



Introduction to the Three-Tier Prevention Model for Special Students with At- Risk of Behavior Problem by Emotional and Behavioral Support Team in Taipei City

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* ABSTRACT

This poster aims to illustrate behavior support teachers of Taipei City East Special Education Resource Center working hours and tasks by analysing their working records. The working-hour percentage and tasks, working models are decoded. The result found that behavioral support teacher worked in the primary prevention, such as writing handbooks, holding lectures and workshops, and being the lecturers which are all related to know how to teach and guide the special students with emotional and behavior problems, secondary prevention, such as early detecting and screening at-risk special students with emotional and behavioral problems by phone, and providing consultation for school teachers and staff to help the above students in school tertiary prevention, such as cooperating with school teachers and staff to discuss and implement the effectively intervening strategies. At last, the recommendations and future visions for the three-tier prevention of special students for the whole city were made.

* INTRODUCTION

Background

Influenced by the trend of inclusive education, the schools have to face to the challenges to assist the special students to adapt to and cope with their own behavioral problems. In order to respond to the need of inclusive education and the requirement of the Special Education Law in Taiwan, the Department of Education in Taipei City Government set up the Emotional and Behavioral Support Team (EBST) in the Taipei City East Special Education Resource Center (TERC). The team consists of a group of professionally trained behavior support teachers, and is guided by Positive Behavior Support with the technique of Behavior Functional Analysis, follows the standardized working procedures, emphasizes interdisciplinary teamwork, and assists the schools to prevent and intervene into the emotional and behavioral problems faced by their special students; furthermore, EBST actively engages in the promotion of education that gears toward prevention.

Three-tier prevention model for students with disabilities by Taipei Behavior Support Team

EBST consulted Sugai & Hornor's Continuum of School-Wide Positive Behavior Support(Sugai & Hornor, 2002) and developed "Positive Behavioral Support Service Model"(Figure 1) to support the teachers in the schools in Taipei to effectively prevent the emotional and behavioral problems of students with disabilities through multi-layered channels and holistic planning. This service model is three tiered, including primary, secondary and tertiary prevention.

Primary prevention, through holding lectures and workshops and editing handbooks to helps schools at all levels to enhance related knowledge of the regular teachers and special teachers assist the special students to adapt to the school environment and to prevent the development of behavioral problems; secondary prevention, through the provision of the advisory services of emotional behavior-related issues involved in (including professional support to teachers on duty telephone advice line, campus mental health counseling and parenting advice) and adaptation investigation and follow-up consultation, the former mainly for the provision of special education consultation to help the school team to support at-risk special students with emotional and behavioral problems in adaptation, to remove or reduce the possible behavioral problems facing at-risk students at school, which, in addition to providing advice, also take the initiative to find and track the at-risk students who have difficulty adapting and may require individualized intensive support services, especially new special students with emotional and behavioral problems in adaptation, besides consultation, and offers assistance to transfer into tertiary prevention services; tertiary prevention is through inter-professional collaboration to support teachers and school teams through direct or indirect provision of counseling, etc., to assist local school teams at all levels of the referral students with the need of intensive individualized support services and to provide at-risk students with positive behavior intervention and support.

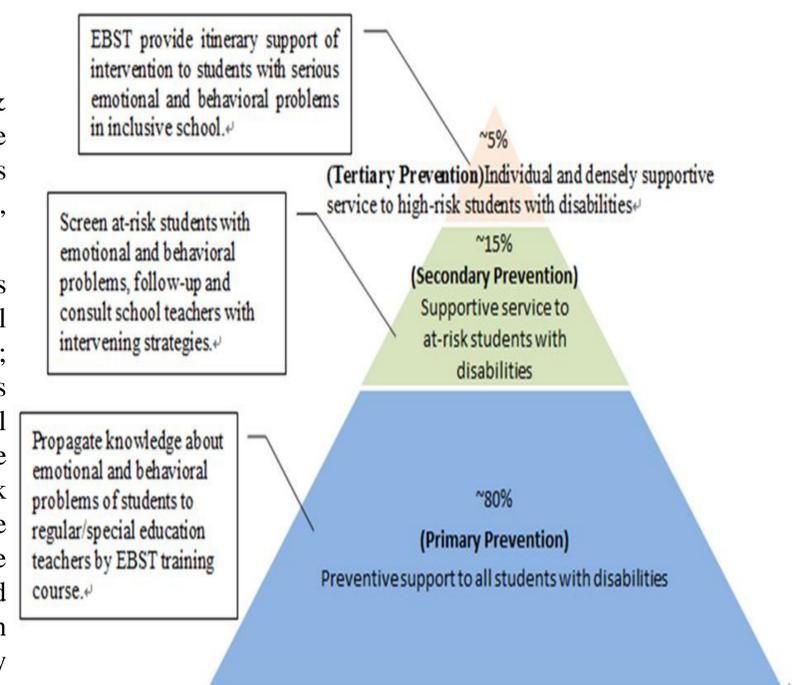


Figure 1 Positive Behavior Support Service model for students with disabilities in Taipei City

* Method

Design

In order to understand the working pattern of the support teachers under the three-tier prevention model, since 2014/2, every behavior support teacher has to login into TERC website to access their working log to record their daily activity and working time, which then reappeared in the term working report at the end of every semester. The present study makes use of the result and statistics from 2014/2 through 2013/2 to 2013/6, three semesters, so as to understand the ratio of service and work of the support teachers under the three-tier prevention model during the three semesters.

Participants

The research subjects are the EBST behavior support teachers in service during the three semesters from 2014 February through 2015 June; there are 7 support teachers in each semester.

Tools

1. Emotional and Behavioral Support Team on-line working records of TERC website
2. Emotional and Behavioral Support Team semester working report of TERC

Data Analysis

Based on the above research tools, the average number of hours of tertiary prevention work each special support teacher perform and presented as a percentage.

* Results and Discussion

The average time allocation of every special support teacher from 2014 February to 2015 June is presented as follows:

Primary Prevention

Primary prevention includes special education lectures and workshops and writing handbooks. Three semesters of average time spent on primary prevention is as Table 1.

As the statistical data on the primary prevention work indicates, during the A semester, the behavior support teachers spend roughly the same amount of time on lectures and workshops and writing handbooks; however, in the B and C semesters, the percentage of time spent on lectures and workshops decreases semester by semester, form 54% to 17%, and the time spent on writing handbooks increases from 46% to 83%. This shows that there is a trend to decrease lectures and workshops, while increase writing handbooks.

Table 1 The time spent on primary prevention by the behavior support teachers

Unit: hour/ per person

Item Semester	lectures and workshops	writing handbooks	total
A	8.56 54.35%	7.19 45.65%	15.75 100%
B	9.14 28.95%	22.43 71.05%	31.57 100%
C	3.29 16.51%	16.64 83.49%	19.93 100%



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Secondary Prevention

Secondary prevention work includes providing consultation and early detecting and screening at-risk special students with emotional and behavioral problems, abbreviation detecting and screening work. The average time spent on secondary education in three semesters by the behavior support teachers is as Table 2.

According to Table 2, we can see that consultation is a routine work in the secondary prevention every semester, but early detecting and screening work only appears in B semester because the survey is intended to trace the adaptive situation of the above students, especially new students, so it is conducted at the beginning of the first semester every school year. In these three semesters, Only B semester is the first semester. The consultation occupies about 17% to 30% of the secondary prevention time, with B semester more than A and C semesters. This may also related to the more challenges faced by the school team during the first semester of the school year, when new students are more likely to encounter adaptive problems. The early detecting and screening work in the semester occupies about 20% of time in the secondary prevention, which is twice the time it takes in other semesters. In conclusion, the time the behavior support teachers spend on the secondary prevention evidently depends on whether there are new student surveys that semester.

Tertiary Prevention

Tertiary Prevention includes preparation and service. Preparation includes advisor meeting, professional skill development and data editing and analysis, etc. Service provides consultation through interviews, phones, and emails. The average time that the behavior support teachers spend on tertiary prevention is as Table 3.

From the time allocation on the tertiary prevention in the three semesters by the special support teacher, we can see that preparation occupies about 46% to 52% of working hours, while service occupies about 47% to 53%; that is to say, these two aspects take about the same amount of time, which demonstrates how behavior support teachers divide their time. In the preparation work, intellectual growth occupies about 3% to 5%, meeting and data analysis occupies roughly the same amount of time, which is 20% to 25%. This indicates that behavior support teachers spend most of their time on advisor meetings and data compilation and analysis, which may be related to the characteristics of tertiary prevention, which requires more time to analyze case behavior and function, which in turn need more to reorganized and inspected by the team.

The time and ratio that Taipei provides special students with positive behavioral support as a service model

What follows is the average statistics that behavior support teachers spends on the positive behavioral support using the three-tier service model as Table 4.

Observing three semesters, the behavior support teachers spend about 3% to 7 % of their working hours on primary prevention, 4% to 9% on secondary prevention and 83% to 92% on tertiary prevention each semester. The total amount of time that these teachers spend on the three-tier prevention is over 400 hours in both A and B semesters and about 380 hours in C semester. It can be deduced that the average time invested in three-tier prevention is inversely proportional to the intervention working model and ratio; we spend the least amount of time on the high percentage of high-risk students during primary prevention, while the most amount of time is spent on the low percentage of at-risk students during tertiary prevention. The reason might be those students in the tertiary prevention need individualized intensive behavioral support.

Table 2 The time and ratio spent on secondary prevention by behavior support teachers

Unit: hour/ per person

Semester	consultation		early detecting and screening work		total	
	hour	ratio	hour	ratio	hour	ratio
A	17.25	100%	0	0%	17.25	100%
B	30.29	79.86%	7.64	20.14%	37.93	100%
C	19.14	100%	0	0%	19.14	100%

Table 3 The time and ratio spent on tertiary prevention by behavior support teachers

Unit: hour/ per person

Semester	preparation						service	total	
	advisor meeting	ratio	professional skill development	ratio	Data editing and analysis	Preparation total			
A	80.85	21.11%	18.81	4.91%	97.54	25.47%	197.20	185.75	382.95
B	66.43	18.64%	15.00	4.21%	85.50	23.99%	166.93	189.43	356.36
C	89.07	26.22%	12.00	3.53%	78.36	23.07%	179.43	160.21	339.64

Table 4 The time and ratio that behavior support teachers spend on the three-tier prevention service model

unit :hour/per person

Level Semester	primary prevention	ratio	secondary prevention	ratio	tertiary prevention	ratio	total
A	15.75	3.79%	17.25	4.15%	382.95	92.07%	415.95
B	31.57	7.41%	37.93	8.91%	356.36	83.68%	425.86
C	19.93	5.26%	19.14	5.05%	339.64	89.68%	378.71

* Recommendation and Limitation

1. The study only focuses on the service time behavior support teachers spend during three-tier prevention service; however, the EBST support teachers also participate in administration and appraisal, which is left out of the present study The former includes administrative duties and conference attendance or supporting special educational activities for whole city, etc. The latter helps junior high school to appraise special students with autism.
2. The time duration under study is just three semesters. Therefore, we recommend that the study continue to accumulate more data to further obtain the long term profile to serve as reference for future review and improvement.
3. The study only investigate the time spent on the three-tier prevention. As a result, we recommend that we use other methods to measure the effectiveness or the quality of the work in order to understand and improve the service model in Taipei City.

* References

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