

From: [Coleman Kathryn - SPSR](#) on behalf of [Coleman Kathryn - SPSR <KatieC@cksd.wednet.edu>](#)
To: [Bylin Julie - SS](#); [Ryen Rick - KAP SBD Consultant](#); [Gold Mary - CO](#); [King Jeanette - CO](#); [Rowley Karen - EH](#); [Blake Wendy - EH](#); [Dittmer Bonnie - SI](#); [Gingrey Donna - SI](#); [Schilling Lauralee - WO](#); [Eberle Molly - WO](#); [McMicken Lori - CV](#); [Patton Holly - CV](#)
Cc: [Yellowlees John - SS](#); [Tinsay Rita - SS CKJH](#)
Subject: RE: Questions FBA/BIP
Date: Friday, October 17, 2014 5:24:09 PM
Attachments: [image001.png](#)
[image010.png](#)

It was great to see you all hard at work on this the other day.

Beautiful job by the presenters!! (Thank you Rick, Julie and Rita!)

You were all wonderful participants with great input. I hope you feel more empowered to venture down the FBA/BIP route!

K

Kathryn Coleman
Director of Special Services
Central Kitsap School District
360-662-1040

From: Bylin Julie - SS
Sent: Friday, October 17, 2014 2:26 PM
To: Ryen Rick - KAP SBD Consultant; Gold Mary - CO; King Jeanette - CO; Rowley Karen - EH; Blake Wendy - EH; Dittmer Bonnie - SI; Gingrey Donna - SI; Schilling Lauralee - WO; Eberle Molly - WO; McMicken Lori - CV; Patton Holly - CV
Cc: Yellowlees John - SS; Coleman Kathryn - SPSR; Tinsay Rita - SS CKJH
Subject: Questions FBA/BIP

Hi All!

Wonderful to see you all the other day! There were a couple of questions that arose from the closing 3, 2, 1 at the end of the day. Here is a response to those questions.

Q: How soon will we be sending out the Policy to parents?

A: John and Kathryn will be letting us know how to do that soon.

Q: If the FBA/BIP is part of the IEP, why do we need a general education signature if we would normally have one?

A: If a student does not go out to general education, a signature from the general education teacher is not needed.

Q: Which form should we fill out an incident report on?

A: The form MUST be filled out and given to parent (follow guidelines on the "pink" handout) any time restraint or isolation are used. The form can be used for other incidents as well, including but not limited to student physical fights or other "extraordinary" behavior.

Q: Should we still call for help with FBA/BIP or should we fly solo?

A: Best case scenario - The forms were created to help educators be able to do the FBA on their own and come up with a BIP. Teams would implement that BIP for a reasonable period of time (2-3 weeks) to see if it is successful. If that plan is not showing success, you would call your coordinator and specialist. (Please remember however, we are here to help. Don't hesitate to let us know how we can support you.)

Happy Weekend all!

Julie

From: Ryen Rick - KAP SBD Consultant

Sent: Thursday, October 16, 2014 10:32 AM

To: Bylin Julie - SS; Gold Mary - CO; King Jeanette - CO; Rowley Karen - EH; Blake Wendy - EH; Dittmer Bonnie - SI; Gingrey Donna - SI; Schilling Lauralee - WO; Eberle Molly - WO; McMicken Lori - CV; Patton Holly - CV

Cc: Yellowlees John - SS; Ryen Rick - KAP SBD Consultant

Subject: for those who asked about reward charts, etc.

FIRST – you might want to save this outside of your Inbox... we were told the cloud has enormous storage capacity, but the reality is that the size of emails we are allowed to send is greatly limited so there are some parameters about file size and I don't know what they are.

Also this email may be a little choppy – it was composed over the course of over an hour and there were interruptions – an earthquake drill – random ideas that bubbled to the surface that took me down or up the page.... Etc.

So if a sentence or two stops in the middle – you know why.

Basically there are only 2 kinds of rewards attached:

- Charts
- Tickets

Tickets: the more meaning you can inject into them = ideal. Using the school logo



or Chester (for keeping Cool)



of if you are big into

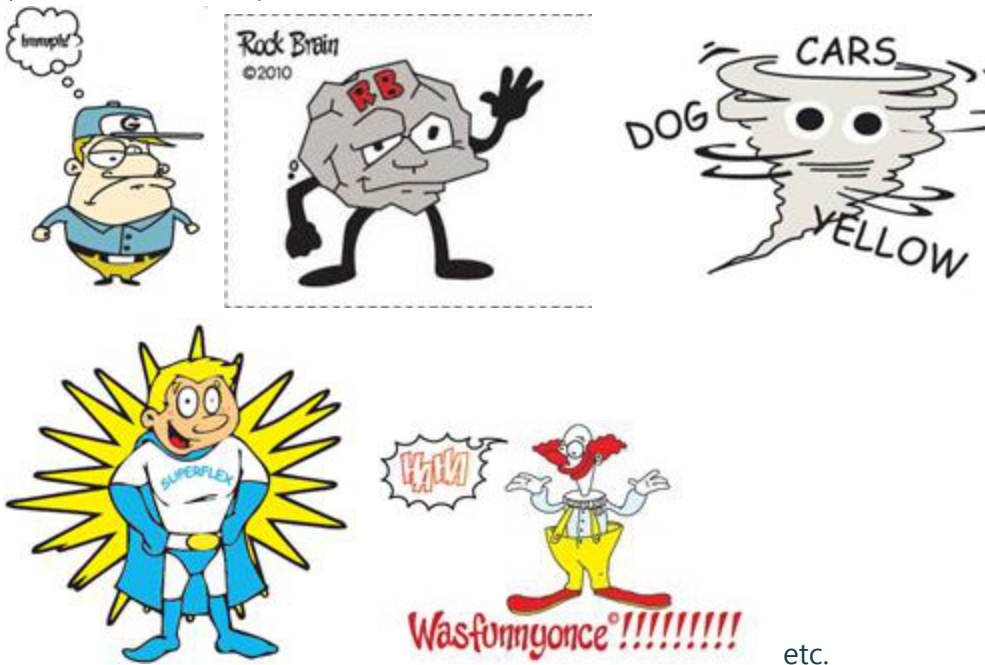
E

XPECTED we use E-Tickets (also big for Springsteen fans). The tickets with a ½ on

them are for a GM student who was being taught the 5-point scale and his emotional goal was to keep reactions small like a 1 or 2 on the scale = earn a ticket.

However, recently I made "My Pretty Pony" (gag) tickets for a little girl and her teacher told me she saw them and said "Rhapsody... Destiny... It's like a dream come true" – and she's been gobbling up tickets and hasn't been back to KAP since – so appeal counts.

It would be easy to use some of the SUPERFLEX icons on tickets.
(some are attached)



Especially to teach one or two of those concepts to a student/s. '

If a kid is weak at being Rock Brained I might put rock brain and superflex on a ticket together and each time the student shows the Superflex skill to overcome being rigid → BOOM put a ticket on their desk/in a jar/etc. – whatever has powerful meaning and is sensible management wise.

I've found that re-purposing peanut butter jars for tickets works well (just cut a slot in the lid) – it keeps the potential mess/drama contained and it makes no noise. Then the student can practice counting and 1:1 correspondence with the tickets => if you want you can have

the student chart the # of tickets they earn.

CHARTS

The 3 attached are all versions of the race track type chart + one BUS chart that is simply a graph with 180 boxes for good bus rides (so it can be used to track behavior for data, and to see if the student meets monthly and yearly goals – Joe uses these for the end of the month bus ride reward system).

Another chart-type thing is (sorry – I cannot find any examples) to take a shape of something that has either meaning or appeal to the student and to divide it into chunks. Let's say I have a kiddo that loves trains.

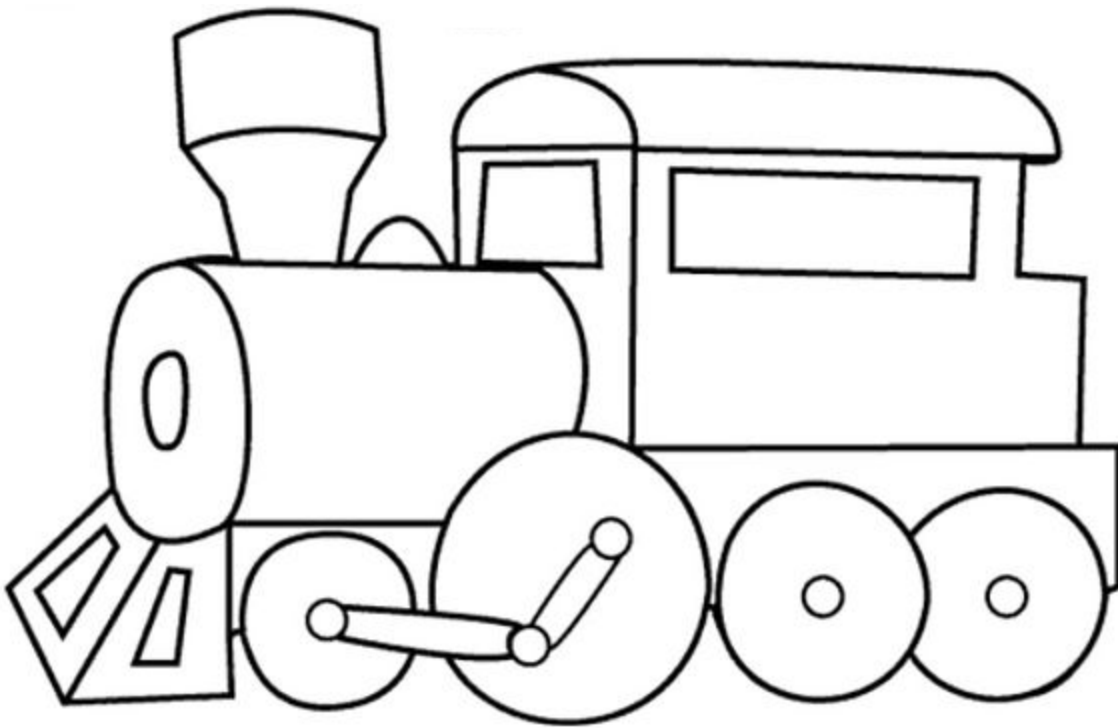
Do a Google search for TRAINS COLORING PAGES and it will give you simple black and white shapes.

This example below is already fairly geometric, so you could simply have the student color one part per unit of reward.

You could use this as a:

daily reward (although I would probably choose a less complex drawing with more clearly delineated parts for a daily, but it still serves as an example)

- There are approximately 20 parts on this picture, so I would choose a behavior that the student can perform ~25 times in a day so they don't have to be perfect to color it all in
- Let's say the goal is for the student to use a polite tone of voice when speaking to others (1 reminder is okay) – so I could keep track of when it happens with a check mark on a paper, or I could give the student a ticket when I see the target behavior → and 3-4 times a day he/she gets to color in one segment of the picture for each ticket they have earned.
- When the picture is completed they can
 - Post it on the wall
 - Take it home to mom and dad
 - Or if we need more ZING reward-wise => they get to play with a train for X minutes once the picture is fully colored in



To use it as a **longer-term reward system** (for “bigger” behavior) the idea is to set a daily goal – a frequent one for kap kids is to have a “Safe Day” (just be sure to define it clearly so everybody knows what “safe” means for that child) and when the child earns a safe day → he/she gets to color in one part of the picture.

When the picture is completed same as above:

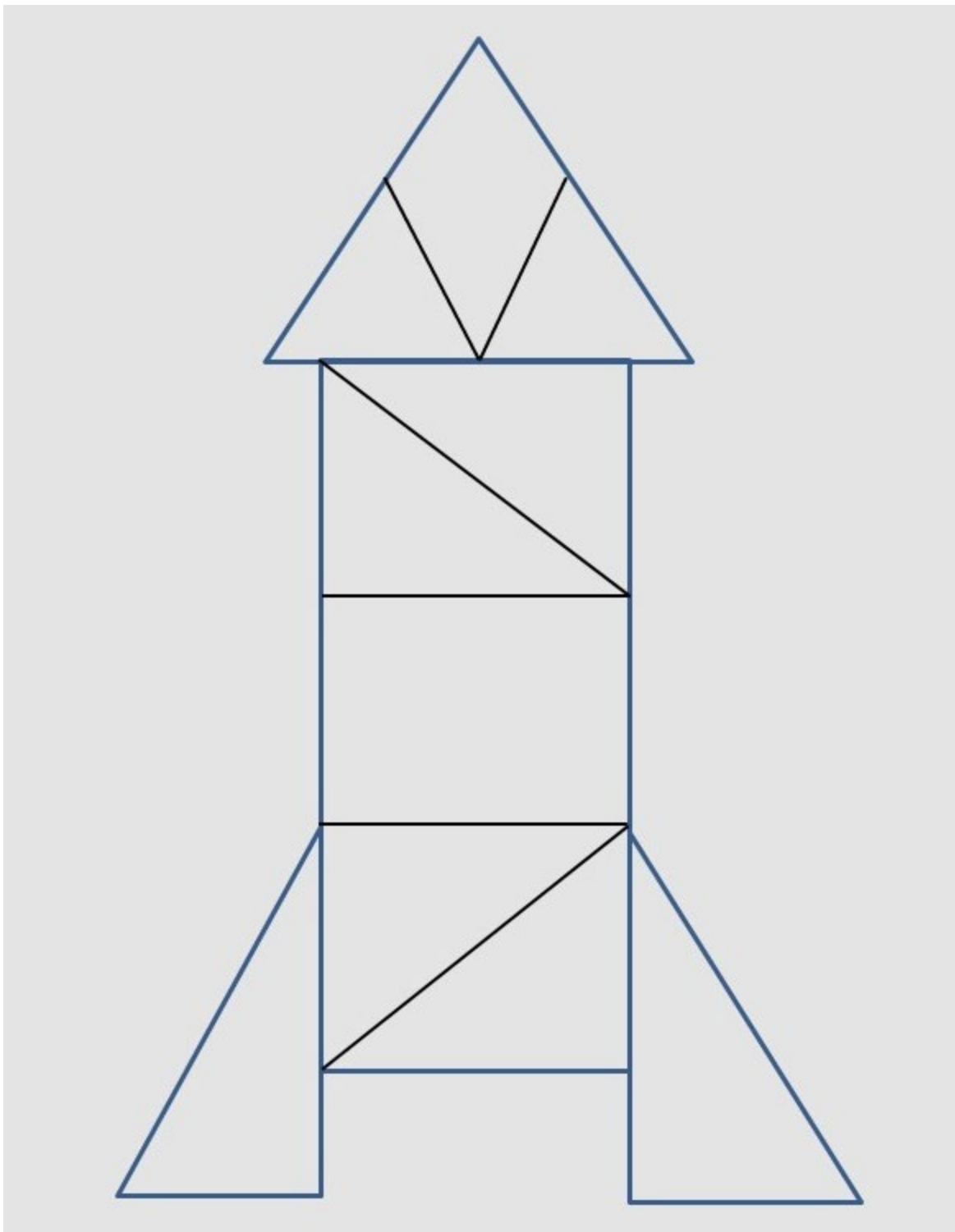
- Post it on the wall
- Take it home to mom and dad (make sure they know what it means & are ready to express joy)
- Or if we need more ZING reward-wise => they get to play with a train for X minutes once the picture is fully colored in... although on a long-term reward you would need a **LOT** of zing for play time to have much meaning in comparison to a daily reward.

Here is an example of a simple shape broken into parts:

Rocket Ship cut up into various shapes so you can use it as a reward and also to teach/learn shapes if you want.

Once the student colors in the entire thing → they blast off.

Just figure out how many times you want the student to show the goal behavior per unit of time and start chopping your picture up to match what you think is best.



In general if you search the net for COLORING PAGES you can find a lot of things that kids like and they are simplified to be coloring pages.

In fact, the coloring pages make a great reward.

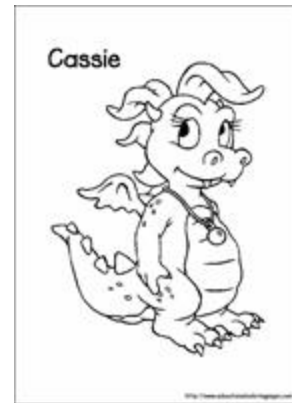
There was a student several years ago who refused to take his medicine at school and at home and we set up a deal where he came into my office (it was when I was at Clear Creek full-time) and when he took his medicine he earned a Dragon Tales coloring page (I had a

stash of them in a cabinet).

He wanted CONTROL (we all do) and his medicine was where he made his stand. I gave him a choice (like many others had) but the choice I gave him was not about whether or not he took his medicine, but rather whether he wanted to earn



Zac & Wheezie or Cassie



He still got to be in control, just over something that was okay to the adults.

If he was resistant....

Take it by the time I count to 10 and you can earn it right now.... (or earn 2 pictures)

If it takes longer than 10.... Something less exciting.

My last thought on this would be that for many years we let kids earn things to keep and I think that is more likely to give us problems with satiety (the fancy word that means they stop caring about the reward).

I am now a proponent of giving kids **ACCESS** to rewards, but not earning toys to keep unless it is a really really big deal. Joe still uses a school store/token economy system that is very effective, but he also probably spends \$500 on rewards for the store and 40 hours of time shopping, pricing, organizing, etc.

Access to rewards doesn't wear out quite as quickly, it allows for multiple kids to use the same thing, and if you create a

MENU OF REWARD OPTIONS

- Computer time
- Game time with an adult or friend
- Free time
- Time to read/color/draw/etc.

➔ and set up a system where the student earns TIME+ACCESS {for example, each point or ticket = 30 seconds of time, etc. depending upon what is meaningful and also makes sense} then they can choose from the menu of options – well that adds in a layer of “appropriate” control they get to practice.

The more they practice appropriate control choices – the easier it is to meet those needs without inappropriate control rearing its ugly head.

To help you with ideas for a MENU I have also attached DAWN'S LIST. (suggestions for material reinforcement)

It is named thusly because:

- Dawn Newkirk was nice enough to type it for me
- Who could better exemplify pages of happy, positive things than Dawn?

So you have Dawn's List to help you with ideas.

The key to it all remains:

Rational behavior is goal-directed.

If the payoff of the negative habit is greater than or equal to the payoff of the new goal behavior – it is extremely unlikely the child (or anyone) will choose the new goal behavior.

Habits are fluent and fluent behavior is way easier than novel behavior.

It takes a LOT of inertia to overcome habits and that means rewards with a lot of ZING.

Good luck.

Rick

From: Bylin Julie - SS

Sent: Tuesday, October 14, 2014 9:08 AM

To: Gold Mary - CO; King Jeanette - CO; Rowley Karen - EH; Blake Wendy - EH; Dittmer Bonnie - SI; Gingrey Donna - SI; Schilling Lauralee - WO; Eberle Molly - WO; McMicken Lori - CV; Patton Holly - CV

Cc: Yellowlees John - SS; Ryen Rick - KAP SBD Consultant; Tinsay Rita - SS CKJH

Subject: RE: Training tomorrow

Oh, by the way; for your planning pleasure, lunch will be 11:30 to 12:30 tomorrow. See you then.

From: Bylin Julie - SS

Sent: Tuesday, October 14, 2014 8:59 AM

To: Gold Mary - CO; King Jeanette - CO; Rowley Karen - EH; Blake Wendy - EH; Dittmer Bonnie - SI; Gingrey Donna - SI; Schilling Lauralee - WO; Eberle Molly - WO; McMicken Lori - CV; Patton Holly - CV

Cc: Yellowlees John - SS; Ryen Rick - KAP SBD Consultant; Tinsay Rita - SS CKJH

Subject: Training tomorrow

Hi Everyone!

I am writing to remind you of the FBA/BIP training tomorrow, October 15 from 8:00 to 3:30.

One of our tasks tomorrow is to learn to fill out the new FBA/BIP forms being adopted this year.

While practicing and learning this process, we will be using student scenarios provided by the trainers. However, if you have a student of concern in your class at present that you would like to work on instead, bring that student information along with you tomorrow. In this way, we hope to make the training as meaningful to you as possible.

Rick, Rita, and I are looking forward to seeing you!

Julie