

Contact Information

- Rebecca.cain@state.sd.us
- Phone 773-3678

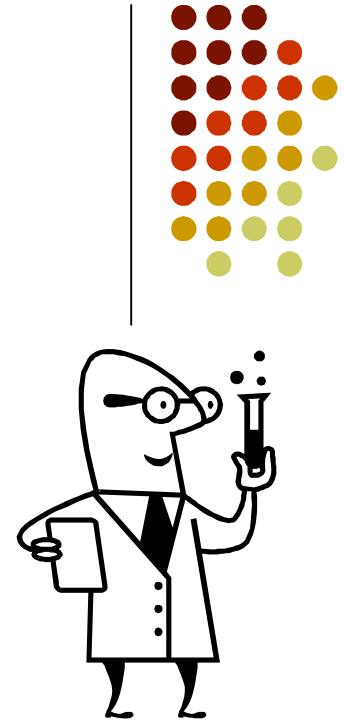
Learning Behavior/Changing Behavior

Students learn any behavior in the same way they learn to read – through instruction/modeling, practice, feedback, and encouragement.



Behavioral Science Says

- Behavior is learned
- Behavior is related to the immediate and social environmental factors
- Systemic manipulation of the environmental factors influences behavior
- Behavior can change
- Appropriate and effective feedback leads to changes in behavior



Bring Carl and Fred into your classroom

I like you just the way you are!!

Grounding Principle



- NO teaching strategy or behavioral intervention will result in high student achievement if a teacher doesn't genuinely care about the student and the student believes that.



Unconditional
Positive Regard

Diana Browning Wright, M.S. L.E.P.,
Behavioral Analyst

2. Writing an Effective Behavior SUPPORT Plans



What is a Behavior Support Plan?

- Sometimes called Behavior Intervention Plan (BIP)
- A plan that changes the environment to shape student's behavior in a positive way
- Changes what behaviors are reinforced
- Tells who will be responsible for carrying out the plan
- Tells when the plan will be revisited to see if it is working

Where Do You Start?

- Gather information
 - Collect data on the problem behavior
 - Through observations
 - Through interviews
 - Past information
 - Look at what is happening before the behavior occurs (antecedent)
 - Look at what happens after the behavior occurs (reinforcing behavior)

Diana Browning Wright

- <http://www.pent.ca.gov>
- BSP Desk Reference

Time Sampling Record Sheet

10-minute intervals

Student: _____ Date: _____

Behavior: _____

Type of Time Sampling (Circle 1, 2, or 3 below)

Type 1: Whole Interval += behavior is continuous in the interval	Type 2: Partial Interval += single instance is observed in the interval	Type 3: Momentary += record only if behavior present at end of the interval
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	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:49		
8:20-8:29			11:30-11:49			2:50-2:59		
8:30-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29			3:30-3:49		
9:20-9:29			12:30-12:49			3:50-3:59		
9:30-9:49			12:50-12:59			4:00-4:09		
9:50-9:59			1:00-1:09			4:10-4:19		
10:00-10:09			1:10-1:19			4:20-4:29		
10:10-10:19			1:20-1:29			4:30-4:49		
10:20-10:29			1:30-1:49			4:50-4:59		
10:30-10:49			1:50-1:59			5:00-5:09		
10:50-10:59			2:00-2:09					
11:00-11:09			2:10-2:19					

Behavioral Record (BAC)

Student Name: _____ Period Covered: _____

Date and Time	Behaviors				Antecedent What led to the event?	Consequence Staff intervention and outcome

(Beimont, Calif.: Wadsworth Publishing Co., 1997, pp. 37-44), by permission of the publisher.

The BSP Desk Reference
See www.pent.ca.gov

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Name: A Functional Assessment Observation Form

Starting Date: Ending Date:

Time	Behaviors		Predictors	Perceived Functions			Actual Consequences
	C	D	E	F	G	H	
B							
Totals							

EWEEK: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

Date:

GET ALL THE
INFORMATION YOU CAN,
WE'LL THINK OF A
USE FOR IT LATER.



Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide

CONFIDENTIAL – DO NOT DISPLAY

BEHAVIOR SUPPORT PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: ☐ IEP date: ☐ 504 plan date: ☐ Team meeting date:

Student Name Today's Date Next Review Date

1. The behavior impeding learning is (describe what it looks like)
2. It impedes learning because
3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☐ serious ☐ extreme
4. Frequency or intensity or duration of behavior
☐ reported by and/or ☐ observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)

5.

What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)

6.

Remove student's need to use the problem behavior

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)

7.

Intervention

Who will establish? Who will monitor? Frequency?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis

Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)

8.

Accept a replacement behavior that meets same need

What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?)

9.

Intervention

What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)

10.

Who will establish? Who will monitor? Frequency?

Behavior Support Plan

#1. What is the behavior and what does it look like.

- Description should be **observable**, e.g., what it looks like to a camera, and therefore measurable for progress monitoring.
- If the team describes a category or label for the behavior, follow that with a description of **exactly what the student is doing**.

Examples for #1

- Off task:
 - crawls on the floor; plays with objects in desk; attempts play with others
- Poor organization and planning:
 - rushes to complete assignment without planning each phase; waits until the final work period to begin a long term assignment
- Tantrums:
Outbursts/Rage/
Explosive Reactions/
 - student throws materials; student crawls under the desk and screams with high volume.

Behavior Support Plan

#2 Behavior Impedes Learning Because...

- ***Consider the impact on students' achievement.***
 1. *Are there less academic or social skills learned by this student or others because of the problem behavior?*
 2. *Does this behavior raise safety or welfare concerns?*

Examples for #2

- Unavailable for Instruction
- Reduced Skills Learning
- Reduced Productivity
- Lack of Work Production Negatively Impacts Progress/Grades
- Disrupts Other Students' Opportunity to Learn
- Requires Activities/Class Instruction to Stop
- Instructional Time is Lost for Disciplinary Proceedings

Behavior Support Plan

#3 The Need for a BSP

- **Early Stage:** Behavior is not yet significantly impacting learning of student or classroom functioning but could escalate if not addressed.
- **Moderate:** Behavior is beginning to significantly impact classroom functioning or student learning.
- **Serious:** Physical assaults or Self- injurious
- **Extreme:** Safety threat to self or others

Behavior Support Plan

#4 Frequency or Intensity or Duration of Behavior

- ***This is to convey to the reader the extent to which this behavior is significant.***

Examples for #4

- **Frequency: How often the behavior happens**
- Every ten seconds
- Three times per week
- Periodically during the month, see behavior logs: averages 2 x per month
- **Intensity: A description of the heightened impact of the behavior, e.g., the depth, the force, the strength, the vigor or extreme level of the behavior**
- (Screams) loud enough to be heard in adjacent classrooms
- (Hits with retracted fist) hard enough to leave bruises
- (Bites) hard enough to leave marks, but has not yet broken skin
- **Duration: How long the behavior lasts**
- After Lunch--5th and 6th Periods,
- Entire Period with no stopping
- Continuous for 20 minutes

Behavior Support Plan

#5 What are the Predictors of the Behavior?

- **Situations in which the behavior is likely to occur: people, time, place, object, etc.**

Examples for #5

- **Physical Setting**
 - **Sensory under or over stimulation: noise, crowding, temperature, etc.; missing or present materials, configurations of furniture;**
- **Social Setting**
 - **Interaction patterns in or around the student, people present or absent; substitute teacher**
- **Instructional Strategies**
 - **Mismatch between learner accommodation needs and instructional components. An accommodation plan may be necessary to increase student success.**
- **Scheduling Factors**
 - **Specific times within the schedule; with or without sequencing and transition supports; absence of a visual schedule; unanticipated changes in routine**

Behavior Support Plan

#6 What Supports the Student Using the Problem Behavior?

- *In other words, **what is missing** in the environment that needs adding, or what is in the environment/curriculum that **needs removing**?*

Examples for #6

- **Present in the environment: remove something**
 - Problems with seating arrangement, noise level of the classroom, size of the desk,
 - interactions going on around student, etc., so change these variables
 - Peer status is gained for misbehaving, so arrange peer status for pro-social behavior
- **Missing in the environment: add something**
 - Student has not yet been taught how to transition quietly, so teach it.
 - Rules, expectations, alternatives, consequences are not yet clear to the student, so explicitly re-teach and reinforce adherence.

Behavior Support Plan

#7 What environmental changes, structure and supports are needed to remove the student's need to use this behavior?

**Changes in time/space/materials/ interactions
to remove likelihood of behavior**

Examples for #7

- **Time changes: Review environmental analysis for what to add or remove**
 - Provide a break after 15 minutes of work
 - Allow completion of tasks in parts; develop a pacing technique
 - Give student time to finish assignments at home
 - Give more/less time on tasks
- **Space changes:**
 - Student will sit near the front
 - Student needs to sit near assigned support buddy
 - Different work areas will be clearly identified, different work spaces for different tasks

Examples for #7 cont.

- **Material(s) changes:**

- Hands-on learning or manipulatives will be increased
- Tasks organized in sequencing trays; visual schedule provided on student's desk
- Notebook organizer for assignments (and instruction to use)
- Enlarged print size for texts
- Provide pictures for use in communicating needs and wants

- **Interaction changes:**

- Use specific supportive voice volume and words; prepare the student ahead of time for change
- Cue the student to use previously taught coping strategies when changes to routine create anxiety
- Model positive self-talk language and teach a calming count down, 10 to 1, to aid relaxation

Behavioral Support Plan

8 Team believes the behavior occurs because:

-
- *Specify the **function of behavior** in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior.*

Examples for #8

- **Getting Examples:**

- To gain adult attention
- To gain sustained peer attention and positive comments (use instead of “power”)
- To gain a desired item or activity
- To get a choice in the pacing of activities (use instead of “control”)

- **Reject: (Escape/Protest/Avoid) Examples:**

- To escape or avoid a task student states is (a) too hard or (b) too long, or (c) not meaningful to the student or (d) to escape peer comments that the task is too easy
- To avoid or protest a demand or request or reprimand
- To escape an environment in which the student states negative comments from peers frequently occur
- To escape or avoid specific people or activities

Behavior Support Plan

9 What the team believes the student should do instead of problem behavior?

- *The functionally equivalent replacement behavior (FERB) is a positive alternative that allows the student to obtain the same outcome that the problem behavior provided.*
- *The FERB must be as easily performed as the problem behavior.*

Examples for #9

- (Swears at teacher: protesting a lack of attention) – FERB: Verbally state a desire for attention from the teacher.
- (Fights: protesting not getting his way during a recess game) – FERB: Use protest language taught in verbal conflict resolution training.
- (Screams: protesting an unexpected activity) – FERB: Use the printed schedule to protest and then negotiate about an upcoming unexpected activity.
- (Runs from room-escaping hard work) – FERB: Go to time away/break center.
- (Gains sustained positive peer attention from gang members for assaultive behavior) – FERB: Gain sustained positive peer attention from an alternative group for prosocial behavior.

Behavior Support Plan

#10 What Teaching Strategies/Necessary Curriculum/Materials are needed to teach the functionally equivalent replacement behavior?

- **Teaching** of underlying pivotal skills that will increase the student's ability to perform general positive behaviors should also be considered.



“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?”

(Herner, 1998)

The supports selected by team must be logically related to the assessment:

- ☐ ☐ What was determined to be the function of the behavior? (line 8);
- ☐ ☐ What the team believes the student should do instead of the behavior? (line 9);
- ☐ ☐ What is supporting the problem behavior in the environment? (line 6).

Distinctions:

- ☐ ☐ General, positive behavior instruction teaches the student underlying skills, often useful in problem situations.
- ☐ ☐ FERB specifically allows the student to get or reject something in a more socially acceptable manner as compared to the problem behavior method.

Behavior Support Plan

#11 What are reinforcement procedures to use for establishing, maintaining and generalizing the new behavior?

- *A **reinforcer** is something proven to increase the behavior. A **reward** is something we hope the student will strive to earn, but there is no current evidence supporting that conclusion.*

Rules for Reinforcers

- **Specificity:** Be specific
- **Contingency:** Contingently given following the desired behavior
- **Efficacy Evidence:** Student must WANT the reinforcer
- **Frequency:** The frequency of earning must match the students ability to delay gratification. Approximately every 10 minutes? 2x per week?
 - (High frequency is an especially important consideration for students with a limited history of reinforcement for desired behavior.)
- **Immediacy:** Delivered IMMEDIATELY after each desired behavior.
 - Young children
 - Just starting behavior plan
- **Choice-within-Variety:** Offer more than one reinforcer and allow the student to select.

Examples for #11

- **Physical:** High-five/low-five, pat-on-the-back, delivered immediately following each task completed.
- **Verbal:** Use specific praise, e.g. “I bet you are proud of this work!” “You Made a Good Choice! You worked very carefully on that assignment”;
- **Activity Access:** Desired activities contingently available following the completion of less preferred activities, e.g., time on the computer; free time; listening to music;
- **Tangibles:** Positive phone calls or notes sent home; small toys.
- **Tokens and points:** Use a symbol standing for progress toward accessing desired outcomes:
- **Privileges:** Passes or immediate verbal permission to: exempt an assignment; get an extra point on the quiz of your choice; permission to sit where you want for one period.

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again?

12.

1. Prompt student to switch to the replacement behavior

2. Describe how staff should handle the problem behavior if it occurs again

3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior (line 3)	For the purpose of y (line 8)	Instead of Z behavior (line 1)	For the purpose of y (line 8)	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to: ☐ Increase use of replacement behavior and may also include:☐ Reduce frequency of problem behavior ☐ Develop new general skills that remove student's need to use the problem behavior**Observation and Analysis Conclusion:**Are curriculum accommodations or modifications also necessary? Where described: ☐ yes ☐ noAre environmental supports/changes necessary? ☐ yes ☐ noIs reinforcement of replacement behavior alone enough (no new teaching is necessary)? ☐ yes ☐ noAre both teaching of new replacement behavior AND reinforcement needed? ☐ yes ☐ noThis BSP to be coordinated with other agency's service plans? ☐ yes ☐ noPerson responsible for contact between agencies ☐ yes ☐ no

Behavior Support Plan

#12 What strategies will be employed if the problem behavior occurs again?

- *What steps **will the adults take** to return the student to rule-following behavior?*
- *How can staff best **prevent** escalation?*
- *What words, items or actions **work to calm** this specific student?*

Examples for #12

Examples in a Hierarchy of Responses, Early to Late Stages:

1. **Prompt to the FERB**, or redirect to task with additional supports: (Redirecting Phase)
2. **Reactive Strategies** for When the Problem Behavior is Escalating Beyond Initial Redirection Phase (Managing the Problem Safely)
3. **Strategies for After the Problem Behavior is Over** (Debriefing Phase)
4. **Possible Additional Strategies** (Consequences or Punishment)

Behavior Support Plan

13 Behavior Goals

Every goal requires six components to enable adequate progress monitoring. Components can be in any order, and grids and tables are acceptable.

FERB goals also minimally have six parts, but in order to show a clear connection to how this goal achieves similar functional outcomes to the problem behavior under similar conditions, a nine component format is preferable.

Format for (a) Increase General Positive OR (b) Decrease, or Stop Problem Behavior

By When?	Who?	3. Will do what? Or will stop/decrease doing what?	4. Under what Condition(s)?	5. At what level of proficiency?	6. As measured by whom, and how measured?
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the behavior will look like (a) an increase in desired (b) a decrease or stop undesired Do not use self-esteem enhanced, feelings of anger reduced which are difficult/impossible to accurately measure.	Considerations: Location(s): at desk, during assemblies Person(s) present or absent: with peers, with aide Activity requirement(s): given a written assignment, when told to begin Prompting and degree of prompts: with no prompts/reminders, with gestural cue Etc:	Considerations: How well will the behavior be performed: Using 4/5 steps taught? With what degree of success: 4/5 items?	Who: Teacher? Aide? Considerations: Data collection: Recording in record book, teacher-made rating sheet, random/continuous time sampling, ? etc. Observation techniques: 3/5 observations in 3 weeks of observations,

Format for a Functionally Equivalent Replacement Behavior



1. By When?	2. Who?	3. Instead of what problem behavior?	4. For the purpose or function of what?	5. Will do what?	6. For the purpose or function of what (repeat)	7. Under what contingent condition(s)?	8. At what level of proficiency?	9. As measured by whom, and how measured
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the <u>nondesired</u> problem behavior looks like	Specify the hypothesized function of the <u>nondesired</u> problem behavior this FERB is in lieu of: 1. to gain <u>what?</u> OR 2. to reject (protest, escape, <u>avoid</u>) <u>what?</u>	Specify in observable, measurable terms, the new, socially more acceptable behavior that achieves the same outcome for the student as the problem behavior	Repeat the hypothesized function: 1. to gain <u>what?</u> OR 2. to reject (protest, escape, <u>avoid</u>) <u>what?</u>	Specify the conditions when the student would likely use a problem behavior, but will now select the FERB to achieve the <u>desired outcome</u> .	Considerations: How well will the behavior be performed: Using 4/5 steps <u>taught?</u> With what degree of success: 4/5 <u>items?</u>	Who: Teacher? Aide? Considerations: Data collection: Recording in record book, teacher-made rating sheet, random/continuous time sampling, etc. Observation techniques: 3/5 observations in 3 weeks of observations,

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to: ☐ Increase use of replacement behavior and may also include:

☐ Reduce frequency of problem behavior ☐ Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion:

Are curriculum accommodations or modifications also necessary? Where described: _____	<input type="checkbox"/> yes <input type="checkbox"/> no
Are environmental supports/changes necessary?	<input type="checkbox"/> yes <input type="checkbox"/> no
Is reinforcement of replacement behavior alone enough (no new teaching is necessary)?	<input type="checkbox"/> yes <input type="checkbox"/> no
Are both teaching of new replacement behavior AND reinforcement needed?	<input type="checkbox"/> yes <input type="checkbox"/> no
This BSP to be coordinated with other agency's service plans?	<input type="checkbox"/> yes <input type="checkbox"/> no
Person responsible for contact between agencies _____	<input type="checkbox"/> yes <input type="checkbox"/> no

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- ☐ Student _____
- ☐ Parent/Guardian _____
- ☐ Parent/Guardian _____
- ☐ Educator and Title _____
- ☐ Educator and Title _____
- ☐ Educator and Title _____
- ☐ Administrator _____
- ☐ Other _____
- ☐ Other _____

#14 Manner and Content of Communication

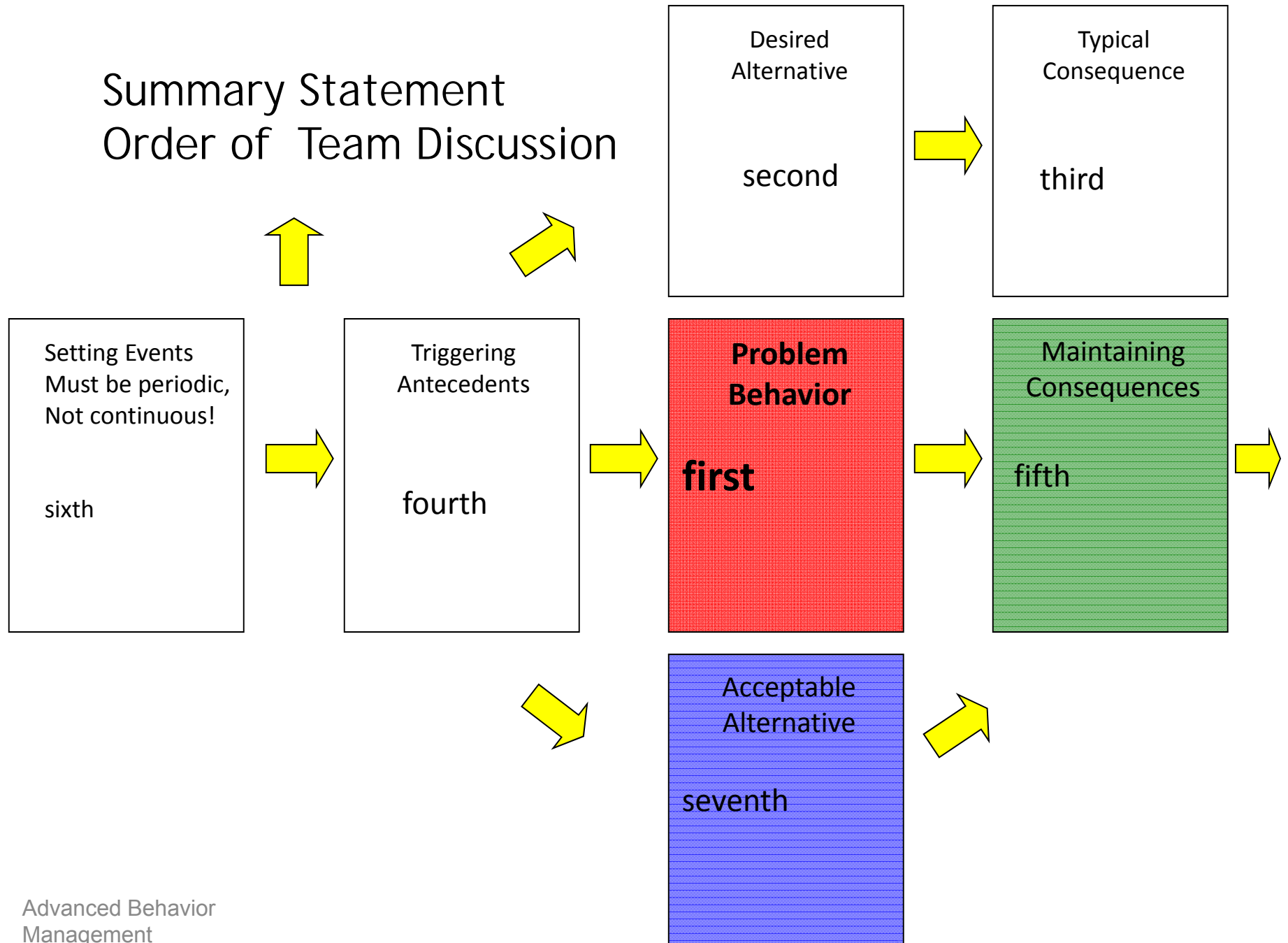
- **On-going progress monitoring** to document response to intervention requires delineating:
 1. the communication participants
 2. under what conditions
 3. manner
 4. expected frequency
 5. content
 6. two-way specification

Who will participate?	Under what condition(s)?	<u>Manner</u> of exchange of student progress and staff implementation data	<u>Content</u> of exchange, Outbound information AND Inbound response	<u>Frequency</u> of exchange of student progress and staff implementation data	Two-way specification
Parents, counselor, IEP case manager teachers	Continuous daily summaries collected on general positive behavior and use of FERB Episodic for problem behavior	Weekly written data reports sent by email from science and social studies teachers to parents, counselor and IEP case manager.	Communication will be on: 1. work completion rate 2. frequency and location antecedents at the time of any problem behavior 3. frequency, location and duration of "time away" use. Parents, counselor, and IEP case manager will acknowledge receipt of the email as well as content of	Weekly exchange of information collected daily	Teachers parents and counselors will both send and receive information; IEP case manager and counselor will receive information and respond stating whether to continue plan or meet again

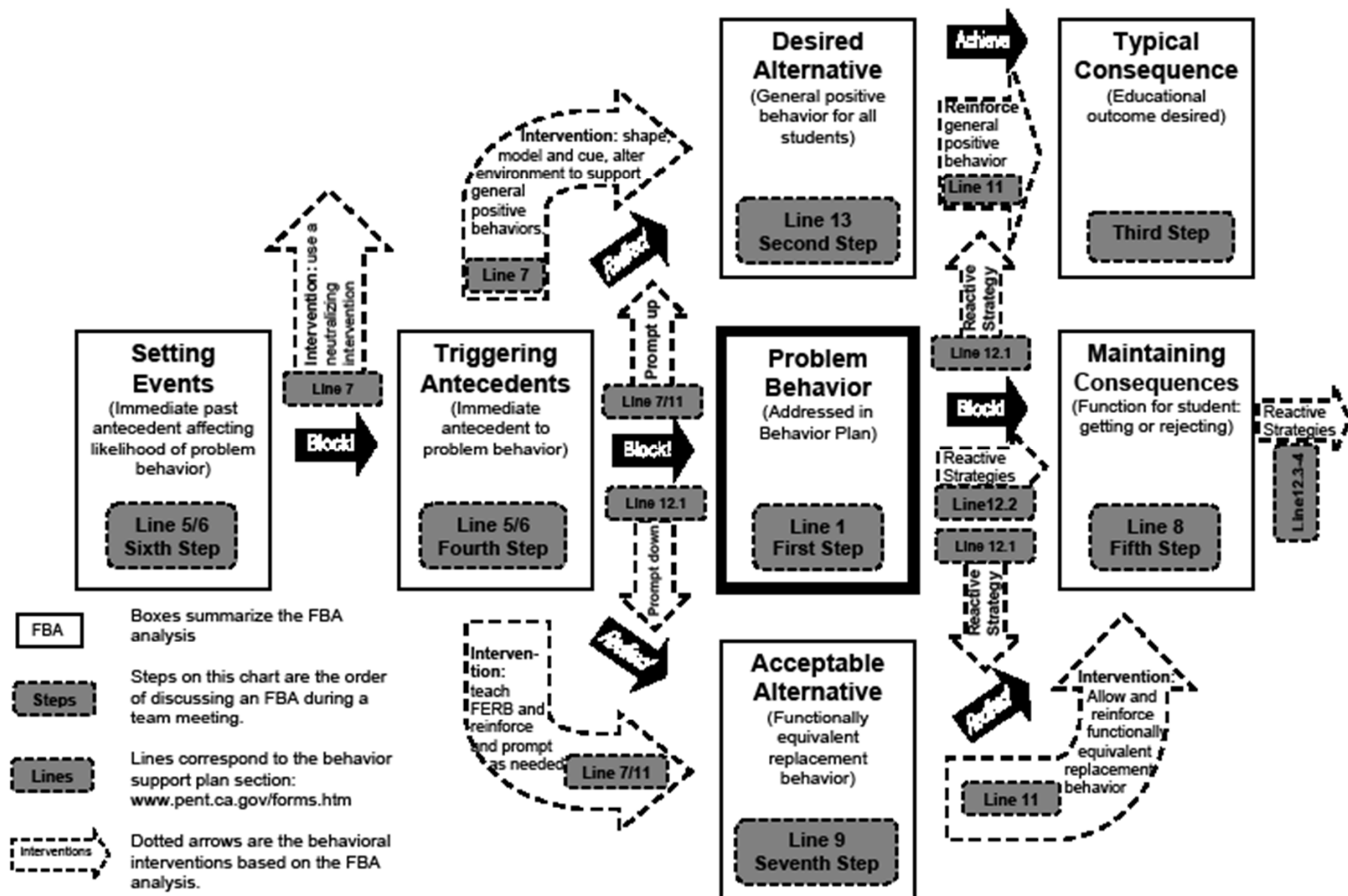
3. Competing Pathways

- **Upper:** **Get this**—general positive behavior
- **Middle:** **Prevent this**—reactive strategies to prevent problem behavior escalation
- **Lower:** **Accept this**—FERB in lieu of problem behavior when general positive upper pathway fails

Summary Statement Order of Team Discussion



THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING



Browning Wright & Cook, 2008: See BSP Desk Reference for plan development instructions: www.pent.ca.gov

Writing the Behavior Support Plan

- Team process
 - Teachers
 - Parents
 - Student
 - Validate their feelings
 - Include them so it is their plan

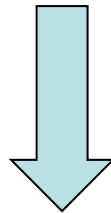


Give it Time!!

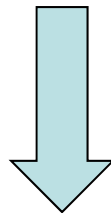
- First week= Student testing the plan
- Second week= May see some small changes
- Third week= Behavior should be changing
 - Watch for extinction bursts!
- Fourth week= Behavior should be more positive than negative
- If changes are not being seen, need to re-evaluate the plan

Writing Behavior Plan is a Process!!

- Information Gathering



- Behavior Support Plan (BSP)



- Evaluation of Plan