

BEST PRACTICES IN WRITING AND IMPLEMENTING LEGALLY DEFENSIBLE BEHAVIOR PLANS

Ramón B. Barreras, Ph.D., BCBA-D
 Ontario-Montclair School District
 School Psychologist
 Board Certified Behavior Analyst

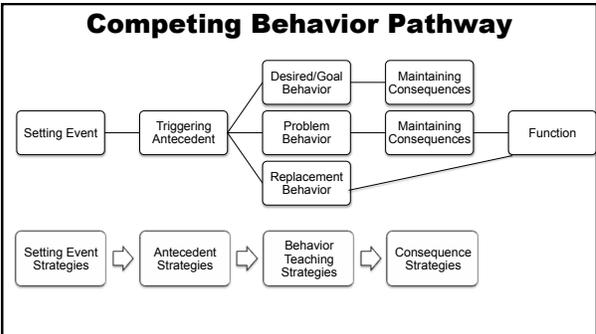
Litzy Z. Ruiz, M.A.
 Azusa Pacific University
 Assistant Professor

DESIRED OUTCOMES FOR PARTICIPANTS

- Understand the 7 key components of positive behavior support planning
 - Defining Behavior
 - Environmental Factors
 - Functional Factors
 - Teaching and Reinforcement
 - Reactive Strategies
 - Behavior Goals
 - Communication and Teaming
- Learn how to develop and write a legally defensible behavior plan

THE POSITIVE BEHAVIOR SUPPORT (PBS) APPROACH

<p>What it is...</p> <ul style="list-style-type: none"> team approach data-driven proactive an analysis of the context of the behavior to understand function explicit instruction of new skills adapting environments and interactions long term 	<p>What it is not...</p> <ul style="list-style-type: none"> reduction approach simply rewarding the student if he/she stops the challenging behavior punitive purely reactive quick fix (band aid on problem)
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CHALLENGING/PROBLEM BEHAVIOR

To what we are referring when we say **challenging/problem behavior**?

- Any **repeated pattern** of behavior that **interferes with learning or engagement** in prosocial interactions with peers and adults.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.

Adapted from CBEFEL (2007)

CHALLENGING/PROBLEM BEHAVIOR

- Need to ask 3 basic questions before beginning a behavior change program
 - Does the behavior have an adverse impact on educational performance?
 - Does the behavior seem to trigger other behavior problems?
 - Does the behavior result in the exclusion of the individual socially or academically?

DEVELOPING THE BSP

DEFINING BEHAVIOR

- Define the “problem” behavior in observable and measureable terms
- Describe how the “problem” behavior impedes learning
- Identify the degree of need for a BSP
- Specify frequency, intensity, and duration of “problem” behavior (this is the baseline or present level of performance)

Need to Pinpoint Behavior

- “Arthur is always disturbing others”
 - Is he grabbing objects or work from someone else or taking to others during lessons or hitting his neighbor or knocking neighbors’ books off the desk or pulling girls’ hair?
- “Virginia is always off task”
 - Is the problem that she stares out the window or is it that she talks to her neighbor or is it that she scribbles in her book instead of looking at the chalkboard?

SAMPLE: DEFINING BEHAVIOR

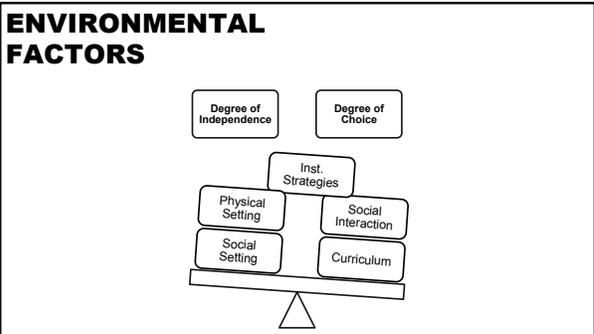
This BSP attaches to: IEP date: 06/20/08 504 plan date: Team meeting date:

Student Name Ramon Today's Date 11/19/08 Next Review Date 01/20/09

- 1. The behavior impeding learning is (describe what it looks like)** Ramon does not comply with teacher requests to begin and complete assigned classwork. Specifically, Ramon will push his assignment away, throw it on the floor, yell that the work is “stupid” or “dumb”, or ignore the teacher when he is being prompted to get to work.
- 2. It impedes learning because** Ramon is not completing his work and he is falling behind academically, and is currently failing 3 classes. In addition, it also impacts the learning of others because peers begin to imitate/model the behaviors that Ramon exhibits.
- 3. The need for a Behavior Support Plan** early stage intervention moderate serious extreme
- 4. Frequency or intensity or duration of behavior** Ramon’s noncompliance to teacher-assigned work and requests ranges from a low of 3 times a day during Period 2 (Math) to a high of 9 times a day during Period 5 (English).
 reported by SDC Teacher and/or observed by SDC Teacher and Paraprofessionals

ENVIRONMENTAL FACTORS

- Behavior is related to the context and/or environment in which it occurs
- Some environmental factors to consider
 - Physical setting
 - Social setting
 - Interactions
 - Instructional strategies, curriculum, activities
 - Degree of independence, participation
 - Degree of choice
 - Motivational Factors



SAMPLE: ENVIRONMENTAL FACTORS

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

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

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- 1) Any adult request to begin an assignment or task.
- 2) An adult who uses a threatening tone, or loud voice to get him to do his work (this will escalate his behavior).
- 3) When peers are present and he is given a request to get to work.
- 4) When assignments appear to be challenging, require outside research and time.
- 5) Noncompliance is highly likely during 5th Period (English).

Observation & Analysis

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

- 1) The absence of clear behavioral expectations.
- 2) Minimal opportunities to make choices.
- 3) Ramon does not have a positive way to communicate his protests to do work.
- 4) The absence of academic work that is at his reading level.
- 5) The absence of alternative ways to complete his work.

SAMPLE: ENVIRONMENTAL FACTORS

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)

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Intervention

- 1) Train staff working with Ramon to communicate through the use of a calm, quiet, consistent, non-threatening voice with minimal words.
- 2) Prior to requesting Ramon to begin a task/assignment, he will be given clear expectations as to what will be expected of him (i.e., what he will do, and the amount of time he will do it).
- 3) Provide academic work that is commensurate with his academic skills. That is, work that he can complete with minimal difficulty and teacher support.
- 4) Provide Ramon with choices in selecting assignments to complete with adult or peer support.
- 5) Teach Ramon alternative ways of positively expressing his frustration with specific assignments and teach him how to positively request help when an assignment appears to be difficult or challenging.
- 6) Teach Ramon to work collaboratively with peers on classwork that is at his academic skill level.

Who will establish? SDC Teacher and Psychologist Who will monitor? Teacher and Paraprofessionals Frequency? Daily

Function of Behavior

Determining the Function of the Behavior

- Why Bother?
 - Determining the function of a behavior can lead to more effective interventions and prevent the implementation of inappropriate interventions.
 - Effective interventions:
 - eliminate the reinforcer that maintains the target behavior,
 - promote a new and more efficient replacement behavior, and
 - construct antecedent conditions that encourage the use of the replacement behavior.

Determining the Function of the Behavior

- Using Data
 - Interview and direct observation data are used:
 1. to identify the antecedents that precede the target behavior and the consequences that immediately follow the target behavior.
 2. to determine if the target behavior provides
 - a) access to something (positive reinforcement) or
 - b) escape from something (negative reinforcement).
 3. the reinforcers that are gained or avoided can be broken into three categories: (1) Attention, (2) Tangibles and/or Activities, and (3) Sensory.

Determining the Function of the Target Behavior

- Steps:
 1. Gather your interview and direct observation data.
 2. Obtain a copy of the Function Matrix
 3. Systematically apply the Function Matrix (i.e., ask whether the target behavior appears to be maintained by...)
 4. Write a statement that summarizes each function.

Function Matrix

- Conceptually organizes the underlying concepts involved in determining the relationship between antecedents, consequences, and a target behavior.
- The Function Matrix:
 - provides a structure for considering the six combinations that result from the two functions of behavior and the three categories of reinforcers and
 - ensures the possibility of multiple functions is considered.

Function Matrix		
	Positive Reinforcement (Access to Something)	Negative Reinforcement (Avoiding Something)
Attention		
Tangibles/ Activities		
Sensory		

Writing a Statement of Function

- The purpose of the statement of function is
 1. to provide information relevant to making effective intervention decisions and,
 2. to clearly communicate the function of the behavior.
- It should clearly describe how the behavior functions, in the presence of specific antecedents, to either access or escape a particular type of reinforcer.

Writing a Statement of Function

The statement should include the following information:

- **Antecedent:** Identify the antecedents in the environment that occasion the behavior, rather than the environment.
- **Student:** Name the student to personalize the statement and ensure correct communication
- **Behavior:** Provide a general descriptor of the behavior followed by one or more specific examples to provide a referent for the description of the function.
- **Function:** Use the findings from the Functional Matrix to state the function. If multiple functions were identified, they should each be described.
- **Additional Information:** Information to clarify the elements of the function statement (antecedent, specific reinforcer, or function) is appropriate if such information promotes the development of the function-based intervention.

FUNCTIONAL FACTORS

- All “problem” behavior serves a purpose.
- “Problem” behaviors often develop as a reaction to environmental demands which have overwhelmed a student’s coping system.
- All successful behavior support plans address two parts:
 - Changing the environment
 - Identification and instruction of a FERB

SAMPLE: FUNCTIONAL FACTORS

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

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

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1) When Ramon is given teacher-assigned work that is difficult for him, Ramon will refuse to begin or complete any work in order to avoid the assignment. As a result, Ramon is removed from the classroom and sent to the office, or the assignment is removed and is told that he will receive no credit.

2) When Ramon is given teacher-assigned work that is difficult for him and peers are nearby, Ramon will refuse to begin or complete any work in order to get peer attention. As a result, Ramon is cheered on by peers when he is removed from the classroom and sent to the office.

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?)

3

1) FERB for Function #1: Ramon will positively request teacher assistance when he perceives an assignment to be too difficult or challenging.

2) FERB for Function #2: Ramon will select a teacher-approved peer to collaboratively work on a classroom assignment that is at his academic skill level.

TEACHING AND REINFORCEMENT

- New behaviors must be taught (shaping, modeling, cueing)
- Reinforcement vs. Reward
 - Reward → something we believe the student will strive to earn
 - Reinforcement → something we know the student desires (evidence of effectiveness)
- Reinforcement is...
 - Specifically stated
 - Contingently given
 - Given frequently (immediately after behavior)

TEACHING

4 Steps

1. Modeling
2. Role-Playing
3. Performance Feedback
4. Generalization and Maintenance: teach in setting most closely resembling the application setting; students need to practice the new skills in real situations

SAMPLE: TEACHING

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

10.

1) FERB for Function #1: Teacher and Ramon will identify signals they can use to communicate with each other around assignments (Okay? Not ready. Too hard. I don't understand. Need help). They will make a "cheat sheet" of signals to refer to until learned. Teacher will provide a folder and explain to Ramon how to use it when not yet ready/able to do assignment. They will review alternative language that can also be used. Practice all strategies above through role play, modeling, and performance feedback.

2) FERB for Function #2: Teach Ramon to share an area of strength or interest with peers by 1st taking an inventory of interests and strengths, then providing opportunities and modeling and prompting interactions.

Who will establish? SDC Teacher, Psychologist, RSP Who will monitor? SDC Teacher, Paraprofessionals
Frequency? 1 x weekly

REINFORCEMENT

- Contingent: the student must know specifically what it takes to obtain the reinforcer
- Frequency: must match the student's ability to delay gratification
- Immediacy: the reinforcer is delivered immediately after each desired behavior
- Choice: Offer more than one reinforcer; allow the student to select what s/he will work for.

SAMPLE: REINFORCEMENT

What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11. A forced choice inventory will establish potential reinforcers. Ramon will receive 1 point per assignment for using signals or appropriate language to express himself when he finds an assignment to be difficult and/or for using his folder. He will receive an additional point for absence of targeted problem behavior following instruction to do assignment. Any evidence of progress (filling out To-Do List, attempting assignments without complaint) will be immediately recognized/praised. Assignment completion within the hour assigned will earn 3 points. Ramon will earn an identified reinforcer with his points 2x/day (to be determined by Ramon and SDC Teacher). Point value to be established. Ramon will meet with counselor weekly at first and subsequently once every other week, as determined by Ramon's progress, to discuss charting system and progress. Parent will implement a reward system at home for daily reports of positive behavior. Ramon will be verbally acknowledged for positive peer interactions following the interaction and on daily report home.

Selection of reinforcer based on: Sean's desire for parent approval, time with peers; expressed during this plan meeting.

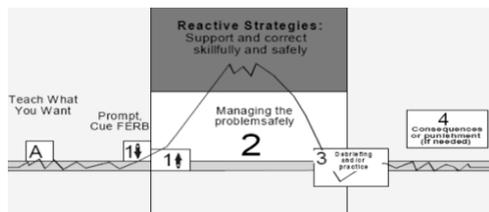
reinforcer for using replacement behavior reinforcer for general increase in positive behaviors
By whom? SDC Teacher, Counselor, Parent Frequency? Daily and Weekly

REACTIVE STRATEGIES

4 Phases:

1. Prompt the student to switch to the FERB
2. Managing the problem behavior safely
3. Debriefing and/or additional practice of the FERB (after the incident)
4. Consequences or punishment (may or may not be required)

REACTIVE STRATEGIES



SAMPLE: REACTIVE STRATEGIES

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

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

1. Prompt student to switch to the replacement behavior. If beginning refusal, remind him of alternative strategy non-emotionally. Prompt Ramon to use folder with signal when he looks frustrated or begins to destroy papers.
 2. Describe how staff should handle the problem behavior if it occurs again. Remind Ramon he has a choice "You can make a good choice, or you can make a poor choice. Take a minute and decide." Praise good choice.
 3. Positive discussion with student after behavior ends. If removed from class for behavior, Ramon will complete and discuss the "Thinking About My Behavior" worksheet with counselor. If counselor not available, assistant principal to assist.
- Optional:
4. Any necessary further classroom or school consequences. If suspended for behavior that cannot be redirected and which escalates to extreme disruption, IEP case manager notified. If two in one month, IEP team to reconvene and discuss status of behavior.

Personnel? SDC Teacher, Counselor, Assistant Principal (as needed), Parent

COMMUNICATION & TEAMING

- Waiting to evaluate the BSP in an annual IEP meeting is not sufficient
- Communication must be both ways (home & school)
- Communications should report progress on new skills, not just infractions
- All team members participate in the teaming/communication discussion

COMMUNICATION & TEAMING

Who	Under what conditions	Manner	Frequency	Content	Two-way specification
Specify all persons for each data exchange	(a) Continuous (i.e. daily, weekly, monthly) (b) Conditional (i.e. if X behavior occurs)	Email, phone, paper sent home with student	Daily, weekly, bi-weekly, monthly, on reporting periods	General positive behavior increase; summaries of goal progress from data reports; incident reports; use of FERB when problem behavior might have been used	Reflections on the progress report; reports on the outcome of counseling session; student's response to new reinforcers NOTE: a signature of receipt is not a reciprocal exchange

SAMPLE

Who	Under what conditions	Manner	Frequency	Content	Two-way specification
Teacher will report progress to parent	Continuous: the use of the FERB and the level of prompting will be tracked daily, but the progress report will be sent home weekly	Email to parent	Weekly	Summary of data logs regarding the number of times Jason uses the FERB and at what level of prompting	Parent will reply to the email with reflections on the progress report

