

Designing Effective Behavior Intervention Plans (BIP) Mastering the Fundamentals



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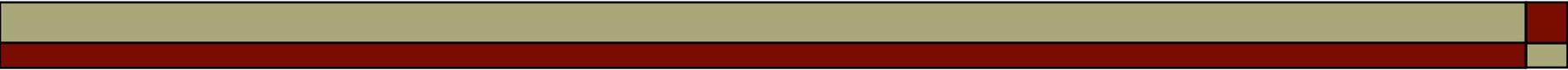
BehaviorInSchools.com



The screenshot shows the homepage of BehaviorInSchools.com. At the top left, the logo features the word "BEHAVIOR" vertically, a stack of books with a red apple on top, and the word "SCHOOLS" horizontally. To the right is a photo of a man and a woman looking at a document. Below the logo is the tagline: "Evidenced-Based Behavior Management Practices For Schools, Classrooms And Students". A navigation menu on the left includes: HOME, PROFESSIONAL DEVELOPMENT, SCHOOL-WIDE, CLASSROOM, INDIVIDUAL STUDENT, RESOURCES, ABOUT US, and CONTACT US. A testimonial from Terri, MS/HS Math Teacher at Indiana Math & Science Academy West, is displayed. The main content area has a heading "Welcome to Behavior In Schools" and a sub-heading "BehaviorInSchools provides the professional development your educators need to:". Below this is a list of two bullet points: "Deliver and implement proven practices and strategies that establishes a positive school climate, achieving classrooms and skills to manage challenging students" and "Develop a continuum of supports for ALL students through a Positive Behavior Intervention & Supports and Response to Intervention (RTI) framework". A chalkboard graphic with "Behavior in Schools" written on it is shown, along with social media icons for Facebook, Twitter, Email, and LinkedIn. A paragraph states: "Bringing almost 30 years of real-world experience into districts and classrooms, BehaviorInSchools offers a full range of staff development services. Evidence-based practices combined with easy to understand application procedares, supports K-12 educators in developing practical behavior management skills and strategies that can be implemented immediately." Another paragraph says: "Through workshops, consultation and coaching, BehaviorInSchools has positively impacted teachers and administrators daily practices in hundreds of schools and classrooms. Professional development trainings offered through BehaviorInSchools provide staff with the expertise needed to bring lasting positive change to YOUR school." The final paragraph reads: "BehaviorInSchools assists administrators in customizing a plan to fit the specific needs of the district, schools and/or classrooms. Services include concentrated one-day training sessions, on-site coaching and consultation as well as training and support of multi-year school-wide efforts to establish Positive Behavior Supports within a tiered system of services."



@thomasstacho



Purpose of Presentation

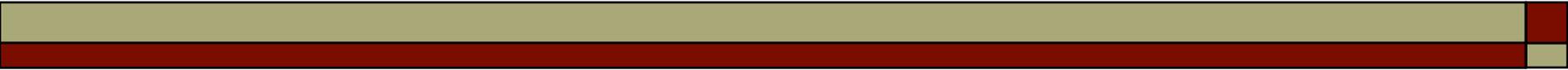
- Describe a **multi-tiered framework** for addressing challenging behaviors
- Learn a baseline & progress monitoring tool
- Learn and understand the components of creating a Behavior Intervention Plan (BIP): Prevent-Teach-Reinforce (PTR)

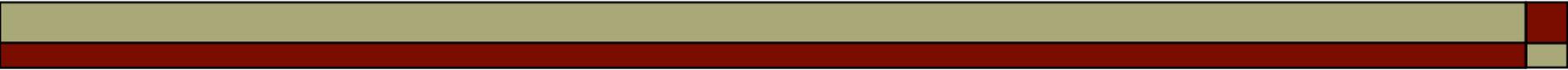
Historically, We've Been:

- Reactive
- Negative
- Exclusionary

- Some of us still rely on traditional methods and simple solutions!



- 
-
- “The reason rewards and punishment strategies haven’t helped is because it won’t teach the child the skills he’s lacking”

- 
-
- Good news, research had give us new lenses to view what's going on in the classroom
 - Bad news...the new lenses could take some getting use to!

What is a Functional Behavior Assessment (FBA)?

- ❑ Definition- A **collaborative problem-solving process** that is used to describe the **“function” or purpose** that is served by a student’s behavior. Understanding the “function” that an impeding behavior serves for the student assists in directly in designing educational programs and **developing behavior plans** with a high likelihood of success.
- ❑ Structured INQUIRY
- ❑ Assess student behavior in the context of **environmental variables** (what occurs before, during and after) the identified target behavior

FBA's are...

- ❑ Designed to **SUPPORT** children who display persistent and severe challenging behavior
- ❑ Used when the behaviors **have not been responsive** to the typical preventive practices, or social emotional teaching strategies that would normally be effective
- ❑ Based on functional assessment
- ❑ **Team based process**



When to Conduct FBA?

- ❑ When behaviors are **intense or occur frequently.**
- ❑ When behaviors could result in a change in LRE.
- ❑ When Tier 1 & 2 supports are not effective.
- ❑ When behaviors place student at **risk for injuring self or others.**
- ❑ **Chronic** Misbehavior
- ❑ 3-5 Discipline Referrals for Major Behaviors
- ❑ Multiple ISS/OSS
- ❑ Other interventions have not been successful

Flaws with FBA's use in Public Schools

(Scott et al., 2005)

- FBA is used mainly as a reactionary approach.
 - opportunity is lost to utilize FBA to develop interventions that address minor behaviors that usually precede more serious problems.

- FBA is restricted to set of procedures used by “experts”
 - The rich supply of information from people with whom the student interacts with the most is lost.

- FBA is restricted to rigorous procedures that are unrealistic for public school settings.

Is it Easy to do a Functional Behavior Assessment?

“A functional assessment can be done in your head.”

It is a problem solving process that identifies the events that reliably **predict** and **maintain** problem behavior.



What are Challenging Behaviors ?

- ❑ **Repeated pattern of behavior** that interferes with learning or engagement with peers and adults.
- ❑ Behaviors that are **not responsive** to the use of developmentally appropriate guidance procedures.
- ❑ **Prolonged** tantrums, physical and verbal aggression, disruptive vocal and motor behavior.
- ❑ Behaviors may
 - result in self injury or injure others
 - cause damage to the environment
 - socially isolate the child
- ❑ Social Withdrawal



Challenging Behavior: Basic Assumptions



- ❑ Challenging behavior usually has a message - I am bored, sad, hurt, I need attention
- ❑ Poorly developed social & communication skills are contributing factors
- ❑ Persistent behavior is usually working



Challenging Kids Are Lacking The Skills Of...

- Flexibility,
- Adaptability
- Frustration tolerance
- Problem solving

The Essentials...

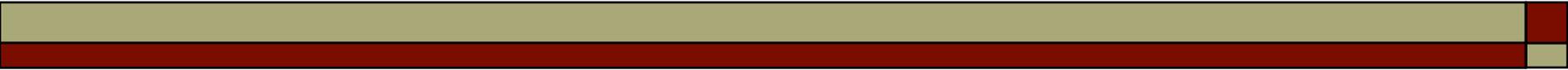
- Do not expect negative consequences to change behavior patterns.



- “The reason rewards and punishment strategies haven’t helped is because it won’t teach the child the skills he’s lacking”

- Teaching, monitoring and providing feedback changes behavior.





The Essentials...

- We cannot “make” students learn or behave
- We can create **environments** to increase the likelihood students learn and behave
- Environments that increase the likelihood are guided by a **core curriculum** and implemented with **consistency and fidelity**

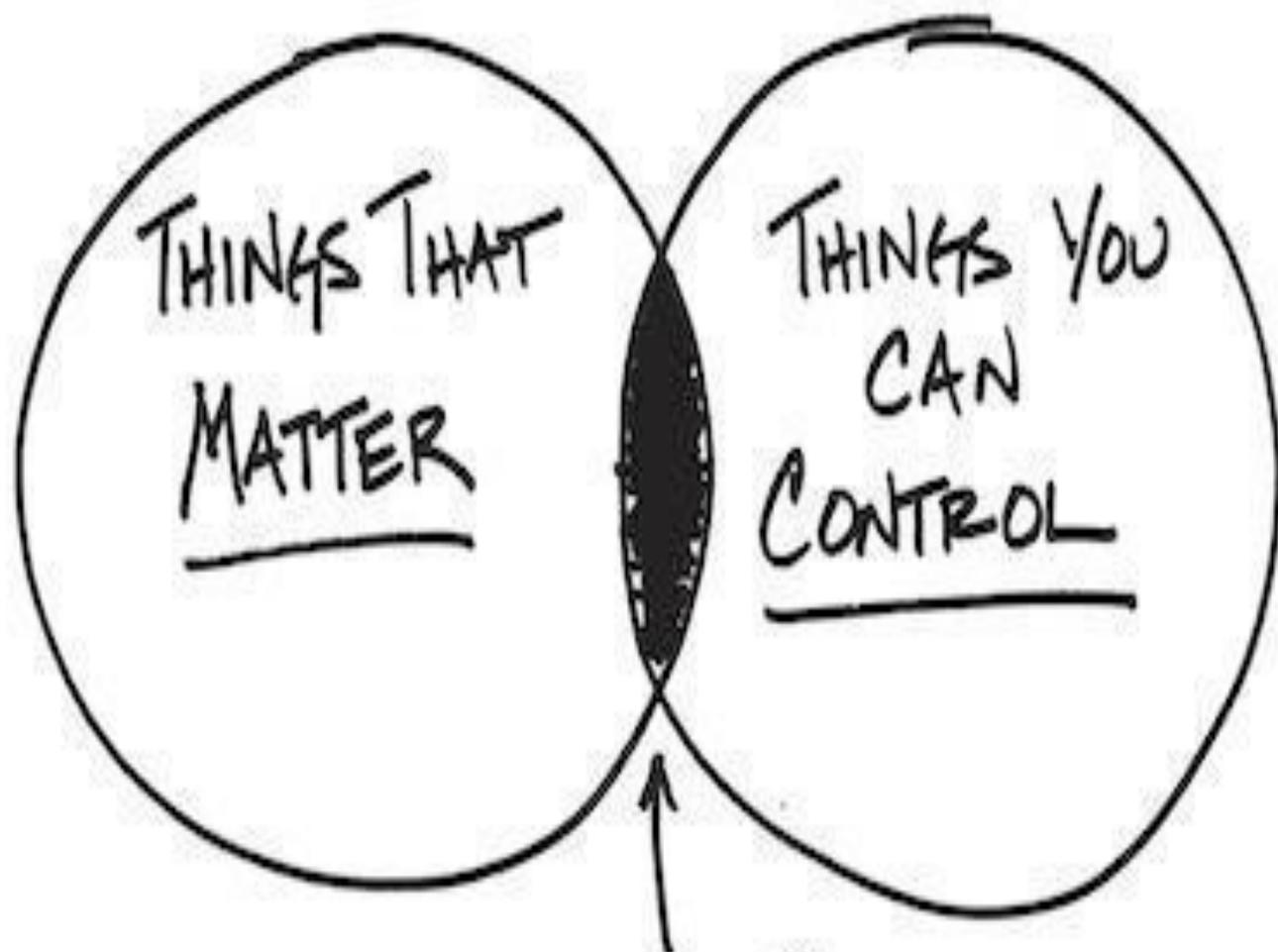
So, Where Do We Start?

Multi-Tiered Systems of Support (MTSS)

What are the “Big Ideas” When Responding to Problem Behavior

- ❑ **Team based**, assessment driven process
- ❑ Begins with **child specific data** collection
- ❑ Look at “**Lagging Skills**” & “**Unsolved Problems**”
- ❑ **Strength** based
- ❑ Emphasis on **prevention, teaching behaviors, reinforcement**, NOT punishment





WHAT YOU SHOULD FOCUS ON

Designing School-Wide Systems for Student



Academic Systems

Behavior Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

← 1-5%

1-5% →

- ### Intensive, Individual Interventions
- Individual Students
 - Assessment-based
 - High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

← 5-10%

5-10% →

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
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Universal Interventions

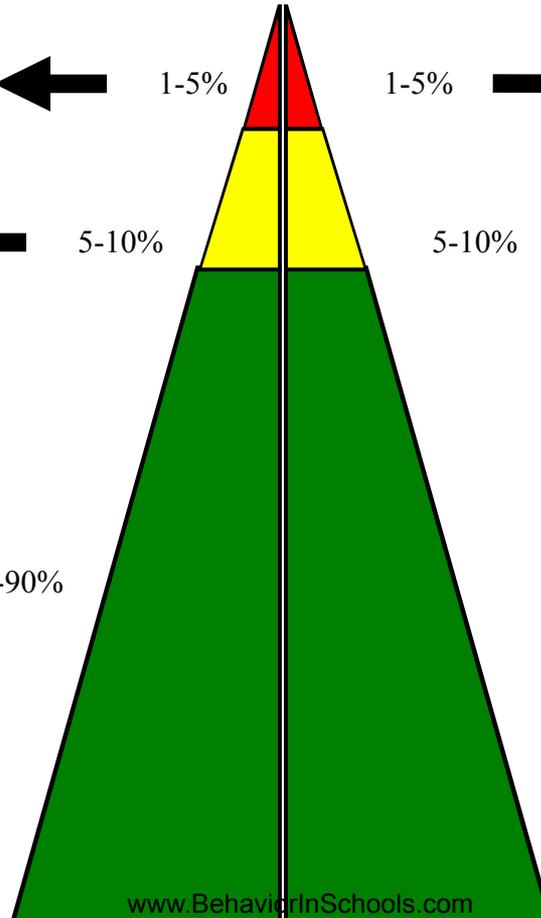
- All students
- Preventive, proactive

← 80-90%

80-90% →

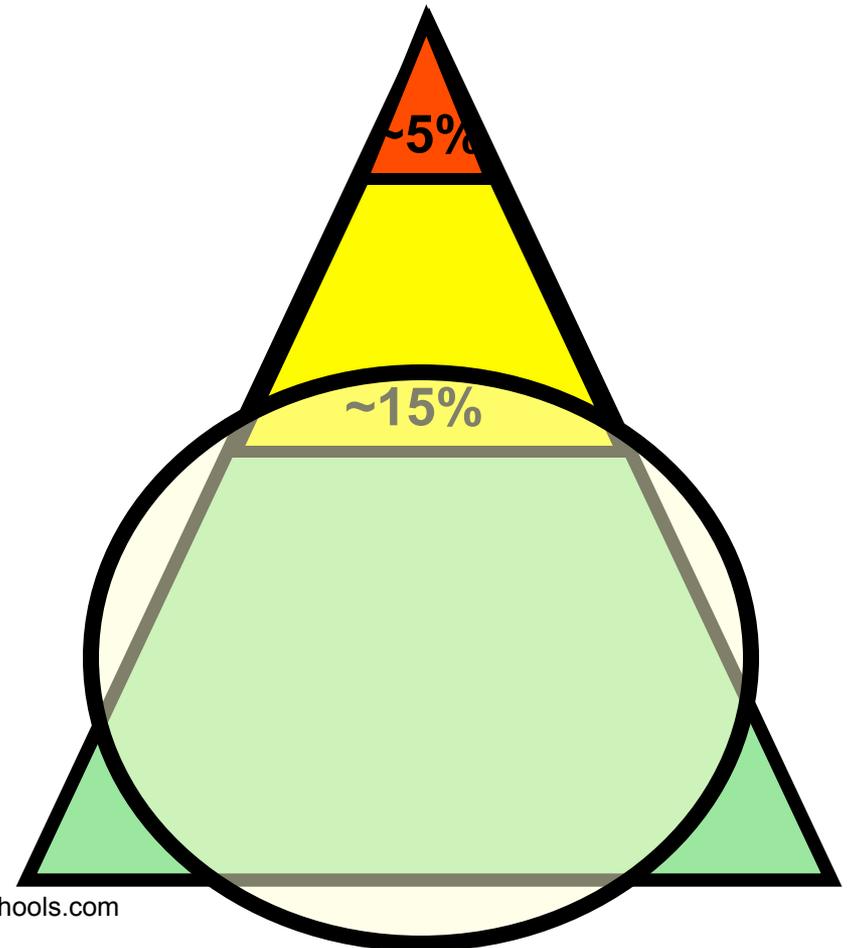
Universal Interventions

- All settings, all students
- Preventive, proactive



Prevention – Universal (Tier 1)

- ❑ Clearly defined expectations and rules
- ❑ Clearly defined procedures and routines
- ❑ Continuum of strategies to acknowledge appropriate
 - ❑ Behavior specific praise
- ❑ Continuum of strategies to respond to inappropriate
 - ❑ Corrective feedback, pre-correction
- ❑ Multiple opportunities to respond
- ❑ Transition supports, choices
- ❑ Differentiated instruction and tasks



School-Wide

Leadership Team

Set of Positive Expectations for Behavior

Procedures for teaching school-wide expected behaviors

Continuum of supports for students who need additional support

Procedures for ongoing data-based monitoring & evaluation

Individual

Function-based behavior assessment & planning

Person-centered planning & wraparound processes

Targeted social skills & self-management instruction

Individualized instructional & curricular accommodations

Non-Classroom

Positive expectations & routines taught

Active supervision by all staff (Scan, move, interact)

Pre-corrections & reminders

Positive reinforcement

Classroom

Structure & predictability in routines and environment

Expectations posted, taught, reviewed, & prompted

High rates of opportunities to respond, delivery of evidence-based instruction

Continuum of strategies to acknowledge appropriate behavior/ respond to inappropriate behavior.

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Evidence-Based Intervention Practices

Family Engagement

Continuum of support for families

Frequent, regular positive contacts, communications, & acknowledgements

Formal & active participation & involvement as equal partner

Access to system of integrated school & community resources

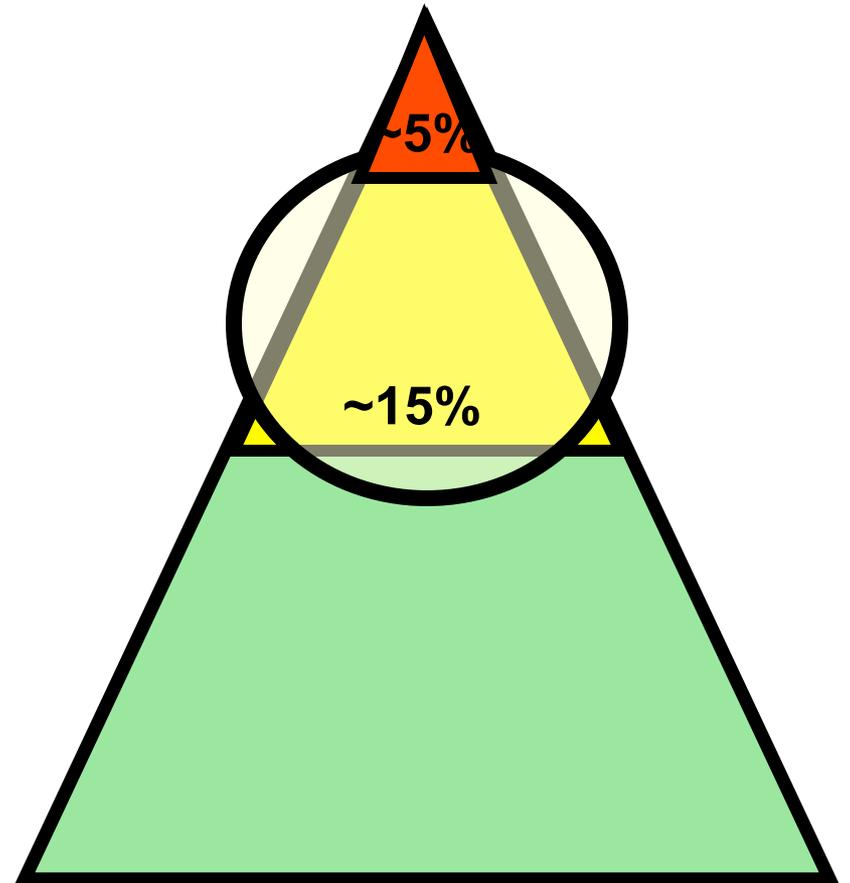
Every Child, Every Day!

- ❑ Positive relationships
- ❑ Predictable routines
- ❑ Effective schedules
- ❑ Maximized engagement
- ❑ Clearly stated behavioral expectations
- ❑ Ongoing teaching and reinforcement of expectations



What are Tier 2 Practices?

- When Tier 1 strategies and supports aren't enough.

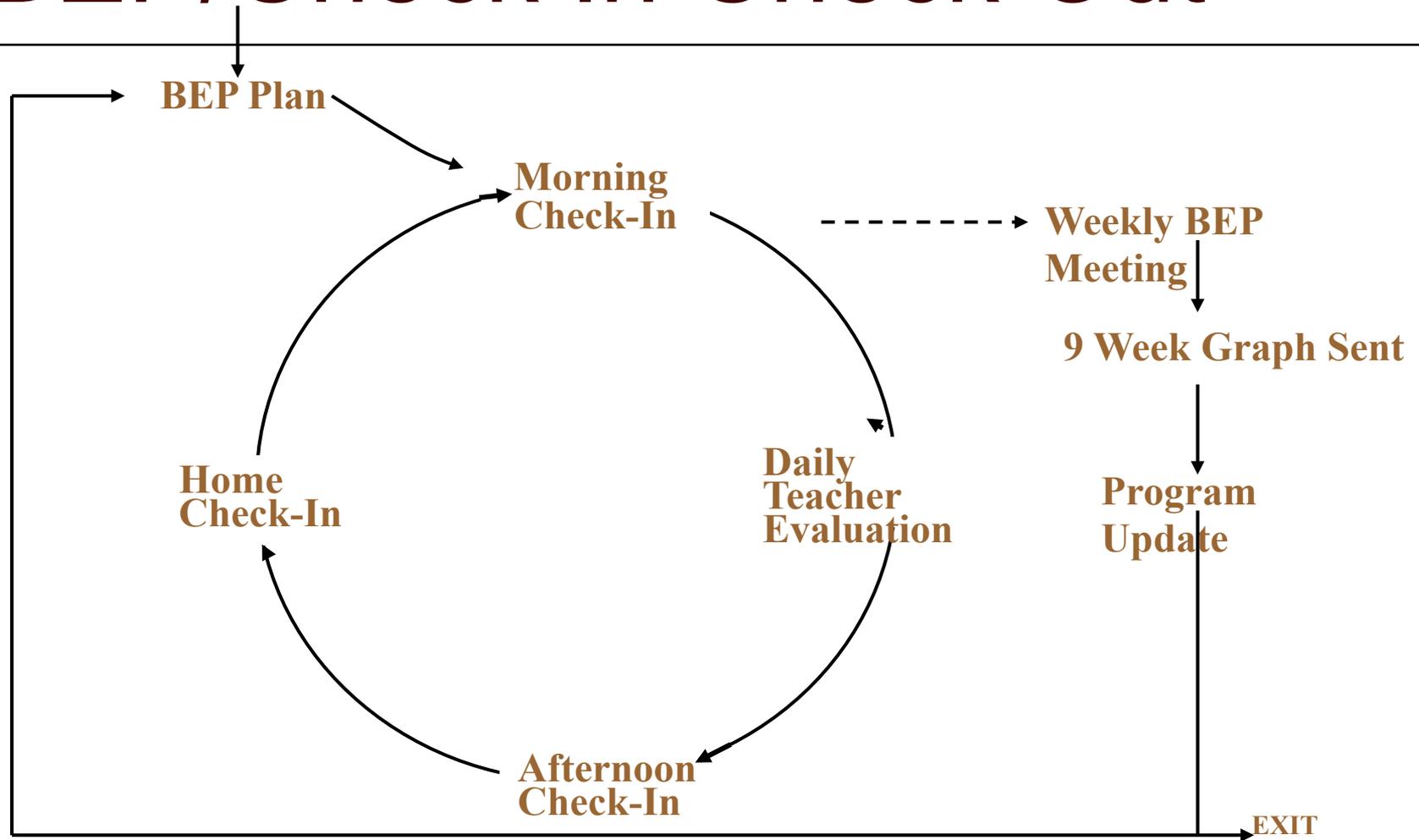


What Could Tier 2 Targeted Supports Look Like?

- Social skills training
- Check-in/ Check-out
- Mentors
- Check and Connect
- Re-teaching school-wide/ classroom expectations in small groups/ targeted areas
- Homework Club
- Newcomer Club



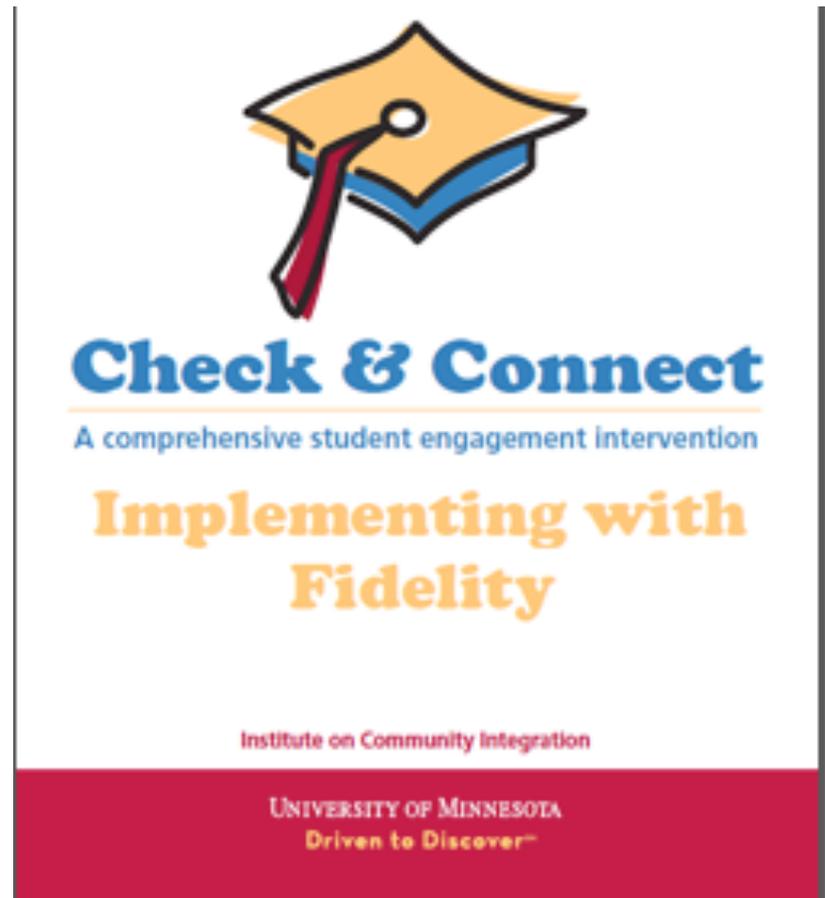
BEP/Check In Check Out



Check & Connect

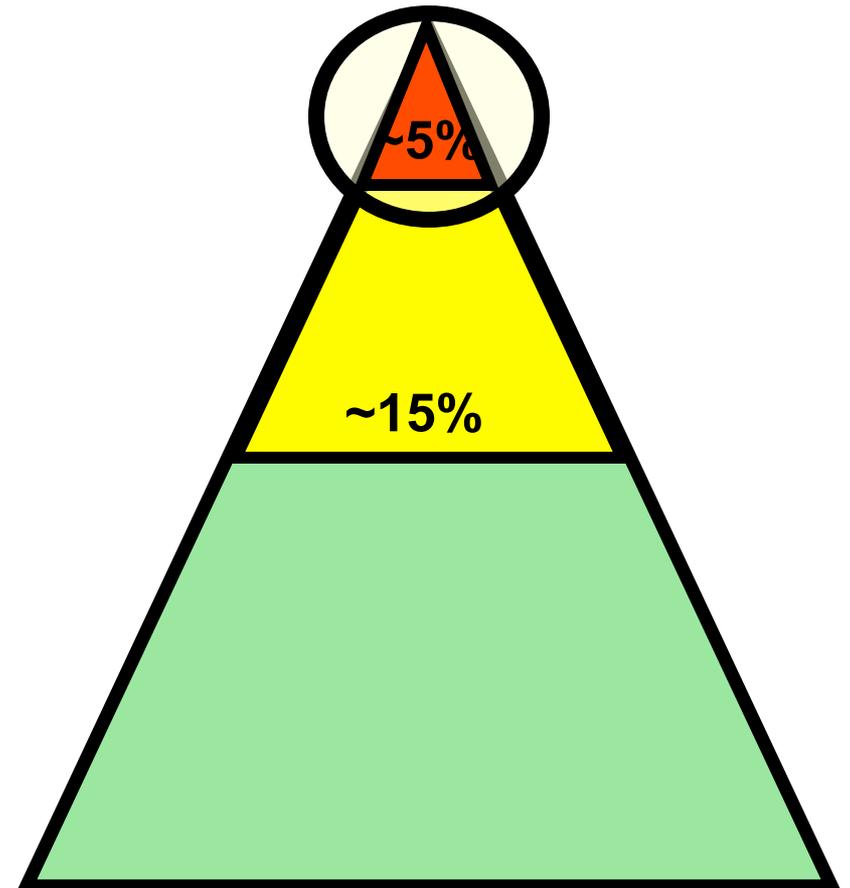
***Institute on Community
Integration
University of Minnesota**

- [http://ici.umn.edu/
checkandconnect](http://ici.umn.edu/checkandconnect)
- Publications = Check & Connect: A comprehensive student engagement intervention (manual; cost is \$50)



Tier 3 (Tertiary) Practices - Intensive Individualized Interventions

- Are used for children with **persistent and severe problem behavior**
 - when children do not respond to preventive practices, child guidance procedures (e.g., redirection), or social-emotional teaching strategies



Core Elements of a FBA & BIP

FBA

Review all available and pertinent **data**

Brainstorm ideas based on the data

Discuss, prioritize, and make **data-based decisions**

Gain consensus and **implement agreed upon steps**

BIP

(Linked to

Assessment Information)

Prevention Strategies –

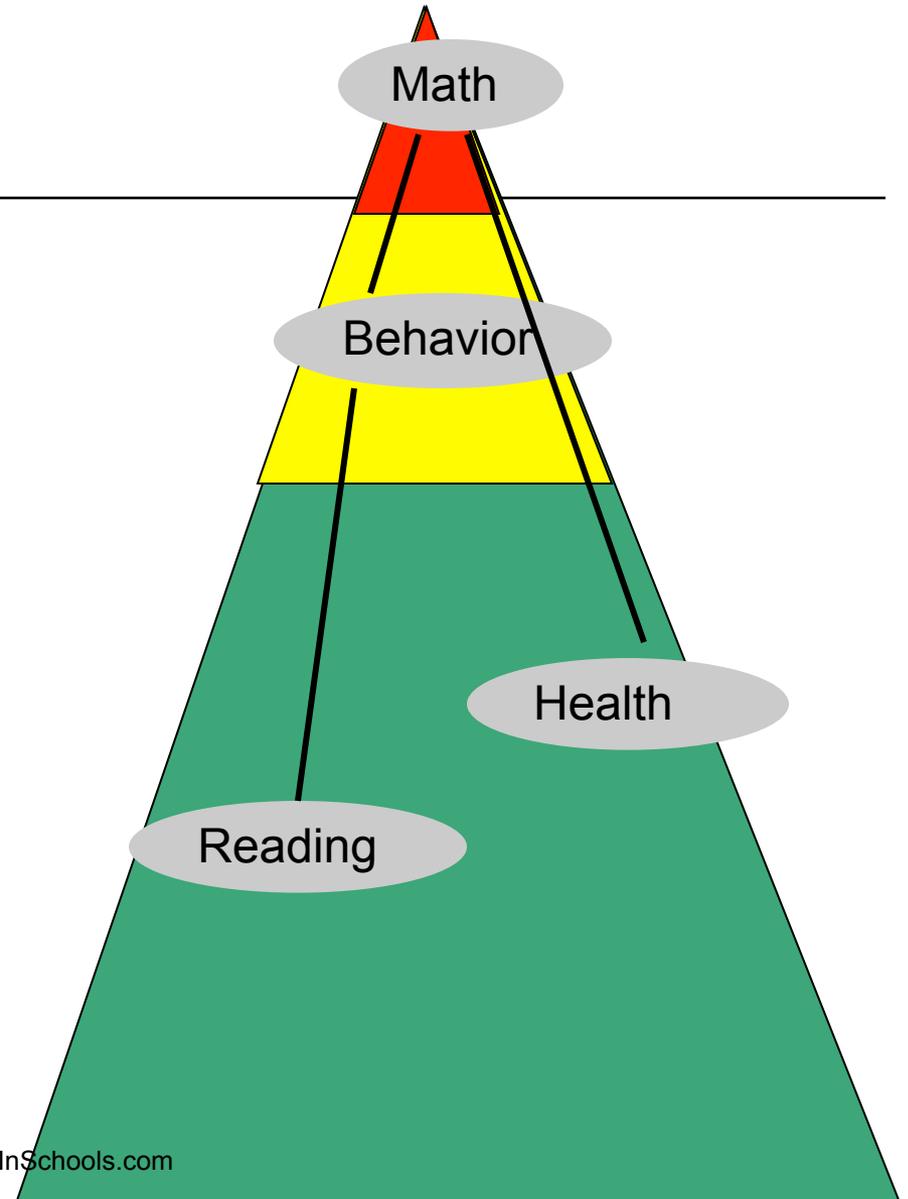
Arrangements of antecedent environment

Teaching Strategies – Building skills to teach throughout the day to replace the problem behavior

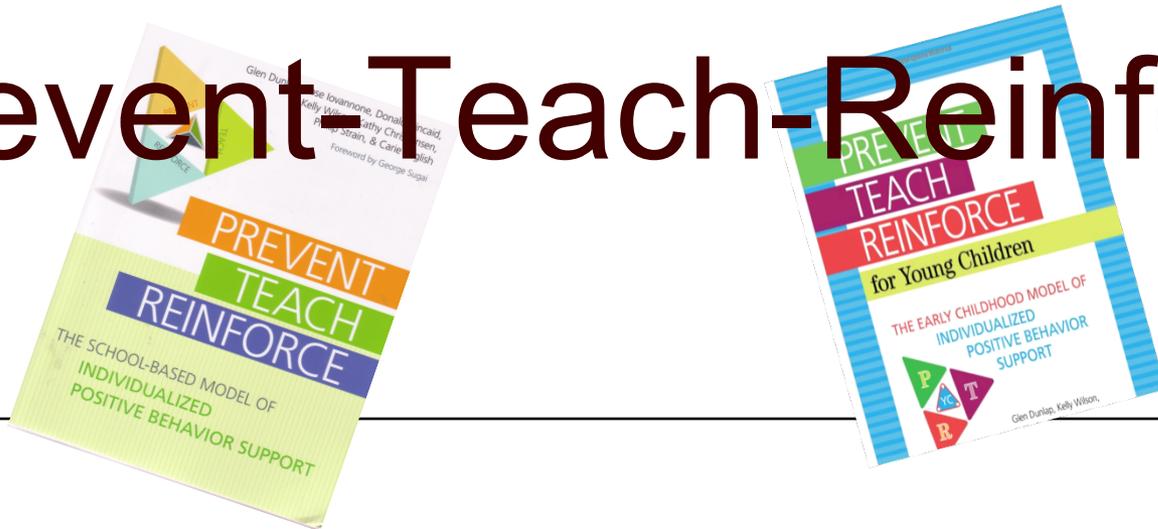
Reinforcers – Providing effective reinforcement schedules (contingency management)

Remember that the multiple tiers of support refer to our **SUPPORT** not Students.

Avoid creating a new disability labeling system.



Prevent-Teach-Reinforce



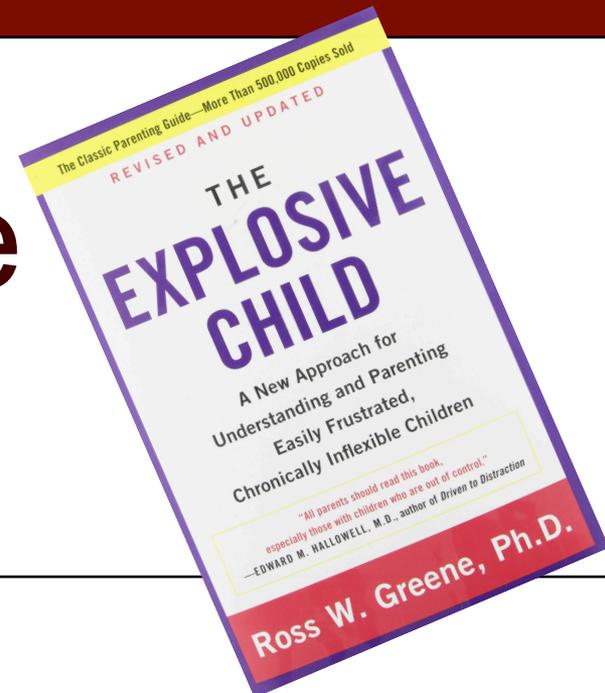
A Standardized and Individualized Model
For School-based Interventions

A Practical Model of Positive Behavior Support

Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support [Paperback]

Glen Dunlap Ph.D. (Author), Rose Iovannone Ph.D. (Author), Donald Kincaid Ed.D. (Author), Kelly Wilson (Author),
Katie Christiansen Ph.D. (Author), Phillip Strain Ph.D. (Author), Carie English "Ph.D. BCBA" (Author),

The Explosive Child



A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children

by [PhD Ross W. Greene](#) (Author)

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Lives IN THE Balance

Changing the conversation about behaviorally challenging kids
and with



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How you think about and treat behaviorally challenging kids is about to change for good!

This website contains a ton of free resources -- including guided tours, streaming video, a vast Listening Library, and lots of other helpful stuff -- to help you do it! Quick Links:

[Recent Radio Programs](#)

[Newsletter Signup](#)

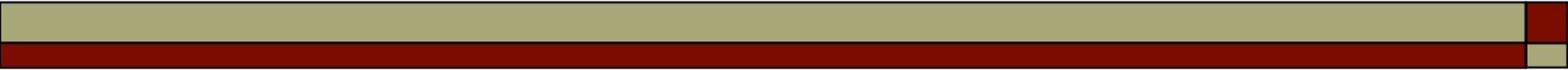
PARENTS & FAMILIES

EDUCATORS & SCHOOLS

JOIN THE MOVEMENT

WELCOME!

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The PTR Model

- 5-Step Process
 - Developing a Team
 - Establishing clear goals
 - Functional Assessment
 - Designing and Implementing a Behavior Intervention Plan (BIP)
 - Evaluation (ongoing) and Revision (as necessary)

Step 1-Teaming

A Collaborative Process

Step 1: Teaming

- Purpose: Establish group involved with developing and implementing intervention

- Members: Teacher(s), Para-educator(s), School professionals, Family members, etc.
 - 3-8 individuals
 - At least one administrator who can deliver resources and develop/interpret policies
 - At least one person knowledgeable in behavioral theory and principles and experienced in FBA and BIP

Form a Team

- Identify members and their roles
 - Teacher, special area teachers
 - Behavior specialist/school psychologist
 - Family members, paraprofessionals,
- Organized
 - Agenda, minutes, roles and functions
- Communication



Communication: Data-Based Decision Making and Consensus

- FBA is a data driven model; it uses data to answer questions, address concerns and generate solutions

Team Meeting Structured Agenda

- Review all available and pertinent data
- Brainstorm ideas based on the data
- Discuss, prioritize, and make data-based decisions
- Gain consensus and implement agreed upon steps

Roles and Tasks

Roles in an FBA-BIP	Tasks
Facilitator	Lead FBA-BIP tasks from start to finish: request for assistance through intervention and monitoring
Team member	Contribute to data collection, planning, implementation as appropriate
Classroom teacher	Contribute to data collection, planning, implementation as appropriate
Student and Family	Contribute to data collection, planning, implementation as appropriate

Step 1: Teaming Facilitation Tips

- Avoid direct confrontation or “fixing” issues
 - Purpose is for team to recognize potential issues that enhance and inhibit problem solving process
- Less talk, more listening and facilitating
- Provide visual summary of results to each team member
 - Ask them to review the results and reflect
 - Ask for their ideas, reactions, input
 - Facilitate the discussion

Team Case Study

- Raynette
 - 10 year old female
 - Seriously Emotionally disturbed (SED)
 - Below average IQ
 - Below in reading & math
 - Impulsive
 - Services: Self-contained SED classroom with mainstreaming for lunch, art, music and phys. Ed.
 - Teacher and classroom para professional



Raynette



- Raynette's challenging behaviors includes: easily upset & frustrated, difficulties with transitions and independent work, doesn't complete activities, screaming, repeatedly calling out, kicking peers, adult and furniture, throwing pencils and paper, mumbling, and scribbling on assignments.

Step 2-Goal Setting

Identify the problem

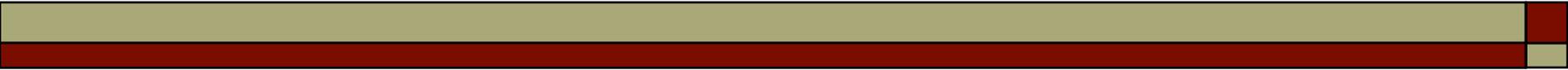
Step 2:

Goal Setting and Data Collection

- Purpose:
 - Identify **behaviors of greatest concern** to the team and decide on what **behaviors we want to see**
 - Prioritize and **describe** the behaviors
 - How will we collect data on these behaviors?
- Targeted Areas:
 - Problem behaviors
 - Social skills
 - Academic behaviors

We Start by Identifying Broad Goals

What long term behaviors do we want to see from this student?



Developing Goals

- Goals could be linked to IEP goals
- May include: behavioral outcomes, social interactions, behavior change for academic success



Developing Short Term Goals

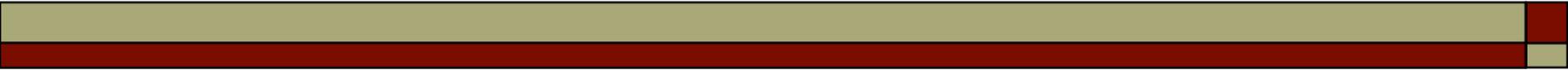
- What's addressed in short term goals?
 - What challenging behaviors do we want to **decrease**?
 - What behavior do we want to **increase**?
 - These behaviors need to be:
 - Observable (seen or heard)
 - Measurable (counted or timed)

Goals: (lagging skills)

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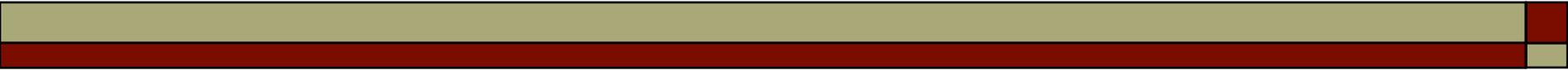
Assessment of Lagging Skills

- Difficulty handling transitions, shifting from one mindset or task to another
- Difficulty doing things in a logical sequence or prescribed order
- Difficulty persisting on challenging or tedious tasks
- poor sense of time
- Difficulty maintaining focus
- difficulty considering the likely outcomes or consequences of actions (impulsive)
- Difficulty considering a range of solutions to a problem
- Difficulty expressing concerns, needs, or thoughts in words
- Difficulty understanding what is being said
- Difficulty managing emotional response to frustration so as to think rationally
- Chronic irritability and/or anxiety significantly impeding capacity for problem solving or heighten frustration
- Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking
- Difficulty deviating from rules, routine
- Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- Difficulty shifting from original idea, plan or solution
- Difficulty taking into account situation factors that would suggest the need to adjust a plan of action
- Inflexible, inaccurate interpretations/cognitive distortion or biases (e.g., "Everyone's out to get me," "It's not fair," "I'm stupid")
- Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
- Difficulty seeking attention in appropriate ways
- Difficulty appreciating how his/her behavior is affecting other people
- Difficulty empathizing with other, appreciating another person's perspective or point of view
- Difficulty appreciating how s/he is coming across or being perceived by others
- Sensory/motor difficulties



Raynette's Lagging Skills

- Difficulty expressing concerns, needs, or thoughts in words
- Difficulty managing emotional response to frustration
- Difficulty starting conversations, entering groups, connecting with people/lacking social skills



Raynette's Unsolved Problems

- Raynette screams at and/or throws objects toward other children during group assignments.
- Raynette screams and throws work materials during academic activities.
- Raynette screams, kicks furniture and/or people, and throwing objects to express her wants and needs.

Raynette's Short-Term Goals

	Behavior	Social	Academic
Short-Term Goal: Behavior to Decrease	Inappropriate behaviors preventing student from achieving long-term goals <i>(current problem behaviors/deficits)</i>		
Short-Term Goal: Behavior to Increase	Skills to be taught to replace inappropriate behaviors <i>(skills to replace problem behaviors that will achieve broad goal)</i>		
Raynette will decrease screaming, kicking furniture and/or people, and throwing objects to express her wants and needs.	Raynette will reduce the number of times she screams at and/or throws objects toward other children during group assignments.	Raynette will decrease screaming and throwing work materials during academic activities.	Raynette will decrease screaming, kicking furniture and/or people, and throwing objects to express her wants and needs.
Raynette will verbally express her wants and needs in the classroom by using an inside voice and calm body.	Raynette will use a calm, normal-tone of voice when interacting with her peers during academic work groups.	Raynette will increase the amount of time she remains in her seat with eyes focused on the teacher and/or work materials during academic assignments.	Raynette will verbally express her wants and needs in the classroom by using an inside voice and calm body.

Definitions of Short Term Goals Behaviors Need To Be:

- Observable: The behavior is an action that can be seen.
- Measurable: The behavior can be counted or timed.
- **Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!**

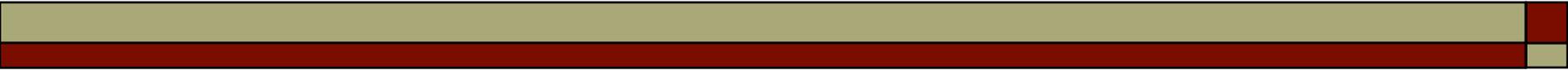
Defining Observable Behaviors

Observable/Measurable Definition	Non-observable/measurable Definition
Talks when teacher is lecturing, calling out in a loud voice, singing	Disruptive behaviors
Draws pictures during group work time	Off-task behaviors
Throwing objects, Kicking over chairs	Angry, Hostile Behaviors
Calls peers names	Inappropriate language
Tapping/ drumming on desk, looking around the classroom	Attention problems
Refusal to do work, failure to follow directions	Non-compliance
Yells “No” or “You can’ t make me” when given direction	Defiance

When Defining Behavior

Ask yourself, “What does the behavior look like?”

- **Talking out:** Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.



At your table, identify specific behaviors you have observed that describe the underlined broad term:

- Jeff is always disruptive in class.
- Hailey is constantly off-task during math.
- Chris is defiant.
- Brandon is angry and hostile.
- Alexis uses inappropriate language.

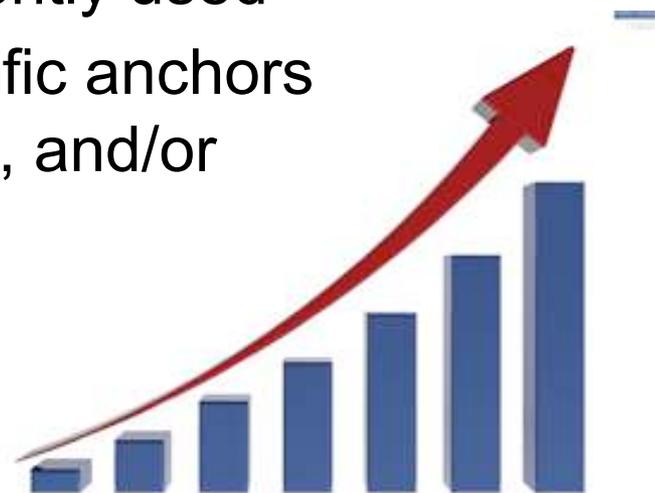
	Behavioral	Social	Academic
Broad Goals			
Short Term Decrease			
Short Term Increase			

After Identifying Goals...

Let's get some data on this behavior(s)

Establishing A Daily Data Collection System To Track Target Behaviors

- Data instrument(s) decided by team
- It is not possible to collect data on every behavior
- Behavior Rating Scales most frequently used
 - **Usually 5-point scales** with specific anchors indicating frequencies, durations, and/or intensities of problem behavior
- **Keep it simple!**





PTR Behavior Rating Scale

Student _____

School _____

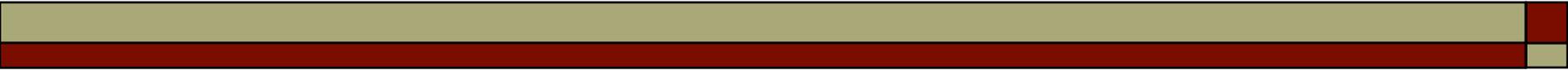
Behavior	Date																				
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Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support by G. Dunlap, R. Iovannone, D. Kincaid, K. Wilson, K. Christiansen, P. Strain, and C. English. Copyright © 2010 Paul H. Brookes Publishing Co., Inc. All rights reserved.



Goal Attainment Scales

- Goal Attainment Scales (GAS) was first developed by Thomas Kiresuk and Robert Sherman
- Client's concerns are specified, and a behavioral expectation that ranges from the worst to the best possible outcome is listed for each goal. This allows qualitative data to be quantified in relation to the success of the client in achieving expectations of change.



Example for a weight loss goal:

- -2 (most unfavorable outcome): gain 5 pounds in 1 month
- -1 (less than expected outcome): maintain weight over a 1 month period
- 0 (expected outcome): lose 5 pounds in 1 month
- +1 (greater than expected outcome): lose 10 pounds in 1 month
- +2 (most favorable outcome likely): lose 15 pounds in 1 month

Step 2: Behavior Rating Scale (BRS)

- Behavior recorded at least once each day
 - Specific time period/routine
 - Whole day
 - Combination of both
- Anchors –scale of 1-5
- Measure options:
 - Frequency
 - Duration
 - Intensity



BRS Guiding Questions

- ❑ In which activity/routine(s) will you be rating the behavior?
- ❑ What would be the easiest way to track the behavior?
 - ❑ How often it occurs?
 - ❑ How long it lasts?
 - ❑ How intense it is?

What Measure Do We Choose?

1. Event/Frequency
2. Duration
3. Latency
 - Behavioral Rating Scale



Choosing a Data Collection System

Type	Description	When to Use	Advantages	Disadvantages	Examples
EVENT RECORDING	An observer makes a tally mark or documents in some way each time a student engages in a target behavior	When the behavior that you are looking at can be easily counted, but not at such a high rate that it is hard to document.	Easy to do	Not as helpful if the behavior occurs at a really high rate or occurs over extended periods of time	Leaves seat, blurts out
DURATION RECORDING	Record the amount of time a student engages in a behavior	When a behavior occurs at a high rate or occurs over extended periods of time	Tells duration and the frequency since you record each event	Need a stopwatch or other way of recording time. Need an outside observer.	Tantrums, sleeping, screaming, working on an assignment, interacting with peers
LATENCY RECORDING	Record how long it takes for a behavior to begin following a specific verbal command or event	When a behavior has a clear beginning so that you can tell exactly when the behavior starts	Tells you how long it takes for a behavior to begin	Need a stopwatch or other way of recording time. Need an outside observer.	Compliance issues for example, how long did it take when prompted to begin working, preparing for class activities, or returning to class after lunch.
INTERVAL RECORDING	Record when a behavior occurs within a given time interval	When a behavior appears continuous (e.g., talking with peers)	Help identify patterns of behavior.	Need an outside observer; Provides an estimate; Requires undivided attention	Working on an assignment, swearing, hitting

Source(s):

Rachel Freeman, Ph.D., Marie Tieghi-Benet, M.S., University of Kansas

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/main.php?cat=behavior§ion=teachertools>

Utah State Office of Education: Least Restrictive Behavioral Interventions (LRBI)

<http://www.usu.edu/teachall/text/behavior/LRBI.htm>

www.BehaviorInSchools.com

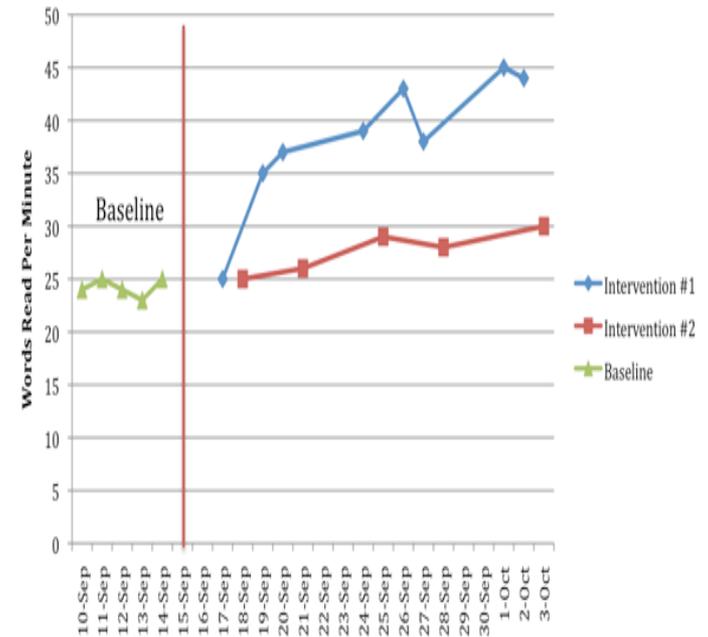
1. Event/Frequency Recording

- Easiest data collection method
- Indicated when the goal is to increase or decrease a specific behavior with a clear beginning and end.
- Not a good choice if the behavior occurs at a very high rate or for long periods of time



Event/Frequency Recording Process

- Operational definition of behavior
- Consistent observation time or period
- Behavior data collection strategies
- Behavior graphing procedure



BEHAVIORAL CALENDAR

TARGET BEHAVIOR: _____

STUDENT: _____

TIME / ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TOTALS
	Date:	Date:	Date:	Date:	Date:	
8:00-8:30						0
8:30-9:00						0
9:00-9:30						0
9:30-10:00						0
10:00-10:30						0
10:30-11:00						0
11:00-11:30						0
11:30-12:00						0
12:00-12:30						0
12:30 - 1:00						0

Duration Recording Form

2. Duration Recording

- Use when the primary concern is the **length of time the student engages** in the behavior
- Use a stopwatch to record the length of time.
- Best for behavior with a discrete beginning and end, that do not occur too frequently to measure.

Student's Name: _____ Teacher: _____

Subject/Period: _____ Date(s): _____

Behavior Definition (in specific, observable, measurable terms):

Date	Enter time when the behavior began	Enter time when behavior stopped	Length of time that the behavior lasted

Average Duration

Child's Name: _____

Behavior: sitting

Week of: _____ Average Duration for Week: 9 minutes

Starting from the bottom, shade the number of boxes that represent the length of the target behavior.
Each box represents TWO minutes.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30	30	30	30	30	30	30
28	28	28	28	28	28	28
26	26	26	26	26	26	26
24	24	24	24	24	24	24
22	22	22	22	22	22	22
20	20	20	20	20	20	20
18	18	18	18	18	18	18
16	16	16	16	16	16	16
14	14	14	14	14	14	
12	12	12	12			
10	10	10				
8	8	8				
6						

3. Latency Recording

- Time it takes a student to respond
- Make sure behavior has clear beginning
- Need a timing instrument

Example

Behavior Definition: Time it takes for the student to begin writing on assignment paper after instruction to start working on assignment is given to the whole class.

Date	Enter time when instruction is given	Enter time when behavior starts	Length of time for the behavior to start
11/5	8:46 AM	8:52 AM	6 minutes
11/6	8:32 AM	8:35 AM	3 minutes
11/7	8:55 AM	9:02 AM	7 minutes
11/8	8:44 AM	8:49 AM	5 minutes
11/9	8:37 AM	8:41 AM	4 minutes

Behavior Rating Scale: Determining the Anchors



- Behavior can be measured using
 - Frequency (times per day)
 - Duration (hours, minutes, seconds)
 - Latency (minutes, seconds)
 - Intensity (how hard, how loud, bruise, etc.)
 - Percentage of day



Developing Anchor Points



Appendix
3.2.

PTR Behavior Rating Scale

Student _____

School _____

Behavior	Date																			
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Steps in Creating Anchors



- Step 1. Determine the behavior's occurrence on a typical day (i.e. 4-6 X's, 10 minutes, 10% of opportunities) **This usually represent Anchor 4**
- Step 2. Team decides a reasonable goal to achieve by the end of the intervention period (this is Anchor 1).
- Step 3. Team completes rest of Anchor points (Anchor 5 is *worst* than a typical day)
- Anchors 2 and 3 represent intermediate performance between Anchor 4 (typical day) and Anchor 1 (reasonable goal)

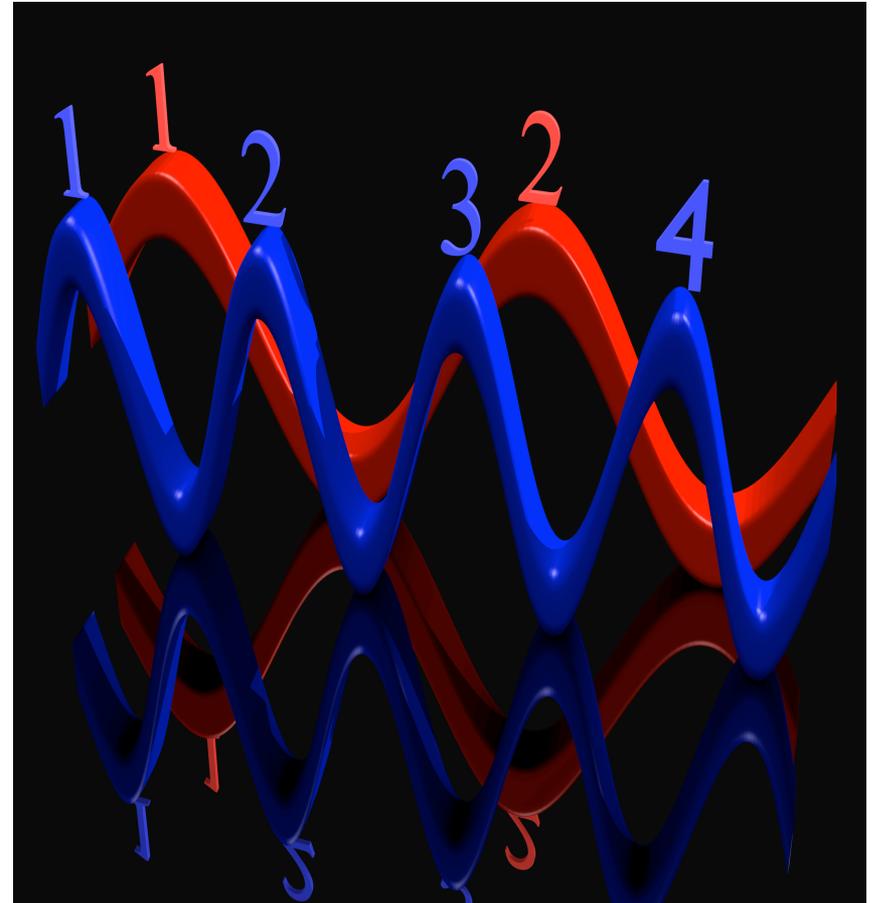
Specific Behavior(s):

Baseline/Level of Attainment		
Behavior	Anchor <u>5</u> Extremely Bad Day	Specific behavior demonstrated
	Anchor <u>4</u> Typical Day	Specific behavior demonstrated
	Anchor <u>3</u> Slightly Better Day	Specific behavior demonstrated
	Anchor <u>2</u> Better Day	Specific behavior demonstrated
	Anchor <u>1</u> Exceptional Day	Specific behavior demonstrated

Frequency Anchor Points



- Examples
 - 5-6 times
 - A range 10-20 times per day
 - % of time 0-25%



BRS with Frequency Anchors



BEHAVIOR		Date				
Tantrums	10+ daily	5	5	5	5	5
	8-9	4	4	4	4	4
	6-7	3	3	3	3	3
	4-5	2	2	2	2	2
	0-3	1	1	1	1	1

5= More than 10 times per day (extremely bad day)

4 = Between 8 and 9 times per day (typical day)

3 = Between 6 and 7 times per day

2 = Between 4 and 5 times per day

1 = 0-3 times per day (reasonable goal)

Duration Anchor Points



- Examples
 - 120 minutes (actual time)
 - A range 10-20 times per day
 - % of the activity 25% of circle time



BRS with Duration Anchors



BEHAVIOR		Date				
Tantrums	> 10 min	5	5	5	5	5
	8-10 min	4	4	4	4	4
	5-7 min	3	3	3	3	3
	2-4 min	2	2	2	2	2
	<2 min	1	1	1	1	1

5 = More than 10 minutes

4 = Between 8 and 10 minutes (typical day)

3 = Between 5 and 7 minutes

2 = Between 2 and 4 minutes (better day)

1 = Less than 2 minutes (exceptional day)

Intensity Anchor Points



- Examples
 - Intensity of tantrums
 - Intensity of levels of vocalizations
 - We of course want to decrease the tantrums, but starting with the “intensity” might be a unanimous team decision!



BRS for Intensity Anchors



BEHAVIOR		Date				
Screaming	Ear Piercing	5	5	5	5	5
	Louder than playground	4	4	4	4	4
	Playground voice	3	3	3	3	3
	Louder than inside voice	2	2	2	2	2
	Soft, whimper, squeal	1	1	1	1	1

5= Ear piercing (can hear you on the street)

4 = Louder than playground voice; can hear it in the parking lot (typical day)

3 = Playground voice (can hear it in the next class)

2 = Louder than a inside voice

1 = Soft, whimper, squeal

BRS for Latency Anchors



BEHAVIOR		Date				
Responding to prompts quickly	> 6 min	5	5	5	5	5
	5-6 min	4	4	4	4	4
	3-4 min	3	3	3	3	3
	1-2 min	2	2	2	2	2
	<1 min	1	1	1	1	1

5= More than 6 minutes elapse between prompt begin given and initiation of behavior

4 = 5-6 minutes latency (typical day)

3 = 3-4 minutes latency

2 = 1-2 minutes latency

1 = Less than 1 minute between prompt give and initiation of behavior (reasonable goal)

Raynette: Operational Definitions

- Problem behaviors
 - Screaming—loud, high pitched noise heard outside the classroom
 - Hitting—anytime Raynette touches peers or adults with an open hand, fist, foot, or object while screaming or protesting
 - Expressing frustration-moaning and crinkled face

Example: Raynette's Behavior Rating Scale

Behavior													
Screaming (frequency)	9+ times	5	5	5	5	5	5	5	5	5	5	5	5
	7-8 times	4	4	4	4	4	4	4	4	4	4	4	4
	5-6 times	3	3	3	3	3	3	3	3	3	3	3	3
	3-4 times	2	2	2	2	2	2	2	2	2	2	2	2
	0-2 times	1	1	1	1	1	1	1	1	1	1	1	1
Hitting (frequency)	8+ times	5	5	5	5	5	5	5	5	5	5	5	5
	6-7 times	4	4	4	4	4	4	4	4	4	4	4	4
	4-5 times	3	3	3	3	3	3	3	3	3	3	3	3
	2-3 times	2	2	2	2	2	2	2	2	2	2	2	2
	0-1 times	1	1	1	1	1	1	1	1	1	1	1	1
Expressing Frustration (duration)	40%+	5	5	5	5	5	5	5	5	5	5	5	5
	30-40%	4	4	4	4	4	4	4	4	4	4	4	4
	20-30%	3	3	3	3	3	3	3	3	3	3	3	3
	10-20%	2	2	2	2	2	2	2	2	2	2	2	2
	0-10%	1	1	1	1	1	1	1	1	1	1	1	1

Problem behaviors KEY

Screaming—loud, high pitched noise heard outside the classroom

Hitting—anytime Raynette touches peers or adults with an open hand, fist, foot, or object while screaming or protesting

Expressing frustration-moaning and crinkled face

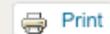
BRS Problem Behavior: Group

Behavior	Anchors												
		5 4 3 2 1											
		5 4 3 2 1											

Behavior Rating Scales Report Card Maker

<http://www.interventioncentral.org>

Response To Intervention – RTI Resources



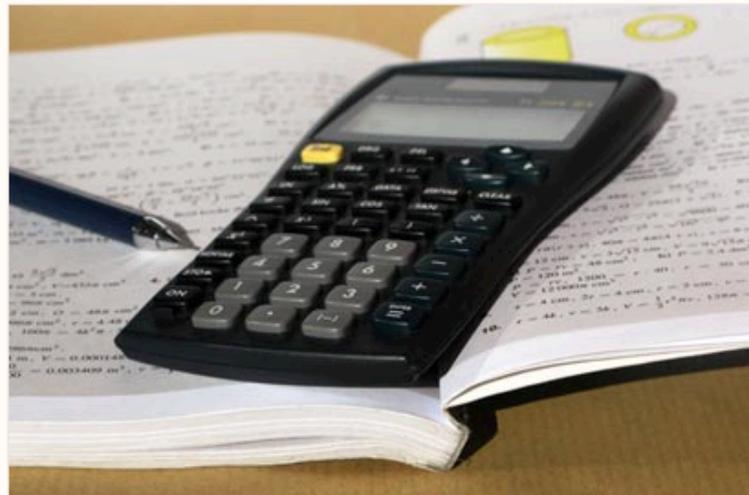
Products



Power of RTI: Classroom Management Strategies K-6



Latest Updates



Featured Tools



Academic Intervention Planner for Struggling Students



Behavior Intervention Planner



Behavior Rating Scales Report Card Maker



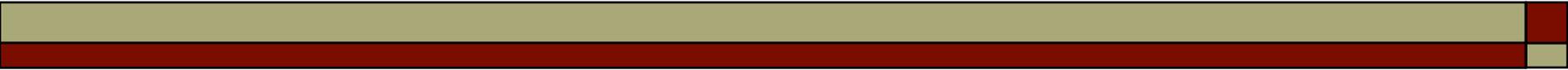
ChartDog Graph Maker



Dolch Wordlist Fluency Generator

Keep in Mind...

1. Defining the target behavior(s) so that it is measureable and observable
 - a. What behaviors constitute a “tantrum” “aggression”, etc.?
2. Determining the best method (i.e. scale) for measuring the target behavior(s)
3. Establishing appropriate anchor points for recording behavioral occurrence
4. May need to adjust anchors if it is determined that original points do not accurately reflect the student’s behavior



Keep in Mind...

5. Team uses the short-term goals previously developed
6. Team should prioritize the challenging behaviors (which is most significant?)
7. Focus on 1-2 behaviors for realistic implementation

Step 3: Functional Behavior Assessment (FBA)

Just the facts

Functional Behavior Assessment

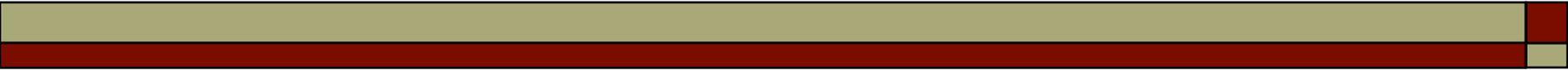
- As a team, complete the 5 page FBA Checklist
 - Prevent = antecedents
 - Teach = function, possible replacements
 - Reinforce = consequences, possible reinforcers
- One form completed for each problem behavior by each team member
- Information leads to hypothesis

Step 3: Functional Assessment

- Purpose:
 - **Identify the antecedents** and/or setting events that trigger the student to engage in challenging behaviors
 - **Determine the function** or purpose of the student's inappropriate behavior
 - To ascertain the people, situation, item and/or activities that reinforce the student's behavior
 - Identify function(s) and antecedent variables influencing target behavior(s)

Steps to Functional Behavior Assessment

- Step 1. Team complete the FBA Checklist
 - Information on the FBA checklist will assist in developing the FBA Summary Table which then leads to the development of the BIP



Prevent Component Assumptions

- ❑ Behavior is influenced by the events and context in which it occurs
- ❑ Certain events can trigger challenging behavior
- ❑ Other events may prevent challenging behavior

Setting Events

- Those conditions that are separated from the challenging behavior in time and space, including biological or physical conditions, social events, or environment situations
 - Example Student does not have time to eat breakfast before school and comes to school hungry
 - Student doesn't come in with his morning meds!
 - Example Student has an argument with parent before getting on the bus

Antecedents

- Distinct people, events, or situations that immediately precede the challenging behavior
 - Example A student becomes aggressive in the presence of certain peers, but remains calm and appropriate around other peers
 - Example A student exhibits problem behavior when presented with a nonpreferred task, but immediately begins a highly preferred task without incident

Teach Component Assumptions

- Challenging behavior can be viewed as having a specific purpose or function
 - Behavior is often communicative
 - “Hey, look at me” (attention)
 - “Leave me alone!” (escape)
- Stopping or reducing occurrences of challenging behavior is often not effective
 - We must “teach” a new behavior

Reinforce Component Assumptions

- Behavior followed by desirable reinforcement tends to get stronger and is more likely to be repeated in the future
 - Determine what consequences currently occurring after the challenging behavior that can be used to encourage desirable, prosocial behavior
 - What is really reinforcing to the student?

Step 4: Behavior Intervention Plan (BIP)

Implement Behavior Interventions



PBIS...

**Kids do well if
they can!**

Step 4:

Behavior Intervention Plan (BIP)

- Purpose: To build a Behavior Intervention Plan (BIP) based on FA information
- Features:
 - (1) BIP must include *at least one strategy from each* of the 3 components: **Prevent, Teach, Reinforce**
 - (2) Menus of research-based strategies for each component; forms and templates to build plan
 - (3) Selection of strategies is made by team, based on FA and on team's ability/resources to implement

BIP connected to the Hypothesis

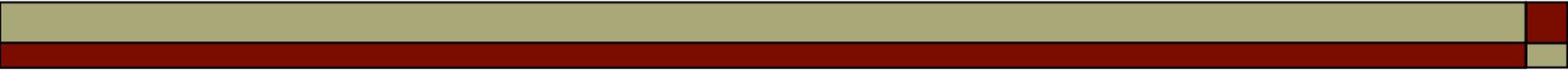
When... Then... As a Result...

- Match the **function** of the challenging behavior(s) and conditions under which it occurs with **strategies** that are mostly likely to be effective in **preventing** the challenging behaviors and **increasing** appropriate behaviors

Definition of an Intervention

An intervention is the systematic application of a **research-validated** procedure to change behaviors through **teaching new skills** or through the manipulation of **antecedents** and **consequences**





Interventions can be...

- Antecedent-Prevention Based (Prevent)
- Instruction-Interaction Based (Teach)
- Consequence Based (Reinforce)
- Self-Management Based

Critical Elements Of Effective Intervention

- Instruction is more *focused, intensive, explicit*
- Ample opportunities for *guided practice*, appropriate levels of *scaffolding, modeling and responsive feedback*
- Teach with *small teacher/student ratios*
- Increase instructional time *double dose*, if possible
- Maximal opportunity to respond
- Frequent review
- Clear goals and progress monitoring

Barbara Foorman (University of Texas) and Joe Torgesen (University of Florida) 2001

Intervention Checklist

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
<input type="checkbox"/> Providing Choices	**Replacement Behavior <input type="checkbox"/> Functional <input type="checkbox"/> Desired or Pro-Social	**Reinforce Replacement Behavior <input type="checkbox"/> Functional <input type="checkbox"/> Desired or Pro-Social
<input type="checkbox"/> Transition Supports	<input type="checkbox"/> Specific Academic Skills	<input type="checkbox"/> Discontinue Reinforcement of Problem Behavior
<input type="checkbox"/> Environmental Supports	<input type="checkbox"/> Problem Solving Strategies	<input type="checkbox"/> Group Contingencies (peer, teacher)
<input type="checkbox"/> Curricular Modification (eliminating triggers)	<input type="checkbox"/> General Coping Strategies	<input type="checkbox"/> Increase Ratio of + to – Responses
<input type="checkbox"/> Adult Verbal Behavior (just be nice)	<input type="checkbox"/> Specific Social Skills	<input type="checkbox"/> Home to School Reinforcement System
<input type="checkbox"/> Classroom Management	<input type="checkbox"/> Teacher Pleasing Behaviors	<input type="checkbox"/> Delayed Gratification
<input type="checkbox"/> Increase Non-Contingent Reinforcement	<input type="checkbox"/> Learning Skills Strategies	
<input type="checkbox"/> Setting Event Modification	<input type="checkbox"/> Self Management (self monitoring)	
<input type="checkbox"/> Opportunity for Pro-Social Behavior (peer support)	<input type="checkbox"/> Independent Responding	
<input type="checkbox"/> Peer Modeling or Peer Reinforcement	<input type="checkbox"/> Increased Engaged Time	
Does the severity or intensity of the student's problem behavior pose a threat to self or others? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, is a crisis intervention plan needed? <input type="checkbox"/> Yes <input type="checkbox"/> No		

The *Tough Kid*® Books and Audio Series

- Practical Classroom Management Strategies
- A “Tough Kid” is compliant < 40%, average kid complies with teacher requests 80% of the time

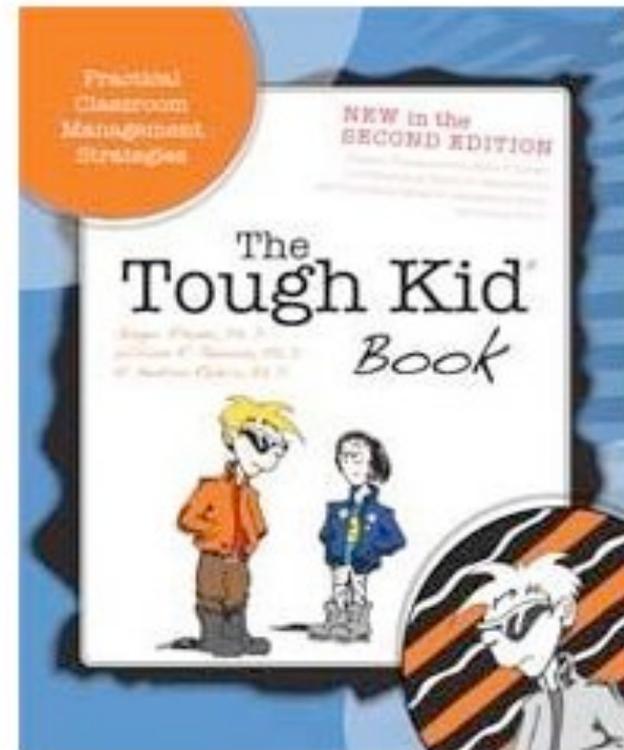




Chart Moves

- Dot-to dot picture so that student can track own progress
- Each time reinforcement is earned, student can connect next dot
- Daily progress can be recorded! (progress monitoring)
- Has automatic fading system
- Variations can include own picture of what s/he's earning
- Can be used for non-compliance, tantruming, talk-outs

Spinners

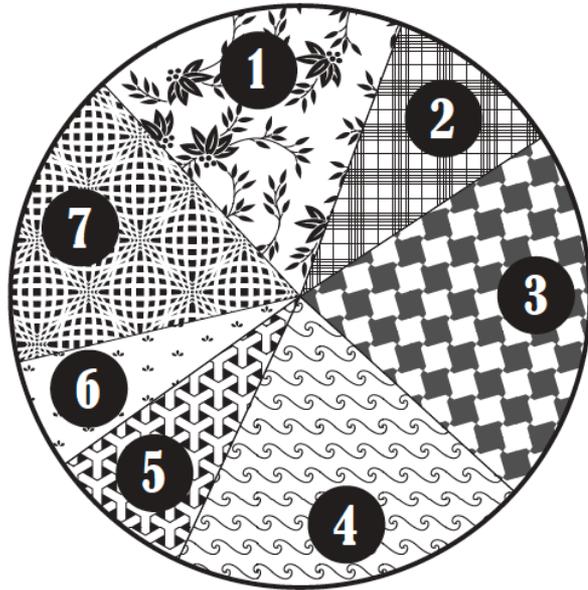
- Can reinforce several behaviors!
- Spinner divided into 5 or more sections of various sizes
- Positive reinforcers with higher value are given a smaller slice of the Spinner
- Can be used with CHART MOVES/MAGIC PENS... student earns a spin when he reaches a colored reward dot

Tough Kid Spinner Menu

Tough Kid Tool Box  K-12

REPRODUCIBLE 6-6b
(Version 2)

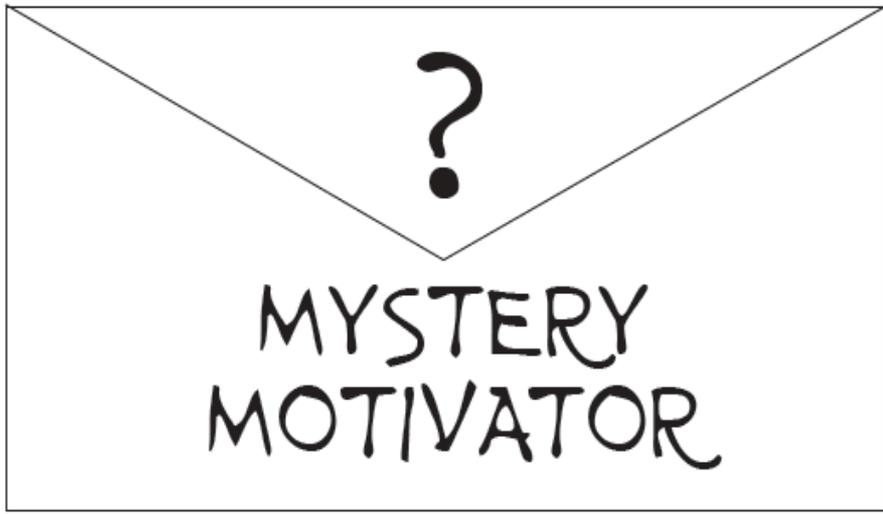
Spinner



1. Surprise box of things to do
2. First in line
3. 10 min choice of game w/ friend
4. Get to pass out papers
5. 20 extra pts
6. Sit anywhere in class
7. 15 min computer time

Mystery Motivators

- Reinforcer is written on a slip of paper, sealed inside an envelope and displayed in prominent place.
- Weekly or monthly chart with random reinforcement days are marked with an “X”. Each day is covered with a piece of tape.
- Each day kid earns reinforcer, he gets to peel off the tape to see if there is a “X”.
- If there is an “X”, student opens envelope!
- Magic Pens
- Hype



MON	TUE	WED	THUR	FRI	BONUS
		X	X		

Name: _____



Comments: _____

Don't Crash Without a

MYSTERY MOTIVATOR



MON	TUE	WED	THUR	FRI	BONUS
	X				

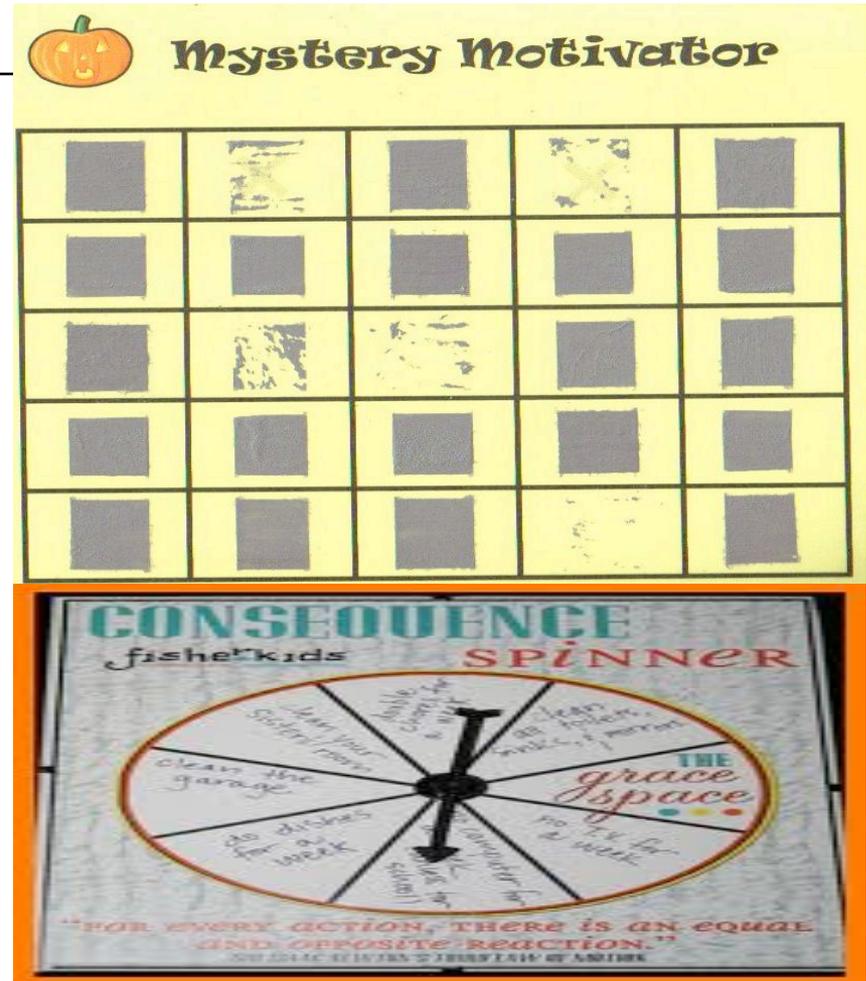
Name: _____



Comments: _____

Scarcity

- We value things that are scarce, available for a short time, or available to only a few people
- The scarcity influence principle can motivate tough kids (i.e. mystery motivators, spinners, level systems)
- **Behavior Tip: If you want to motivate a tough kid, have them earn something scarce, rare, and mysterious!**



Grab Bags

- Essentially same as Mystery Motivator except reinforcer placed in a bag and earned when student uncovers an “X” on her randomly marked chart
- Grab bag could be part of one of the Spinner sections
- Keep items wrapped so student doesn’t know what is being picked



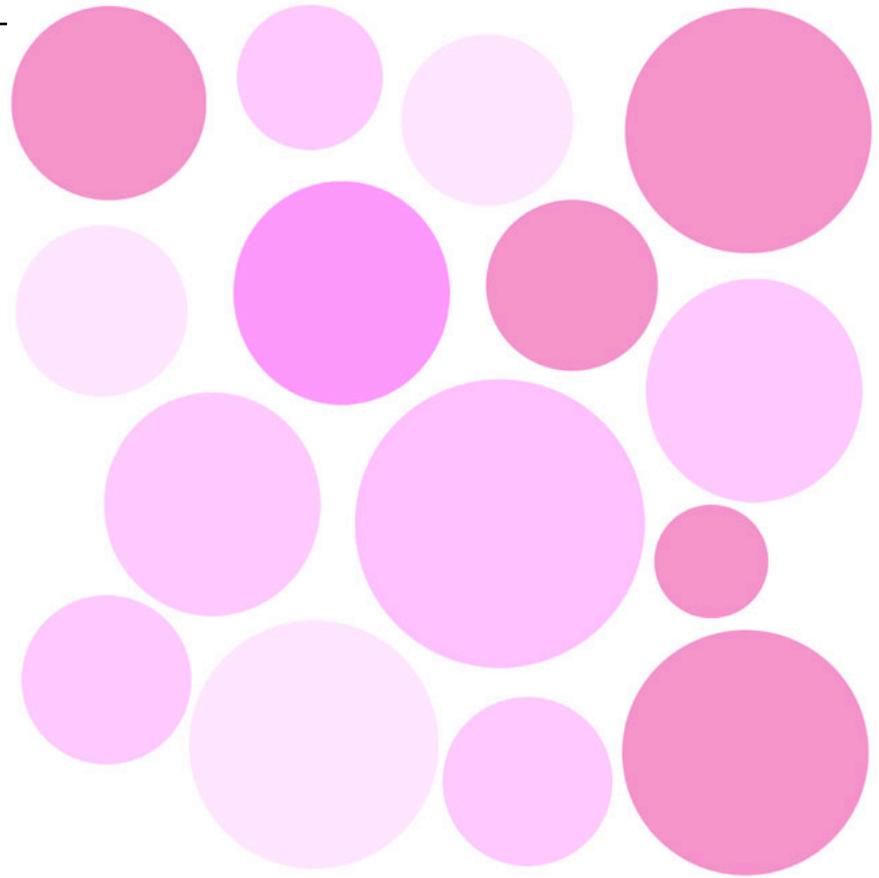
Lottery/Raffle Tickets

- ❑ Earned tickets are deposited into a container
- ❑ The more reinforcement the class requires, the more frequently the teacher will hold the draw



Dots for Motivation

- ❑ Kids that do nothing/Great way to “jump start” a do nothing kid
- ❑ Dots/Envelopes on side of desk
- ❑ Earned dots can be used for “free problem”
- ❑ Eventually, work harder to get out of work
- ❑ Eventually cut dots into halves and quarters
- ❑ Approximations of desired behaviors.
- ❑ Teams can earn dots



Prevent Interventions

- What are the **environmental circumstances associated with the high likelihood of the challenging behavior(s)** that we can manipulate?
- With regards to the prosocial behaviors...
 - How can these events or circumstances be increased within the environment?
 - How can these situations be replicated during those times when challenging behavior(s) is most likely to occur?

Prevent

Prevention Assumptions:

- Behavior is influenced by the events and context in which it occurs
- Certain events can trigger challenging behavior
- Other events may prevent challenging behavior

Setting Events:

- Those conditions that are separated from the challenging behavior in time and space, including biological or physical conditions, social events, or environment situations

Antecedents:

- Distinct people, events, or situations that immediately precede the challenging behavior

- Are there certain times in the school day that the behavior is likely to occur?
- Are there certain times in the school day that the behavior is less likely to occur?
- Are there certain activities when problem behavior is very likely to occur?
- Are there specific activities when cooperative and social behavior is most likely to occur?
- Are there conditions in the physical environment that are associated with a high likelihood of the behavior?
- Are there circumstances unrelated to the school setting that occur on some days and not other days that may make problem behavior more likely?



6 Essential PBIS Prevention Practices in the Classroom “IMPACT”

Interact Positively

Monitor Behavior (Supervise)

Prepare Effective Instruction

Arrange and Organize the Environment

Corrective Misbehavior Effectively

Teach Expectations

The More You Connect... Interact Positively



The Less You Correct!

Monitor Behavior



Walk around,
Look around,
Talk around”



Prepare Effective Instruction

How Well You Teach = How Well They Learn



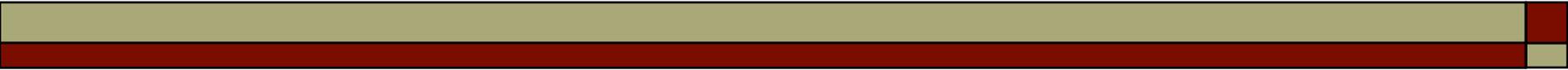
Arrange/Organize Environment

“Space Communicates”



Teach Interventions

- **What alternative (replacement) behaviors** will meet the function/purpose of the challenging behaviors?
 - *(functionally equivalent)* The replacement behavior leads to the same reinforcer as the challenging behavior...or
 - *(physically incompatible)* The replacement behavior is opposite/incompatible of the challenging behavior



Teach Interventions:

Additional Considerations

Specific cognitive weaknesses contribute to problem behavior:

- ❑ Executive functioning
- ❑ Emotional regulation
- ❑ Cognitive flexibility
- ❑ Social skills
- ❑ Language processing

May Not Have the Vocabulary to Convey....

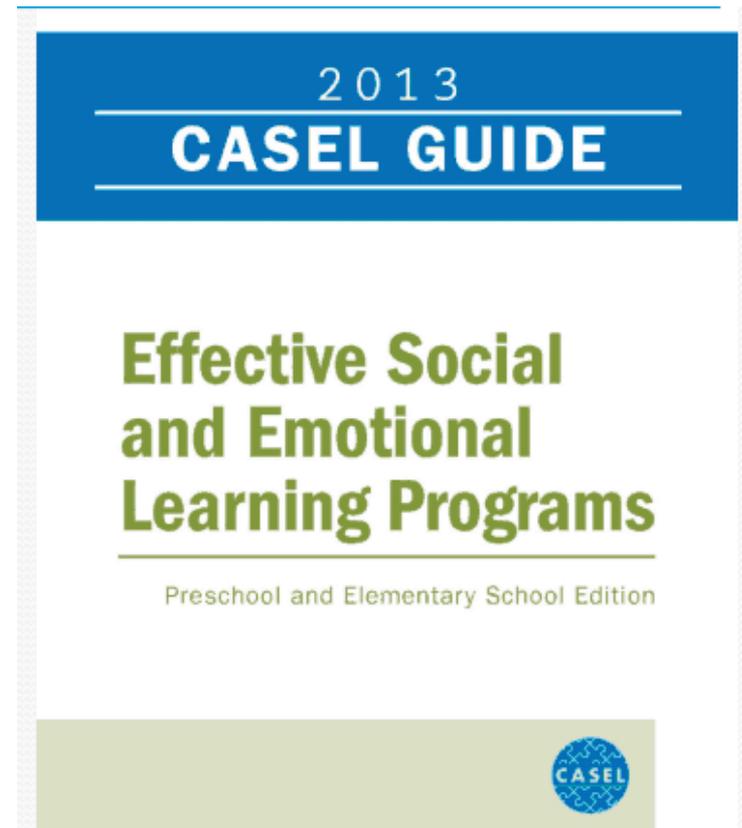
- I “need a break”
- That “something is the matter”
- I “can’t talk about it right now”
- I “need a minute” to collect my thoughts
- I “don’t like that”

Replacement Behavior Bank

- Request a break. (escape/avoidance)
- Read a joke from a joke book. (peer attention)
- Ask to work with a peer. (peer attention)
- Ask for a different/modified assignment. (escape/avoidance)
- Ask to deliver a note to the main office. (escape/adult attention/movement-sensory)
- Ask for a “high five” from the teacher. (adult attention)
- Ask to deliver a note to the SST office. (escape/adult attention/movement)
- Ask for a visit from security/take a walk with security. (escape/adult attention)
- Ask to call home. (parent attention)
- Ask to have a special seat at the front of the classroom for a period of time. (attention)
- Ask to have a special seat at the rear of the classroom for a period of time. (avoidance)
- Ask a peer to check work after each problem. (peer attention)
- Ask teacher to check work after each problem. (adult attention)
- Ask to talk to the teacher/preferred adult. (adult attention)
- Ask to lead class in a “brain break” activity. (peer attention)
- Ask to help the teacher (pass out papers, clear the board, collect papers, collect books). (peer/adult attention)
- Ask for a snack. (tangible)
- Ask to do 10 jumping jacks in the hallway. (movement-sensory)
- Ask to stand at desk/Flip card on desk to indicate will be standing at desk. (movement-sensory)

Social-emotional Competencies

<http://www.casel.org>



Social Skills Teaching Strategies

- Modeling
- Coaching and Cueing
- Storytelling
- Group Discussion
- Role-Play Facilitation
- Transfer of Learning/
Transfer of Training



Control Signals

Stop
Take a long, deep breath.
Say the problem and
how you feel.

**Make
a
plan**
What could I do?
Would it work?

Go
Try your best idea.
How did it work?

Second Step[®]

Whole classroom

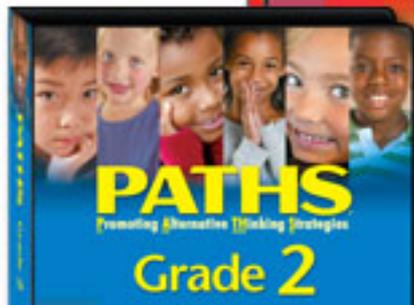
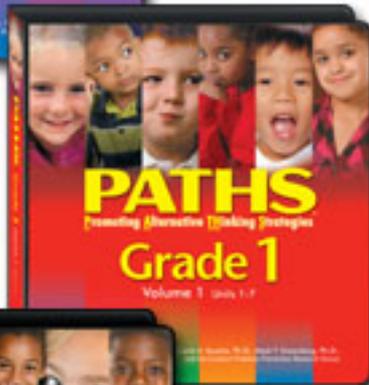
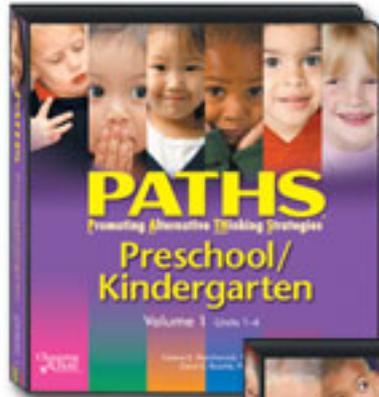
- Pre-K through 9th grade
- Teacher friendly
- Lots of role playing and problem solving
- Explicit teaching of social skills
- Research validated

Small Group

- Re-teach classroom lessons
- More practice
- More feedback
- Use puppets and role-play

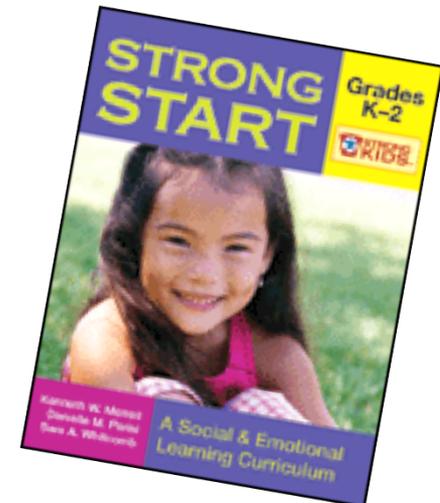
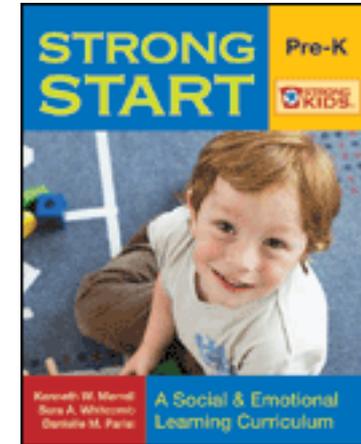
committee
for *children*[®]

<http://www.channing-bete.com/prevention-programs/paths/results-recognition.html>



<http://ei.yale.edu/ruler/>

<http://www.cfchildren.org/second-step.aspx>



Reinforce Interventions

- ❑ Identify consequences that follow target behaviors
- ❑ Challenging behavior usually “works” for a reason
- ❑ Reinforcement can be difficult to identify
- ❑ May be consistent or intermittent
- ❑ Reinforcement is individualized



Raynette:

Linking Interventions to Hypothesis

- Attention and Escape/Delay Functions for Raynette
 - Prevention strategies should:
 - Get Raynette's attention more often
 - Modifying non-preferred tasks
 - Changing what happens when she makes a mistake
 - Signaling end of preferred activity
 - Teach strategies should address:
 - How to get attention/assistance
 - How to get break/delay appropriately
 - Reinforce strategies should:
 - Give Raynette attention/help
 - Give Raynette break/delay

Developing a Step-by-Step Plan

PTR Behavior Intervention Plan (Option 1)

Hypothesis: _____

PREVENT Behavior Interventions

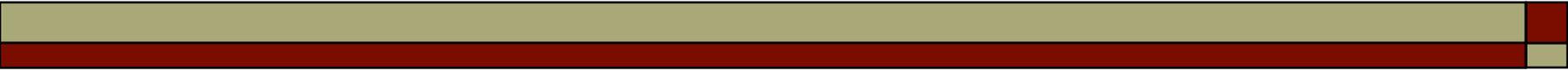
Intervention Type	Specific Steps

TEACH Behavior Interventions

Intervention Type	Specific Steps

REINFORCE Behavior Interventions

Intervention Type	Specific Steps

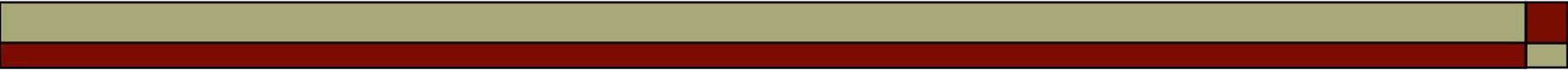


Developing a Step-by-Step Plan

PTR Behavior Intervention Plan (Option 2)

Hypothesis: _____

Prevention Interventions	Teach Interventions	Reinforce Interventions	Comments



Step 4: Intervention

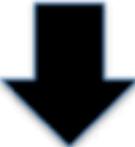
- Discuss interventions selected by the team
- Team gains consensus on the interventions to be implemented
- FBA consultant ensures interventions:
 - Agree with hypothesis
 - Can be done in the classroom

Intervention Examples



- [PBIS World](#)
- www.pbisworld.com

Quick BIP

Lagging Skills	Prevention What happens right before the problem behavior?			Function Why does this person appear to be engaging in problem behavior? Attention Escape/Avoid Obtain Physiological
				
	Behavior			
	What does the behavior look like at the beginning?	What does the behavior look like at the peak?	What does the behavior look like at the end?	
				
	Consequences What happens right after the problem behavior?			

Function:

Intervention Strategies

Unresolved Problem(s)	Prevention Strategies		
	Teaching Strategies		
	Behavior	Social	Academic
	Reinforce Strategies		

Behavior Intervention Plan

Goal Behavior _____

Hypothesis: _____



Lagging Skill	Unresolved Problem	Prevention Strategies	Teach Strategies	Reinforce Strategies	Comments
	Difficulty				
	Difficulty				



Let's Look at Raynette's BIP

Step 4: Raynette's BIP

Prevent Strategies	Specific Strategy steps
Environmental Support	<p>A wait card will be placed on Raynette's desk to assist her in remembering to wait her turn.</p> <ol style="list-style-type: none">1. Prior to group work, tell Raynette, "Remember, when it is someone else's turn, you sit quietly and wait," while pointing to her card.2. If Raynette calls out, point to her visual to remind her what to do.3. Use a verbal prompt if the point prompt does not work.

Raynette' s BIP

Prevent Strategies	Specific Strategy steps
Environmental Support	<p>Raynette' s visual schedule will be modified to detail the number of and type of activities she is to complete during non-preferred activities. For example, if math involves listening to a lesson, doing a hands-on activity, and completing a worksheet, her visual schedule will list each activity under math using either a picture of the type of activity or using numbers that correspond to a number on the worksheet.</p> <ol style="list-style-type: none">1. Prior to the start of the activity, Raynette should review the visual schedule.As Raynette completes an activity, she should X off the activity.

Raynette' s BIP

Prevent Strategies	Specific Strategy steps
Curricular Modification	Raynette will be given an easy, independent activity, such as a worksheet, to complete upon transitioning to a non-preferred activity or an activity that requires her to wait, such as group activities

Teach Strategies	Specific Strategy Steps
Replacement Behavior	<p>Raynette will be taught to use her words to express her needs to calm down.</p> <p>Steps:</p> <ol style="list-style-type: none">1. Raynette's will be taught and learn to say "I need to calm down." when upset or frustrated.2. Prior to transitioning to a non-preferred activity or at the end of a preferred activity, say "If you start to get upset, you can choose to calm down."3. As soon as Raynette starts to get upset, prompt her to use her words, though a gesture and/or verbal cue).4. Once Raynette communicates "I need to calm down", present her with the choice of calming strategies and ask her, "What do you want?"5. As soon as she is calm, praise her (e.g., "You made a good choice.").6. Allow Raynette to engage in her choice until he is calm for 1-minute. <p style="text-align: center;">www.BehaviorInSchools.com</p>

Teach Strategies	Specific Strategy Steps
Self-Management	<p>Raynette will be taught to independently use her calming strategies.</p> <ol style="list-style-type: none">1. A tracking sheet with smiley faces and sad faces will be given to Raynette at the start of each day.2. Role-play with Raynette about when she needs to make the choice to calm down.3. Practice completing the tracking sheet.4. Set and review the daily goal for using the calming strategies.5. Prompt Raynette to complete the tracking sheet if needed

Reinforce Strategies	Specific Strategy Steps
Replacement Behavior	<p>Anytime Raynette “says” “I need to calm down”, her choice board should be given.</p> <ol style="list-style-type: none"> 1. Praise Raynette for communicating (“<i>thank you for telling me what you need.</i>”) 2. Provide her choice board. 3. Allow her to calm for 1 minute 4. Praise her as soon as he is quiet 5. Praise her for returning to the group
Self-Management	<p>Anytime Raynette scores her behavior, attention should be given.</p> <ol style="list-style-type: none"> 1. When Raynette marks her tracking sheet, praise her for doing so. 2. At the end of the day, review the sheet with Raynette. 3. Talk about the sad faces. 4. Provide her incentive if her goal is met.
Waiting	<p>Raynette will earn a skittle paired with attention if she waits. This will be faded to an intermittent schedule.</p>

Reinforce Strategies

Specific Strategy Steps

Transition

Raynette will earn stars during Reading Centers if she transitions and completes her work without screaming.

1. A social story will be **reviewed prior** to Reading Centers to remind Raynette that she can earn a star if she comes to centers and works.
2. At the end of each reading center, an adult will **review** Raynette's behavior with her and ask her if she earned her stars.
3. Provide her stars if earned.
4. During the teacher's group, Raynette can earn 2 stars: 1 for transitioning to the group and 1 for working during group.
5. Allow Raynette to participate in his chosen activity if she earned her stars.

Step 5: Evaluation

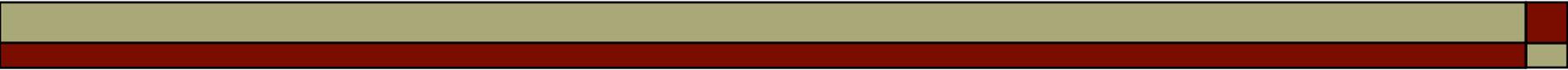
Progress Monitoring

Step 5:

Evaluation (aka) Progress Monitoring

- Is it working?
- Measure accuracy of intervention, effectiveness of intervention
- Data-based decision-making
 - Identifying what is working; what is not and WHY
- Generalization, expanding into other routines
- Continuing team meetings
 - Planning time
 - Cohesiveness





Progress Monitoring

- Purpose: (1) Measure effects of intervention on problem behaviors and academic/social behaviors (progress monitoring); (2) Measure fidelity of implementation
- Features: Simple (easy-to-use) instruments --- behavior rating scales; checklists; etc.

BRS: Baseline & Post intervention Data



PTR Behavior Rating Scale

Student _____

School _____

Behavior	Date																				
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
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		3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

BRS: Positive Change Data

Behavior		Baseline Data							Post Intervention Data							
		Date							Date							
Tantrums	> 40%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	31 - 40%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	21 - 30%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10 - 20%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<10%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Behavior		Baseline Data							Post Intervention Data							
		Date							Date							
Academic Engagement	> 40%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	31 - 40%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	21 - 30%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10 - 20%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<10%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

BRS: Stable Data Pattern

Behavior		Baseline Data							Post Intervention Data							
		Date							Date							
Tantrums	> 40%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	31 - 40%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	21 - 30%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10 - 20%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<10%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Behavior		Baseline Data							Post Intervention Data							
		Date							Date							
Academic Engagement	> 40%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	31 - 40%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	21 - 30%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10 - 20%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<10%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

BRS: Declining Data Pattern

Behavior		Baseline Data							Post Intervention Data							
		Date							Date							
Tantrums	> 40%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	31 - 40%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	21 - 30%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10 - 20%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<10%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Behavior		Baseline Data							Post Intervention Data							
		Date							Date							
Academic Engagement	> 40%	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	31 - 40%	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	21 - 30%	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	10 - 20%	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	<10%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Step 5: Facilitation Tips

- When fading interventions, do so systematically
- Consider Multi-tiered System of Supports (access to Tiers 1 and 2)
- Make all decisions on data
 - ALWAYS review fidelity data
 - ALWAYS review BRS data (or other child outcomes)
 - Have decision rules (e.g., 3 consecutive data points at or above goal line, fidelity score necessary to consider adequate implementation, etc.)
- Remind team this is a dynamic process and behavior is never “fixed”.

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