- provide intensive and highly individualized supports for some students.



The Six Content Areas of Learning Supports

The six content areas of Learning Supports form the structure for organizing, understanding, and selecting research-based interventions. The content areas provide a broad unifying framework within which a school - family - community continuum of learning support programs and practices can be organized.

Supports for Instruction foster healthy cognitive, social-emotional, and physical development. Supports for instruction are inherent in the Instructional Decision Making process which uses multiple strategies to provide supplemental and intensive supports to ensure that children and youth have the full benefit of quality instruction.

Family Supports and Involvement promote and enhance the involvement of parents and family members in education.

Community Partnerships promote school partnerships with multiple sectors of the community to build linkages and collaborations for youth development services, opportunities, and supports.

Safe, Healthy and Caring Learning Environments promote school-wide environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow - up.

Supports for Transitions enhance the school's ability to address a variety of transition concerns that confront children, youth and their families.

Child/Youth Engagement promotes opportunities for youth to be engaged in and contribute to their communities.