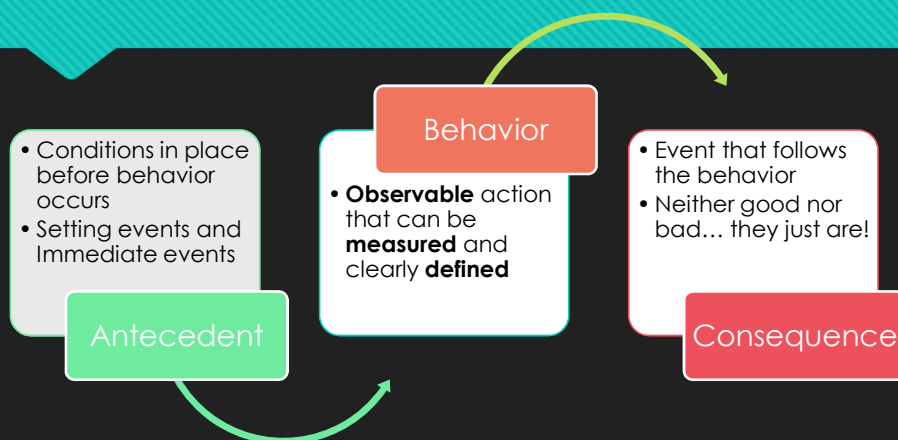


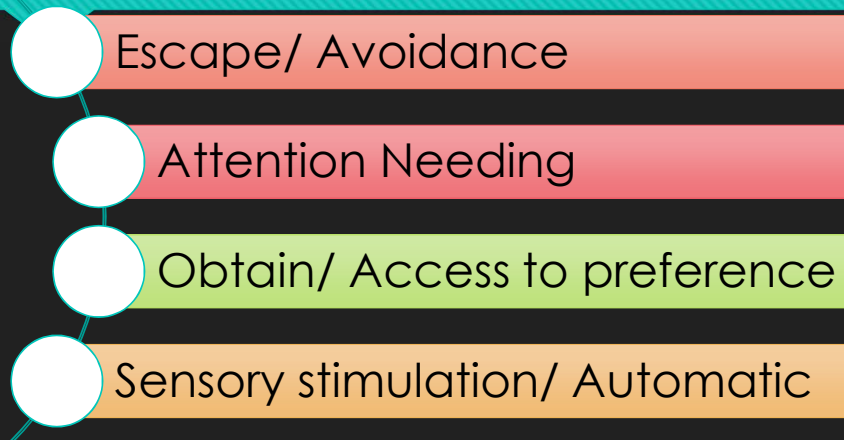
# BEHAVIOR SUPPORT PLANNING

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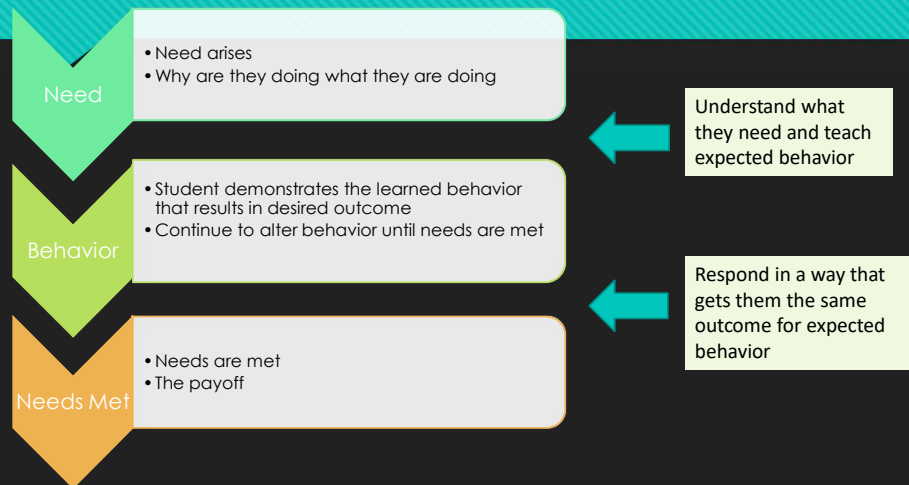
## Behavior Modification



## Functions that Maintain Behavior



## Function drives interventions



Who is responsible for  
development?

Who is responsible for  
implementation?

Who is responsible for  
dissemination of information to  
the student's team?

## Not just more paperwork...

Others will only value plans if we do!

- Functional Behavior Assessment should be a tool used to objectively and accurately identify the function of student behavior.
- Function determines interventions chosen and replacement behaviors to be taught.
- Replacement behaviors that are being taught guide goal development for SPED students.
- Behavior Support Plan should outline exact interventions that are used and effective with the student. Give specific and detailed information!
- If the student's IEP/BSP went to a new team, would they be able to develop a successful plan with the information you provided?



## Let's talk about what you see?



## STRENGTHS

- Team members should reflect on the strengths of the child and put meaningful information into this section
- We are about to describe the most challenging things about the child so initially focusing on the positive is important for everyone (staff, student and parents)
- Unfortunately, many current FBAs and BIPs are presented with minimal strengths defined

# TARGET BEHAVIORS

- **Defining target behaviors:** What does it look like?  
If I observe the student, what would I see?
  - Observable
  - Measureable
  - Clearly defined
    - Be specific
    - Tackle one issue at a time
    - Easier to see changes in behavior with interventions in place
- **Data driven:** Baseline information about intensity, frequency and duration
- **Physical or Verbal Aggression:** hits, kicks, throws items, destructive to property, makes verbal and nonverbal threats to peers and staff
- **Noncompliance:** Refusal to follow directions
- **Refusal:** does not complete work, refusal to participate, will not respond to staff when addressed, etc
- **Disruptive Behaviors:** shouting out answers, talking with peers, silly behaviors to distract peers

# Data Collection

- Specific data collection sheets created (ABC)
  - Point sheets
  - Behavior charts
  - Classroom behavior management systems (Stoplight, card flip, moving clip, etc)
  - Observations/ Time on task assessments
  - Office referrals/discipline
  - Work completion and grades
  - Tardies and absences
- \* If there is no record or documentation of the target behavior, how do we justify our interventions?

Date/Time	Activity	Antecedent	Behavior	Consequence	Additional Information:
When the behavior occurred	What activity was going on when the behavior occurred?	What happened right before the behavior that may have triggered the behavior?	What did the behavior look like?	What happened after the behavior or as a result of the behavior?	Any other information that was pertinent to the situation

Date:		Activity:		Time: _____ to _____		# Holds: _____											
<u>Antecedent</u> ___ Asked to do a task ___ Given direction ___ Could not get desired item/activity ___ Something taken away ___ Transition (task to task) ___ Transition (place to place) ___ Unstructured activity ___ Ending preferred activity ___ Other:		<u>Behaviors</u> ___ Yelling or shouting ___ Work avoidance ___ Aggression to objects ___ Aggression to person ___ Throwing ___ Self-injury ___ Biting ___ Other:		<u>Consequence</u> ___ Ignored the behavior ___ T4 (time-out): amount _____ ___ Escorted to safe-area or hallway ___ Classroom evacuated ___ CPI ___ Escalated to CPI ___ Other:		<u>Interventions</u> <table border="1"> <tr> <td>What did you try?</td> <td>Was it effective?</td> </tr> <tr> <td></td> <td></td> </tr> </table> <u>CPI/Escort</u> <table border="1"> <tr> <td>Staff</td> <td>Time</td> <td>H or E</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>		What did you try?	Was it effective?			Staff	Time	H or E			
What did you try?	Was it effective?																
Staff	Time	H or E															
<u>Notes:</u>						<u>Staff Completing Report:</u>											

## SETTING

- Is it happening more in one classroom than the other?
- Specials? Lunch? Recess?
- With a specific staff member?
- Patterns to timing?
- Large group or small group/ special ed room or gen ed classroom
- Structured or unstructured setting
- Loud or quiet/ chaotic or calm environments
- Morning, midday or afternoon
- Specific teacher involved

## ANTECEDENTS

- What is occurring before the behavior?
- What are the contributing factors in the situation that elicit the behavior?
- Think objectively and not make assumptions
- Given a direction
- Presented with work
- Transition from preferred to a non-preferred task
- Other student being loud in the classroom
- Particular student or staff member enters classroom
- Given redirection or consequence for choices



## CONSEQUENCES

- Consequences are neither good or bad by definition
- What is happening after the behavior occurs?
- What does the student get out of the behavior?
- Removed from the room when crying loudly, temporarily avoiding work until it is presented in an alternate location.
- Avoids work immediately but is required to make up that time during a preferred activity.
- Receives attention from peers and/or staff members.
- Student is removed from the situation and away from upsetting situation

## ENVIRONMENTAL VARIABLES

- Factors that may impact behavior that are part of their environment
- May be out of our control
- Information about the student and relevant factors, including diagnoses, that would be contributing to their behavior (i.e. Selective Mutism, Autism, Down's Syndrome)
- Medical/ mental health diagnoses
- Medication changes, time it is taken, etc
- Cognitive ability if impacting behavior
- Student being tired or sick
- Student being hungry (not eating breakfast, snack, lunch or change in meds causing appetite change)
- Student eating particular items during day or change in diet



- ### Functional Analysis Screening Tool

Sent \_\_\_\_\_ Date \_\_\_\_\_

Informant: \_\_\_\_\_ (first &amp; last name) \_\_\_\_\_

**To the interviewee:** The FAST identifies environmental and physical factors that may influence problem behaviors. It should be used only to support other measures that are part of a complete versus individual analysis of the behavior. Administer the FAST to several individuals who interact with the client frequently. Then use the results as a guide for conducting a series of direct observations in different situations to verify behavioral functions and to identify other factors that may influence the problem behavior.

**To the informant:** Complete the sections he sees. Then read each question carefully and answer it by circling "Yes" or "No". If you are uncertain about its answer, circle "No".

**Infant-Client Relationship**

1. Indicate your relationship to the client: Friend Preceptor  
(Therapist) (Peer) (Acquaintance) (Other)
2. How long have you known the client? 3 years 10 years
3. Do you interact with client daily? Yes No
4. In what situations do you usually interact with the client?  
Family Academic setting Leisure activities

### Problem Behavior Information

1. **Problems identified:** (a) lack of information;  
 2. **Recommendations:**  
 3. **Self-injury:**  
 4. **Abuse/neglect:**  
 5. **Other concerns:**

2. *Intergovernmental Fisheries*

Frequency:			
<input type="checkbox"/> Rarely	<input type="checkbox"/> Fairly	<input type="checkbox"/> Frequently	<input type="checkbox"/> Less

	moderate: property damage or minor injury
--	---

4. Situations in which the problem definition is most likely to occur: (3 items/5 items)

5. Situations in which the provider's behavior is least likely:  
Days/Time:

6. What is usually happening to the client right before the problem behavior occurs?

7. What usually happens to the chest right after the problem behavior occurs?

8. How do you handle the online/wholesale market?

9. **Comments:** \_\_\_\_\_

Figure 1. Schematic representation of the experimental design. The first part of the experiment consisted of a 10-min baseline period, followed by a 10-min period of random number generation (RNG) and a 10-min period of random number generation (RNG) and a 10-min period of random number generation (RNG).

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[illegible]

Scoring Summary - Circle the number from above of each question answered "Yes".

Items checked 'Yes'				Total	Financial Source of Placement
1	2	3	4		Family/Partner/Spouse/BOA/BOB

5	6	7	8		Reserva y/o mutación (Autoservicio)
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13 14 15 16 **13th anniversary (1998-2011)**

— *Journal of the American Medical Association*

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\_\_\_\_\_



# FAIR Plan

Function

Accommodations/ Teaching Strategies

Interaction Strategies

Response Strategies

## 25-Minute Planning Process Worksheet

Student Name _____	Age _____	Grade _____	Date _____
Interventionist Name _____		Teacher Name(s) _____	
Other Participants _____			
			Starting Time _____
<b>Step 1: Background (5 Minutes)</b> Stop _____			
• Describe the presenting problem. Identify when, where, how often, how long, etc. the problem occurs.			
• Identify student strengths.			
• Identify strategies already tried.			
<b>Step 2: Problem/Goal/Data (4 Minutes)</b> Stop _____			
Narrow the scope of the problem and identify a goal.			
Identify what form of data will be used to track progress toward the goal.			
<b>Step 3: Corrective Consequences (2 Minutes)</b> Refer to menu of possible corrective consequences as needed. Stop _____			
Determine whether irresponsible or inappropriate behavior will be corrected, ignored, or whether a consequence will be implemented.			
<b>Step 4: Responsible and Irresponsible Behavior (4 Minutes)</b> Stop _____			
Provide examples of responsible behavior and/or student strengths to encourage. Provide examples of irresponsible behavior to discourage.			
Responsible Behavior		Irresponsible Behavior	

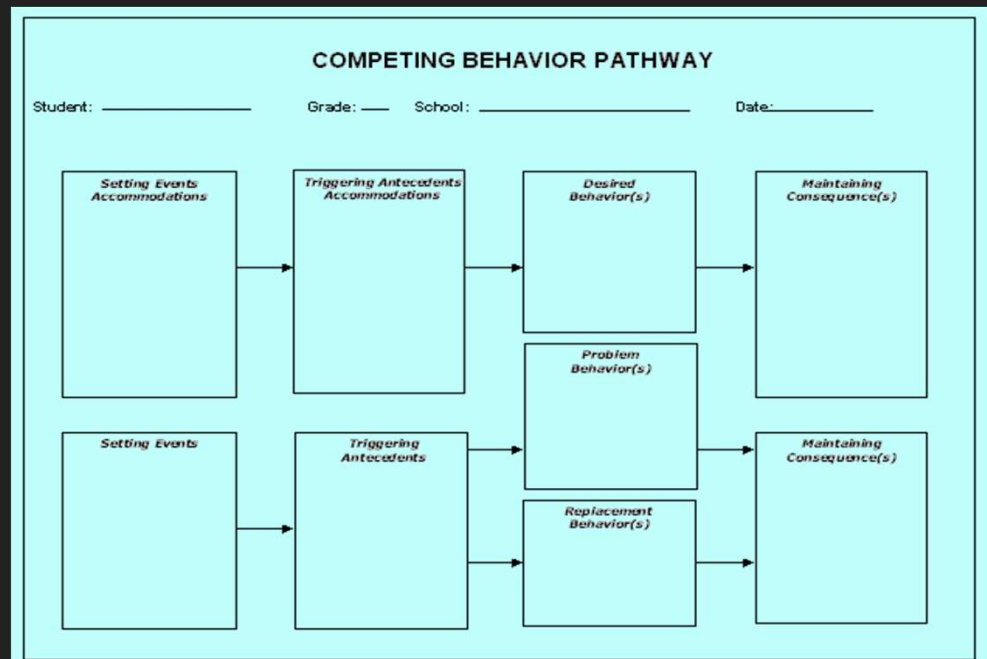
© Safe & Civil Schools

2009

Name: \_\_\_\_\_

Problem Solving Worksheet

Date	Problem Identification <i>What is the difference between what is expected and what is occurring? Which behavior takes priority?</i>	Problem Analysis <i>What are possible reasons the problem is occurring? A-B-C data, skill deficit, etc</i>	Intervention/ Plan Implementation <i>What is the goal (long term vs. short term), what is the plan to meet the goal, how will progress be assessed?</i>	Plan Evaluation <i>Follow up date, was the plan successful? Which goals were met?</i>







## Rethinking **Discipline Behavior Change...** as an instructional process

This work is not about changing kids.

This work is about changing the environment to make it more likely that kids will succeed (both academically and socially/emotionally).

We change **STUDENT** behavior by

changing **ADULT** behavior

**INTERVENTIONS** = changes in staff  
procedures & practices



## SKILL or PERFORMANCE DEFICIT

- Just because the student performs the skills *sometimes* does not mean that they have adequately acquired the skill
- We cannot access typical skills or information when brain is under stress conditions
- DISCUSSION: What do you look at when you are evaluating a skill vs. performance deficit? What information do you consider?



## Food for Thought...

- If a child doesn't know how to read, we **teach**.
- If a child doesn't know how to swim, we **teach**.
- If a child doesn't know how to multiply, we **teach**.
- If a child doesn't know how to drive, we **teach**.
- If a child doesn't know how to behave, we... **teach? punish?**

**Why can't we finish the last sentence as automatically as we do the others?**

John Herner (NASDE Preent) Counterpoint 1998, page 2

PBIS Overview



## Lagging Skills (from *The Behavior Code*)

Self-regulation

Thought Stopping

Social Skills

Executive Functioning

Flexible Thinking

## PREVIOUS INTERVENTIONS

- Include information about interventions that have been used with the student
- Include specifically interventions that were attempted but did not seem effective to give information about why that intervention is not being utilized anymore
- Describe changes that were made previously that may have impacted the student's behavior
- This area may be more brief than the other sections about current interventions

## REPLACEMENT BEHAVIORS

- What is the behavior that we would like to see the student perform instead of the current target behavior?
- Make sure the replacement behavior serves the same function as the target behavior so that the student can attain the same outcome (i.e. Cannot just say that the student will comply with directions)
- How will we gradually get the student to our desired behavior?
- How are these replacement behaviors going to be taught and reinforced?
- The replacement behaviors to be taught should correlate to the SEL goals in an IEP!

## Keys to Behavior Change

### Consistency

- Expectations remain the same
- Follow through on positive and negative statements

### Follow Through

- Builds a trusting relationship
- Lack of follow through (even once) will set change back

### Objectivity

- Criteria for success should be consistent
- Student should be able to evaluate their success

### Realistic Expectations

- Change takes time
- Define benchmarks (like academics)

### Celebrate Progress

- Success does not mean perfection
- All about perspective- where did the student start

## Behavior Change

### Antecedent Intervention

Proactive and Preventative

Teach replacement behavior

### Consequential Intervention

Response to Behavior

Reinforce or punish while modeling



## ENVIRONMENT

○ How can we alter the student's environment to make them more successful and minimize the occurrence or opportunity for the target behavior?

- Preferential seating
  - seat close to the teacher during instruction or unstructured activity
  - Seated by positive peer models
  - Seated away from others to minimize distractions
- Frequent breaks or ability to move around room when needed
- Small group for academic instruction
- Visual markers in room to define areas (i.e. place to line up, break area, teacher area, etc)
- Physical barriers (walls, cubicle, "office") to reduce distractions

## INSTRUCTION and/or CURRICULUM

○ How can we alter the instruction or way that we present information to reduce target behavior?

- Smaller chunks of material (no more than 1 page to a packet at a time, up to 10 problems on page, etc)
- Modification to current academic level
- Hands on activities with manipulatives instead of paper/pencil tasks
- Preteaching academic concept in small group before large group instruction
- Checklist or task analysis for classroom activities

## POSITIVE SUPPORTS

- What does the student need to be successful?
- Be exhaustive about techniques that work for the student!
- If current teacher is doing things that work but may not be present in following teacher, detail them in this section
  - Personality traits
  - Tone of voice
  - Volume
  - Type of redirection used
  - Calm/nonreactive
  - Neutral affect
  - Positive phrasing of redirection
  - Visual expectations posted in classroom
  - Review of expectations before activity
- Clear and consistent expectations in the classroom using a behavior management system (i.e. Stoplight system- define what this is currently)
- Consistent follow through of expectations and consequences
- Structured learning environment- provide increased structure to unstructured activities in the day (i.e. lunch, recess, specials, transitions)
- Positive behavior chart that provides immediate, specific, positive feedback for each subject area, offering a reward after each 30 minute subject (or token board...)
- Visual supports.... BE SPECIFIC

## ADDITIONAL DOCUMENTATION

- Attach information about current plan if there is specific criteria, visuals, or chart being used
- Be general in the description but then write "such as" or "for example"
  - Token economy
  - Classroom behavior management program
  - Choices given when possible

## MOTIVATORS and/or REWARDS

- What is used to incentivize the student?
- What are their interest areas?
  - Want to earn... food, time with preferred adult, activity with preferred item (Thomas, Dora), etc
- Earning money in the classroom
- School store
- Choice time or reward break on the computer/ activity of choice
- Additional privileges
- Character counts tickets
- Homework passes
- Lunch with a teacher

## RESTRICTIVE DISCIPLINE

- Define the types of discipline that occur and when they would happen
- Be aware of how many disciplinary measures you have in relation to the positive supports and motivators
- Typically include the use of district policy and disciplinary measures as defined by district procedures
- Timeout for red behavior
- Student is removed from the classroom to maintain safety of self and others
- Office referral
- Non-social lunch
- Loss of preferred activity (i.e. recess, specials)
- Detention
- Escort required during transitions
- ISI or OSS

## CRISIS PLAN

- Be specific about crisis plan and when this would be utilized
- How will safety be maintained for all involved?
  - If student becomes a safety risk to self or others, CPI hold will be used to maintain safety
  - Students will be removed from the classroom and administration will be called using the walkie talkie
  - A soft lockdown will occur and staff will be required to have "eyes on \_\_\_\_"
  - If student cannot be found a sweep of the school will be conducted using \_\_\_\_ protocol
  - Student's parent will be contacted if necessary to pick up student if bus safety is a concern

## DATA COLLECTION METHODS

- How will data be collected?
- Evaluate the target behavior and what information you need to have in order to determine progress
- Who is responsible for collecting and analyzing data?
  - ABC data charting
  - Number of office referrals
  - Completed work
  - Color for stoplight system
  - Unexcused tardies earned
  - Number of aggressive acts documented
  - Duration of escalation



## COMMUNICATION WITH PARENTS

- How are we sharing information with parents?
- What information are we sharing with parents and is there information that we require from them?
- Daily communication notebook/ planner
- Weekly email to summarize behavior
- Quarterly goal and BIP updates
- Parent teacher conferences
- Phone contact

## FBA-BIP review and updates

- How often should we be updating the plan?
  - **BEST PRACTICE:** Data in the FBA is reviewed by the team **quarterly** and any intervention changes or additional information would be made to the documentation
  - **MINIMUM:** Data and review of FBA-BIP should be done annually for IEP meeting. If target behaviors have not changed or improved, evaluate why and the use of new interventions