Writing Positive and Effective Behavior Support Plans
Who am I?

- Penny McCormick-Gilles
- Mid-Central Educational Cooperative
- Mother of six, Nana of nine
- Special Education Director & School Psychologist
- Penny.McCormick-Gilles@k12.sd.us
- 207-0243
Who am I?

- Becky Cain
- Department of Education
- Mother of three
- Worked at community support provider for seven years

- Rebecca.cain@state.sd.us
- 280-3568
Who are you?

- Special education teachers
- General education teachers
- Administrators
- Related service providers
- School psychologists
- Others
Goal For the Morning

HELP YOU TO UNDERSTAND THE PROCESS BEHIND WRITING EFFECTIVE BEHAVIOR SUPPORT PLANS
Our Cuing System

- You will have time to talk in your groups
- Time is short! We will need you to return your attention to us when the timer goes off.
You should have...

- Two copies of Competing Behaviors Pathways
- One copy of Behavior Plan
- Sheet to write positive support ideas
The Behavior Plan Process
What We Can Give You Is..

- A tool to help the team (including the student) work toward a more effective way to communicate
- A process that involves teaching/redirecting/reinforcing
- Information can be found at [www.pent.ca.gov](http://www.pent.ca.gov)
The Facts:

Problem behavior continues to be the primary reason why individuals in our society are excluded from school, home, recreation, community, and work.

BUT

We know that behaviors are trying to communicate a need or a want and shouldn’t be ignored.
I don't want to go to school! I hate school!
I'd rather do anything than go to school!
Bring Carl and Fred into your classroom

I like you just the way you are!

Grounding Principle

Unconditional Positive Regard

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.

Diana Browning Wright, M.S. L.E.P., Behavioral Analyst
Some Tips on Behavior Impedes Learning on the IEP:
Students with Behavior Eligibility

- OHI (ADHD), ED, Autism
  - Formal evaluations have been done
  - Should have information on Present Levels Page regarding behavior
    - Strengths and needs
  - Should have behavior addressed in goals
  - All should have behavior impedes learning checked
    - Can reference behavior plan
    - Can reference behavior goals
Students without Behavior Eligibility

- Is the student’s behavior impeding learning?
- Formal behavior evaluations not required for small or emerging behaviors.
- Was there a behavior eval done?
- Are there strengths and needs in the area of behavior?
- Meant to be proactive
- Safeguard to stop behaviors before a behavior plan is needed.
What should BIL section contain?

- Not just what the student will do
- Specify with the teacher/staff will do
- Alterations in the environment
- How the new behaviors be taught
- Should be brief
- Collaboratively developed
- Not consequence based
Examples of Behavior Supports
Examples of Positive Supports: Taking a Break

- When Sally comes into class and is noticeably agitated, the teacher will ask her if she would like to **take a five minute break** in the relaxation corner to write about what is bothering her. Upon returning to her desk the teacher will read Sally’s paper and set up a meeting to discuss it later. Sally will be verbally rewarded for returning to work.

- Want the student to learn to know when they need a break.

Taking a break will probably need to be taught!!
Examples of Positive Supports:  
Do Later File

- When the student becomes frustrated have them put work away
- Only give them so many at a time
- Have them go through and circle the ones they would like to do on their own and put an X by the ones they would like help with
Examples of Positive Supports: Build Momentum

- Start with what they know to get them working
- Build confidence and momentum
Examples of Positive Supports: Cueing System

When Billy is becoming frustrated with the material because it is too difficult for him, Billy will use the **cueing system** to let staff know he is frustrated. Staff will adapt the number of items he is expected to learn or number of activities student will complete prior to assessment for mastery.

- Steps for teaching Billy how to use the cueing system
- Who will teach
- Reinforcement for using system correctly
- Plan for re-teaching if system is not used correctly
Examples of Positive Supports: Sandwich Method

- A. Reinforce earlier behavior
- B. State inappropriate behavior with a calm voice
  (Just now your....)
- C. Empathy statement
- D. State appropriate behavior
- E. Rational statement
  - Require response
  - Require performance
  - Give ½ consequences
- F. Reinforce compliance
- **Turn and burn!!**
Example of Positive Support: Schedules

- Picture schedules
- Written schedules in planners
- Written schedule posted for all students
Examples of Positive Supports: Teaching Expectations, Can’t Do vs. Won’t Do

- Take students to each area and teach what is expected in that area
- If issues start to arise in certain areas, take class and teach again
- Role play
“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)
Examples of Positive Supports: Set Kids Up for Success

- If you have a classroom system in place but the student has never experienced success with it, it will become meaningless and frustrating.
- Same is true with behavior support plan.
- Kids become programmed to think they CAN’T.
Examples of Positive Supports: Reinforcement/Recognize Systems

It’s not as much about the reinforcement as it is about the relationship
Examples of Positive Support: Focus on Behaviors You Want to Increase

- Pay more attention to positive behaviors
- When collecting data for some behaviors, collect it on the behaviors you want to see (on task, in seat, working quietly)
Examples of Positive Supports: Classroom Strategies

- **Get Students' Attention Before Giving Directions** (Wait until all students are looking at you and ready to listen)
- **Class Participation: Keep Students Guessing** (ask questions, call on students randomly)
- **Use Proximity Control** (circulate around the room or when needed, stand next to someone)
More Classroom Strategies

- **Instruct at a Brisk Pace** (Minimize time spent things like collecting homework or on transitions)
- **Make the Activity Stimulating** (Make instruction interesting & exciting)
- **Pay Attention to the On-Task Student** ("Catch the child being good")
- **Provide a Quiet Work Area** (This is not a time out)
Questions on Supports?

Turn and Talk

Take five minutes and talk to a neighbor about strategies you use and ones you think will work with your students
BREAK
Behavior
Support Plan
Process
Tools needed

1. Data Collection
2. Competing Behaviors Pathways
3. Behavior Support Plans
Where Do You Start?
Data Collection

- 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)
# Time Sampling Record Sheet

10-minute intervals

**Student:** 

**Date:** 

**Behavior:** 

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

<table>
<thead>
<tr>
<th>Type 1: Whole Interval</th>
<th>Type 2: Partial Interval</th>
<th>Type 3: Momentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ or -</td>
<td>+ or -</td>
<td>+ or -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>*</th>
<th>Comments</th>
<th>*</th>
<th>Comments</th>
<th>*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:09</td>
<td></td>
<td>8:10-8:19</td>
<td></td>
<td>8:20-8:29</td>
<td></td>
</tr>
<tr>
<td>8:10-8:19</td>
<td></td>
<td>8:20-8:29</td>
<td></td>
<td>8:30-8:39</td>
<td></td>
</tr>
<tr>
<td>8:20-8:29</td>
<td></td>
<td>8:30-8:39</td>
<td></td>
<td>9:00-9:09</td>
<td></td>
</tr>
<tr>
<td>8:30-8:39</td>
<td></td>
<td>9:00-9:09</td>
<td></td>
<td>9:10-9:19</td>
<td></td>
</tr>
<tr>
<td>9:00-9:09</td>
<td></td>
<td>9:10-9:19</td>
<td></td>
<td>9:20-9:29</td>
<td></td>
</tr>
<tr>
<td>9:20-9:29</td>
<td></td>
<td>9:30-9:39</td>
<td></td>
<td>10:00-10:09</td>
<td></td>
</tr>
<tr>
<td>9:30-9:39</td>
<td></td>
<td>10:00-10:09</td>
<td></td>
<td>10:10-10:19</td>
<td></td>
</tr>
<tr>
<td>10:00-10:09</td>
<td></td>
<td>10:10-10:19</td>
<td></td>
<td>10:20-10:29</td>
<td></td>
</tr>
<tr>
<td>10:10-10:19</td>
<td></td>
<td>10:20-10:29</td>
<td></td>
<td>10:30-10:39</td>
<td></td>
</tr>
<tr>
<td>10:20-10:29</td>
<td></td>
<td>10:30-10:39</td>
<td></td>
<td>11:00-11:09</td>
<td></td>
</tr>
<tr>
<td>10:30-10:39</td>
<td></td>
<td>11:00-11:09</td>
<td></td>
<td>11:10-11:19</td>
<td></td>
</tr>
</tbody>
</table>

Note: "+" means behavior is present at end of the interval.
Behavioral Record (BAC)

Student Name: __________________________ Period Covered: __________________

<table>
<thead>
<tr>
<th>Date and Time</th>
<th>Behaviors</th>
<th>Antecedent</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>What led to the event?</td>
<td>Staff intervention and outcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

---
### Functional Assessment Observation Form

<table>
<thead>
<tr>
<th>Name</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Date</td>
<td></td>
</tr>
<tr>
<td>Ending Date</td>
<td></td>
</tr>
<tr>
<td><strong>Behaviors</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Predictors</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Perceived Functions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal/Outcome</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exposure</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Emotion</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Legend:**
- **A**: Name
- **B**: Starting Date
- **C**: Ending Date
- **D**: Behaviors
- **E**: Predictors
- **F**: Perceived Functions
- **G**: Goal/Outcome

**Note:** The authors have used this form for many cases, and teachers have received it well. We have discovered that the process of filling out the form has given teachers new skills in observing behaviors and designing behavior interventions, often alleviating the need for more time-intensive plan development.
GET ALL THE INFORMATION YOU CAN, WE'LL THINK OF A USE FOR IT LATER.
Once you have your data...

1. Competing Behaviors Pathways

2. Behavior Support Plan
Why use the Pathways chart?

1. Helps bring consensus to the group
2. Establishes buy-in for the Behavior Support Plan
3. Gives a great visual of the real issues and solutions
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

What everyone else in the Classroom is doing

This is the picture of what is currently going on with the student

What the team will accept when The upper pathway is not able To be reached
Reminder! Expectations for Rest of the Morning

1. Time is short, please stay on task!
2. When the timer goes off, please raise your hand, finish conversations, and be ready to move on to the next section
Meet Our Example Student Brian

- Please read the next slide to yourself
- On a piece of paper please write down
  - Main behavior
  - Antecedents
  - Consequences
Brian is a kindergartener with a special education eligibility diagnosis of speech/language disorder but with many features suggestive of autism. He is verbal, and uses 3-4 word sentences routinely to express needs and wants, but never to comment on something in the environment. Brian likes routines, and becomes very upset if the bus is late, or if the bus driver is not the expected one. On those days, when Brian’s bus routine has changed, staff members say they “know he will have problems.” Each school day Brian puts his coat away, and goes to circle time. After going to circle, on many days, Brian will run away, and kick and head butt if captured after running away, if the activity at circle time lasts more than five minutes. Brian is more likely to leave circle by running away, on days when the bus routine has changed from the typical bus routine.
The Competing Behaviors Pathway Process

1. We will look at the boxes one by one
   1. Very important to fill the boxes out in the order they are numbered
2. We will look at the information that should go there
3. We will look at some examples
4. We will decide what should go there for Brian
Summary Statement
Order of Team Discussion

- Setting Events
  - Must be periodic,
  - Not continuous!

- Triggering Antecedents

- Problem Behavior
  - First

- Desired Alternative
  - second

- Typical Consequence
  - third

- Maintaining Consequences
  - fifth

- Acceptable Alternative
  - seventh

Advanced Behavior Management
1. Define Problem Behavior

- Description should be observable, e.g., what it looks like to a camera, and therefore measurable for progress monitoring.

- What the behavior looks like, not how it makes you feel.

- 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:**
  - Poor organization and planning:
  - Tantrums:
    - Outbursts/Rage/
    - Explosive Reactions
  - Crawls on the floor; plays with objects in desk; attempts play with others
  - Rushes to complete assignment without planning each phase; waits until the final work period to begin a long term assignment
  - Student throws materials; student crawls under the desk and screams with high volume.
### Summary Statement
Order of Team Discussion

- **Setting Events**
  - Must be periodic, Not continuous!
  - sixth

- **Triggering Antecedents**
  - fourth

- **Desired Alternative**
  - second

- **1.Problem Behavior**
  - Gets up and Runs into the Hallway during Circle time

- **Maintaining Consequences**
  - fifth

- **Typical Consequence**
  - third

- **Acceptable Alternative**
  - seventh

**Typical Consequence**

- **Acceptable Alternative**
  - second

Advanced Behavior Management
Summary Statement
Order of Team Discussion

Setting Events
Must be periodic, Not continuous!
sixth

Triggering Antecedents
fourth

Problem Behavior
first

Desired Alternative
Second

Maintaining Consequences
fifth

Typical Consequence
third

Acceptable Alternative
seventh

Advanced Behavior Management
2. Desired Alternative Behavior

- What is the child supposed to be doing at that time?
- What are other students doing at that time?
Examples for #2

- Sit at desk
- Complete assignment during class time
- Turn in neat completed homework on time
- Use language that does not contain swear words while talking to peers and teachers
- Keep hands and feet to self while in the lunch room
Summary Statement
Order of Team Discussion

1. Setting Events
   Must be periodic, Not continuous!

2. Desired Alternative
   Sit in circle time and listen to the lesson

3. Typical Consequence
   Sit in circle time and listen to the lesson

4. Triggering Antecedents
   Sit in circle time and listen to the lesson

5. Problem Behavior
   Sit in circle time and listen to the lesson

6. Acceptable Alternative
   Sit in circle time and listen to the lesson

7. Maintaining Consequences
   Sit in circle time and listen to the lesson

Advanced Behavior Management
Summary Statement
Order of Team Discussion

Setting Events Must be periodic, Not continuous!

Triggering Antecedents

Problem Behavior

Desired Alternative

Acceptable Alternative

Typical Consequence

Maintaining Consequences

first

fourth

second

seventh

Advanced Behavior Management
#3 Typical Consequence for #2

What happens when the student or all the other students exhibit the desired behavior written in #2?
Examples for #3

- Students are allowed access to the computer
- Students learn the material
- Students are able to move on to the next lesson in the book
- Students are able to stay in the classroom and participate in class
- Students are able to play on the playground
- Students are able to sit where they want at lunch
Summary Statement
Order of Team Discussion

1. Setting Events
   Must be periodic, Not continuous!

2. Triggering Antecedents
   fourth

3. Problem Behavior
   first

4. Maintaining Consequences

5. Typical Consequence
   Learn the information the teacher is sharing verbal praise

6. Desired Alternative
   second

7. Acceptable Alternative
   seventh
Summary Statement
Order of Team Discussion

Setting Events
Must be periodic,
Not continuous!
sixth

Triggering Antecedents
Fourth

Desired Alternative
second

Problem Behavior
first

Acceptable Alternative
seventh

Maintaining Consequences
fifth

Typical Consequence
third

Advanced Behavior Management
#4 Triggering Antecedents

- Situations in which the behavior is likely to occur: people, time, place, object, etc.
Examples for #4

- **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.
Summary Statement
Order of Team Discussion

Setting Events
Must be periodic,
Not continuous!
sixth

4. Triggering Antecedents
Circle time lasts more than 5 minutes

Desired Alternative
second

Problem Behavior
first

Acceptable Alternative
seventh

Typical Consequence
third

Maintaining Consequences
fifth
Summary Statement
Order of Team Discussion

1. Setting Events
   Must be periodic, Not continuous!

2. Triggering Antecedents
   fourth

3. Problem Behavior
   first

4. Desired Alternative
   second

5. Maintaining Consequences
   Typical Consequence
   third

6. Acceptable Alternative
   seventh

7. Alternative
   second

Advanced Behavior Management
#5 Maintaining Consequences

- What is happening after or during the behavior that makes it worth while for the student to keep doing it?
- Also known as function of the behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior.
Examples for #5

- **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
Summary Statement
Order of Team Discussion

1. Setting Events
   Must be periodic, Not continuous!

2. Triggering Antecedents

3. Problem Behavior
   first

4. Desired Alternative
   second

5. Maintaining Consequences
   Does not Have to Participate In circle time

6. Acceptable Alternative

7. Typical Consequence
   third

Advanced Behavior Management
Advanced Behavior Management

Summary Statement Order of Team Discussion

Setting Events
Must be periodic, Not continuous!
Sixth

Desired Alternative
second

Acceptable Alternative
seventh

Typical Consequence
third

Maintaining Consequences
fifth

Problem Behavior
first

Triggering Antecedents
fourth
#6 Setting Events

- Not something that happens all the time
- Special events that may ADD TO the likelihood a behavior will occur
Examples #6

- Child refused meds
- Child broke up with girl/boyfriend
- Child did not get enough sleep the night before
Brian likes routines, and becomes very upset if the bus is late, or if the bus driver is not the expected one. On those days, when Brian’s bus routine has changed, staff members say they “know he will have problems.” Each school day Brian puts his coat away, and goes to circle time. After going to circle, on many days, Brian will run away, and kick and head butt if captured after running away, if the activity at circle time lasts more than five minutes. Brian is more likely to leave circle by running away, on days when the bus routine has changed from the typical bus routine.
Summary Statement
Order of Team Discussion

Setting Events
Bus is late/not
The usual bus driver

Sixth

Triggering Antecedents
fourth

Desired Alternative
second

Problem Behavior
first

Maintaining Consequences
fifth

Typical Consequence
third

Acceptable Alternative
seventh

Advanced Behavior Management
Setting Events Must be periodic, Not continuous!

Desired Alternative second

Triggering Antecedents fourth

Problem Behavior first

Maintaining Consequences fifth

Acceptable Alternative Seventh

Advanced Behavior Management
#7 Functionally Equivalent Replacement Behavior (FERB)

- **FERB** = What student should do instead of the problem behavior?

- The **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 #7

- (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.
Summary Statement
Order of Team Discussion

- Setting Events
  Must be periodic, Not continuous!
  sixth

- Triggering Antecedents
  fourth

- Problem Behavior
  first

- Desired Alternative
  second

- Typical Consequence
  third

- Maintaining Consequences
  fifth

7. Acceptable Alternative (FERB)
   Brian will raise hand and ask to leave circle time

Advanced Behavior Management
Remember!!!!

- Celebrate small successes
- Brian may never do exactly what all the other students do
Form a team of 2-3

Take a minute and think of a student who needs a structured plan for shaping behavior.
Summary Statement
Order of Team Discussion

Setting Events Must be periodic, Not continuous!

Triggering Antecedents

Problem Behavior First

Desired Alternative second

Typical Consequence third

Maintaining Consequences fifth

Acceptable Alternative seventh

Advanced Behavior Management
1. Define Problem Behavior

- Description should be observable, e.g., what it looks like to a camera, and therefore measurable for progress monitoring.
- What the behavior looks like, not how it makes you feel
- If the team describes a category or label for the behavior, follow that with a description of exactly what the student is doing.
Summary Statement
Order of Team Discussion

Setting Events
Must be periodic,
Not continuous!
sixth

Triggering Antecedents
fourth

Problem Behavior
first

Desired Alternative
Second

Acceptable Alternative
seventh

Maintaining Consequences
fifth

Typical Consequence
third
2. Desired Alternative Behavior

- What is the child supposed to be doing at that time?
- What are other students doing at that time?
Summary Statement
Order of Team Discussion

Setting Events
Must be periodic,
Not continuous!
sixth

Triggering Antecedents
fourth

Desired Alternative
second

Problem Behavior
first

Acceptable Alternative
seventh

Maintaining Consequences
fifth

Typical Consequence
Third

Advanced Behavior Management
#3 Typical Consequence for #2

What happens when the student or all the other students exhibit the desired behavior written in #2?
Summary Statement
Order of Team Discussion

Setting Events
Must be periodic, Not continuous!

Triggering Antecedents
Fourth

Desired Alternative
second

Problem Behavior
first

Acceptable Alternative
seventh

Maintaining Consequences
fifth

Typical Consequence
third

Advanced Behavior Management
#4 Triggering Antecedents

- Situations in which the behavior is likely to occur: people, time, place, object, etc.
Summary Statement
Order of Team Discussion

- Setting Events: Must be periodic, Not continuous!
- Triggering Antecedents: fourth
- Problem Behavior: first
- Desired Alternative: second
- Typical Consequence: third
- Acceptable Alternative: seventh
- Maintaining Consequences: Fifth
#5 Maintaining Consequences

- What is happening after or during the behavior that makes it worth while for the student to keep doing it?
- Also know as function of the behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior.
Summary Statement
Order of Team Discussion

Setting Events
Must be periodic, Not continuous!
Sixth

Triggering Antecedents
fourth

Desired Alternative
second

Problem Behavior
first

Acceptable Alternative
seventh

Typical Consequence
third

Maintaining Consequences
fifth
#6 Setting Events

- Not something that happens all the time
- Special events that may ADD TO the likelihood a behavior will occur
Advanced Behavior Management

Summary Statement
Order of Team Discussion

1. Setting Events: Must be periodic, not continuous!
   - sixth

2. Triggering Antecedents: fourth

3. Problem Behavior: first

4. Desired Alternative: second
   - third

5. Maintaining Consequences: fifth

6. Typical Consequence

7. Acceptable Alternative: Seventh
#7 Functionally Equivalent Replacement Behavior (FERB)

- **FERB** = What student should do instead of the problem behavior?

- The **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.
Break time!!
The Behavior Plan
Behavior Support/Intervention Plan

ID # ____________________________ Student ____________________________
School __________________________ DCB: ____________________________ Grade: __________

□ Initial Plan Date
□ Revised Plan Date

1. Problem Behavior (define & describe why they are important to change):

2. Previous Interventions:

3. Baseline Data (frequency, duration, intensity, behavior graphs, etc.):

4. Hypothesis (What is the function of the behavior?):

5. Identified antecedents (triggers) to the behavior:

6. Antecedent Modifications & staff responsible (changes needed in the environment):

7. Functionally Equivalent Replacement Behaviors (what students should do instead of the problem behavior):

8. List teaching strategies/Necessary Curriculum/Materials, etc. needed to teach FERB & staff responsible (List specific teaching steps for student to learn replacement behavior/s):

9. Positive reinforcement strategies for displaying appropriate behavior & staff responsible:

10. Reactive Strategies & staff responsible (What to do when the problem behaviors occur, including the Crisis Management Plan):
   1. Prompt student to switch to replacement behavior:
   2. Describe how staff should handle the problem behavior if it occurs again:
   3. Positive Discussion with student after behavior ends:
   4. Any necessary further classroom or school consequences:
Behavior Support Plan

#1. Problem Behavior (define and describe why they are important to change)

* First part done on CBP

- Description should be **observable**, e.g., what it looks like to a camera, and therefore measurable for progress monitoring.

- What the behavior looks like, not how it makes you feel

- 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:
  - Poor organization and planning:
    - Crawls on the floor; plays with objects in desk; attempts to play with others
    - Rushes to complete assignment without planning each phase; waits until the final work period to begin a long-term assignment
    - Student throws materials; student crawls under the desk and screams with high volume.

- Tantrums:
  - Outbursts/Rage/Explosive Reactions/
why is it important to change

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?
3. Behavior Impedes Learning section of IEP
Examples for why it is important to change

- 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
#2. Previous Interventions

- Look at what has been done at home and school
- If the intervention did not change behavior:
  - Look to see how long the intervention was implemented
  - Look to see who was implementing
  - Did parts of it work?
#3 Baseline Data (frequency, duration, intensity, graphs)

- Do you have any??
- Who is responsible for gathering it?
- Don’t forget to use it!
#4. Hypothesis (What is the function of the behavior?)
* On CBP

Specify the function of the behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior.
Examples for #4

**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
#5 Identified Antecedents (triggers) to the behavior
*Done on CBP

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.
#6 Antecedent Modifications and staff responsible (changes needed to the environment)

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 #6

- **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 #6 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
#7 Functionally Equivalent Replacement Behavior (FERB What student should do instead of the problem behavior?)
*Done on CPB

- **The functionally equivalent replacement behavior 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 #7

• (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.
#8 List teaching strategies/necessary curriculum materials needed to teach FERB and staff responsible.

- List successive teaching steps for student to learn replacement behavior/s

- **Teaching** of underlying pivotal skills that will increase the student’s ability to perform general positive behaviors
#9 Positive reinforcement strategies for displaying appropriate behavior and staff responsible

- **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 student’s 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.
#10 Reactive Strategies and staff responsible (What to do when the problem behaviors occur, including Crisis Management Plan)

- **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 #10

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)
11. Collection (Methods and frequency of monitoring the progress of the plan)

12. Team Communication & Staff Responsible (system of communicating with team, expected frequency, content, etc):

The student will follow the standard District Discipline Policy. □ Yes
(If no complete the next statement) □ No

The following adaptations will be made to the standard District Discipline Policy:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#11 Collections (Methods and frequency of monitoring the progress of the plan)

- What forms will be used
- When will plan be revisited for progress
  - Set a date!
  - How long should you give the plan to work?
- Write specific names of people
#12 Team Communication and Staff Responsible

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
The student will follow the standard District Discipline Policy/What adaptations will be made?

- Make sure the principal is in on this conversation
- Get it in writing
- Review it often
Wrap up

1. Behavior is a form of COMMUNICATION!
2. Need to teach the behaviors we want to see
3. Need to reinforce the behaviors we want to see
4. Acceptable Alternative = FERB
   - Needs to be easy for student to perform
   - Needs to get same results as problem behavior
   - Needs to be taught
   - Needs to be positively reinforced
Questions?

Can't you just Google it?
Resources

- http://sdpbis.wikispaces.com/South+Dakota+PBIS
- www.pent.ca.gov
- http://flpbs.fmhi.usf.edu
- www.pbis.org
- www.behavioradvisor.com
- http://www.challengingbehavior.org
- www.whatworksclearinghouse.com
- www.interventioncentral.org
- http://www.top20training.com

Rebecca.cain@state.sd.us
Penny.McCormic-gilles@k12.sd.us