



Developing a Tier III System of Response to Intervention for Positive Behavioral Interventions and Supports -- Function-based Positive Behavior Support

May 18, 2011

SERESC

Howard Muscott and Eric Mann

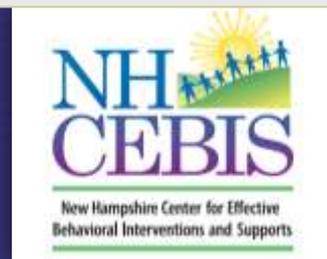
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NH RESPONDS Lead Partners

- NH Dept. of Education- Bureau of Special Education
- NH Center for Effective Behavioral Interventions and Supports at SERESC
 - Expertise in Positive Behavior Supports
 - Expertise in integration of mental health and school supports
- Institute on Disability at University of NH
 - Expertise in Literacy within an RtI model
 - Expertise in PBIS and Intensive Interventions (RENEW) for Secondary Transition and Dropout Prevention
- Parent Information Center
 - Expertise in effective parent involvement and communications



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Agenda for Day Two

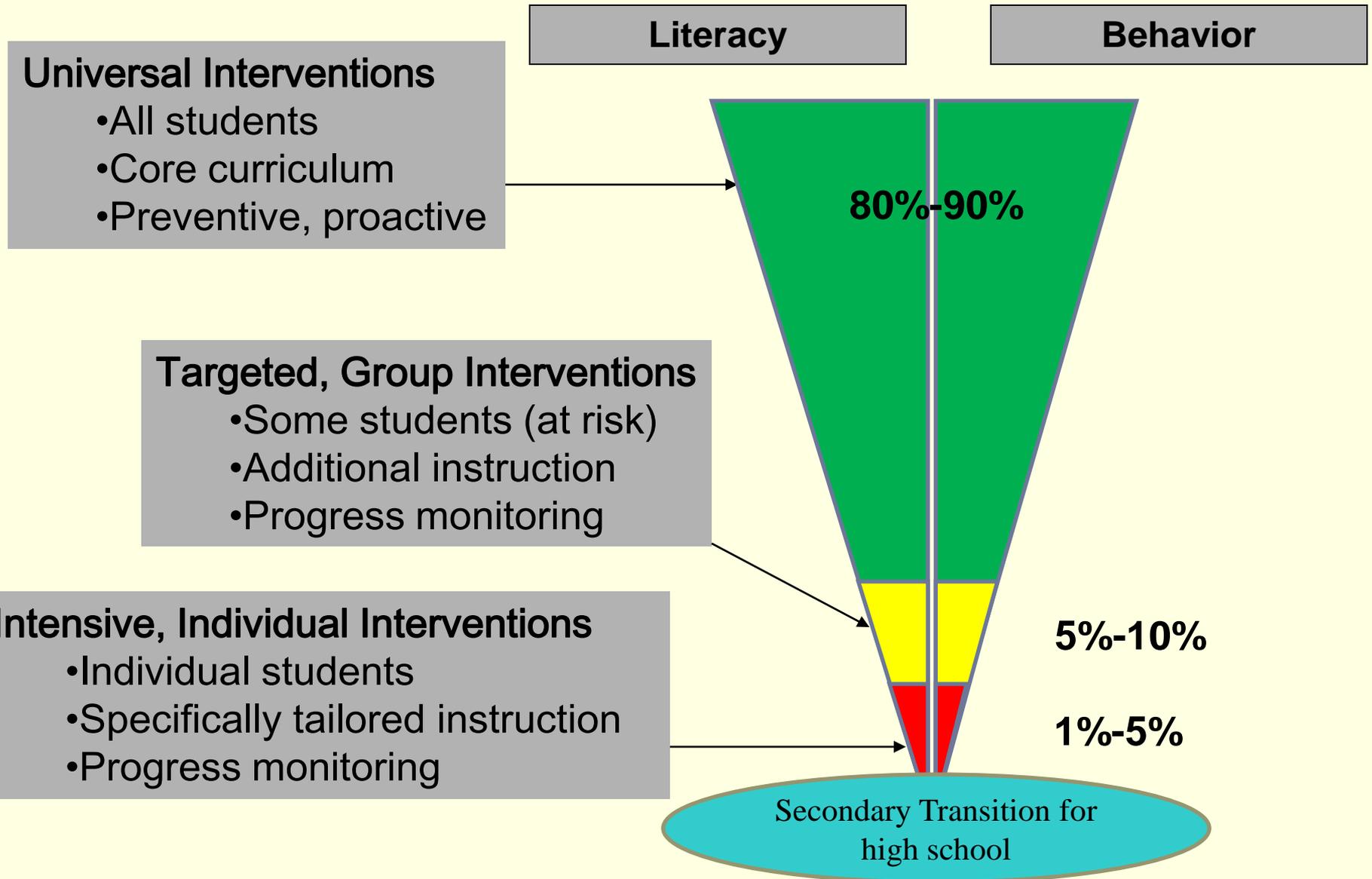
1. Quick Review Tier III Systems, Data & Practices
2. Tier III Checklist and Action Planning
3. Function-Based Support
4. FBA
5. BSP
6. Action Planning



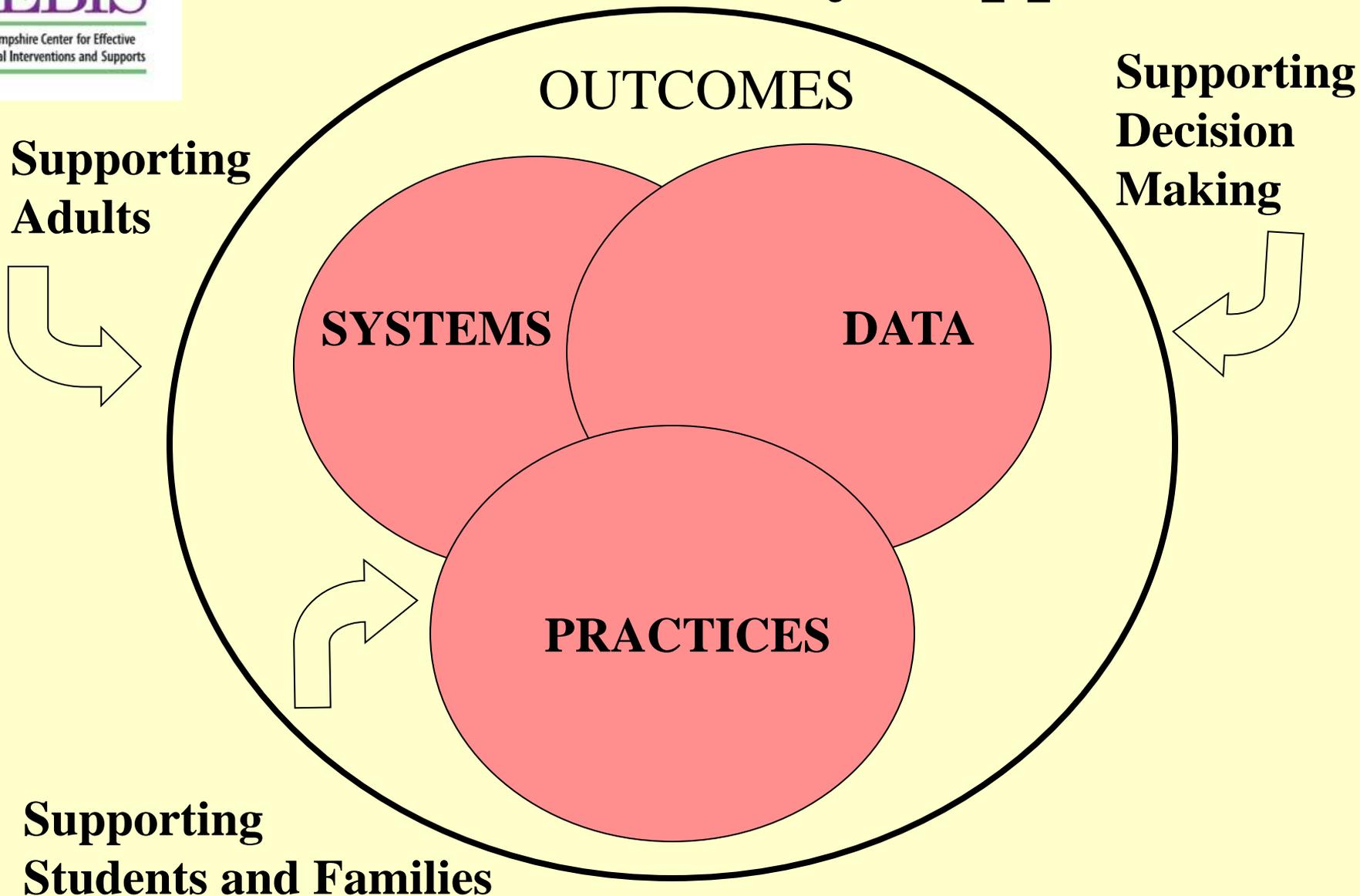
Outcomes

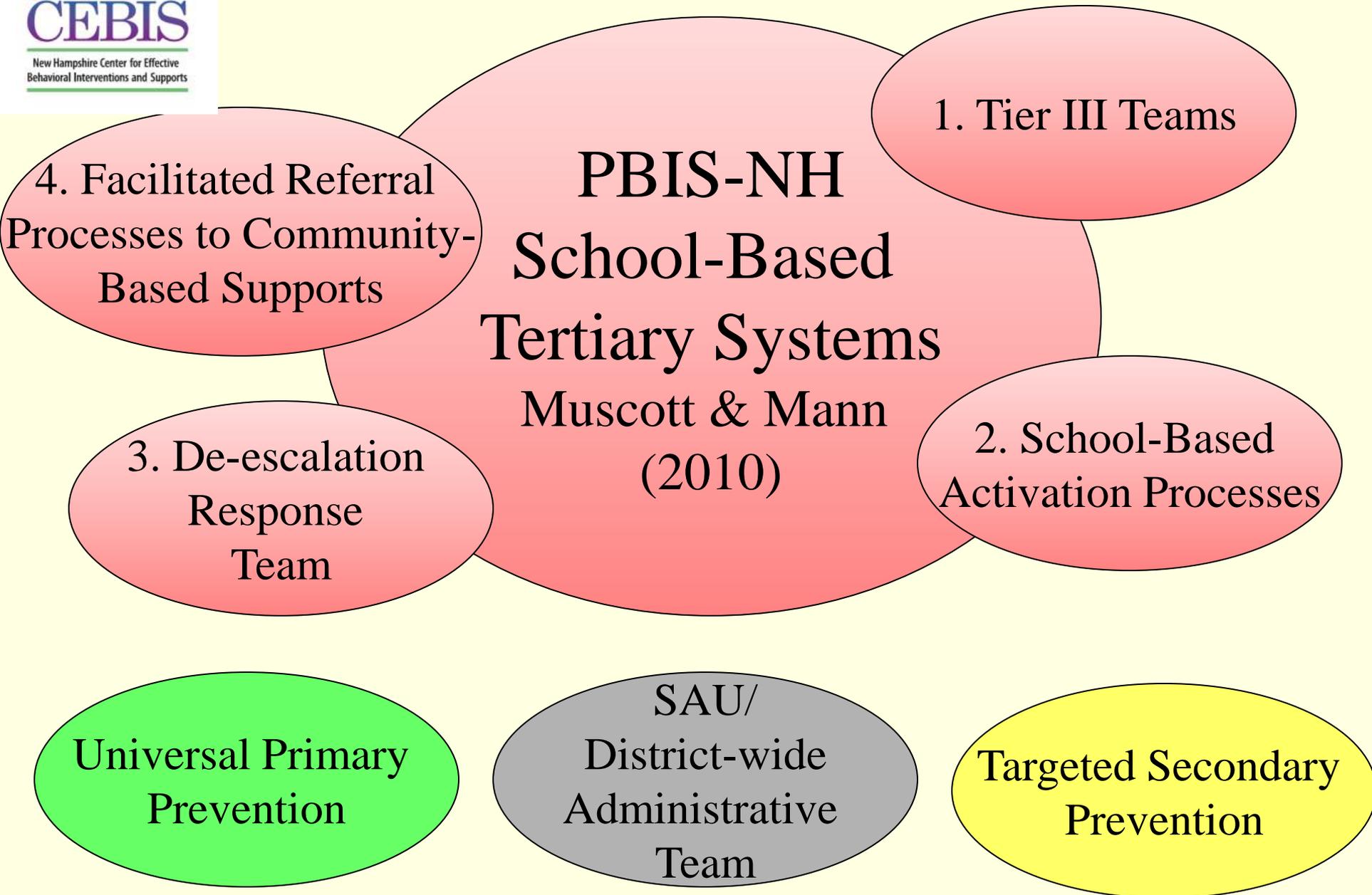
1. To (re)learn the concepts and practices of function-based support (FBA and BSP)
2. To learn how to translate student data from the escalating behavior cycle into an intensive behavior support plan
3. To learn how to create an anchored behavior rating scale to assess the success of a behavior plan
4. To learn strategies for engaging families

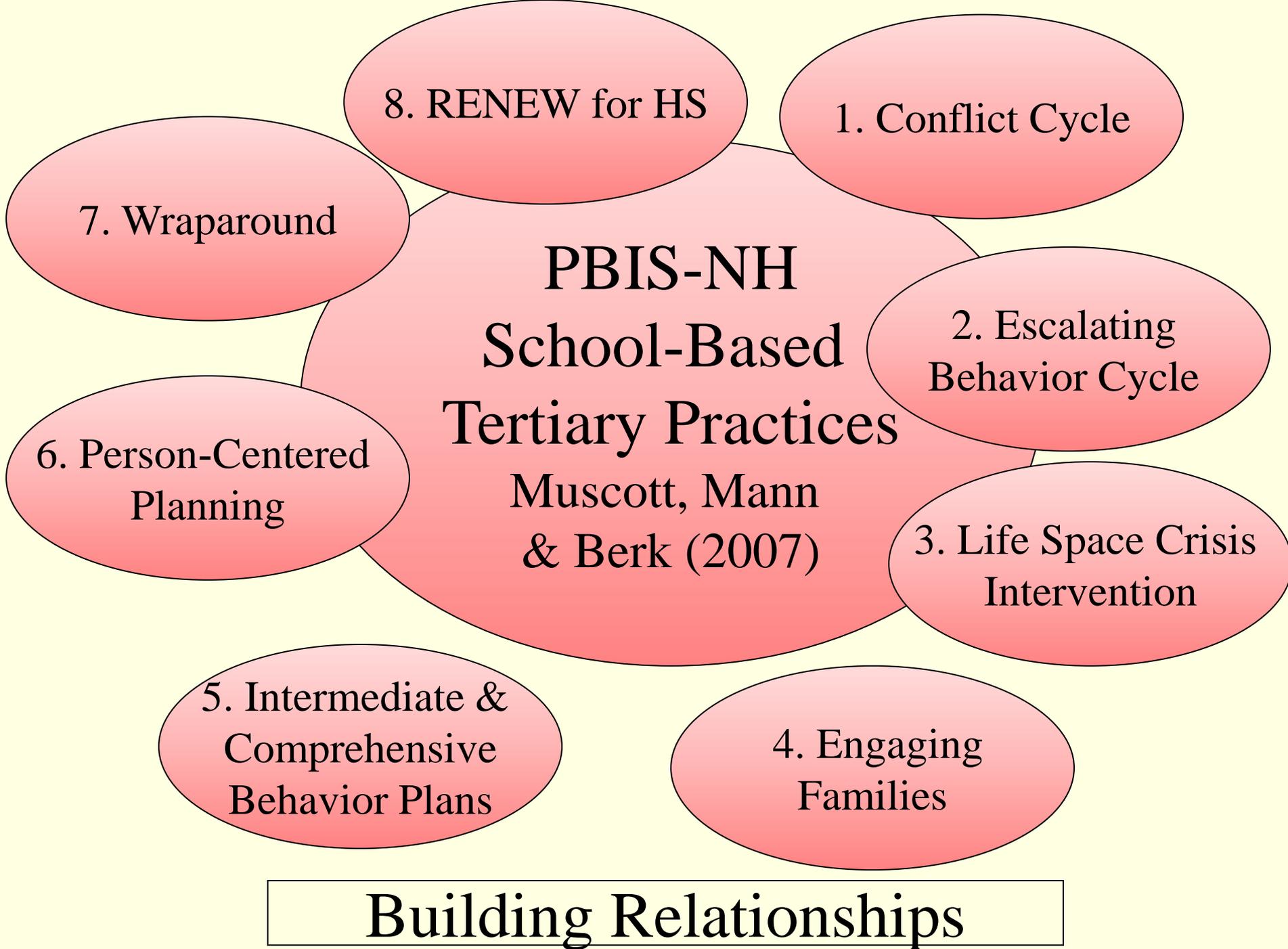
Systemic Process of RtI



PBIS-NH Tertiary Supports







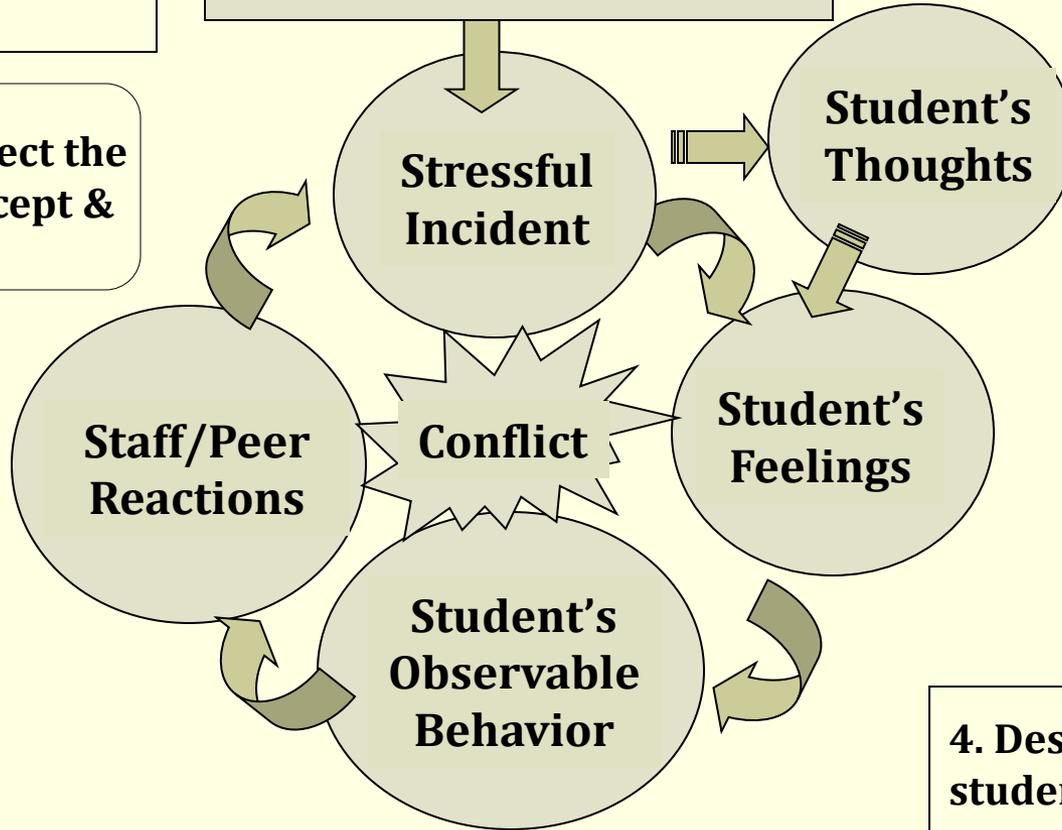
1. Describe the student's self concept & irrational beliefs

Student's Self -Concept and Irrational Beliefs

2. Describe the stressful incident

7. How did this effect the student's self-concept & irrational beliefs?

6. Describe the staff/peer reaction



3. Describe the student's thoughts

4. Describe the student's feelings

5. Describe the student's behavior

Conflict Cycle Worksheet

WAREA 2004

Acting-Out Behavior Cycle

Peak

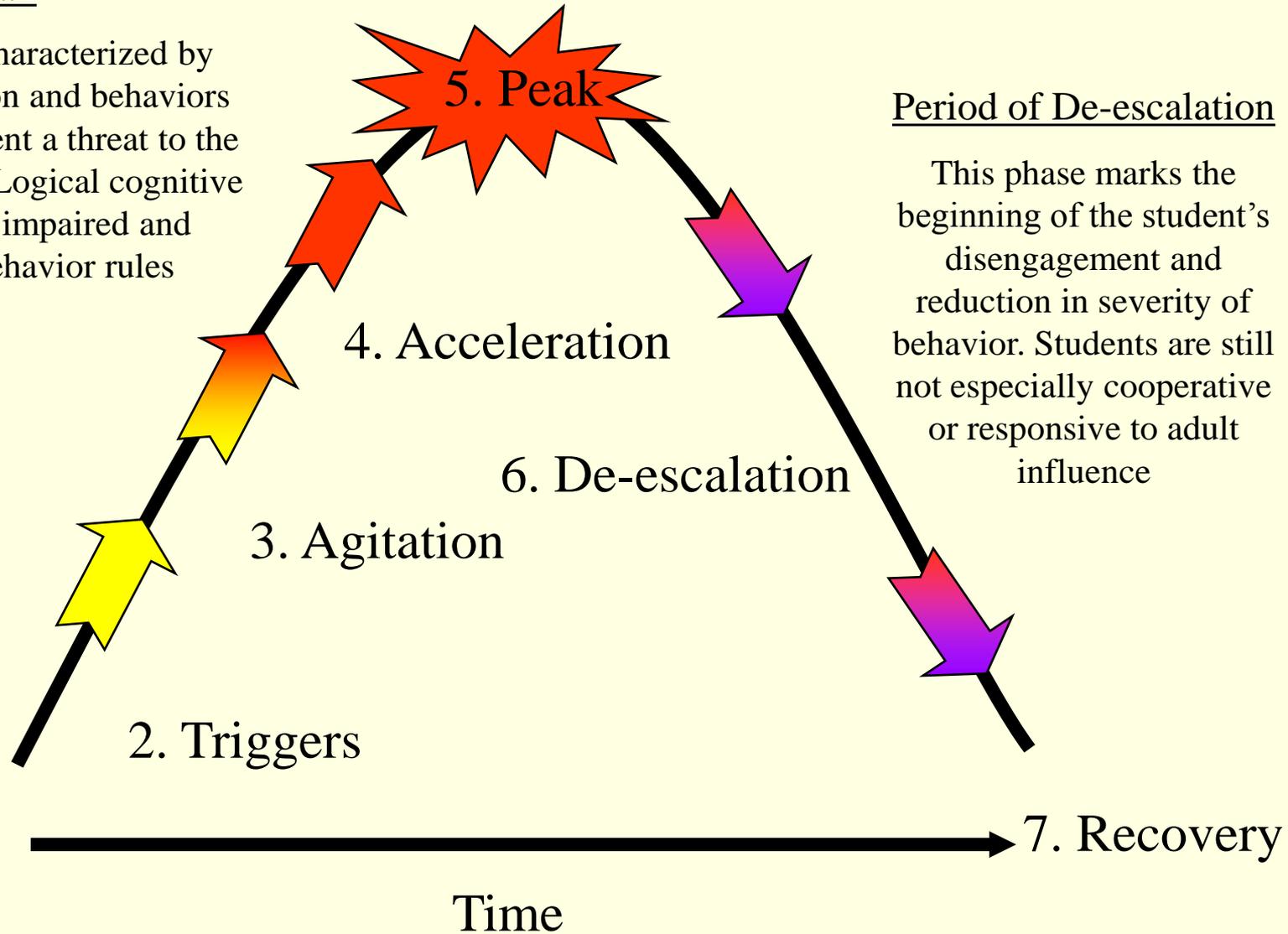
This phase is characterized by serious disruption and behaviors that often represent a threat to the safety of others. Logical cognitive processes are impaired and impulsive behavior rules

Period of Escalation

A time when the student calls upon existing coping skills to resolve a problem presented by a trigger

Period of De-escalation

This phase marks the beginning of the student's disengagement and reduction in severity of behavior. Students are still not especially cooperative or responsive to adult influence



Sources: Colvin (1992); Walker, Colvin, & Ramsey (1995)



A Prescription for Success

- You'll always have the counter feelings, but you can't act on them or do what is comfortable
- The challenge is to turn conflict cycle into a coping cycle



The Conflict Cycle occurs when both individuals react at the “low road” level.

Bridget Walker (2006)

Adults must *remember* to take the “high road” when faced with stressful situations

BUT

Students have to *learn* to take the “high road” when faced with stressful situations





Intensive Tier III Checklist Activity

- Who: Teams
- What: Review and update the checklist on ratings only. Save action planning for later please.
- Timeframe: 15 minutes
- Report Out: None



Can a Student with a Disability Also Receive RTI Strategies?

- “RTI strategies are tools that enable educator to target instructional interventions to children’s areas of specific need as soon as those needs become apparent. There is nothing in IDEA that prohibits children with disabilities who are receiving special education and related services under IDEA from receiving instruction using RTI strategies unless use of such strategies is inconsistent with their IEP.”

Questions and Answers on RTI and Early Intervening Services, January 2007,
<http://www.rti4success.org/pdf/qaonrtiandeis.pdf>.



Special Education and RTI System Philosophy

- All students, including students with a disability, should have access to the general education curriculum and access to any level of support (Tier 1, 2, and/or Tier 3) based on the student's needs.
- Within a fully designed and implemented RTI tiered system
 - Specific academic supports are identified for each tier
 - Students with and without disabilities can access these specific supports as they are needed



What Would this Look Like?

- Tier 3 system team could suggest tier supports and offer them to a student's IEP team and they could be acknowledged in the IEP. However, not everything a child receives is put in their IEP.
- The student's IEP team could serve as the student's tiered support implementation team or the school's Tier 3 implementation team could serve in this capacity. The implementation team needs to ensure coordination throughout student's day and with the IEP team.



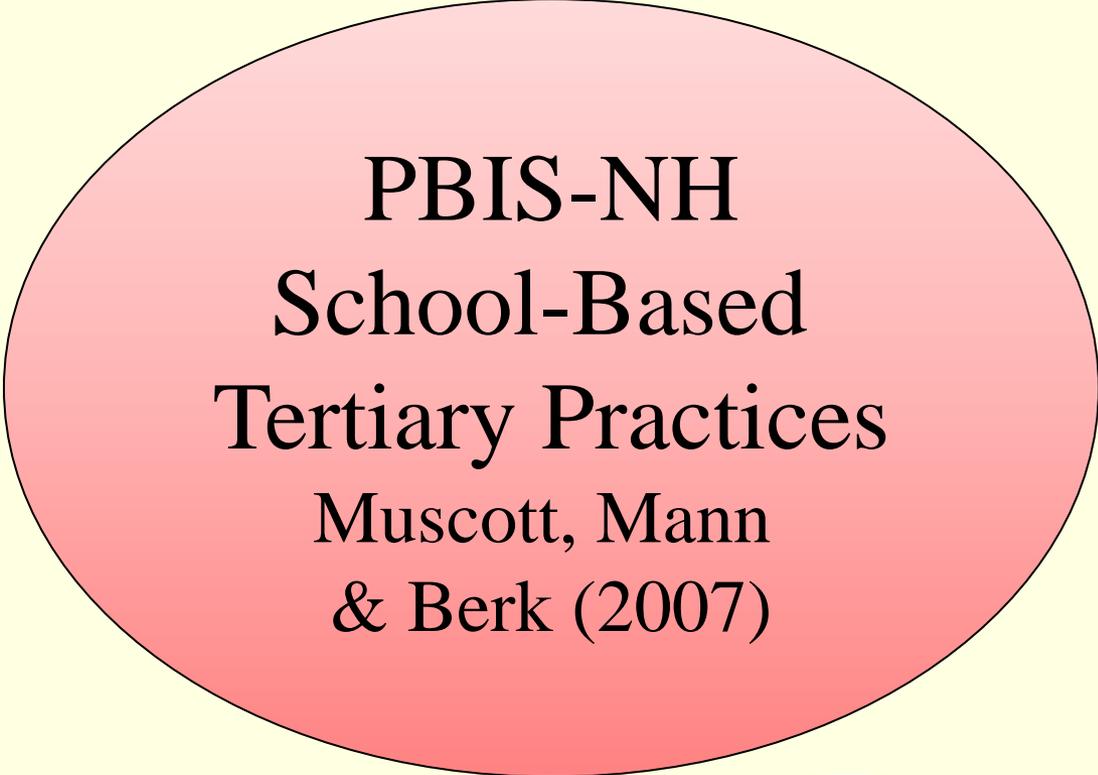
How Do We Provide Services to All Students?

- Need to collaborate on resources to cut across content, related services and supports for students for an RTI system to be effective.



RTI Does Not Change the Special Education Process

- Federal law as outlined in regulation and directives requires that a student be referred for an evaluation if either a parent requests one or at the time a student is suspected of having a disability.
 - A school cannot require that a student complete RTI tiers prior to special education referral.
 - RTI data collected on a student can help inform the special education process but cannot be required.



PBIS-NH
School-Based
Tertiary Practices
Muscott, Mann
& Berk (2007)



4. Engaging
Families



Building Relationships

“...No matter how skilled professionals are, nor how loving families are, each cannot achieve alone, what the parties, working hand-in-hand, can accomplish together.”



(Adapted from Peterson and Cooper as cited by the Futures in School Psychology Task Force on Family-School Partnerships, 2007)



Educators, Families, Students and Community Resources “On the Team”

On a football team, every player has a job to do and a role to play. Each player is respected for his/her unique expertise. Each player practices and works to become better at executing personal responsibilities. The team works together to obtain the best results possible.





RtI Problem-Solving Team and Process



■ When a student is struggling and needs targeted or intensive intervention to succeed, a team of family members, teachers and specialists works to:

- Identify and prioritize concerns
- Develop shared measurable goals
- Plan prescriptive interventions
- Progress monitor
- Evaluate effectiveness
- Move students up and down tiers as needed



Adapted from Colorado Department of Education



RtI Partnering Principles

- Focus is on coordinating learning between home and school.
- Students are “main actors in their own education” (Epstein et al, 2002). They link home and school.
- RtI partnering is a transparent process throughout all the tiers for families, students, educators and community resources.
- Mutual accountability for student success is created.



RtI Partnering Principles

- A struggling student experiences collaborative support and encouragement immediately from home and school.
- The focus is always on student success - measurable goals, progress data and doing what works.
- It is all about ongoing, sustainable, intentional relationships.





RtI Partnering Principles



- Cultural and linguistic differences are directly addressed because:
 - authentic partnering creates common ground;
 - students see their worlds working together;
 - there is a forum to understand the culture of the family and the culture of the school.

“Tell Me I Forget. Show Me I
Remember. Involve Me I
Understand.”

Chinese Proverb



Adapted from Colorado Department of Education



Behavior Plans Across Tiered Support: From Simple to Complex

■ Tier I

- Schoolwide Core Instruction
- Classroom & Non-classroom Management
- Curricular and Instructional Integrity
- Simple Behavior Plans (Tier I or II)

■ Tier II

- Quick Functional Assessment and Function-based Plans

■ Tier III

- Intermediate Functional Assessment and Function-based Behavior Support Plans
- Comprehensive Functional Assessment and Function-based Behavior Support Plans



Early, Efficient Intervention Systems

Basic Behavior Plans



A Basic Behavior Plan Using Data-Based Decision Making

1. Identify Problem Behaviors in Observable and Measurable terms (Frequency, Percentage, Duration; Context)
2. Describe Intervention (What) and Dosage (How Often?, How Long?, How Many?)
3. Determine Success Indicators (What? How Data is Collected? and By When?)
4. Determine Date of Follow-up Meeting



“A → B → C” 3-Term Contingency Benjamin (2004)

- Antecedent - What happens in the environment prior to behavior
- Behavior - What the person does
- Consequence - Change in the environment shortly after the behavior occurs

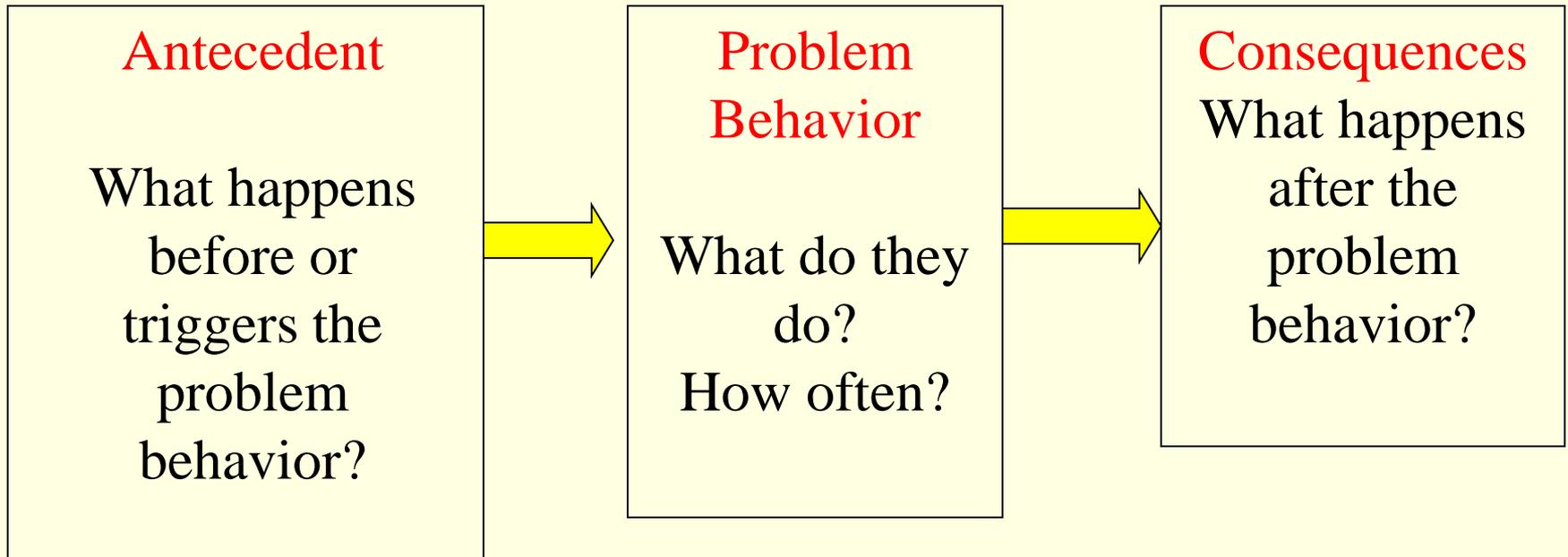


Simple Problem Behavior Pathway

1. Immediate Antecedent Occurs
2. Antecedent Triggers/Occasions
Problem Behavior
3. Problem Behavior Produces
Consequences
4. Consequences Either Strengthen,
Weaken or Have No Effect on
Problem Behavior

Simple Problem Behavior Pathway (A-B-C)

Routine (When & Where):





Defining Behavior

Sugai (2005)

Must result in **clear, measurable, & objective** descriptions of individual, groups, or sequences of related behaviors

Consider behavior **dimensions**

- Frequency
- Duration
- Latency,
- Intensity or force
- Topography/shape



Operational Definitions



■ Problem behaviors

- Screaming—loud comments with curses heard outside the classroom
- Hitting—touches peers or adults with an open hand, fist, foot, or object
- Other —



Antecedent Events

Antecedent events are things that occur prior to the behavior that *set the table* or *occasion* the behavior

Antecedent events are of two types

1. Immediate (Fast Triggers)
2. Distant Setting (Slow Triggers)

Antecedent events include both overt, observable behaviors as well as internal states (feelings or thinking—which are harder to assess)



Identification of Problem Routines

- “Routine” = a sequence of behaviors that produce a socially important outcome
- Define daily schedule (what is done, when)
- Identify parts of schedule most likely to be associated with problem behavior.
- Assess common elements of problem routines

Most Likely Routines Matrix

Time	Activity	Likelihood						Behavior
	Home Room	1	2	3	4	5	6	
	Reading	1	2	3	4	5	6	
	Recess	1	2	3	4	5	6	
	Math	1	2	3	4	5	6	
	Art	1	2	3	4	5	6	

Least Likely Routines Matrix

Time	Activity	Least Likelihood					
	Home Room	1	2	3	4	5	6
	Reading	1	2	3	4	5	6
	Recess	1	2	3	4	5	6
	Math	1	2	3	4	5	6
	Art	1	2	3	4	5	6



Immediate Antecedent Events

Fast Triggers

- Any stimulus that occurs immediately before the behavior that influences the likelihood the behavior will occur.
- Events that occur either within the same setting as the behavior or a previous setting
- Who, Where, When



Examples of Immediate Antecedents

Fast Triggers

- Sudden change in routine
- Late for activity
- Reprimands
- Activity/task demands (length of task; amount/quality of teacher interaction; match to skill level; type of instruction)
- Ignored by friend
- Social or Academic Corrections
- Lack of successful choice option
- Teased by peers
- Physical injury
- Not called on when hand is raised
- Transitions



Consequences

- An event that contingently follows (immediate or distant) a behavior and affects whether a behavior will increase (reinforcement) or decrease (punishment) over time
- Consequences can be positive (adding something) or negative (taking something away)
- Positive or negative reinforcement
- Positive or negative punishment

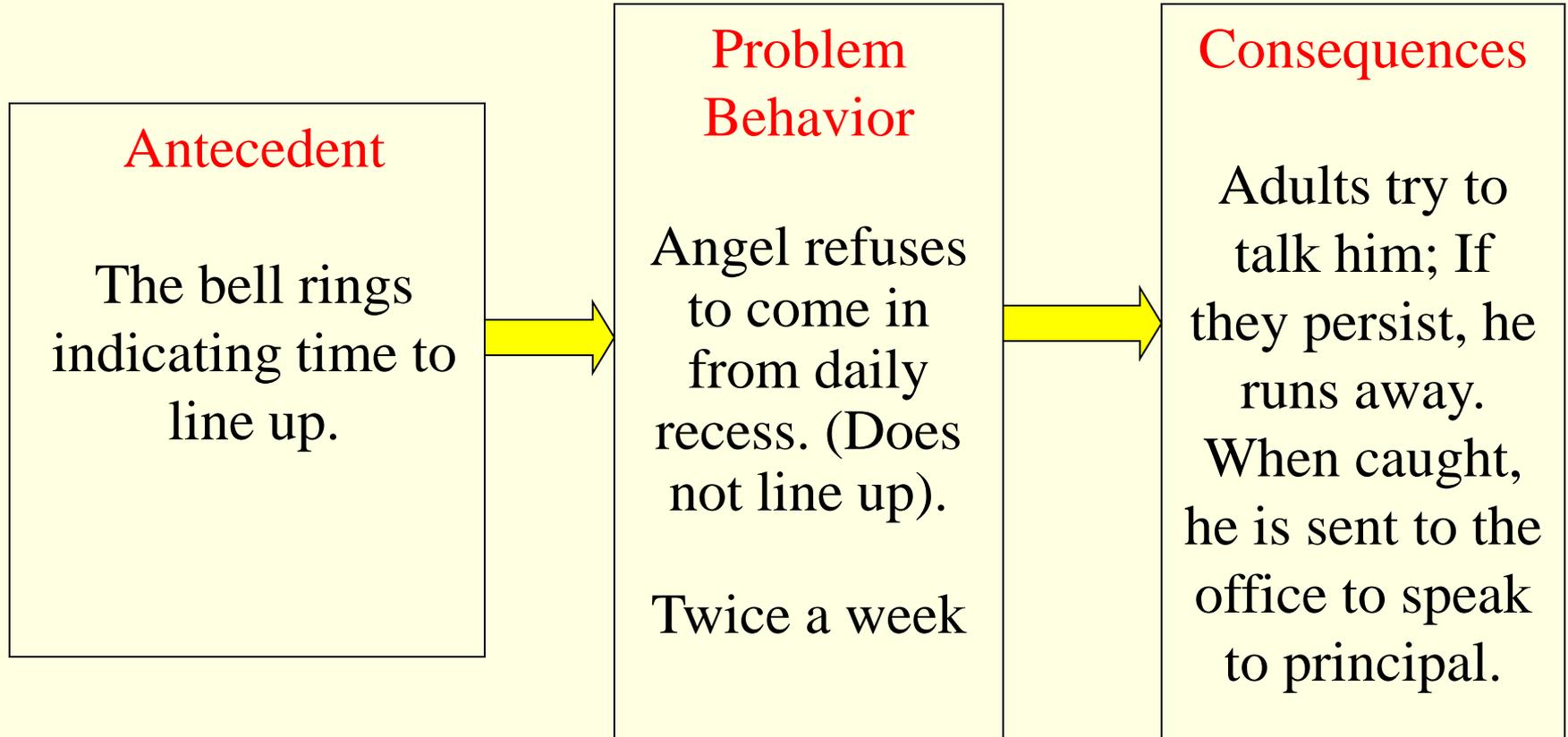


Examples of Consequences

- Being reprimanded
- Being corrected
- Being sent to time out
- Losing privileges
- Poor grades
- Being ignored
- Being teased
- Extra work or homework
- Given office discipline referral
- Call to parent
- Removed from class
- Staying in for recess
- Lining up last
- Cleaning up a mess
- Apologizing
- Not being able to play sports

Simple Problem Behavior Pathway (A-B-C)

Routine (When & Where): Daily Recess on Playground





Simple Problem Behavior Summary Statement

- Angel refuses to come in from recess when the recess monitor blows whistle. (Does not line up)
- When this happens adults try to talk him into coming in and he refuses saying, “I’m not coming in.” If they continue, he runs away from staff.
- This happens approximately twice a week.
- The behavior is mild in intensity and usually lasts between 3 and 5 minutes.
- As a result, he gets back to his classroom approximately 30 minutes late.



Skill Check: Behavior Pathway and Simple Behavior Plans

- Who: Team
- What: Identify a student that exhibits problem behavior (but not one with chronic and intense needs). Complete a behavior pathway for the student.
- Timeframe: 20 minutes
- Report Out: Volunteers

Simple Problem Behavior Pathway (ABC) Activity

<p>Antecedents When/Where/ What?</p>	<p>Behavior What?</p>	<p>Consequences What?</p>

Basic Behavior Plan

Item	Description
What is the problem behavior & context?	
What is the positive desired behavior?	
What is the intervention (what will adults do)? How frequently? For how long?	
What will adults do if positive desired behavior occurs?	
What will adults do if problem behavior occurs?	
What are the success indicators? How and when will we gather the data?	
When will review the data?	



Functional Assessment and Function-based Behavior Plans

■ Tier II

- Quick Functional Assessment and Function-based Plans

■ Tier III

- Intermediate Functional Assessment and Function-based Behavior Support Plans
- Comprehensive Functional Assessment and Function-based Behavior Support Plans



Why Identify Function?

Mann & Muscott (2005)

- Behavior occurs to meet a need.
- It serves a valued purpose for the individual.
- Effective interventions occur when function is identified and plan is guided by the function of the behavior.
- Identifying function helps us to see children with strange, angry, annoying, exasperating, scary, unkind, avoidant behavior as *real human beings.*



Identifying the Function or Purpose of Behavior

Muscott & Mann (2005)

- Requires a shift in thinking from general consequences to maintaining consequences
- What is the goal/purpose?
- What does the behavior achieve for them?
- What message is the person sending with their behavior?



Function-Based Perspective

- A team or person using a function-based perspective
- Is able to define behavior in measurable terms
 - Is able to create a behavior pathway to describe behavior in context
 - Is able to create a hypothesis for why behavior *continues* to occur (motivation)
 - What is gained or avoided

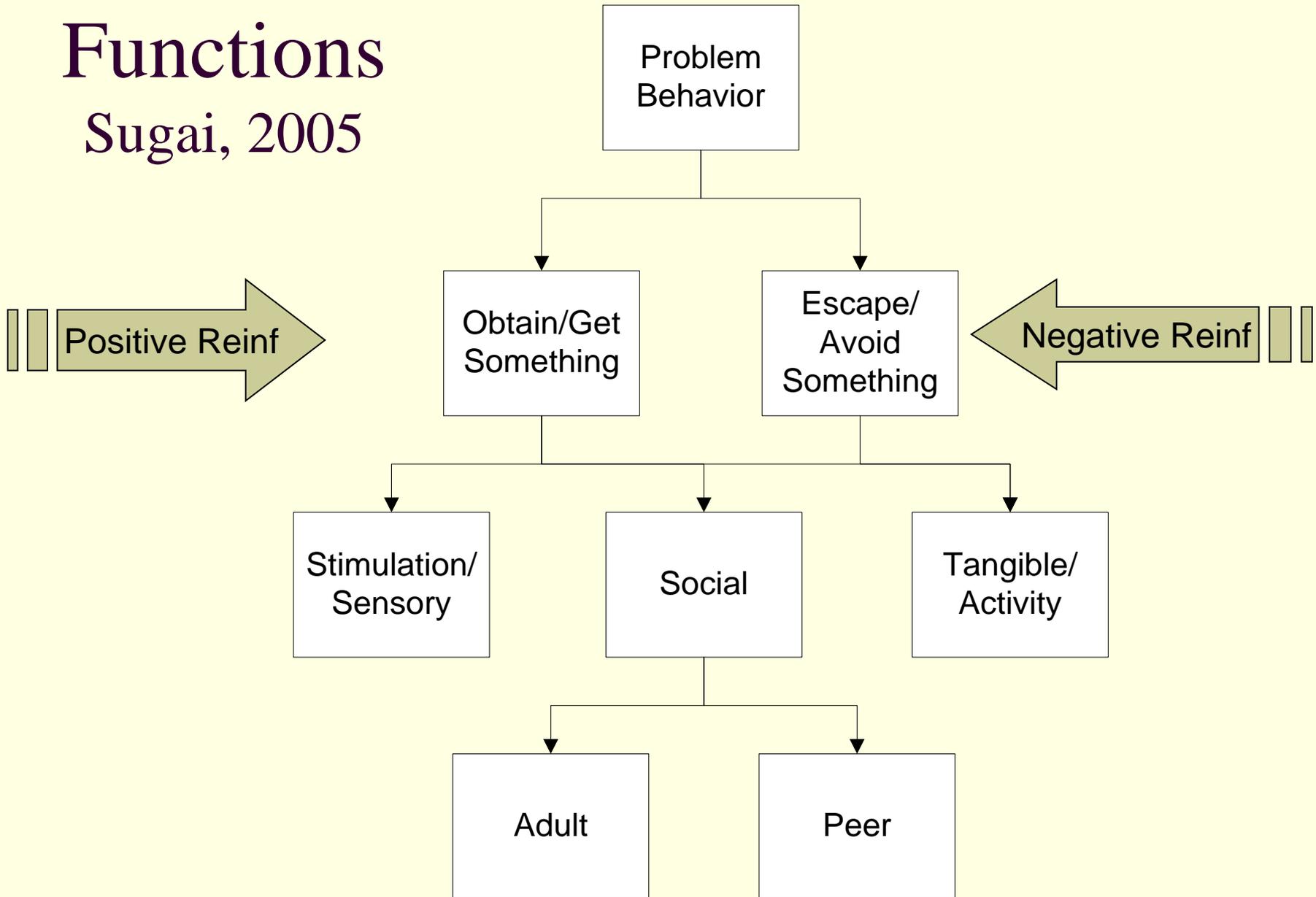


Function-Based Perspective

- Understands that one effective way to influence behavior is by developing a plan that addresses how a student can achieve the function by replacing the problem behavior with a socially appropriate behavior
- Is able to design simple strategies that could help students achieve the function

Functions

Sugai, 2005





Steps for Creating Positive Function-Based Behavior Support Plans

1. Collect Request for Assistance Information
2. Identify Person Responsible for Coordination
3. **Conduct a Functional Assessment Using Behavior Pathways**
4. Develop a Competing Behavior Pathway
5. Develop Function-based Behavior Support Plan
6. Develop a Plan to Monitor Progress
7. Develop a Plan to Implement
8. Implement and Monitor Progress



Functional Assessment

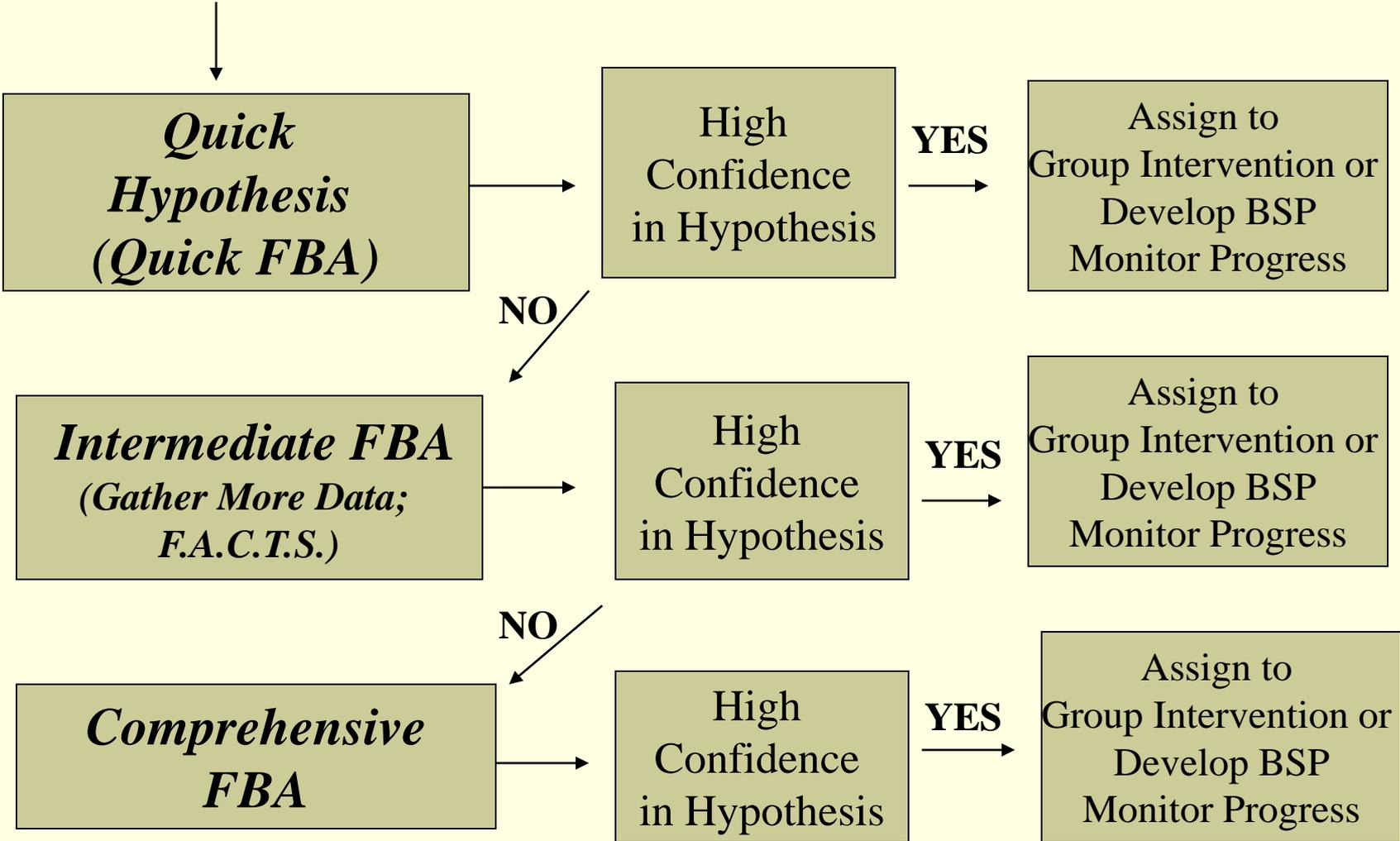
- Functional assessment of behavior is defined as a systematic process for developing statements about the factors that contribute to the occurrence and maintenance of problem behavior, and more importantly, serve as the basis for developing proactive and comprehensive behavior support plans.

(Sugai, 1998, p. 10)

Appropriate Referral
(Student is not responding to SW supports or an initial system response (e.g., Social Contracting))

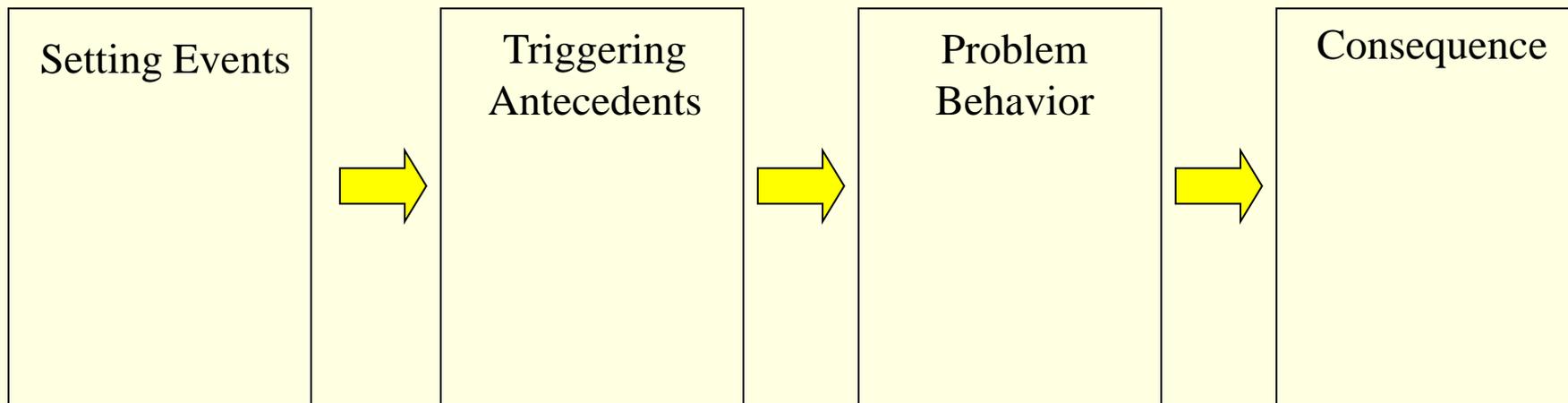
Getting to 'Function'

Mann & Muscott (2004)



Function Based Behavior Pathway

Routine:



**Function/
Maintaining
Consequence**



Function-Based Behavior Pathway

1. Setting Events Occasion the Behavior
2. Immediate Antecedent Occurs
3. Antecedent Triggers Student Behavior
4. Student Behavior Produces Consequences
5. Over Time, Through Reinforcement and Punishment, these become Maintaining Consequences or Function



Distant Setting Events

Slow Triggers

- Distant Setting Events are unique situations or conditions which occur/exist at some point distant in time that *set the table* for immediate events to trigger problem behavior.
- Distant Setting Events increase or decrease the likelihood that, given a particular immediate antecedent (trigger), a behavior will occur.
- Distant setting events momentarily alter the likelihood of the problem behavior by changing the value of available consequences.



Setting Events

Sugai (2005)

Environmental: prior peer/teacher interactions; home environment; social relationships; changes in routines/schedules; seating arrangements; bus ride; hallway

Learning Styles: degree of interest or skill in activity/task; attention span; need for activity; learning challenges; prior experiences in certain teaching modality

Personal factors: medications; physical /



Examples of Setting Events

Sugai (2005)

- *Lack of sleep* decreases value of getting to school on time; increases likelihood of going to the nurse with a headache.
- *Lack of breakfast* increases value of getting sent to office (by vending machines) for failing to follow directions.
- *Having a fight* with boyfriend decreases value (likelihood) of listening to a lecture.
- *Getting >50% of problems wrong* decreases



Maintaining Consequences

- Examining consequences that follow behavior can help us determine the “function” or purpose that the behavior is serving for that person.
- Consequences that indicate function can be referred to as ‘maintaining’ consequences; i.e., consequences that *maintain* the behavior.
- Not all consequences are maintaining consequences



Maintaining Consequences

- One maintaining consequence per hypothesis
- A single problem behavior may serve multiple consequences, but typically this occurs across routines/not within routines.
- Maintaining consequences are narrowly defined.
 - Get or avoid?
 - Social or Physiological?
 - Precise event/action/object?

Function = What is Gained or Avoided as a result of the behavior?

	Get / Access	Escape / Avoid
Peer/Adult Social Attention		
Activities Tasks		
Tangibles Items		
Sensory		

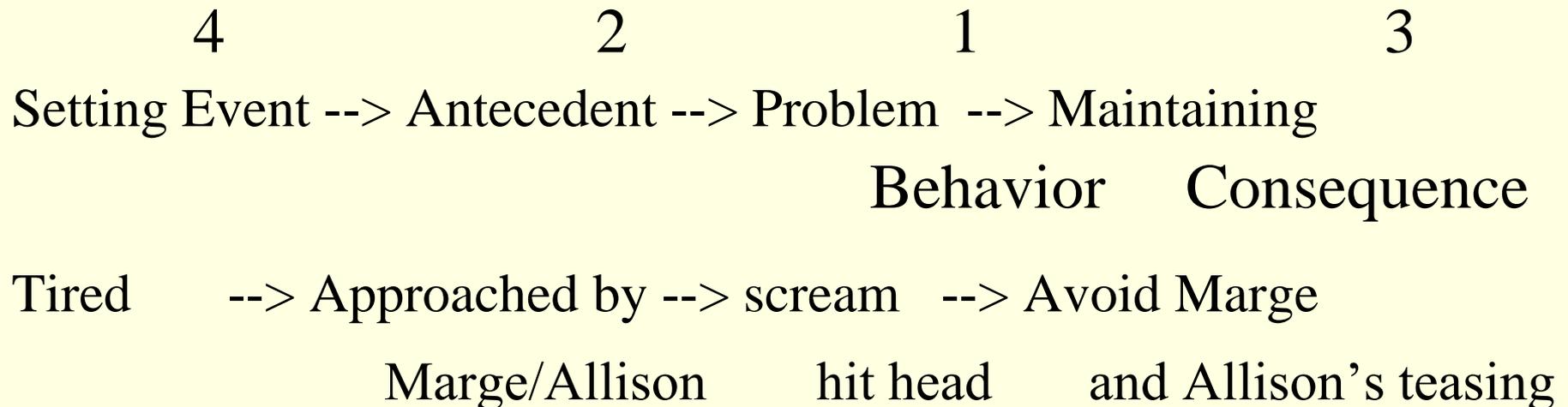


Functional Assessment Hypothesis Statements

- Define Routine
- Define Controlling Relationships
 - Setting Event --> Antecedent--> Problem Behavior --> Maintaining Consequence
 - Headache --> Task Demand --> Scream --> Avoid demand
 - Headache --> Request to read --> Scream --> Avoid embarrassment
in front of class

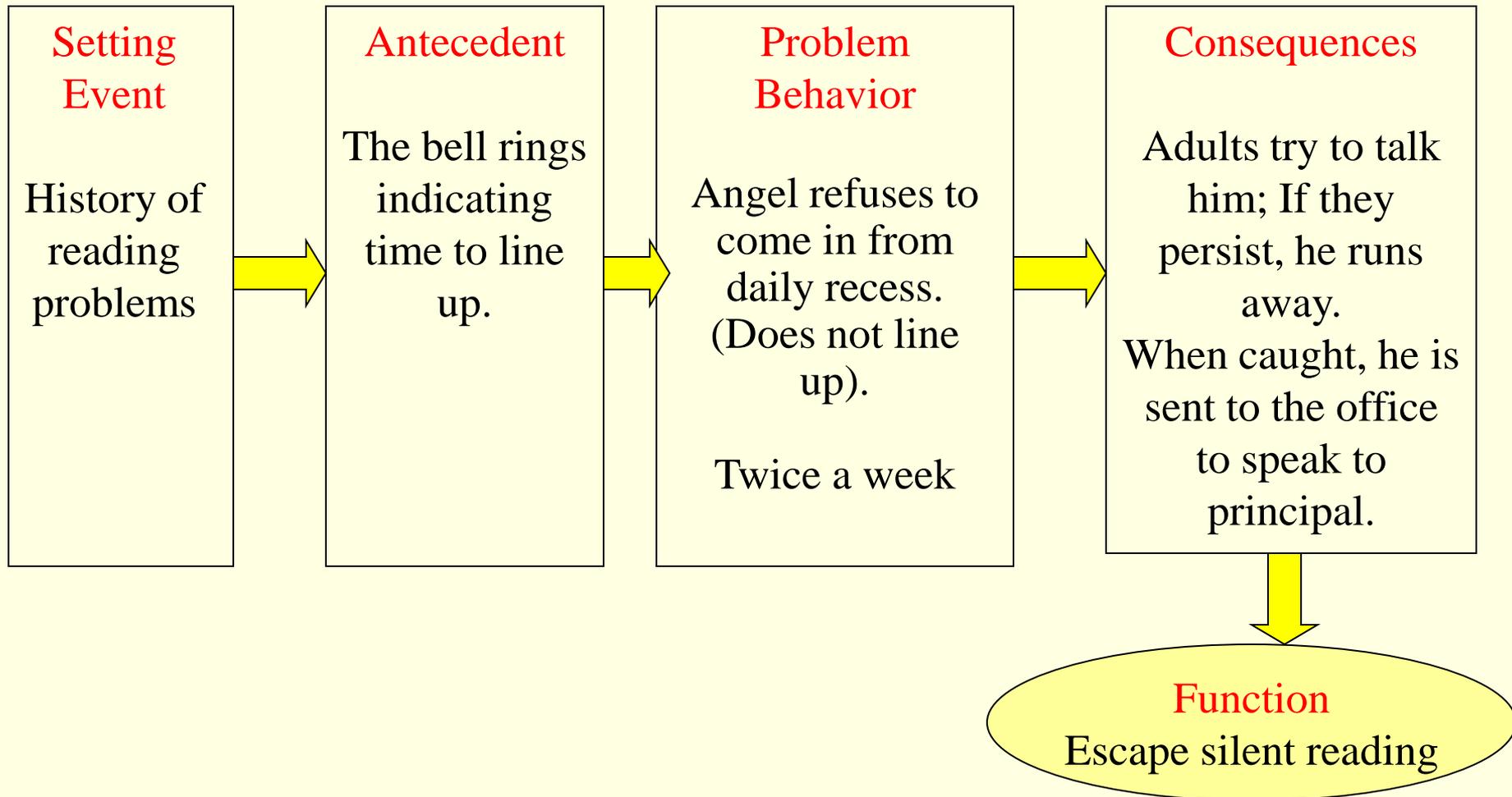
Jason screams and hits his head when approached by his peers Marge or Allison. When he screams, Marge and Allison move away and leave Jason alone. This is more likely if Jason is tired.

1. Problem Behavior:
2. Antecedent Event (Trigger):
3. Maintaining Consequence:
4. Possible Setting Event:



Simple Problem Behavior Pathway (A-B-C) with Function

Routine (When & Where): Daily Recess on Playground





Simple Problem Behavior Summary Statement with Function

- Angel refuses to come in from recess when the recess monitor blows whistle. (Does not line up)
- More likely on days when silent reading follows recess.
- When this happens adults try to talk him into coming in and he refuses saying, “I’m not coming in.” If they continue, he runs away.
- This happens approximately twice a week.
- The behavior is mild in intensity and usually lasts between 3 and 5 minutes.
- As a result, he gets back to his classroom approximately 30 minutes late and misses silent reading.
- Function may be to escape silent reading



Quick FBA

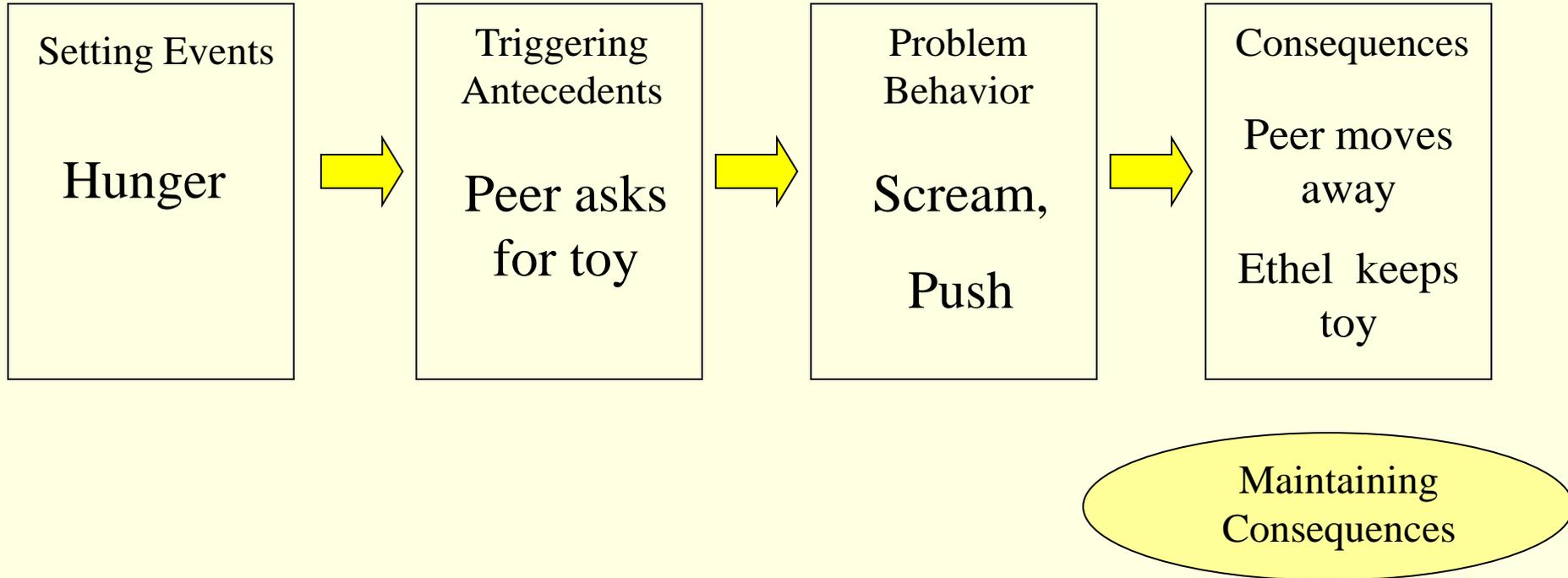
- Teacher completes request for assistance form with background information.
- Team meets and interviews teacher to gather information about behavior, context and routines in order to complete a behavior pathway and generate a hypothesis about the function.
- If high confidence in function, assignment to a function-based targeted group intervention or a function-based



Behavior Pathway for Ethel

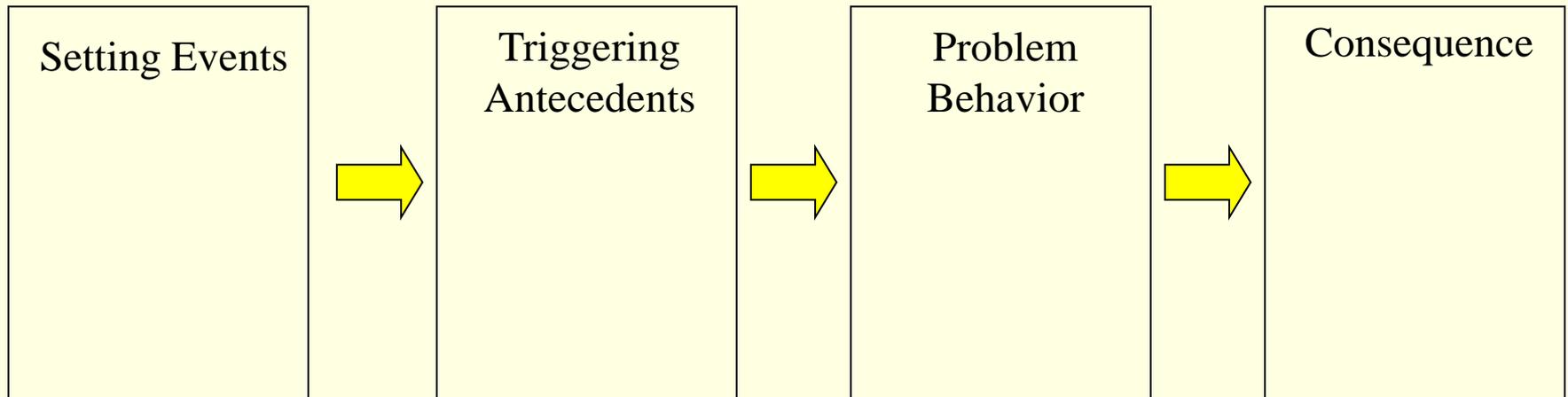
- Ethel is 7 years old, does not have intellectual disabilities but has major problems playing with other children
- She is most likely to play by herself, and when another child approaches, Ethel will whine, scream, grab all toys, and push the other child away
- Staff believe Ethel's problem behaviors are maintained by retaining access to preferred toys

Testable Hypothesis/Behavior Pathway



Complete a Function Based Behavior Pathway for Your Student

Routine:



**Function/
Maintaining
Consequence**



Summary Statement for Jane Muscott (2004)

- During transition periods when new students are present, Jane uses aggression by striking peers on the back with an open hand for one to two seconds three or four times a period with no physical injury. This behavior is more likely to occur if she has had a reprimand the previous period. It is less likely when she is with students she knows. The behavior results in the students complaining to the teacher who then takes Jane out of the classroom. As a result, Jane avoids interacting with peers in unstructured situations.



Another Summary Statement

Mann & Muscott (2005)

- Angel refuses to come in from recess when the bell rings approximately 2 times a week. The behavior is mild in intensity and usually lasts between 5 and 15 minutes. When this happens adults try to negotiate with her and sometimes run after her to get her to come in. This behavior is more likely to happen if she has had trouble with peers while outside. It's less likely to occur when she has had positive attention from adults during recess. This behavior results in her accessing adult attention to discuss what happened during recess.

Simple Function-based Behavior Plan

Item	Quick Description
What is the problem behavior and problem behavior context. Include function.	
What is the positive desired behavior?	
Using function-based perspective determine: What is the intervention (what will adults do)? What will adults teach to student? When will the intervention occur and how frequently? How long will we use this intervention (until when)?	
What will adults do if positive desired behavior occurs?	
What will adults do if problem behavior occurs?	
What are the success indicators? How and when will we gather the data?	
When will we review the data?	

Simple Function-based Behavior Plan

Item	Quick Description
<p>What is the problem behavior and problem behavior context. Include function.</p>	<p>Jon makes loud, irrelevant to content, comments that disrupt learning during whole class instruction during language arts or social studies. Behavior occurs 3 times or more during any whole class instruction that lasts 10 or more minutes Jon receives my attention as a result of his comments</p>
<p>What is the positive desired behavior?</p>	<p>Jon will raise his hand and , when called upon, use a quiet voice when he wants to make a relevant comment or ask a relevant question.</p>
<p>Using function-based perspective determine: What is the intervention (what will adults do)? What will adults teach to student? When will the intervention occur and how frequently? How long will we use this intervention (until when)?</p>	<ul style="list-style-type: none"> •3 behaviors will be taught directly to Jon and practiced: 1. quiet voice 2) on-track comments 3) hand raise. •I (teacher) will check in with Jon prior to problem context (before whole class instruction begins) to pre-correct for positive behavior (quiet voice, on-track comments, hand raise) and to remind him that I'll check back after the instruction to check understanding and to give him feedback for positive behavior. •I will provide this intervention in advance of whole class instruction (in LA or SS) that will last more than 10 minutes (typically 4 times per day). •I will provide this intervention for 2 weeks and, review progress and adjust plan based on the data.

Simple Function-based Behavior Plan

Item	Quick Description
What will adults do if positive desired behavior occurs?	I (teacher) will provide specific verbal praise each time.
What will adults do if problem behavior occurs?	I (teacher) will ignore him and use specific verbal praise to acknowledge another student for doing what I want Jon to do.
What are the success indicators? How and when will we gather the data?	<p>Jon will reduce the problem behavior to 1 or zero times for each problem behavior context in the 1st 2 weeks.</p> <p>After each whole group instruction (LA, SS), I will provide 2 stamps on Jon's card for 0 or 1 loud comment; 1 stamp for 2 comments and 0 stamps for 3 or more. Data will be summarized each day, per week and then for the full 2 weeks.</p>
When will we review the data?	We will review the data on April 4, 2011

PBIS-NH
School-Based
Tertiary Practices
Muscott, Mann
& Berk (2007)

5. Intermediate &
Comprehensive
Behavior Plans

Building Relationships



Sample Best Practices In RtI Problem-Solving: Educators, Families, Community Resources

- Classroom teachers and families work together to intervene when concerns first become apparent.
- Teachers and families jointly refer to problem-solving process when needed.
- Student strengths are shared.
- Families are given copies of referral, intervention plans, progress-monitoring data.
- Student is involved when possible.





Intermediate FBA using FACTS

March, et al. (2003) & Crone & Horner, 2003

- When the team can not easily come to consensus about the function underlying the behavior, move from “Quick” to “Intermediate FBA.”
- Complete the FACTS forms
- Develop the behavior pathway and summary statements including the hypothesis regarding function
- Develop a function-based behavior support plan
- Monitor progress



The Functional Assessment Checklist for Teachers (FACTS)

- Complete the FACTS assessment
- 2-page interview (parts A and B)
- Student profile
- Problem behavior
- Identifying routines
- Predictors, Consequences
- Summary of Behavior including hypothesis about function

p. 93-98



Functional Assessment Checklist for Teachers “FACTS”

STEP 1: Student/ Grade: Clarence/5th grade Date: January

11

Interviewer: Sugai
Thomas

Respondent(s):

STEP 2: Student Profile: Please identify at least three strengths or contributions the student brings to school.

C. has leadership potential. Peers listened to him, and he can be very convincing and sincere. He's academically competent and seems to be moving smoothly and successfully through the school curriculum.

STEP 3: Problem Behavior(s): Identify problem behaviors

 Tardy X Fight/physical Aggression Disruptive Theft Unresponsive X
Inappropriate Language X Insubordination Vandalism Withdrawn X Verbal
Harassment Work not done Other X Verbally
Inappropriate Self-injury

Describe problem behavior: C. may have one of the shortest fuses I've seen. One little tease by a peer, and he quickly and predictably escalates through a behavioral sequence that begins with passive in subordination (non response), moves to a mild protest, shifts to harassment and name calling, increases to property damage and even to physical aggression. Its interesting that he seems to "enjoy" the reactions he gets from peers that he aggresses toward, and from peers who look up to him for his aggressiveness.



Skill Check: Behavior Pathway and Summary Statement

- Who: Team
- What: Identify a student with intensive needs that exhibits escalating behavior. Complete a behavior pathway and summary statement for the student including function. Write the summary statement on chart paper.
- Timeframe: 30 minutes
- Report Out: Graze and review posters.



LUNCH

PBIS-NH
School-Based
Tertiary Practices
Muscott, Mann
& Berk (2007)

5. Intermediate &
Comprehensive
Behavior Plans

Building Relationships

Intensive Tier - A FEW Families/Staff

1-5% (includes all Universal, Targeted)

___ Individualize family-school-community partnering plans when needed.

(Examples: home visits, daily communication)

___ Provide school, family, and community wraparound when needed.

___ Provide conflict resolution support and process when needed.



Sample Questions For Educators, Families, and Community Resources To Ask About the RtI Problem Solving Process

- Do we have all the information we need to prescribe an intervention, including that from the family?
- Are the family, any appropriate community resources “on the team” and “at the table”? Do they have RtI information? Are they getting copies of plans and data?
- Do we have a consistent progress monitoring tool?
- How will home and school learning be coordinated?
- How will we know if the intervention is being implemented as intended?
- How will we make a decision of whether to continue intervention, move to another tier, or consider possible referral?



5 Critical and Common Omissions in School Behavior Plans

1. The plan is not Function-Based
 - a. Plan is not calculated to provide socially acceptable ways for student to efficiently achieve the function
 - b. Response to problem behavior does not account for 'function' (problem behavior is not made less effective in achieving function)
2. The teaching of socially acceptable replacement behavior or new routines is not part of the plan
3. The plan for how/when to assess whether the plan is successful is unclear or missing
4. The recognition strategies are not meaningful to the student
5. There is no consideration of student strengths and family engagement is de-emphasized



Consider Response Class

Sugai (2005)

Set of topographically different behaviors with similar or related **purpose or function**

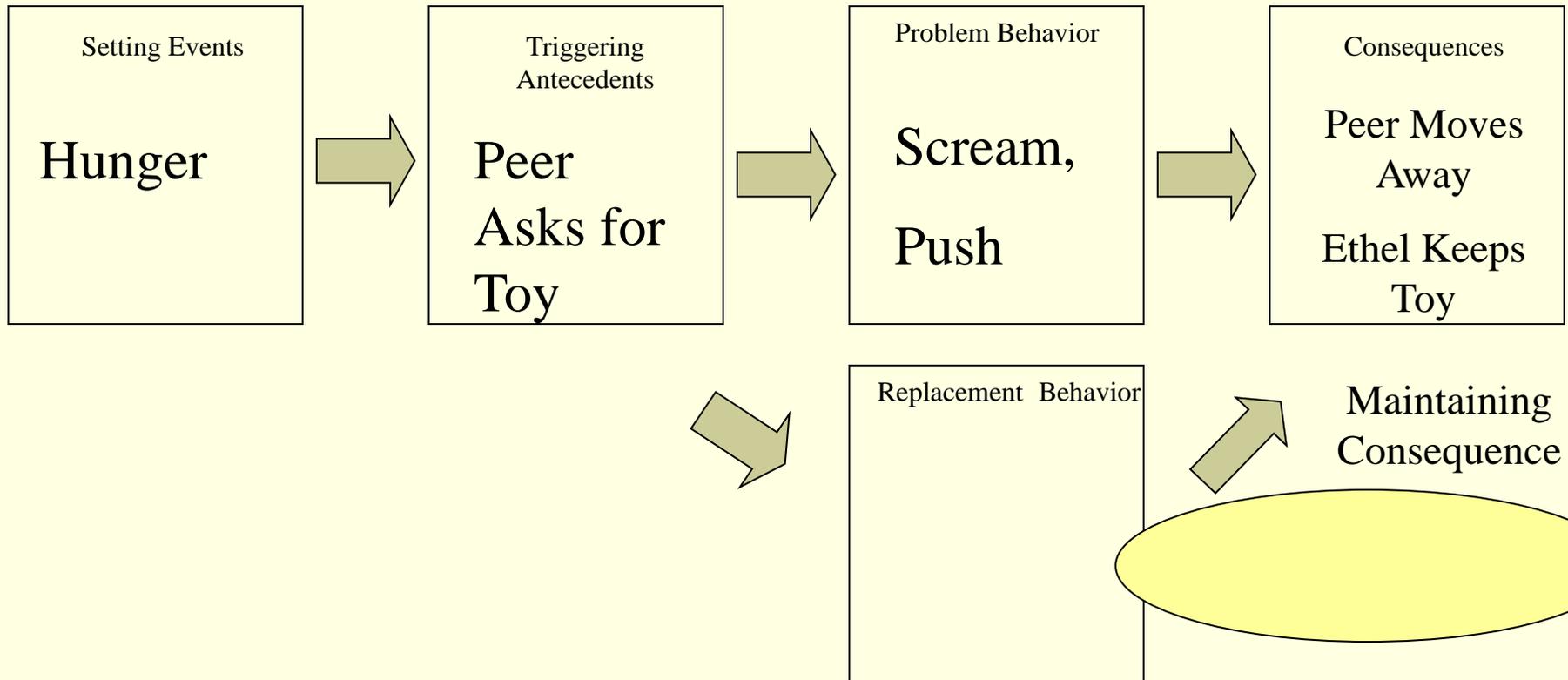
- *Hit, spit, runaway, yell...*
 - **Escape difficult task request**
- *Cry, hit, whine, raise hand, spit.....*
 - **Obtain adult attention**



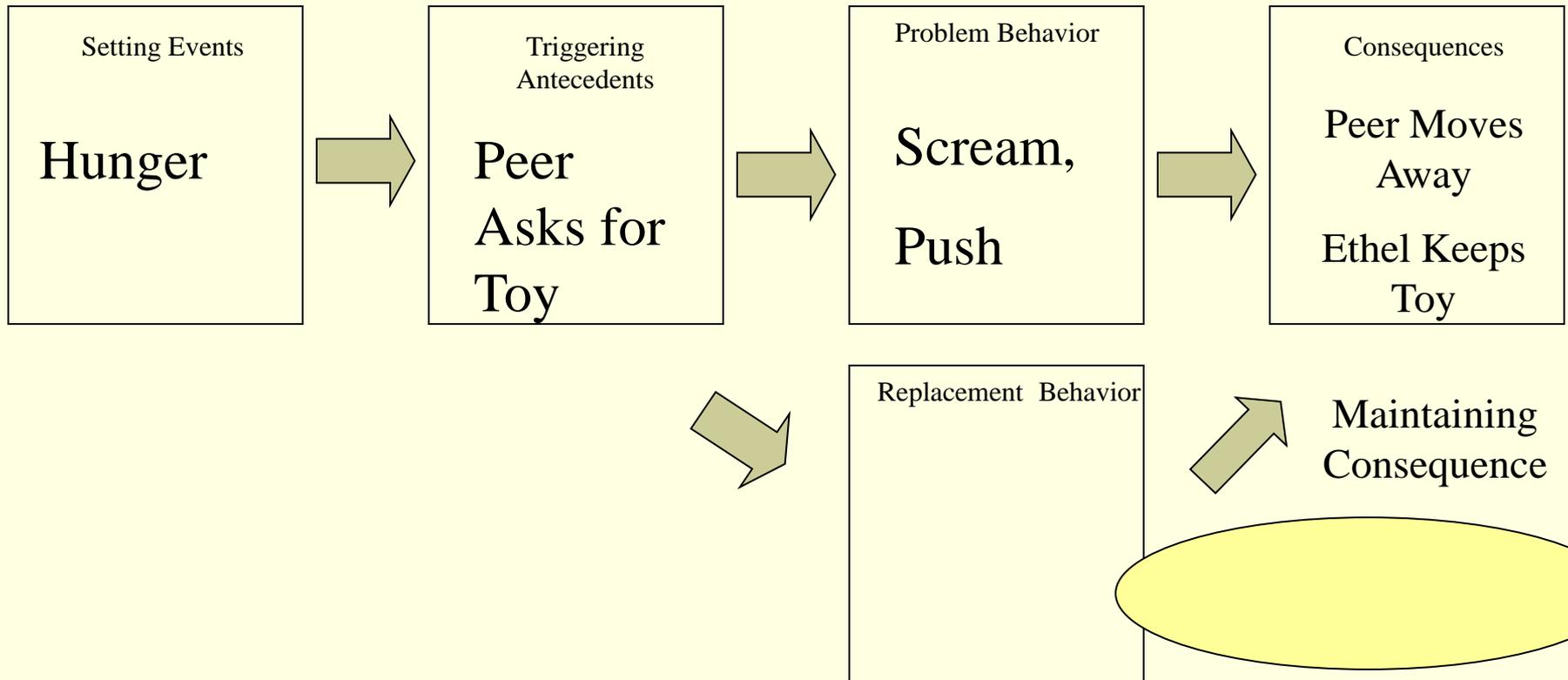
Steps for Function-Based Supports Process

1. Identify person responsible for coordinating the process.
2. Collect Information
3. Conduct a Functional Assessment
4. **Develop a Competing Behavior Pathway**
5. Assign to Function-Based Group Interventions and Monitor Progress OR
6. Develop Behavior Support Plan
7. Develop a Plan to Monitor Progress
8. Develop a Plan to Implement
9. Implement and Monitor Progress

Competing Behavior Pathway for Ethel



Competing Behavior Pathway for Ethel



Identify the “Desired Behavior”

- The **desired behavior** is the behavior you want the student to perform given the stimulus condition.
- Examples:
 - Given seat work task --> work quietly
 - Given teacher request --> immediate compliance
 - Given taunt from peer --> turn and walk away



Replacement Behavior

A replacement behavior is a socially acceptable behavior, taught to the student, that achieves the same function (result) as the problem behavior

An appropriate Replacement Behavior:

- Serves the **same function** as the problem behavior
- Is **as, or more effective / efficient** than the problem behavior
- Is **socially acceptable**
- Can be learned to criterion in **10 school days**



Identify a Replacement Behavior

- The **replacement behavior** is a socially acceptable alternative behavior you want the student to perform given the stimulus condition.
- The replacement behavior **MUST** meet the same need or function as the problem behavior.
- Examples:
 - Given a need to communicate --> Raise hand
 - Given request to do work --> Ask for break



Replacing an Effective Behavior

- Biggest problem in competing pathways -- trying to replace a highly reliable problem behavior with a less effective positive replacement behavior



Practice: Reframe the Problem and Develop a Replacement Behavior

- When Alice is in social studies class and has not received any individual teacher attention for over 10 minutes, she crumples her assignment and starts spitting paper wads at her classmates *in order to get the teacher's attention.*
- **Frame problem to solve....**



Practice: Reframe the Problem and Develop a Replacement Behavior

- As Robert is walking kids look at him. He looks at them and says: “Who ya lookin’ at?!” “Ya want some of this?!” “Ya talkin’ to me?!” Kids laugh, shake their heads & call him “weirdo.” *Robert’s behavior is maintained by peer attention.*
- **Frame problem to solve....**



Skill Check: Suggest Replacement Behaviors

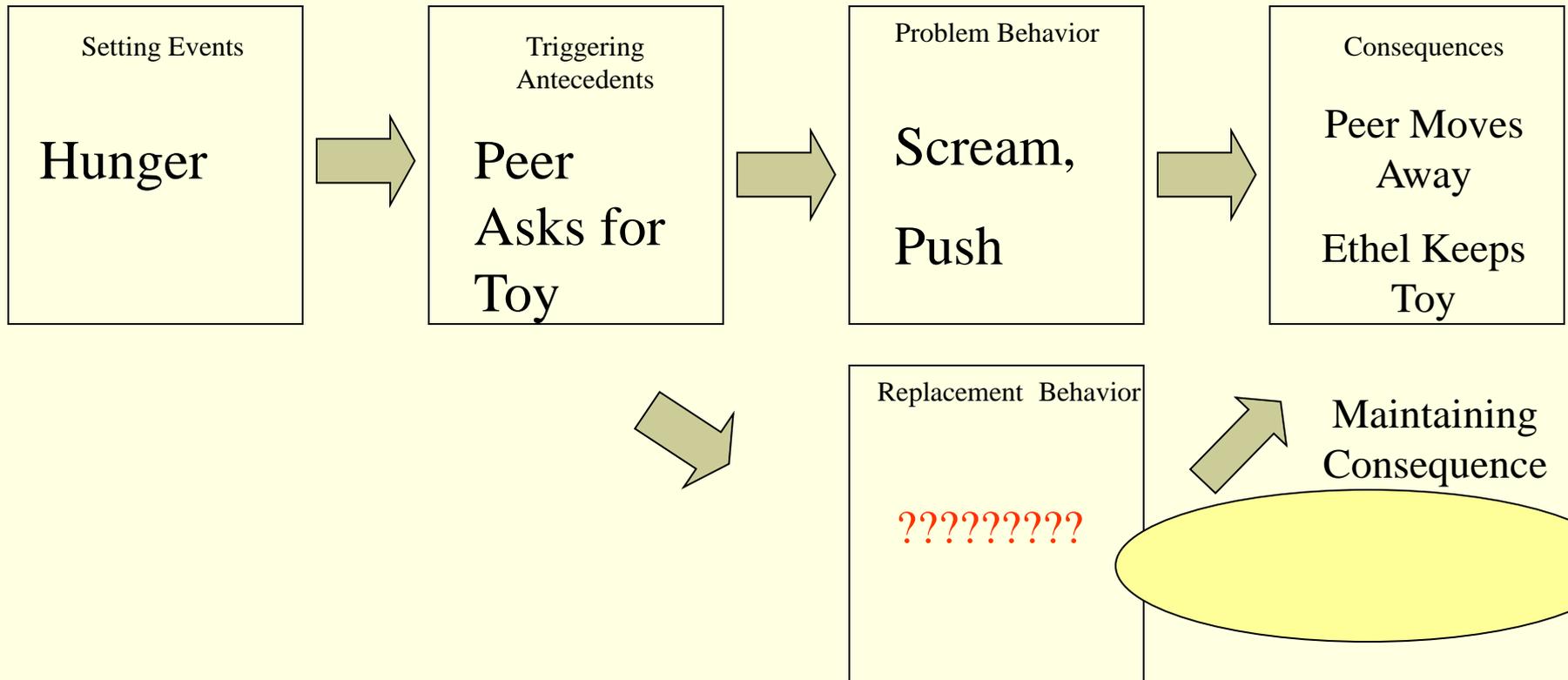
- **Swearing and stomping** out of the room maintained by **avoidance of hard tasks**
- **Kick, hit** maintained by **keeping the playground swing longer**
- **Crying and whining** maintained by **avoiding being asked to do chores.**
- **Dressing in a rude or obscene manner** maintained by **peer attention**



Identify a Replacement Behavior

- What would be a socially acceptable behavior that would achieve the function?
- In other words, how could Ethel get to keep the toy by engaging in a more socially acceptable way?

Competing Behavior Pathway for Ethel





Skill Check: Replacement Behaviors

- Who: Team
- What: Identify replacement behaviors for your student
- Timeframe: 15 minutes
- Report Out: Volunteers



Function-Based Support Plans

1. Identify Intervention Strategies
 1. Prior to Problem Behavior to make it Irrelevant
 1. Setting Event Strategies
 2. Antecedent Strategies
 2. Teaching Strategies to make PB Inefficient
 1. Teach Replacement Behaviors
 2. Positive Consequences for using Replacement Behavior
 3. After Problem Behavior to make PB Ineffective
 1. Reteaching
 2. Negative Consequences

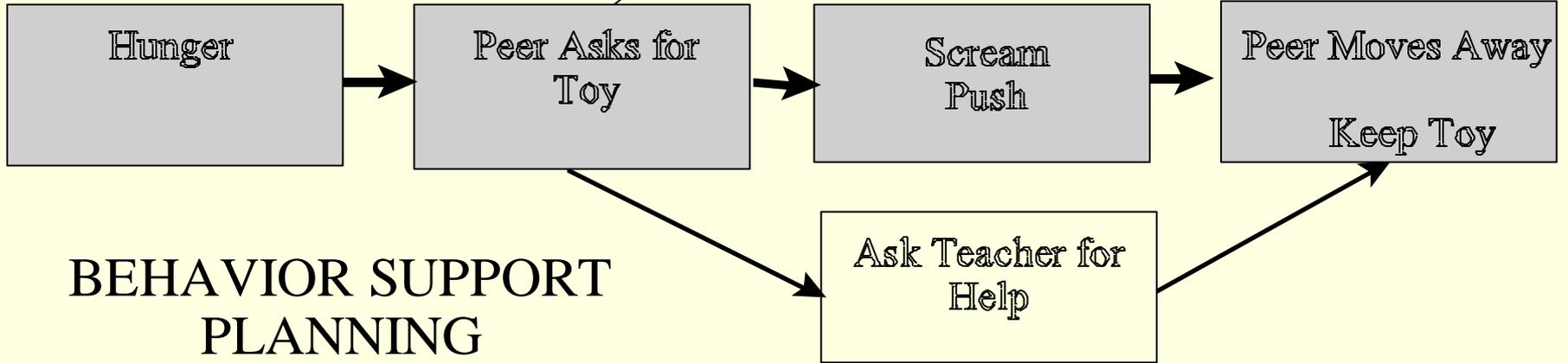


Student Strengths / Interests

- BSPs are often deficit-based
- Utilize strengths & interests as much as possible
- Consider strengths-based programming as a problem behavior prevention strategy
- Engage family to help identify strengths & interests

COMPETING PATHWAYS

Remember Ethel?



BEHAVIOR SUPPORT PLANNING

Setting Events Manipulations

Make Problem Behavior Irrelevant

Antecedent Manipulations

Make Problem Behavior Irrelevant

Behavior Teaching

Make Problem Behavior Inefficient

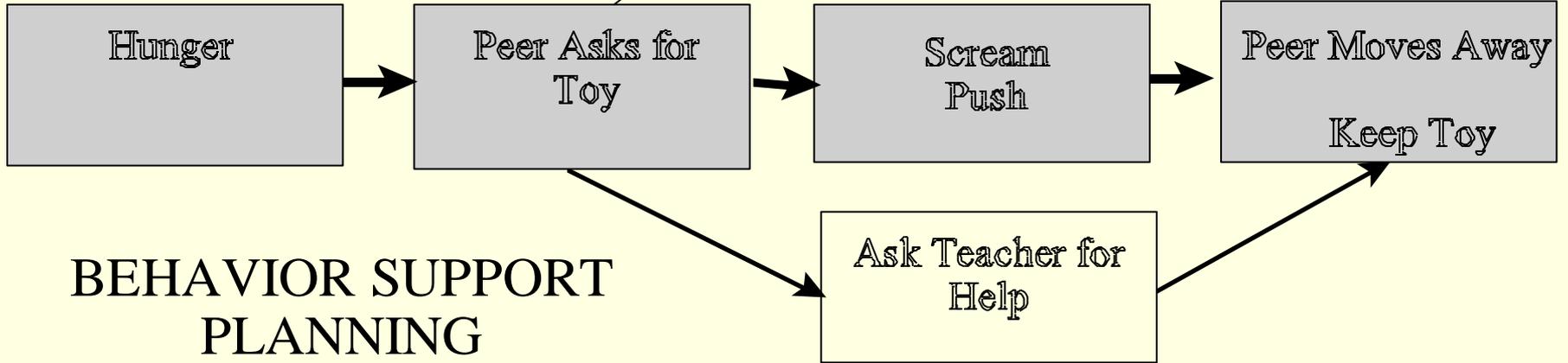
Consequence Modifications

Make Problem Behavior Ineffective

Make Desired/Alt behaviors more Rewarding

COMPETING PATHWAYS

Ethel



BEHAVIOR SUPPORT PLANNING

Setting Events Manipulations

Make Problem Behavior Irrelevant

* Food

Antecedent Manipulations

Make Problem Behavior Irrelevant

*Provide many toys
*Precorrect asking

Behavior Teaching

Make Problem Behavior Inefficient

* Teach Sharing Routine
*Teach Asking Teacher for Help

Consequence Modifications

Make Problem Behavior Ineffective

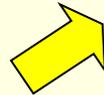
*Scream, push does NOT result in keeping toy
*Extra reward for Sharing or Asking



Middle / High School Planning Example

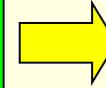
In history class, when asked to take notes, Paul makes inappropriate and distracting comments (“I hate doing stupid notes. What’s the point?”) about 60% of the time. When he does this he is sent to the hallway and the activity is avoided. This is more likely to happen if note-taking occurs in the last 25 minutes of class. He is less likely to engage in problem behavior when notes are taken in the first 15 minutes of class. The behavior is also more likely when note-taking lasts longer than ten minutes.

Competing Pathway for Paul



Desired
Behavior

Takes
Notes

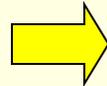


Consequence

More
Time
Taking
Notes

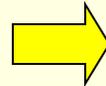
Setting Events

None
Known



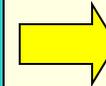
Triggering
Antecedents

Asked to
Take
Notes



Problem
Behavior

Distracting /
Disruptive
Comments

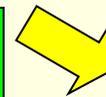


Consequences

Sent to
Office



Possible Replacement Behaviors
Supplied “fill-in” notes
Copies notes
‘Break’ during notes time
Do 10 minutes only



Maintaining Consequences

Avoids Taking
Notes

Setting Event
Manipulations

Antecedent
Manipulations

Behavior
Manipulations
TEACHING

Consequence
Manipulations

When possible
Note-taking will
occur in 1st ten
minutes of
class

Paul has
preview of
class so aware
of notes time

Pre-correct
(discuss
expectation of
what will do at
notes time)

Teach note-
taking

Teach fill-in
notes

Teach
appropriate
break /

Teach '10
minutes
notes'

Meaningful
Acknowledge-
ment for
successful
notes or
successful
replacement
behavior

Must copy ALL
notes from
paper if
removed from
class



Assessing Progress: How Will We Know If The Plan Was Successful

1. How will the Team know if plan is successful?
 - What reduction in problem behavior (or increase in prosocial behavior) frequency, duration, intensity over what period of time will demonstrate success?
2. How will the data be gathered?
3. How will the data be summarized and displayed?
4. What is your schedule for monitoring progress?
 - When will the Team check the progress of the plan (check the data)?
 - Consider self-monitoring



Monitoring Progress

1. Specify short-term goal (replacement behavior) and expected date.
2. Specify data to be collected and by whom and by when.
3. Specify how data will be summarized and by whom and by when.
4. Specify plan review date (2 weeks).
5. Specify strategy for monitoring implementation and by whom and by



Monitoring Progress

1. **Frequency Counts:** Count number of instances of problem behavior or replacement behaviors within a specified interval.
2. **Rating Scales:** Team made scales with target behaviors and ratings.
3. **Direct Observations:** Narrative description to gather details about student behavior and context.

POINT SHEET

 = 2 points

 = 1 point

 = 0 points

Points received _____

Points possible _____

Daily goal reached? YES

GOALS	Morning	Reading	No	Afternoon
Keep my hands, feet, body, and objects to myself.	  	  	  	  
Say nice things or no things to other people.	  	  	  	  
Follow adult directions the first time.	  	  	  	  

Subject	Attempts to complete work			Asked for help	Took a break
Reading	2	1	0		
Math	2	1	0		
Language Arts	2	1	0		
Science	2	1	0		
Social Studies	2	1	0		

Key:

2 = attempted to complete all tasks during class period

1 = Attempted to complete some tasks during the class period

0 = Made no attempt at completing tasks during the class period

For the asked for help and took a break boxes, place a tally mark for each occurrence during the class period.

Goal: Sally will earn at least _____ points during the day. When Sally is successful she will earn _____

If Sally is successful for 3 out of 5 days she will earn: _____



Implementing the BSP

1. Specify the tasks.
2. Determine who will be responsible for each.
3. Determine Start Date.
4. Determine Review Date.
5. Determine how to assess fidelity of implementation.
6. At each review, determine whether to continue to monitor, modify or discontinue.



Implementing Ethel's BSP

1. Task: Teach Ethel to ask for help to keep toy in 3 10 minute “lessons.”
2. Who: Guidance Counselor
3. Start Date: November 1
4. Review Date: November 15
5. Fidelity of implementation: GC notes whether teaching has occurred
6. Determine whether to continue to monitor, modify or discontinue at November 15 meeting



Horne St School, Dover, NH

“Timmy”

- 2nd Grader
- Screaming, Biting, Kicking, Throwing Objects, Running, Self-Injurious mostly in the classroom during transition times
 - Tried to bite teacher
 - Scaring peers with screaming
 - 12 ‘Major’ referrals for physical aggression/fighting in September and October
 - Sent home 4 times Sept and Oct
 - 2 to 4 hours ‘recovery’ time
 - Escalating behaviors until held by adult
- Hypothesis of Function: Gain Adult Attention



Timmy's Plan

- Check-in throughout day
 - Involved 3 adults with check-in:
 - Behavior Specialist / Assistant / Classroom Teacher
 - Taught routine for check-in:
 - Asked “How are you feeling now?”
 - Taught response: “Good”; “Nervous”; “Sad”
 - **“Nervous” or “Sad” response indicates need for break**
 - **Break to Behavior Specialist office: rocking chair; rest on couch; walk with Mr. C.**
 - Taught routine for asking for break
 - Weekly peer group: relaxation, yoga, breathing, role play social situations



Teacher / Peer Involvement

- Classroom teacher one of 3 adults used for check-in (time alone with teacher – form bond)
- Teacher taught to look for ‘early signs’
- Behavior Specialist met with class: discussed peers being scared about Timmy’s behavior
 - Taught to let Teacher or Behavior Specialist know if worried about Timmy’s behavior

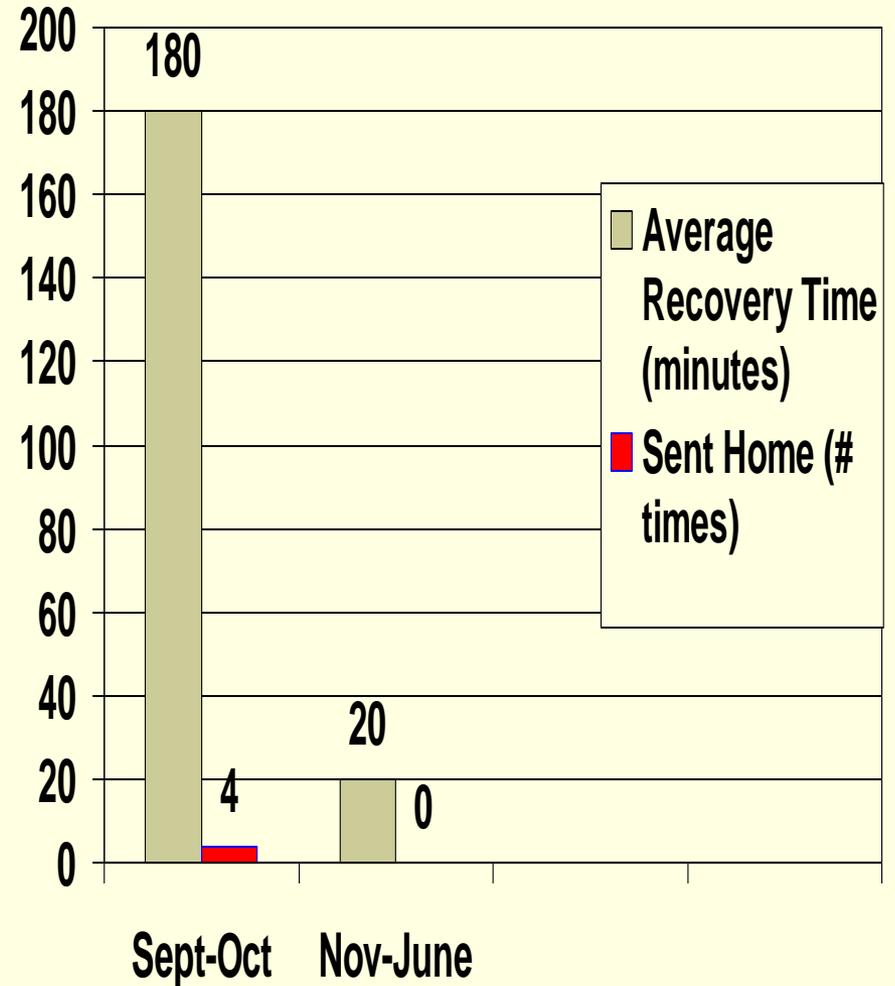
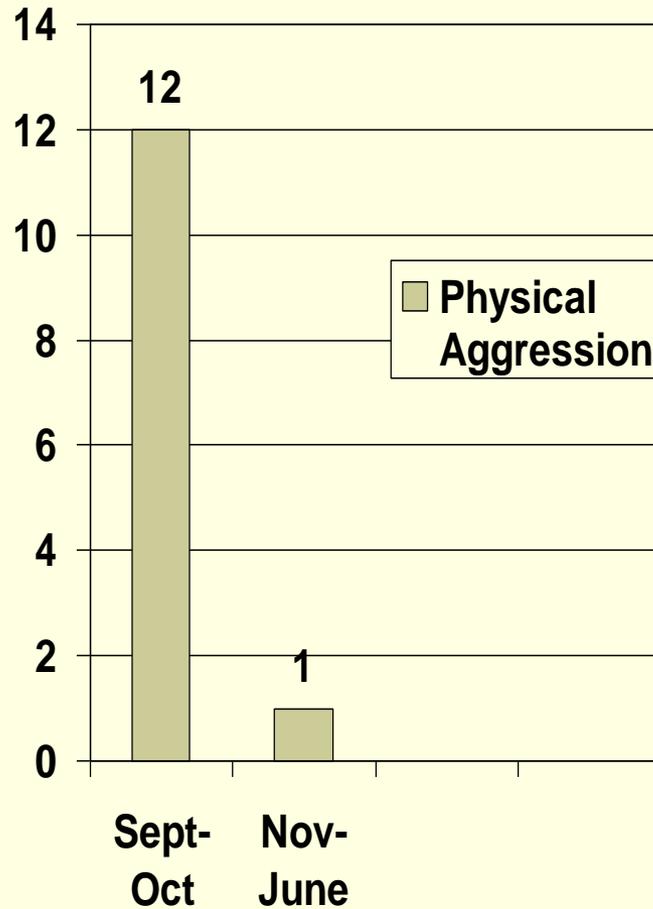


DATA – Plan instituted mid-October, 2004

- Pre-November, 2004 = 12 Major referrals with minimum 3 hour recovery time per episode; sent home 4 times
- Post-November, 2004 – June, 2005: 1 Major referral with 20 minute recovery
- Class award for good behavior; “Skippy badges”; Peer testimonials: “Timmy doesn’t do that stuff anymore”



Displaying the Data





Questions to Help Keep Team On-Track and Unstuck

- Do we have the information we need to make well-informed decisions?
- Why might the problem behavior be continuing (why would someone choose to continue this behavior)?
- How could the student get what he needs (function) without engaging in problem behavior to do so?
- What (socially acceptable or desired) behavior could we name and teach that could get the child what they need?
- Are we using the full teaching process in our plan (instruct, practice, recognition, assess & monitor)?
- Is the punishment that is used reinforcing the problem behavior?
- What do we need to know that will tell us if the plan is working (how know if plan is successful)?



The FBA and BSP Implementation Checklist Muscott & Mann (2006)

- A 11 step process checklist to guide and assess fidelity of implementation of PBIS-NH function-based support planning
- Mirrors Quick, Intermediate, and Comprehensive FBA process
- Items are assessed as *Yes* or *No*
- An Action Plan is created to address items rated *No*



Prevent-Teach-Reinforce
The School-based Model of
Individualized Positive
Behavior Support

Dunlap, Iovannone, Kincaid, Wilson,
Christiansen, Strain, & English (2010)





Prevent, Teach, Reinforce Goal Setting

■ Purpose

- Identify behaviors of greatest concern to the team and possible replacement behaviors (teach)
- Prioritize and operationalize behaviors
- Develop teacher friendly baseline data collection system

■ Targeted Areas

- Problem behaviors
- Social skills
- Academic behaviors





Goal Setting

	Behavior	Social	Academic
Broad Goal	Broad outcomes desired <i>(what is the overall goal to be achieved in each category)?</i>		
Short-Term Goal: Behavior to Decrease	Inappropriate behaviors preventing student from achieving long-term goals <i>(current problem behaviors/deficits)</i>		
Short-Term Goal: Behavior to Increase	Skills to be taught to replace inappropriate behaviors <i>(skills to replace problem behaviors that will achieve broad goal)</i>		



Developing Short Term Goals

Short-Term Goals for Jeff

	Behavioral	Social	Academic
Broad Goals	Jeff will behave appropriately for his age by being prepared and attentive in class.	Jeff will maintain appropriate peer interactions in the classroom.	Jeff will increase his independent work completion.
Decrease	Jeff will reduce his disruptive behaviors (i.e. tapping his pencil, talking out, tapping the person next to him, out of seat, and sharpening his pencil).	Jeff will decrease behaviors that are disruptive to his peers (i.e. getting attention, lying, tapping them).	Jeff will decrease his off task behaviors and negative comments surrounding himself and his work.
Increase	Jeff will listen to teacher directions and respond appropriately when giving a response (i.e. staying on topic).	Jeff will interact with peers at an appropriate time (non-instructional work).	Jeff will increase his on task behavior to complete his work independently (initiating and continuing to work).



Data Collection System

Behavior Rating Scale – BRS

(cf., Kohler & Strain, 1992)

- Direct Behavior Rating (DBR)—Hybrid assessment combining features of systematic direct observations and rating scales
- Efficient and feasible for teacher use
- Provides data for decisions
- Prioritized and defined behaviors measured
- Requires minimum of 1 appropriate and 1 inappropriate behavior



Behavior Rating Scale (BRS)

- Behavior recorded at least once each day
 - Specific time period/routine
 - Whole day
 - Combination of both
- Anchors –scale of 1-5
- Measure options
 - Frequency (times per day)
 - Duration (hours, minutes, seconds)
 - Intensity (how hard, how loud, bruise, etc.)
 - Latency (time between x and y)



Behavior Rating Scale (BRS)

- Frequency
 - Actual occurrences (5 times)
 - Range (3-5 times)
 - Percentages of time (0-20%)
- Duration
 - Actual time (30 minutes)
 - Range (20-30 minutes)
 - Percentages of time (20% of circle time)
- Intensity (soft, medium, hard)
- Latency
 - Range (2-3 minutes)



Steps in Setting Up the Anchors Within the Behavior Rating Scale

- To obtain appropriate metric:
 - What is most important? How often the behavior occurs, how long it lasts, or how intense?
- To set anchors:
 - What is the occurrence of the behavior on a typical day?
 - If problem behavior, set response at “4”
 - If appropriate behavior, set response at “2”
 - What is a reasonable goal?
 - Problem behavior—set at “1”
 - Appropriate behavior—set at “5”



Behavior Rating Scale

 Student: JJeff

Behavior		Date																			
Disruption	Rarely	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Seldom	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	Frequently	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Task Engagement	Frequently	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	Occasionally	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Independent Work Completion	75 %	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	40%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

KEY:

Disruption (tapping pencil, talk outs, tapping person next to him, out of seat, sharpening his pencil):

1= frequently (20 or more times in a day), 2= 15-19 times in a day, 3= seldom (10-14 times in a day), 4= 5-9 times in a day, 5= rarely (less than 5 times in a day)

Task Engagement (whole group active involvement, hands quiet, listening to the teacher):

1= rarely (less than 25% of the day); 2= 25%- 45% of the day, 3= occasionally (45%- 65% of the day); 4= 65%- 85% of the day, 5= frequently (85% or more of the day)

Independent Work Completion (completed assigned activity within timeline):

1= 0% completed; 2= 20% completed; 3= 40% completed; 4= 60% completed; 5= 75% completed



Skill Check: Anchored Scaling

- Who: Team
- What: Identify the metric you think could be used for your student's problem behavior? Why did you choose it?
- Timeframe: 15 minutes
- Report Out: Volunteers



Assessment

- Checklist format:
 - Antecedents or Triggers (**P**revent)
 - Function(s) of the problem behaviors (**T**each)
 - Consequences following the problem behaviors (**R**einforce)
- Assists team to link function of behavior to intervention plan

PTR ASSESSMENT: Prevent Component

+

1a. Are there *times of the school day* when problem behavior is *most likely* to occur? If yes, what are they?

<input type="checkbox"/> Morning	<input type="checkbox"/> Before meals	<input type="checkbox"/> During meals	<input type="checkbox"/> After meals	<input type="checkbox"/> Arrival
<input type="checkbox"/> Afternoon				<input type="checkbox"/> Dismissal

Other: _____

1b. Are there *times of the school day* when problem behavior is *least likely* to occur? If yes, what are they?

<input type="checkbox"/> Morning	<input type="checkbox"/> Before meals	<input type="checkbox"/> During meals	<input type="checkbox"/> After meals	<input type="checkbox"/> Arrival
<input type="checkbox"/> Afternoon				<input type="checkbox"/> Dismissal

Other: _____

2a. Are there *specific activities* when problem behavior is *very likely* to occur? If yes, what are they?

<input type="checkbox"/> Reading/LA <input type="checkbox"/> Independent work <input type="checkbox"/> One-on-one <input type="checkbox"/> Free time <input type="checkbox"/> Worksheets, seatwork	<input type="checkbox"/> Writing <input type="checkbox"/> Small group work <input type="checkbox"/> Computer <input type="checkbox"/> Peer/cooperative work	<input type="checkbox"/> Math <input type="checkbox"/> Large group work <input type="checkbox"/> Recess <input type="checkbox"/> Centers <input type="checkbox"/> Specials (specify) _____	<input type="checkbox"/> Science <input type="checkbox"/> Riding the bus <input type="checkbox"/> Lunch <input type="checkbox"/> Discussions/Q&A <input type="checkbox"/> Transitions (specify) _____
---	---	---	--

Other: _____

2b. Are there *specific activities* that cooperative and prosocial behavior is *very likely* to occur? What are they?

<input type="checkbox"/> Reading/LA <input type="checkbox"/> Independent work <input type="checkbox"/> One-on-one <input type="checkbox"/> Free time <input type="checkbox"/> Worksheets, seatwork	<input type="checkbox"/> Writing <input type="checkbox"/> Small group work <input type="checkbox"/> Computer <input type="checkbox"/> Peer/cooperative work	<input type="checkbox"/> Math <input type="checkbox"/> Large group work <input type="checkbox"/> Recess <input type="checkbox"/> Centers <input type="checkbox"/> Specials (specify) _____	<input type="checkbox"/> Science <input type="checkbox"/> Riding the bus <input type="checkbox"/> Lunch <input type="checkbox"/> Discussions/Q&A <input type="checkbox"/> Transitions (specify) _____
---	---	---	--

Other: _____

3a. Are there *specific classmates or adults* whose proximity is associated with a high likelihood of problem behavior? If so, who are they?

<input type="checkbox"/> Peers	Specify: _____	<input type="checkbox"/> Bus driver
<input type="checkbox"/> Teacher(s)	Specify: _____	<input type="checkbox"/> Parent
<input type="checkbox"/> Para-professional(s)	Specify: _____	<input type="checkbox"/> Other family member
<input type="checkbox"/> Other school staff	Specify: _____	(Specify) _____

Other: _____



3b. Are there *specific classmates or adults* whose proximity is associated with a high likelihood of cooperative and prosocial behavior? If so, who are they?

<input type="checkbox"/> Peers	Specify: _____	<input type="checkbox"/> Bus driver
<input type="checkbox"/> Teacher(s)	Specify: _____	<input type="checkbox"/> Parent
<input type="checkbox"/> Paraprofessional(s)	Specify: _____	<input type="checkbox"/> Other family member (Specify)
<input type="checkbox"/> Other school staff	Specify: _____	_____

Other: _____

4. Are there *specific circumstances* that are associated with a high likelihood of problem behavior?

<input type="checkbox"/> Request to start task	<input type="checkbox"/> Task too difficult	<input type="checkbox"/> Transition	<input type="checkbox"/> Student is alone
<input type="checkbox"/> Being told work is wrong	<input type="checkbox"/> Task too long	<input type="checkbox"/> End of preferred activity	<input type="checkbox"/> Unstructured time
<input type="checkbox"/> Reprimand or correction	<input type="checkbox"/> Task is boring	<input type="checkbox"/> Removal of preferred item	<input type="checkbox"/> 'Down' time (no task specified)
<input type="checkbox"/> Told "no"	<input type="checkbox"/> Task is repetitive (same task daily)	<input type="checkbox"/> Start of non-preferred activity	<input type="checkbox"/> Teacher is attending to other students
<input type="checkbox"/> Seated near specific peer	<input type="checkbox"/> Novel task		
<input type="checkbox"/> Peer teasing or comments			
<input type="checkbox"/> Change in schedule			

Other: _____

5. Are there conditions in the *physical environment* that are associated with a high likelihood of problem behavior? For example, too warm or too cold, too crowded, too much noise, too chaotic, weather conditions

Yes (specify) _____

No

6. Are there circumstances *unrelated to the school setting* that occur on some days and not other days that may make problem behavior more likely?

<input type="checkbox"/> Illness	<input type="checkbox"/> No medication	<input type="checkbox"/> Drug/alcohol abuse	<input type="checkbox"/> Home conflict
<input type="checkbox"/> Allergies	<input type="checkbox"/> Change in medication	<input type="checkbox"/> Bus conflict	<input type="checkbox"/> Sleep deprivation
<input type="checkbox"/> Physical condition	<input type="checkbox"/> Hunger	<input type="checkbox"/> Fatigue	<input type="checkbox"/> Stayed with non-custodial parent
<input type="checkbox"/> Hormones or menstrual cycle	<input type="checkbox"/> Parties or social event	<input type="checkbox"/> Change in routine	
	<input type="checkbox"/> Change in diet	<input type="checkbox"/> Parent not home	

Other: _____

PTR ASSESSMENTS: Teach Component

1. Does the *problem behavior* seem to be exhibited in order to *gain attention from peers*?

Yes *List the specific peers:* _____

No

2. Does the *problem behavior* seem to be exhibited in order to *gain attention from adults*? If so, are there particular adults whose attention is solicited?

Yes *List the specific adults:* _____

No

3. Does the *problem behavior* seem to be exhibited in order to *obtain objects* (toys or games, materials, food) from peers or adults?

Yes *List the specific objects:* _____

No

4. Does the *problem behavior* seem to be exhibited in order to *delay a transition* from a preferred activity to a non-preferred activity?

Yes *List the specific transitions:* _____

No

5. Does the *problem behavior* seem to be exhibited in order to *terminate or delay* a non-preferred (difficult, boring, repetitive) task or activity?

Yes *List the specific non-preferred tasks or activities:* _____

No

6. Does the *problem behavior* seem to be exhibited in order to *get away from* a ~~non-preferred~~ classmate or adult?

Yes *List the specific peers or adults:* _____

No

7. What *social skills(s)* could the student learn in order to reduce the likelihood of the *problem behavior* occurring in the future?

Peer interaction

Play skills

Getting attention appropriately

Joint or shared attention

Sharing objects

Sharing attention

Conversation skills

Making pro-social statements

Taking turns

Losing gracefully

Waiting for reinforcement

Accepting differences

Others: _____



8. What *problem-solving skill(s)* could the student learn in order to reduce the likelihood of the problem behavior occurring in the future?

- | | | |
|--|--|--|
| <input type="checkbox"/> Recognizing need for help
<input type="checkbox"/> Asking for help
<input type="checkbox"/> Using visual supports to work independently
<input type="checkbox"/> Ignoring peers
<input type="checkbox"/> Graphic organizers | <input type="checkbox"/> Note-taking strategies
<input type="checkbox"/> Assignment management
<input type="checkbox"/> Working with a peer
<input type="checkbox"/> Move ahead to easier items then go back to difficult items | <input type="checkbox"/> Staying engaged
<input type="checkbox"/> Working independently
<input type="checkbox"/> Making an outline
<input type="checkbox"/> Self-management
<input type="checkbox"/> Making choices from several appropriate options |
|--|--|--|

Others: _____

9. What *communication skill(s)* could the student learn in order to reduce the likelihood of the problem behavior occurring in the future?

- | | | |
|---|---|--|
| <input type="checkbox"/> Asking for a break
<input type="checkbox"/> Expressing emotions (frustration, anger, hurt)
<input type="checkbox"/> Requesting information | <input type="checkbox"/> Raising hand for attention
<input type="checkbox"/> Requesting wants
<input type="checkbox"/> Rejecting
<input type="checkbox"/> Active listening | <input type="checkbox"/> Asking for help
<input type="checkbox"/> Commenting
<input type="checkbox"/> Responding to others |
|---|---|--|

Others: _____

Any other comments not addressed in the *Teach Component*



PTR ASSESSMENT: Reinforce Component



1. What *consequence(s)* usually follow the student's *problem behavior*?

Sent to time-out
 Chair time-out
 Head down
 Sent to office
 Sent home
 Calming/soothing

Gave personal space
 Sent to behavior specialist/counselor
 Assistance given
 Verbal redirect
 Delay in activity
 Activity changed
 Activity terminated

Verbal reprimand
 Stated rules
 Physical prompt
 Peer reaction
 Physical restraint
 Removal of ~~reinforcers~~
 Natural consequences (Specify)

Other: _____

2. Does the student *enjoy praise* from teachers and other school staff? Does the student enjoy praise from some teachers more than others?

Yes *List specific people* _____
 No

3. What is the likelihood of the student's *appropriate behavior* (e.g., on-task behavior; cooperation; successful performance) resulting in acknowledgment or praise from teachers or other school staff?

Very likely Sometimes Seldom Never

4. What is the likelihood of the student's *problem behavior* resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?

Very likely Sometimes Seldom Never

5. What school-related items and activities are *most enjoyable* to the student? What items or activities could serve as special rewards?

Social interaction with adults
 Social interaction with peers
 Playing a game
 Helping teacher
 Line leader
 Going to media center
 Sensory activity (specify)

Music
 Puzzles
 Going outside
 Going for a walk
 Reading
 Extra PE time
 Extra free time

Art activity
 Computer
 Video games
 Watching TV/video
 Objects (Specify) _____

 Food (Specify) _____

Other(s): _____

Any other comments not addressed in the *Reinforce Component*





Jeff Case Study: Hypothesis

Problem Behavior—Possible Hypothesis

When...	he will....	As a result, he
Jeff is presented with demands to start academic tasks that are less preferred especially during independent and large group times	engage in disruptive behavior (tapping pencil, talk outs, tapping person next to him, out of seat, sharpening his pencil)	Gets to (delay or avoid) the non-preferred academic activity.

Appropriate Behavior—Possible Hypothesis

When...	he will....	As a result, he...
Jeff is presented with demands to start academic tasks that are less preferred especially during independent and large group times	Work independently and remain academically engaged in the task	Gets to (delay or avoid) the non-preferred academic activity



Intervention

- Team ranks top three intervention strategies in each of the PTR components
- Multi-component intervention that teacher states s/he can implement
 - Prevent
 - Teach
 - Reinforce
- Implementation plan



PTR Interventions Checklist

Student: _____ School: _____ Date: _____ Behavior: _____ Completed by: _____

Hypothesis: _____



Prevention Interventions	Teaching Interventions	Reinforcement Interventions
<input type="checkbox"/> Providing Choices	**Replacement Behavior <input type="checkbox"/> Functional <input type="checkbox"/> Desired or Pro-Social	**Reinforce Replacement Behavior <input type="checkbox"/> Functional <input type="checkbox"/> Desired or Pro-Social
<input type="checkbox"/> Transition Supports	<input type="checkbox"/> Specific Academic Skills	<input type="checkbox"/> Increase Non-Contingent Reinforcement
<input type="checkbox"/> Environmental Supports	<input type="checkbox"/> Problem Solving Strategies	<input type="checkbox"/> Discontinue Reinforcement of Problem Behavior
<input type="checkbox"/> Curricular Modification (eliminating triggers)	<input type="checkbox"/> General Coping Strategies	<input type="checkbox"/> Group Contingencies (peer, teacher)
<input type="checkbox"/> Adult Verbal Behavior (just be nice)	<input type="checkbox"/> Specific Social Skills	<input type="checkbox"/> Increase Ratio of + to - Responses
<input type="checkbox"/> Classroom Management	<input type="checkbox"/> Teacher Pleasing Behaviors	<input type="checkbox"/> Home to School Reinforcement System
<input type="checkbox"/> Setting Event Modification	<input type="checkbox"/> Learning Skills Strategies	<input type="checkbox"/> Establish Crisis Intervention
<input type="checkbox"/> Opportunity for Pro-Social Behavior (peer support)	<input type="checkbox"/> Self Management (self monitoring)	
<input type="checkbox"/> Peer Modeling	<input type="checkbox"/> Delayed Gratification	
	<input type="checkbox"/> Independent Responding	
	<input type="checkbox"/> Increased Engaged Time	

- All asterisked interventions need to be selected and included in the student's PTR Intervention Plan



Jeff: Intervention Checklist Results



P-T-R Intervention Scoring Table - Summary

Student: Jeff School: Ca Date: 11-20-2006 PTR Consultant: A.M.

Hypothesis: When Jeff is presented with demands to start academic tasks that are less preferred, especially during independent and large group times, he will engage in disruptive behavior. As a result, he gets to delay or avoid the non-preferred activities.

When: presented with demands to start academic tasks that are less preferred, especially independent and large group times Prevent	Ranking	He will engage in disruptive behavior Teach	Ranking	As a result, he gets to delay or avoid the non-preferred activities. Reinforce	Ranking
1. Providing Choices (n = 2) Ranking Mean = 1	1 1	1. Replacement behavior (functional) (n=2) Ranking Mean= 1	1 1	1. Reinforce replacement behavior (pro-social) (n = 2) Ranking Mean= 1	1 1
2. Curricular modifications (n = 2) Ranking Mean= 2.5	2 3	2. Self-Management (self-monitoring) (n= 2) Ranking Mean= 2	2 2	2. Home school reinforcement system (n = 2) Ranking Mean= 3	3 3
3. Opportunity for pro-social behavior (peer support) (n = 1) Ranking Mean= 2	2	3. Problem Solving Strategies (n = 2) Ranking Mean= 3	3 3	3. Group Contingencies (peers, teachers) (n = 1) Ranking Mean= 2	2
4. Adult Verbal Behavior (n = 1) Ranking Mean= 3	3				



Jeff: PTR Intervention Plan

Prevent Strategies	Description
Choice-Making	<p>Using a choice matrix, decide upon the choice that will be offered to Jeff each day with his writing assignment. The following choices will be rotated: (a) Within—writing tool to use (pen/pencil), color notebook paper, color of eraser, topic; (b) Who—peer for writing partner; (c) Where—Robin’s room, round table, desk; (d) When—part now, part later, whole task now</p> <p>Steps:</p> <ol style="list-style-type: none">1.Right before giving the writing assignment to Jeff, decide upon the choice to be offered.2.Once the choice is determined, present it to Jeff by saying, “What do you want to use for writing today? The pen or the pencil?”3.Praise Jeff for making the choice—”Thank you for making a choice.” and honor the choice



Jeff—Intervention Plan

Prevent Strategies	Description
Environmental Support	<p>Visual Timer: Set a visual timer for the amount of time agreed upon with Jeff to complete the writing assignment.</p> <p>Steps:</p> <ol style="list-style-type: none">1. Discuss the goal for completing the writing assignment. Say, “I think you can complete the assignment in ___ minutes. What do you think?”2. Set the timer by saying, “Jeff, let’s see if you can beat the timer. Today, you have ___ minutes (time from step 1) to complete the writing. Ready, set, go.”



Jeff—Intervention Plan

Teach Strategies	Description
Pro-academic Replacement Behavior— Academic Engagement	<p>Jeff will be taught how to remain engaged on a writing assignment. Engagement is defined as: working on a task without disrupting by raising hand to speak, keeping pencil upright, and letting neighbors work.</p> <p>Steps:</p> <ol style="list-style-type: none">1. Divide Jeff’s writing task into 3 major sections—starter, details, conclusion2. Tell Jeff that for each section completed, he earns a “dot” that he should place in the envelope hanging at the side of his desk.3. Inform him that he can use the dots later to get out of work and to get special rewards for himself and the rest of the class.4. Review his self-management checklist/dot total sheet with Jeff. Review each section of the writing assignment (step 1), his goal (time for completion), and academic engaged behaviors.5. On Monday, a weekly goal should be discussed and set.

Jeff—Intervention Plan

Reinforce Strategies	Description
<p data-bbox="79 262 359 558">Reinforce Pro-academic Replacement Behavior— Academic Engagement</p> 	<p data-bbox="450 262 1874 451">Jeff will be reinforced for academic engagement and meeting his daily goal with allowable/earned escape represented by the dots. Jeff can use his dots to get out of doing work/problems during independent work times.</p> <p data-bbox="450 475 575 515">Steps:</p> <ol data-bbox="450 536 1874 1372" style="list-style-type: none"><li data-bbox="450 536 1874 672">1. At the end of the writing period or when Jeff completes his writing (whichever event occurs first), review Jeff’s self-management checklist.<li data-bbox="450 696 1874 993">2. For each behavior on the checklist, discuss with Jeff whether he performed the activity. If yes, place a check in the box. If no, place an “x” in the box. For each check, Jeff should be given a dot. When reviewing, say, “Jeff, did you write a starter sentence?”... Did you stay on task? Did you meet your goal?” When giving dots, say “Jeff, how many checks do you have today? How many dots do you earn?”<li data-bbox="450 1015 1874 1150">3. Jeff uses dots by sticking it over a problem/question he doesn’t want to do and showing the teacher when he uses a dot. He can escape as long as he has dots in his envelope.<li data-bbox="450 1172 1874 1265">4. If Jeff uses a dot to get out of work, immediately say “You used a dot to get out of _____. You earned it!”<li data-bbox="450 1286 1874 1372">5. If Jeff meets his weekly goal, he can go to his brother’s kindergarten class and read a book to them.

Jeff—Intervention Plan

Reinforce Strategies	Description
Group Contingency (Modified)	<p>If Jeff meets his daily (time) goal for completing his writing assignment within the time agreed upon, the class earns a bonus letter toward the mystery reinforcer of the week. When Jeff earns the class this letter, the class provides attention to Jeff by thanking him and celebrating (clapping hands, saying “Yeah”).</p> <p>Steps:</p> <ol style="list-style-type: none">1. After reviewing Jeff’s self-management sheet, ask him, “Did you meet your goal today?”2. If yes, “You did meet your goal. Let’s tell the class they’ve earned a letter for the mystery reinforcer.”3. Tell the class, “Jeff met his goal today. We get another letter on the board.”4. Prompt the class to thank Jeff (if they haven’t done so spontaneously).5. If no, “You worked hard and tried. You’ll do it tomorrow!”



Intervention Fidelity

- Measure teacher implementation of plan
- PTR Research—2 fidelity measures
- Adherence—did they do it?
 - What is the most important part of intervention to be implemented to ensure intervention happens?
- Quality—did they do it correctly?
 - What are all the parts that need to be implemented completely and correctly?



Teacher Fidelity Self-Assessments

- Daily Fidelity Self-Check
 - Teacher has major steps of intervention
 - Provides them with nonintrusive prompts
- Weekly Fidelity Self-Check
 - Aligned with Behavior Rating Scale
 - Can be used with Excel Spreadsheet



Coaching Checklist Example: Jeff

TEACH – Desired/Pro-Academic Behavior Stay engaged and work on assignment without disrupting												
1. Divided Jeff's writing assignment into main components									Yes	No	Yes	No
2. Reviewed the expected behaviors (raise hand to speak, keep pencil upright, let neighbors work, complete work)									Yes	No	Yes	No
3. Reviewed use of self-management chart									Yes	No	Yes	No
4. Reviewed the dot-earning process and use of chart									Yes	No	Yes	No



Example of Fidelity—Jeff

<p><i>Teach:</i></p>			
<p>Replacement Behavior (Functional and Desired)</p> <p>1. Reviewed Jeff's writing completion chart, goals, on-task behaviors and use of dots to escape prior to starting assignment.</p>	Y/N/NA	Y/N/NA	
<p>2. Reviewed Jeff's progress and assisted in charting upon completion of writing assignment or end of writing period.</p>	Y/N/NA	Y/N/NA	

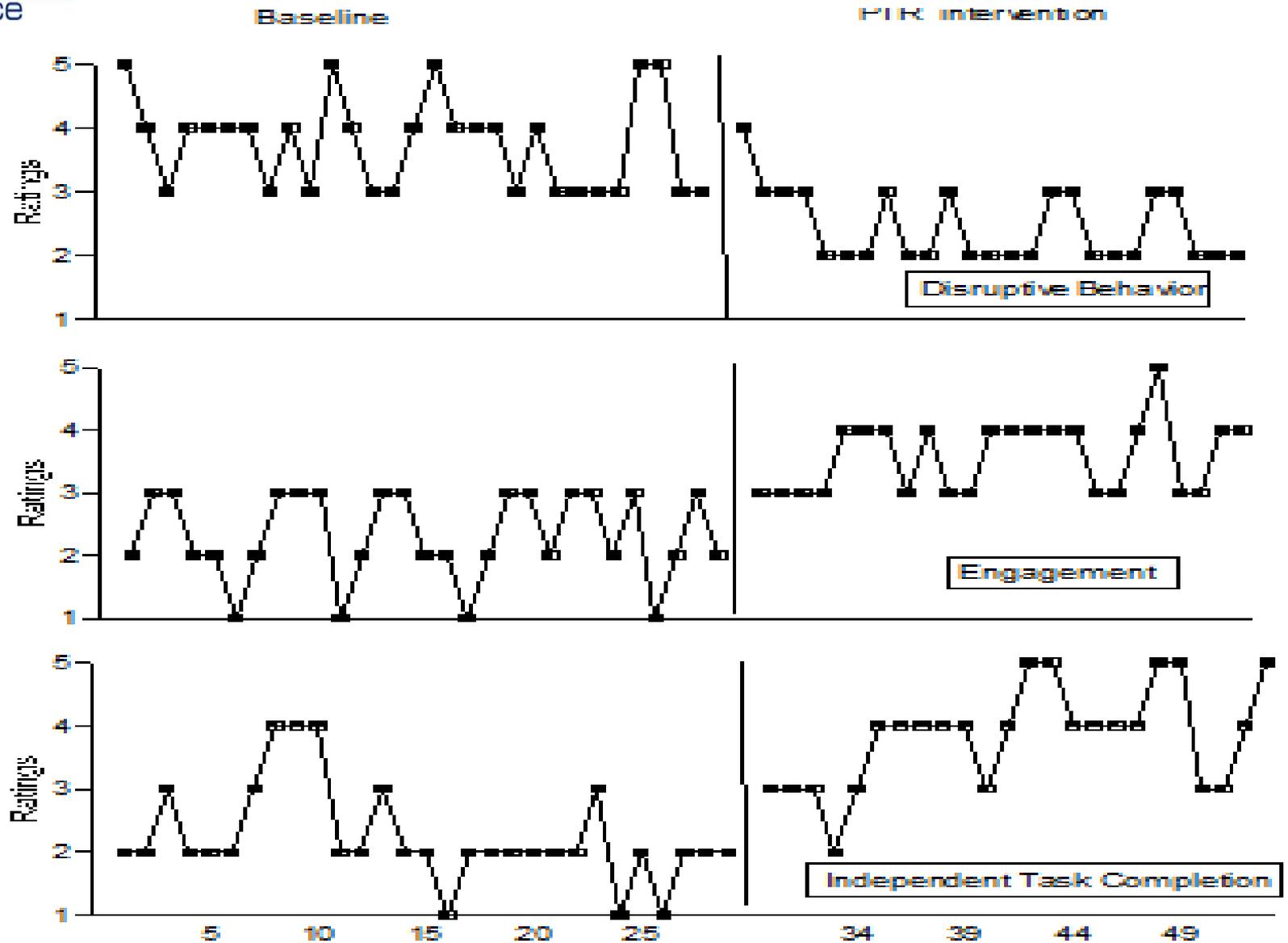


Evaluation

- Data-based decision-making
 - Identifying what is working; what is not and WHY
- Expanding into other routines
- Generalization
- Continuing team meetings
 - Planning time
 - Cohesiveness



Jeff Data





When to Move to Comprehensive Function-based Plans

- When intermediate plan implemented with fidelity does not work
- When student's behavior escalates and safety issues are a major concern
- When affective issues and cognitive processes can be used to support the complexity of the school-based challenges (Advanced pathway)
- When school, home, community domains are all affected and plan needs to include those components



Consider Response Chains or Escalating Behaviors

Predictable sequences of antecedents and multiple behaviors

Given a certain situation (antecedent), the student engages in a series of escalating behaviors

Given the assignment of writing a paragraph summarizing a story, the student...

1. *Whispers that work is baby work,*
2. *Scribbles on papers,*
3. *Says that he hates this class,*

Acting-Out Behavior Cycle

Peak

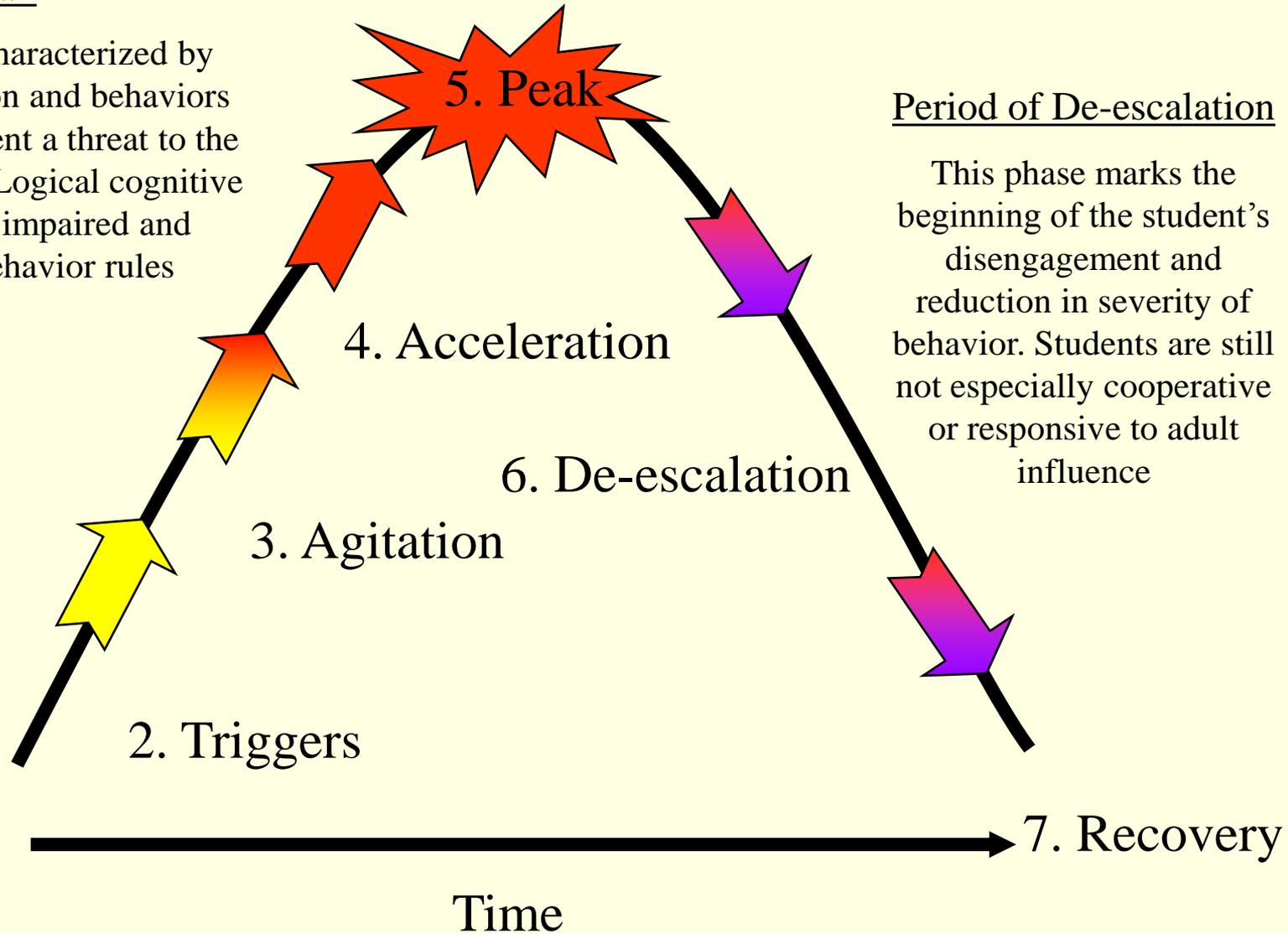
This phase is characterized by serious disruption and behaviors that often represent a threat to the safety of others. Logical cognitive processes are impaired and impulsive behavior rules

Period of Escalation

A time when the student calls upon existing coping skills to resolve a problem presented by a trigger

Period of De-escalation

This phase marks the beginning of the student's disengagement and reduction in severity of behavior. Students are still not especially cooperative or responsive to adult influence



Sources: Colvin (1992); Walker, Colvin, & Ramsey (1995)



Comprehensive Behavior Support Plans

The behavior support planning process must include a full set of strategies (replacement behaviors, antecedent accommodations, teaching, acknowledging responding to problem behavior) for each stage of the escalating behavior cycle including a crisis response plan for peak behavior.



Comprehensive Behavior Support Plans

- Identify Replacement Behaviors Based on Function
- Use Escalating Cycle as Template
- Calm and Triggers
 - Setting and antecedent including pre-correction strategies for triggers & contexts
 - Strategies for teaching behaviors, addressing and deescalating feelings and addressing cognitive distortions
 - Strategies for acknowledging behaviors

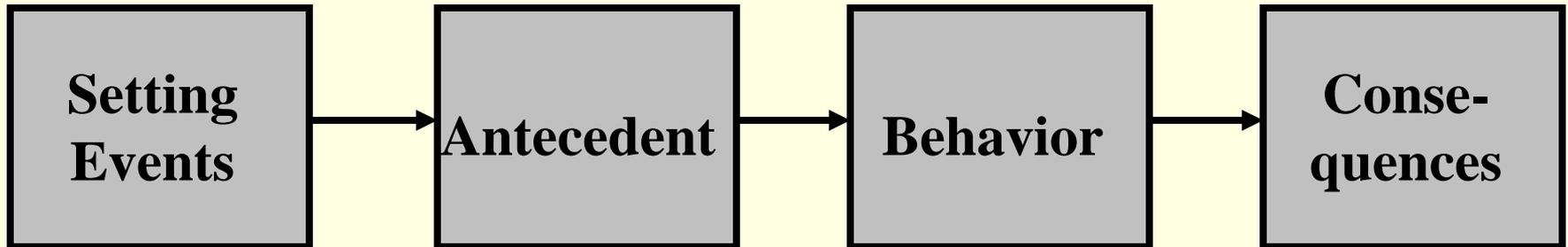


Comprehensive Behavior Support Plans

- Strategies for responding to problem behavior at each stage of cycle
 - Agitation
 - Acceleration
 - Peak (Crisis Plan and Response)
 - De-escalation
 - Recovery
- Strategies for Monitoring Progress
- Strategies for Informing Stakeholders

Simple Behavior Pathway

Radical Behaviorism



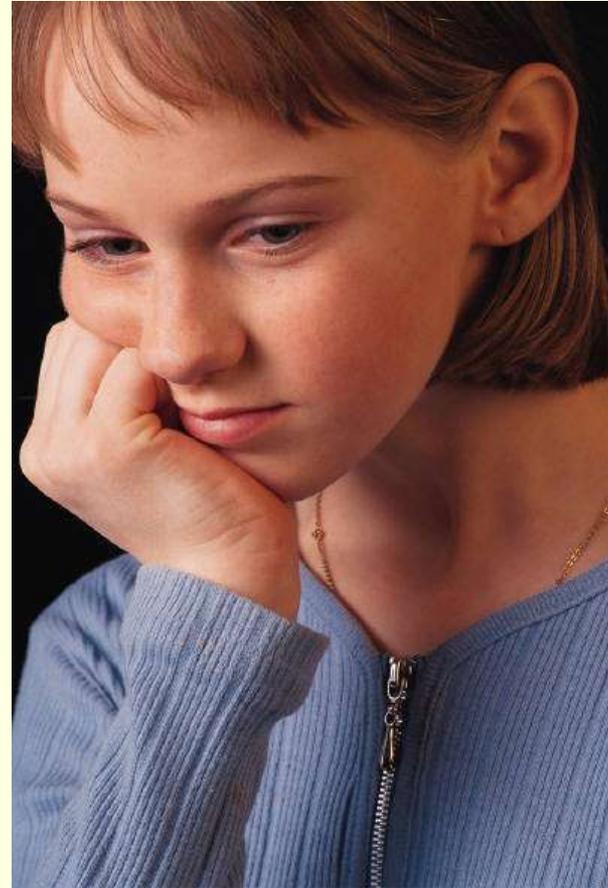
Meet Jenny!

14 years old

Average cognitive
and academic
skills

Living in a chaotic
home

History of difficult
behavior





Jenny's Initial Support Plan

■ **Antecedent:**

- Precorrect by cueing for relaxation and take a break plan, as well remind her of DRO plan.

■ **Replacement Behavior/Teaching Strategy:**

- Relaxation response, request a break or take a break when prompted, all taught to her by school psychologist.

■ **Maintaining Consequences (escape/delay):**

- Allow her to take breaks when needed/desired, DRO reinforcement plan for use of new skills and reduction of explosive behaviors based on her interests.



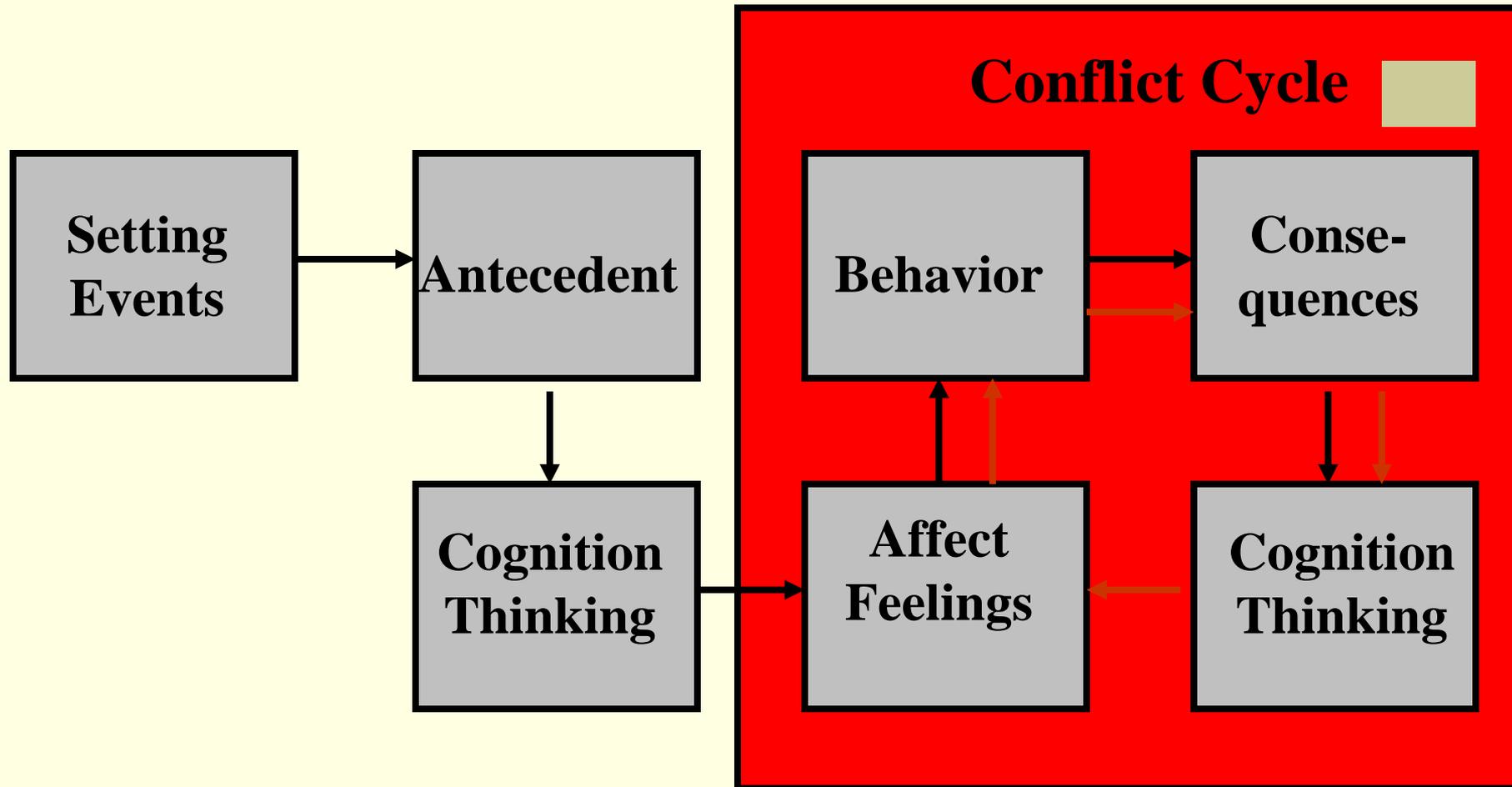
Results of Initial PBS Plan

- Antecedent events remain variable and hard to predict.
- Rate of problem behaviors has not decreased.
- Despite apparent buy in, she has implemented replacement behaviors in a very limited manner, despite increasing rate and access to reinforcers.

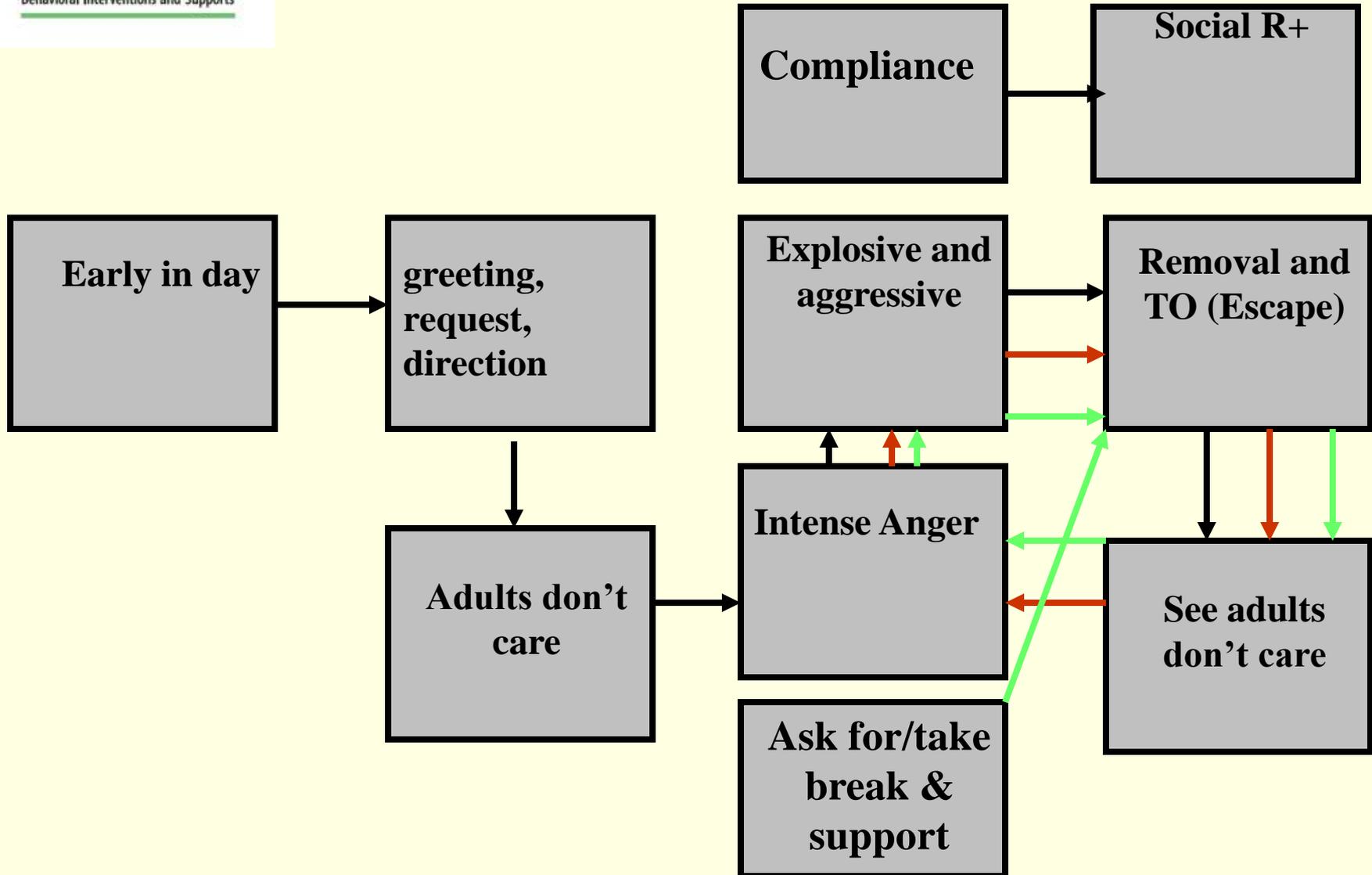
Advanced Behavior Pathway

Cognitive Behaviorism

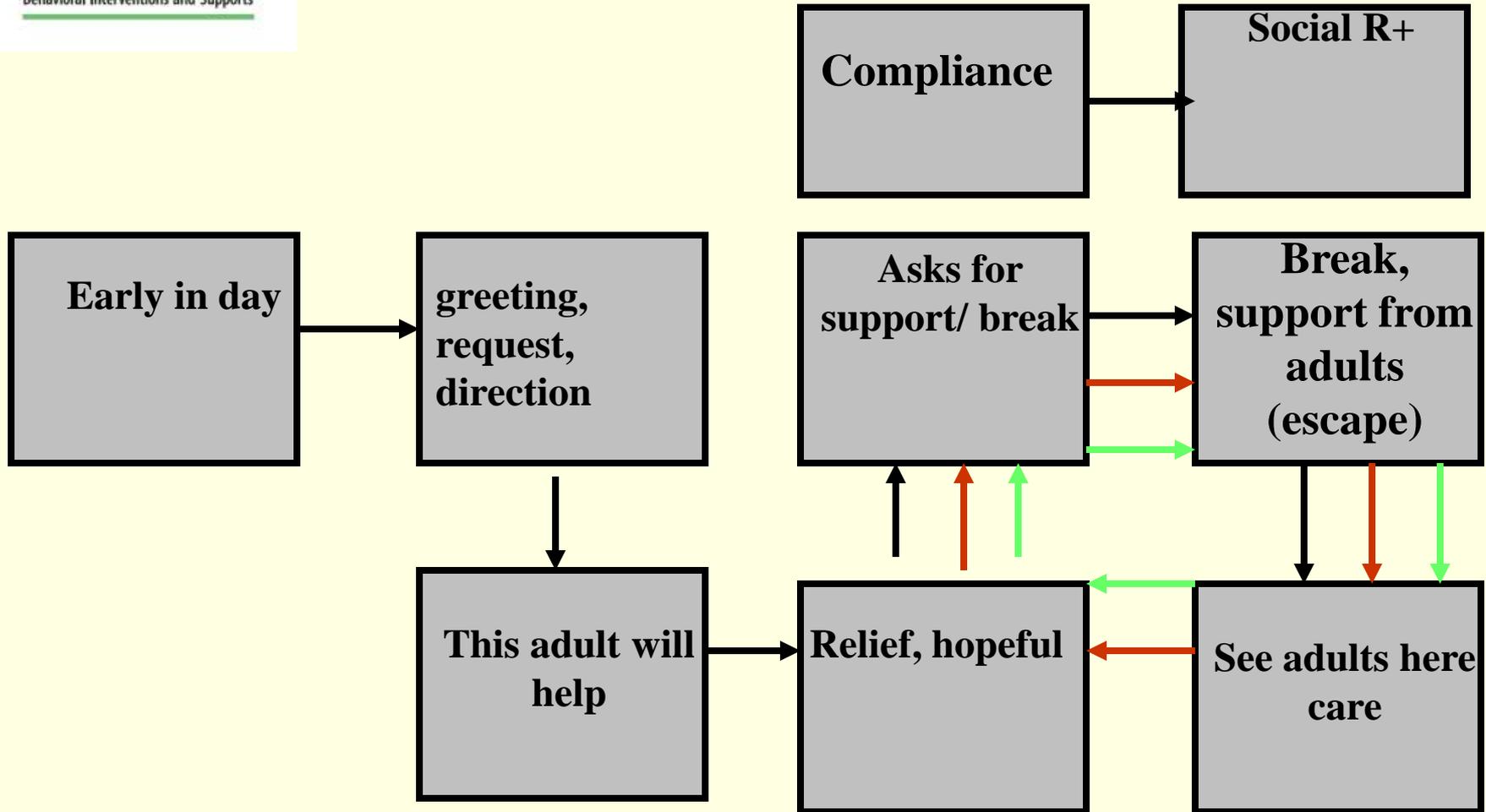
McGowan (2002)



Value Added Pathway Using LSCI



Value Added Pathway Using LSCI





Diagnosis for Jenny

- Red Flag (Carry In)
- Presenting problem is displacement (biting the hand that reaches out you- because it is safer than reacting to the source of stress)
- Explains the inconsistent antecedent data, the lack of power of the reinforcement plan, and her difficulty implementing replacement behaviors.



Integrating LSCI as Intervention

Interventions can be put into place that address:

- Cognitions and Irrational Beliefs via Cognitive Behavior Modification
- Social Skills Deficits via direct training supplemented by reinforcement of new behaviors
- Crisis Intervention when needed via additional LSCI
- Therapeutic supports as needed via counseling



LSCI Contributions to BSP

- An understanding of the cognitions and affect linked to the pattern of problem behavior
- The function of the behavior from the perspective of the student
- Identifies targets for prosocial skill development linked directly to critical issues in the student's life
- Improved relationship with helping adults
- Makes student an active participant in the BSP development and implementation



Jenny's Enhanced Support Plan

■ **Antecedent:**

- Precorrect by cueing for relaxation and take a break plan, as well remind her of DRO plan. Also provide consistent private greeting, “remember the staff are here if you need us.” Provide regular, non-contingent check in time with trusted adult.

■ **Replacement Behavior/Teaching Strategy:**

- Relaxation response, break strategy, and asking an adult for help when needed. Provide cognitive behavior modification training to assess and replace negative self-talk all taught to her by school psychologist

■ **Maintaining Consequences(escape):**

- Allow her to take breaks when needed/desired, DRO reinforcement plan for use of new skills and reduction of explosive behaviors based on her interests.

■ **Follow up Life Space Crisis Intervention when needed**



Results of Enhanced PBS Plan

- Reduction in explosive and aggressive behaviors complemented by increased use of replacement behaviors
- Social validity surveys indicate that she feels better about being in school and supported by staff. Teachers report a good fit and observe progress. Parents are also pleased with its' results.
- Jenny is now able to recognize that adults at school are able to help her, and she has the skills to get that help when needed (insight and new tools).
- The plan is resulting in an improved relationship between Jenny and school staff which suggests movement towards a resilience trajectory (Hawkins & Catalano).



Advanced Behavior Pathway

1. Setting Events Set the Stage
2. Antecedent Occurs
3. Antecedent Triggers Student Thoughts or Beliefs
4. Thoughts Stir Up Feelings
5. Feelings Drive Student Behavior
6. Student Behavior Produces Consequences



Advanced Behavior Pathway

7. Consequences Serve as Antecedent
8. Antecedent Triggers (and Confirms) Student Thoughts or Beliefs which over Time become a Self-Fulfilling Prophecy
9. Thoughts Intensify Feelings
10. Intensified Feelings Drive More Intense Student Behavior
11. Student Behavior Produces More Intense Consequences
12. Consequences Confirm & Strengthen Self-Fulfilling Prophecy



Comprehensive Behavior Support Plans

- Cognitive distortions and emotional flooding must be considered in the planning process. As such, affective and cognitive interventions are likely to be included in planning processes.



Summary and Big Ideas