

Behavior Management Basics

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Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

2

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

3

Challenging Behaviors

- Students with autism can often present challenging behaviors
- Many factors may contribute
 - Social
 - Communication
 - Repetitive behaviors/resistance to change

4

Communication Issues

- Individuals with autism may not be able to successfully ask for what they want
- They may speak too little or not at all
- Skills related to understanding others may be limited
- May have a tendency to not initiate

5

Social Issues

- Individuals with autism may not engage in shared social interactions
- May present limited interest in interactions with others
- Limited awareness of how may respond to them (social perspective taking)
- Failure to generalize social skills to appropriate situations
- Rote social responding

6

Difficulty with Change

- May resist changes in routines and other aspects of his/her environment
- Limited range of activities and interests
- Weak or sporadic motivation
- May be either very active or very passive
- May resist exposure to new things
- Self-engaged activities may be more important than any other activity (stereotypical behavior)

7

Challenging Behaviors Can Include:

- Aggression toward others
- Self injurious
- Property destruction
- Tantruming
- Bolting/eloping from areas

8

Challenging Behaviors Can Include:

- Climbing
- Solitude from others (refusing to interact with others)
- Non-compliance
- Self stimulatory behaviors

9

Remember...

- There are reasons for behavior (it is not random)
- Problem behavior helps the individual in some way (at least in the short run)
- Frequently there is no effective alternative skill that works for the child
- If the behavior makes things better, even for a little while, the behavior will likely occur again in the future

10

Caveat

- Will not cover everything today
- Can not address all issues in this presentation; complex topic and sometimes no easy answers

11

Avoid Blaming the Child

- Don't take challenging behaviors personally, it's about what works for the child.
- This may not always be easy to do

12

Supporting the Child with Autism

- Select interventions from evidence based, research supported processes and curricula
- Often, however, there are no easy answers
- Methods of managing problem behavior need to be monitored and adjusted systematically

One Source of Evidence: National Autism Center's Standards Report

- Interventions based on evidence are most likely to reduce occurrence of problem behavior
- 5 types of treatments established by NAC:
 - Antecedent Package
 - Behavioral Package
 - Comprehensive Behavioral Treatment of Young Children
 - Modeling
 - Self-management

14

Effective Treatments and Applied Behavior Analysis

- All 5 identified effective treatments for reducing problem behavior are derived from Applied Behavior Analysis

15

What is Applied Behavior Analysis?

- Applied behavior analysis (ABA) is a science and a discipline devoted to understanding and improving human behavior.
- The purpose of ABA is to improve socially significant behavior

Applied Behavior Analysis

- Is not a "thing" but is a systematic method
- Looks at both what the individual does and what happens both right before and right after behavior
- Looks at patterns over time
- Is concerned with making things better for children and families (addresses behaviors that are of social significance)

17

Federal Autism Report

"Thirty years of research demonstrated the efficacy of applied behavioral methods in reducing inappropriate behavior and in increasing communication, learning, and appropriate social behavior."

U.S. Department of Health and Human Services. 1999. "Mental Health: A Report of the Surgeon General - Executive Summary." U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health. Rockville, MD.

Clarifying Why We Do What We Do to Manage Behavior:

- ABA does not blame anyone
 - Challenging behavior is often inadvertently the result of what we do to stop problem behavior
- Teachers and parents do what we do because it immediately works to stop or lessen problem behavior
- ABA helps identify patterns so they can be changed

19

Reinforcement

- A consequence is what happens after a behavior
- Immediate consequences matter most
- Reinforcement increases occurrence of future behavior (strengthens both good or bad)

20

Reinforcement

- Is any change in the environment that increases the future probability of behavior
- Can include the addition of good things
- Can include the removal of aversive things
- Undesirable attention such as reprimands can be reinforcing
- Reinforcement can be
 - delivered by others (social)
 - can result from engaging in activities that do not involve other people (non-social)

21

Reinforcement

A Consequence That Strengthens Behavior

- Social reinforcers
- Attention
- Edibles
- Other tangible items (getting something)
- Access to activities
- Removing social demands

22

Reinforcement

A Consequence That Strengthens Behavior

<u>Antecedent</u>	<u>Behavior</u>	<u>Consequence</u>
1. Lori is asked to come to dinner.	Lori runs around the room giggling.	Lori's mother chases her around the room finally bringing her to the table.
2. Dennis is asked to write his name on his paper	He scribbles his name and crumples his paper	The teacher offers his favorite sticker if he stops the behavior and does better work.

23

Reinforcement

A Consequence That Strengthens Behavior

Other Social reinforcers:

- Removing demands
- Removing attention (let child be alone)
- Removing materials associated with tasks or other unpleasant events

24

Reinforcement Consequences That Strengthens Behavior

<u>Antecedent</u>	<u>Behavior</u>	<u>Consequence</u>
1. Samantha is asked to tie her shoe.	Samantha begins yelling "no, no, no", and throws her shoe".	The teacher retrieves the shoes and ties it for her.
2. Luke is asked to turn off the TV and get ready for bed several times.	He ignores the requests and hides the remote.	His dad says "okay you can have 15 minutes more of TV time and then it's time for bed".

25

Reinforcement A Consequence That Strengthens Behavior

Non-social reinforcers (automatic):

- Behavior "feels good"
- Reduces pain
- Self stimulation and other repetitive activities

26

Reinforcement and Managing Problem Behavior

- Be able to use reinforcement effectively
 - Immediately
 - Clear definition of what is to be reinforced
- Timing is everything
 - Immediately
 - As often as is necessary to keep appropriate behavior strong
 - Never for problem behavior

27

Behavior Management: Where to Start

28

Prevent Problem Behavior from Occurring

- Keep child engaged and busy
- Plan for change and transitions
- Use effective instruction
- Make sure ongoing appropriate behavior results in things getting better for child (use reinforcement)
- Look at child when delivering reinforcement, not when problem behavior occurs

29

Prevention Techniques that Help

- Avoid blaming child
- Keep calm; use a neutral voice
- Focus on increasing appropriate behavior
- State directions in clear simple wording
- Plan
- Work with others: avoid going it alone
- Expect mistakes and don't blame yourself

30

Engagement

- Child can't do two things at one time: by remaining engaged in appropriate activities many behavior problems can be avoided
- In school, active responding and high rates of engaged time has consistently been shown to be associated with less problem behavior

31

Instruction

- Directly teach children what to do when they will need to do it
- Use effective and well-sequenced skill progressions
- Reinforce success with progress in skill sequence
- Use short periods of instruction with high rates of success and lots of responding
- Vary type of instruction within day and within lessons

32

Teach Some Key Behaviors

- Ready hands
- Systematic success in handling transitions
- Following a structure (schedule)
- Systematic success in handling change
 - Reinforce accepting small changes first
- Use child's preferences as reinforcers
- Social skills especially related to conventions
- Make certain social rules explicit

33

Problem Behavior

- Even with the best preventative plan, problem behavior can occur
- Parents and teachers need to be prepared to respond effectively when problem behavior occurs

34

Behavior Management – Planning Summary

1. Identify and define the behavior to be changed (**target behavior**)
2. Measure how often target behavior occurs (**frequency**)
3. Identify what causes the target behavior to occur (**function: what is the reinforcer?**)
4. Develop a behavior intervention for the target behavior based on its function
5. Monitor the intervention for effectiveness

35

Key Features of a Behavior Management Plan

1. **Prevention** – Plan how the specific target behavior will be prevented from occurring
2. **Teach Replacement** - Determine a replacement behavior you will teach AND reinforce
3. **Extinction (Consequence)** – How you will stop reinforcing the target behavior so that it will not continue to occur
 - Alternative: reinforce as early in the sequence as possible

36

I. Identify and define the behavior to be changed (**target behavior**)

37

Behavior – How do you identify it?

- Behavior is what a person does or says
- Behavior is the movement of a person in his/her environment
- Environment refers to anything present in the immediate setting when behavior occurs, which can include people, objects and/or events
- Behavior is described by its physical appearance or what it looks like
- Behavior can be observed and measured

38

Behavior – Some Examples



Behavior Characteristics

- Must be observable
- Must be measureable
 - Count it
 - Time it
 - Others can reliably report the same actions

40

Behavior: Non-examples

- Certain labels for human actions do not refer to specific behaviors
 - Subjective (others wouldn't report same thing)
 - Not observable
 - Not measurable
 - Examples: "frustrated", "hard working", "unreliable", "sociable", "nervous", "kind", "disrespectful", "happy"

41

Autism Not a Cause of Problem Behavior

- Individuals with autism may engage in more frequent problem behavior
- But be careful of circular reasoning
- Knowing a child has autism doesn't help solve the behavior problem

42

Autism Label and Problem Behavior

- Attributing the cause of problem behavior to autism does not help figure out what to do!
- Certainly it helps reduce “blame!”
- To systematically address problem behavior look to change the environment
 - Applied Behavior Analysis
 - Medical interventions

43

Medical and Psycho-Pharmaceutical Interventions

- Sometimes medical/psycho-pharmaceutical interventions can help reduce tendency for problem behavior
- If medical intervention are used be sure to measure the effectiveness
- When medical interventions are used, behavioral interventions are usually still necessary
- Be sure that such decisions are selected and guided by physician and are evidence based

44

Determining the Target Behavior to Change

- Our concern is with socially significant behavior
- Behaviors that will improve the individual’s quality of life
- Improving the lives of others may result from effective behavior management

45

Determining the Target Behavior to Change

- Measureable and observable
- Most important behaviors first
 - Safety of child and others
 - Behaviors that have the most immediate effect on child and families well-being
- Behaviors that have the most simple solution
- Start with the first behavior in a chain to prevent those behaviors that may follow
- May not be able to manage all problem behaviors..prioritize; don’t sweat the small stuff

46

2. Measuring how often target behavior occurs (**frequency**)

47

Measuring How Often the Target Behavior Occurs

Knowing what the target behavior looks helps us

- Measure how often it occurs
- Observe where it occurs
- Observe who it occurs with

During intervention observing and measuring the target behavior

- Helps us know if our intervention is effective
- How to adjust the intervention if necessary
- When intervention is no longer necessary

48

Measuring How Often the Target Behavior Occurs

- Data are facts or pieces of information.
- Collect data to evaluate child progress.
- When recorded/graphed it provides observable patterns of behavior...
- Data drives the decision making process!

49

Identify When the Target Behavior Occurs

- Measuring does not help us change behavior
 - Mary jumped up from her seat in math class 15 times.
 - John screamed in the hall 22 times while with his aid.
 - Ann never raises her hand at group time even when she knows the answer.
- Need to know when and under what conditions problem behavior tends to occur

50

3. Identify what causes target behavior to occur (function)

51

Function of Behavior

- Determining cause of behavior involves:
 - what usually happens immediately before behavior occurs: “**antecedents**”
 - and what usually happens immediately after behavior occurs: “**consequences**”
- Altering these conditions (antecedents & consequences) will help us change the behavior.
 - Increase or decrease frequency of behavior
 - Improve the quality of current behavior
 - Prevent a behavior from occurring

52

Antecedent	Behavior	Consequence
What happens immediately before behavior	What someone says or does	What happens immediately after behavior
<ul style="list-style-type: none"> • Observable changes in the environment 	<ul style="list-style-type: none"> • Observe movements • Measureable 	<p>Reinforcement</p> <ul style="list-style-type: none"> • consequence • strengthens behavior • increases behavior • anything that increases behavior <ul style="list-style-type: none"> • getting good things • removing aversive things • for some, negative attention can be reinforcing <p>Punishment</p> <ul style="list-style-type: none"> • consequence • weakens behavior • decreases behavior <ul style="list-style-type: none"> • produces aversive conditions to decrease behavior (removal or the addition of things).

53

Functions of Behavior: Review

- Positive reinforcement (attention or tangible)
- Escape or avoiding unwanted situations
- Continuing to do something that is preferred
- To determine function must look at environment

54

Function of Behavior

- May not always be easy to determine
- Behaviors may look the same but can occur for different reasons
- Behaviors may look different and occur for the same reasons
- Dual functions can occur
- Function of behavior will provide information for knowing how to change behavior NOT what the behavior looks like.

55

Function of Behavior: Examples

Same Behavior	Results in:
Sam <u>cries</u> when he wants to sleep with his parents	Mom sleeping with Sam
Sam <u>cries</u> when he is asked to brush his teeth	Removal or delay in tooth brushing demand
Johnny <u>throws</u> food every night at the dinner table	Gets favorite foods
Johnny <u>throws</u> toys at his brother he watches TV	Gets attention
Susie <u>pulls her peer's hair</u> everyday in circle time	Removal from circle time and attention from staff
Susie <u>pulls her peer's hair</u> everyday at play time	Peers give up toys
Alex <u>covers his ears</u> every time he is in the lunch room	Removes noise
Alex <u>covers his ears</u> when asked to do a math worksheet	Removes task

56

Function of Behavior: Examples

Different Behavior	Results in:
Sam <u>cries</u> when he wants to watch Disney Channel	Gets Disney Channel
Sam <u>screams</u> when he wants to watch Disney Channel	Gets Disney Channel
Johnny <u>throws</u> food every night at the dinner table	Gets favorite foods
Johnny <u>spits</u> food every night at the dinner table	Gets favorite foods
Susie <u>pulls her peer's hair</u> everyday in circle time	Removal from circle time and attention from staff
Susie <u>yells and talks out</u> everyday in circle time	Removal from circle time and attention from staff
Alex <u>covers his ears</u> every time he is ask to do a math work sheet	Removes task
Alex <u>bolts around the room</u> when asked to do a math worksheet	Removes task

57

Important Factors that are Not Functions

- Health
- Sleep
- Family issues

These things may make certain behaviors more likely to occur BUT only if the immediate function is in effect

Example: Hitting more likely to occur if sick, but only if demand is given

58

Key Features of a Behavior Management Plan

- Once you determine function you can begin to manage behavior:
 - Prevention
 - Teach Replacement
 - Do not allow problem behavior to contact reinforcement

59

Reinforcement

- Reinforcement is your most powerful tool in preventing challenging behaviors
- Reinforcement is key to teaching behaviors that replace problem behavior
- Know what the child likes
 1. Tangibles
 2. Edibles
 3. Activities
 4. Praise/Attention

60

Use of Reinforcement

- Make sure that you have a variety of reinforcers available for immediate reinforcement
- Make sure that *you* deliver the reinforcement and that the child does not have free access to reinforcers
- Use reinforcement for competing appropriate behavior

61

Keep Motivation Strong for Reinforcers

- Vary the how often reinforcement is presented.
- Stop using a reinforcer before it loses its value. Stop while you are ahead.
- Mix and vary the type of reinforcement used. For example don't use all edible or all toys for reinforcers.
- Use at least two reinforcers at a time.
- Vary the way the reinforcer is presented. Be creative and think of novel ways to make the reinforcer motivating for child.
- Present minimal amounts of reinforcer to avoid providing too much of it (satiation).

62

Reinforcement

- The only way a reinforcer can be identified is by the effect that it has on future behavior
- Remember....What is reinforcing for one person may not be for another
- Reinforcers can change

63

How to Respond When Problem Behavior Occurs

- Keep everyone safe as first consideration
- Whenever possible, avoid reinforcing the behavior
 - Can get worse before getting better
 - May not be able to do this (instead reinforce early as possible in the chain of behavior)
- Remain calm
- Speak only as much as is necessary
- Look at child when delivering reinforcement, rather than when problem behavior occurs
- Redirect as soon as possible to a competing behavior: do reinforce after this response occurs

64

Caution

- Have a plan to deal with crisis
- Safety first
 - physical environment
 - Position yourself carefully
- Seek help: work as a team
- Review incidents and use this review to plan prevention

65

Behavior Plan Reminders

- Train everyone to follow behavior plan
- Be sure behavior plan is implemented the way it is designed
- Work as a team
- Plan on reviewing plan and changing it as needed
- Stick to preventing and teaching interventions first

66

Function – Attention: Possible Causes

1. Does not have language skills that effectively results in getting attention.
2. Low rates of and/or lack of attention for engaging in appropriate behavior vs. high rates of attention for engaging in problem behavior
3. Effect (reactions) serves as a reinforcer (just fun to do)

67

Function-Attention: Prevention

1. Provide lots of reinforcement for appropriately requesting attention or other items, as well as for independently engaging in activities.
2. Be consistent and sincere.
3. At first may need to reinforce every time.
4. Once the appropriate behavior is occurring, fade reinforcement gradually over time (may not be able to ever completely fade all reinforcement.)
5. Arrange the environment so that the child is engaged during times when you cannot provide direct attention.

68

Function – Attention: Teach Replacement Behavior

1. Teach requesting skills (mand) across a broad range of categories (items, activities, people).
2. Teach waiting for attention.
3. Provide more valuable reinforcers for engaging in appropriate attention seeking behaviors or other appropriate behaviors.
4. Provide sufficient opportunities to practice.

69

Function – Attention: Consequence

1. Avoid giving attention/reinforcers when the child is engaging in problem behaviors.
2. Avoid reinforcing as soon as the behavior stops (wait a few seconds). When needed, prompt an appropriate behavior, then reinforce that behavior.
3. Avoid direct eye contact and dialogue about the problem behavior but monitor child. This dialogue is non-productive and provides added attention to the problem behavior.
4. Above all maintain safety of child!

70

Function – Escape/Avoidance: Possible Causes

1. Things are too hard for the child and/or out of developmental sequence. (i.e. language ability does not support instructional or task level).
2. Things require too much effort.
3. Too many demands at once.
4. Makes lots of errors and not successful.
5. Activities/instructions is too long.
6. Activity/event is too slow paced.
7. Activity has no value to the child.
8. Demand results in interruption or delay of preferred activity.

71

Function – Escape/Avoidance: Prevention

1. Help the child be successful and experience lots of reinforcement for success.
2. Use developmental sequenced curriculum that is relevant to the child.
3. Build on success and fade in demands. Make it easy for the child to respond.
4. Reduce errors by providing prompts if necessary.
6. Mix and vary the effort; some easy tasks, some hard tasks, back to some easy tasks.
7. Be realistic with length of time the student is expected to stay engaged.

72

Function – Escape/Avoidance: Teach Replacement

1. Provide lots of practice opportunities to teach that cooperative behavior results in good things happening.
2. Make sure things are a lot better for the student when he/she cooperated vs. when problem behavior occurs.
3. Consider an appropriate skill sequence.

73

Function – Escape/Avoidance: Consequence

1. When possible, do not allow the problem behavior to result in removal of the task/demand.
2. If necessary, repeat the instruction to the student in a neutral tone.
3. Safety first: May not always be able to follow through with demand. May need at such times to reinforce earliest (and less problematic) forms of problem behavior.

74

Function – Automatic: Possible Causes

1. Restricted interests.
2. Limited number of things that are valuable.
3. Periods of non-engaged time.
4. Limited skills to engage in a variety of activities.

75

Function – Automatic: Prevention

1. Keep student actively engaged.
2. Provide many opportunities for student to access other reinforcers (competing reinforcers).

76

Function – Automatic: Teach Replacement

1. Teach student to “like” other things (increase pool of reinforcers).
2. Teach requesting skills that will allow student to access other reinforcers.
3. Consider teaching skills that will allow more opportunities to participate in a variety of activities.

77

Function – Automatic: Consequence

1. Whenever possible, interrupt the behavior from occurring (redirect).
2. May not be able to interrupt the behavior from occurring at all. Sometimes necessary to teach appropriate times/places to engage in the behavior.

78

Some Common Functions....

79

Function – Maintain Access to Reinforcer

Prevention:

Use a promise reinforcer when asking student to give up an item.

Teach:

- Provide lots of opportunities to practice the behavior under many different conditions.
- Sequence steps carefully.

Consequence:

Do not allow student to maintain access to reinforcer following problem behavior.

80

Function – Accepting No

Prevention:

Offer an alternative reinforcer when denying access to another.

Teach Replacement:

- Provide lots of opportunities to practice the behavior under many different conditions.
- Consider skill sequence (start with denial of less valuable items first).

Consequence:

Do not allow problem behavior to gain access to reinforcers.

81

Function – Transitions

Prevention:

- Use a promise reinforcer when asking students to transition to less preferred activities.
- May also involve having them give up a reinforcer or stop an ongoing preferred activity.

Teach Replacement:

- Provide lots of opportunities to practice the behavior under many different conditions.
- Skill sequence: initially transition to short distance away, short duration, perform easy tasks.

Consequence: Problem behavior does not result in transition going away.

82

Function – Other Maladaptive Behaviors

Obsessive Compulsive Behaviors (OCD) (Repetitive behaviors: Insistence on sameness)

1. Break up tendencies to engage in repetitive or maladaptive behaviors.
2. Behaviors that seem minor can progress into major dysfunctional behaviors limiting future opportunities for the child (social, participating and contributing in the community, family involvement, jobs, etc.).
3. Teach competing behavior: child staying calm in early steps of obsessive chain, engaging in an alternative incompatible behavior.

83

Chapter 14 Regulatory Issues Brief Review

- Positive rather than negative (freedom from aversive and demeaning treatment). Positive reinforcement in PBS
- Research based practice
- Functional assessment
- Least intrusive requirement
- Restraints last resort (restraint= physical force and restraining free movement; except h/h and hold w/out force to calm, certain adaptive devices, seat belts, safety harness)

Chapter 14 Regulatory Issues Brief Review

- Restraints only used when clear and present danger and only when less intrusive measures fail
- Parental notice of restraint use; IEP w/in 10 days unless parent waives
- Only in IEP if certain conditions met (part of PBS, part of teaching alternative skills, staff trained; plan for eliminating use.)
- No Prone restraints

Summary...

- “It is never the student’s fault” O. Lindsley
- We all do what works
- Stay positive
- Stay calm (but don’t beat yourself up if you don’t)
- Prevention is better than reaction
- Role of function and reinforcement
- Hard work at first may reduce future work
- Don’t go it alone; help each other.

86

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87

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88

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89

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90

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