

Behavioral Health Assistant Program

Granite School District
Salt Lake City, UT

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Welcome and Introduction

- Agenda
 - Orient to role and responsibility
 - Schedule of trainings
 - Overview of basic behavior management

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Details

- Management:
 - A BHA works 19 hours per week.
 - Hourly pay forms are submitted by the school to the payroll office as scheduled.
 - Pay is for hours worked with no lunch included.
 - A ten-minute break is earned after 2.5 hours of continuous work.
 - Lane change is available with required documentation.
 - No sick pay or additional benefits are offered with the position.

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Details

- Training:
 - A BHA must be trained:
 - Standardized training provided quarterly
 - Facilitated monthly meetings for problem-solving, processing, training application
 - Training shall include the following:
 - Conflict management
 - De-escalation of emotional and physical behaviors (including Mandt techniques)
 - Implementation of a behavior contract written by the Student Support Team (SST)
 - Communication with teachers, students, etc. o data and data collection

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Role Description

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Purpose of the BHA Program

- The goal is to prevent students from needing support beyond general education in more restrictive settings or needing more intense interventions.

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Thinking Functionally About Behavior



Behavior Response Support Team
(BRST)

Thinking Functionally About Behavior
Learning Modules

- ★ Behavioral Health Assistants
- ★ Educator's Handbook District License
- ★ K-12 Implementation of PBIS

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Supervision

- Formal Supervisor
 - Administrator
- Day-to-Day Supervisor
 - School Psychologist
 - Social Worker
 - Counselor
- On-Site Coordination
 - On-going training
 - Scheduling of services to students
 - Interventions design/implementation
 - Develop and monitor data collection

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BHA Responsibilities

- ❑ A BHA will track behaviors of general education students who have been identified by the SST through MTSS. *
- ❑ A BHA will work with students identified by the SST who exhibit significant behavioral/emotional problems; their services may NOT be written into IEPs.
- ❑ A BHA will track student contracts for completion, signatures, etc.
- ❑ A BHA will work with identified students to promote positive behaviors and help decrease or de-escalate negative behaviors.

*SST = Student Support Team MTSS = MultiTiered Systems of Support,

BHA Responsibilities (continued)

- ❑ A BHA will collaborate and communicate regularly with teachers, social workers, school psychologists and other support personnel.
- ❑ A BHA will check on students in their classrooms or other areas to help them avoid potential problems and reinforce positive behavior.
- ❑ A BHA will provide direct behavioral support by prompting, redirecting, encouraging, and reinforcing positive behavior.
- ❑ A BHA will provide support for targeted students in transitional or less structured environments (i.e., hallways, lunchroom, assemblies, library, recess).
- ❑ A BHA will assist and support students in crisis.
- ❑ A BHA will collect required data.

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What a BHA is not:

- ❑ • A BHA shall not provide direct academic instruction in general education or special education classrooms.
- ❑ • A BHA is not a parent liaison.
- ❑ • A BHA shall not provide services that social workers, school psychologists or teachers are providing.
- ❑ • A BHA shall not provide general supervision in the form of playground, cafeteria, or bus duty, etc.
- ❑ • A BHA shall not perform administrative duties.
- ❑ • A BHA is not a member of a special education team.

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What a BHA is not: (continued)

- ❑ A BHA shall not sit in classrooms to conduct formal observations.
- ❑ A BHA shall not communicate directly with a parent about a student's behavior or contract or call or email parents directly.
- ❑ A BHA shall not engage in ANY mental health discussion.
- ❑ A BHA is not a secretary.
- ❑ A BHA shall not supervise in-school suspension.

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Target Students

- Primary Support – Identified by SST or through MTSS process*
 - Students who are not currently receiving special education services but exhibit significant emotional/behavioral difficulties and may be considered for special education evaluation or services
 - Students who are exhibiting significant emotional/behavioral difficulties and will not be referred for special education services
 - Impulsivity/Hyperactivity
 - Life adjustment issues
 - Mobility

*SST = Student Support Team MTSS = MultiTiered Systems of Support

Target Students

- Secondary Support
 - Students with current IEPs may receive back-up support
 - Require emotional/behavioral support that does not rise to the level of special education (specialized instruction) – not a behavior goal on IEP
 - Support is not provided in special education settings

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Service Location

- A BHA will provide support for targeted students in **regular education** settings.
 - Regular education classroom
 - Less structured environments
 - Recess – with targeted students
 - Lunchroom – with targeted students
 - Hallways – with targeted students
 - Assemblies – with targeted students

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Support Services

- Behavioral support
 - Gen Ed classroom
 - Modeling, shaping, reinforcing appropriate behavior
- Behavioral contract implementation and reinforcement
- Behavioral tracking including observations and **data collection**

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Interventions

- Prompting and redirecting
- De-escalating and processing
- Supervising transitions
- Observing and tracking
- Work completion contracts
- Behavior contracts
 - See sample contract
- Check-In, Check-Out (CICO)
 - See sample progress report

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Para Professionalism

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Being a Member of a School Team

- Professionalism
 - Know your role
 - Communication
- Confidentiality
- Awareness
 - Basic disability related supports
 - LRBI
 - IDEA (Special Education)
 - 504 (ADA)

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Observe and Learn

- Know the behavior expectations
 - School-wide expectations and procedures
 - Classroom expectations and procedures
- Observe the classroom dynamics
 - Every teacher is unique
 - Every student is unique
- Have a plan to support the student
- Communicate with relevant parties

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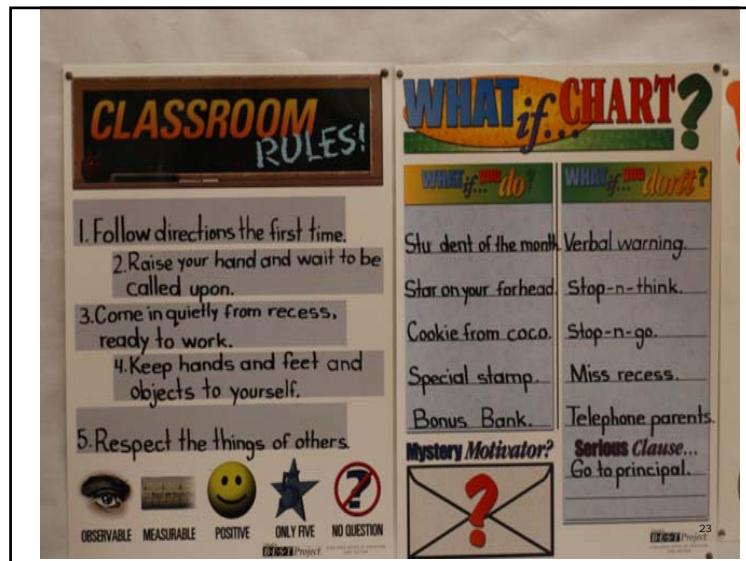
Behavior Support

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Positive Behavioral Support

- Rules and procedures are:
 - Established
 - Taught
 - Reinforced
 - Systematically corrected

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Why Teach Expectations? Why Not Just Tell Them the Rules?

- “If a child doesn’t know how to read, **we teach.**”
- “If a child doesn’t know how to swim, **we teach.**”
- “If a child doesn’t know how to multiply, **we teach.**”
- “If a child doesn’t know how to drive, **we teach.**”
- “If a child doesn’t know how to behave, **we.....**
.....teach?punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

John Herner (NASDE President) Counterpoint (1998, p.2)

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Basic Concepts of Behavior

- **Behavior** is learned.
- **Behavior** that occurs repeatedly serves some function.
- **Behavior** can be changed through re-teaching.

(Sprick, Garrison, & Howard, 2000)

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A-B-C's of Understanding Behavior

- **A**ntecedent
 - What happens before the behavior occurs?
- **B**ehavior
 - What is does the person do?
- **C**onsequence
 - What happens after the behavior occurs?

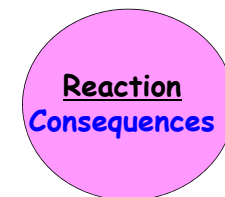
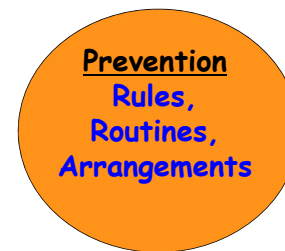
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Reinforcement

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Discipline is....

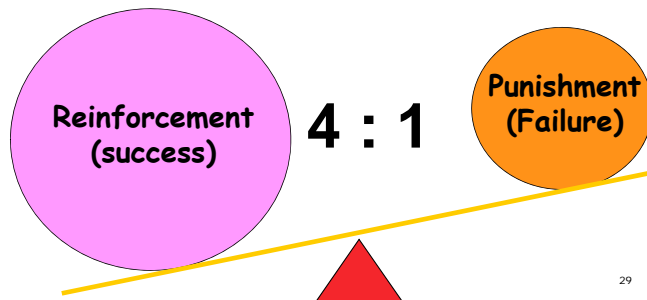
The actions parents and teachers take to increase student success (Charles, 1980).



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Reinforcement vs. Punishment

Prevention creates more positive than negative consequences



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Secrets of Success

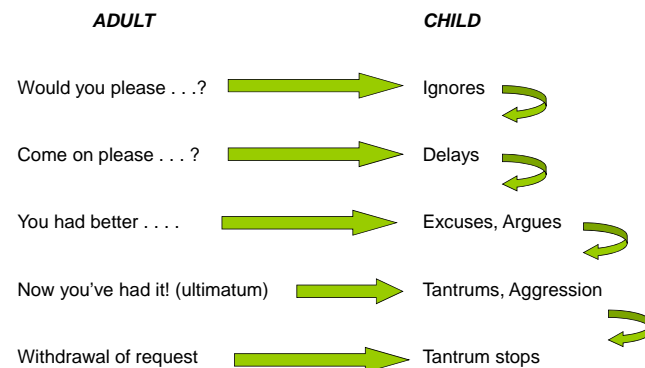
- ▣ Proximity control
- ▣ Eye contact
- ▣ Tone of voice
- ▣ Light touch
- ▣ Verbal praise—IFEED-AV
 - Immediately, Frequently, Enthusiastic, Eye Contact, Describe, Anticipation, Variety
- ▣ Tangible reinforcement

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Behavior Correction

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Avoid The Coersion Cycle



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Precision Requests

- ❑ If it isn't a question, don't ask!
- ❑ Following a direction to the group
- ❑ Individual student prompt:
 - **Please**, state request (wait 3-5 seconds, 10-15 for students with oral processing deficits)
 - **Need**, restate request with consequence (wait, again)
 - **DO**--follow through with preplanned consequence

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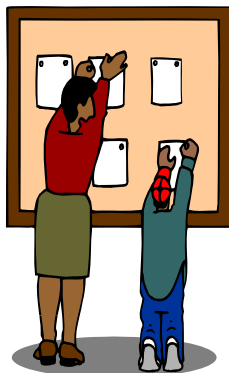
Precision Request Sequence



Adapted from Rhode, G., Jenson, W.R. & Reavis, H.K. (1996). *The tough kid book*. Longmont, CO: Sopris West.

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One Minute Skill Builders



Four step procedure for correcting mild to moderate social skill errors

1. Expression of rapport (student's name)
2. Description of inappropriate and appropriate behavior
3. Request for acknowledgement and Practice
4. Feedback

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One Minute Skill Builders

- ❑ Get close (3-5 feet)
- ❑ Establish eye contact
- ❑ Use a calm voice
- ❑ No more than 2 steps... starts not stops
- ❑ Wait (3-5 seconds)
- ❑ Follow Through (reinforcement or re-teaching)

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Data Collection

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Revisiting the ABC's

- Data can be collected on any, or all, of the ABC's.
 - **A**ntecedent
 - Identifying the "trigger" can help us predict the behavior and help staff to avoid accidentally prompting undesirable behavior.
 - **B**ehavior
 - Defining the characteristics of the behavior can cue staff on appropriate responses.
 - **C**onsequence
 - Identifying the consequence helps us identify the function of the behavior
 - What does the student get or get away from?

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Setting Events

- Setting events are usually present when a person is "overreacting" to usual things in his/her environment.
- They set people up to respond to usual antecedents in unusual ways.
 - Run a yellow light because you're late for work.
 - Burst into tears when someone asks how you are doing because a loved on is sick.

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Baseline Data Collection

- What is happening before an intervention is put into place?
 - Identifying the frequency, intensity, or duration of a behavior without intervention.
- Do not skip taking baseline data
 - Baseline data helps you know what intervention to implement
 - Baseline data helps you know if your intervention is working

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Target Behaviors

❑ **Observable**

- The behavior can actually be seen
- It is not something that is underlying and assumed to be occurring

❑ **Measurable**

- The behavior can actually be measured or rated

❑ **Well-defined**

- The behavior is defined objectively and simply so that two or more people can agree when the behavior occurs.

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Good Examples of Target Behaviors

- ❑ following directions the first time asked
- ❑ hitting
- ❑ completing assignments
- ❑ talking out
- ❑ staying in seat
- ❑ off -task
- ❑ defiance/refusal
- ❑ swearing
- ❑ tardy/absent

These can be clearly defined, observed, and measured.

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Bad Examples of Target Behaviors

- ❑ disrespectful to others
- ❑ doesn't take responsibility
- ❑ lacks motivation
- ❑ bad attitude
- ❑ lacks self-esteem
- ❑ out of control

These are difficult to clearly define, observe, and measure.
They are subjective and reflect internal processes.

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Types of Information

- ❑ Frequency → How often?
- ❑ Percentage → How accurate?
- ❑ Duration → How long?

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Outcome Data Collection Methods

- ❑ points on contract
- ❑ percentage of time on-task
- ❑ number of completed assignments
- ❑ number of incidents/office referrals
- ❑ number of days/minutes in or out of class
- ❑ frequency counts (how many times behavior occurred)
- ❑ duration (how long behavior occurred)

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Vista Elementary ROAR Program WILD CARD

Name: _____ Date: _____

GOAL	9:05 - AM Recess	AM Recess - Lunch	Lunch - PM Recess	PM Recess - 3:45
Follow Directions the 1 st Time	0 1 2	0 1 2	0 1 2	0 1 2
Be On Task	0 1 2	0 1 2	0 1 2	0 1 2
KYHFOOTY	0 1 2	0 1 2	0 1 2	0 1 2
Work Completion	0 1 2	0 1 2	0 1 2	0 1 2

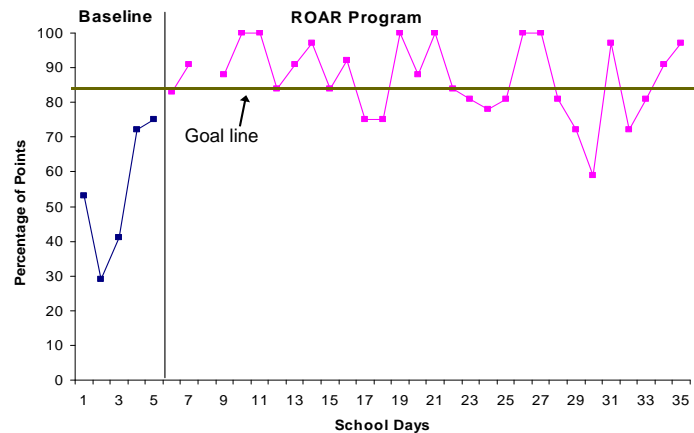
Comments/Missing Assignments: _____

KEY
 0 = No
 1 = Somewhat...
 2 = YES!!

Goal for Today: _____ %
 Total for Today: _____ %
 Teacher Signature _____ Parent Signature _____

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Wild Card Data for Student A



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Behavior and Academic Connection

- ❑ Is there a correlation between behavior and academics?
 - Academic grades
 - Include citizenship grades in secondary

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Outcome Measure

- Student Tracking Tool
- BHA Data Impact Survey
 - Summary of results from Student Tracking Tool
 - Report of services provided and outcomes
 - Collected at the end of the year

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Questions

- ?
- ?
- ?

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