

# Positive Behavior Management:

Basics to Understand and Get Ahead of Behaviors at Home  
and be an Active IEP Team Partner

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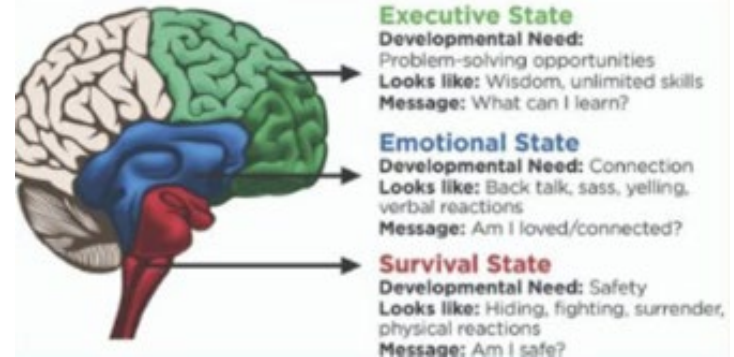
# Agenda

- ❖ Understanding what Brain States are
- ❖ Working with the Brain States
- ❖ Bringing Your Expertise to the IEP Team



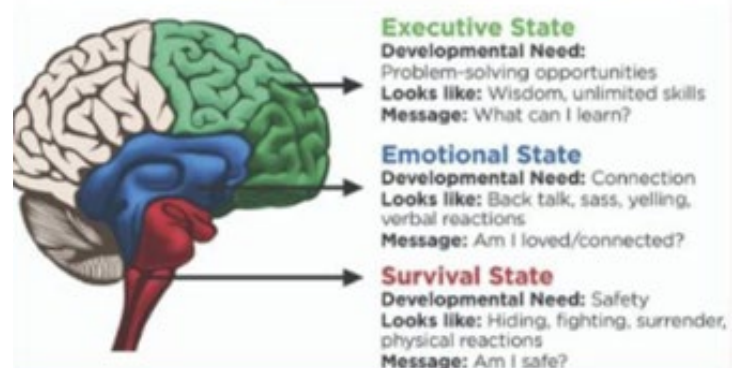
# What Are “Brain States

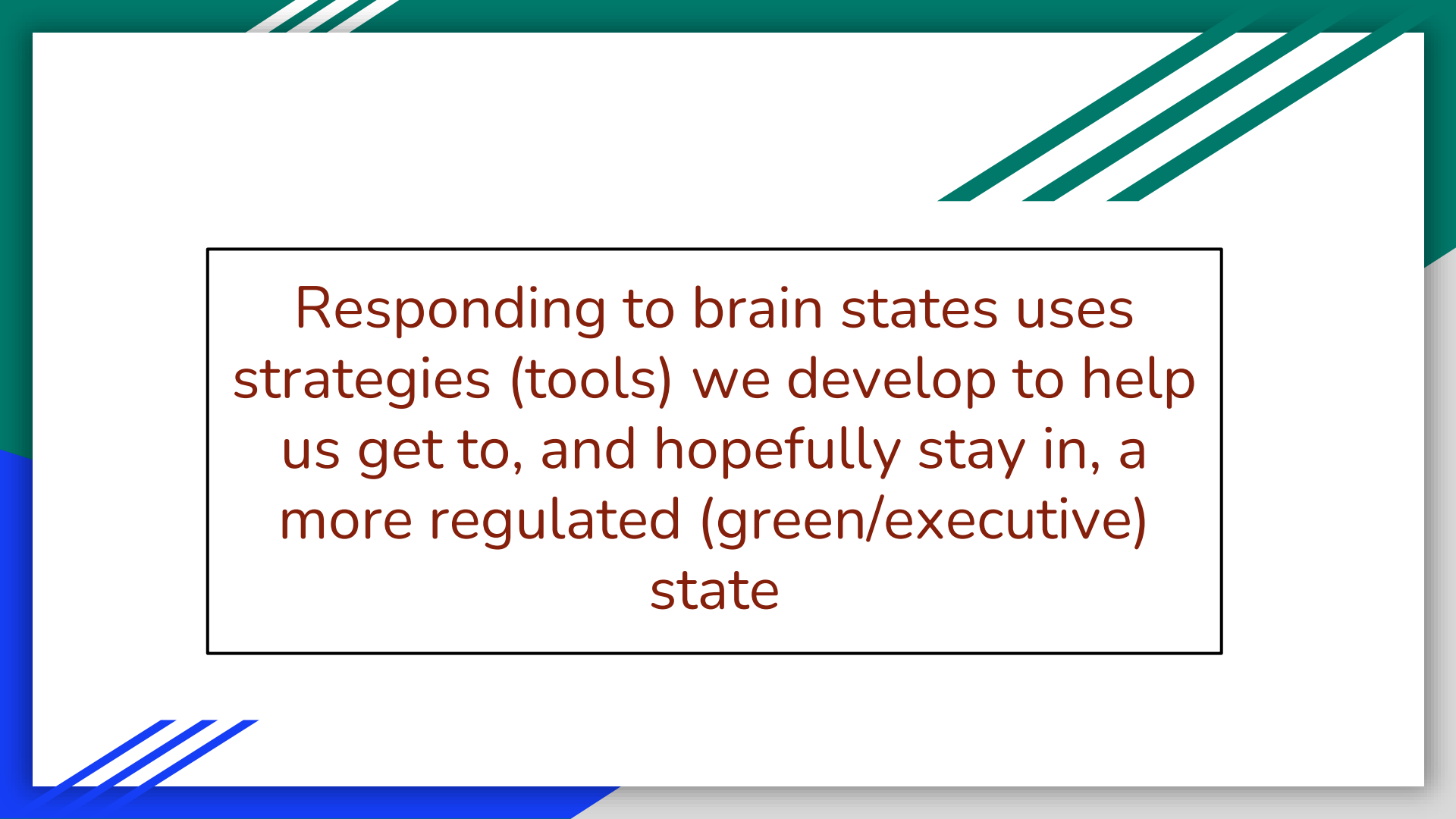
Short answer is whether we are in a place to be able to actually take in and respond to what is happening or are just reacting to things from a place of emotional dysregulation (emotional upset that overrides thinking about things)



# Here are some ways we respond to brain states

- Survival State
  - Developmental Need: SAFETY
  - Message: Am I Safe?
- Emotional State
  - Developmental Need: CONNECTION
  - Message: Am I Loved/Connected?
- Executive State
  - Developmental Need: PROBLEM-SOLVING OPPORTUNITIES
  - Message: What Can I Learn?





Responding to brain states uses strategies (tools) we develop to help us get to, and hopefully stay in, a more regulated (green/executive) state



# Questions about What Brain States are and what you might see in each?

Up Next: How do we use this at home?



## We do not live in one brain state

- ❖ All of us move in and out of a green state...multiple times in a day
- ❖ It's normal to have moments when you move into emotional or survival states
  - These moments are “triggered” by experiences and our brain just responds
- ❖ Triggers can be unfamiliar or familiar experiences
  - Unfamiliar experiences bring uncertainty and stress
  - Familiar experiences bring anxiety, stress, and/or fear
    - Based on earlier experiences

**Knowing what “triggers” people’s reactivity (Red/Blue) is key to prepare and support the student to stay in the green even when faced with triggers**

## What does “triggered” look like

**Understanding a person’s reactivity when they are in the Red/Blue Brain States allows us to recognize the state and related behaviors**

EXAMPLES of what you may see:

- ❖ Blue (may still be able to interact and work through the problem)
  - Verbal: yelling with loud and/or demanding tone, inappropriate comments, making excuses
  - Physical: turning their back, puffing chest, refusing to look up or move, crying/sobbing, shutting down
  - Property: slamming doors, pushing items on a table, tossing backpack
  
- ❖ Red (all reasoning is gone)
  - Verbal: Yelling with threatening tone and/or intimidating posture
  - Physical: grabbing things from others, slamming door shut to prevent exit, pushing others, punching walls, knocking over furniture, hysterical crying/acting out
  - Property: Throwing objects: throwing backpack/keys, etc. with purpose

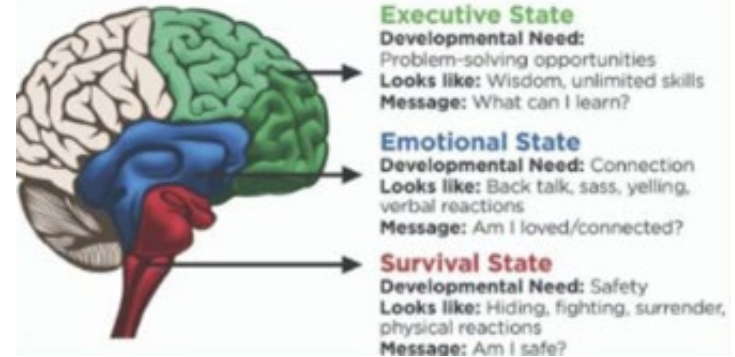
**Practicing positive skills, when parents and students are regulated, makes the hard times less likely to go red.**



# What do these states look like for us?

Brain States-Blank

Brain States-Examples



## Staying in the Green Brain State

**Proactive Strategies are key to helping everyone stay in the Green Brain State**

### **EXAMPLES:**

- Behavior Routine
  - What does the child need to get done, by when and what type of reward do they receive
- Expectations
  - Clear and simple expectations with understood consequences for not meeting it (must be able to follow through consistently)
- Practice strategies in a regulated/calm state (Green Zone)
  - Discuss an event that is coming up in the future, what are the expectation, how you can support the student

## A school related example

- ❖ **Attendance** (Trigger is needing to go out the door and on to school)
  - Frequent reasons:
    - Anxiety - may be related to something at school or other
    - it's not-interesting
    - students stays out/up late so they do not want to get up
  - This makes a student more likely to be defensive and in a red/blue state when you start the push to get them out the door

### **BEST OVERALL TOOL FOR PARENTS**

**Consistent responses and morning/night routines help everyone**  
(you may still want to seek out other supports as available)

# Let's Think about What the Brain States Look Like for You

Brain States & Responsive Template  
Brain States & Responsive Example



# Questions about these basics for the home?

Up Next: Partnering with the IEP team



# If I Haven't Shared What Works at Home Before, When do I Share it in the Meeting?



Santa Barbara County SELPA

PEI - Niveles Presentes de Aprovechamiento Academico y Rendimiento Funcional

Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ Fecha: \_\_\_\_\_

Evaluaciones a nivel estatal

Calificar

Nivel

IEP development:

- Demographics
- Info/Eligibility
- Student Strengths
- Parent concerns
- Review of prior goals
- Present levels of performance.
- Review proposed new goals
  
- State Assessments
- Special Factors:
- Accommodations and Modifications
- Transition Plan (if applicable)
- Special Education and Related Services
- ESY eligibility
- Offer of FAPE educational setting
- Emergency Provisions form
- Supplemental Aids & Transportation

## SOCIAL EMOTIONAL/BEHAVIORAL

Ex: Parents report that when they follow the same routine for the 10min before leaving XX is able to successfully transition.

Ej: Padres reportan que cuando siguen la misma rutina por 10min. antes de dejar XX es capaz de lograr una transición sin problema o dificultad.

Ex: Parents report that using a hand signal (5) instead of voice to take a break early in dysregulation is more effective. Student will usually step away to calm down independently and return within 10 minutes to re-engage.

Ej: Padres reportan que usando el signo de mano (5) en vez de dar direcciones vocales para tomar un descanso es mas efectivo. El estudiante usualmente se separa para calmarse independientemente y regresar en 10 minutos para volver a participar.

**Least Restrictive**

**Increasing Behavior Supports in Special Education**

Universal Behavior expectation and responses with IEP accommodations as needed

Behavior Goals and proactive teaching of skills

BIP and individualized reinforcement

Related Supports: Speech, Counseling, etc.

**Most Restrictive**







**Least Restrictive**

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**Santa Barbara County SELPA**  
IEP 6G – Plan de Intervención en Comportamiento

Estudiante: \_\_\_\_\_ Fecha de Nacimiento: \_\_\_\_\_ Fecha: \_\_\_\_\_

Escuela:	Años:	Grado:
Encargado del caso:	Psicólogo/a de la escuela:	Contacto:

¿Es este BIP basado en un FBA?:  No  Sí Fecha: \_\_\_\_\_

**9. What team believes the student should do INSTEAD of the problem behavior?**

*(How should the student escape/protest/ avoid or get his/her need met in an acceptable way?)*

**10. What teaching Strategies/Necessary Curriculum/Materials are needed?**

*(List successive teaching steps for student to learn replacement behavior/s)*

**11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?**

**How Does this Relate to Behavior Intervention Plans, BIPs?**



**Santa Barbara County SELPA**  
IEP – Escalation Cycle Management Plan

tit: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date: \_\_\_\_\_

Describe what the student's behaviors look and sound like in each stage of the escalation cycle and what the staff will do to further escalation and/or its severity, promote de-escalation, and return the student to instruction as soon as possible.

If Student...	Then Staff...
Early escalation behaviors	1b. Use strategy to help student return to task (desired behavior)
Subsequent escalation behaviors	2b. Prompt replacement behavior

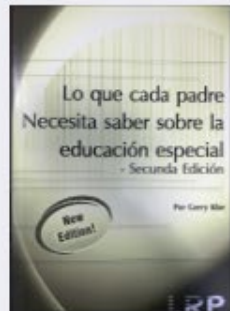
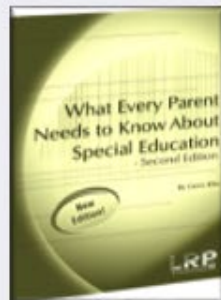


Just a few more slides and then  
we will have time for questions

# Special Education Parent Resources



Santa Maria Joint Union  
HIGH SCHOOL DISTRICT



Santa Barbara County  
Special Education Local Plan Area  
A Joint Powers Agency

 **SBCSELPA**

5385 Hollister Ave., Bldg. 7

Mail: 5385 Hollister Ave., Box 107

Santa Barbara, CA 93111

 Phone: (805) 683-1424

 Email: [selpa@sbcsepa.org](mailto:selpa@sbcsepa.org)

Handbook available on  
SBCSELPA website  
[www.sbcsepa.org](http://www.sbcsepa.org)

**Community &  
Family  
Resources**



**SPANISH**



**English**



FAMILY RESOURCE CENTER

## Special Education Site Leadership Teams



### Ernest Righetti HS

Coordinator: Megan Fichter  
Department Chair: Jennifer Flaa  
Department Chair: Rolando Grijalva



### Pioneer Valley HS

Coordinator: Benjamin Alberry  
Department Chair: Eric Jeffres  
Department Chair: John Ruiz



### Santa Maria HS

Coordinator: Jennifer Ramirez  
Coordinator: Jennifer Ryan  
Department Chair: Kristie Van Horn



### Delta HS

Teacher: Catherine Carpenter

## DEPARTMENT CONTACTS

Contact Name	Job Title	Phone Number
✉ Alberry, Benjamin	Special Education Coordinator - PVHS	805-922-1305 x5746
✉ Bowen, Bradly	CCEIS Implementation Lead	805-922-4573 x4306
✉ Carpenter, Catherine	Teacher	805-937-6356 x1201
✉ Evans, Frances	Director, Special Education	805-922-4573 x4221
✉ Fichter, Megan	Special Education Coordinator - ERHS	805-937-2051 x2650
✉ Flaa, Jennifer	Teacher/Department Chair	805-937-2051 x2303
✉ Grijalva, Rolando	Teacher/ Department Chair	805-937-2051 x2622
✉ Hernandez, Sandra	Administrative Assistant	805-922-4573 x4311
✉ Jeffres, Eric	Teacher/Department Chair	805-922-1305 x5363
✉ Kates, Dorothy	Program Specialist	805-922-4573
✉ Quaglino, Kassondra	Board Certified Behavior Analyst	805-922-4573
✉ Ramirez, Jennifer	Special Education Coordinator - SMHS	805-925-2567
✉ Ruiz, John	Teacher/Department Chair	805-922-1305 x5629
✉ Ryan, Jennifer	Special Education Coordinator - SMHS	805-925-2567
✉ VanHorn, Kristie	Teacher/Department Chair	805-925-2567 ext. 3105

# Questions?

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