

# **THE BSP DESK REFERENCE: A TEACHER AND BEHAVIOR SUPPORT TEAM'S GUIDE TO DEVELOPING AND EVALUATING BEHAVIOR SUPPORT PLANS**

*for Behaviors that Interfere with  
the Learning of Student and/or Peers*



[www.pent.ca.gov](http://www.pent.ca.gov)

*"None of us is as skilled as all of us"*

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**September 2009**

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# **THE BSP DESK REFERENCE:**

## **A TEACHER AND BEHAVIOR SUPPORT TEAM’S GUIDE TO DEVELOPING AND EVALUATING BEHAVIOR SUPPORT PLANS**

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# SECTION 1:

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## INTRODUCTION

# A Teacher's Revelation

*"I've come to the frightening conclusion  
that I am the decisive element in the classroom.  
It's my personal approach that creates the climate.  
It's my daily mood that makes the weather.  
As a teacher I possess a tremendous power  
to make a child's life miserable or joyous.  
I can be a tool of torture or an instrument of inspiration.  
I can humiliate or humor, hurt or heal.  
In all situations, it is my response that decides whether  
a crisis will be escalated or de-escalated,  
and a child humanized or dehumanized."*

Haim Ginott  
Child Psychologist

# The School Team's Revelation

*"A Behavior Support Plan is the specification of what the adults will do to address challenging behavior impeding the learning of a student or his/her peers." Three key points will be addressed in a team-developed behavior support plan:*

- *Understanding how this behavior is related to the context in which it occurs*
- *Understanding how this behavior serves a purpose or function for the student: how something is either gained, or something is avoided or protested with this behavior*
- *Taking this analysis and specifying in this behavior plan how we will seek to teach a new behavior that serves the same purpose or function—but one we can accept; AND specifying how this behavior plan will seek to remove, alter or add variables that remove the need for this student to use challenging problem behavior"*

Diana Browning Wright  
PENT Director  
Behavior Analyst/School Psychologist/Teacher



# Acknowledgments

This desk reference incorporates and expands a previous manual, “Tools to Develop, Implement and Score a Behavior Support Plan. Feedback from the California Department of Education, Diagnostic Center-South’s statewide behavioral initiative was received and incorporated in this new guide. This initiative, the Positive Environments, Network of Trainers (PENT) includes 250 local Cadre members striving to improve the quality of behavior plans and outcomes for all students. Following an analysis of common errors and problems on over 600 behavior plans throughout California, revisions to introduce language and reorganize the plan contents have now been made. This desk reference now includes the revised behavior scoring guide: Behavior Support Plan Quality Evaluation Scoring Guide-II by Diana Browning Wright and G. Roy Mayer, PENT leaders, Cadre members and PENT Research Associates.

The original manual’s contents began as a guide drafted by Suzy Johns and John Oliveri with input from Elaine Prado Lavine and Keith Drieberg of San Bernardino Schools, California. Their reorganization of materials from the PENT Director’s trainings on developing adequate behavior plans was the beginning of the process to develop a guide for school teams in writing adequate behavior plans.

The current authors, Diana Browning Wright and Gail Cafferata, are especially grateful to Deborah Holt, Director of the California Department of Education, Diagnostic Center, South and PENT Project Manager, for her support and leadership. We also wish to acknowledge the support of Frank Terstegge, Butte County SELPA Director who graciously facilitated the meetings necessary to complete this revision. In addition, without the formatting wizardry of Lizette Edrosa, PENT Communications Coordinator, this manual revision would never have been completed. Thank you, Debbie, Frank, and Lizette!

The California PENT leadership team and PENT Cadre hope that you too will make this work your own, improving outcomes for your students. In the spirit of collaboration, we offer it to you for your personal non-commercial use. If you find materials that would be helpful for future inclusion in this manual, please share your expertise with us:

[pent@dcscde.ca.gov](mailto:pent@dcscde.ca.gov)

Positive Environments, Network of Trainers

See [www.pent.ca.gov](http://www.pent.ca.gov) for additional information and downloadable forms

*“None of us is as skilled as all of us”*

Diana Browning Wright, M.S.  
PENT Director

Gail Cafferata  
PENT Leader

# Purpose of Manual

This manual was designed to be a hands-on, user friendly document to assist administrators, teachers, instructional support teams, 504 plan teams and IEP teams in developing Behavior Support Plans (BSP) that can monitor student progress and guide staff in appropriate intervention to remove behavioral barriers to academic success.

This manual will guide the reader—item by item and section by section—through the development of a Behavior Support Plan. A Behavior Support Plan is based on an understanding of applied behavior analysis in educational settings and is in alignment with federal and state regulations.

The “Big Idea” of each necessary component is described and is followed by definition of terms and numerous examples to aid the reader in producing a plan in alignment with the six key concepts in behavior analysis.

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## BEHAVIOR SUPPORT PLAN

### Populations Receiving Behavior Support Plans May Include:

#### **English Language Learners (ELL) with English Language Development Services (ELD) and new emigrants**

English learners are those students with less than fluent English proficiency skills. They are entitled to English Language Development (ELD) services.

- Students with difficulty adjusting to a new language and/or country may exhibit behavior which impede their learning and will benefit from BSP assistance.

#### **Students with 504 (Section 504 of the Rehabilitation Act of 1973) Plans**

In 1973, Congress passed Section 504 of the Rehabilitation Act. This legislation is principally civil rights legislation prohibiting discrimination against persons with disabilities. Although it originally focused on employment and architectural access issues, Section 504 was interpreted to include school issues in the late 70s. Section 504 prohibits discrimination against any student, students' families, and employees who may be eligible for protections and services under the act. Those who may need 504 accommodations include students "with a physical or mental impairment that results in a substantial limitation to a major life activity." Both the identification of 504 eligibility and the implementation of 504 plans are monitored by regular education personnel.

- Behavior Support Plans are often the essence of a student's 504 plan if the mental impairment is Attention Deficit/Hyperactivity Disorder. ADHD can result in limited alertness which impacts the major life activity of learning. A BSP specifies how to overcome the problem, supporting better attending skills.
- However, an accommodation plan may also be required or required instead of a BSP. See <http://www.pent.ca.gov/accom.htm>

**Students with IEPs have met one of the 13 Special Education Categories of Eligibility AND have demonstrated that they require "Specialized Instruction," i.e., Special Education Categories Include:** Specific Learning Disability, Deaf, Speech or Language Impaired, Deaf/Blind, Hard of Hearing, Orthopedically Impaired, Visually Impaired, Autism, Other Health Impaired, Multi-Handicapped, Mentally Retarded, Traumatic Brain Injury, Emotionally Disturbed

Any student with special education eligibility in any category is entitled to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) with all necessary supplementary aids and supports. The IEP document describes the team's consensus on what constitutes FAPE in the LRE and which supplementary aids and supports are necessary to maintain the placement.

A behavior support plan is a supplementary support. If a particular support is needed, the IEP must contain a description of that support and all necessary staff must be informed of their specific responsibility. Many of our special education eligible students are likely to also exhibit behavior impeding learning and therefore require a behavior plan to maintain placement in the LRE.

#### **Other Students**

If a student exhibits problem behavior(s) suggesting possibility of emotional disability (ED), a BSP may be determined by the school team to be an intervention to progress monitor and determine the need for possible additional assessment

Any student for whom a teacher believes a specific individualized behavior plan is necessary. (e.g., beyond routine classroom management or other interventions such as home-school daily reports, behavior contracts, etc.)

## **What is a Behavior Support Plan (BSP)?**

A Behavior Support Plan can be used as a “proactive action plan to address behavior(s) that are impeding learning of the student or others.” It is assumed that lesser interventions at Tier I and Tier II have not been successful. BSPs are appropriate for all students. If developed for a student with an IEP or 504 plan, this becomes a part of those documents. This BSP includes “positive behavioral interventions, strategies and supports.” “Behavior Support Plans should focus on understanding ‘why’ the behavior occurred (i.e. ‘the function’ or ‘communicative intent’) then focus on teaching an alternative behavior that meets the student’s need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies and effective communication.”—all of which will be explained and outlined in this manual. (Diana Browning Wright, Behavior/Discipline Trainings, 2006)

## **Why Do I Have to Write One?**

Every student is entitled to make yearly academic growth. No Child Left Behind (NCLB) and Individuals with Disabilities Education Act Reauthorization 2004 (termed either IDEA or IDEIA) are in alignment.

The educational experience of the student must address the instructional strategies and curriculum and tasks that will allow this student to progress. Consequently, any behaviors that interfere with the learning process need to be addressed for the benefit of the student, his or her peers and to enhance the general learning environment for all.

Furthermore, when all implementers (teachers, paraprofessionals, administrators, support providers, etc.) have participated as a team in developing a plan, each member is able to address the problem in a consistent way. When parents, and where possible, the student, have also participated, home-school communication systems can be more effective.

## **Who Should Be on a Behavior Support Team?**

The members of the Behavior Support Team will depend upon the specific needs of the student in question. In some cases the team may consist of regular education teachers, an administrator and a counselor. In other cases the Student Study Team, 504 team or IEP team may form the Behavior Support Team.

# Successful Behavior Plan Phases

Each phase of the behavior planning process needs to be accomplished in order to facilitate success of the plan.

## Addressing the Problem Behavior

- Teacher/staff member makes personal contact with parent/guardian to establish a working relationship, discuss concerns and brainstorm possible solutions
- Classroom interventions are implemented and data collection on outcomes begins
- If classroom interventions are unsuccessful, teacher informs other professionals that this student exhibits behavior that is interfering with the learning of student and/or peers



## Understanding the Problem Behavior

- Teacher may consult with other professionals (counselor, administrator, psychologist, program specialist, language/speech specialist, nurse, etc) to understand the cause of the misbehavior and brainstorm solutions
  - Teacher collected data is evaluated: checklists, observations, event records



## Developing a Behavior Support Plan

- The Behavior Support Plan Team meets to formally discuss and strategize on:
  - 1) contributing environmental factors,
  - 2) functional factors (**why** the student is misbehaving)  
(If the student has an IEP, this is an IEP team function.)
- A formal plan of action, the BSP, is developed with behavior goals are developed.
- Roles/responsibilities are assigned. Many people can be designated on the BSP.
- A system of communication between the involved parties is formalized



## Implementing the Behavior Support Plan

- The environment and/or curriculum is changed to support both functionally equivalent replacement behavior (FERB) AND general positive behaviors
- New appropriate behaviors and FERB is taught and reinforced
  - Goal(s) acquisition is continuously monitored as specified
- Four reactive strategy phases are outlined and followed
- The communication plan to progress monitor the interventions is followed



## Monitoring/Evaluating the Plan

- Team members monitor the success of the plan and document progress
- The team re-convenes to review progress, as appropriate
  - If unsuccessful, team plans next steps (revise, redo, assess, etc.)

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

Not for Display - For Teacher/Staff Use Only

## BEHAVIOR SUPPORT PLAN

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

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

Student Name Today's Date Next Review Date

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

### PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

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

5.

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

6.

Remove student's need to use the problem behavior

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

7.

Intervention

Who will establish? Who will monitor? Frequency?

(See [http://www.pent.ca.gov/10Forms/BSPcolor\\_grid.doc](http://www.pent.ca.gov/10Forms/BSPcolor_grid.doc) for an online form that expands as you type.)

ALTERNATIVES		PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT	
Observation & Analysis	8.	Team believes the behavior occurs because: ( <i>Function of behavior in terms of getting, protest, or avoiding something</i> )	
	9.	<div style="text-align: center;">Accept a replacement behavior that meets same need</div> What team believes the student should do INSTEAD of the problem behavior? ( <i>How should the student escape/protest/avoid or get his/her need met in an acceptable way?</i> )	
Intervention	10.	What teaching Strategies/Necessary Curriculum/Materials are needed? ( <i>List successive teaching steps for student to learn replacement behavior/s</i> )	
		<p>Who will establish?      Who will monitor?      Frequency?</p>	
Intervention	11.	What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?	
		<p>Selection of reinforcer based on:</p> <p><input type="checkbox"/> reinforcer for using replacement behavior    <input type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom?      Frequency?</p>	

## EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

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

- 12.** 1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends
- Optional:
4. Any necessary further classroom or school consequences

Personnel?



Behavioral Goal(s)

**13.**
**Required: Functionally Equivalent Replacement Behavior (FERB) Goal**

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

**Option 1: Increase General Positive or Decrease Problem Behavior**

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

**Option 2: Increase General Positive or Decrease Problem Behavior**

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

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

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

**Observation and Analysis Conclusion:**

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

**COMMUNICATION PART V: COMMUNICATION PROVISIONS****Manner and content of communication****14.**

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

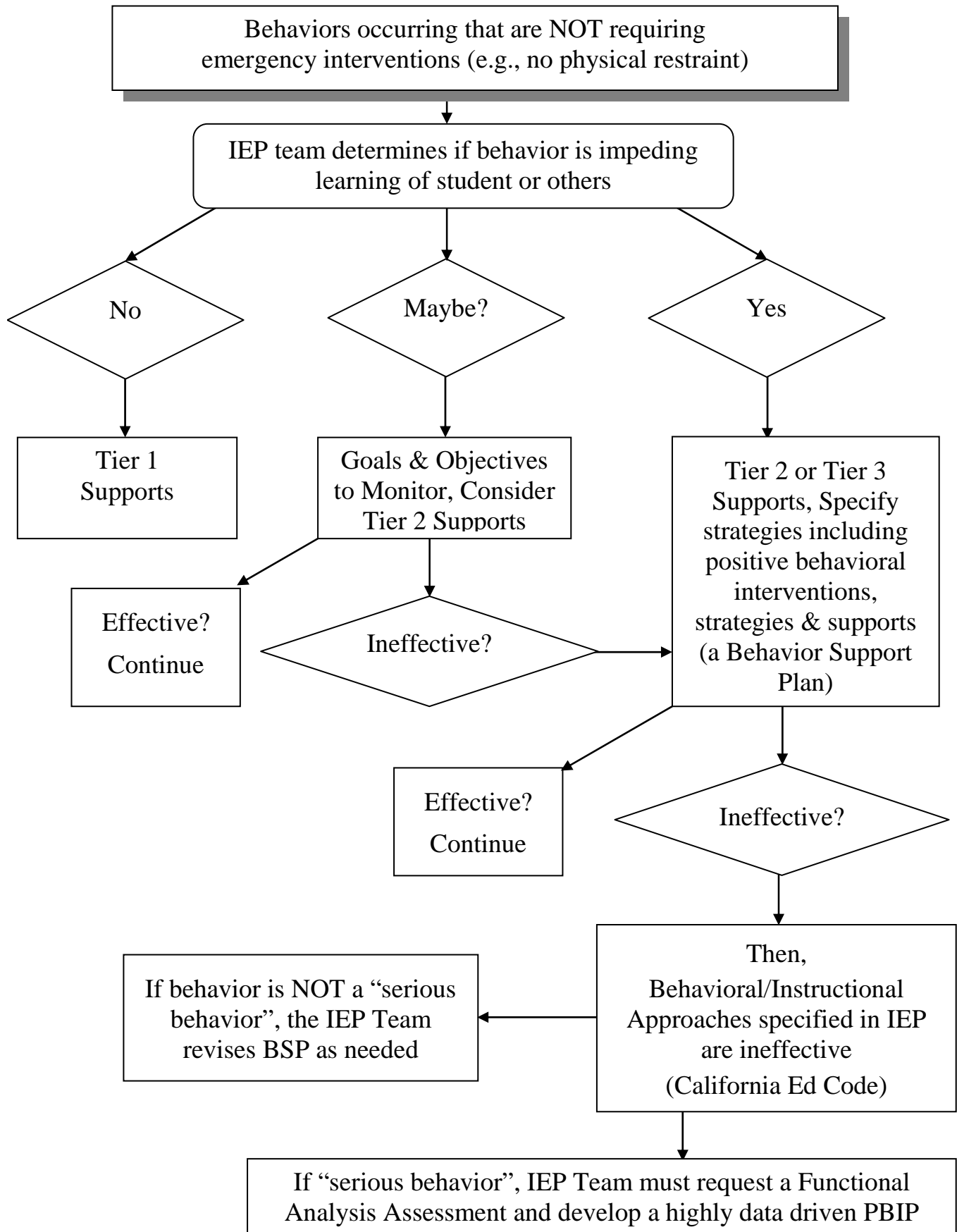
1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

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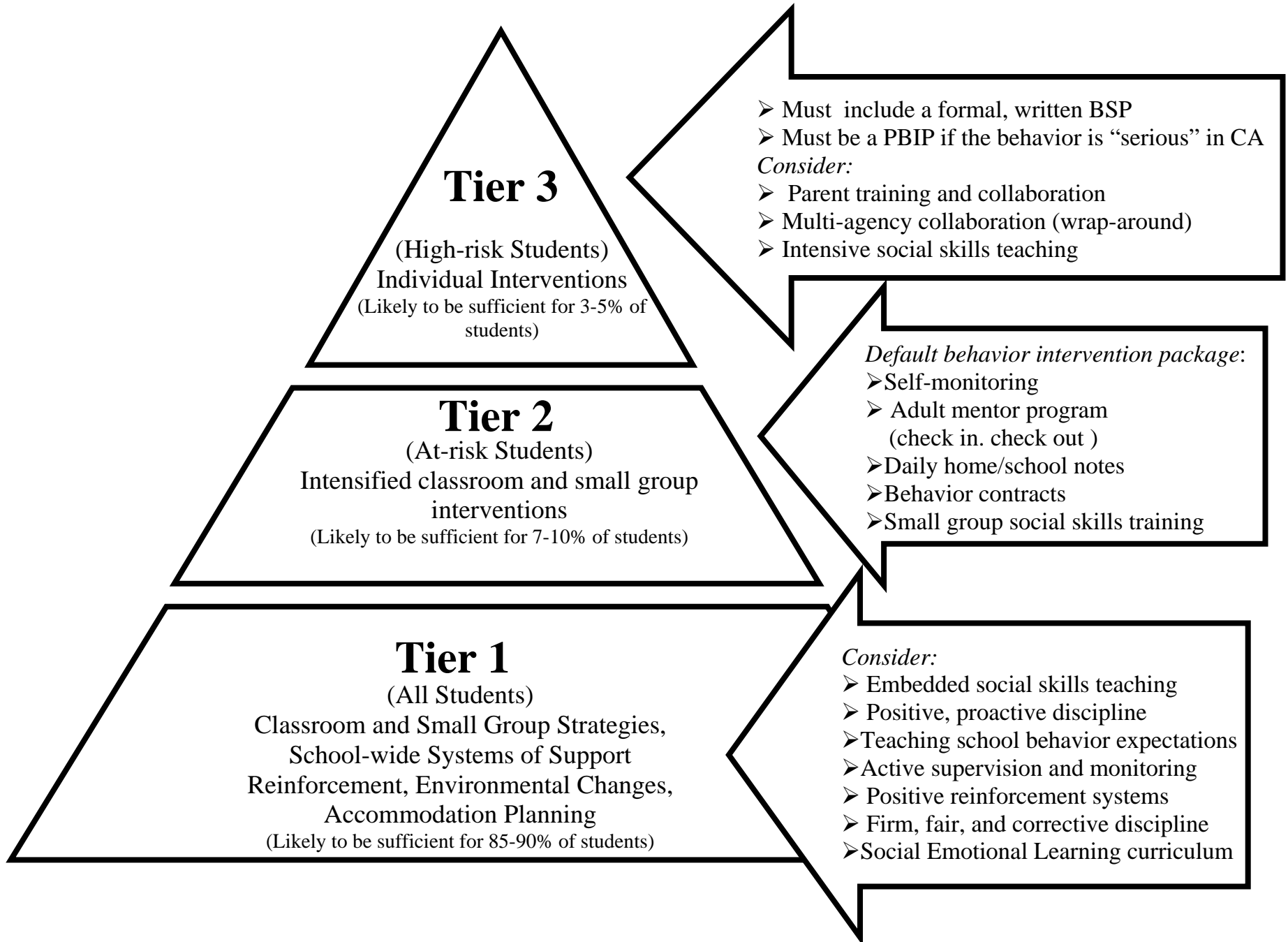
**PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT**

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

## BEHAVIOR PLANS FOR STUDENTS WITH IEPs (CALIFORNIA)



# Three-Tiered RtI Model for Behavior Support



# **SECTION 2:**

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## **GENERAL RESOURCES AND REFERENCES**

# RESOURCES AND REFERENCES FOR TEACHERS AND CONSULTANTS

## PENT Cadre Contributions – more will be added following PENT Forum 2007

- <http://challengingbehavior.fmhi.usf.edu/fba.htm>
- <http://www.interventioncentral.org>
- <http://www.pbis.org/sitemap.htm>
- <http://www.pent.ca.gov>

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# **SECTION 3:**

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## **FORMS**

**A. Behavior Support Forms**

**B. Data Collection Forms**



## A. INTRODUCTION TO BEHAVIOR SUPPORT PLAN FORM

The following behavior support plan is in alignment with the scoring guide in the last section of this manual.

This plan incorporates the six key concepts in applied behavior analysis which are fully described in the BSP-QE scoring guide, in the last section of the manual.

- Behavior serves a purpose
- Behavior is related to the context and environment in which it occurs
- Two strands must be addressed in a complete behavior plan
  - Change the environment to better support general positive behaviors and reduce the need for the student to use the problem behavior to achieve a desired outcome
  - Teach a more socially acceptable functionally equivalent replacement behavior that allows to student to achieve his/her desired outcome
- New behavior must be reinforced
- Four reactive strategies for future occurrence of the problem behavior
- Communication between all stakeholders to progress monitor interventions

### Writing on the Form:

This plan is available on line at: <http://www.pent.ca.gov/10Forms/BSPcolor06.doc>. **Important note: The BSP form expands on line to allow the writers to write as much as is necessary.** (It is not possible to write on the web based form by printing out and then manually writing on the page. There will not be enough space.)

### Serious Behavior

**(e.g., assaultive, self-injurious, severe property damage, other pervasive and maladaptive behavior)**

Should a team be addressing serious behavior, additional forms to document data collection during the assessment phase and during the intervention phase will be required. Additional forms for developing a positive behavioral intervention plan for serious behavior is available, see <http://www.pent.ca.gov/10Forms>. California law requires the student with an IEP with Serious Behavior to receive the services of a Behavior Intervention Case Manager. (Other states or districts may also have requirements. See your local resources for clarification.)

**Additional forms for special circumstances and data collection for the purpose of analyzing and monitoring interventions and student outcomes are also included in this section.**

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

NOT FOR DISPLAY - FOR TEACHER/STAFF USE ONLY

## BEHAVIOR SUPPORT PLAN

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

This BSP attaches to: ☐ IEP date:

☐ 504 plan date:

☐ Team meeting date:

**Student Name**

**Today's Date**

**Next Review Date**

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

### PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

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

5.

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

6.

#### Remove student's need to use the problem behavior

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

7.

Intervention

Who will establish?

Who will monitor?

Frequency?

(See [http://www.pent.ca.gov/10Forms/BSPcolor\\_grid.doc](http://www.pent.ca.gov/10Forms/BSPcolor_grid.doc) for an online form that expands as you type.)

## ALTERNATIVES

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

## Observation & Analysis

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

8.

**Accept a replacement behavior that meets same need**

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

9.

## Intervention

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

**10.**

Who will establish?

### Who will monitor?

Frequency?

## Intervention

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

11.

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior    ☐ reinforcer for general increase in positive behaviors

By whom?

Frequency?

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

- 12.** 1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends
- Optional:*
4. Any necessary further classroom or school consequences

Personnel?

**OUTCOME PART IV: BEHAVIORAL GOALS**

Behavioral Goal(s)

**13.****Required: Functionally Equivalent Replacement Behavior (FERB) Goal**

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what <u>conditional</u> conditions	At what level of proficiency	As measured by whom and how

**Option 1: Increase General Positive or Decrease Problem Behavior**

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

**Option 2: Increase General Positive or Decrease Problem Behavior**

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

The above behavioral goal(s) are to: ☐ Increase use of replacement behavior and may also include:☐ Reduce frequency of problem behavior ☐ Develop new general skills that remove student's need to use the problem behavior**Observation and Analysis Conclusion:**

Are curriculum accommodations or modifications also necessary? Where described: ..... ☐ yes ☐ no

Are environmental supports/changes necessary? ..... ☐ yes ☐ no

Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? ..... ☐ yes ☐ no

Are both teaching of new replacement behavior AND reinforcement needed? ..... ☐ yes ☐ no

This BSP to be coordinated with other agency's service plans? ..... ☐ yes ☐ no

Person responsible for contact between agencies ..... ☐ yes ☐ no

**COMMUNICATION PART V: COMMUNICATION PROVISIONS****Manner and content of communication****14.**

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

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

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

**PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT**

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

## B. INTRODUCTION TO DATA COLLECTION FORMS

### FAST FACTS ON DATA COLLECTION VIA DIRECT MEASUREMENTS OF BEHAVIOR

Denise Keller

**What is behavior data?** Behavior data is the product of measuring and recording behavior.

**What is behavior data used for?** Behavior data can serve many functions. It can be used to establish a baseline of the target behaviors to increase or decrease. Data can give us information on when and where behaviors are most likely to occur, as well as how often, how long, how much, how intense and with whom and as a result of what. Data can be an objective means of providing information to the student, staff, families, and administrators. Behavior data allows for the comparison of behavior pre and post intervention. The analysis of data tells us whether our interventions are effective and should guide our decisions on making changes to a program, including whether to continue with an intervention.

**What is a direct measurement of behavior?** Direct measurement of behavior is accomplished through the direct measurement of permanent products and through direct observational recording.

**When do we use measurements of permanent products?** According to Cooper, Heron and Heward (pg. 61), there are two rules to be considered when using permanent products for data collection. Rule 1: "Each occurrence of the target behavior results naturally in the same permanent product...such as answers on a worksheet. Rule 2: "...the product can be produced *only* by the target behavior" (P. 61)

**When do we use direct observational recording?** When the behavior can be observed

**What are the procedures for collecting data through direct observation?** The most commonly used procedures for school settings include event recording, interval recording, duration recording, latency recording, and momentary time sample recording. ABC Charts are also commonly used.

**What are the differences and how do I know when to use which procedure?**

**Event Recording** is a tally or count of behaviors as they occur. Event recording is used when it is important to know the number of times a behavior occurs. Behaviors measured using event recording should be ones that occur for short periods of time, such as raising one's hand, rather than for extended periods, such as reading or playing. The number of occurrences of a behavior can be easily and unobtrusively recorded using a hand tally counter, making marks on masking tape applied to clothing, a desk or wrist, transferring pennies, buttons, or other small object from one pocket to another. To be useful, we want to know how many times a behavior occurred within a certain time frame. This becomes frequency.

**Frequency recording** is a simple counting of how many times a behavior occurs during a designated period of time. To calculate the frequency of the event, the number of occurrences of the event within a fixed time interval are counted, and then divided by the length of the time interval. To use, a target behavior should have a definite, observable beginning and ending and should not occur at high rates.

**Latency Recording** is the measurement of the length of elapsed time between the onset of a stimulus and the occurrence of a behavior. Latency recording is typically used when we want to decrease the amount of time it takes for a student to respond to an instruction or other stimulus, such as time it takes to get started on an assignment following a direction or to give a verbal response following a question. Latency can be measured using a stopwatch that is started when the stimulus is provided and stopped when the desired behavior begins.

**Interval Recording** is used to measure the presence or absence of behavior within specific time intervals. The observation period is divided into equal time periods, such as 5 minute intervals. Interval recording is useful for estimating the number of occurrences and/or duration of behavior and can be used for high frequency behaviors. There are two kinds: Partial-interval recording and Whole-interval recording.

**Partial-Interval Recording:** Records whether the behavior was present or absent at any time during the interval (not concerned with how many times the behavior occurred). A data sheet divided into the appropriate intervals is used to record occurrences of the behavior. This procedure tends to produce a slight overestimate of the presence of the target behavior and should therefore be used when the goal is to produce a behavior reduction.

**Whole-Interval Recording:** The behavior is only recorded if it is present throughout the entire interval. This procedure tends to produce a slight underestimate of the presence of the target behavior and should be used when the goal is to produce an increase in behavior. Both partial-interval and whole-interval recording requires that someone experienced in taking data is able to fully attend to the student during the time recording is taking place. A stop watch or other timing device, such as a digital kitchen timer, is needed along with a pencil and paper divided into the desired intervals to record on.

**Momentary Time Sampling** records the presence or absence of behaviors immediately following specified time intervals. This is sometimes easier for teachers to use as observation takes place only momentarily at set intervals. For example, every 15 minutes the teacher may look to see if a student (s) is on task. Momentary time sampling provides an estimate of the number of occurrences and can also be used to estimate the duration of a behavior.

**Duration Recording:** When it is important to know how long a behavior occurs, either to target an increase or decrease in behavior, duration recording can also be used. It is more precise than momentary time sampling or interval recording. Duration recording records the total time or percent of time that a behavior occurs within a specified time period. Duration recording can be used to measure behaviors emitted at high rates. Behavior is measured from the moment of onset until the moment it stops. A stop watch or other clock that can measure in seconds is needed.

**A-B-C Recording** During direct observation, the operationally defined target behavior is recorded along with the antecedent (stimulus that preceded/ triggered the behavior) and consequence that followed/was the result of the behavior. Additionally, any behavior that resulted from consequence can also be recorded. Antecedents, behavior and consequence are often recorded in narrative form.

### **What is a scatter plot and how do you use it?**

(From Special Connections [www.specialconnections.ku.edu/](http://www.specialconnections.ku.edu/) )

"The scatter plot is an interval recording method that can help you discover patterns related to a problem behavior and specific time periods. The scatter plot is a grid with time plotted on the vertical line divided into periods of time. For instance, the time listed on the grid might be divided into 15-minute periods. The first time on the grid could be listed as 9:00-9:15, the next as 9:15-9:30, and followed by 9:30-9:45. In another situation it may be more useful to use 30 minute or 1-hour periods depending upon the type of behavior and the length of time you are observing. The horizontal line on the scatter plot grid designates the date the observation occurs."

Data taken from ABC charting can be transferred to a scatter plot form for a quick visual display of the data.



## **How to Use Behavioral Recording (From Dr. Mac's excellent website listed below)**

1. Define the behavior that you wish to observe. Be very specific. Be sure that your definition is so narrow in scope that others would observe only what you had in mind.
2. Decide which type of behavioral recording is best suited to monitor the behavior.
3. Decide when you will observe the behavior. Do you want to observe the behavior in a number of situations or just one (e.g., math class, story time)?
4. Decide how long each of your observations will last. Ten to twenty minutes is usually adequate, but the more time you spend observing, the more accurate will be your results. Repeat your observations at least three more times to give a more representative picture.
5. Observe and record the student's behavior.
6. If you used frequency recording, figure the average number of occurrences per minute, hour, or day. If you used duration recording, figure the percentage of the total observation time that the behavior occurred. If you used momentary time sampling, figure the percent of intervals when the behavior was occurring. Plot the occurrence rate on a graph.

### **References**

Cooper, Heron and Heward (1987) Applied Behavior Analysis. Columbus, Ohio: Prentice-Hall

Thomas McIntyre:

[http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715\\_MCINTYRE/715HomePage.html](http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/715HomePage.html)

Special Connections: [www.specialconnections.ku.edu/](http://www.specialconnections.ku.edu/)

### **Links for Information on Data Collection and Data Collection Forms**

Antecedents, behavior and consequence are recorded in narrative form.

<http://www.polyxo.com/documents/>

<http://cecp.air.org/fba/problembehavior2/direct2.htm>

[http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715\\_MCINTYRE/715HomePage.html](http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/715HomePage.html) (Dr. Mac)

<http://www.specialconnections.ku.edu/cgi-bin/cgiwrap/speconn/main.php?cat=assessment&section=main&subsection=ddm/main>

## ENVIRONMENTAL OBSERVATION FORM

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**Observation Date(s):** \_\_\_\_\_

**Location(s) of Observation(s):** \_\_\_\_\_

**Observer(s):** \_\_\_\_\_

**Problem Behavior(s):**

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**Identified skill deficit(s) requiring teaching:**

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**Physical Setting (e.g., noise, crowding, temperature)**

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**Social Setting: (interaction patterns, with and around the student)**

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**Activities: (activities/curriculum match learner needs?)**

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**Scheduling Factors: (timing, sequencing and transition issues)**

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**Degree of Independence: (reinforcement intervals appropriate to foster independence)**

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**Degree of Participation: (group size, location, and participation parameters)**

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**Social Interaction: (social communication needs match instruction and opportunities)**

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**Degree of Choice (amount of choice making and negotiation present in the environment)**

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**Comments**

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# ENVIRONMENTAL ANALYSIS SUMMARY OF OBSERVATIONS

**Student:**

**Observer(s):**

**Date of Observation(s):**

**Problem Behavior(s):**

**Identified skill deficit(s) requiring teaching:**

## Suggested Changes in Environment

<b>Environmental Factors Observed</b>	<b>Alter? Yes No</b>	<b>Factor to be added or removed</b>	<b>Why?</b>
<b>Physical Setting:</b> (e.g., noise, crowding, temperature)			
<b>Social Setting:</b> (e.g., interaction patterns, with and around the student)			
<b>Activities:</b> (e.g., activities/curriculum match learner needs?)			
<b>Scheduling Factors:</b> (e.g., timing, sequencing and transition issues)			

<b>Environmental Factors Observed</b>	<b>Alter? Yes No</b>	<b>Factor to be added or removed</b>	<b>Why?</b>
<b>Degree of Independence:</b> (e.g., reinforcement intervals appropriate to foster independence)			
<b>Degree of Participation:</b> (e.g., group size, location, and participation parameters)			
<b>Social Interaction:</b> (e.g., social communication needs match instruction and opportunities)			
<b>Degree of Choice</b> (e.g., amount of choice making and negotiation present in the environment)			

## **SAMPLE: DIANA’S ENVIRONMENTAL ANALYSIS**

**D**iana is an 10 year old, 4<sup>nd</sup> grade student served in a self contained special education classroom with 12 peers with moderate to severe cognitive developmental disabilities. Diana has a diagnosis of Mental Retardation and Autism.

### **Problem Behavior:**

Diana exhibits problem behavior which escalates from rocking back and forth, to spitting and biting her hand to screaming and headbanging. Without adult intervention, her behavior frequently escalates to screaming, dropping to the floor and head banging. These behaviors are hypothesized as serving a PROTEST function (Her face looks angry and is often red. Her voice quality is high pitched and she frequently moans and looks unhappy.) These behaviors have occurred in structured and unstructured activities, in multiple settings. The team is not sure what she may be protesting.

### **Identified skill deficit requiring teaching:**

Diana inconsistently uses 1-2 word utterances to make her needs and wants known. On mornings that she arrives at school looking very tired she attempts to avoid contact with adults and peers. On these days she is especially likely to use problem behavior and does not readily verbalize needs and wants. She also uses problem behavior on days she does NOT appear tired. Sometimes she does express needs and wants in the earlier stages if an adult says, “What do you want?”

### **Physical Setting (e.g., noise, crowding, temperature)**

The classroom is physically small, but adequate space for whole class activities and individual desks is present. The room is relatively quiet and the teacher emphasizes “inside voice” with the other student. Diana has not demonstrated sensory avoidant behaviors for sounds in class, but has done so in the large assembly hall.

### **Social Setting: (interaction patterns, with and around the student)**

Diana’s teacher and 1 classroom aide are soft spoken and frequently affectionately touch students. All students respond positively, including Diana, unless she has already begun the problem behavior or it is a day in which she appears very tired when she arrives at school. One aide has a loud voice and moves very rapidly. Diana does have more difficulty with him than others.

### **Activities: (activities/curriculum match learner needs?)**

Diana’s IEP focuses on functional reading and math. Worksheets are commonly used, employing “Touch Math” in this classroom. During circle time, Diana often enjoys the music, but after 15 minutes of a 25 minute circle, will sometimes begin problem behavior. If removed, she typically does not escalate further, but she also does not appear to purposefully use the behavior to escape. Activities are given in sequence but no container organization system (series of numbered trays or folders, rolling charts with sequenced drawers, etc.) is used.

**Scheduling Factors: (timing, sequencing and transition issues)**

Diana often has to wait for 5+ minutes as the teacher prepares new activities, collects work, or transitions to lunch, recess, etc. Problem behavior is sometimes seen at this time.

No use of an individualized picture schedule has been observed, though there is a generic picture-with-symbol schedule in the front corner of the room.

The schedule of the day does not intersperse Diana's desired activities (computer touch screen games, making marks on the chalkboard, watching a specific video) with less desired activities. Desired activities usually occur back-to-back at the end of the day.

**Degree of Independence: (reinforcement intervals appropriate to foster independence)**

Diana prefers the close presence of a specific female aide. She pats this aide on the leg, smiles and hugs frequently. The aide frequently smiles and sometimes hugs. She is quite patient and is often able to get Diana to do "work" she has refused previously, or refused with other adults. Problem behavior has occurred one-on-one with this aide as well, but not as frequently.

**Degree of Participation: (group size, location, and participation parameters)**

Diana frequently works alone, but will tolerate some reciprocal games (UNO) with one adult and a few peers if an adult is present. She enjoys circle time most of the time and delights in identifying peers names as well as putting the date card on the calendar. She used to participate in assemblies, but parents believe she does not tolerate this well, so she now remains in the room.

**Social Interaction: (social communication needs match instruction and opportunities)**

Diana rarely initiates interactions beyond initial greeting of a familiar adult. Adults are working on tolerating reciprocal interactions. One non-disabled 12 year old student seeks her out at recess and Diana now anticipates and shrieks with delight when she appears.

**Degree of Choice (amount of choice making and negotiation present in the environment)**

Diana is allowed to choose activities following a problem behavior and during free time. All other activities are required and no choices are given. She has no negotiation skills as of yet.

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***Prepare your analysis describing:***

- *What is IN the environment*

*Or*

- *MISSING in the environment*

*that needs changing to potentially remove or reduce the student's need to use the problem behavior?*

*Develop your recommended environmental supports and changes for team consideration based on your analysis.*

## Response to Interventions: Student Outcomes Form

Student: \_\_\_\_\_

Dates: Changes from: \_\_\_\_\_ through \_\_\_\_\_

Problem Behavior addressed in the BSP: \_\_\_\_\_

Data on student outcomes obtained from:

- |  |  |
|--|--|
| <input type="checkbox"/> Teacher _____<br><input type="checkbox"/> Staff _____<br><input type="checkbox"/> Parent _____<br><input type="checkbox"/> Other _____<br><input type="checkbox"/> Peer _____<br><input type="checkbox"/> Student _____ | Teacher _____<br>Staff _____<br>Parent _____<br>Other _____<br>Peer _____<br>_____ |
|--|--|

Outcome	Baseline Data	Current Direct Observation Data	Current Assessment Data	Comments
Academic Achievement in:				
Academic Achievement in:				
Academic Achievement in:				
Functional Skills Attainment in:				
Functional Skills Attainment in:				
Functional Skills Attainment in:				
Social Skills mastery of:				
Social Skills mastery of:				
Social Skills mastery of:				
Parent report of behavioral change				
Peers report of behavioral change				
Staff report of behavioral change				
Student Report				



## Time Sampling Record Sheet

### 10-minute intervals

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior: \_\_\_\_\_

Type of Time Sampling (Circle 1, 2, or 3 below)		
<b>Type 1:</b> Whole Interval += behavior is continuous in the interval	<b>Type 2:</b> Partial Interval += single instance is observed in the interval	<b>Type 3:</b> Momentary += record only if behavior present at end of the interval

	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:49		
8:20-8:29			11:30-11:49			2:50-2:59		
8:30-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29			3:30-3:49		
9:20-9:29			12:30-12:49			3:50-3:59		
9:30-9:49			12:50-12:59			4:00-4:09		
9:50-9:59			1:00-1:09			4:10-4:19		
10:00-10:09			1:10-1:19			4:20-4:29		
10:10-10:19			1:20-1:29			4:30-4:49		
10:20-10:29			1:30-1:49			4:50-4:59		
10:30-10:49			1:50-1:59			5:00-5:09		
10:50-10:59			2:00-2:09					
11:00-11:09			2:10-2:19					

# Interval Data Sheet

Student: \_\_\_\_\_ Chart Started: \_\_\_\_\_

Behavior: \_\_\_\_\_

Days of the month

☐ Behavior did NOT occur

☐ Behavior DID occur

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
6:30 am																															
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3:00 pm																															
3:30 pm																															
4:00 pm																															
Total Intervals Observed																															
Percent																															

Notes:

# Intensity Rating Scales

Student: \_\_\_\_\_

Page: \_\_\_\_\_ of \_\_\_\_\_

Behavior: \_\_\_\_\_ Scale # \_\_\_\_\_

1	2	3	4	5
6	7	8	9	10

Behavior: \_\_\_\_\_ Scale # \_\_\_\_\_

1	2	3	4	5
6	7	8	9	10

Behavior: \_\_\_\_\_ Scale # \_\_\_\_\_

1	2	3	4	5
6	7	8	9	10

Example of Intensity: Swearing, Scale 1-4

1 – soft mouthing of swear words – no sound

2 – barely audible swear word

3 – normal voice swearing

4 – shouting swear words

## Communicative Intent Matrix

BEHAVIORS	Aggression	Making Odd Noises	Self-Injurious Behaviors	Self-Stimulation	Tantrum	Touching/Feeling	Gesturing/Pointing	Object Manipulation	Pushing/Pulling	Reaching/Grabbing	Running Away	Cussing/Profanity	Repeated Statements	Screaming/Yelling	Verbal/Physical Threats	Other Behaviors			
<b>MEANINGS</b>																			
<i>INTERACTIONS</i>																			
I want attention																			
I want to talk to you																			
I want to play																			
I like you																			
Can I do this?																			
I want/need help																			
I don't know how...																			
I'm hungry/thirsty																			
I want this																			
<i>BACK-OFF Statements</i>																			
"No"																			
I don't want to do this																			
I want to stop this																			
Give me some space																			
<i>DECLARATIONS</i>																			
I've got something to say																			
I'm embarrassed																			
I'm saying "Hello"																			
I'm saying "Yes"																			
I'm joking																			
<i>FEELINGS</i>																			
I'm worried/anxious																			
I'm bored																			
I'm afraid																			
I'm mad/angry																			
I'm frustrated																			
My feelings are hurt																			
I'm in pain																			
I feel good																			
I'm happy																			
It's just a habit																			
I'm releasing tension																			
I need to move like this																			
<b>OTHER</b>																			

# Behavioral Record

Student Name: \_\_\_\_\_ Period Covered: \_\_\_\_\_

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

## Direct Observation

Student: \_\_\_\_\_ Observation Date(s): \_\_\_\_\_

Observer: \_\_\_\_\_ Title: \_\_\_\_\_

Observation Setting(s): \_\_\_\_\_

Problem Behavior (operationalized terms): \_\_\_\_\_

Positive Replacement Behavior (operationalized terms): \_\_\_\_\_

*Has the IEP Team determined that instructional/behavioral approaches specified in the IEP are ineffective?*      ☐ Yes      ☐ No

### OBSERVER'S ANALYSIS OF ANTECEDENTS & CONSEQUENCES

ANTECEDENTS	Operationalized Problem Behaviors	CONSEQUENCES
	See above	
ANTECEDENTS (currently present)	Operationalized Problem Behaviors	CONSEQUENCES (currently in effect)
	See above	

Tentative hypotheses of Functions of Problem Behavior: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Potential Reinforcers Interview and Observation Form

*What activity does the student frequently select when given a choice?*

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*What objects or edibles does the student select frequently when given a choice?*

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*What consequences have worked to motivate or increase other positive behaviors?*

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*What activities or tangibles have been (or may be) used effectively in an “if-then” contingent reinforcement system for the presence of a positive behavior?*

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*What activities or tangibles have been (or may be) used effectively in an “if-then” contingent reinforcement system for the absence of a problem behavior (DRO)?*

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# Behavioral Record (BAC)

Student Name: \_\_\_\_\_ Period Covered: \_\_\_\_\_

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



# Functional Assessment Observation Form

## THE CONTENT OF THE FUNCTIONAL ASSESSMENT OBSERVATION FORM

This Functional Assessment Observation Form has eight major sections (see next page). A blank copy of the form is included on page 9. Each labeled section is described below. This form combines an event-recording system with hypothesis generation. Once learned, it can provide a streamlined data collection system that implementers value and use consistently.<sup>1</sup>

### SECTION A: IDENTIFICATION/DATES

In Section A, you show who is being observed and the dates on which the data are being collected. Note that a single page can be used across multiple days.

### Section B: Time Intervals

Section B is separated into blocks that can be used to designate specific intervals (1 hour, a half-hour, 15 minutes). List here the periods and settings/activities in which observation is taking place. These can be arranged in a variety of ways, depending on a person's daily schedule. For a school student you might list class period times and content (for example, 8:30-9:00, Homeroom; 9:05-9:50, Language Arts; 9:55 - 10:40, Computer; 11:45-12:30, Lunch; 1:25-3:00, Job Training). For an adult in a less structured home setting, you might simply list time periods (3:00-4:00; 4:00-5:00; 5:00-6:00). Depending on a person's typical pattern of behavior or typical schedule, you may want to use unequal interval periods within the blocks, such as 15-minute intervals during busy morning routines and two-hour intervals during the evening when problem behaviors are much less frequent. If targeted behaviors are very frequent during a particular time period or activity, multiple blocks can be used to record data for that period. A row for summarizing total frequencies of behaviors or incidents is labeled at the bottom of the form.

### Section C: Behaviors

In Section C, list the individual behaviors you have identified for monitoring during the observations. These targeted behaviors should be the ones identified during your interviews with relevant people. You may also decide to list *positive* behaviors such as appropriate communication responses or attempts that seem important to document or are of interest. The form allows flexibility in monitoring behaviors. For example, if a particular behavior (eye-poking or aggression) occurs in both low-intensity and high-intensity forms, you can list each form as a separate behavior to identify differences or similarities in their patterns of occurrence. When several behaviors occur regularly in combinations, you may monitor them all within a single behavior notation (dropping to the floor, screaming, kicking feet and flailing arms to pound the floor may all be recorded under tantrum). However, be cautious about grouping behaviors together for coding. One of the more useful pieces of information obtained through the FAO is the individual behaviors that tend to occur together and those that do not. Initial perceptions that certain behaviors always go together may not always be supported by direct observation data.

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<sup>1</sup> Text and forms adapted from *Functional Assessment and Program Development for Problem Behavior* (second edition), by Robert E. O'Neill, Robert H. Horner, Richard W. Albin, Jeffrey R. Sprague, Keith Storey, and J. Stephen Newton (Belmont, Calif.: Wadsworth Publishing Co., 1997, pp. 37-44), by permission of the publisher.

Name: <b>A</b>		Functional Assessment Observation Form	
Starting Date:		Ending Date:	

Time	Behaviors					Predictors					Perceived Functions					Actual Conseq.	Comments (if nothing happened in period, write initials)								
	C					D					E							F							
	Demand/Request	Difficult Task	Transitions	Interruption	Alone (no attention)	Attention	Desired Item/Activity	Self-Stimulation	Demand/Request	Activity (	Person	Other/Don't Know													
<b>B</b>																									
Totals																									
Events:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Date:																									

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 a more time-intensive plan development.

## **Section D: Predictors**

In Section D, list important events or stimuli identified in your interviews as potential predictors for the occurrence of problem behaviors. Such events typically are present or occur just before or at the same time as the problem behaviors. The FAO form already lists several potential predictors that have often been found in the research literature and in the authors' clinical experiences to be related to the occurrence of problem behaviors. These are Demands/Requests, Difficult Tasks, Transitions (place to place or activity to activity), Interruptions, and being left Alone (no attention). Additional empty slots are provided for you to list potential predictors specific to the person being observed. These might include the names of different support persons present; particular activities or tasks; conditions such as noise, schedule changes, or confusion; and the presence of particular classmates, housemates, or co-workers. You might also label a column "Don't Know" or "Unclear" to be used when the person recording data cannot identify particular setting events or antecedent stimuli that may be related to the occurrence of problem behaviors.

## **Section E: Perceived Functions**

In Section E, we ask observers to make their "best guess" regarding what they perceive as the apparent function of behaviors that occur during an incident. In other words, note why you think the person did what he or she did. This section has two major areas: obtaining desired things and escaping/avoiding undesired things. The specific "things" that would be designated on the form would depend on information gathered during the interview process. However, as in the Predictors section, the form lists several outcomes that individuals have been interested in obtaining or escaping through problem behavior. These outcomes include obtaining attention, specific items or activities (you might list specific items or activities), and self-stimulation; and escaping or avoiding demands/requests, specific activities, or people. A column for "Don't Know" is included for situations in which observers are unsure of possible functions of the behavior observed.

Focusing on the particular outcome of a behavior and judging its function may be somewhat new ideas for many observers. People are often more accustomed to attributing the occurrence of problem behaviors to a person's "personality traits" or disability labels (for example, "she likes to hurt people because she is mean," "he does that because he is angry," "he does that because he has autism"). Because of this tendency, some observers may need repeated explanations and extra help to understand the important purpose of this section. We believe it is more respectful of a person's dignity to assume that functional reasons exist for problems behaviors rather than to think that such behaviors occur because of some personal trait or characteristic that is unchangeable.

## **Section F: Actual Consequences**

In Section F, you record data on the actual consequences that follow problem behaviors—for example, the person was told "no," was ignored, was redirected. This information gives you some idea of the consistency with which certain consequences are being provided. It also provides further clues to the potential functions of problem behaviors. For instance, if time away to a quiet place is used with problem behaviors that appear to be escape motivated, then putting the student in such an area may actually be reinforcing the behaviors.

## **Section G: Comments**

Observers can write brief comments here regarding behaviors that occurred during the corresponding block of time. We also recommend that observers use this space to write their initials for a block of time in which no targeted behaviors were observed. This practice verifies that observation was occurring and that no problem behaviors were observed. As

we noted earlier, knowing when and under what circumstances problem behaviors do not occur can be very informative.

### Section H: Event and Date Record

The rows of numbers in Section H are designed to help the observer keep track of the number of problem behavior events that have occurred and the days across which these events were observed. The numbers are used to show each event with one or more problem behaviors.

Box 2.2	Step for Setting Up a Functional Assessment Observation Form for Collecting Data
	<ol style="list-style-type: none"><li>1. Write basic identifying information and dates of observations.</li><li>2. List the time intervals and settings/activities down the left side of the form.</li><li>3. List the behaviors to be monitored.</li><li>4. List potentially relevant setting events and/or more immediate antecedent events in the Predictors section.</li><li>5. List any additional possible functions of behaviors, if necessary, in the Perceived Functions section.</li><li>6. List the actual consequences that are typically delivered when behaviors occur.</li></ol>

The first time a behavior or incident occurs, the data recorder should mark the appropriate boxes on the form with the number 1 to identify the first recorded event of the behavior. The number 1 in the Events row of Section H would then be crossed off. The next occurrence of problem behaviors and the relevant boxes in each section of the form would be recorded by using the next number in the row (2 indicates the second occurrence, 3 indicates the third, and so on). Each time a number is used, it is crossed off. When recording is finished on a particular day, a slash can be drawn after the last number and the day's date recorded in the Date row below to indicate the date on which those incidents occurred. During the next day's data collection, the first incident would be recorded using the next unused number in the row (such as 5 or 6) and would then continue with the following numbers (7, 8, 9, 10). Using numbers in this way for each incident or occurrence of targeted behaviors enables you to link specific predictors, functions, and consequences with behaviors. If the same data sheet is used across multiple days, notations in the Date row help you see which incidents occurred on which days. Such information can be helpful as you look for patterns across time or try to validate what people tell you about the way a person's behaviors may vary on particular days (for example, "Her behavior is always worst on Mondays"). The steps for setting up the FAO to collect data are summarized in Box 2.2. The next page shows a form on which behaviors, predictors, perceived functions, and actual consequences are filled in and ready for use.

A quick analysis and interpretation of the data presented in the completed FAO reveal several pieces of important information. Joe was observed for 2 days (3/16 and 3/17) during which a total of 17 events of problem behavior were coded (see Events row at bottom). Three problem behaviors were observed: slapping others, spitting on the desk, and screaming. Predictors added to the form for monitoring were the three classroom assistants who work with Joe: Marsha, Bill, and John. Actual consequences to Joe were blocking and redirection or having the behavior ignored. The Time column shows the school periods and times during which data were collected.

Name: *Joe*

## Functional Assessment Observation Form

Starting Date: *3-16*Ending Date: *3-17*

Time	Behaviors										Predictors					Perceived Functions										Actual Conseq. Comments: (if nothing happened in period, write initials)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
	Slap others			Spoken words			Scream			Demand/Request			Difficult Task			Transitions			Interruption			Alone (no attention)			Masks			Bell			John			Attention			Desired Item/Activity			Self-Stimulation			Demand/Request			Activity ( )			Person			Other/Don't Know			Ignore			Block/Release																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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The observation data shows clear patterns in the occurrence of problem behaviors. Look at the very first event involving problem behaviors. It is coded with a 1. This first event included both slapping others and screaming (a 1 in both columns). It occurred when a demand/request was made during the reading period (1's are in the row for 8:50 to 9:35). Marsha was working with Joe (see a 1 under Marsha for the period) and she implemented a block/redirect procedure. The perceived function was escape from the demand/request.

In looking for overall patterns, we see that slapping others (which occurred 12 times in the two days) and screaming (9 occurrences) frequently occurred together—but not always (see events 3, 4, and 5). This finding suggests that these two behaviors are members of the same response class and are used for the same function. The perceived function for both behaviors is escape from demands/requests. Note that screaming did occur once by itself during Science on 3/17 (see the event coded with 16). The predictor was a difficult task and the perceived function was escape from the task. This particular screaming incident was ignored. Blocking and redirection were used in the other slapping and screaming events. Spitting on the desk, which was observed four times, was seen as serving an attention-getting function. The predictor noted was that Joe was working alone (no attention). The Comments column provides even further information for events 2, 10 and 14. Despite the perceived function, the spitting was ignored by school staff, at least during the observation period presented here.

## **USING THE FUNCTIONAL ASSESSMENT OBSERVATION FORM**

### **Recording**

The basic use of the FAO form is straightforward. Recording is event driven, occurring whenever a problem behavior or a behavioral episode or incident involving problem behaviors occurs. When problem behaviors occur during a time interval, place the appropriate number from Section H (1 for the first occurrence or episode, 2 for the second, 3 for the third, and so on) in the appropriate box or boxes in the Behaviors section. Then move horizontally across the rest of the form and place the same number in the appropriate boxes in the other sections, thereby recording the Predictors (setting events and antecedent stimuli) that were present when the behaviors occurred, the Perceived Functions of the behaviors, and the Actual Consequences that followed the occurrence of the behaviors. Finally, cross off the number used in Section H so you can easily see which number will be used next. If a comment is needed or desired, write it in the corresponding Comments box. Also, to facilitate follow-up on observations, observers could write their initials in the Comments box at the end of a time period, particularly if there is no other way to identify who was observing during a period. The example (on the previous page) illustrates how several occurrences of problem behaviors might be recorded.

When problem behaviors occur relatively infrequently, information may be recorded for each occurrence of the behaviors. In such a case, an actual frequency count of the behavior can be obtained from the form. However, sometimes problem behaviors will occur in high-frequency bursts (such as several head hits or face slaps in rapid succession), or in episodes that include multiple occurrences of one or more problem behaviors (such as a 5-minute tantrum that involves dropping to the floor, kicking feet, screaming, several hits, and attempted bites). In such cases observers should code the entire burst or episode with a single entry on the form—that is, one number representing the entire episode or burst. Using this method, the frequency of bursts or episodes can be determined but not the actual frequency of each problem behavior.

Finally, for behaviors that occur with high frequency, the form should be used for brief time sample periods in which only a few, or even just one, occurrence or incident is recorded. This approach greatly reduces demands related to data collection but may also result in information being missed. The hope in such a case would be that high frequency behaviors occur so often that a clear picture will emerge even if all occurrences are not recorded.

No matter the recording approach used, support personnel and observers should ensure that the health, safety, and support needs of a person engaging in problem behaviors are met before they shift their attention to recording information on the observation form. Data collection should not interfere with the delivery of needed support or intervention. However, the person responsible for collecting data should record information when possible following the occurrence of problem behaviors to ensure accuracy and guard against the loss of information. The copy of the FAO form that is being used for data collection should be located in a convenient, central place where those responsible for observation have ready access for recording, such as on a clipboard or in a file on the teacher's desk.

As noted earlier, knowing where and when problem behaviors are not occurring can be very useful. If no problem behaviors occur during a time period, we recommend that the observer write his or her initials in the appropriate Comments column box to indicate that observation was occurring during this period. This eliminates the question of whether the absence of data during a period means that no problem behavior occurred or nobody was observing at that time. Having observers include their initials also allows you to know who was observing during a given time period in case you want to follow up on what was happening during the period. Box 2.3 summarizes the basic steps in the recording process.

<b>Box 2.3</b>	<b>Basic Steps for Recording Data on the Functional Assessment Observation Form</b>
	<ol style="list-style-type: none"><li>1. If problem behaviors occur during a recording interval:<ol style="list-style-type: none"><li>a. Recorder puts first unused number (from bottom list, Section H) in appropriate box or boxes in Behaviors section.</li><li>b. Recorder uses the same number to mark appropriate boxes in the Predictors, Perceived Functions, and Actual Consequences sections.</li><li>c. Recorder crosses out just-used number in the list at the bottom of the form.</li><li>d. Recorder writes any desired comments in the Comments column.</li><li>e. At the end of the time period the recorder puts his or her initials in the Comments box.</li></ol></li><li>2. If problem behaviors do not occur during a recording interval:<ol style="list-style-type: none"><li>a. Recorder puts his or her initials in the Comments box for that interval and writes any desired comments.</li></ol></li></ol>

**Initial Training**

People who will be using the FAO form need to be trained before using the form independently. Training should involve describing the different sections of the form and how they are used, and providing practice on recording on the form before actual observation begins. Training also should include specific information on the logistics of the observation and recording processes to be used. This includes writing on the form the actual time intervals to be employed, identifying the persons responsible for recording data, specifying where the form will be located and stored, and determining the planned schedule for observations. Once actual observation has begun, someone in a supervisory or monitoring capacity should discuss with the observers any issues or problems that arise. It is not unusual to need to revise the observation form or procedures after a day or two of actual recording. For example, behaviors or predictors may occur that were overlooked in the initial interviews and form setup and will need to be added to the form. Behaviors or predictors (difficult tasks, transitions) may need to be more clearly defined for consistent recording. Procedures (such as where the form is kept) may need to be modified.



# FUNCTIONAL ASSESSMENT OBSERVATION FORM<sup>1</sup>

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

Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

														Perceived Functions											Actual Consequences		COMMENTS: (If nothing happened in period.) Write initials.				
TIME(S)	Behaviors					Predictors								Get/Obtain				Escape/Avoid				Other/Don't Know									
						Demand/Request	Difficult Task	Transitions	Interruption	Alone (no attention)					Attention	Desired Item/Activity	Self-Stimulation		Demand/Request	Activity ( )	Person										
<b>Total(s)</b>																															
<b>Event(s)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>						
<b>Date(s)</b>																															

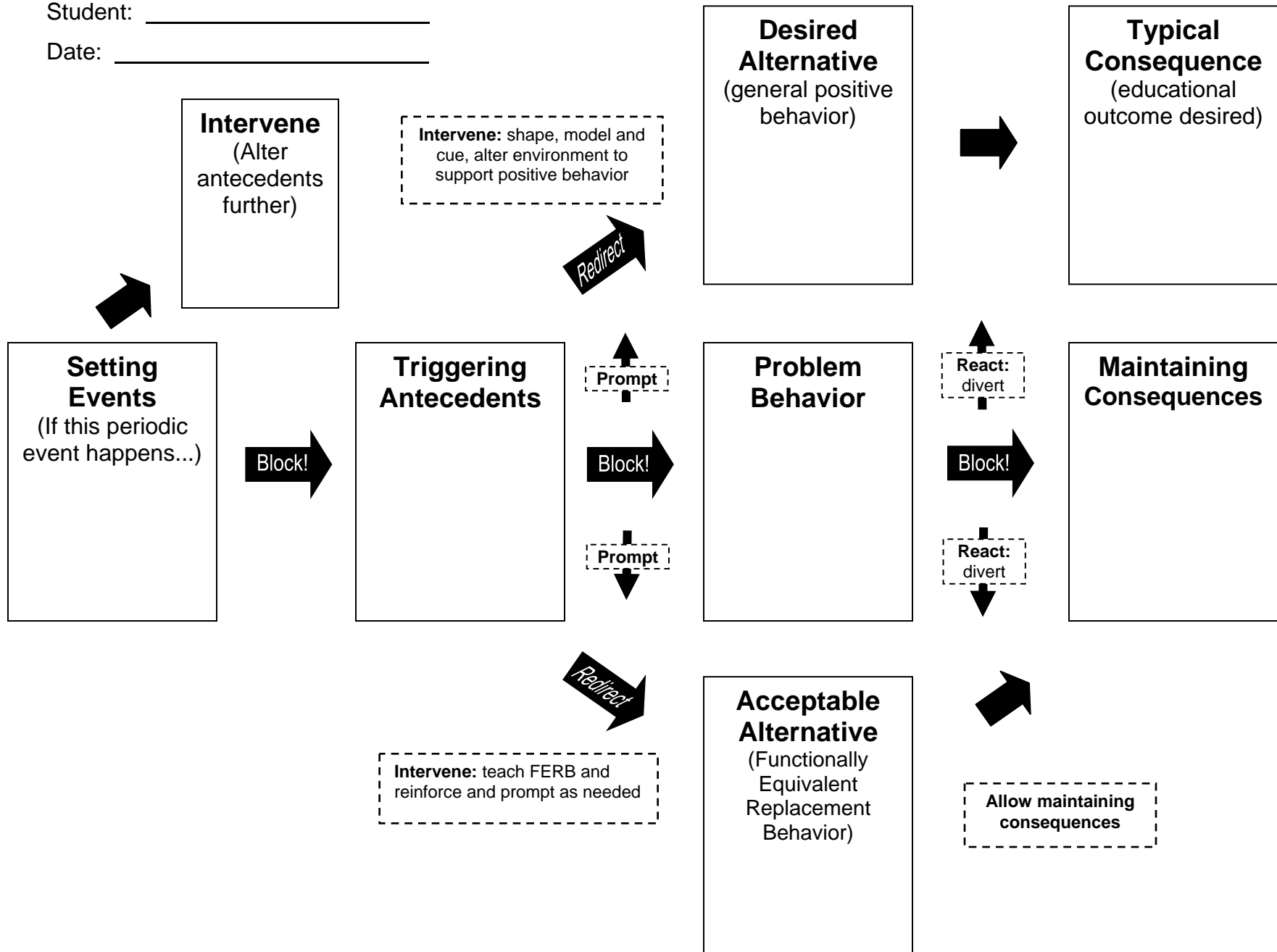
<sup>1</sup>Adapted by permission of Dr. Jeff Sprague, from:

O'Neill, R.E., Homer, R.H., Albin, R., Storey, K. & Sprague, J.R. (1990). Functional analysis of problem behavior: A practical assessment and intervention strategies. Baltimore, MD: Paul H. Brookes Publisher.

# FUNCTION-BASED BEHAVIOR INTERVENTION COMPETING PATHWAYS SUMMARY STATEMENT

Student: \_\_\_\_\_

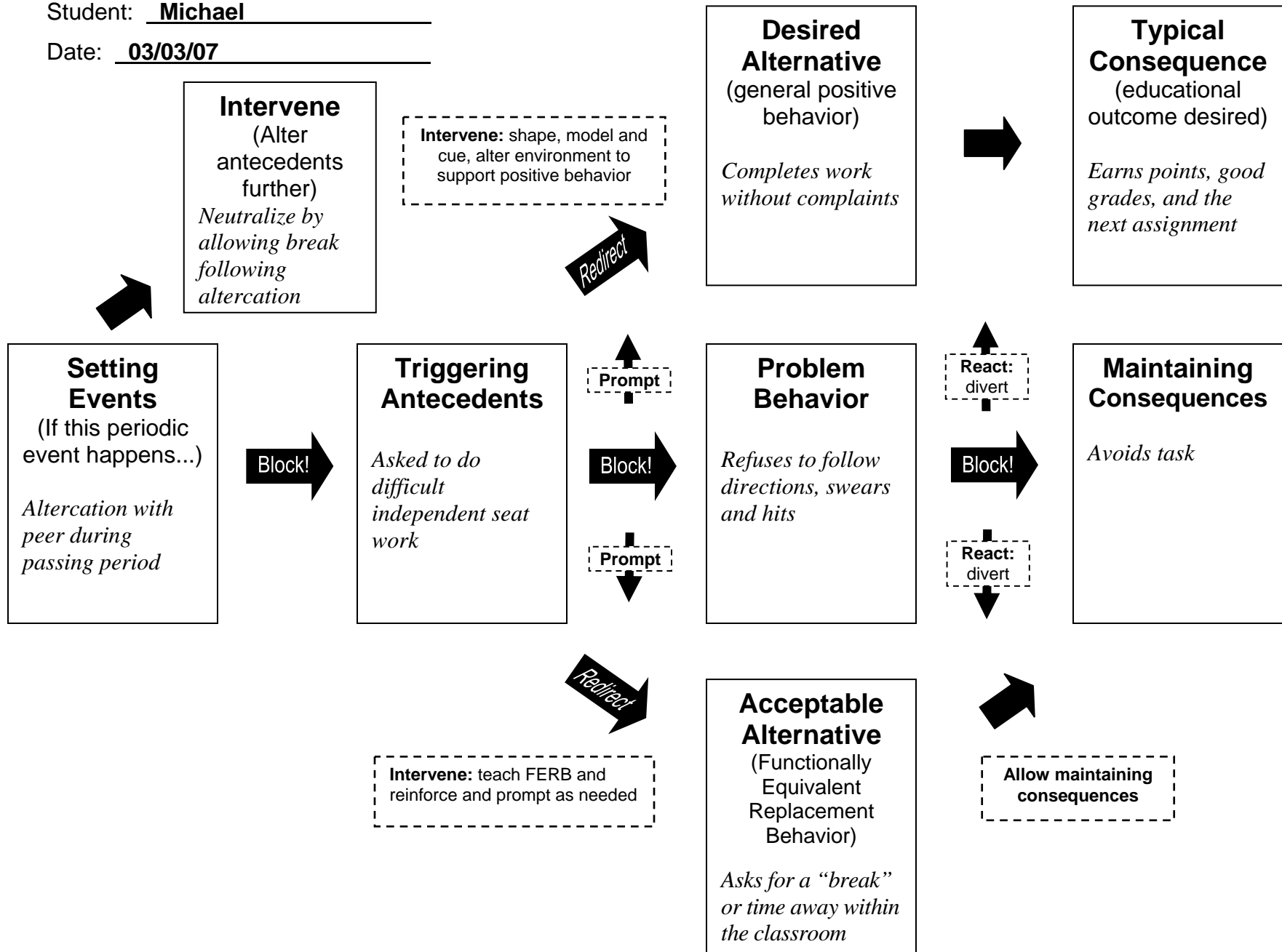
Date: \_\_\_\_\_



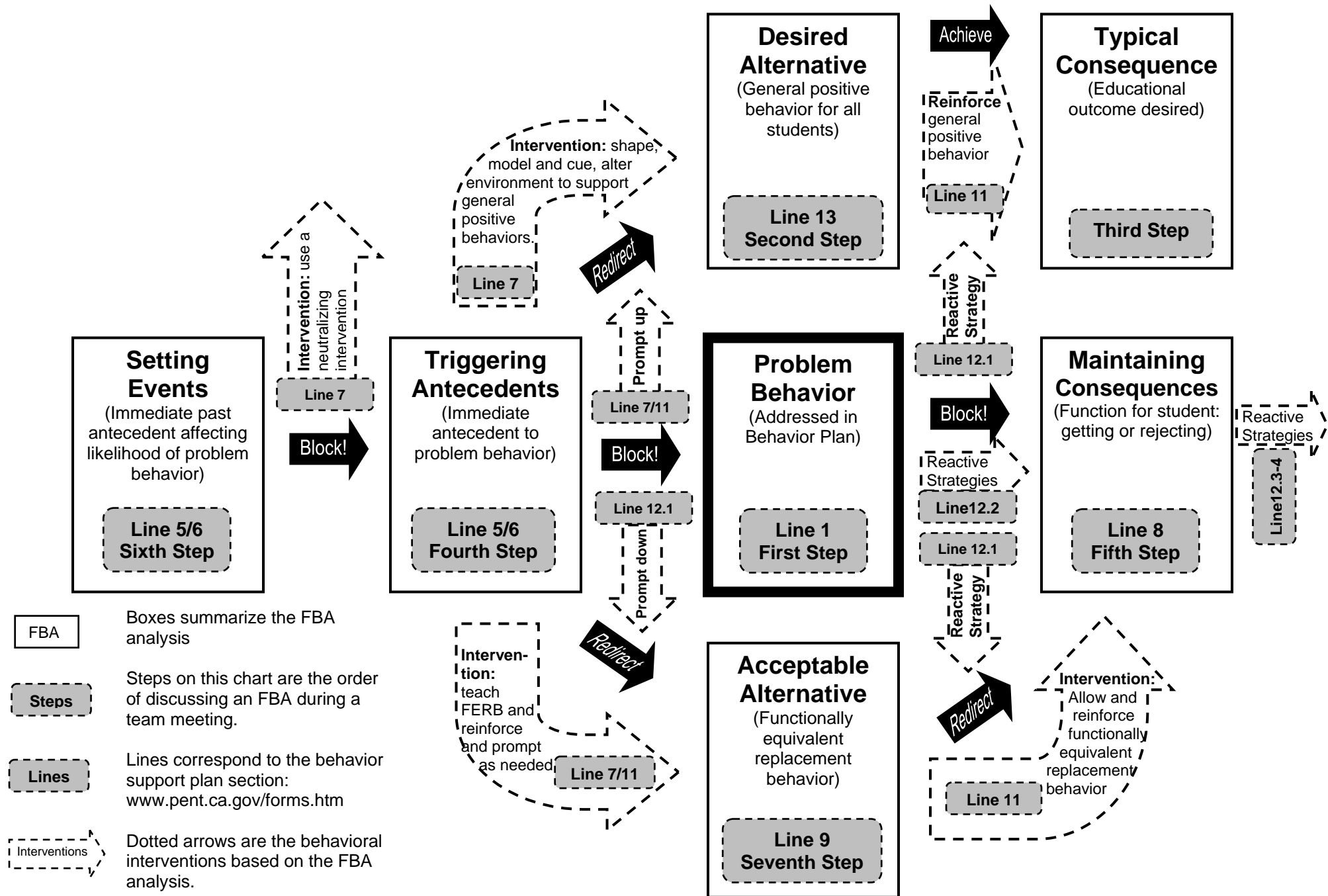
# FUNCTION-BASED BEHAVIOR INTERVENTION COMPETING PATHWAYS SUMMARY STATEMENT

Student: Michael

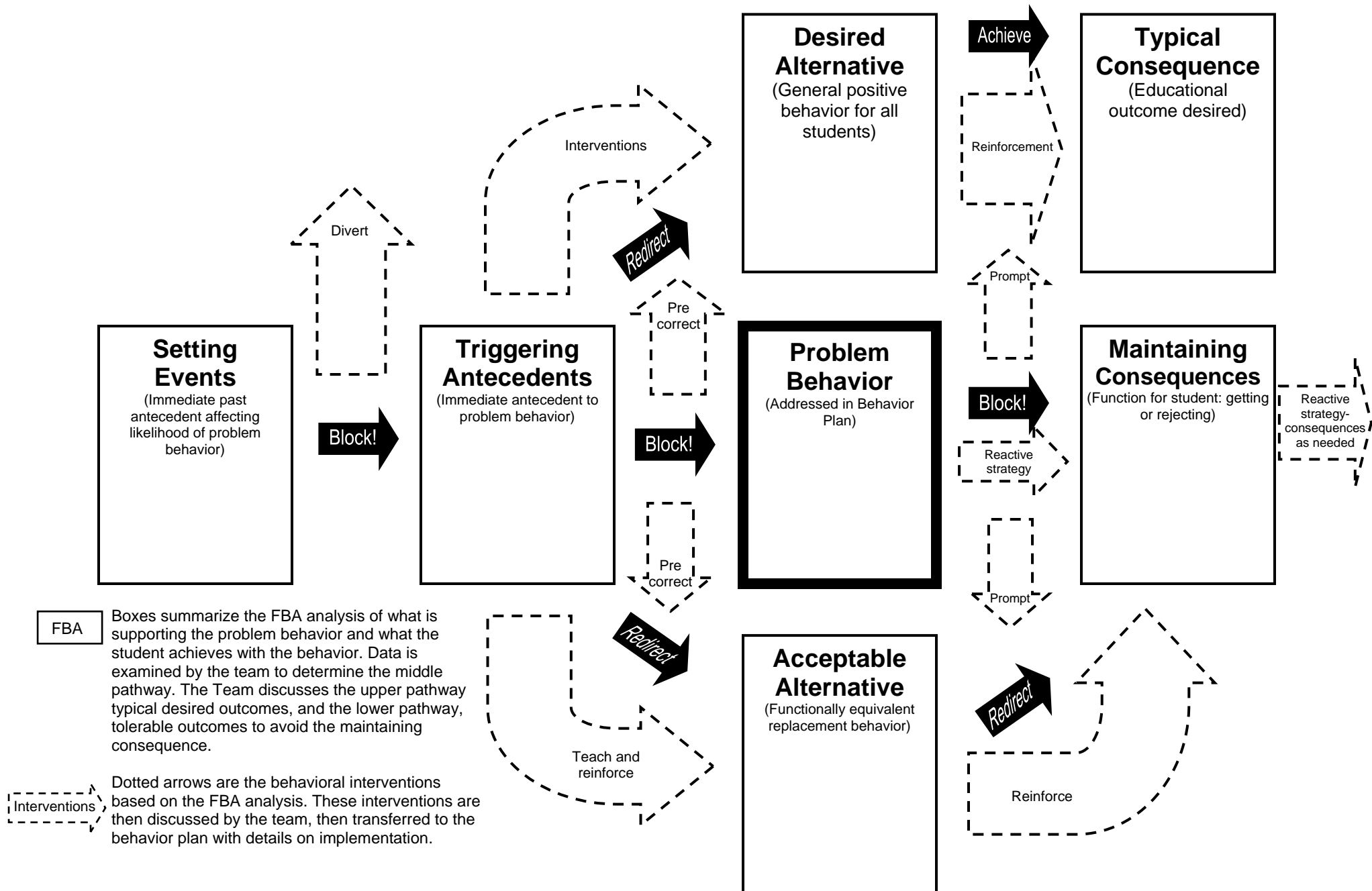
Date: 03/03/07



# ORDER OF TEAM DISCUSSION LINKED TO BSP LINES FOR PATHWAY CHARTING

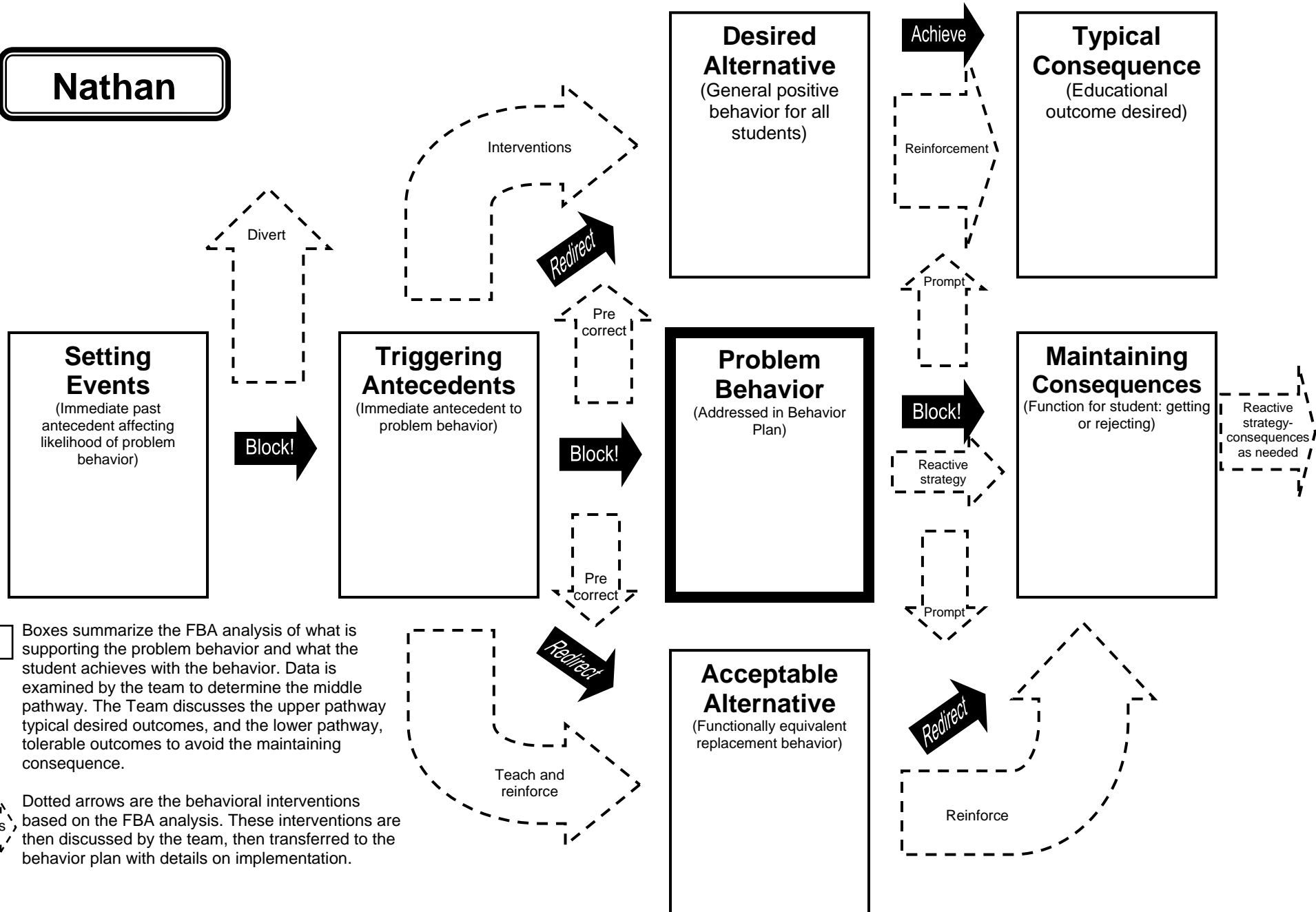


# THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING



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

**Nathan**



FBA

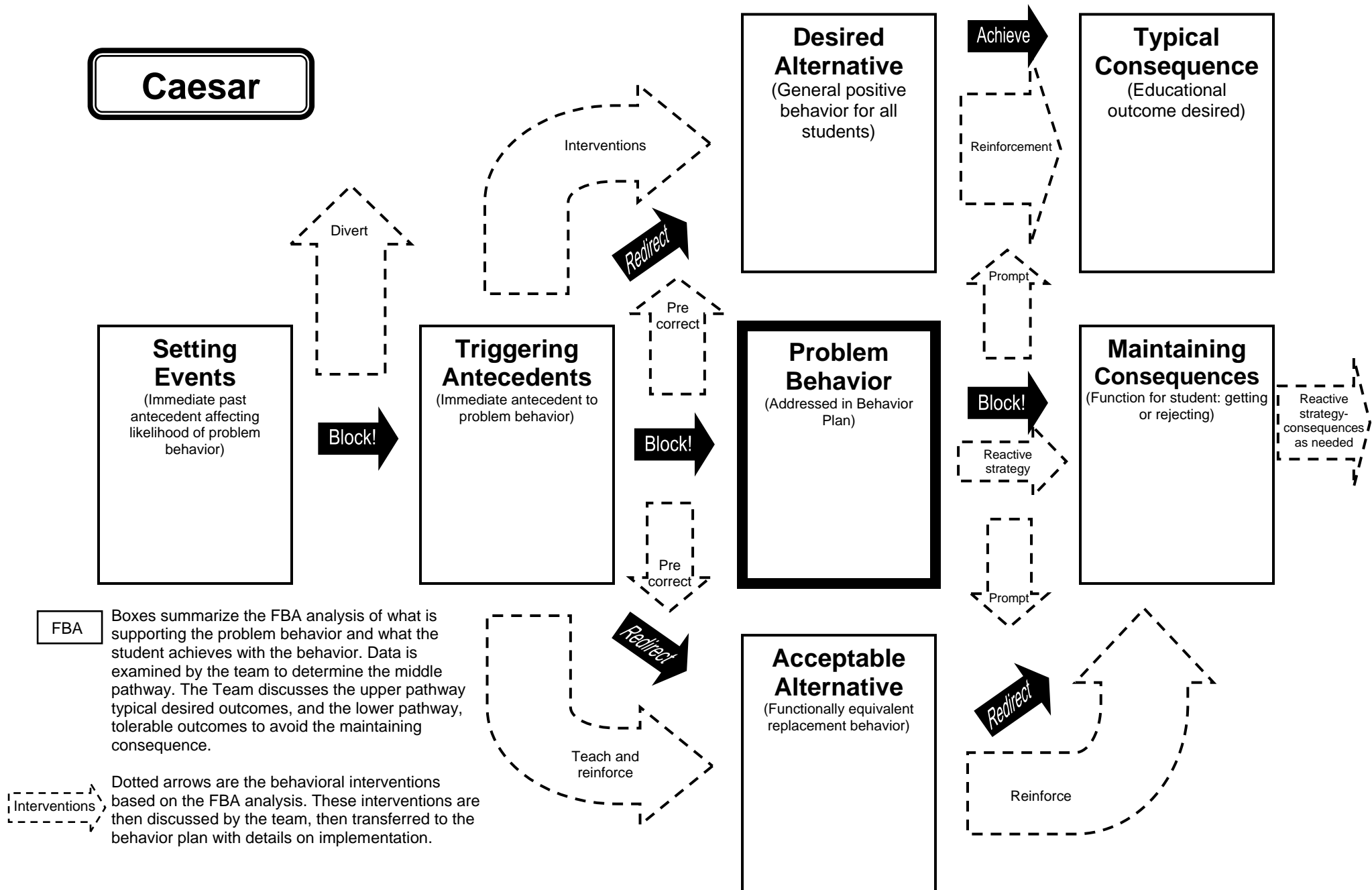
Boxes summarize the FBA analysis of what is supporting the problem behavior and what the student achieves with the behavior. Data is examined by the team to determine the middle pathway. The Team discusses the upper pathway typical desired outcomes, and the lower pathway, tolerable outcomes to avoid the maintaining consequence.

Dotted arrows are the behavioral interventions based on the FBA analysis. These interventions are then discussed by the team, then transferred to the behavior plan with details on implementation.

Interventions

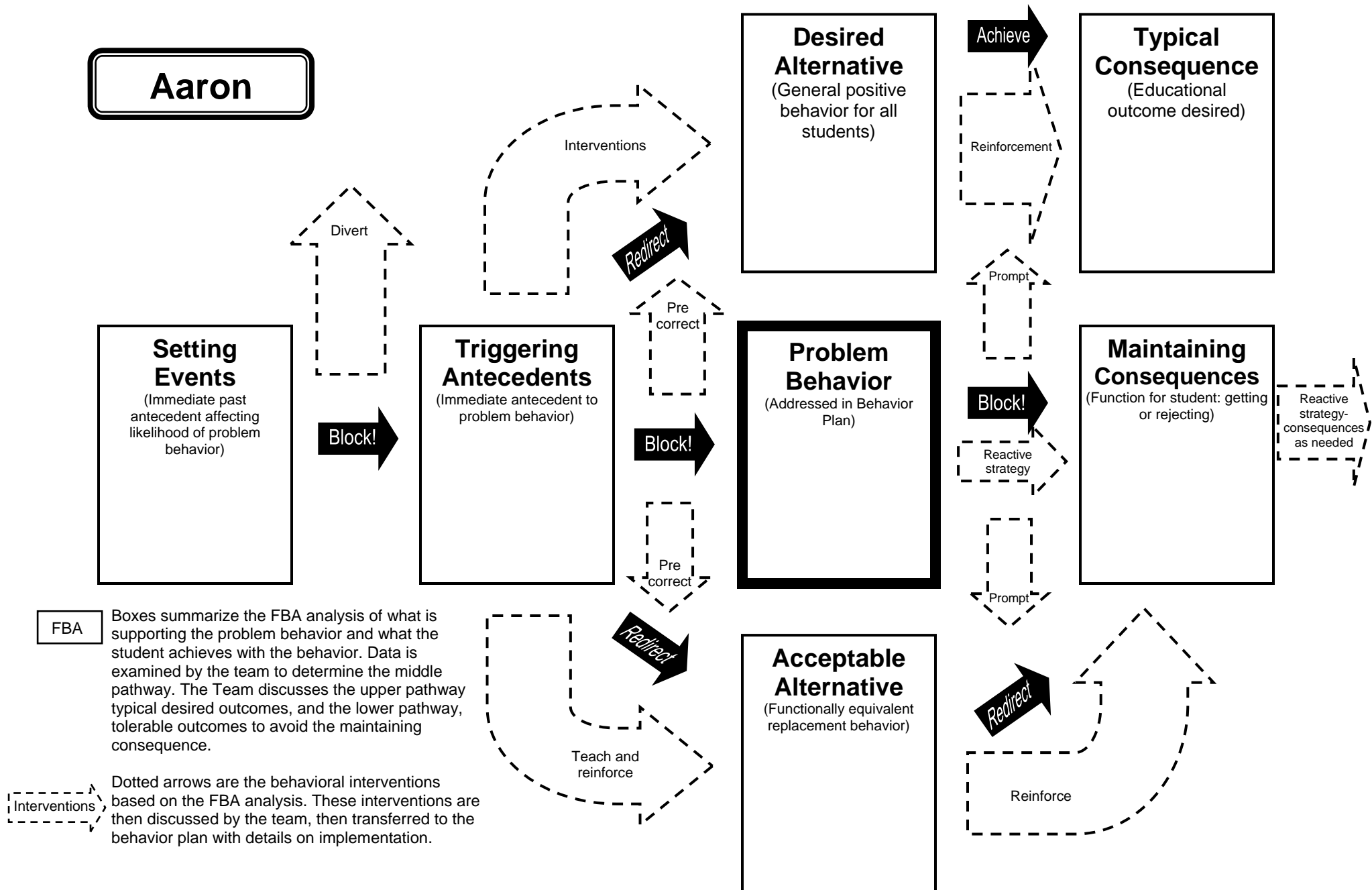
# THREE-PATHWAY FUNCTION-BASED SUMMARY: FBA AND INTERVENTION PLANNING

**Caesar**



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

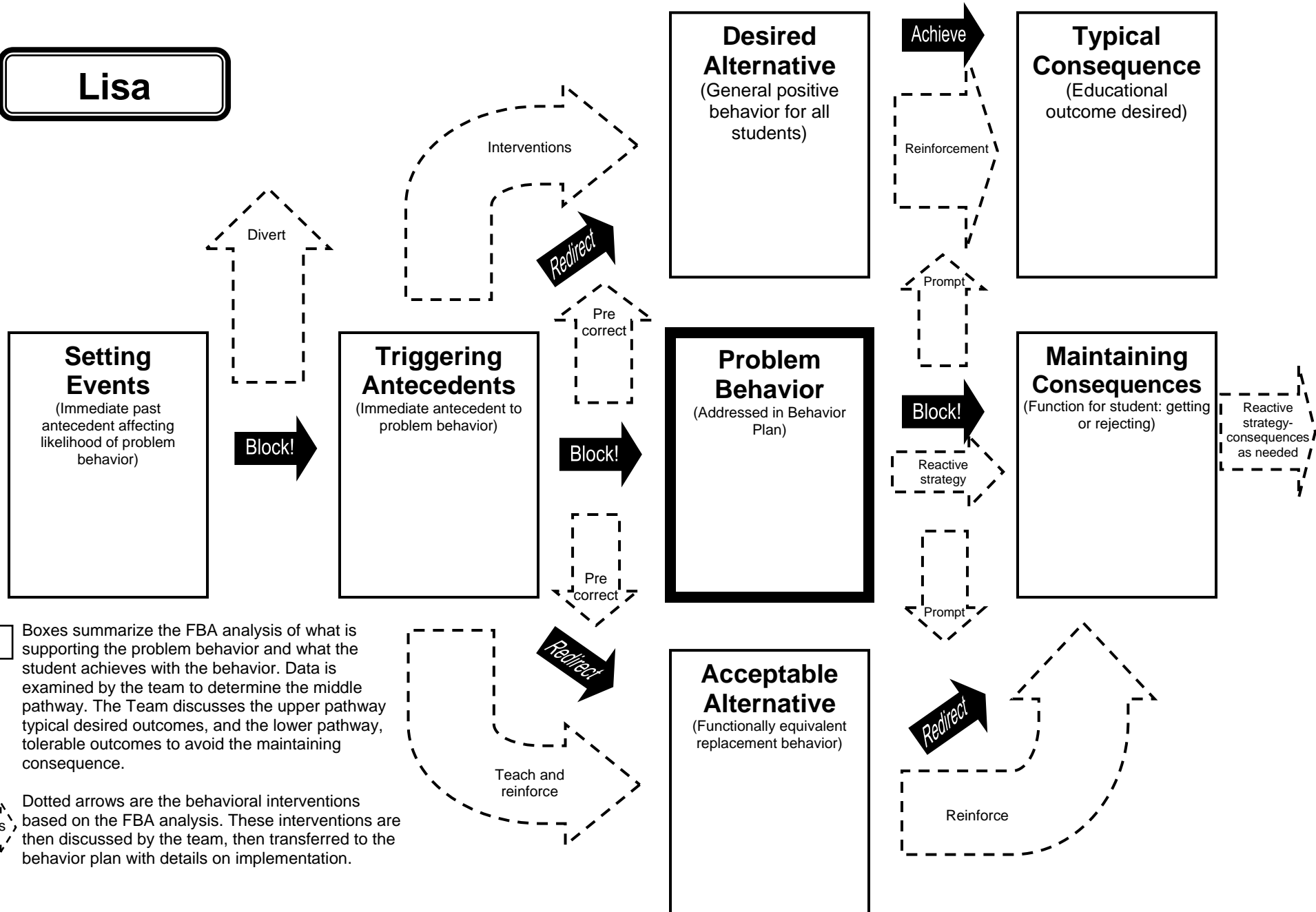
**Aaron**





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

**Lisa**



FBA

Boxes summarize the FBA analysis of what is supporting the problem behavior and what the student achieves with the behavior. Data is examined by the team to determine the middle pathway. The Team discusses the upper pathway typical desired outcomes, and the lower pathway, tolerable outcomes to avoid the maintaining consequence.

Dotted arrows are the behavioral interventions based on the FBA analysis. These interventions are then discussed by the team, then transferred to the behavior plan with details on implementation.

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

**Brian**

## Setting Events

(Immediate past antecedent affecting likelihood of problem behavior)

**Block!**

## Triggering Antecedents

(Immediate antecedent to problem behavior)

**Block!**

## Desired Alternative

(General positive behavior for all students)

**Achieve**

## Typical Consequence

(Educational outcome desired)

Reinforcement

Prompt

## Problem Behavior

(Addressed in Behavior Plan)

**Block!**

## Maintaining Consequences

(Function for student: getting or rejecting)

Reactive strategy

Reactive strategy-consequences as needed

Prompt

## Acceptable Alternative

(Functionally equivalent replacement behavior)

**Redirect**

Reinforce

Interventions

**Redirect**

Pre correct

Pre correct

**Redirect**

Teach and reinforce

FBA

Boxes summarize the FBA analysis of what is supporting the problem behavior and what the student achieves with the behavior. Data is examined by the team to determine the middle pathway. The Team discusses the upper pathway typical desired outcomes, and the lower pathway, tolerable outcomes to avoid the maintaining consequence.

Dotted arrows are the behavioral interventions based on the FBA analysis. These interventions are then discussed by the team, then transferred to the behavior plan with details on implementation.

Interventions

# CASE STUDIES FOR PATHWAY CHARTING

*Diana Browning Wright*

## CAESAR

Caesar is a 6<sup>th</sup> grader with ADHD and learning disability in reading. Last year he had a difficult time on the playground without adult supervision due to his temper. When confronted with a rule he believes to be unjust, or a peer conflict, Caesar would explode, hitting and kicking the offending peer or adult. However, he has had only minor difficulty this year, due to increased supervision and positive points for refraining from physical fighting that he exchanges for home privileges and school access to desired computer games and access to participation in team sports. Though he has not had any physical fighting this year, verbal outburst and peer conflict have occurred on occasion which “set him up for problems” according to his teacher. After those occasions, staff know he will have difficulty.

The curriculum this year has been difficult for Caesar, due to his 3<sup>rd</sup> grade reading and writing skills, though his oral skills are exceptional, and he is very fond of science and social studies. He is making steady progress in reading this year, gaining more growth than expected. He gets along well with peers, despite the previous recess problems. Currently, Caesar has been upset about one teacher’s expectation that he complete an increasing amount of work independently. At times, he will refuse to follow the directions, and will escalate to swearing if the adult persists. He has also hit or pushed the adult away when highly escalated.

## AARON

Aaron is a highly social and popular 4<sup>th</sup> grader with a twinkle in his eye, a big grin most of the time, and a high activity level. He has no disabilities. Everyone enjoys being paired with Aaron, but often the work produced is less than adequate. When Aaron has had a 30 minute period in which he has not been able to talk to his peers, he will immediately start talking off task when the teacher changes the activity to another task in which he has the opportunity to talk to his peers, such as during a lecture or when isolated during seatwork. The teacher knows Aaron is striving for attention and has often left him out of activities because “he is just too hard to manage.”

## LISA

Lisa is a quiet, shy 10<sup>th</sup> grader with no disabilities. She will speak in class sometimes, but has a preference not to do so. Parents report she is a real “chatter box” at home. Typically, when any teacher calls on Lisa to answer a question, Lisa will just put her head down on her desk. Then she waits until the teacher calls on someone else before she puts her head back up again. This effectively leads to Lisa avoiding talking. Her teacher is concerned, and wants to address this problem.

## BRIAN

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.

## NATHAN

Nathan is a freshman in high school with average academic achievement, but a diagnosis of high functioning autism or Asperger's Syndrome. He has required a 1 on 1 aide for all of his academic career, and has a history of withdrawal into verbal perseverative behavior when stressed. He repeats movie scripts, book excerpts or other memorized material when anxious, but can be interrupted sometimes. At other times, a short class removal for a few moments has been effective.

On the first day of school it was especially hot, and Nathan has a history of responding poorly to hot weather. The autism specialist had taken Nathan around to meet teachers and learn the pathways between classes to help de-stress the transition to the new school. Nathan's current perseverative interest transitioned over the summer from Pokémon card characters to Nazis, which was of concern to his family. However, Nathan's interests, while intense, often transition to a new topic within a few months. Nathan has no history of aggression towards peers or adults, despite periodic intense interest in violent themes, such as Nazi activity he learned about on the history channel over the summer.

Nathan entered his German class and sat down immediately in a desk near the door. His assigned aide entered the room and accidentally bumped Nathan as she entered. As other students entered the room, Nathan leaped up and loudly stated, "What do I have to do to get you people to leave this place! Should I kill you all! Do I have to put you in the gas chamber, etc. etc." for several sentences related to his current Nazi interest.

Chart the pathway for this problem behavior. What school issues are present related to threatening behavior? What behaviors would you recommend as a functionally equivalent replacement behavior for future situations? How might you diffuse the issue of "hot days" that are challenges for Nathan?

# USING A THREE PATHWAY SUMMARY CHART

*Diana Browning Wright & Clayton R. Cook*

## ***What does the Three Pathway Summary Chart summarize?***

All functional behavioral assessments examine the predictors for current problem behavior (immediate and immediate past antecedents to the behavior) to determine what is supporting the problem behavior as well as the maintaining consequence (function) of the behavior. This chart summarizes those findings graphically and illustrates the relationship of interventions to the FBA analysis.

## **What are the Three Pathways?**

- **Upper Pathway: *Intervene and alter conditions to support this path***  
General positive behavior expected of all students under similar conditions that we hope to attain through adopting the behavior plan.
- **Middle Pathway: *Redirect to either upper or lower pathway***  
This is the problem sequence A-B-C that identifies the context of the undesirable behavior we wish to eliminate.
- **Lower Pathway: *Teach to redirect from middle pathway***  
This is the tolerable functionally equivalent replacement behavior we wish to teach and support as an alternate to the middle pathway. When the supports put in place to gain the general positive behaviors on the upper pathway are not yet sufficient, we allow the student to achieve the same outcome as the problem behavior, only with a different form of behavior we can tolerate.

## ***Why should I use a pathway chart?***

Typically teams meet to address behavior problems and start discussing interventions prior to a full analysis of why the problem is occurring in the first place. This can result in behavior plans lacking clarity and breadth of analysis. When the eight steps below are followed, this chart provides a sequential problem solving format for the team, is time efficient and summarizes the FBA. The chart clearly communicates what is an analysis (the boxes) versus what is an intervention (the dotted arrows) and provides clarity in understanding why the behavior is occurring. It highlights the three paths that will be addressed in the behavior plan and allows the consultant to steer the team to the conceptual basis of a function based plan. Using this approach, more consensus can be reached and interventions designed by the team can more directly address the problem.

### ***Where do we get the data for the Pathway Summary Chart?***

Complete the functional behavioral assessment data collection that included the necessary three elements of all assessments:

- Direct Observation
- Review of Records
- Interviews

This data will demonstrate the purpose the behavior serves for the student, and the predictors, setting events and maintaining consequences (function achieved by the behavior) that are “triggers” for the problem.

### ***How does the team meeting use the Three Pathway Summary Chart and why?***

If the lead behavior consultant collaboratively structures the team in graphing the pathways in the following order, the team will gain an understanding of the foundation of the subsequent behavior plan and opposition minimized. The necessary interventions to support success can then be addressed in the behavior plan with buy in from all members already procured.

- **Step One:** Begin by agreeing on the problem behavior definition
  - **Rationale:** *The team must agree on one problem behavior to graph and address in the plan. This is the logical beginning*
- **Step Two:** Agree on general positive behavior expected (what all students are expected to do) Typically the teacher will be able to easily provide this statement
  - **Rationale:** *The teacher must readily grasp that the intent of the plan is to remove behavioral barriers to educational success. This step gains that buy in.*
- **Step Three:** Agree on the outcome of the general positive behavior. Why would it be desirable for the student to use this behavior? Typically the teacher will readily provide this rationale.
  - **Rationale:** *The team has now completed the pathway that will be supported by one third of the behavior plan through supportive interventions and environmental changes. These first three steps reassure implementers that the plan will be addressing desired outcomes as a priority.*
- **Step Four:** Discuss the predictors, the triggering antecedents that are the context of the problem behavior. Your environmental analysis will have pointed out variables that support problem behavior rather than the desired positive behaviors, e.g., lengthy wait times, task complexity and skill mismatches, etc. See [www.pent.ca.gov](http://www.pent.ca.gov) for environmental assessment tools in the BSP Desk Reference.
  - **Rationale:** *The team is now ready to look at the core problem that will need to be altered in the behavior plan.*

- **Step Five:** Identify what your data analysis has yielded and your hypothesis on what is supporting the problem. What is the student getting or rejecting (avoiding, removing, protesting) by the behavior? This is the “communicative intent” of the behavior which is the reason an FBA has been conducted.
  - **Rationale:** *The team has now identified the maintaining consequence of the behavior. The lower pathway discussed in the step seven will allow the student to meet this need through an acceptable alternative (functionally equivalent replacement behavior). We must have a consensus understanding of the purpose of the behavior before developing the functionally equivalent behavior.*
  
- **Step Six:** Sometimes, but not always, immediate past antecedents or setting events strengthen the likelihood that on this day, at this time, in this situation, the student is especially likely to use problem behavior when confronted by the triggering antecedents. The teacher and family may have data to contribute in this section. The behavior plan will address altering the environment, task or instruction when the setting event occurs in order to reduce the likelihood of problem behavior.
  - **Rationale:** *The team will wish to pre plan how to prevent escalation if setting events, periodic variables, strengthen the possibility that environmental variables will trigger problem behavior. If the team brings up constantly occurring variables, such as parent neglect, presence of a disability, etc., the consultant can demonstrate that this is “off the chart” and dealt with through other interventions such as counseling, agency referrals, etc.*
  
- **Step Seven:** This is the most difficult element of function-based behavior analysis for most teams. The consultant will need to point out that for some students, this is only a temporary step until such changes to support the upper pathway are systematically addressed. For other more complex cases, this lower pathway will be needed continuously. For example, if the student runs out of the room because he wished to escape difficult work, our primary upper pathway interventions will be designed to increase task compliance through altering work or providing supports to aid completion.
  - **Rationale:** *There will likely be times when the student begins the tried and true middle pathway, e.g., terminate a task through running away. Rather, we want this function to be achieved with a different behavior form, such as putting work in a “break now” folder. The task is terminated through the lower pathway method and the middle path is eliminated. Once we have charted this final lower pathway, and the team has reached consensus, the behavior plan can be more rapidly and skillfully completed.*

Note: This revised pathway chart is based on an original Three Pathway Summary Chart developed by O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Newton, S., & Storey, K. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brookes/Cole. It has been revised and expanded by Diana Browning Wright.



## CONSULTANT'S SCRIPT FOR PATHWAY CHARTING

**Opening:** *"Let's begin by graphically illustrating why we think this problem is occurring, and once we have a working hypothesis diagrammed, we will move on to designing interventions to address the problem. (Place Pathway diagram on chart paper, overhead, or projected computer screen to focus team on the analysis, not the consultant.) Those interventions will be in three areas: what we can do to help this student perform well in school, the upper pathway, how we can prevent and safely handle the problem if it occurs again, the middle pathway, and then an acceptable alternative when our efforts to achieve the upper pathway are not entirely effective, the lower pathway. Our behavior plan will be built on this three pathway analysis we are about to begin. The science of behavior is built on core beliefs that behavior is learned, and that lasting change occurs when we approach behavior change from a positive behavioral intervention perspective. Thus, our plan will be built on developing student skills, reinforcing desired behavior, and altering environments to remove variables that lead to problem behavior or adding variables that would support the desired behaviors. This pathway process will help us focus our thinking of how we can accomplish this."*

**Point to each box on your blank Three Pathway Summary as you complete this sequence.**

**First Step:** *"Let's describe the behavior in such a way that anyone would know what we are talking about. So, we can't just say he/she is defiant; we need to describe what it looks and sounds like when a behavior we call defiant is occurring. How shall we describe this problem behavior?"*

**Second Step:** *"What exactly would we want this student to be doing at the time the problem occurs? What are all the students doing that we consider positive behavior, e.g., are the students working on tasks we have assigned? This is the general positive behavior that supports academic and social success." (Turn to the teacher(s) present for your lead on steps two and three.)*

**Third Step:** *"If the student engaged in the step two general positive behaviors, what would be the typical consequence or educational outcome be for the students?"*

**Fourth Step:** *"Ok, exactly what are the variables present, the antecedents, to this problem behavior? Looking at the environmental analysis we conducted, let's discuss these observations." Review your observations of what is present that you hypothesize is the trigger for the problem behavior. Remember to use "not yet" if a variable is not present that therefore results in the student engaging in the problem, e.g., "Johnny has not yet been taught an individual schedule to anticipate what is coming next in his day."*

**Fifth Step:** *"Let's consider this now from the student's perspective. Something happens after this behavior that supports the student choosing this behavior. It has worked in the past, and is working now to produce something the student desires. The science of behavior analysis says all behavior is learned, and that behavior is reinforced and occurs again and again because of*

an outcome. That outcome is either 1) getting something or 2) rejecting something (avoiding, protesting or escaping something). Let's examine our data and experience with this student and generate a hypothesis that summarizes this chain of events."

**Sixth Step:** "Ok, I think we now have a pretty clear picture of what we want the student to be doing, and a pretty clear picture of the triggers for our problem. Now, has anyone noticed any periodically occurring events that make it even more likely that when confronted by the antecedents we have identified that XXX will use the problem behavior? For example, when he doesn't sit in the usual spot, when someone has said something unpleasant to him, when he is late for school, etc. We call these "setting events" and we want to be sure to have an intervention to use in our plan if a setting event is present."

**Seventh Step:** "Now we come to the hardest part of a function-based analysis. We are going to design a plan that helps XXX do the desired alternative positive behavior. And, our plan will block XXX from using the problem behavior to get or reject what we have identified. But to achieve that, we will want to consider acceptable alternative behavior that allows him to either get or reject, but through using a different behavior. The function will be the same, but the form of the behavior will be different. For some students this will be a tolerable, temporary behavior, and we can expect that it will be chosen less and less by the student as the supports we put in place for the upper pathway become more effective. For other students with greater behavioral challenges, and often greater general skill deficits or intellectual disability, we may wish to encourage this behavior for a longer period of time."

**Summarize:** "So, we have outlined three distinct pathways. **(Point and describe the graphed content you have just charted.)** The upper pathway we will support through interventions, environmental changes and increasing reinforcement for the desired behavior. **(Gesture the upper pathway.)** The middle pathway we will block through ways we prompt replacement behaviors, and how we react to the problem if it occurs. **(Gesture the middle pathway.)** The lower pathway is the tolerable path we will teach, reinforce and prompt the student to use." **(Gesture the lower pathway.)**

**Moving Functional Assessment to Behavior Planning:** "We are now ready to design the interventions that match the analysis we have just completed. Our plan will include environmental changes that support XXX in achieving the desired positive behaviors we want. **(Gesture the upper pathway and read the content of the dotted arrows.)** Our plan will specify how to prompt the student to either the upper pathway or lower pathway when triggering antecedents are present. **(Gesture the dotted arrows between triggering antecedents and problem behavior.)** Our plan will describe how staff should respond after the problem behavior is present, either allowing the student to switch to the acceptable alternative or the desired alternative." **(Gesture the two reactive strategies up and down.)**

"We will also describe how to handle the problem safely if our intervention did not divert the behavior, **(Gesture to arrow between problem behavior and maintaining consequence)** and how we will debrief with the student or apply school based consequences if required

*following the students return to acceptable behavior.” (Gesture to the straight arrow reactive strategies to the right of the maintaining consequences box.)*

**Preview the Behavior Plan Sequence:** *“We are now ready to develop a function based behavior support plan based on our analysis. As we complete this process, let’s keep referring to our analysis we just charted to be sure our interventions directly address the problem. Here is a preview of how other teams have found they can address this process efficiently:*

- *Let’s begin by addressing the environmental changes we need to put in place and how we can reinforce this student more effectively for either pathway. (Gesture to the line 7 arrows-environmental changes, and line 11-reinforcement.)*
- *After we finish the upper pathway interventions, we will be ready to address the lower pathway, functional equivalent behavior, how we will teach, reinforce and prompt this behavior and going back and adding any environmental changes we will need to facilitate this pathway, line 9.*
- *Finally, we will address the middle pathway, the reactive strategies we will use to prevent the expression of the problem behavior, line 12, section 1,2,3,4)”*

# **SECTION 4:**

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## **DEFINING BEHAVIOR**

# DEFINING THE PROBLEM BEHAVIOR

## Lines 1, 2, 3, 4

### The Big Idea

- Define the problem behavior in clearly observable terms so you can measure progress and determine why this is a problem for the student or his/her peers.  
*Line 1. The behavior impeding learning is...*  
*Line 2. It impedes learning because...*
- Determine the need for a Behavior Support Plan and be aware of other service needs:
  - Know specific laws related to serious or extreme behaviors.  
Note: Include additional personnel as needed when the behavior has reached stages beyond early or moderate need. (In California, see: [www.cde.ca.gov](http://www.cde.ca.gov) : specialized programs, special education, laws & regulations: 5CCR-3001 & 5CCR-3052)
  - Consider whether the student requires an accommodation plan to enable the student to learn the academic material and demonstrate mastery during an assessment. (see: [www.pent.ca.gov/accom.htm](http://www.pent.ca.gov/accom.htm))  
*Line 3. The need for a Behavior Support Plan is: early stage, moderate, serious, extreme*
- Specify frequency, intensity, or duration of problem behavior.  
This establishes the “present level of performance,” the baseline.  
*Line 4. Frequency or intensity or duration of behavior is...*

## BEHAVIOR SUPPORT PLAN

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

### Line 1. The behavior impeding learning is *(describe what it looks like)*:

*Describe non-judgementally in observable, measurable terms*

#### Examples of Behavior(s) That May Interfere with Learning:

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

<i>If Category or Label given...</i>	<i>Add Measurable Description</i>
Off task:	crawls on the floor; plays with objects in desk; attempts play with others
Poor organization and planning:	rushes to complete assignment without planning each phase; waits until the final work period to begin a long-term assignment.
Disrupts Other Students' Learning:	tapping neighbors on shoulders; grabbing their materials; argumentative verbal interactions during collaborative work groups.
Escalating Aggression Pattern:	does not follow group consensus during playground disputes over game rules; initiates physical fights and/or swearing and verbally challenging peers and adults when personal desires are not met.
Outbursts/Rage/Explosive Reactions/Tantrums:	student throws materials; student crawls under the desk and screams with high volume.
Verbal Threats to Harm Peers:	"I'll get you after school for this!"
Profanity:	words referencing deity, toileting or sex
Upset with Changes to the Routine:.	moans, throws things; goes to previous anticipated activity and refuses to leave
Self-Stimulatory Behaviors:	twirling string; repeatedly rocking back and forth in chair; flicking fingers in front of eyes
Inappropriate Sexual Behaviors:	hands in pants; touching genitals; using words; touching others' breasts, buttocks or genitals

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# BEHAVIOR SUPPORT PLAN QUALITY EVALUATION SCORING GUIDE II<sup>©</sup>

By Diana Browning Wright, M.S., G. Roy Mayer, Ed.D., with contributions from Dru Saren, Ph.D.  
the PENT Research Associate Team, PENT Research Team, PENT Cadre and 2006 PENT Research Associates Team

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>A. PROBLEM BEHAVIOR (line 1)</b> <b>Problem behavior(s) in observable and measurable terms</b></p> <ul style="list-style-type: none"> <li>“Behavior impeding learning is...”</li> </ul> <p>NOTE: It is best to limit a behavior plan to one or two distinct, separately-occurring behaviors (See bullet three in key concepts column for clarification.) However, if multiple behaviors occur in rapid sequence, all with the same function, they can be adequately addressed in one plan.</p> <p>In the process of developing a behavior plan, the team may decide to list multiple behaviors, but then proceed to address only one or a few. It can be helpful, then, to bracket the behaviors not covered, with a note stating : (Other problem behaviors not addressed in this plan include: xxx, xxx) For the purpose of scoring, it can be helpful to bracket behaviors identified on line 1 that are not covered later in the plan if that has not already been done by the writers.</p>	<p>2 = All identified problem behavior(s) are observable and measurable. If a behavioral category is listed, e.g., aggression, it is subsequently defined in observable, measurable terms.</p> <p>1 = Some of the identified problem behavior(s) are not observable and measurable.</p> <p>0 = No problem behavior is stated in observable and /measurable terms, e.g., The student’s inner attributes are hypothesized instead of a description of behavior.</p>	<p>2 = “Defiance: Billy ignores teacher requests to independently complete a written assignment and continues self-selected activity” (this includes observable/measurable examples) Defiance sequence: Billy continues with a self selected activity, ignoring teacher requests to complete an assignment; when prompted, he shrugs his shoulders and does not comply, if prompted again, he swears and continues with his activity. (This sequence is in observable/ measurable terms)</p> <p>1 = “Billy ignores teacher requests to independently complete a written assignment and continues with self-selected activity” is listed, but an additional behavior, “Aggressive behavior” is listed (but no further description is given)</p> <p>0 = “Billy is defiant” (but no further description; therefore this is not observable or measurable); “Billy has a low self concept and he dislikes the subject” (attributes rather than behaviors are given).</p>	<ul style="list-style-type: none"> <li>Define the problem behavior clearly so you can measure progress.</li> <li>If you use general behavioral category terms such as “defiance”, give examples of what the student actually does so everyone understands what the problem looks like when it occurs.</li> <li>If you are addressing more than one behavior, number each behavior to correlate with matched functions, matched interventions and reactive strategies later in the plan. It can be difficult to address more than two behaviors per each BSP form because the plan will become confusing and difficult to implement. However, if the behaviors form an escalation pattern that occurs in sequence (e.g., student swears under his/her breath, then rocks in chair, then tears paper, then pushes over the chair) they can be readily addressed in the plan.</li> </ul>



## BEHAVIOR SUPPORT PLAN

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

### Line 2. It impedes learning because:

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

### Examples of How Behavior May Interfere with Learning:

- 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
- Requires Full Adult Attention During the Problem Behavior
- Negative Interaction with Peers (creates fear and an environment where peers are hypervigilant about this student, which interferes with peers learning)

*Note: Numbers correspond with the scoring system on the BSP Quality Evaluation Guide (See Appendix)*

**BEHAVIOR SUPPORT PLAN**  
*for Behavior Interfering with Student's Learning or the Learning of His/Her Peers*

**Line 3. The need for a Behavior Support Plan:**

- ☒ **early stage intervention**      ☒ **moderate**  
☐ **serious**      ☐ **extreme**

**Early Stage:**

**The student's teacher(s) take the lead role in developing an early stage intervention. The BSP is a part of the IEP/504 or, if general education only, can attach to Instructional Support Team meeting notes.**

*General Principle: Behavior is not yet significantly impacting learning of student or classroom functioning but could escalate if not addressed. It is assumed that general classroom management techniques are not sufficient, or that the unique nature of the behavior or the stakeholders on the team are requiring a formal, individual plan.*

Examples of behaviors potentially fulfilling the criteria "early stage":

- Behavior has not generalized to more than one specific situation
- Behavior has only occurred recently, less than 3-4 times

**Moderate:**

**The student's teacher(s) or others may take the lead role in developing a BSP when moderate need is show. The BSP is a part of the IEP/504 or, if general education only, can attach to Instructional Support Team meeting notes.**

*General Principle: Behavior is beginning to significantly impact classroom functioning or student learning.*

Examples of behaviors potentially fulfilling the criteria "moderate":

- Behavior has generalized to multiple settings
- Behavior has been repeatedly occurring (e.g, daily, weekly)
- Behavior disrupts the classroom functioning and students are unable to complete anticipated work due to frequency of the teacher's need to address this behavior
- Student is not mastering core curriculum at anticipated rate nor (if the student has an IEP) progressing in IEP goals and objectives

*Further clarification on key concepts are found in the BSP QE at the end of this manual.*

## BEHAVIOR SUPPORT PLAN

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

### Line 3. The need for a Behavior Support Plan:

- ☐ early stage intervention      ☐ moderate  
☒ **serious**      ☒ **extreme**

**Serious or Extreme:** If the student has an IEP/504 team - include additional district team member(s) designated by the district. California students require the SELPA Director to determine which staff may serve as "behavior intervention case managers."

- If the student has an IEP/504 plan and the behavior is defined as "serious" in California Ed Code: "assaultive, self-injurious or is another pervasive maladaptive behaviors," stop now. Consult [www.pent.ca.gov](http://www.pent.ca.gov) for information on how to develop a behavior plan for these behaviors. Specific personnel must be involved, and specific data collection and plan development procedures performed. DO NOT WRITE A PLAN FOR SERIOUS OR EXTREME BEHAVIOR WITHOUT CONSULTATION WITH DESIGNATED STAFF.
- If student does not have an IEP/504 plan and the behavior is "serious" or "extreme" as defined below, assessment to determine if student has a "suspected disability" may or may not be necessary. Consult with special education staff before proceeding.

**Serious Designation:** *General Principle: Student's behavior may require systematic observations and data collection and analysis procedures.*

*Examples of serious behavior which require an expanded team to adequately address the problem:*

- **Assaultive:** Physical assaults that require staff to manage the problem safely to protect this student and/or staff or peers. (If the behavior has occurred only once, a behavior plan may or may not be required, but careful analysis of the situation is required to assure future safety of all.)
- **Self Injurious:** Physically harming self (e.g., repeatedly hits self on head; continuous skin-picking resulting in health issues; hitting self repeatedly in nose, causing nose bleeds and bruising. (Note: "cutting" by adolescents, a self-mutilation behavior, is often a demonstration of a need for mental health treatment. Appropriate referrals and mental health assessment are essential. A BSP may or may not be required, depending on whether the cutting is occurring in school, or the student is revealing his or her cuts in school.)
- **Other Pervasive Maladaptive:** Serious behaviors that interfere with quality of life, and or IEP goal mastery (i.e., maladaptive behaviors) and/or occurring in multiple environments (i.e., pervasively). For example, throws clothing off in class or on bus; projectile vomiting in response to requests to perform tasks; Refusals to attend school, or fear of school (school phobia) and/or severe anxiety over performance. (Note: school refusals and school phobia may or may not be indicative of underlying unaddressed mental health needs. Consider mental health assessment and referrals in addition to BSP.)

**Extreme Designation:** *General Principle: Student poses a safety issue to others or to self. Student's behavior may require systematic observations and data collection and analysis procedures.*

*Examples of serious behavior which require an expanded team to adequately address the problem:*

- Student has made a very serious substantive threat to harm self or others, e.g., threatens to kill self or others. The student does not typically have moderate to severe disability and often has no eligibility to date. Appropriate services/interventions/referrals have been arranged and determination of need for mental health assessment to rule out disability has been determined. (i.e., a BSP alone is not sufficient.) See: Guidelines for Responding to Student Threats of Violence, [www.SoprisWest.com](http://www.SoprisWest.com). The student is in an appropriate placement, but requires close follow-up monitoring now. This plan is a supplementary aid and support to maintain the placement.
- Severe self injury: physically harms self, at an extreme level, leaving significant evidence of the attack (e.g., hits self hard enough to break skin; leaves large bruises, damages organs) The student typically has moderate to severe disability. DO NOT WRITE A BSP FOR THE STUDENT WITH AN IEP WHO DEMONSTRATES THESE BEHAVIORS. EXPAND THE TEAM TO INCLUDE A PERSON WITH DOCUMENTED EXPERTISE WITH STUDENTS WITH THIS BEHAVIOR WHO WILL BE AVAILABLE FOR SIGNIFICANT ON-GOING SUPPORT OF THE TEAM IMPLEMENTING THE PLAN. DEVELOP A HIGHLY DATA-DRIVEN PLAN IN ALIGNMENT WITH

STATE LAW

The BSP Desk Reference  
See [www.pent.ca.gov](http://www.pent.ca.gov)

Section 4  
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## BEHAVIOR SUPPORT PLAN

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

### Line 4. Frequency or Intensity or Duration of Behavior:

*Specify one or more: frequency, duration, or intensity. This is to convey to the reader the extent to which this behavior is significant.*

Data collection can be composed of:

- General teacher impressions on the frequency, intensity or duration of the problem behavior
- Review of records
- Interviews with staff and other stakeholders (e.g., parents, agency service providers, etc.) on extent of problem behavior
- Objective data sheets collected by implementers or others to reveal the extent of the problem behavior
- Direct observations of the behavior by more than one person
- Systematic, frequent and on-going data collection often with external observers establishing inter-rater reliability on the extent of the problem behavior (i.e., it is established that two or more raters agree on the extent of the problem behavior)

See: [www.pent.ca.gov/07BehaviorPlanning/aFuncAssessment/datacollection\\_dk.pdf](http://www.pent.ca.gov/07BehaviorPlanning/aFuncAssessment/datacollection_dk.pdf) : "Fast Facts on Data Collection Via Direct Measurement of Behavior", Denise Keller

The selected data collection method will depend on the severity of the problem behavior. If the behavior is an early stage intervention, less intensive data collection methods may be employed. However, for serious or extreme behavior, data accuracy must be at the highest level, and therefore requires selection of more formal data collection methods.

#### **Frequency: How often the behavior happens**

- Every ten seconds
- Three times per week
- Periodically during the month, see behavior logs: averages 2 x per month
- One time in 1999, 6 times in 2004, 0 in 2005, 10 times in 2006

#### **Intensity: A description of the heightened impact of the behavior, e.g., the depth, the force, the strength, the vigor or extreme level of the behavior**

- (Screams) loud enough to be heard in adjacent classrooms
- (Hits with retracted fist) hard enough to leave bruises on person(s) hit
- (Bites) hard enough to leave marks, but has not yet broken skin

#### **Duration: How long the behavior lasts**

- (After Lunch--5th and 6th Periods), Entire Period with no stopping
- Continuous for 20 minutes

# **SECTION 5:**

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## **ENVIRONMENTAL FACTORS**

# ENVIRONMENTAL FACTORS

## Lines 5, 6, 7

### The Big Idea

#### **Environmental Factors to Evaluate**

Behaviors always occur within an environmental context and conditions within the environment may contribute, predict or “trigger” problem behaviors. Any of the following factors may act as possible triggers. This analysis is critical because these are the variables to alter later in your plan, to remove or reduce the student’s use of the problem behavior to achieve a desired outcome.

- Physical Setting
- Social Setting
- Instructional Strategies, curriculum and activities
- Scheduling Factors
- Degree of Independence
- Degree of Participation
- Social Interaction
- Degree of Choice

**A behavior support plan will not be effective unless it addresses the environmental factors which are contributing to the problem behavior.**

Note: Specific setting events may increase the probability and/or the intensity of problem behavior. Setting events may affect the student’s ability to cope with the above environmental variables. The behavior plan may wish to provide an “if-then” contingency to address known setting events. Common setting events include: illness, pain, health issues, sleep, hunger, missing medication, seizure activity, different bus driver or other events that have occurred in the immediate past environments.

## BEHAVIOR SUPPORT PLAN

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

### PREVENTION PART 1: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

#### Observation & Analysis

#### Line 5. What are the Predictors for the Behavior?

*Situations in which the behavior is likely to occur: people, time, place, object, etc. Those situations you can predict problems will occur, e.g., difficult task, transition time, when not working in group, with specific people, when alone, after a request, etc. If this is a behavior that has occurred only once, state any known connections between environmental conditions at the time and the student's use of this behavior.*

Environmental Variables to Analyze	Examples of Environmental Variables
Physical Setting	Sensory under or over stimulation: noise, crowding, temperature, etc.; missing or present materials, configurations of furniture; work and work space organization
Social Setting	Interaction patterns in or around the student, people present or absent; substitute teacher
Instructional Strategies, curriculum and activities	Mismatch between learner accommodation needs and instructional components. This is one of the most common predictors, examine carefully. The team may discover evidence that an accommodation plan is 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
Degree of Independence	Reinforcement and/or prompting intervals-levels and types appropriate to foster independence; consider functional communication availability; availability of any necessary communication system, e.g. Assistive Technology, Picture Exchange Communication System, Augmentative Communication etc.
Degree of Participation	Group size, location, and frequency of participation
Social Interaction	Social communication needs of the student matches participation opportunity and provision of necessary supports for social interaction
Degree of Choice	Amount of choice making and negotiation options present in the environment.

## BEHAVIOR SUPPORT PLAN

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

### PREVENTION PART 1: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

#### Observation & Analysis

**Line 6. What supports the student using the problem behavior?** *In other words, what is missing in the environment that needs adding, or what is in the environment/curriculum that needs removing? This is the final analysis of the necessary environmental changes that will be specified later on line 7. Use the term, “not yet” in your summary. The analysis must relate to both the predictors you have listed on line 5 and your hypothesis of why the student is using the behavior under these conditions. This line is essentially the summation of the antecedent, behavior, consequence (A-B-C) analysis. What has not yet been provided in the educational environment that could change the probability of the problem behavior occurring? What has not yet been removed that could change the probability of the problem behavior occurring?*

**Present in the environment: something is not being done, so remove something**

- Problems with seating arrangement, noise level of the classroom, size of the desk, interactions going on around student, etc., so change these variables
- Peer status is gained for misbehaving, so arrange peer status for pro-social behavior

**Missing in the environment: something is being done that should not be, so add something**

- Student has not yet been taught how to transition quietly, so teach it.
- Rules, expectations, alternatives, consequences are not yet clear to the student, so explicitly re-teach and reinforce adherence.
- Task structuring and positive reassurance have not yet been provided to address anxiety issues, so provide these.
- Student is non-verbal and has not yet been taught a communication system (i.e. sign language, Picture Exchange System (PECS)), so teach a communication system.
- Conflict negotiation/resolution skills have not yet been taught, so teach them.
- A mentor relationship with a supportive adult at school has not yet been provided, so develop a mentor program.
- Student does not yet understand that a desired activity is forthcoming, so structure an individualized visual schedule to make the forthcoming desired activity apparent.



## BEHAVIOR SUPPORT PLAN

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

### PREVENTION PART 1: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

#### Intervention

**Line 7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior?**  
*(Changes in time/space/materials/interactions to remove likelihood of behavior)*

**Key Concept:** Any intervention specified in this section must be logically related to the analysis just completed on (5) the predictors of behavior and (6) what supports the student using the problem behavior. If the behavior does not occur in some environment, and does occur in others, look at the difference to determine variable to alter to increase desired behavior in the problem environment.

**Time changes: Review environmental analysis for what to add or remove (see scheduling factors)**

- Give more/less time on tasks
- 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
- Teach a closure system to know when s/he is done
- Signals will be given to warn transition is forthcoming

**Space changes: Review environmental analysis for what to add or remove (see physical setting)**

- 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
- Study carrels will be provided to avoid distractions
- (Student is highly sensitive to touch)—teach other students "personal space"

**Material(s) changes: Review environmental analysis for what to add or remove (see instructional strategies, curriculum, activities)**

- 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: Review environmental analysis for what to add or remove (see social setting, instructional strategies, degree of independence, social interaction, degree of choice, degree of participation)**

- 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
- Verbally praise student's use of "time away" and give "walking away" praise and points
- Teach peers to provide a specific interaction; provide a seatwork peer buddy
- Student to go to alternate class when a substitute teacher is present
- Provide more reassurance before the lesson, e.g., "Remember to tell me if you want help."
- Provide for better individual engagement through partial participation in whole class activities

[illegible]

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>B. PREDICTORS OF BEHAVIOR (line 5)</b></p> <ul style="list-style-type: none"> <li>“What are the predictors for the behavior?”</li> </ul> <p>Predictors occur in an immediate environment, or immediate past environment.</p> <p><b>Physical setting</b> (i.e., sensory over/under stimulation: noise, crowding, temperature, etc.)</p> <p><b>Social Setting</b> (i.e., interaction patterns with and around the student, people present/ absent)</p> <p><b>Instructional Strategies, Curriculum and Activities</b> (i.e. a mismatch between learner accommodation needs and instruction components). This is one of the most common predictors. Examine carefully.</p> <p><b>Scheduling factors</b> (e.g., specific times, with or without sequencing and transition supports)</p> <p><b>Degree of Independence</b> (e.g., reinforcement and/or prompting intervals- levels and types appropriate to foster independence; consider functional communication availability, etc.)</p> <p><b>Degree of Participation</b> (e.g., group size, location, and frequency of participation)</p> <p><b>Social Interaction</b> (i.e., social communication needs of the student matches participation opportunities and provision of necessary supports)</p> <p><b>Degree of Choice</b> (i.e., amount of choice making and negotiation present in the environment)</p>	<p>2 = One or more predictors from immediate or immediate past environments are described with at least one detail about one or more of the environmental variables in column one</p> <p>1 = One or more predictors from the environmental variable categories are given, but with no detail.</p> <p>0 = No predictors of problem behavior from any of the categories are given, <b>or</b> predictors are from other environments and are not triggers <u>in</u> the current environment, <b>or</b> internal thoughts <b>or</b>, presence of an internal state <b>or</b> behavioral history <b>or</b> disability is described.</p> <p>Long range triggers are not specifically addressed in behavior support plans and if present, should be addressed through interventions such as counseling, mental health treatment, agency interventions, and so forth (see key concepts column).</p>	<p>2 = “Whenever Billy is requested to do work without peer support, occurring after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes.” (Note: One or more details were given and this applies to categories: <b>social interaction and scheduling factors</b>.)</p> <p>1 = “Whenever Billy is requested to do work” (Note: The category <b>Instructional strategies, curriculum and Activities</b> is mentioned, but with no details given about what type of work, or how appropriately the work match the learner skills and support needs.</p> <p>0 = “Anytime,” “Billy has AD/HD” (no predictors from categories are given)</p> <p>“Billy’s parents won’t take him to counseling,” (This is not a predictor/trigger)</p> <p>“Billy refuses to do homework without an older sibling or parent present” (not a predictor for problem behavior in the current environment)</p> <p>“Billy has low self esteem about math skills.” (This is a hypothesis about internal thoughts or states)</p>	<ul style="list-style-type: none"> <li>When and where, and under what conditions can you most expect the behavior to occur? Be as specific and thorough in environmental analysis and examine all categories.</li> <li>The interventions described later in the plan address altering predictor variables to eliminate or reduce the student’s need to use the problem behavior. Assessment thoroughness is required.</li> <li>Sometimes the predictors will be obvious to casual observations and interviews; other times formal on-going observational data collection will be necessary.</li> <li>If the behavior does NOT occur in some environments, and DOES occur in others, look at differences in the specified environmental variables in each environment to identify what is supporting problem behavior.</li> <li>Identifying WHY the behavior occurs requires consideration of what the student gets or what the student rejects (avoids, protests) by the behavior (i.e., the behavior’s function) and what is in or not in the environment that prompts or inhibits the problem behavior’s occurrence. Start formulating the functional hypothesis now.</li> <li>Consider how the identified environmental predictors contribute to the continuation of the problem behavior (mismatch of academic skills and expectations contributes to avoidance of academic tasks.)</li> </ul>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>C. ANALYSIS OF WHAT SUPPORTS (PROMPTS) THE PROBLEM BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS IDENTIFIED FOR CHANGE (line 6 links to 5)</b></p> <p><b>Identified antecedent environmental variables influencing behavior</b></p> <p><u>Why</u> does the predictor prompt the problem behavior? This lays the groundwork for what will be described in line 7, environmental change.</p> <p>The analysis of <u>why</u> the identified variable(s) are supporting (prompting) the student's use of the problem behavior is described. "What supports (prompts) the student using the problem behavior: What is <b>in</b> or <b>missing in</b> the environment and/or in the instruction" you have identified for change (line 6). Compare this assessment conclusion to the specified predictors you have observed (line 5) i.e., "Any current predictors for behavior?" (See key concepts column for elaboration.)</p>	<p>2 = Half or more of the environmental features targeted for change (line 6) are <u>logically related</u>, i.e., consistent with, one or more of the identified predictors (line 5) If only one feature (line 6) is given, it must be logically related.</p> <p>"Logically related" means identifying a relationship in which certain events or lack of certain events appear to lead to a particular outcome. For example, a <b>scheduling problem</b> is identified in the environmental analysis: Jill is requested to transition without transitional supports. The problem behavior then occurs (crawls under the table). This behavior occurs because of the teacher has not yet implemented a picture schedule specifically designed to match Jill's comprehension needs Line 6). A logical relationship between predictors (line 5) and analysis (line 6) is apparent.</p> <p>1 = Less than half of the features of the environment targeted for change (line 6) are <u>logically related</u> to one or more of the identified predictors (line 5). If only one is given, and it is not logically related, score 0.</p> <p>0 = <b>None</b> of the predictors (line 5) are logically related to the summary of why the problem behavior is occurring in the specific situation (line 6), OR if none of the Predictors (line 5), are related to the environmental factors (see Physical Setting, Social Setting, etc.) then no logical relationship can be determined and the environmental assessment analysis (line 6) is inadequate.</p>	<p>2 = Half or more are logically related. If only one is given (line 6) and it is logically related to line 5, score 2. Example of one logical relationship: <b>Missing in Environment:</b> <b>Something not being done that should be—add something:</b> requested to do work without peer support, occurring after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes." (line 5) is logically related to (line 6) Billy needs to be allowed to work with a peer buddy under the conditions described on line 5. (1 environmental feature is listed, and it is logically related)</p> <p>Example of another logical relationship: <b>Present in Instruction, Something being done that should not be—remove something:</b> <b>A different case:</b> "Jay expresses the desire to work on his own and increased independence and reduction in prompt dependence should occur" (line 6) is logically related to "the problem behavior occurs when an adult closely monitors each seatwork task Jay is assigned" (line 5) (One environmental feature is listed, and it is logically related to the predictor.)</p> <p>1 = Example: Three variables are targeted for change (line 6) but two of the three are not logically related to predictors (line 5), but one variable is logically related. Score 1, (i.e., only 1/3 were logically related).</p> <p>0 = No environmental change is logically related. Examples of non-logical relationships: "The teacher doesn't use peer buddies" (line 6) does not logically relate to any variable on line 5 ("after recess, during long assignments, during math"), i.e., absence of peer buddy was not a predictor variable listed on line 5. OR time out is listed (line 6), but it is not logically related to when asked to complete assignments independently (line 5).</p>	<p>It is not enough to describe the situation or predictors of problem behavior. (line 5) The team must analyze what it is about that situation that results in the likelihood of problem behavior. Something is in the environment that needs to be added or increased, eliminated or reduced. Line 6 is the summative statement that drives development of interventions to address environmental conditions. Teams may identify multiple predictors (line 5) but ultimately must select key supporting predictors (line 6) prior to specifying environmental changes.</p> <p>The purpose of environmental changes is to remove the need for the student to use this problem behavior. In developing a plan, hypothesizing the behavior function before deciding on environmental changes will help the team identify the most critical variables to change. Knowing what to change in the environment is critical and must be based on an environmental analysis of the following key variables:</p> <ul style="list-style-type: none"> <li>• <b>Physical setting</b></li> <li>• <b>Social Setting</b></li> <li>• <b>Instructional Strategies, Curriculum and Activities</b></li> </ul> <p>If instructional strategies, curriculum and activities do not match learner needs, the student will require accommodation planning to support learning. An accommodation plan will need to be developed to support this student.</p> <ul style="list-style-type: none"> <li>• <b>Scheduling factors</b></li> </ul> <p>Students with some disabilities require specific environmental structures to enhance comprehension of sequences and toleration of non-self selected activities.</p> <ul style="list-style-type: none"> <li>• <b>Degree of Independence</b></li> <li>• <b>Degree of Participation</b></li> <li>• <b>Social Interaction</b></li> <li>• <b>Degree of Choice</b></li> </ul>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>D. ENVIRONMENTAL STRUCTURE (FOR PROBLEM PREVENTION AND PROMOTION OF REPLACEMENT BEHAVIOR) IS LOGICALLY RELATED TO WHAT SUPPORTS (PROMPTS) THE PROBLEM BEHAVIOR (line 7 links to 6)</b></p> <p><b>Specified environmental, curriculum and/or interaction changes to remove need to exhibit the problem behavior</b></p> <p><i>The environmental change(s) to be made to remove the student's need to use this behavior (line 7) is logically related to predictors on line 6: "What supports (prompts) the student using the problem behavior?"</i></p> <p><i>Note: Sometimes there is a logically related, consistent relationship between the identified predictors (line 5) and the specified predictors that need to be altered (line 6) which was analyzed in C above. But the team fails to logically relate that analysis to the interventions and changes on line 7. Therefore, in analyzing the strength and weakness of a plan, both are considered separately, i.e., C and D.</i></p>	<p>2 = One or more environmental changes, i.e., changes in <b>time</b>, or <b>space</b>, or <b>materials</b>, or <b>positive interactions</b> are specified (line 7) and are logically related, i.e., consistent with, what was identified as supporting problem behavior (line 6)</p> <p>1 = One or more environmental variable changes (<b>time</b>, or <b>space</b>, or <b>materials</b>, or <b>positive interactions</b>) <u>are</u> described (line 7) BUT they are not logically related to what was identified as supporting the problem behavior (line 6)</p> <p>0 = No change in any of the following four environmental variable is described. No change in <b>time</b>, or <b>space</b>, or <b>materials</b>, or <b>positive interactions</b>, are described. (line 7) Reactive strategies or interventions unrelated to the predictors are described.</p>	<p>2 = "Billy will be seated next to a peer buddy and they will receive instruction on peer supports for activities occurring after recess, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes." " (line 7) is logically related to predictor analysis: "Billy needs to work with a peer under specific conditions and he repeatedly states he dislikes working alone and wants to work with peers." (line 6)</p> <p>1 = "Sam will be seated next to a peer buddy." (This is a change in <b>positive interactions</b> <u>and</u> <b>space</b> specified on line 7) BUT, this is not logically related to the environmental analysis given on line 6: "Sam is given long assignments and needs shorter assignments capable of being completed in a 30 min. period" (Sam's need for peer interactions in this example is not logically related to the identified predictor, long assignments.)</p> <p>0 = "Teacher should give 2 warnings, then send the student to the office when he isn't on task." (Line 7 did not specify a change in time, or space, or materials or positive interactions.)</p>	<ul style="list-style-type: none"> <li>One strand of positive behavioral support entails altering the environment to reduce or eliminate the student's need to use problem behavior. (line 7)</li> <li>Successful support of positive behavior typically entails a variety of environmental changes in how <b>time</b> is structured, <b>space</b> is organized, <b>materials</b> are selected and <b>positive interactions</b> are increased. (line 7)</li> <li>Understanding the student's learning profile, personality, and disability (if any) will be helpful in determining typical environmental supports to consider to eliminate or reduce problem behavior. (line 7)</li> <li>When there is a logical relationship between environmental changes to be made (line 7) and the predictor summary of what is supporting problem behavior (line 6) the likelihood of addressing the correct variables is increased. The team can now move on to the strand: specifying how to teach FERB(s) Lines 8 and 9.</li> </ul>

# **SECTION 6:**

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## **FUNCTIONAL FACTORS**

# FUNCTIONAL FACTORS Lines 8, 9

## The Big Idea

- All problem behavior serves a purpose (function) for the student who uses it. *This behavior has worked in the past, or is working currently to achieve an outcome desired by the student.*
- Problem behaviors have often developed as a reaction to environmental demands which have overwhelmed a student's coping system.
- Problem behaviors continue and generalize over time because they work. Remember, *these problem behaviors help the student achieve a desirable outcome.*
- Knowing what the student is achieving that is desirable to him/her is critical so we can design a way for him/her to get this outcome in an appropriate way. This is a Functionally Equivalent Replacement Behavior (FERB).
- All successful plans address two parts: In addition to changing the environment to remove the need for the student to use the problem behavior, we need to teach the student a FERB that is more socially acceptable than the problem behavior, yet allow the student to meet the same outcome as the problem behavior.

All behavior, whether desirable or undesirable to those around the person, serves one of two functions for the individual:

- 1) **Get Something**—e.g., an object; attention from peers or adults; an activity, self-stimulation, money, desirable comments from peers
- 2) **Reject Something**—Avoid, Escape or Protest Something Undesired—e.g., escape an assigned task the student states is “too long, too hard, too boring, not meaningful, or too easy and I don’t want others to see me doing this,” to protest negative peer comments or interactions, to protest an adult’s public comment on the student’s low skills.

**The BSP Team’s task:** Identify the function, teach a FERB and reinforce the student’s conditional use of this FERB (i.e., under conditions student would use the problem behavior, the FERB is used instead).

Ultimately, we want the student to not use problem behavior, but rather use all appropriate, socially acceptable positive behaviors associated with academic and social success. However, when a problem behavior achieves a specific outcome, it is necessary to accept a different, but more socially acceptable way of getting or rejecting something while we continue to alter environments and teach and reinforce those desired general positive behaviors.

## BEHAVIOR SUPPORT PLAN

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

### ALTERNATIVES PART 2: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH & SUPPORT

#### Observation & Analysis

#### Line 8. Team believes the behavior occurs because:

*Specify the function of behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior on line 9. DO NOT use: revenge, vengeance, control, power because a FERB will be developed to get that function met in a socially acceptable way, e.g., vengeance in another way is not acceptable.*

#### 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 protest past actions of peers (use instead of "vengeance or revenge")
- To escape or avoid specific people or activities



## BEHAVIOR SUPPORT PLAN

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

### ALTERNATIVES PART 2: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH & SUPPORT

#### Observation & Analysis

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

*The functionally equivalent replacement behavior (FERB) is a positive alternative that allows the student to obtain the same outcome that the problem behavior provided, i.e., s/he gets something or rejects something in a manner that is acceptable in the environment. A FERB is NOT the absence of the problem, nor the presence of general positive behaviors. The FERB must be as easily performed as the problem behavior. Environmental changes and/or general skill acquisition may reduce or remove the conditions that reinforce the problem behavior.*

#### Examples:

- (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
- (Loud verbal requests for alternate activity, to get a choice of which activity to perform) – FERB: express desired activity through demonstrating task order using picture cards

# ANALYZING BEHAVIOR WORKSHEET

Student: \_\_\_\_\_

Behavior of Concern: \_\_\_\_\_

Informant: \_\_\_\_\_ Date: \_\_\_\_\_

## Who:

Who is present when the problem behavior occurs? How many people? Who was about to come or about to leave? Who were the adults, children, teachers, parents? Were people present who ordinarily would not have been there (e.g., strangers or people of unusual attire)? Who was not present who ordinarily would be present? Does the problem behavior occur more often when a particular person is present? To whom was the behavior directed? Answers to these questions will help determine if a particular person or grouping of people is related to the problem.

## What:

What was the behavior? What was happening when the problem behavior occurred? Was the student being asked to do something? Was the task too hard or too easy? Was the student playing freely, or were the tasks and time more structured? What were other people doing? Was the event or task almost over? Was it about time to move on to something else? Did the problem behavior occur at the beginning, middle, or end of the event or task? What is happening when the problem behaviors do not occur or are less likely to occur?

## When:

This question is complex because it also relates to when the behavior does not occur. Are problems (or no problems) more likely to occur in the morning, before lunch, bedtime, free play, going out, Mondays, Fridays, and so on? Within an activity, does the behavior occur at the beginning, middle or end?

## Where:

In what location does the problem behavior happen most often? Does it occur in the kitchen, bedroom, hallway, classroom? What other locations? Even more specifically, does it occur in a particular part of a certain location (e.g. near the window or door, close to a closet where a favorite toy is kept)? Where does it not occur?

## Why:

What is the purpose of the behavior? This question, obviously, is the most difficult to answer. But after the information has been gathered from the other questions (e.g. who, what, when, where) the answer to this question may be more apparent. **Remember to analyze what the student may be either attempting to gain/obtain or protest/escape/avoid by engaging in this specific behavior.**

Based upon an excerpt that appeared in *Why is My Child Hurting? Positive Approaches to Dealing with Difficult Behaviors*, A monograph for Parents of Children with Disabilities by Susan Lehr, Center on Human Policy, Syracuse University (1989) for the Federation for Children with Special Needs, Boston: MA.

The BSP Desk Reference  
See [www.pent.ca.gov](http://www.pent.ca.gov)

Section 6  
Page 5 of 12

# ANALYZING BEHAVIOR WORKSHEET

Student: \_\_\_\_\_

Behavior of Concern: \_\_\_\_\_

Informant: \_\_\_\_\_ Date: \_\_\_\_\_

## Who:

Who is present when the problem behavior occurs? How many people? Who was about to come or about to leave? Who were the adults, children, teachers, parents? Were people present who ordinarily would not have been there (e.g., strangers or people of unusual attire)? Who was not present who ordinarily would be present? Does the problem behavior occur more often when a particular person is present? To whom was the behavior directed? Answers to these questions will help determine if a particular person or grouping of people is related to the problem.

## What:

What was the behavior? What was happening when the problem behavior occurred? Was the student being asked to do something? Was the task too hard or too easy? Was the student playing freely, or were the tasks and time more structured? What were other people doing? Was the event or task almost over? Was it about time to move on to something else? Did the problem behavior occur at the beginning, middle, or end of the event or task? What is happening when the problem behaviors do not occur or are less likely to occur?

## When:

This question is complex because it also relates to when the behavior does not occur. Are problems (or no problems) more likely to occur in the morning, before lunch, bedtime, free play, going out, Mondays, Fridays, and so on? Within an activity, does the behavior occur at the beginning, middle or end?

## Where:

In what location does the problem behavior happen most often? Does it occur in the kitchen, bedroom, hallway, classroom? What other locations? Even more specifically, does it occur in a particular part of a certain location (e.g. near the window or door, close to a closet where a favorite toy is kept)? Where does it not occur?

## Why:

What is the purpose of the behavior? This question, obviously, is the most difficult to answer. But after the information has been gathered from the other questions (e.g. who, what, when, where) the answer to this question may be more apparent. **Remember to analyze what the student may be either attempting to gain/obtain or protest/escape/avoid by engaging in this specific behavior.**

Based upon an excerpt that appeared in *Why is My Child Hurting? Positive Approaches to Dealing with Difficult Behaviors*, A monograph for Parents of Children with Disabilities by Susan Lehr, Center on Human Policy, Syracuse University (1989) for the Federation for Children with Special Needs, Boston: MA.

# Thinking About the “Why” of Behavior (Function of the Behavior)

## Form vs. Function:

Do not confuse the **form** of the behavior with the **function** of the behavior. The form of the behavior can be influenced by culture/subculture, experience, disability, group affiliation, and sensory system (seeking and/or avoiding input). Regardless of the form of the behavior (what it looks like) **analyze the function** of the behavior.

The team will need to: ask questions, observe, use data collection/interview forms, and consider the antecedents, consequences and contributing environmental factors.

Get/Obtain	Protest/Escape/Avoid
<ul style="list-style-type: none"> <li>Choice</li> </ul>	<ul style="list-style-type: none"> <li>Tasks, a demand/request being made</li> </ul>
<ul style="list-style-type: none"> <li>Attention in the form of: <ul style="list-style-type: none"> <li>✓ social status in a group</li> <li>✓ interaction with peer(s)</li> <li>✓ interaction with adults</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A specific person or group of people</li> </ul>
<ul style="list-style-type: none"> <li>Objects, including money</li> </ul>	<ul style="list-style-type: none"> <li>Undesired objects</li> </ul>
<ul style="list-style-type: none"> <li>Internal events (e.g., brain chemical release/on some occasions in self-abusive behavior)</li> </ul>	<ul style="list-style-type: none"> <li>Internal events (e.g. upcoming seizure or migraine)</li> </ul>
<ul style="list-style-type: none"> <li>Make instructional material more meaningful</li> </ul>	<ul style="list-style-type: none"> <li>Lack of meaning/relevance of instructional material</li> </ul>
<ul style="list-style-type: none"> <li>Self-stimulation</li> </ul>	<ul style="list-style-type: none"> <li>Protest a past action by a person (do not use the terms “revenge” or “vengeance”)</li> </ul>
<ul style="list-style-type: none"> <li>Play, fun</li> </ul>	<ul style="list-style-type: none"> <li>Protest a lack of choice (do not use the term “control”)</li> </ul>
<ul style="list-style-type: none"> <li>Replication of a chain of behavior</li> </ul>	<ul style="list-style-type: none"> <li>Avoidance of step one in an anticipated chain of behavior</li> </ul>
<ul style="list-style-type: none"> <li>Justice or fairness</li> </ul>	<ul style="list-style-type: none"> <li>Protest a lack of fairness, justice (do not use the terms “revenge” or “vengeance”)</li> </ul>
<ul style="list-style-type: none"> <li>Sensory input</li> </ul>	<ul style="list-style-type: none"> <li>Sensory input</li> </ul>

**The Goal of Behavioral Assessment:** is to “identify a better way for an individual to get the same function met through alternative acceptable methods, or: Identify methods of removing the need for student behavior by environmental changes.”

# Hypothesizing the “Why” of Behavior

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Informant(s): \_\_\_\_\_

Behavior of Concern:	What could the student be trying to Gain?	What could the student be trying to Avoid, Escape, Protest?

[illegible]

## Replacement Behavior Checklist

<b>Target/Replacement Behavior # 1</b>	<b>Q # 1</b>  Will it result in the same outcome as the targeted behavior?	<b>Q # 2</b>  Is it something that is easily done by the student?	<b>Q # 3</b>  Can he/she be taught it?	<b>Q # 4</b>  Will it work in the classroom?	<b>Q # 5</b>  Is it something that is easily acknowledged?
		<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
			<b>No</b>	<b>No</b>	<b>No</b>
<b>Target/Replacement Behavior # 2</b>	<b>Q # 1</b>		<b>Q # 2</b>	<b>Q # 3</b>	<b>Q # 4</b>
	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>
	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>E. FUNCTION OF BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS (line 8 links to 5)</b></p> <p><b>Identified function of the behavior</b></p> <ul style="list-style-type: none"> <li>“Team believes behavior occurs because...” (line 8) is logically related to “What are the predictors for behavior.” (line 5)</li> </ul> <p><b>Caution:</b> Simply identifying the function of the problem behavior, e.g., “the behavior is a protest” is not sufficient. <b>WHY</b> is there a protest? The behavior is a protest BECAUSE.... Dig deeper. E.g., Is the assignment too long for this student? Or is the assignment too difficult? Or, does the problem behavior occur to protest that the work looks long and/or hard? Or, has the student stated that he does not want others to see that he struggles? Thus, he chooses to state that he is protesting the length or difficulty of an assignment so as to prevent peers from knowing about his skill deficit. Careful functional analysis is critical if we are to identify an adequate Functionally Equivalent Replacement Behavior (FERB) and environmental intervention(s) to eliminate or reduce the student’s use of the problem behavior.</p>	<p>2 = All identified function(s) on line 8 specify WHY the behavior occurs in terms of what the student: 1) <b>gets</b> or 2) <b>rejects</b>, i.e., escapes, protests or avoids AND each identified function on line 8 is <u>logically related</u>, i.e., consistent with, the predictor(s) on line 5 that address each of the problem behaviors on line one.) <b>Contaminators:</b> “revenge, vengeance, control, power”. Score 0 if present.</p> <p><b>Note:</b> There can be multiple functions for one behavior (e.g., student uses one behavior for attention <u>and</u> the same behavior to protest.) OR the student may use multiple behaviors for the same function (e.g., screams, kicks, bites, runs to avoid work) Number behaviors, functions and predictors to aid in scoring.</p> <p><b>Note:</b> A plan may attempt to address multiple problem behaviors with multiple distinct functions. Score 2 points ONLY if each function is logically related to a predictor for each behavior. Number all behaviors and match to all functions and predictors. It makes it easier to evaluate.</p> <p>1 = All identified function(s) are identified in terms of 1) getting something or 2) escaping, protesting, or avoiding something (line 8) <u>but</u> not all are <u>logically related</u> to identified predictors for behavior (line 5) AND no contaminators are present (see above).</p> <p>0 = One or more identified function(s) are not specified in terms of either: 1) to get something or, 2) to reject something (escape, protest, or avoid) (line 8). Therefore, no comparison to line 5 can be made, OR contaminators are present (see above: revenge, power, control, vengeance).</p>	<p>2 = “Billy is avoiding independent paper-pencil assignments and protests termination of self-selected activity with profanity because he states he prefers working with a partner on requested activity (line 8),” when compared to predictors of avoidance on line 5: “Whenever Billy is requested to do work without peer support, occurring after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes. This demonstrates a logical relationship between function and predictor(s).</p> <p>1 = “Pat is avoiding doing all written assignments,” (line 8) when compared to “When Pat is seated next to certain students” (line 5) This does not demonstrate a logical connection between function and predictor. (If a key predictor is the presence of certain students (line 5), line 8 should specify why he avoids written assignments when next to certain students. WHY should be observable and measurable, and not a hypothesis of internal states. e.g., ...because Pat states he doesn’t want others to see he struggles, NOT ....because Pat has low self esteem.</p> <p>0 = “The function is to express a low self-concept” “The function of the behavior is to demonstrate his poor parenting.” “The function of the behavior is to demonstrate he doesn’t understand verbal directions.” “The function is to gain power.” “The function is revenge.”</p>	<p>Although the Functional Assessment/FERB section of the behavior plan is written by the team <u>after</u> the environmental sections, one must have hypothesized the function before deciding on environmental changes. Hypotheses of function help guide examination of supporting environmental variables to identify causation and need for change. The function is a summative conclusion about sustaining variables and how the consequence of the behavior is related to the antecedents (A-B-C). All behavior is purposeful. When a behavior’s purpose is understood, alternative FERB(s) can be identified and taught.</p> <p>Building a plan requires identifying positive behaviors we ultimately want, barriers we need to remove and/or supports we will need in order to achieve our goals, and any FERB that we can accept as an alternative to the problem behavior. This FERB still allows the student to get his/her desired outcome, yet now in a more adaptive and socially acceptable manner. Analyzing the function of the behavior requires examining what is happening right before, during and after the behavior. Look at the student’s affect and his/her verbal and non-verbal responses in addition to staff and peer responses. This is a critical step in identifying potential predictors and developing a hypothesis about the function of the behavior.</p> <p><b>Contaminators:</b> revenge, vengeance, power and control are <u>not</u> functions that can be used to develop a functionally equivalent replacement behavior (FERB) for conditional use in a plan, e.g., how to get vengeance in a better way would not have social validity. The function should be observable, and not a construct on internal feelings of the student. Consider alternatives: (a) instead of vengeance: function=protest past action of a peer; (b) instead of control: function=gain choice of activities and pacing of activities; (c) instead of power: function=gain sustained peer attention, etc.</p>



Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>F. REPLACEMENT BEHAVIOR(S) (line 9) SERVE THE SAME FUNCTION (line 8) AS THE PROBLEM BEHAVIOR(S)</b></p> <p><b>Functionally Equivalent Replacement Behavior (FERB) must be identified that will be taught and reinforced to allow the student's need (function) to be met in an acceptable manner</b></p>	<p>2 = All specified FERB(s) (line 9) serve the same function as the problem behavior (line 8) AND no functional contaminators are present (e.g., control, power, vengeance, revenge).</p> <p>FERB(s) (line 9) <u>must</u> serve the same function as the problem behavior(s) (line 8). There is no score of 1 on this component.</p> <p>0 = No FERB is identified, OR The function was not accurately identified on line 8 in terms of 1) to get something or, 2) to reject something (escape, protest, or avoid) and therefore line 9 can not be evaluated. OR The function was not in behavioral terms (i.e., operationalized) so no FERB can be identified to match a non-behavioral function OR a functional contaminator is present (see above).</p>	<p>2 = "Billy will verbally request working with a peer buddy when he wishes to protest the teacher's requirement that he work independently on seatwork" (FERB for a protest of working alone-line 9) serves the same function as "Billy is avoiding independent paper-pencil assignments and protests termination of self-selected activity with profanity because he states he prefers working with a partner on requested activity" (profanity used to protest-line 8)</p> <p>For this component, score 2 or 0. There is no score of 1.</p> <p>0 = "Student will do what staff requests." (line 9) (The function was avoiding work; this is not a replacement behavior allowing the avoiding of work in an accepted form) OR "The function of the behavior is low self-concept" (line 8) can not be compared to any replacement behavior (line 9) OR "He will get revenge in an appropriate way."</p>	<p>The FERB is a positive alternative that allows the student to obtain the function that the problem behavior provided. I.e., He/she either gets something or rejects something (protest/avoid) in a manner that is acceptable in the environment.</p> <p>The FERB should maximize the benefits (e.g., more positive feedback from staff and peers) and minimize the costs to the student and others in the environment (e.g., lost instructional time, punishment from staff and peers).</p> <p>Note: The student may eventually not need to use a FERB when other changes are achieved. For example, she will no longer need to escape because we have made significant changes in the environment that removes her need to escape. Or, she has improved her general skill acquisition and no longer seeks to escape.</p> <p>The FERB must serve the same function as the problem behavior and at least as easily performed as the problem behavior. A function must have been operationalized, e.g., put in behaviorally observable terms, and must have avoided contaminators (revenge, power, control, vengeance) if an adequate FERB for conditional use is to be identified, taught and reinforced as an alternative to the problem behavior.</p>

# **SECTION 7:**

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## **TEACHING AND REINFORCEMENT**

# TEACHING AND REINFORCEMENT: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR AND GENERAL POSITIVE BEHAVIORS Lines 10, 11

## The Big Idea

- New functionally equivalent replacement behaviors must be specifically taught and reinforced
- General positive behaviors must also be taught and reinforced
- Teaching requires progressively shaping, modeling, cueing and eventually fading to increase the independent use of the problem behavior
  - Shaping: reinforcing closer and closer approximations to desired behavior
  - Modeling: demonstrating the desired behavior
  - Cueing: showing the student under what conditions the behavior should be performed
  - Fading: gradual decreasing of prompting, cueing and reinforcing new behavior while maintaining desired behavior
- An outcome (activity, tangible, attention, etc) becomes a reinforcer when it has been shown that the student will perform X behavior to achieve Y outcome. A “reward” is an outcome we believe the student would strive to earn, but for which we do not yet have evidence that it has worked in the past.
- Reinforcement designated on a BSP must be:
  - Specifically stated
  - Contingently given
  - Have Effectiveness Evidence: i.e., be desired by the student
  - Given frequently enough to maintain the behavior
  - Consider additional variables when needed:
    - Give choice-within-variety
    - Give immediately after the behavior

## BEHAVIOR SUPPORT PLAN

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

### ALTERNATIVES PART 2: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH & SUPPORT

#### Intervention

**Line 10. What Teaching Strategies/Necessary Curriculum/Materials are needed to teach the functionally equivalent replacement behavior?**  
*Teaching of underlying pivotal skills that will increase the student's ability to perform general positive behaviors should also be considered. (See following page for how to teach a new behavior.)*

**Key Concept:** Teach in a systematic way, model, prompt, cue and reinforce successive approximations of the desired behavior, i.e., "shape" the behavior. The plan must capture the team's teaching plan, specifying at least one detail about how this will be done, e.g., materials listed, strategy described or attached, list of skill steps referenced, etc.

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

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

**Distinctions:**

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

- **Protest:** Instead of swearing, use simple, acceptable protest language taught by teacher to express a displeasure or disagreement (acceptable language selected by teacher and student would then be attached).
- **Escape:** Instead of running out of room, use a break card and go to a designated "time away" area as taught by teacher, using the teaching a new behavior method attached. (**See section 12, Resources for Environmental Factors on Time Away**)
- **Avoid:** Instead of kicking a non-preferred staff member to avoid working with him, teach student to hand non-preferred staff members a "I'm finished working with you" card using the "teaching a new behavior" method (See "Teaching a New Behavior," Section 7, Page 3.)
- **Get attention:** Instead of poking peers with a pencil to gain peer attention, gently tap on the arm as taught by teacher.
- **Requesting access to a preferred activity:** Instead of grabbing desired materials, teach student to hand picture of desired activity to staff using methods as described in a picture exchange system used in the classroom.

**Examples of potential general, pivotal, positive behaviors to teach (These need to be in addition to a FERB for the problem behavior):**

- General positive (problem: not turning in work): The RSP teacher/counselor will teach organizational skills—how to write down assignments, organize papers, make to-do lists, etc. using teacher made materials - three times a week with daily general education monitoring.
- General positive (problem: fighting in group games at recess): Teach (shape/model/cue/prompt) the steps of how to solve a conflict; Roleplay techniques for avoiding a fight or conflict 2x week. (Team references steps in attached list.)
- General positive (problem: crying, foot stomping, head banging in response to stressors): Teach coping strategies for 1.unexpected interruptions, 2. being assigned work that is too difficult, 3. being teased 4. missing the school bus, 5. forgetting lunch money, using attached visuals and social story method.
- General positive (problem: student has frequent peer altercations, no friends): Teach student how to access an adult "mentor" selected by the student to assist in problem solving situations. (teach through role play of examples and non-examples, prompt, reinforce. Teacher will instruct 3x and repeat until mastered.)

# TEACHING NEW BEHAVIORS

*Social Skills, Classroom or Playground Desirable Behavior, Conflict Resolution, etc.*

There are four basic steps to follow when teaching any new behaviors:

1. **Modeling:**  
Students are shown examples of competent use of the behavior;
2. **Role-Playing:**  
Students are requested to practice the behavior;
3. **Performance Feedback:**  
Students are provided with constructive feedback regarding the adequacy of their performance;
4. **Generalization and Maintenance:**  
Students are encouraged to use their newly learned behaviors in many settings. Support in the classroom, at home, and in peer groups optimizes outcomes.

*Each step is discussed below.*

## Modeling

"learning by imitation"

Characteristics of the selected models:

- a. Skilled at the behavior
- b. High status with peers
- c. Same sex, approximate age, social status
- d. Friendly and helpful
- e. Rewarded for modeling (\*very important)

Modeled behavior:

- a. Keep simple - one skill at a time
- b. Minimize irrelevant details
- c. Use repetition
- d. Use several different models

At least two examples should be modeled for each behavior so that the students are exposed to examples in different situations.

## Role Playing

Students need to learn to only **what** to do, but **how** to do it.

Works best when student:

- a. Chooses to participate
- b. Has commitment to behavior role playing

## Feedback

Positive reinforcement for enacting role-playing behavior. Forcing role-playing is not recommended.

## Generalization

Training sessions should be conducted in settings that most closely resemble the application setting. For social skills, assign "homework" in which students try out the social skills they have role-played, in real life situations and report back on success. Sometimes pairs of students can agree to observe each other trying it out in other settings.

Encourage staff, relatives, and friends to provide verbal praise to students. Train students to reinforce themselves when practicing a new skill as well.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

## STRATEGIES

<b><u>SKILL DEFICITS</u></b>  <b>BEHAVIORAL EXCESSES</b>	YES	NO	Schedules	Rules & Procedures	Transitions	Active Group Participation	On-Task Behavior	Instructional Language	Space & Materials
1. Listening when needed.									
2. Becoming easily distracted.									
3. Concentrating when asked to work independently.									
4. Calling out responses in class.									
5. Responding correctly to teacher-directed questions in class.									
6. Volunteering to answer questions in class.									
7. Remembering rules and/or applying them in the classroom.									
8. Being left out of class discussions.									
9. Following directions.									
10. Starting or stopping activities.									
11. Knowing what to do with papers, homework, etc.									
12. Understanding teacher instructional language.									
13. Making transitions from activity to activity.									
14. Remembering procedures about restroom visits, passes, etc.									
15. Becoming upset when the regular routine is changed.									
16. Missing important information.									
17. Looking or acting confused.									
18. Asking for help when not really needed.									

Adapted from: Diann Grimm, M.A., Ed.S., 9/01

# STUDENTS WITH THESE SKILL DEFICITS/BEHAVIORAL EXCESSES CAN BENEFIT FROM THESE STRATEGIES:

SKILL DEFICITS/BEHAVIORAL EXCESSES				STRATEGIES			
	Schedules	Rules & Procedures	Transitions	Active Group Participation	On-Task Behavior	Instructional Language	Space & Materials
1. Listening when needed.	X	X		X	X	X	X
2. Becoming easily distracted.	X	X		X	X	X	X
3. Concentrating when asked to work independently.					X	X	X
4. Calling out responses in class.				X		X	
5. Responding correctly to teacher-directed questions in class.				X		X	
6. Volunteering to answer questions in class.				X		X	
7. Remembering rules and/or applying them in the classroom.	X	X	X			X	
8. Being left out of class discussions.				X		X	
9. Following directions.	X	X	X			X	
10. Starting or stopping activities.	X	X	X			X	
11. Knowing what to do with papers, homework, etc.		X			X	X	X
12. Understanding teacher instructional language.	X	X				X	
13. Making transitions from activity to activity.	X	X	X			X	
14. Remembering procedures about restroom visits, passes, etc.		X	X			X	
15. Becoming upset when the regular routine is changed.	X	X	X				X
16. Missing important information.	X		X		X	X	X
17. Looking or acting confused.	X	X	X		X	X	X
18. Asking for help when not really needed.		X			X	X	

Adapted from: Diann Grimm, M.A., Ed.S., 9/01

## BEHAVIOR SUPPORT PLAN

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

### ALTERNATIVES PART 2: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH & SUPPORT

#### Intervention

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

*Distinction: 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.*

##### Key Concepts:

- **Specificity:** Team must specify exactly what the student will earn.
- **Contingency:** Reinforcers must be contingently given following the desired behavior
- **Efficacy Evidence:** There must be evidence the student WANTS the reinforcer
- **Frequency:** The frequency of earning either the reinforcer or the token towards the reinforcer, must match the students ability to delay gratification. Approximately every 10 minutes? 2x per week? After every third correct response? (High frequency is an especially important consideration for students with a limited history of reinforcement for desired behavior.)
- **Immediacy:** The reinforcer is delivered IMMEDIATELY after each desired behavior. (This is especially important for developmentally young students who need assistance in understanding which behaviors result in accessing the reinforcer, and sometimes in initial efforts to change a long standing problem behavior.)
- **Choice-within-Variety:** Offer more than one reinforcer and allow the student to pre-select what s/he will strive to earn OR allow student to select after the behavior, or both.

##### Reinforcer Examples:

**See Section 12: Environmental Resources for questions and answers on why we use reinforcement, the reinforcement continuum, surveys, & lists**

- **Physical:** High-five/low-five, pat-on-the-back, or hand shake coupled with adult smiling at the student, delivered immediately following each task completed.
- **Verbal:** Use specific praise, e.g. "I bet you are proud of this work!" "You Made a Good Choice! You worked very carefully on that assignment"; Teachers and aides will recognize (praise) the student's strengths and talents in front of peers; Employ a peer-recognition system where peers praise progress, such as "Pit Crews." (see [www.pent.ca.gov](http://www.pent.ca.gov))
- **Activity Access:** Desired activities contingently available following the completion of less preferred activities, e.g., time on the computer; free time; listening to music; sitting at teacher's desk; first to leave at break time; headphones for five minutes.
- **Tangibles:** Positive phone calls or notes or certificates sent home; small toys.
- **Tokens and points:** Design a system to frequently recognize student for using positive behavior through delivery of a symbol standing for progress toward accessing desired outcomes: activities, tangibles, privileges and other reinforcers.
- **Privileges:** Passes or immediate verbal permission to: exempt an assignment; get an extra point on the quiz of your choice; permission to sit where you want for one period.



[illegible]

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>G. TEACHING STRATEGIES (line 10) ADEQUATELY SPECIFY HOW TO TEACH AND OR PROMPT FERB(S) (line9)</b></p> <p><b>Specify how the FERB, that allows the student to meet functional need in an acceptable way, will be systematically taught.</b></p>	<p>2 = Teaching strategies (line 10) for <u>all</u> FERB(s) (line 9) include at least one detail about how this will be done: for example, materials are listed, a strategy is described, a list of procedures or skill steps is referenced. (The statement can refer the reader to an attached document and need not be fully described on the plan for a score of two.) If <b>Contaminators are present, score 0:</b> (a) if a reactive strategy for the problem behavior is described here, (b) If cathartic strategies for aggression are described, e.g., punch a pillow, not your peer.</p> <p>1 = <u>Some</u> teaching strategies with at least one detail are specified for one or more general positive behaviors</p> <p>OR</p> <p>Teaching strategies with at least one detail for one, but not all, FERB listed(line 9)</p> <p>AND</p> <p><b>no</b> contaminators are present</p> <p>0 = No strategies with at least one detail are specified to teach <u>either</u> a FERB OR to teach general positive behaviors (line 10) OR contaminators are present (see above).</p>	<p>2 = "Teacher will instruct, provide practice sessions, and cue Billy to request peer buddy assignment assistance using the attached request language and the speech/ language teacher will practice these requesting skills in small group." (line 10) This includes some detail about requesting a peer buddy as an acceptable protest of the requirement to work independently (line 9). No other FERBs are present to evaluate and no cathartic strategy for aggression is described..</p> <p>1 = "Teacher will instruct Billy on how to request peer assistance." (This directly relates to protesting lack of assistance on seatwork (line 9) but does <u>not</u> have at least one detail on how to teach him to request assistance.</p> <p>OR,</p> <p>"Adam will be taught how to follow a schedule, (see attached document: Teaching of a Schedule Routine,) in order to increase tolerance for non-desired activities. A desired activity will occur periodically in the schedule. (approximately every 30 min." (No strategy for teaching a FERB to Adam for appropriate protesting is given, but an adequately written teaching strategy to increase general positive behaviors is provided with at least one detail and therefore scores 1.)</p> <p>0 = "Student sent to the office when he protests inappropriately." (Not a teaching strategy for either a general positive behavior or for a FERB, OR "Sam will go to the play room to stab dolls, not peers, with a pencil." (cathartic strategy for aggression)</p>	<p>A plan to teach or prompt the FERB must be carefully thought out, with materials or strategies given with enough detail so that all team members will remember what they have decided to do.</p> <p>It is acceptable to minimally mention the teaching strategy and then refer the reader to an attached skill teaching sequence or to a specific curriculum available for plan implementers.</p> <p>The teaching section can include identification of strategies for increasing general positive behavior skills. Some credit is given for this, but full credit requires specific strategies for teaching FERB(s). FERB is a core component of any well designed behavior plan and therefore methods of teaching this should be specified with some detail.</p> <p>Contaminators: Reactive strategy specification is appropriate in component I, but should not be considered an environmental change to remove the need for the student to use the problem behavior which is section D. Cathartic strategies for aggression have been extensively researched and are shown to foster or promote further aggression and therefore contaminate the plan.</p>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>H. REINFORCERS (line 11)</b></p> <p><b>Specified reinforcers the student is known to seek</b></p> <ul style="list-style-type: none"> <li>Analysis: “Reinforcement procedures”</li> </ul> <p><b>A reinforcer is a consequence that increases or maintains a behavior. It “reinforces” the probability of the behavior being repeated.</b></p> <p><b>A reinforcer can be a tangible or an event delivered as a conditional consequence: If X behavior occurs, Y consequence will occur; AND for which you have evidence that the student will use X behavior to get Y consequence.</b></p> <p><b>A reward is a tangible or an event delivered conditionally for which you <u>hope</u> the student will strive to earn it, but for which you do not yet have evidence that this has worked in the past or for which evidence does <u>not</u> currently exist that s/he will strive to attain the reinforcer.</b></p>	<p>2 = Reinforcer for FERB is complete and any other reinforcer for positive behavior is also complete: (a) specifically stated, (b) contingently given, (c) effectiveness data (d) frequency, AND <b>one</b> additional variable is listed: (either (e) choice-within-variety or (f) immediacy), AND the following contaminator is not present: student loses or reduces access to some reinforcer if the FERB is used in lieu of the problem behavior.</p> <p>(a) <b>Specifically stated:</b> What the student will receive, e.g., verbal praise, NOT be positive during interactions.</p> <p>(b) <b>Contingently given:</b> If X behavior occurs, then Y reinforcer or token/point, etc. is given</p> <p>(c) <b>Effectiveness Evidence:</b> There is evidence that this reinforcer has frequently been sought by the student, <b>or</b> there is current evidence that s/he will actively seek this potential reinforcer. (See line on BSP: reinforcer based on_____).</p> <p>(d) <b>Frequency:</b> How often a reinforcer or token is to be given.</p> <p>(e) <b>Choice-within-Variety:</b> two or more reinforcers for student selection are specified.</p> <p>(f) <b>Immediacy</b> = reinforcer(s) or token symbolizing a reinforcer are delivered <u>immediately</u> after the desired behavior(s)</p> <p>1 = A through D is given (see H. 2 point scoring above), <b>but</b> neither E or F is present OR no FERB reinforcer is identified <b>BUT</b> no contaminator is present: (see H. 2 point scoring above)</p> <p>0 = Contaminator is present OR A, B, C, D (see H.2 scoring above) is missing</p>	<p>2 = <b>Specific and contingent:</b> “Billy will earn time on the new computer game for work completion <u>and</u> requesting peer buddy when needed.” (both general positive and FERB are addressed.)</p> <p>1) <b>Effectiveness (Power):</b> Selection of reinforcer based on: “Billy requests access to the computer to play games and expresses interest in this specific new game.” “Billy also requests positive communication with parents and permission to sit next to certain peers.”</p> <p>2) <b>Frequency:</b> “Billy will earn computer time <b>at the end of each day</b>” or “Billy will receive a computer ticket for completing 10 minutes of seatwork. Each ticket earns one minute of computer time.”</p> <p>Example for moderate to severe disability: “Jan will earn approximately 10 minutes of interspersed computer time in each teaching session for three 20 minute one on one teaching sessions per day.”</p> <p>3) <b>Immediacy:</b> “Immediately after each episode of peer buddy requesting, Billy will be given a token or a bonus point on his tally sheet.”</p> <p>4) <b>Choice within Variety:</b> Billy can select from the following reinforcers: a positive note home or permission to sit near a friend or computer time.”</p> <p>1 = <b>Specificity, Contingency, Effectiveness and Frequency</b> (see above) but no additional variable. OR reinforcement for asking for a peer buddy is absent (the FERB)</p> <p>0 = <b>Specificity or Effectiveness or Contingency or Frequency</b> are missing. (see above)</p>	<p>Students will not likely change or maintain new behaviors without reinforcement. Determine if a true “reinforcer” has been selected, rather than a “reward.” For a reinforcer there is evidence of the student seeking this event or tangible. Providing something <u>we</u> think the student will want without evidence is a “reward.” How do you <u>know</u> the student seeks or will seek this reinforcer?</p> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>Can the student wait for this reinforcer, even if it is known to be a highly powerful one? Can less powerful reinforcers be delivered more frequently or can increasing variety maintain effort?</li> <li>Does the student grasp the connection between the reinforcer and the behavior? If in doubt, increase immediacy and specify the conditions for earning the reinforcer (contingency) to the student more clearly.</li> <li>If you are using a token system, does the student understand the token symbolizes progress toward earning the reinforcer? If in doubt teach the association systemically. If s/he does not grasp the connection, a token system will not be effective. Is the student getting tokens as frequently as needed to maintain effort? If not, increase frequency and/or immediacy of token delivery.</li> <li><u>Who</u> delivers the reinforcer can be important. From whom does the student most want to receive the reinforcer? Choose adult (teacher, principal, parent, counselor, etc.), or peer(s)</li> </ul>

# **SECTION 8:**

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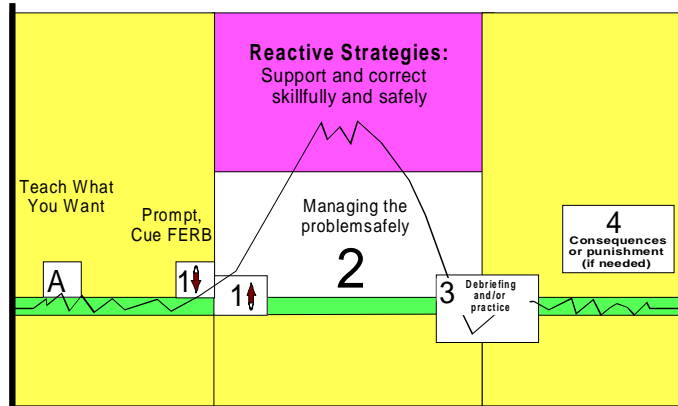
## **REACTIVE STRATEGIES**

# REACTIVE STRATEGIES Line 12

## Big Idea

### Reactive Strategies Defined

The team will need to develop strategies when the problem behavior occurs again.



Strategies must be considered in four phases:

- Prompting the student to switch to the Functionally Equivalent Replacement Behavior (FERB) that has been taught
- Managing the problem behavior safely
- Debriefing and/or additional practice of the FERB after the problem is over
- Consequences or punishment may or may not be required or desired by the team

Questions the Team Will Want to Address:

- ✓ How can the team best prevent escalation?
- ✓ What works to calm the student?
- ✓ Who should interact with the student when they are in crisis? What will be the method of interaction?
- ✓ Who will debrief (i.e., establish therapeutic rapport) with the student after the incident is over?
- ✓ Is there a continuum of consequences for future misbehaviors?
- ✓ Are there any other agencies that should be involved in the case of future misbehaviors?—Probation, Police, Child Services, etc.

## BEHAVIOR SUPPORT PLAN

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

### EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

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

*What series of behaviors should adults employ 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? Will structured choice help? Will non-emotionally offering a cooling off location until the student is ready to debrief? Who will therapeutically debrief the student after control is achieved? Will consequences such as expulsion/suspensions be necessary, if so under what specific conditions?*

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

##### 1. Prompt to the FERB, or redirect to task with additional supports: (Redirecting Phase):

- **Redirect with additional supports:** Staff will pay attention to signs of escalating anxiety (i.e., clenched fists, increased voice volume, increased ritualistic behavior, etc) and respond in a verbally supportive manner, assisting with beginning the task. For example, if the student begins to rock, show her the "what I am working for" card, then redirect her gesturally to finish only the immediate task, then terminate the instructional session and provide the desired activity."
- **Prompt to the FERB:** Use a non-verbal gestural system to remind the student to "Stop and Think" about use of the functionally equivalent replacement behavior to achieve the same goal that the emerging problem behavior serves. (The stop and think cue has already been successfully taught. 1. "Stop" 2. "Think" 3. "You can make a good choice, you can make a bad choice" 4. "What are you going to do?" 5. "Good choice" 6. "Pat yourself on the back")

##### 2. Reactive Strategies for When the Problem Behavior is Escalating Beyond Initial Redirection Phase (Managing the Problem Safely):

- Be directive—Use a gentle/firm "Stop/No" command"; consider presenting a structured choice
- Maintain the safety of peers and student, removing the audience or the student if appropriate
- Utilize authorized, approved procedures if student is a physical danger to self or others
- Contact law enforcement if behavior is a serious danger to self/others

##### 3. Strategies for After the Problem Behavior is Over (Debriefing Phase):

- Allow time for the student to calm down and regain composure/rationality
- Re-establish the student/adult relationship (therapeutic rapport)
- Debrief with the student to understand why the problem behavior escalated (debrief) —Complete "Thinking About My Inappropriate Behavior"\* or other form (see section 14 of this manual, communication resources) Brainstorm ways to keep the behavior from occurring in the future
- For students who do not have verbal debriefing skills, consider a practice session of FERB with increased reinforcement. This is an acceptable debriefing activity to regain rule-following behavior and student/staff rapport for these students.

##### 4. Possible Additional Strategies (Consequences or Punishment)

- The team will determine whether consequences (withholding points, assigning restitution activities, etc.) will be effective in reducing the student's probability of using the problem behavior again. Caution: Punishment is often delivered inappropriately or non-skillfully or with students for whom punishment backfires. Delivery of aversives can result in a Fight or Flight response, decreasing student/teacher rapport and therefore careful consideration must be given in this area.
- Administrative disciplinary procedures will be followed (e.g., referral to office; on-site detention; teacher suspension; suspension; recommendation for expulsion)

# Reactive Strategies Checklist

*Diana Browning Wright & Denise Keller*

All reactive strategies for problem behavior must select intervention(s) that are:

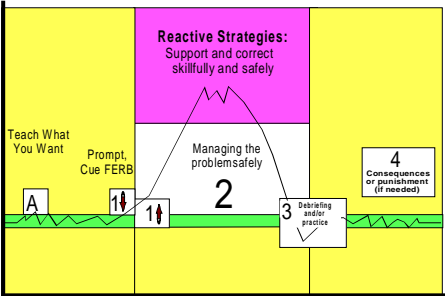
- **Legal**  
Check state education code; (e.g., California education code prohibits prone, four-limb restraint under most circumstances and prohibits locked seclusion in educational settings)
- **Ethical**  
Does not violate professional standards and is acceptable to uninformed observers
- **Safe for the student, staff and peers**  
Uses techniques proven to be safe, reducing potential harm to the student and others
- **Individualized**  
Builds on the student's prior successful resolution of the problem
- **Respectfully implemented and socially acceptable** to the student, peers and adult observers  
Voice tone, body language and techniques demonstrate respect, care and concern for all
- **Chronologically and developmentally appropriate**  
Selects intervention is comprehensible for the student's developmental functioning and appropriate for the student's chronological age
- **Least restrictive for the situation**  
Selected intervention matches the level of dangerousness of the behavior. Physical interventions or removals are selected only when redirection, prompting to a functionally equivalent replacement behavior, planned ignoring or other lesser interventions do not address the problem. For example, non-compliance to a staff request never justifies a physical intervention unless the student is in a dangerous situation requiring immediate physical response from staff (e.g., refusing to move out of the street with cars approaching.)

**Discussion Points:** for staff review during a behavior plan development meeting, or following a reactive strategy implementation:

- ☒ Would we be comfortable using this in a general education environment with students of the same age who do not have disabilities?
- ☒ Would an uninformed, reasonable person and the student's peers observing this intervention believe this is a respectful response to the student's problem behavior that all maintains safety for all? (Check implementers' voice tone and body language and how safety is provided, as needed, for observers.)
- ☒ Is this the least restrictive intervention to assure safety for all? (Check whether redirection or prompting the student to use a replacement behavior would suffice.)
- ☒ Would we be comfortable with parents observing this intervention?
- ☒ Did we give the student time to respond, and use relationship and rapport to address the problem?
- ☒ Did we consider what has calmed this student under similar conditions in the past? (Check interaction style of the implementers, techniques and specific words and actions.)
- ☒ Would we be comfortable with the filming of this intervention, or with this intervention being featured on national tv?

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>I. REACTIVE STRATEGIES (line 12)</b></p> <p><b>Reactive strategies are clearly communicated and understood by all implementers</b></p> <ul style="list-style-type: none"> <li>Analysis: "Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again."</li> <li>Four components are considered: Prompting, Managing Safely, Debriefing, and Consequences</li> </ul>  <p>All implementers should be consistent in their approach when problem behavior occurs. All stakeholders, e.g., parents, teachers, therapists, specialists, should approve of the reactive strategies. If the student can comprehend the plan, s/he should be aware of all parts of the plan, including what strategies will be used for problem behavior across all problem behavior phases.</p> <p>Note: For scoring purposes if multiple behaviors are addressed, find one complete reactive sequence for a problem behavior on the plan to score.</p>	<p>2 = <b>A Strategy for Managing at least one Problem Safely</b> <u>must</u> be present, AND any two other components below are present for that behavior, AND no contaminators are present: (a) catharsis for aggression or (b) aggressive verbal or physical behavior is listed (line 5), but no strategy for managing safely given.</p> <p>1 = <b>A Strategy for Managing at least one Problem Safely</b> must be present, but two additional reactive strategy components for that behavior are <u>not</u> given AND no contaminator is described on the plan: catharsis for aggression, or no managing safely strategy given on the plan for aggression listed (line 5).</p> <p>0 = <b>A Strategy for Managing at least one Problem Safely</b> is absent OR a contaminator is present on the plan: (see above)</p> <p><b>Reactive Strategy Components</b></p> <p>1) <b>Prompting to the FERB, or redirecting to task with additional supports:</b>  <b>Key:</b> What staff actions are specified to (a) redirect student to the new behavior being taught and reinforced, or (b) staff actions to redirect to the task with additional supports (e.g., reminder of next break, desired activity earned, praise)</p> <p>2) <b>A Strategy for Managing the Problem Safely</b> when problem behavior does not respond to redirection is described. Safety for the student, implementers and peers must be maintained. Caution: Never force compliance through a physical means. <u>Approved</u> physical restraints are <u>only</u> used to maintain safety of student, peers or adults, <u>never</u> for any other reason.</p> <p>3) <b>Debriefing</b> and/or additional practice of the FERB after the problem is over.  <b>Key:</b> What should staff do after the problem behavior episode to process or practice with the student what happened? Information on further plan alterations may be gleaned in this process.</p> <p>4) <b>Consequences or punishment</b> may or may not be required or desired.  <b>Key:</b> What staff actions will occur because of school discipline policy, or a team's decision about a contingent logical consequence's instructive value?</p>	<p>2 = 2) <b>Managing the Problem Safely:</b>  "During Billy's problem behavior episode (task refusal and profanity) the teacher will sit very close to him, present two choices of which work folder to complete with a peer, using a non-emotional tone, waiting for swearing to end and Billy to choose a task." AND</p> <p><b>Other components for that problem behavior are described (2 or more required):</b></p> <p>1. a) <b>Prompting FERB:</b>  "Teacher will non-verbally cue Billy to switch to the FERB, a peer assistance request, using the five hand signals of "stop," "think," "you can make a good choice," "you can make a bad choice" "what will you do?" as taught to the student and practiced previously and followed by hand signals "pat yourself on the back" if student signals "good choice" and switches behavior.</p> <p><b>OR 1. b) Prompting to Redirect, e.g.,</b> severe disability example: "If Mary begins to rock, (a weak protest, typically occurring prior to screaming and running, show her the "what I'm working for card", then redirect her gesturally to finish only the immediate task before terminating instructional session and providing desired activity."</p> <p>3) <b>Debriefing method(s):</b>  "Teacher and Billy will analyze the problem behavior occurrence using the attached 'My Inappropriate Behavior Worksheet. Process will occur <u>after</u> student is observed to be calm and ready to talk."</p> <p>4) <b>Consequences or Punishment:</b>  "Billy will not receive tokens for the period due to lack of completing the task which would have earned approximately 5 toward the computer game." or, "If Billy engages in dangerous behavior, such as pushing, hitting or throwing furniture during the protest, he will be referred for immediate school disciplinary response."</p> <p>1= <b>Managing problem safely strategy</b> for at least one problem behavior is <u>present</u>, but two additional components for that behavior are not present.</p> <p>0 = <b>Managing problem safely strategy</b> is absent, e.g., student threatens others but no strategy to handle safely if observed; student hits peers, no strategy to address.</p>	<p>Well designed reactive strategies consider the progression phases in specifying how to respond to a problem behavior.</p> <ol style="list-style-type: none"> <li><b>Prompting</b> - Can continuation or escalation of problem be averted by using a prompt? Remind the student of how to get desired outcome with the FERB?</li> <li><b>Managing safely</b> - How will staff maintain safety of everyone during escalated behavior? This is critical.</li> <li><b>Debriefing</b> - What procedures, after calm is restored, help identify how to prevent further occurrences and restore rapport and rule-following behavior?</li> <li><b>Consequences</b> - may or may not be required or recommended. Do school safety requirements, outside agency or parent requests require specific consequences? Does the team believe a consequence will result in the student avoiding using the problem behavior in the future?</li> </ol> <p><b>Debriefing</b> can be a dialogue or a written process or a behavior practice session. For younger or less cognitively able students, where verbal problem solving has not yet proven successful, "debriefing" can entail a session to model replacement behavior, or guided practice with the student of how to use the FERB, or a review of a picture sequence depicting alternative behavior steps or other teaching procedures designed to achieve skill fluency, if that is in question, after the behavior episode.</p> <p><b>Punishment</b> is a consequence the student finds aversive and results in elimination or reduction in problem behavior because the student is motivated to avoid that consequence in the future. Caution: Avoid reinforcing the problem behavior. Sending a student to the office may be thought to be punishment, but the student may actually find it reinforcing!</p> <p><b>Hint: A student screams (function of scream determined to be to escape a task). If student's task is terminated by the scream, this behavior will become reinforced. Do not allow escape following the scream. Instead, require a very brief compliance prior to the escape ("Raise your hand to leave, Peter.")</b></p>

# **SECTION 9:**

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## **BEHAVIORAL GOALS**

# BEHAVIORAL GOALS Line 13

## Big Idea

Behavioral Goal(s) must be written to allow progress monitoring of the student's response to the selected interventions.

Problem behavior may be completely eliminated in time, or it may be greatly reduced depending on:

- environmental/instructional strategy/curriculum changes made,
- the systematic teaching of general positive behavior
- the systematic teaching of a functionally equivalent replacement behavior which allows the student to express a desired outcome (get or reject something) in a more socially acceptable manner.

In this section the BSP Team clearly defines the anticipated outcome of the plan. Behavioral goals capture what we expect of the student and how we expect to monitor their attainment of behavioral skills that influence academic and functional skills achievement, social emotional growth and quality of life now, and in the future. Three types of goals must be considered for adequate progress monitoring of the student's response to interventions:

- 1) Increasing the conditional use of a functionally equivalent replacement behavior as an alternative to the problem behavior
- 2) Eliminating the problem behavior, OR reducing the frequency, intensity or duration of the problem behavior,
- 3) Developing new general skills that removes or reduces the student's use of the problem behavior.

Be sure there is at least one goal about (1) functionally equivalent, replacement behavior. Be sure this is truly a FERB, and not simply the presence of desired general positive behavior (review section 4 of this manual). Write one or more additional goals from (2) or (3) to monitor increasing skill acquisition or decreasing/eliminating problem behavior.

## BEHAVIOR SUPPORT PLAN

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

### OUTCOME PART IV: BEHAVIORAL GOALS:

**Student Outcomes**

#### Line 13. Behavioral Goals:

*Every goal requires six components to enable adequate progress monitoring. Components can be in any order, and grids and tables are acceptable. FERB goals also minimally have six parts, but in order to show a clear connection to how this goal achieves similar functional outcomes to the problem behavior under similar conditions, a nine component format is preferable.*

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

1. By when?	2. Who?	3. Will do what? Or will stop/decrease doing what?	4. Under what Condition(s)?	5. At what level of proficiency?	6. As measured by whom, and how measured?
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the behavior will look like  (a) an increase in desired  (b) a decrease or stop undesired  Do not use self-esteem enhanced, feelings of anger reduced which are difficult/impossible to accurately measure.	<b>Considerations:</b>  <b>Location(s):</b> at desk, during assemblies <b>Person(s) present or absent:</b> with peers, with aide <b>Activity requirement(s):</b> given a written assignment, when told to begin <b>Prompting and degree of prompts:</b> with no prompts/reminders, with gestural cue Etc:	<b>Considerations:</b> How well will the behavior be performed: Using 4/5 steps taught?  With what degree of success: 4/5 items?	<b>Who:</b> Teacher? Aide?  <b>Considerations:</b>  <b>Data collection:</b> Recording in record book, teacher-made rating sheet, random/continuous time sampling,? etc. <b>Observation techniques:</b> 3/5 observations in 3 weeks of observations,

#### 9 Format for a Functionally Equivalent Replacement Behavior

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

**All goals must be observable and measurable if they are to be used for progress monitoring!**

To be observable and measurable, the goal description must clearly state what the behavior looks like, with no ambiguity on what is to be measured. Avoid stating how the student will feel or think as this is not clearly observable and measurable. Specify what he will do say or gesture. Consider whether two independent observers would know exactly whether the behavior was demonstrated by using the behavioral description.

## 1. Increase General Positive Behavioral Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Increase general positive adaptive behavior	By 1/04/06,	Sam	will independently complete seatwork.	He will complete 80% of all assignments which have been tailored to his learning needs and skills with no prompts or reminders with 80% or better accuracy,	during science and social studies class	On 4 out of 5 days over a period of 4 consecutive weeks as recorded by teachers in their grade books.

## 2. Decrease Problem Behavioral Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Decrease problem behavior	By 1/04/06,	Sam's	episodes of written seatwork task refusal (loud verbal "You can't make me!" coupled with physical withdrawal (sliding down in chair with jacket on his head)	will decrease to less than two episodes per month over a three-month period	During science and social studies classes	as measured by teacher on an Event Recording Sheet that records each event that a verbal or physical withdrawal "protest" behavior occurs.

## 3. Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditional conditions	At what level of proficiency	As measured by whom and how
1/07/06	Sam	will present his "pass card" to request a time away	for the purpose of escaping and protesting lengthy seatwork	instead of loud verbal work refusal and physical withdrawal	for the purpose of escaping and protesting lengthy seatwork	every time he states he needs a break, inside the math and social studies classroom	requesting it quietly without disrupting others (as taught by the teacher)	teacher recorded on event recording sheet on sheet for each episode.

## BEHAVIOR PLAN PROGRESS MONITORING – GOALS WORKSHEET

Goal(s) for Monitoring an Increase In General Positive Behavior	By when?	Who?	Will do what?	Under what Conditions?	At what level of proficiency?	As measured by whom, and how measured?

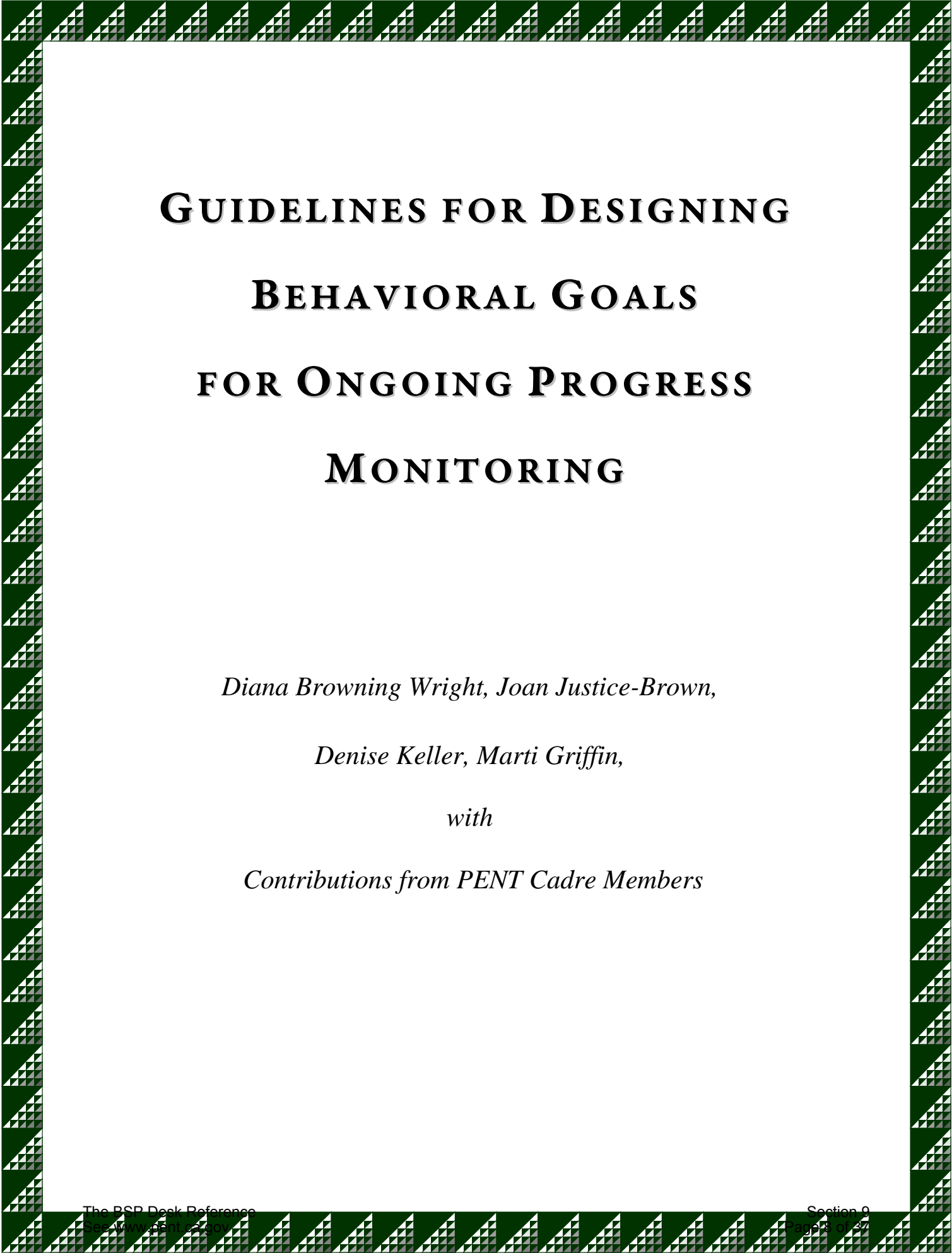
Goal(s) for Monitoring Reducing/ Eliminating Problem Behavior	By when?	Who?	Will do what?	Under what Conditions?	At what level of proficiency?	As measured by whom, and how measured?

Goal(s) for Monitoring Conditional Use of a Functionally Equivalent Behavior	By When?	Who?	Instead of what problem behavior?	For the purpose or function of what?	Will do what?	For the purpose or function of what (repeat)	Under what <u>contingent</u> condition?	At what level of proficiency?	As measured by whom, and how measured?

## This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>J. PROGRESS MONITORING, ELEMENT ONE:</b></p> <p><b>GOALS AND OBJECTIVES (line 13 compared to line 1)</b></p> <p>Every goal requires six components to enable adequate progress monitoring. Components can be in any order &amp; grids &amp; tables are acceptable. FERB goals minimally have six parts as well. However, a FERB goal must also show a clear connection to how this behavioral goal achieves similar functional outcomes to the problem behavior under similar conditions. A nine component format can be used to clearly identify that the FERB is addressed. (See example &amp; key concepts columns.)</p> <p>To be observable &amp; measurable, the goal description must clearly state what the behavior looks like with no ambiguity on what is to be measured.</p> <p>To effectively measure progress on improving behavior, in addition to a FERB goal, one or more additional goals for either reduction in problem behavior and/or increase in general positive behaviors should be developed by the team.</p> <p>► IEP? 504 plan?</p> <p>Goals may be listed only on a behavior plan if the student does not have an IEP/504 plan. However, if the student has an IEP, goals should be stated on both the behavior plan and the IEP. All IEP goals must be monitored and reported to family members "at least as often as is reported for students without disabilities" (i.e., at report card periods). Behavior plans should be attached to any 504 plan.</p> <p><b>Caution:</b> If this behavior plan is part of an IEP/504, plan revisions require following IEP/504 team reporting and monitoring procedures.</p>	<p>2 = One FERB goal, using 6 or 9 component format that clearly represents a FERB, that is not simply a general positive behavior.</p> <p><b>Key Concept:</b> Progress monitoring of the FERB is critical and requires all components to be an example of full adequacy.</p> <p>1 = One complete monitoring goal, either "increase general positive behavior", or "decrease problem behavior goal" is present AND a FERB is targeted in the BSP to be specifically taught, though no complete FERB goal is present for monitoring.</p> <p><b>Key Concept:</b> Progress monitoring capability is essential for at least one goal and presence of FERB is minimally required to be a partial example adequacy.</p> <p>0 = No complete goals of any type.</p> <p><b>Key Concept:</b> Progress monitoring capability is not adequately present.</p> <p>► <b>Scoring for more than one behavior on the plan?</b></p> <ul style="list-style-type: none"> <li>• <b>Multiple behaviors, different functions:</b> There must be a FERB goal for each behavior for a score of two.</li> <li>• <b>Multiple behaviors, same function:</b> One complete FERB goal required for a score of two.</li> </ul>	<p>2 = FERB: "By 6/03, on 3 out of 4 weeks, Billy, <b>instead of being defiant (i.e., ignoring teacher request to complete a written assignment independently and continuing a self selected activity or using profanity-- words related to toileting, sex or diety) for the purpose of escaping written work required to be performed independently</b> will use a FERB. <b>He will verbally request a peer buddy for the purpose of avoiding independent work.</b> This behavior will occur when there is a substitute teacher, or for seatwork longer than 10 minutes, or after recess when he is by himself. Event behavioral data, using the attached form, will be collected daily during these conditions, by the teacher or aide, with weekly summary sheets distributed to counselor and parent.</p> <p>DECREASE: By 6/03, on 4 out of 5 daily behavior report cards, Billy will have exhibited no task refusals, including profanity (defined as above in FERB) under conditions, measurement method and personnel described in FERB goal above. (These are not repeated in this example due to space limitations.)</p> <p>INCREASE: "By 6/03, as reported on 3 out of 4 weekly summaries, Billy will have demonstrated completion of 95% of all written assignments for all subjects, times of day and all teachers, with or without peer assistance, with no cueing or defiance..... (See above FERB for definitions, measurement methods, and personnel which are not repeated in this example due to space limitations.)</p> <p>1 = One complete 6 component goal is related to problem behavior. (see above)</p> <p>0 = "Billy will stop wasting time." "Billy will feel less frustrated." (Analysis: No goal contains all 6 parts)</p>	<p><b>Six required components for goals-in any order:</b></p> <ol style="list-style-type: none"> <li>1. <b>By when?</b> (final date to achieve desired results)</li> <li>2. <b>Who?</b> (the student)</li> <li>3. <b>Will do or not do what?</b> (must be observable, measurable, specific behaviors desired, or not desired by team)</li> <li>4. <b>Under what conditions/situations?</b> (e.g., location, circumstances, presence or absence of certain people or materials)</li> <li>5. <b>At what level of proficiency?</b> (e.g., skill accuracy, frequency-number of times in a time period, degree of prompting, duration- number of minutes, intensity)</li> <li>6. <b>How measured and by whom?</b> (e.g., observation, data recording: event or duration recording, permanent product, momentary time sampling; measured by a specific person)</li> </ol> <p><b>A Sample FERB goal format to make behavioral functional equivalency readily apparent (note capitals):</b></p> <ol style="list-style-type: none"> <li>1. <b>By when</b></li> <li>2. <b>Who?</b></li> <li>3. <b>INSTEAD OF WHAT PROBLEM BEHAVIOR?</b></li> <li>4. <b>FOR WHAT HYPOTHESIZED PURPOSE OR FUNCTION?</b></li> <li>5. <b>WILL DO WHAT? (the FERB)</b></li> <li>6. <b>FOR WHAT HYPOTHESIZED PURPOSE OR FUNCTION?</b> (Repeat the hypothesized function here to make the functional relationship clear.)</li> <li>7. <b>Under what conditions/situations?</b></li> <li>8. <b>At what level of proficiency?</b></li> <li>9. <b>How measured and by whom?</b></li> </ol> <p>Note: A FERB may have only 6 parts if analysis demonstrates the desired behavior IS a FERB.</p>





# GUIDELINES FOR DESIGNING BEHAVIORAL GOALS FOR ONGOING PROGRESS MONITORING

*Diana Browning Wright, Joan Justice-Brown,*

*Denise Keller, Marti Griffin,*

*with*

*Contributions from PENT Cadre Members*

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## Acknowledgements

The Positive Environment Network of Trainers formed Knowledge Management (KM) Teams in the areas of behavioral goals for effective progress monitoring and functionally equivalent replacement behavior. The editors, lead writers and directors of this project team were **Diana Browning Wright**, PENT director, **Joan Justice-Brown** and **Denise Keller**, PENT leaders. **Marti Griffin**, PENT Cadre member, contributed substantial sections and conceptual ideas. **Robert Ackerman** and **Carrie Bucheck**, PENT Cadre members, also contributed segments to this document. Other PENT Knowledge Management Team Members for Goal Writing and Functionally Equivalent Replacement Behavior contributed critiques and further input to these guidelines.

The authors would like to especially thank following individuals who made this manual possible: **Deborah Holt**, Director of the California Department Of Education, Diagnostic Center-Southern California and our PENT Project Manager for her vision and leadership; **Sandee Kludt**, San Joaquin County Assistant Superintendent, SELPA Director, for providing generous ongoing support of this project; **G. Roy Mayer**, CSULA and PENT Collaborator/Leader for contributing a detailed review and further suggestions. Additionally, the authors and contributors would like to thank **Patti Farhat** of San Joaquin SELPA for her document formatting and **Lizette Edrosa** of the Diagnostic Center, South for web-posting formatting and assistance.

## Why do we need well-written goals?

IDEA 2004 (Individuals with Disabilities Education Improvement Act) and NCLB (No Child Left Behind Act) have brought increasing attention to educators' need to progress monitor our interventions. These research based interventions must be designed to maximize student achievement and life outcomes. Well-written goals allow the school team to accurately measure progress over time and to determine next-step goals for the student. Without explicit, measurable goals, our evaluation of "progress" may be inaccurate.

## Rationale for the structure of this manual

### *Rationale 1*

Every goal is related to the individual student and his/her environment, the presenting data on the problem and the selected potential solutions. Behavior goal manuals that simply list goals do not demonstrate the link between the student's characteristics, the unique environmental variables and the function of the student's behavior. Therefore, the organization of this document presents descriptions of these individual variables prior to giving example goals to demonstrate to the reader how goals emerge from presenting baseline data. Each unique situation, e.g., student characteristics, time of day, environment, behavioral intensity, staff skills, requires unique problem solving and interventions.

## *Rationale 2*

Many goal manuals list goal areas often followed by measurable objectives or benchmarks. However, in an era of high accountability, each goal must be described in observable, measurable terms for ongoing progress monitoring. Any additional objectives or benchmarks must also be observable and measurable.

### **Manual purpose**

This document will hopefully serve as a guide to goal development and evaluation of the appropriateness and completeness of a selected goal.

## **COMPONENTS OF EFFECTIVE GOAL MONITORING**

**Three types of goals should be considered to progress monitor a behavior plan.**

- 1) Increasing** the general positive behavior expected of all students
- 2) Decreasing or eliminating** the specific problem behavior
- 3) Replacing** problem behavior with a more socially acceptable functionally equivalent replacement behavior (FERB)

Progress monitoring behavior change should include a goal for the student's conditional use of a functionally equivalent replacement behavior (FERB). Additional goals, to either monitor increasing use of general positive behavior or decreasing or eliminating problem behavior provides a framework for ongoing evaluation of the students' response to the interventions. Monitoring on all three goal types best illustrates the students' response to the interventions in many cases.

For example, the student may not yet have demonstrated mastery of the desired general adaptive positive behavior (e.g., turning in work on time, speaking politely, taking turns) but may have shown a dramatic decrease in problem behavior, e.g., refusing any written work, hitting peers to gain attention). S/he may also have attained partial success using the functionally equivalent replacement behavior (FERB), e.g., escaping hard work by taking a "break pass" rather than screaming to achieve removal from class.

### **1: Increasing General Adaptive Positive Behaviors**

General adaptive positive behaviors are behaviors desirable in educational environments, e.g., completing all assignments, speaking politely, sharing toys with peers, following the rules of basketball at recess, sitting quietly on the bus, etc. These behaviors result in the highest quality of life experiences for all students. They increase access to least restrictive environments and are behaviors believed to produce the highest functional outcomes during and following the school years.

**FACT :** General positive behaviors must be within developmental and chronological age ability and capable of achievement by a student with specific type of disability.

**Requirement:** Evaluate behavioral expectations, the student's current developmental stage, chronological age and any disability to determine if this is a reasonable goal.

**Solution 1:** Become knowledgeable about any disability the student may have, and behavioral interventions consistent with developmental stages and appropriate performance expectations.

**Solution 2:** Become knowledgeable about typical support needs for students with the identified disability, e.g. autism, mental retardation, emotional disturbance, learning disabilities, and student with and without disabilities who exhibit low social awareness.

- See: Developmental Charts: <http://www.pent.ca.gov/behFdevt.htm>
- See: <http://www.pent.ca.gov/07BehaviorPlanning/gDisbeh/designingbehinterventions.pdf>

**FACT:** Behaviors that have never been shown under any condition require different approaches than those behaviors which are shown in some conditions, but not others.

**Requirement:** Recognize that positive behaviors the student has never shown will require more situation specific instruction than positive behaviors that have been performed by the individual in the past.

**Solution:** Consider whether the lack of desired general positive behaviors are due to skill deficits (student doesn't know how to do the required behavior) or performance deficits (student chooses to use these behaviors in some environments, but is not using them in the environment of concern.)

- **For skill deficits:** Systematically task analyze and teach the desired behavior. Amply shape (reinforce closer and closer approximations to the desired behavior), model and cue the student as to when the behavior is expected to be performed.
- **For performance deficits:** Determine what characteristics in the environment in which the desired behavior occurs are not present in the environment of concern. Alter the problem environment to include variables that maintain the behavior in the other environment. Then, shape, model, and cue the desired behavior.

## **2: Decrease or Eliminate a Specific, Targeted Problem Behavior**

Problem behaviors are those that interfere with learning (academics, social, life skills) in an educational environment, e.g., not completing seatwork, swearing, refusing to share with peers, breaking game rules at recess, standing on the bus and shouting.

**FACT:** All behavior, including “problem” behavior, occurs in a specific environment for a specific reason (function).

**Requirements:**

- Do not expect problem behavior to decrease with no change in environmental conditions and supports for positive behavior.
- Do not expect elimination or reduction in problem behavior that occurs regularly without analysis of the reason it is occurring (the function) in the current environment.
- Recognize that punishment does not eliminate entrenched behaviors that are meeting a student's specific need at that time.

For example, expecting problem behavior to stop if the student has no other way to communicate needs and wants is not reasonable or ethical. Expecting the student to stop swearing to protest work that is too difficult is not reasonable if we do not give the student an alternate way to protest the difficult work in a way we can accept and if we do not alter the environmental conditions to remove the need for the student to protest.

**Solutions:**

- Analyze the environment for mismatch between environmental conditions, curriculum, tasks, instructional strategies and the students skills and needs.
- Analyze the function of the behavior and develop both a reduction or elimination goal and a functionally equivalent replacement behavior (FERB) goal (see below) to monitor behavior plan success.

**FACT:** Students experiencing a lack of reinforcement due to curriculum mastery failure, aversive interactions, and instruction presented in an inadequate manner will need to express problem behavior to cope.

**Requirement:**

- The purpose of environmental changes is to remove the need for the student to use this problem behavior. Knowing what to change in the environment is critical and must be based on an environmental analysis of key variables. This analysis looks at the student's specific characteristics and compares that to observed environmental characteristics to determine necessary alternations.
- Recognize that thorough environmental analysis must include whether aversives are present that need alteration. Something is in the environment that needs to be added or increased, eliminated or reduced. Often changing the reinforcement schedule and type will significantly reduce problem behavior.

**Solution:** Before considering behavioral goals and behavior plans, first evaluate the match between the student, the curriculum, the instructional strategies, the teacher and staff positive reinforcement schedules, and other environmental variables listed above (e.g., noise level, peer interactions, degree of choice, transition structure, etc.). These must be addressed prior to attempts to alter behavior. It is difficult to impossible to achieve compliance if the match between student and environment have not been addressed. Ethically, behavior support planning must address this issue. Environmental analysis to identify aversives to remove include:

- **Physical setting and/ or Social Setting**

If the physical or social setting is aversive for this particular student, adaptation may need to be made, or consideration of alternate settings may be warranted.

- **Instructional Strategies, Curriculum and Activities**

If instructional strategies, curriculum and activities do not match learner needs, changes will need to be made. Sometimes this student acts as a “barometer” indicting that ineffective instruction and curriculum are present for many or all the students, but this student communicates this fact more forcefully than others. In this situation, one student is referred, but changes will need to be made for the entire class.

At other times, only this specific student is out of sync with the instructional strategies/task or curriculum. Thus, an accommodation plan to allow better access and progress in the curriculum, promoting higher learning rates should be developed. However, often class wide changes can be made that simultaneously support this student and either enhance or do not detract from other students’ educational progress. Though problem behavior is a very common referral issue, often it is only the “tip of the iceberg” for underlying issues. Academically successful students are much less likely to engage in problem behavior than those experiencing aversive interactions or inadequate instruction.

- **Scheduling factors**

Students with some disabilities perform best with specific environmental structures to enhance comprehension of sequences and toleration of non-self selected activities. For example, students with autism and other moderate to severe disabilities often decrease problem behavior when adequate visual supports are available to them in the classroom. Tolerance for non-self selected activities are enhanced if the student realizes a desired activity will soon occur in the schedule, and conversely, lack of understanding that desired activities are forthcoming decrease tolerance for non-self selected activities. The video, “Visual Supports in the Classroom” illustrates this principle: [www.kandi.org/aspergers/Detailed/12.html](http://www.kandi.org/aspergers/Detailed/12.html)

- **Degree of Independence and or degree of choice**

Some students require a high degree of independence, or ample opportunities to make choices about the type or pacing of the activity or the reinforcer which will occur upon completion of a task.

- **Degree of Participation**

Many students have a strong preference for peer collaborative work and/or whole group instruction.

- **Reinforcement Schedules**

All students require positive reinforcement from staff and/or peers and the analysis examines whether there the contingently given reinforcer has enough power, frequency, immediacy and variety, to support desired rule-following behaviors. See: reinforcement development at: [www.pent.ca.gov/07BehaviorPlanning/BSPscoringguiderubric.pdf](http://www.pent.ca.gov/07BehaviorPlanning/BSPscoringguiderubric.pdf)

- **Social Interaction**

Some students do independent work best in a private area, but need social inclusion at other times. A student may find social interactions aversive and desire less interaction, or interaction given in a specific manner.

- For further information on environmental analysis and supports, see:  
<http://www.pent.ca.gov/05PosEnvInt/cClassroom/environmentalsupports.pdf>

**FACT:** Expecting full elimination of some behaviors may be unreasonable. The problem behavior may be so severe or entrenched or the student's general skills so limited, that our goals may need to be adjusted.

**Requirement:** Do not write a plan that focuses on full elimination of problem behavior in a short time frame.

**Solution:** Consider teaching methods that will permit the student to achieve a successful reduction in the intensity, duration, or frequency of the behavior.

**Samples:**

- **Intensity:** e.g., reduction in how loudly he screams
- **Duration:** e.g., how long she pounds on the desk
- **Frequency:** e.g., how often he requests aide assistance

### **3: Functionally Equivalent Replacement Behavior**

**Definition: WHAT IT IS**

A functionally equivalent, replacement behavior (FERB) is a behavior we will teach and reinforce. This behavior allows the student to get the same outcome as the problem behavior. This behavior serves the same purpose (function) as the problem behavior, but is more socially acceptable and tolerable in the environment in which the problem behavior is occurring. Sometimes the behavior will be temporarily necessary until the environment better supports the student, or more general skills are mastered. Other times, the FERB will be needed continuously. For example, if Bill hits his peer to express a desire to play ball, a FERB might be to teach him to verbally request inclusion in the ball game. If Joan protests difficult work by using profanity, a FERB may be for her to protest by giving the aide the "stop" sign.

**Definition: WHAT IT IS NOT**

A FERB is NOT the absence of the problem behavior, e.g., not fighting on the playground, NOR is it the presence of good behavior we ultimately want, e.g., playing nicely with others on the playground.

## Common problems in goal development for functionally equivalent replacement behavior (FERB)

**FACT:** The consultee may be unwilling to tolerate a FERB. The Teacher or other Consultee may simply want the student to STOP the problem behavior immediately and may be initially unwilling to participate in developing or allowing a Functionally Equivalent Replacement Behavior (FERB) goal to be considered to address problem behavior.

**Requirement:** Address teacher/consultee's reluctance

### **Solution:**

- Always point out that a FERB may be a half-way point. Consider providing the following information to the reluctant consultee:

*“As the student gains new general positive skills and as the environment better meets this student's needs through changes that have been targeted in the behavior support plan, this student may no longer need to reject or gain something in the environment. Once this has been achieved, general classroom behavior supports for all students, including the student with behavioral challenges, may suffice.”*

- Point out that a FERB allows the teacher to maintain “instructional control.” By allowing the student to get or reject something in a way the teacher and peers can tolerate, the student remains under teacher control, e.g., you told him to refuse an assignment in a specific manner, and he complied. He is thus under “instructional control.”

Remember also to address the issue of “fair” in your consultations. “Fair is not everyone getting the same thing, fair is everyone getting what they need.” Although time consuming to identify and teach a FERB, this is one of the key components for any interventions to address entrenched problem behavior. There are frequently no effective or ethical punishments or rewards that will work to suppress entrenched behavior.

**FACT:** A FERB is conditionally necessary. Environmental changes may or may not completely eliminate the student's problem behavior. An appropriate FERB goal may have been developed, but the student may not exhibit the FERB because the environmental changes now effectively support desired general, positive behaviors.

For example, the amount of general positive reinforcement was increased and instruction methods were altered. Now the student no longer seeks the outcome achieved by the problem behavior, e.g., escape of an aversive environment. In other words, the plan succeeded without the use of a functionally equivalent replacement behavior!



## Requirements:

- Recognize that behavior change “success” is not simply whether the student uses the FERB.
- Recognize that the need for a FERB may vary from permanent to temporary.
- Eliminating problem behavior requires careful design of interventions and on-going progress monitoring by a team knowledgeable about the disability and the student’s developmental skill capacity as well as what behaviors will ultimately increase student quality of life.

**Solutions:** Recognize that behavior support success should be evaluated in terms of overall goal attainment by the student. Especially for students with severe disabilities, but ultimately for all students, we must consider whether our interventions increase or decrease their quality of life now and/or in the future.

### Outcomes may vary:

- As further pivotal skills are taught and environmental changes are made, general pro-social behaviors may be used by the student as an alternate method of meeting his or her needs.
- Alternatively, due to the severity of the student’s disability, s/he may continuously use the FERB as an alternative to the problem behavior.

## GOAL COMPONENTS

Consider writing goals in three areas to fully progress monitor the changes made by the student:

- 1) **Presence of general positive behaviors** we want, such as completing written assignments with minimal prompts;
- 2) **Absence or decrease in problem behaviors** we don’t want, such as not running out of the room when upset about an assignment;
- 3) **Conditional use of a functionally equivalent, replacement behavior** (FERB), such as when “escape” is desired, student is taught to move to a break area in the room for a brief respite, rather than running out of the room to escape.

All goals, of any type, must consider the following components to assure adequate progress monitoring. Goals can be written with components occurring in different order but must contain all six elements:

- **By when?**  
Specify a specific end date by which the goal will have been achieved.

- **Who?**  
Specify the student's name.
- **Will do what?**  
A behavior must be specified in "camera ready" terms. In other words, what does it look or sound like? Is it measurable? Would all observers agree, if they saw or heard this behavior, that this was the behavior in question?
  - "Defiance"—observers might disagree on when defiance has occurred.
  - "Defiance: Refusing to stop a self-selected activity to begin a teacher selected activity"---observers are likely to agree on when this behavior has occurred if they were there to see it occur.
- **Under what conditions?**  
Specify what will be going on at the time of the expected behavior.  
Consider: Where will this behavior occur? What activities are occurring around the student? What task is required of the student? Which adults are working with him or her? What degree and type of prompting is the student receiving? For example, "working on a written assignment for twenty minutes with no more than one verbal prompt in each 5 minute period," "during recess, when confronted with peers who claim the ball in four square was out."
- **At what level of proficiency?**  
How well should the student perform the behavior and over what period of time will be evaluated to determine success? Consider: to what degree is assistance being provided during the performance of the desired behavior? For example, "on three out of four days, using all steps taught by the teacher to end a non-desired task (place work in folder, put stop sign on desk, give a gestural cue to the teacher who will nod agreement before student leaves for the break corner). "Consider the duration, the intensity, the frequency or degree of skill mastery to demonstrate goal has been met.
- **As measured by whom and how?**  
Which staff member(s) will measure performance? For example, methods of measurement may include: counting the times the student uses the behavior in a specific time period (event recording), the number of office referral slips received (permanent product), the number of continuous minutes a behavior occurs whenever it occurs (duration recording).

### Tips:

- Collecting data for brief periods of time, interspersed throughout a longer monitoring period may be sufficient to measure attainment of goals. Data collection does not always require continuous monitoring. Continuous data collection for each behavior shown can interfere with instruction and should not be employed unless necessary.
  - “Percent of time” such as 80% is often difficult to record and alternative methods may wish to be designed such as “during 3 out of 4 observations”.
  - Remember, data collection done in one observation is not as powerful for documenting progress as periodic data collected over time.
  - Effective goal monitoring requires deciding the least intrusive measurement method. Consider whether a simple event recording (i.e., number of times behavior occurs or does not occur in a specific time period) or permanent product method (e.g., completed assignment, folder returned) will suffice.
  - Avoid stating simply “by teacher observation” without specifying how those observations will be recorded for progress monitoring.
- For more information on selection of data collection methods, see:  
[http://www.pent.ca.gov/07BehaviorPlanning/aFuncAssessment/datacollection\\_dk.pdf](http://www.pent.ca.gov/07BehaviorPlanning/aFuncAssessment/datacollection_dk.pdf)
- For data collection that also includes on-going analysis of behavior function, see:  
<http://www.pent.ca.gov/07BehaviorPlanning/aFuncAssessment/functobserv.pdf>

## GOAL FORMATS

- **Increasing general positive behavior and decreasing problem behavior goals**  
For any behavior goal designed to either increase a general positive adaptive behavior, or to monitor absence or decrease in problem maladaptive behavior, the following format may be helpful to assure high quality goals that are measurable for progress monitoring.

When Increase and decrease goals are written in chart format, errors of omission that render the goal difficult to monitor are reduced. See tables 1 and 2 in appendix.

- **Functionally equivalent replacement behavioral goals**  
Effective plans for on going problem behavior typically requires goals for the use of functionally equivalent replacement behavior (FERB) as well either an increase or decrease goal. Although a FERB goal can use a six component format, when a nine component format is used, errors in identifying true FERB goals are decreased.

When FERB goals are written in chart format, errors of omission that render the goal difficult to monitor are reduced. See tables three and four in appendix.

- See: <http://www.pent.ca.gov/10Forms/goalwritingguide.doc> for further guidance and training activities on writing functionally equivalent replacement behavior.

## COMMUNICATION FOR PROGRESS MONITORING

- Behavior plans frequently fail when ongoing communication is not well designed. Simply waiting to report progress on a quarterly report or until an annual IEP meeting is not sufficient to assure the plan is being completely implemented and success is in progress.
- Continuous two way communication on goal progress is necessary to assure all stakeholders have input and continuous teaming occurs. Simply sending a report with no agreed upon action and reply do not result in continuous teaming.
- Especially when there are many stakeholders, or when there is doubt that all implementers will continue interventions for the time required to change the behavior, it is necessary to fully describe how the communication will occur and how each player will respond to the communication when received.
  - For example, what communication will the parent send back to the teacher after reviewing a daily report card? How will the administrator respond back to the counselor when a report of problem behavior is received? This requires considering the persons exchanging, the method, the frequency, the content and manner of the exchange.
  - Reciprocally exchange data. This not only increases on-going teaming, it serves as a method of assuring all identified persons are implementing interventions and following the behavior plan as written.
    - For example, the teacher sends daily report cards on increasing use of functionally equivalent replacement behavior to parents. Parents send back a statement about their praise of the students and his or her response. The therapist receives a report of behavioral incidents from the teacher. Therapist sends back a report on student's response to discussion of the incident.

**Considerations for Effective Progress Monitoring:** See tables 5 and 6 in **appendix**.

- |   |
|---|
| <ul style="list-style-type: none"><li>▪ Who will participate in the exchange?</li><li>▪ Under what conditions? Continuous throughout a time period or conditional—if X occurs Y will be communicated</li><li>▪ Manner of exchange of student progress and staff implementation data?</li><li>▪ Content of exchange?<ul style="list-style-type: none"><li>○ Outbound information</li><li>AND</li><li>○ Inbound response</li></ul></li><li>▪ Frequency of exchange of student progress (and staff implementation data) ?</li><li>▪ Two-way reciprocal exchange provisions</li></ul> |
|---|

- For training materials on this process, see:  
<http://www.pent.ca.gov/07BehaviorPlanning/commprovision.pdf>

## EXAMPLES OF GOAL WRITING FOR PROGRESS MONITORING

The following cases illustrate how baseline data is used in the process of determining effective goals for progress monitoring. **Goals are always uniquely related to specific cases.** The following case-embedded goals are meant to be contextual models of goals in relationship to specific variables (student characteristics, environment). The goals provided would not apply to a different student, in a different environment.

### TASK REFUSAL/OFF TASK

#### TOM: A 6th grader with a READING DISABILITY

##### Specific Student Characteristics

Tom is a 6<sup>th</sup> grade middle school student served 3 periods per day in a special education pull out program to address skill deficits. He has a severe reading disability and difficulty with fine motor skills, but average cognitive ability. He gets along well with peers and adults, and is well liked in the school, and in the community.

##### Environmental summary and suggestions for changes

Tom has task refusal in Math and Social Studies classes but no task refusals in other classes. The math and social studies teachers do not use guided practice and rely on lecture and worksheet packets. Upon completion of the packet, an additional packet is given. When Tom refuses to work, he is immediately sent to the office with a discipline request for refusal to work.

Tom's behavior plan calls for significant changes in lesson presentation, guided practice instructional strategies to better meet the needs of all students and reinforcement for all students when work is completed.

##### Problem Behavior

Tom yells "I'm not doing this and you can't make me.!" or similar statements delivered loud enough for anyone passing in the hallway to hear his comments. During this episode, he crosses his arms and slides down in his chair covering his head with his jacket.

##### Baseline of Problem

Tom has had these problem behaviors 4/10 class periods in a one week period in science, first period, and social studies, fifth period, classes.

##### Positive behavior to increase

Tom will complete his independent seatwork assignments with no prompts or reminders.

##### Problem behavior to decrease/eliminate

Tom will decrease or eliminate verbal refusals and sliding down in his chair to demonstrate his refusal to work in science and social studies class. He does not use these behaviors in either a pull out special reading program or his other general education classes.

##### Function of the Behavior

Tom is hypothesized as using verbal refusals to escape seatwork in science and social studies class because he does not understand the task requirement and because he does not have the same reading and writing skills as his peers in those classes.

## Functionally Equivalent Replacement Behavior (FERB)

Tom will request a temporary “time away” in the classroom (escape) from a lengthy packet (rather than escaping through verbal refusals or covering his head with his jacket).

## Baseline of functionally equivalent replacement behavior

Tom has never used a time away procedure. It has never been available to him.

## Reinforcers identified and effectiveness determined

- Reinforcement Response History: Tom has enjoyed sitting next to Billy during free time, his general education-only soccer team friend, and playing computer games during free time. He also enjoys positive comments from teachers.
- Reinforcement Design: Tom stated in this plan process that earning computer time, opportunity to sit next to Billy and hearing positive comments about his work would be motivating to him.

## 3 Goals for Tom’s Task Refusal Behavior

### 1. Positive Goal

	By When	Who	Will Do What	At What Level of Proficiency	Under What Conditions	Measured by Whom and How
Increase General Positive Adaptive Behavior	By 1/4/06,	Tom	Will complete independent seatwork	With 80% or better accuracy on assignments which have been tailored to his learning needs and skills with no prompts or reminders	During science and social studies class	On 4 out of 5 days over a period of four consecutive weeks as recorded by teachers in their grade books.

### 2. Decrease Goal

	By When	Who	Will Do What	At What Level of Proficiency	Under What Conditions	Measured By Whom and How
Decrease Problem Maladaptive Behavior	By 1/4/06,	Tom's	Episodes of written seatwork task refusal (loud verbal “You can’t make me!” coupled with physical withdrawal (sliding down in chair with jacket on his head)	Will decrease to less than two episodes per month over a three-month period	During science and social studies classes	As measured by teacher on a IEP team designed form that records each period that a verbal or physical withdrawal “protest” behavior occurs.

### 3. Functionally Equivalent Replacement Behavior (FERB) Goal

By When	Who	Will Do X Behavior	For the Purpose of Y	Instead of Z Behavior	For the Purpose of Y	Under What Conditions	At What Level of Proficiency	As Measured By Whom and How
By 1/7/06	Tom	Will present his "pass card" to request a time away	For the purpose of escaping and protesting lengthy seatwork	Instead of loud verbal work refusal and physical withdrawal	For the purpose of escaping and protesting lengthy seatwork	Every time he needs a break inside the science and social studies classroom	Requesting it quietly without disrupting others (as taught by the teacher)	As measured by teacher event recording sheet on number of episode (see IEP).

### Communication provisions

<u>Who Will Participate ?</u> <i>Name Both Parties in the Exchange</i>	<u>Under What Conditions ?</u> <i>Is This Continuous Over a Time Period, or Conditional?</i>	<u>Manner of Exchange of Student Progress and Staff Implementation Data</u>	<u>Content of Exchange, Outbound Information AND Inbound Response</u>	<u>Frequency of Exchange of Student Progress and Staff Implementation Data</u>	<u>Two Way Specification</u>
Parents, counselor, IEP case manager teachers	Continuous daily summaries collected on general positive behavior and use of FERB  Episodic for any problem behavior	Weekly written data reports sent by email from science and social studies teachers to parents, counselor and IEP case manager.	Communication will be on: 1. work completion rate 2. frequency and location and antecedents at the time of any problem behavior 3. frequency, location and duration of "time away" use. Parents, counselor and IEP case manager will acknowledge receipt of the email as well as content of the discussion with Tom following the email about his behavior.	Weekly exchange of information collected daily	Teachers parents and counselors will both send and receive information; IEP case manager and counselor will receive information and respond stating whether to continue plan or remeet.

# **TASK REFUSAL/OFF TASK**

## **RYAN: A 5th grader with NO Disabilities identified**

### **Specific Student characteristics**

Ryan is a fifth grade student on a K-5 elementary school campus and is enrolled in a general education class. He most probably has average cognitive ability as academic and social behavior is at age expectancy. He exhibits refusal to complete written work in class following lecture during some of his classes. All of his classes are in a general education classroom.

### **Environmental summary and suggestions for changes**

Ryan has task refusal during language arts and social studies in his general education classroom of 31 students. These courses are taught in the afternoon. He has rare task refusal (less than 2 per week over a one week period) during other subjects. He has the same teacher for all subjects. The teacher relies on lecture paired with overheads (written words and sentences). During lengthy lecture Ryan will look increasingly agitated. Following lecture, written assignments are given and Ryan will refuse to do his work and is sent to the “discipline corner” in a 4<sup>th</sup> grade general education classroom, down the hall from his fifth grade class, to finish the work which was refused. Suggestions for changes include reducing teacher oral presentation time, involving Ryan as a “group leader” to organize four peers’ task completion and involving Ryan in producing and showing power points on a subject.

### **Problem Behavior**

Ryan will yell, “I’m not doing this!” or laugh and say “This is so stupid” at an audible level which is loud enough for all classmates to hear. He hits his desk, then leans over his desk with a scowl. He then starts drawing with heavy lines on paper and often ends up ripping the paper.

### **Baseline of Problem**

Ryan had a protest rate of 10 protests during a one week period in language arts and social studies.

### **Positive behavior to increase**

Ryan will complete his work with no protest comments or escape behavior.

### **Problem behavior to decrease/eliminate**

Ryan will decrease verbal and physical protesting (hitting desk and ripping paper) to demonstrate his desire to escape written work following lecture in social studies and language arts.

### **Functionally equivalent replacement behavior**

Ryan will request temporary “time away break” in the classroom following lectures where written work is assigned instead of hitting his desk and ripping paper to escape work.

### **Baseline of functionally equivalent replacement behavior**

Replacement behavior has not been observed in the classroom environment.



### 3 Goals for Ryan's Task Refusal Behavior

#### 1. Positive Goal

By When	Who	Will Do What	At What Level of Proficiency	Under What Conditions	Measured By Whom and How
By 1/4/06	Ryan	Will complete independent seatwork which is assigned following language arts and social studies lecture	In 4 out of 5 days over a period of 4 consecutive weeks	When given language arts and social studies seatwork	As recorded by teacher in grade book

#### 2. Decrease Goal

By When	Who	Will Do What	At What Level of Proficiency	Under What Conditions	Measured By Whom and How
By 1/4/06	Ryan	Will decrease his episodes of task refusal (verbally loudly stating: "I'm not doing this" or "This is stupid") accompanied by hitting some portion of his desk (physical response)	Two or less episodes over a 3 week consecutive period of time	During social studies and language arts class following a lecture of 20 minutes or more	As measured by teacher and recorded by the teacher in the teachers grade book

#### 3. Functionally Equivalent Replacement Behavior (FERB) Goal

By When	Who	Will Do X Behavior	For the Purpose of Y	Instead of Z Behavior	For the Purpose of Y (Repeats)	Under What Contingent Condition	At What Level of Proficiency	As Measured By Whom and How
By 1/4/06	Ryan	Will request "break" following lecture by presenting break request card to go to break area	For the purpose of protesting and attempting to escape seatwork	Instead of loudly refusing to work or commenting on the work being stupid or hitting his fist on the desk	For the purpose of protesting and attempting to escape seatwork	Whenever he desires to escape a written assignment given after 20 minutes of lecture attendance	Break request will be quietly performed (no audible sounds when delivering break card)	As measured by teacher on event recording data observation form.

## Communication provisions

<b><u>Who Will Participate ?</u></b>  <i>Name Both Parties in the Exchange</i>	<b><u>Under What Conditions ?</u></b>  <i>Is This Continuous Over a Time Period, or Conditional?</i>	<b><u>Manner of Exchange of Student Progress and Staff Implementation Data</u></b>	<b><u>Frequency of Exchange of Student Progress and Staff Implementation Data</u></b>	<b><u>Content of Exchange</u></b>  <i>Outbound Information AND Inbound Response</i>	<b><u>Two Way Specification</u></b>
<p>Ryan's team will all exchange under different circumstances</p> <p>1. Teacher and parent will exchange continuously,</p> <p>2. Parent, teacher, school counselor, and principal will exchange conditionally on problem behavior as well as weekly summaries on positive behavior</p>	<p>1. Continuous-work completion rate and use or non-use of FERB</p> <p>2. Conditional-problem behavior</p>	<p>1. Reports will be hand carried by Ryan for work completion rate, and email of weekly summary of positive behavior from daily reports sent by teacher to counselor and principal</p> <p>2. Problem behavior content information to be text messaged to parent and emailed to counselor and principal sent by email</p>	<p><b>1. Daily</b> summaries of positive behavior and use of FERB</p> <p><b>2. Weekly</b> emails between teacher, principal and counselor with weekly acknowledgement and response to contents regarding Ryan.</p>	<p>Outbound</p> <p>1. General positive behavior goal progress on work completion and conditional use of FERB</p> <p>2. Conditional incident report Number of occurrences of problem behavior, antecedents to problem behavior, staff steps to defuse problem; subject, location in room and intensity (how loud) and duration of protest behavior</p> <p>Inbound: Parents will reply with specific praise or encouragement message used on work completion; , counselor will acknowledge email and respond to contents regarding email about Ryan either commending</p>	<p>Check content column to assure both outbound and inbound responses allow opportunity for new information, reflections, new ideas, student's response during debriefing, etc. No simple signature will suffice</p>

# VERBAL PERSEVERATION

## FRANK: 4th grader with Autism, Special Class

### Specific Student characteristics

Frank is a fourth grade student with autism served in a special day class that primarily includes students with language delays or learning disabilities. Frank has progressed academically and socially in this environment but does continue to have difficulty with perspective taking. He is able to read words at grade level, but comprehension is at the high second grade level which is consistent with his level of language comprehension. He is good with numbers but has difficulty with math concepts. Frank is sometimes slow to process auditory input and comprehension is increased through use of visual cues. Frank sometimes becomes anxious when routines are changed or new material is introduced. Sequencing of activities can be difficult for Frank.

### Environmental summary

There is an additional aide in the classroom that works with Frank and two other students under the direction of the classroom teacher during language arts and other morning activities. Frank uses a visual/written schedule to help him transition from locations/activities and a choice board during independent work time. He “works” for points that he redeems after completion of tasks for a self-selected reinforcer (from a reinforcement menu). The population of the classroom varies from a low of 6 students to a high of 14 students throughout the day. Frank sometimes has difficulty staying on task when the room has a higher population. Frank also has some challenges following a large group instruction and when interest in the subject is low. It has been recommended that a study carrel be made available to Frank and topics/materials of high interest be utilized whenever possible.

### Problem Behavior

During large group and small group activities, Frank repeatedly asks questions that he knows the answer to (e.g. are we going to write on this; is my father picking me up today; will we go to recess after this is over; why are you asking me to be quiet, etc.) and verbally perseverates on words or phrases (e.g. Spongebob Squarepants video talk; phrases from a story that was read; “it’s going to blow”, etc.) These questions and statements are blurted out during lessons. When he does this, the teacher or aide will ask him to stop talking about those things; focus him on his work; and remind him about the reinforcer he is working toward.

### Baseline of Problem

Verbal perseveration occurs 10-20 times during small group activities and 5-10 times during large group activities (approximately 50-80 times per morning). Frank does not raise his hand to speak.

### Positive behavior to increase

Frank will have a visual in front of him as a reminder to raise his hand and wait to be called on when he wants to talk and will increase his on-topic conversations during small and large group instruction.

**Problem behavior to decrease/eliminate**

Frank will decrease his behavior of blurting out off-topic or redundant questions and statements during small and large group instruction.

**Function of the behavior**

Get information to alleviate/reduce anxiety; get pleasure from discussing/thinking about enjoyable topics; avoid or delay discussing or listening related to unfamiliar or less interesting topics

**Functionally Equivalent Replacement Behavior**

1. Frank will request an opportunity to ask an off-topic question or make an off-topic comment by raising his hand and handing the teacher/aide one of the limited number of “off-topic” cards available to him per instructional period.
2. Frank will initiate reviewing his schedule and other written sequenced events or rules/guidelines (social stories, power cards) when he expresses anxiety about his day or what he is to be doing and why.
3. Frank will request an opportunity to work at his desk or quiet area away from the main group when new or unfamiliar topics are introduced in a group.

**Baseline of Replacement Behavior**

Frank has never used an “off-topic” card but he has been successful in the past using other “request” cards such as “time away” or “my turn” when initial instruction was paired with a more frequent reinforcement schedule. During speech therapy, Frank has had some experience using “scripts” and “conversational sentence starters.” With prompting, Frank has used a visual schedule, Social Stories and Power Cards in the past, but has not initiated using them.

**3 Goals for Frank's Verbal Perseveration****1. Positive Goal**

	<b>By when</b>	<b>Who</b>	<b>Will do what</b>	<b>At what level of proficiency</b>	<b>Under what conditions</b>	<b>Measured by whom and how</b>
Increase general positive adaptive behavior	.By March 2007	Frank	given visual reminders to raise his hand and a list of appropriate comments or conversational sentence starters, Frank will raise his hand to make on-topic comments	for 70% of his conversational overtures over a period of three weeks	during morning small and large group instruction	as measured by teacher/aide event recording on an IEP team approved form

## 2. Decrease Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Decrease problem Maladaptive behavior	By March 2007	Frank's behavior	asking off-topic/redundant questions and making off-topic comments without permission to do so	will decrease to 10 times per morning over a period of two weeks	during morning small and large group instruction	as measured by teacher/ aide event recording on an IEP team approved form.

## 3. Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditions	At what level of proficiency	As measured by whom and how
a. March 1, 2007	Frank	Will raise his hand to request an oppt'y to talk off topic via use of an "off topic" card	Reducing anxiety or gaining gratification	Blurting out off topic subjects or verbal perseveration	Reducing anxiety of gaining gratification	During small or large group activities	90% of opportunities	Teacher and aide event recording on IEP approved data for
b. March 1, 2007	Frank	Initiate reviewing his schedule or other written sequenced instructions or guide-lines	Reducing anxiety about what is expected or what he will be doing when	Repeatedly asking for information about daily routines/ rules	Reducing anxiety about what is expected or what he will be doing when	During small or large group activities	4/5 opportunities	Teacher and aide event recording on IEP approved data form

## Communication provisions

<u>Who</u> will participate	<u>Under what conditions</u>	<u>Manner</u> of exchange of student progress and staff implementation data	<u>Content</u> of exchange Outbound information AND Inbound response	<u>Frequency</u> of exchange of student progress and staff implementation data
SDC teacher, psychologist, parent, principal	weekly report	<b>e-mail with data attached initiated by</b> SDC teacher, and responded to by psychologist, parent, principal	Weekly report regarding Frequency of hand raising, on-topic statements, Frequency, time, location and topic of off-topic verbalizations/perseverations. Frequency of use of off-topic verbal request reinforcement schedule. Inbound: Parents to acknowledge weekly e-mail	Weekly on Friday

# SPITTING AT PEOPLE

## CHRISTA: 5 year old girl with moderate mental retardation

### Specific Student characteristics

Christa is a 5 year old girl who attends an all day kindergarten with the periodic support of a behavior assistant. Christa presents with moderate mental retardation, low verbal skills (1 to 3 word sentences), poor impulse control, hyperactivity and tactile defensiveness. Christa enjoys stringing large beads, playing with dolls, pretend play in the classroom play kitchen, snack and lunch time. She has difficulty in circle time, with most transitions and engaging in academic skills such as number and letter recognition, and writing. She is good at matching and sorting and has fair fine motor skills. She receives pull out speech therapy and push in OT services which she enjoys.

### Environmental summary and suggestions for changes

Christa is most successful during 1:1 and small group instruction (2 to 3 students). She responds well to structure and visual supports such as a visual schedule, gestures, and transitional objects. Christa is less likely to follow instructions (and more likely to spit) during or following less structured and more stimulating play or instructional times. Use of visual supports is inconsistent and availability of staff to support 1:1 and small group work is also inconsistent.

Recommendations have been made for consistent use of visual supports and use of transitional objects, increased reinforcement for following a schedule, modification of academic tasks and teaching independent work completion skills.

### Problem Behavior

Christa spits at classroom staff when she does not want to do something they have asked her to do such as put away toys or come in from recess. She will stand at the top of the slide and spit at any staff member who attempts to approach her or who stands in the vicinity below. She will sometimes spit at other children if they try and enter the area where she is playing.

### Baseline of Problem

Christa engages in spitting behavior 12/15 recess periods a week and 4/9 classroom transitions daily. She will spit at other children 1 to 2x/day.

### Positive behavior to increase

Christa will follow the classroom schedule with no more than one prompt

### Problem behavior to decrease/eliminate

Christa will eliminate spitting at people

### Function of the problem behavior

Team members hypothesize that Christa spits at adult staff to avoid or delay transitions from something she wants to keep doing and sometimes to avoid going to less desirable activities. Christa spits at peers to keep them away from a toy she is playing with or solitary activity she is engaged in. She is possibly avoiding uncomfortable touch from peers when she tries to keep them away from where she is playing. (History of tactile defensiveness)

**Replacement behavior (incorporates a new skill)**

Christa will learn and use 1 to 3 word sentences to ask children to go away or staff for more time at activity

**Baseline of replacement behavior**

Christa will say "no" to children or staff 3 to 4x/day. This is followed by spitting 50% of those times.

**Goal Cluster for Christa's Spitting****1. Positive Goal**

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Increase general Positive adaptive behavior	By April 1 2007	Christa	Will follow a picture schedule when asked to check her schedule	Ten out of 12 scheduled activities daily	For scheduled classroom activities, lunch, snack and recess upon presentation of visual schedule by teacher or aide	As measured by teacher/aide event recording on an IEP team approved form

**2. Decrease Goal**

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Decrease problem Maladaptive behavior	By April 2007	Christa	Will refrain from spitting at people	100% of day	Across all environments With adults and children	As measured by teacher/aide event recording on an IEP team approved form.

**3. Functionally Equivalent Replacement Behavior (FERB) Goal Replacement Behavior Goal Functionally Equivalent Replacement Behavior (FERB) Goal**

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditions	At what level of proficiency	As measured by whom and how
April 2007	Christa	Will use words such as "no" "stop" "not now" "go away" "later"	To communicate that she is not ready to have transition or have other children or adults enter her space	Instead of spitting at staff and peers	To communicate that she is not ready to have transition or have other children or adults enter her space	During transitions and free play time On the playground, in the classroom and in common areas of the school	In 3/4 transition opportunities when she is not yet ready or able to transition and 100% of peer inter-actions when she needs her space or is not ready to share.	As measured by teacher on IEP approved event recording form

#### 4. Communication provisions

<u>Who will participate</u>	<u>under what conditions</u>	<u>Manner of exchange of student progress and staff implementation data</u>	<u>Content of exchange Outbound information AND Inbound response</u>	<u>Frequency of exchange of student progress and staff implementation data</u>
a) Classroom teacher and aide, parent  b) School psych	a) Every day data forms  b) when weekly reports are completed	a) Data forms in red behavior binder to be reviewed at end of day by classroom staff Daily sticker chart home to parent recording successes, to be returned with comment on reinforcement provided at home.  b) weekly by psychologist and initialed.	a) Data on use of replacement behavior, schedule following and # of times spitting occurred and Context in which behavior occurred Parent to provide updates from home on use of language, motivators, and general occurrences of spitting. b) Data on use of replacement behavior, schedule following and # of times spitting occurred and Context in which behavior occurred	a) Daily to parents, daily review by classroom staff,  b) Weekly review by psychologist, Review summary of data every six weeks in team meeting.

## INAPPROPRIATE PHYSICAL TOUCHING OF OTHERS

### **Toby: 10th grade high school student with mild mental retardation**

#### **Specific Student characteristics**

Toby is a 10<sup>th</sup> grade high school student with mild mental retardation who participates in a special day class 3 periods a day, one resource class and attends 3 regular education classes daily with the support of an assistant. Toby has difficulty establishing friendships in spite of a strong desire to have both male and female friends

#### **Environmental summary and suggestions for changes**

Toby touches other students in an inappropriate manner during passing time, lunch in the common area and in art and P.E. where there is less structure and more opportunities for close contact. Some students ignore the touching, others push Toby away, yell, or call him names such as "pervert" and "faggot". Instructors or instructional aides remind Toby to keep his hands to himself or require him to leave the area.



Toby's behavior plan specifies strategies to teach Toby appropriate greetings, conversation starters and commenting as well as the distance he needs to keep between himself and other students to respect personal space and privacy.

Suggestions for practice opportunities, a peer "buddy" and a change in the seating arrangement in the Art class are also provided.

### **Problem Behavior**

Toby grabs, pokes, pats, leans against and "pets" (strokes) both familiar and unfamiliar male and female students. He does not injure or hurt students with his physical contact. Contact is made with hair on the head (stroking), shoulders, arms, back, stomach and buttocks.

### **Baseline of Problem**

Unwelcome physical touch occurs on an average of 10 times a day across environments named above, including leaning into/on peers 2 to 3 times per day.

### **Positive behavior to increase**

Toby will maintain a distance of a minimum of 26 inches (one arms length) when in proximity to or interacting with peers in the environments listed above with no more than one verbal prompt 3x/day.

### **Problem behavior to decrease/eliminate**

Toby will refrain from touching other students with any body part throughout the day except to appropriately greet another with a "high 5" or handshake after an initial verbal greeting.

### **Function of the Problem Behavior**

It is hypothesized that Toby touches and leans into peers in order to gain their attention and or initiate (get) an interaction. At times Toby appears to gain pleasure from physical contact with peers, especially leaning in, stroking hair or patting the buttocks of both male and female peers.

### **Replacement behavior (incorporates a new skill)**

Toby will learn the name of peers and call them by name when he wants to make contact. He will ask them a question or make a relevant comment or give a compliment. Toby can shake hands or give high 5's at appropriate times to peers (to be taught). It has been suggested that Toby learn to dance so he can participate in school or community dances where physical contact in the context of dancing is acceptable.

### **Baseline of replacement behavior**

He will give a high 5 or shake hands when initiated by another but does not currently initiate on his own. He knows the name of peers in his special day class but not of peers in his other classes. He will sometimes make out-of-place or inappropriate comments to initiate an interaction. Toby does not dance with others or attend dances currently.

### 3 Goal Cluster for Toby's Physical Touching of Others

#### 1. Positive Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Increase general Positive adaptive behavior	By 1/04/07,	Toby	will maintain a minimum distance of one arms length during interactions with peers	With no more than one verbal or gestural prompt 4/5 interactions/day	During class, passing, breaks and lunch time	Teachers and support staff Tally of prompts

#### 2. Decrease Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Decrease problem Maladaptive behavior	By 1/04/07	Toby	Will refrain from touching others inappropriately: (poking, patting, stroking, grabbing, leaning on)	With no more than one verbal prompt 80% of interactions daily.	During art and PE class, during passing, breaks, assembly and at lunch time	teachers and support staff tally of number of prompts provided

#### 3. Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditions	At what level of proficiency	As measured by whom and how
By January 7, 2007	Toby	will verbally greet/interact, give a high 5 or shake hands with a peer	To initiate social/ physical contact	making inappropriate physical contact	To initiate physical or social contact	In class, during passing, breaks and lunch	4/5 opportunities a day	As measured by teacher and support staff during first 2 minutes of class or transitions

## Communication provisions

<b>Who will participate</b>	<b><u>Under what conditions</u></b>	<b><u>Manner of exchange of student progress and staff implementation data</u></b>	<b><u>Content of exchange Outbound information AND Inbound response</u></b>	<b><u>Frequency of exchange of student progress and staff implementation data</u></b>
a) The Parent, case carrier, para, behavior specialist, Art resource and PE teachers	a) weekly data report card	a) Participants give data report to case carrier. Data to be summarized on graph weekly	a) Outbound: Case Carrier will provide to all participants data on progress towards all behavior goals relevant to physical touch.	a) Data to be provided to case carrier weekly.
b) The parent and case carrier	b) monthly report summarized	b) Progress will be mailed to parent monthly. Parent, case carrier, paraprofessional, behavior specialist, art, resource and PE teachers to meet to review progress every 6 weeks.	b) Inbound: Parent to share impressions in space provided on monthly progress report form	b) Behavior specialist to review with CC every six weeks. All participants receive reviewed data following meeting

## Ethics for Consultants

If in the course of observing behavior, or reviewing a behavior referral prior to observation, a consultant discovers that the behavior is very serious, the ethics of consulting on this behavior require increased scrutiny. Will the consultant be available for ongoing progress monitoring and supervision? Does the consultant have the advanced specialization and experience to address problem behavior that can result in substantive injuries to the student, staff and/or peers? If a consultant does not possess adequate analysis and program design skills, consultation and supervision abilities with staff involving students with very serious behavior, legal liabilities are increased for both schools and individual staff members. When the consultant questions his or her capacity, experience and training, administration should be informed that the case in question exceeds the staff member's training, experience or ability to safely design and adequately support an intervention plan. Alternative staff or outside professionals may then be necessary to address the problem.

Especially in cases with self-injurious behavior, when the student has possibilities of risk of injuries, reactive strategies for managing the problem when it occurs must be thoroughly reviewed by all team members. These reactive strategies must be rehearsed, and staff trained and supervised in their safe use. While a "hands off" approach is always best for severe behavior, physical protective strategies beyond verbal redirection of the student may be necessary in an emergency situation. Managing assaultive or self-injurious behaviors requires trained staff. Local regional staff, such as Special Education Local Plan Areas (SELPA) provide appropriate, nationally endorsed methods, such as CPI, Pro-Act, PART crisis intervention training.

In behavior plans for severe behavior, it is wise to establish a behavior plan termination clause so all staff will know when the plan should be substantively revised, or alternative specialists identified to assist. If a termination point is reached, an immediate IEP team meeting should then be called to consider all options.

In California, a serious behavior (assaultive, self-injurious, severe property damage or other pervasive maladaptive behavior, requires specific assessment and behavior plan design. See: [www.pent.ca.gov](http://www.pent.ca.gov)

## Appendix Index:

Table One: Decrease and Increase Goals Chart Formats

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**Table One: Decrease and Increase Goals Chart Formats**

Consider	By When	Who	Will do What	At What Level of Proficiency	Under What Conditions	As Measured By Whom and How Measured
<b>Increase General Positive Adaptive Behavior</b>	Establish when criterion will be reached	The student	Consider observable measurable behavior, not internal states	How well should the student perform the behavior and over what period of time will be evaluated to determine success? Consider: to what degree is assistance being provided during the performance of the desired behavior?	Consider: Where will this behavior occur? What activities are occurring around the student? What task is required of the student? Which adults are working with him or her? What degree and type of prompting is the student receiving?	Consider: What period of time will the behavior be measured? What number of trials? What number of interactions? How will behavior be measured? On what document will the behavior be recorded?
<b>Decrease Problem Behavior</b>	Establish when criterion will be reached	The student	Consider observable measurable behavior, not internal states	How well should the student perform the behavior and over what period of time will be evaluated to determine success? Consider: to what degree is assistance being provided during the performance of the desired behavior? Consider: duration, intensity, frequency or degree of skill mastery to demonstrate Consider: teaching methods that will permit the student to achieve a successful reduction on the intensity, duration, frequency or topography of the behavior. Samples: Intensity: e.g., reduction in how loudly he screams Duration: e.g., how long she pounds on the desk Frequency: e.g., how often he requests aide assistance	Consider: Where will this behavior occur? What activities are occurring around the student? What task is required of the student? Which adults are working with him or her? What degree and type of prompting is the student receiving?	Consider: What period of time will the behavior be measured? What number of trials? What number of interactions? How will behavior be measured? On what document will the behavior be recorded?

**Table Two: Examples of Decrease and Increase Goals**

<b>Examples: Two Goal Types for John</b>	<b>By When</b>	<b>Who</b>	<b>Will Do What (Consider Observable Measurable Behavior, Not Internal States)</b>	<b>At What Level of Proficiency (Consider Duration, Inten- sity, Frequency or Degree of Skill Mastery to Demonstrate)</b>	<b>Under What Conditions</b>	<b>As Measured By Whom and How Measured</b>
<b>Positive Increase General Adaptive Behavior</b>	1/ 7/06	John	Will complete written in class assignments	For 3 out of 4 seatwork periods in a three week period measured 4 times in a grading period	With no more than one verbal prompt per seatwork period for all subjects	As measured by teacher observation and prompt use recording combined with teacher record book notation on task completion.
<b>Decrease Problem Behavior</b>	1/7/06	John	Will have no episodes of screaming or using profanity (words related to sexual activity, toileting or diet)	At any vocal intensity level (loud, soft or mouthing)	During any seatwork period for all subject areas	As measured by teacher observation and event recording.

**Table Three: Functionally Equivalent Replacement Behavior Goal Format (FERB)**

<b>By When</b>	<b>Who</b>	<b>Will Do X Behavior</b>	<b>For the Purpose of Y</b>	<b>Instead of Z Behavior</b>	<b>For the Purpose of Y</b>	<b>Under What Conditions</b>	<b>At What Level of Proficiency</b>	<b>As Measured By Whom and How</b>
Goal Attained by when?	student	The behavior to be used conditionally	The function the problem behavior served	The problem behavior in observable terms	repeat	Specify when student is expected to use this FERB rather than the problem behavior	How well will the student perform this behavior?	Specify the method of recording the behavior's use, and who will record

**Table Four: Example of Functionally Equivalent Replacement Behavior Goal**

	<b>By When</b>	<b>Who</b>	<b>Will Do X Behavior</b>	<b>For the Purpose of Y</b>	<b>Instead of Z Behavior</b>	<b>For the Purpose of Y</b>	<b>Under What Conditions</b>	<b>At What Level of Proficiency</b>	<b>As Measured By Whom and How</b>
<b>Functionally Equivalent Replace- ment Behavior</b>	1/7/06	John	Will go to a time away area	To escape a written task	Instead of Screaming and swearing	To escape a written task	Whenever he ges- tures, "I need a break" during any seatwork time, in any subject area	Demons- trating the quiet signaling technique taught by the teacher with 100% on each escape occurrence in a two week period	As measured by teacher event recording sheet (see IEP).

**Table Five: Communication chart format for progress monitoring**

<b><u>Who Will Participate in the Two-Way Exchange</u></b>	<b><u>Under What Conditions</u></b>	<b><u>Manner of Exchange of Student Progress and Staff Implementation Data</u></b>	<b><u>Content of Exchange of Both: Outbound Information AND Inbound Response</u></b>	<b><u>Frequency of Exchange of Student Progress and Staff Implementation Data</u></b>	<b><u>Two Way Specification</u></b>
<b>Consider:</b> Teacher Counselor Outside therapists Administrator Parents APE specialist Speech therapists Behavior specialists And so forth	Staff can exchange continuously, or only under specific conditions. For example, the administrator receives data on severe disciplinary infraction, parent receives teacher daily report card on task completion, therapist receives data on self-deprecating comments, and so forth	How will data go back and forth to assure two way communication?  <b>Consider:</b> Email, mail, notes home, phone calls, telephone answering machine, etc. <b>Hint:</b> Ongoing communication assures staff actually implement the interventions!	<b>Consider</b> reporting on progress towards meeting all three goal types to the relevant stakeholders. Consider what information recipients should respond with, e.g., how student responded to a reinforcer delivered at home; debriefing given to student on problem behavior, and any new reactive strategies suggested or mitigating factors uncovered, etc.	<b>Consider</b> how frequently each communication partners need to receive and respond.	<b>Check to be sure each communication partner has a role in exchanging information. A simple signature of receipt will not suffice</b>

**Table Six: Example of communication for progress monitoring**

<b><u>Who Will Participate in the Two-Way Exchange</u></b>	<b><u>Under What Conditions</u></b>	<b><u>Manner of Exchange of Student Progress and Staff Implementation Data</u></b>	<b><u>Content of Exchange of Both: Outbound Information AND Inbound Response</u></b>	<b><u>Frequency of Exchange of Student Progress and Staff Implementation Data</u></b>
<b>Continuous:</b> 1. Teacher/Parent  <b>Conditional:</b> 2. Principal, parent, counselor, teacher	<b>Continuous:</b> 1. Every day daily report card  <b>Conditional:</b> 2. When teacher has sent student to counselor or office for a severe behavior episode	<b>Continuous:</b> 1. James hand carries the report home.  <b>Conditional:</b> 2. Counselor, principal, teacher, parent exchange email about the incident.	1. Content outbound: Work completed, Content inbound: parent responds with specific report of praise given. 2. Content outbound: Counselor or office staff email debriefing content to parent, principal, counselor, teacher 3. Content inbound: Parent, counselor, principal respond with course of action suggestions.	1. Daily  2. On a per episode basis

# **SECTION 10:**

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## **COMMUNICATION AND TEAMING**

# Communication & Teaming Line 14

## Big Idea

- Establishing effective communication requires an on-going team approach among all stakeholders, people who desire to support positive outcomes for the student, e.g., school staff, family, agencies and support groups, the students themselves, and others. Active exchanges among all stakeholders require each partner to provide information to one another, no one member supplying information to a passive recipient. Exchanges can occur through phone calls, email, notes home, data log copies, etc.
- Behavior plans frequently fail when ongoing communication is not well designed. Simply waiting to evaluate plan success in an annual IEP meeting is not sufficient to assure the plan is being completely implemented and is being successful in addressing the problem.
- Continuous two way communication on goal progress is necessary to assure all stakeholders have input and continuous teaming occurs. Whenever there are many stakeholders, or when there is doubt that all implementers will continue interventions for the time required to change the behavior, it is especially necessary to fully describe how the communication will occur and how each player will respond to the communication when received.
- Communications should report new skills and learning rates not just infractions. If a student has an IEP, goals must be reported, “at least as often as is reported for students without disabilities,” therefore, the minimal reporting on behavioral goal progress will be at report card periods. This requires goals from a BSP to be transferred to IEP goal and objectives pages if the student has an IEP.
- As you design communication systems, take into account any communication barriers of any team members (deaf, blind, etc.) and other situations affecting team communication, e.g., no telephone, non-English speaking, illiterate or mentally handicapped parents.
- Remember that some information on student behavior may be sensitive and confidential in nature. Consequently, it should be divulged on a “need to know” basis only. Whenever information is shared with outside agencies, an informed consent from the parent(s), and a formal Release of Records must be obtained. Each agency will likely be governed by different consent for communication law, procedures and requirements. (see section 14, Communication Resources for a Coordination and Monitoring Discussion Guide).



## BEHAVIOR SUPPORT PLAN

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

### Intervention Monitoring

#### Line 14. Manner of Communication/Frequency/Participants

- 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 plan identifies all personnel to implement, monitor and exchange information. Therefore all implementers must be clear on their responsibilities, which are infused throughout the plan. Check lines 7, 10, 11, 12, and 14 with the team prior to meeting conclusion.

1. Who?	2. Under what condition(s)	3. Manner?	4. Expected Frequency?	5. Content?	6. Two-way specification
<p>Specify all persons for each data exchange</p> <p>(e.g., <b>Behavior Data Monthly Summary:</b> psychologist/physician,</p> <p><b>Daily report card between: teacher/parent</b></p> <p><b>e /parent; Problem incident report:</b> principal/teacher /counselor;</p> <p><b>Serious threats to harm self:</b> Therapist/teacher/counsel or/ parent)</p>	<p><b>(a) Continuous?</b></p> <p>Often daily reports, weekly or monthly summaries expected for duration of the plan</p> <p><b>(b) Conditional?</b></p> <p>- if X behavior occurs?</p> <p>Often if a problem is at a particular level of severity, or a positive behavior is beyond expectations</p>	<p><b>Transmittal Considerations:</b> paper to office file, email, paper student carries, telephone direct, telephone answering machine</p>	<p>Hourly, daily, bi-weekly, weekly, monthly, every report card, every IEP meeting</p> <p>(frequency and conditions can be merged or separate)</p>	<p>Conditional use of a FERB when a problem behavior might have been used; General positive behavior increase or problem decrease; Summaries of goal progress from data reports (event, time sampling, etc.); Incident reports; Critical student information, e.g., potential medication reactions or changes; if injured during behavior, etc.</p>	<p>Exchange partners expectations on how each will respond BACK to the other as a result of a report, sending information facilitating on-going progress monitoring and teaming. Expected responses can vary, e.g., reflections on progress; new medication doctor will now give/or not give; reports on outcome of a discussion or counseling session on the behavior; new ideas recipient wishes to express; student's response to a reinforcer given contingently in another environment; A signature of receipt of information is NOT a reciprocal exchange, nor effective on-going teaming.</p>

## Sample Communication Provisions:

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

## BEHAVIOR PLAN PROGRESS MONITORING – COMMUNICATIONS WORKSHEET

<b>Complete Communication: 6 Format</b>	<b>Who?</b> <u>Specific</u> information exchange partners	<b>Under what condition(s)?</b> <ul style="list-style-type: none"> <li>• <i>Continuous?</i> - ongoing monitoring agreed upon by partners</li> <li>• <i>Conditional?</i> <ul style="list-style-type: none"> <li>○ incidents, change in medication, precipitating event likely to affect today's behavior</li> </ul> </li> </ul> <i>(Circle one)</i>	<b>Manner?</b> - paper student carries, email	<b>Frequency?</b> - everyday, twice a week, monthly, etc.	<b>Content?</b> <ul style="list-style-type: none"> <li>• <i>Goal progress</i> - FERB, positive increase or problem decrease;</li> <li>• <i>New information</i> - incident report or critical new student information</li> </ul>	<b>Two-way specification?</b> How will each partner respond with new information, reflections, reports on outcome, new ideas, etc.; NOT signature of receipt - parent reports back the student's response to debriefing about the daily behavior report, etc.
		<ul style="list-style-type: none"> <li>• <i>Continuous?</i></li> <li>• <i>Conditional?</i></li> </ul>				
		<ul style="list-style-type: none"> <li>• <i>Continuous?</i></li> <li>• <i>Conditional?</i></li> </ul>				
		<ul style="list-style-type: none"> <li>• <i>Continuous?</i></li> <li>• <i>Conditional?</i></li> </ul>				
		<ul style="list-style-type: none"> <li>• <i>Continuous?</i></li> <li>• <i>Conditional?</i></li> </ul>				

<i>Components to Evaluate</i>	<i>Scoring</i>	<i>Examples:</i> <i>All examples below relate to the same student and same behavior</i>	<i>Key Concepts</i>
<p><b>K. PROGRESS MONITORING, ELEMENT TWO:</b></p> <p><b>EVIDENCE OF TEAM COORDINATION IN STRATEGY IMPLEMENTATION, MONITORING SYTEM, COMMUNICATION PROVISIONS</b> (lines 7, 10, 11, 12, 14)</p> <p><b>The plan identifies all personnel to implement, monitor and exchange information</b> (lines 7, 10, 11, 12, 14)</p>	<p>2 = <u>All</u> implementers (and those who will be monitoring and exchanging information) are identified AND their responsibilities are discernable in each section of the plan.</p> <p>(Examine lines 7, 10, 11, 12, 14)</p> <p>1 = Not all implementers (and those who will be exchanging information) are identified <u>or</u> not all responsibilities are discernable in each section of the plan.</p> <p>(Examine lines 7, 10, 11, 12, 14)</p> <p>0 = No team member responsibilities are identified in each section OR no team members are identified.</p> <p>(Examine lines 7, 10, 11, 12, 14)</p>	<p>Examine for completeness: lines 7, 10, 11, 12, 14</p> <p>Examine to determine if interventions or duties are described and all are correlated with specific assigned team members.</p> <p>For example, line 10, teaching strategies clearly states who is responsible for each action :</p> <p>“The <b>teacher</b> will instruct, provide practice sessions, and cue Billy to use peer assistance requests using the language she has taught, and the request strategies will also be taught by the <b>speech/ language specialist</b> who will practice these skills in a weekly small group.” (line 10)</p>	<p>All implementers must be clear on their responsibilities which are infused throughout the plan (lines 7, 10, 11, 12, 14)</p> <p>For each intervention or duty, consider adding team member's initials, names or positions throughout the description so responsibilities can be clearly determined. Sample responsibility designation types:</p> <ol style="list-style-type: none"> <li>1. Initials: DBW, GRM</li> <li>2. Names: Diana Browning Wright, Roy Mayer</li> <li>3. Roles: Teacher, Aide, Consultant</li> </ol>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>L. PROGRESS MONITORING ELEMENT THREE: Communication (line 14)</b></p> <p><b>The communication segment of the BSP details progress monitoring during the plan's implementation:</b></p> <p>1. <b>Who</b> will participate in exchanging information?</p> <p>2. <b>Reciprocally</b> exchanging information to monitor progress. Different communication partners (exchange dyads) may require different communication content.</p> <p>3. <b>Under what conditions?</b> <b>Conditional or Continuous?</b> Each exchange dyad can require data about behavior under different conditions, e.g., Conditional- if a dangerous behavior occurs, w and x communicate; Continuous- summaries of daily or weekly on-task behavior, requires y and z to communicate, etc.</p> <p>4. <b>Manner</b> of exchange of student progress and staff implementation data (how will data go back and forth?)</p> <p>5. <b>Content</b> of data to exchange about student progress and staff implementation: Include what <b>outbound data</b> to exchange, under which conditions, <u>and</u> what <b>inbound response to that data</b> should occur. Two way communication is critical. Communication section <u>must</u> include monitoring of student mastery of the FERB.</p> <p>6. <b>Frequency</b> of exchange. Can be time referenced, e.g., each day, each week, or can be conditional, e.g., if X behavior, Y communication exchange occurs.</p>	<p>2 = FERB data exchange with all components must be present ( (a) who, (b) conditions, (c) manner, (d) content, (e) frequency, (f) reciprocal-two way—which is not simply a signature of receipt of information) (see column one)</p> <p>► <b>Key Concept: Two-way exchanges</b> for all communication specify both <b>outbound</b> data to exchange and expected <b>inbound</b> response to the data. It can not be simply a signature signifying a receipt of data.</p> <p>► <b>Key Concept to assure implementation:</b> Well designed and specific communication exchanges result in more consistent implementation of a behavior plan <u>and</u> provide for enhanced on-going progress monitoring and adequate determination of response to the interventions.</p> <p>1 = One data exchange for any one specified goal includes all components (who, conditions, manner, content, frequency, reciprocity-two way beyond receipt signature) but a complete exchange for a FERB is absent.</p> <p>0 = No complete data exchange (who, conditions, manner, content, frequency, reciprocity-two way, beyond receipt signature) for any goal is present.</p>	<p>2 = FERB: "Billy's handwritten daily report card will be reviewed by parent and student nightly and will include report on Billy's use of protesting solo written work through peer assistance requesting (FERB for protesting by profanity). (see attached sample card) Parents will return daily report with summary of Billy's response to reinforcer given for adequate progress to the teacher issuing the report.</p> <p>INCREASE GENERAL, Continuous: All written daily report card copies will be distributed to the counselor weekly and contain information on task completion rate (see IEP attachment). Parents will report back to school on Billy's independent homework completion and teacher will report to parents on daily report that homework was received and evaluated; IEP team will review all data at next meeting in 3 months."</p> <p>DECREASE, Conditional: "If Billy has one episode of throwing furniture or continues profanity past two minutes in refusing tasks, principal and parent will be notified by phone within one day and a face to face conference held between teacher, principal and parents to analyze and problem-solve additional or other interventions."</p> <p>1 = "Student will take home a daily report card about FERB behavior (see attached sample card)."</p> <p>(Analysis: no 2-way communication, frequency, manner, and content is specified)</p> <p>0 = "Teacher will send home notes." (No information on FERB, no conditions, no manner, no content or frequency given)</p>	<p>Establishing effective communication requires a team approach among all stakeholders, people who desire to support positive outcomes for the student, e.g., school staff, family, agencies and support groups, the students themselves, and others. Active exchanges among all stakeholders require each partner to provide information to one another, no one member supplying information to a passive recipient. (line 14). Exchanges can occur through phone calls, email, notes home, data log copies, etc.</p> <p>Behavior plans frequently fail when ongoing communication is not well designed. Simply waiting for a quarterly report or until an annual IEP meeting is not sufficient to assure the plan is being completely implemented.</p> <p>Continuous 2 way communication on goal progress is necessary to assure all stakeholders have input and continuous teaming occurs. Whenever there are many stakeholders, or when there is doubt that all implementers will continue interventions for the time required to change the behavior, it is especially necessary to fully describe how the communication will occur and how each player will respond to the communication when received. For example, what communication will the parent send back to the teacher after reviewing a daily report card? How will the administrator respond back to the counselor when a report of problem behavior is received? This requires considering the communication dyads, method, frequency, content and manner of the exchange. This well designed system provides prompting and reinforcement for continued program implementation.</p>

# Observation and Analysis Conclusion:

## Big Idea

In the process of collecting data for a BSP, the team will have gathered a lot of information on the student and the context in which the behavior occurs. Some of this data will be reported on the BSP in the Observation and Analysis sections and will be reflected in the selected interventions. Other data may result in team consideration of other interventions, such as counseling, other agency services, curricular accommodations and mental health treatment plans.

A BSP is an action plan for how teachers and other implementers will proactively support and teach general positive behaviors, change the environment to better support the student, teach functionally equivalent replacement behavior, and skillfully react to problem behavior when it occurs again in the educational environment.

A BSP is NOT a full service plan to meet all student needs. Additional documents and service provision may need to occur. This section demonstrates how the BSP is related to any other necessary services to address student needs. If other agencies will provide interventions, designation of one responsible contact person is essential to assure all agencies are aware of any change in student status that any service provider observes.

**Are curriculum accommodations or modifications also necessary? Where described:** .. ☐ yes ☐ no

- The team should consider whether the student is currently academically successful. If not, proceed to determine what changes in instructional strategies, curriculum and tasks will result in academic achievement in addition to completing the BSP development process. Specify where the necessary changes will be described, e.g., in an accommodation section of an IEP? On a 504 plan? In the Instructional Support Team notes?

**Are environmental supports/changes necessary?** ..... ☐ yes ☐ no

- Research has demonstrated that 90% + of problem behavior is specifically related to environmental/student mismatch. The BSP has described those changes. This question simply reminds staff of this fact.

**Is reinforcement of alternative behavior alone enough (no new teaching is necessary)?** ☐ yes ☐ no

- The primary issue is: Does the student have the skill already, but is not using it in this environment? (performance deficit) or, Does the student not have the skill, and therefore has not shown it (skill deficit). For performance deficits, prompting and reinforcing will be a focus, whereas for a skill deficit, systematic teaching, prompting and reinforcing will be required. This question simply reminds staff of this distinction.

**Are both teaching of new alternative behavior AND reinforcement needed?** ..... ☐ yes ☐ no

- This question reminds staff that for a new behavior, systematic teaching and reinforcement of successive approximations (shaping) will both be required if the student is to develop skill fluency.

**This BSP to be coordinated with other agency's service plans?** ..... ☐ yes ☐ no

**Person responsible for contact between agencies**

- A BSP addresses what the student will DO in an educational environment. Other agencies or school services may be providing in-home supports, or providing direct instruction to the student to address how s/he FEELS or THINKS, for long-range life stressors indirectly affecting school performance. All providers should be progress monitoring treatment and communicating with each other. When the student is doing better in the classroom, this can be critical information for medical and other service providers, and when the student is making progress with other agencies, the classroom should also be aware of this change.
- For students with multiple risk factors in their lives, multiple treatment plans may be in effect. It is critical that each agency remember to inform each other when the student's status is changing in order to avoid the tragedy of hindsight, "if we had only known...."

## What To Do When A BSP "Doesn't Work"

1. With implementer(s) review/observe for each element of plan being implemented.
2. If plan is being implemented:
  - Check data--is the plan really not working? If no data, how do you know?
  - Check for functional equivalency of replacement(s)?
  - Check for frequency of instruction of replacement--opportunities for successful practice built into schedule? (vs. just waiting for opportunities to use)
  - Check for efficiency of replacement--is it easier to use the targeted behavior because replacement isn't being prompted/shaped or reinforced?
  - Are coping behaviors also being instructed?
  - Check reinforcement--schedule? Used even when replacement prompted? Meaningful?
  - If student is old enough (5<sup>th</sup> grade on usually), was the student involved in assessment and plan development? If no, then back up and include, if yes, ask them!
  - Any new "stuff" in class, home, etc.
3. Usually I find one of the above items needs dealing with.
4. If plan is not being implemented, probe as to why not:
  - Not matched to skills of staff
  - Not matched to resources of classroom-time, materials, etc.
  - Staff not trained
  - Copy of plan not in classroom
  - Staff didn't agree with plan
  - Monitoring/support for staff hasn't occurred
5. If one of the above is an issue, problem solve.
6. If none of the above 'fit,' revisit the assessment (function/antecedents probably not accurate).

*If all above suggestions result in no change, revisit the assessment (function/antecedents probably not accurate).*

# **SECTION 11:**

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## **CASE STUDIES**



# CASE STUDIES

## Four Sample Case Studies:

### **Mario – Training Plan**

8<sup>th</sup> Grader with an IEP due to a learning disability: He has made a substantive, very serious threat. He shows a pattern of increasing aggression and belongs to a gang. This plan is “adequate” but requires revisions in some areas.

### **Sean**

5<sup>th</sup> Grader with AD/HD and an accommodation plan, but no IEP: He has work refusals, defiance, and verbal aggression.

### **Karl**

2<sup>nd</sup> Grader with an IEP due to Autism: He hits and kicks peers and staff. 2 plans – 1 inadequate and 1 adequate for training purposes

### **Amy**

1<sup>st</sup> Grader with severe disabilities and Autism: She is a non-symbolic communicator (no words, picture recognition or signs) with a cognitive development of approximately 18 months. She screams, runs, and hides under tables.

# MARIO

8th Grader with an IEP due to a learning disability. Mario has made a substantive, very serious threat, shows a pattern of increasing aggression and belongs to a gang

**M**ario is an 8<sup>th</sup> grade student with a reading disability who has been in a pull out special education program since 4<sup>th</sup> grade. His parents are non-English speaking immigrants. Mario has had 17 office referrals in two years and has had numerous serious fights in the last two years on and off campus. Offenses have been refusing to do work, improper clothing, swearing at teachers, failing to suit out for PE, physical fighting with peers in the hallways and on the yard as well as reportedly sexual harassment of a 6<sup>th</sup> grade girl off campus. This aggression pattern towards others and breaking of school rules has increased in intensity since entering middle school as a 6<sup>th</sup> grader. There were no offenses prior to middle school and he has been in the same district since 2<sup>nd</sup> grade. His grades in elementary school were “B”s and “C”s. In middle school his grades have dropped to an average of “D+”. There has been a previous behavior support plan for Mario to address these behaviors, but the plan has not been implemented as written nor consistently.

Mario has recently made a verbal threat to harm a peer, “I’m going to have my friends kill you.” He does not deny making the statement. His friends are gang involved youth. The police have become involved as a result of a school-based threat assessment team recommendation. No guns were found in the home, though police report gang activity involving weapons in the area.

Expulsion was initially recommended, and the IEP team held the required manifestation determination meeting and conducted the functional behavioral assessment for this specific threat behavior. In this two-prong manifestation determination process it was concluded that: 1.) This threat was not caused by or directly related to his disability, but that 2) the failure to implement the behavior support plan portion of his IEP was a direct cause of the behavior, i.e., the plan called for 1 on 1 supervision in the hallway and yard areas and Mario was unsupervised at the time the threat was made. Therefore, the manifestation determination meeting determined that proceeding to expulsion was not possible. The team concluded that the BSP should be revised, adult supervision uniformly provided, and use of adult mentors incorporated. (See [www.pent.ca.gov/forms](http://www.pent.ca.gov/forms) for a Manifestation Determination Worksheet.) Mario’s parents have however, accepted an IEP team recommendation for alternate placement which is supported by the juvenile justice system, probation department.

The results of the legally required functional behavioral assessment during the expulsion process were clear: Mario’s verbal threat making was an attempt to gain attention, recognition and status from gang involved peers, just like all the other aggressive behavior he had previously demonstrated. (See [www.pent.ca.gov](http://www.pent.ca.gov) for Functional Behavioral Assessment in a Disciplinary Context.



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## Behavior Support Plan

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

This BSP attaches to: ☒ IEP date: 12/15/06 ☐ 504 plan date: \_\_\_\_\_ ☐ Team meeting date: \_\_\_\_\_

Student Name Mario (TrainingPlan: needs revisions) Today's Date 12/15/06 Next Review Date 2/15/07

1. The behavior impeding learning is (describe what it looks like) **1. Making a serious verbal threat to harm peers, ("I want to have my friend skill you") 2. Escalating aggression pattern for last two years. (physical fighting , teasing peers (e.g. 'You sure are fat!'))**
2. It impedes learning because **learning time is lost in disciplinary proceedings, creates atmosphere non-conducive for learning**
3. The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☒ serious ☐ extreme
4. Frequency or intensity or duration of behavior **1. one serious substantive verbal threat 12/10/06 2. 2 fights 05-06; 3 office referrals for teasing 05-06)**  
☒ reported by **Mr. Smith, campus Resource Officer**  
and/or ☒ observed by **Ms. Smith, teacher and J. Jones, counselor**

### PREVENTION PART I:

### ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

#### Observation & Analysis

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

- 5. 1. Physical and Social Setting: The threat occurred in the yard area during non-supervised time at lunch period when gang members were available to hear Mario's comment. 2. Physical setting: Fights and teasing have occurred in general during passing periods, Social setting: when peer audience gives Mario positive comments and laughter following his behavior.**

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. Unsupervised during threat; peers available to give positive feedback on threat behavior, 2. Missing in the environment: positive peer models for pro-social behavior , no adult mentors for prosocial behavior, and no adequate staff supervision during passing periods. 3. Present in environment: negative peer models for acting out behavior and interactions available to Mario: Sustained peer laughter and positive verbal comments when Mario teases others.**

#### Intervention

#### Remove student's need to use the problem behavior

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior) **7. 1.Space/physical setting: Mario will be supervised by an adult in close proximity during all passing times, and during all out of classroom time. 2. Interactions: Mario will be taught how to make positive comments to a new peer group in his new placement, during an anti-gang peer mentoring program (see attached teaching complements guide sheet) and will receive positive comments from other peers striving to remove themselves from gang influence.**

Who will establish? **anti-gang counselor & teacher** Who will monitor? **teacher/principal**  
Frequency **principal monitors weekly, teacher or yard staff monitor 100% of all unstructured time; anti-gang group occurs 3x for 90 minutes.**

**ALTERNATIVES****PART II:****FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH  
AND SUPPORT****Observation & Analysis**

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

**8.** Mario has a desire to exhibit gang affiliation and has had a lack of alternative ways to achieve status and recognition from peers as well as a lack of adult mentors. THE FUNCTION OF BOTH 1. AND 2.: THE BEHAVIORS ARE TO RECEIVE SUSTAINED PEER ATTENTION AND REINFORCEMENT FROM PEERS.

**Accept an alternative behavior that meets same need**

What team believes the student should do **INSTEAD** of the problem behavior? (*How should the student escape/protest/avoid or get his/her need met in an acceptable way?*) **9.** Functionally equivalent replacement behavior: achieve peer attention and reinforcement in alternative ways (see line 10) from an alternative peer group who award points to each other with staff supervision. Mario will earn points and be praised and rewarded with privileges in the classroom and during the antigang teaching/mentoring sessions.

**Intervention**

What teaching Strategies/Necessary Curriculum/Materials are needed? (*To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior*)

**10.** Teach FERB: Mario will be taught alternate ways of achieving peer attention and recognition using curricula such as Boys Town Dangerous Children Classroom model and Skill Streaming. He will earn points for demonstrating the skills from this curricula, which are awarded in Classroom Meeting Model (refer to Teacher's BSP Desk Reference, Environmental Resources Section 12) Teacher has developed point system for 15 minute intervals related to safe, respectful and responsible behavior (see attached point sheets). Increase General Positive Behavior: Mario will also participate in small group sessions to learn and practice verbal conflict resolution strategies with school counselor. (Team needs further information to determine if Mario has not shown effective conflict resolution in the past due to a skill deficit (not knowing how) or a performance deficit (not choosing the skill in the needed environment). FERB and General Positive Behavior: Mario will participate in anti-gang programs through Police Dept. Juvenile Diversion program in the alternative ed. setting. This program includes one on one mentoring sessions and activities which will additionally reinforce his achievement of points for FERB and for use of general positive behaviors.

Who will establish? site teacher, school counselor, anti-gang mentor, police dept

Who will monitor? site admin reviews weekly data from teacher, teacher reports to mentor

Frequency FERB: 100% of school day; counseling, 2x week, mentoring, 3 x weekly

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

**11.** Contingently given: for each 15 min. interval, Mario earns maximum of 5 points per category: safe, respectful, responsible. Choice-within-variety: Mario will receive peer praise at each privilege awarding classroom meeting and will select from a menu of activities and privileges the class has created and Mario has identified as desired. Mario's family wishes to award him extra time playing basketball with his father for any week in which he has earned 80% of possible points which is communicated in a weekly report summarizing daily point sheets.

Selection of reinforcer based on: Mario participated in this plan; he agrees he is highly motivated by parent responses for his behavior and that he does want acclaim from the Mentor and peers he has met. He has a history of responding well to point systems to earn privileges

☒ reinforcer for using replacement behavior    ☒ reinforcer for general increase in positive behaviors

By whom? **all staff interacting with Mario award points, and peers award privileges in classroom meetings**

Frequency? **points in 15 min intervals daily/privileges 5 times week for 4 weeks, fading to 2 x week for remainder of BSP**

### **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, 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)

**12. 1) Prompt to switch or redirect:** If Mario begins to tease or challenging others or use poor conflict resolution : Gesturally or verbally, privately remind Mario of the FERB and general positive behavior (e.g., conflict resolution) and how to earn desired acclaim from peers. Then allow 3 minutes for reflection. Award bonus point for good choice making if he changes his behavior and be sure to praise in class meeting.

**2) Managing Safely:** If non dangerous teasing or verbal challenging behavior persists: use quiet voice, issue 2 stop commands, provide Mario a structured choice with clear consequences for each choice: a) stop- take a breather in Australia (see Teacher's BSP Desk Reference, section 12) or b) stop and return to task or c) continue and receive disciplinary consequence. If peers are near by, invite their verbal comments to Mario to make a wise choice. If dangerous behavior such as threats to harm: remove Mario and/or peers and notify office on cell for back-up. If eminent danger, notify School Safety Officer for police intervention

**3) Debriefing:** Following non-dangerous: teacher debriefs using "My Inappropriate Behavior" log sheet (see Teacher's BSP Desk Reference, section 12) If dangerous: counselor and Mario will complete "My Inappropriate Behavior" and will communicate new information back to teacher to further understand why the behavior occurred. If removed by police, upon return, debrief with principal, parent, counselor and teacher reviewing be safe, respectful, responsible school rules and IEP team will review and alter BSP as needed. If assault has occurred (no current history of this) IEP team will meet to determine need for extensive data collection and development of a positive behavior intervention plan with increased data collection and monitoring.

**4) Consequences:** For time periods where problem behavior is occurring, there are no points being earned and therefore less access to reinforcers. For dangerous behavior, school rules and disciplinary consequences will occur as needed.

Personnel? **All teaching staff, counselors, mentors, administrator, School Safety Officer**

**OUTCOME PART IV:****BEHAVIORAL GOALS**

**Behavioral Goal(s)** **13.** See IEP - Mario will exhibit increasing skill in verbal conflict resolution as observed and rated and charted by counselor and mentor on a daily basis.; Mario will attend 95% of all counseling and mentoring sessions and will actively participate in group and individual mentoring sessions as observed by counselor.

The above behavioral goal(s) are to:

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

**Observation and analysis conclusion:**

Are curriculum accommodations or modifications also necessary? Where described: IEP

accommodations section ..... ☒ yes ☐ no

Are environmental supports/changes necessary? ..... ☒ yes ☐ no

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? ..... ☐ yes ☒ no

Are both teaching of new alternative behavior AND reinforcement needed? ..... ☒ yes ☐ no

This BSP to be coordinated with other agency's service plans? ..... ☒ yes ☐ no

Person responsible for contact between agencies principal & counselor report to probation officer

**COMMUNICATION PART V:****COMMUNICATION PROVISIONS**

**Manner and frequency of communication, all participants**

**14.** Parents, probation officer, principal to receive weekly reports, (see attached forms) including all My Inappropriate Behavior worksheets

Between? **Parents, probation officer, principal**    Frequency? **weekly -unless emergency, immediately**

**PARTICIPATION PART VI:****PARTICIPANTS TO PLAN DEVELOPMENT**

- ☒ Student **Mr. Mario Smith**  
☒ Parent/Guardian **Mr. Peter Smith, Mrs. Jane Smith**  
☒ Educator and Title **Ms. Alice Jones, RSP teacher**  
☒ Educator and Title **Ms. Janice Brown, RSP teacher, new site**  
☒ Educator and Title **Mr. Johnston, general education math**  
☒ Administrator **Ms. Wright, principal**  
☒ Administrator **Ms. Browning, new site principal**  
☒ Other **Mr. Alison, probation officer**  
☒ Other **Mr. Peterson, assigned Mentor Program Chair**

## SEAN

5th Grader with AD/HD and an accommodation plan, but no IEP. Sean has work refusals, defiance and verbal aggression.

Sean is a 5<sup>th</sup> grade general education student. According to his medical records, he has a diagnosis of Attention Deficit/Hyperactivity Disorder (AD/HD). Sean does not turn in assignments on time or follow teacher directions very well. According to his teacher, when directions are given for individual work, especially written work, he wads up or tears up his paper. When the teacher asks him why he does this, he says he doesn't want to do the work, and he shouldn't have to do it. If the teacher presses him to do it, a verbal confrontation usually occurs. At these times, Sean quickly appears "out of control" and shouts profanity. His parents describe him as having a "short fuse." Sean has friends he sees on a limited basis, but they too are aware of his volatile nature and appear "afraid of his temper" they have told the school counselor.

Sean has no history of starting fights, but somehow has gotten into numerous ones in the neighborhood his parents report. Sean has had several office referrals, after school detentions, and six out of school suspensions. He usually sits by himself in class, has a "gruff" exterior and rarely talks to other students. Students tend to giggle or turn to look at him when he is having a "discussion" with the teacher. He periodically complies with on-going directions such as "Get out your book," or "Open to page 65." He also tears up papers and swears under his breath when frustrated about assignments in class.

Sean was evaluated for special education services as a learning disabled student last year but he was found to not need specialized instruction, but rather needed accommodations in the general education classroom. His academic achievement is commensurate with his average ability. The evaluation for 504 eligibility determined that he did have a "mental impairment, i.e., his AD/HD, and that it was "substantially affecting his learning" due to "limited alertness," resulting in difficulties completing assignments. Sean's behavior support plan was developed by his 504 team to augment the curricular accommodations to enhance his attention and forethought and planning.



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## Behavior Support Plan

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

This BSP attaches to: ☐ IEP date: ☒ 504 plan date: **3/1/02** ☐ Team meeting date:

Student Name **Sean**

Today's Date **3/1/02**

Next Review Date **4/1/02**

- 1.** The behavior impeding learning is (describe what it looks like) **Work refusal, especially written work, which escalates into defiance (e.g., says, "No, you can't make me!") and verbal aggression (e.g., swears, calls teacher names, questions, "Why do I have to do this dumb work, huh, HUH!")**
- 2.** It impedes learning because **Sean is not completing or turning in assignments which is negatively impacting his grades/academic progress.**
- 3.** The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme
- 4.** Frequency or intensity or duration of behavior **Sean fails to start/complete work daily - he escalates to the point of being removed from the classroom approximately 3 times/week.**  
☐ reported by and/or ☒ observed by **Ms. Owens, teacher**

### PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p><b>What are the predictors for the behavior?</b> (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</p> <p><b>5.</b> When directions are given for individual work assignments, especially written work and ones he believes will take a long time to complete</p> <p><b>What supports the student using the problem behavior?</b> (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)</p> <p><b>6.</b> Tasks and directions are not broken down into doable/understandable steps and organizational materials and strategies are not provided. There is currently no agreed upon way for Sean to express his inability to follow the direction or structure the task himself. There are negative interactions with teacher (when questioned and pressed to do work). Reaction from other students when Sean is in a "discussion" with teacher. Verbal negotiation skills have not yet been taught. Nonverbal signals not used.</p>
	<p><b>Remove student's need to use the problem behavior</b></p> <p><b>What environmental changes, structure and supports are needed to remove the student's need to use this behavior?</b> (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior) <b>7.</b> Time &amp; Materials---tasks broken down and the assignment steps explicitly sequenced in a To-Do List/check sheet format which Sean will do himself after initial or individualized instruction (see attached example) Provide a folder to put work in that he is not yet "ready" to do.</p> <p><b>Interactions---</b>A respectful, non-disruptive system that gives him the option to escape/or protest work that is hard or that he does not understand (eliminates discussion and peers' reactions) e.g. nonverbal signals that (1) staff can use to check for understanding/need for support (2) Sean can use to communicate need for support or difficulty with assignment or need to not do yet???</p> <p>Who will establish? <b>Teacher to consult with RSP</b> Who will monitor? <b>Teacher/Counselor</b></p> <p>Frequency <b>1 x weekly</b></p>
Intervention	



## Observation &amp; Analysis

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

**8.** 1. Sean is trying to avoid or escape and/or protest the type of assignments that he does not understand and that he has been unsuccessful with in the past. 2. Possibly gains attention from peers or 3. avoids revealing to peers that he is unable to do or has difficulty with the assignment.

**Accept an alternative behavior that meets same need**

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

**9.** 1 & 3 Sean will protest/escape/avoid when an assignment is difficult by putting assignments in his "Not Ready to do Yet" folder. 1. Sean will use appropriate language e.g. "I need to talk with you Mrs. Johns" or "This work is really long!" or a signal system to express his needs/concerns (does not understand, too hard/long, etc). 2. Sean will learn to get peers' attention by sharing an interest or making positive comments.

What teaching Strategies/Necessary Curriculum/Materials are needed? (*To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior*)

**10.** Teacher and Sean 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 & explain to Sean 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, Teach Sean 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 establish **Teacher/Psych/RSP/Counselor** Who will monitor? Frequency **1 x weekly**

## Intervention

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

**11.** A forced choice inventory will establish potential reinforcers. Sean 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 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. Sean will earn an identified reinforcer with his points 2x/day (before lunch and 15 minutes before end of school day). Point value to be established. Sean will meet with counselor weekly to discuss charting system and progress. Parent will implement a reward system at home for daily reports of positive behavior. Sean will be verbally acknowledged for positive peer interactions following the interaction and ondaily report home.

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

☒ reinforcer for using replacement behavior ☒ reinforcer for general increase in positive behaviors

By whom? **Teacher/Counselor/Parent**

Frequency? **Daily and Weekly**

**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, 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) **12.** 1. If beginning refusal, remind him of alternative strategy non-emotionally. Prompt Sean to use folder with signal when he looks frustrated or begins to destroy papers. 2. Remind Sean he has a choice "You can make a good choice, you can make a poor choice. Take a minute and decide." Praise good choice. 3. If removed from class for behavior, "Thinking About My Behavior" worksheet with counselor will be completed and discussed. If counselor not available, assistant principal to assist. 4. If suspended for behavior that cannot be redirected and which escalates to extreme disruption, 504 case manager notified. If two in one month, 504 team to reconvene.

Personnel? **Counselor/Vice Principal/Parent**

**OUTCOME PART IV:****BEHAVIORAL GOALS**

**Behavioral Goal(s)** **13.** 1. Upon being asked to do an assignment, Instead of destroying papers or becoming argumentative or verbally aggressive to escape or avoid a difficult or long assignment, Sean will use his folder to escape or avoid a difficult or long assignment. 2. Instead of the problem behavior to protest, Sean will use a preestablished signal or appropriate language to protest a difficult assignment. 3. Sean will engage with peers by giving compliments or sharing interests with them instead of engage in negative "discussions" with teacher. Sean will have no defiance that requires being sent to the office, i.e., it is not readily redirectal within each week as measured by teacher charting and observation. Sean will attempt to do all assignments, and will complete those perceived as difficult with adult assistance, as measured by teacher observations. Sean will demonstrate asking for help on multiple occasions using strategies taught, as recorded by teacher.

The above behavioral goal(s) are to: ☒ Reduce frequency of problem behavior ☒ Increase use of replacement behavior

☒ Develop new general skills that remove student's need to use the problem behavior

**Observation and analysis conclusion:**

Are curriculum accommodations or modifications also necessary? Where described: **(on 504 plan)**

Are environmental supports/changes necessary? ..... ☒ yes ☐ no

Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? ..... ☐ yes ☒ no

Are both teaching of new alternative behavior AND reinforcement needed? ..... ☒ yes ☐ no

This BSP to be coordinated with other agency's service plans? ..... ☒ yes ☐ no

Person responsible for contact between agencies **School Nurse**

**COMMUNICATION PART V:****COMMUNICATION PROVISIONS**

**Manner and frequency of communication, all participants** **14.** Teacher to provide daily progress report on behavior goals to family via a daily report form that also is used to record points earned. Sean to return next school day with parent signature, comments, and any agreed upon reward earned. Sean will chart his assignments and work completion daily. This will be reviewed by the counselor and parent weekly. All "Thinking About My Behavior" worksheets go home & to 504 case manager.

Between? **Teacher/Counselor/Parent**

Frequency? **Daily and weekly**

- ☒ Student **Sean Brown**
- ☒ Parent/Guardian **Mabel Brown**
- ☒ Educator and Title **Amy Owens, teacher**
- ☐ Educator and Title
- ☐ Educator and Title
- ☒ Administrator **James Taylor, principal**
- ☐ Administrator
- ☒ Other **Jamey Morton, District 504 Coordinator**
- ☐ Other

# KARL

## 2nd Grader with an IEP due to Autism: He hits and kicks peers and staff.

**K**arl is a 2nd grade student who receives educational services in a special day class setting with one on one aide support. Karl has a diagnosis of autism.

Karl lives with six siblings, his mom, and his step dad. Karl's parents are very involved with all of their children's lives. Four of his siblings have ADHD. Parents describe the home environment as very busy and loud with all of the children being active.

Though labeled "untestable" on standardized achievement assessments, other achievement assessments show that he is far below average in all areas except gross motor, and has skills that average in the age equivalency range of 3 years old. Karl can communicate some wants and needs through verbal communication. When using words he mostly repeats phrases that he has heard from favorite movies and TV shows. Karl brings an object he has selected from home to school EVERY day and carries it with him wherever he goes. He does set his object in a designated spot when he goes outdoors to recess in order to prevent it from getting lost.

Karl displays acts of aggression frequently to both peers and staff. He forcefully pushes people with two hands, hits people with an open hand and/or a fist, and kicks people. He sometimes pushes classroom furniture. Karl's aggressive behaviors fluctuate in their frequency. Karl has gone for 2 weeks without displaying aggressive behavior, however there are times when he displays at least 10 aggressive behaviors in one day. His aggressive behaviors range in intensity. Most of the time, his behaviors result in causing momentary pain; he has left bruises on staff members. Two incident reports have had to be filled out for injuring a staff member's back by pushing, and for fracturing another staff member's ankle by kicking. On the playground and in other social settings, many students are afraid of Karl and move out of his way when he gets near by.

There are things that appear to trigger Karl's aggressive behaviors. Karl's behaviors generally happen during unstructured time where there are opportunities for movement and/or play, the noise levels are higher, and he is in close proximity to many people. Some examples are recess, APE (adaptive physical education), getting in line, and dance/movement time in the classroom. Karl likes predictability and structure in his environment. He does not like it when his one on one aide leaves for their lunch break, and often becomes aggressive during this time. He will put down his preselected object from home, but DOES NOT like it when someone tries to take it from him. This usually causes aggression. Karl does not respond well to people who use a loud, fast, and/or threatening voice when interacting with him. Karl LOVES to "rough house" at home with his siblings and father. His favorite thing to do with his father is wrestle. He likes to play with others, and to initiate play he often runs up to them and pushes them with a big smile. This is often mistaken for "aggressive behavior."

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## BEHAVIOR SUPPORT PLAN

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

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

Student Name **KARL-ADEQUATE** Today's Date Next Review Date

- 1.** The behavior impeding learning is (*describe what it looks like*): **Karl displays aggression to peers and staff as observed by forcefully pushing with two hands, hitting with an open hand and/or a fist, and kicking.**
- 2.** It impedes learning because: **It distracts from Karl's learning and the learning of others.**
- 3.** The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme
- 4.** Frequency or intensity or duration of behavior: **The frequency of the behavior ranges from a low of 0 times for up to 2 weeks to approximately 10 aggressive behaviors a day. The intensity of the behaviors range from causing pain that resides momentarily up to the level of causing serious injury to others, such as fracturing an ankle.**  
☒ reported by **teacher** and/or ☒ observed by : **teacher, paraprofessionals, speech therapist, and specialists**

### PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

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

- 5.**
- 1) The absence of calmness and consistency in Karl's environment.**
  - 2) An adult who does not use a non-threatening, slow-paced, quiet cadenced voice.**
  - 3) A highly stimulating environment with high noise levels and close proximity to many people.**
  - 4) The removal of comfort object(s) that Karl has selected for that day.**
  - 5) Unstructured play opportunities.**
  - 6) The switch in adult supervision as his 1:1 instructional aide leaves for lunch break.**
  - 7) Karl's lack of awareness of behavioral expectations.**

**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 consistent staff interactions (i.e. the nature of the interactions).**
  - 2) The absence of structured environment at all times.**
  - 3) The absence of clear behavioral expectations.**
  - 4) Minimal opportunities to make choices.**
  - 5) Karl does not have a consistent way to communicate his needs and wants.**

Intervention

**Remove student's need to use the problem behavior**

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

**7.**

- 1) Train staff working with Karl to communicate through the use of a calm, quiet, slow cadenced, consistent, non-threatening voice with minimal words.
- 2) Develop a structured visual schedule for Karl that includes scheduled opportunities for access to his calming object/activit.
- 3) Prior to engaging in an activity, Karl will be given clear expectations as to what will be expected of him (what he will do, and the amount of time he will do it).
- 4) Provide Karl with a variety of visual choices during unstructured time and teach Karl a strategy for choosing and following through with the visual choice.
- 5) Staff will be aware of times when Karl may be overstimulated and should then provide Karl with visual calming choices (beanbag, blanket, quiet area, walk, etc.)
- 6) Never take Karl's calming object from him.

Who will establish? **teacher and speech therapist** Who will monitor? **teacher and paraprofessionals** Frequency? **daily**

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

Observation & Analysis

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

**8.**

- 1) To get calming activities.
- 2) To avoid overstimulating activities.
- 3) To communicate a protest over absence of his calming object or of staff not using a calm, non-threatening tone of voice.
- 4) To socialize and/or initiate play with peers and adults.

**Accept a replacement behavior that meets same need**

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

**9.** FERB for function #1 , 2 and 3: Use visual symbols to request calming activities.

**FERB for function #4:** Initiate social interactions with peers and adults by verbalizing “play please” and exchanging a visual representation of play with “play please” printed on it. (This should be available to Karl at all times).

Intervention	<p><b>What teaching Strategies/Necessary Curriculum/Materials are needed?</b> (<i>List successive teaching steps for student to learn replacement behavior/s</i>)</p> <p><b>10.</b></p> <p><b>FERB for function #1,2, and 3:</b> Prepare a page of visual calming activities for Karl. Teach Karl how to select visual symbols to request calming activities. Teach Karl what each symbol means by allowing him to connect the visual with the calming activity. Teach by modeling, prompting and cueing with gradual fading of model and prompt.</p> <p><b>FERB for function #4:</b> Prepare a visual symbol of "play please" on a 2x3" card. Teach Karl to give a visual symbol and/or verbalize "play please" when he wants social interaction with a peer or adult. Use a model, prompt, cue strategy during all practice sessions. Practice sessions will occur during naturally occurring times during the school day (recess, breaks, etc) Karl will be able to request "play please" at all times initially. When teaching "play please," Karl will immediately get a token on his "interval based reinforcement system," even if it is during work time and/or requires assistance from a staff member in order to be used correctly. (see #11 for reinforcement system).</p> <p><b>General positive behaviors to increase:</b></p> <ol style="list-style-type: none"> <li>1) Teach Karl to follow a structured visual schedule in the correct sequence, and to understand the concept of "finished," and "next." Practice sessions will be provided at beginning of the day and at each transition during the day.</li> <li>2) Prepare 3x3" visuals of hands and feet that read "nice hands" and "nice feet." Teach Karl what it means to have "nice hands" and "nice feet" using modeling and role playing of both examples and non-examples. When Karl uses "nice hands" and "nice feet," tell him "good job Karl, you have nice hands and/or nice feet," and show him the visual(s). Staff working with Karl should carry visuals of hands and feet at all times so that they can be used to reinforce good behavior and to act as visual reminders when he appears to escalate in his aggression.</li> </ol> <p>Who will establish? <b>teacher</b> Who will monitor? <b>Teacher, speech therapist, and paraprofessional</b> Frequency? <b>daily</b></p>
	<p><b>What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?</b></p> <p><b>11.</b> Karl will use an "interval based reinforcement system" where every 10 minutes that he displays "nice hands" and "nice feet," he will receive a minimum of 2 points to reinforce his desired behavior:</p> <ol style="list-style-type: none"> <li>1) Karl will "make a deal" prior to each interval by selecting a desired reinforcer that he will get after earning 2 points. See attached list for preferred activities and/or objects.</li> <li>2) A visual timer will be set for 10 minutes and shown to Karl.</li> <li>3) When displaying "nice hands," "nice feet," Karl will be given a point that he will place on his chart (token economy system). (This is a visual reinforcement system with two boxes to place points, an equals sign, and then a picture of the chosen reinforcer). [point , point = reinforcer]</li> <li>4) After 10 minutes, if Karl has earned 2 points, he will receive his pre-selected reinforcer.</li> </ol> <p><b>*Once Karl displays the ability to earn 2 points within a 10 minute period with ease, the time will gradually increase as appropriate.</b></p> <p>Selection of reinforcer based on: <b>Karl's current cognitive and social abilities and his preference for earning points as evidenced by behavior in previous settings.</b></p> <p><input checked="" type="checkbox"/> reinforcer for using replacement behavior    <input checked="" type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom? <b>All staff</b> Frequency? <b>as requested by Karl and multiple times daily during 10 minute intervals</b></p>



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

1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends
4. Any necessary further classroom or school consequences

**12. When aggressive behavior occurs, follow these 5 steps. (Do not proceed to steps 2-3 unless step one does not eliminate the behavior):**

- 1) If Karl is attempting to gain access to calming object/activity, avoid overstimulating situations, or protest: prompt Karl to communicate his needs by exchanging a visual representation of a desired calming object or activity; OR  
If Karl is attempting to initiate social interaction or play, prompt Karl to exchange the card with visual and words "play".
- 2) If Karl escalates and displays another aggressive behavior, staff member must guide Karl to the designated "time away" (cool down) area. Staff will do so by getting in close proximity to Karl and physically guiding him by standing behind and to the side of him, use their arms to guide him at the midline of his back, and block flailing arms. Staff will only direct Karl by using a calm, non-emotional voice, and will repeat the phrase, "Karl, calm down." Once Karl is seated in his "time away" area, staff will set the timer for 2 minutes. Staff must remain in close proximity to Karl (2-3 feet and seated). Staff will remain quiet and still until Karl is calm. If Karl needs more than 2 minutes to calm down, staff will reset the timer until he is calm and quiet.
- 3) When Karl is calm, staff will redirect Karl back to his daily schedule and the next scheduled activity and remind Karl what he needs to do to gain access to reinforcement. Then reset the visual timer for 10 minutes.

Personnel? **all staff****OUTCOME PART IV: BEHAVIORAL GOALS****Behavioral Goal(s)**

**13.** By April, 2007, with a minimum of two prompts, Karl will select a calming activity from a choice board of calming activities during scheduled times on his daily schedule and as he desires. Karl will follow through with the selected calming activity by completing the activity and returning to his daily schedule to begin the next scheduled activity for a minimum of 2 times per day as observed and recorded by staff.

By April, 2007, instead of using aggressive behaviors to initiate social interactions, Karl will independently initiate social interactions with peers and adults by saying "play please" and/or giving the individual a visual representation (picture icon) of play for a minimum of 3 times in one week as observed and recorded by staff.

The above behavioral goal(s) are to:

- ☒ Increase use of replacement behavior and may also include: ☒ Reduce frequency of problem behavior
- ☒ Develop new general skills that remove student's need to use the problem behavior

**Observation and Analysis Conclusion:**

- Are curriculum accommodations or modifications also necessary? Where described: **IEP** ☒ yes ☐ no
- Are environmental supports/changes necessary? ..... ☒ yes ☐ no
- Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? .. ☐ yes ☒ no
- Are both teaching of new replacement behavior AND reinforcement needed? ..... ☒ yes ☐ no
- This BSP to be coordinated with other agency's service plans? ..... ☐ yes ☒ no
- Person responsible for contact between agencies ..... ☐ yes ☒ no



**COMMUNICATION PART V: COMMUNICATION PROVISIONS****Manner and content of communication**

- 14.** A home school communication book will be sent back and forth from home to school in Karl's back-pack. Once a week, teacher will provide a summary of the number of times that Karl initiated play with others using his card + verbal system and with what level of independence he was able to do so. Teacher will report the items that Karl chose for his reinforcement during the week. Parent will return the notebook with a note of how Karl appeared to respond to the rewards he had earned and their praise for earning them. Parent will report use of play initiation strategy at home for generalization checks. If physical injury to staff or peers occur, the teacher will communicate with parent and team to arrange a time to review the incident and incident report and review/revise plan as necessary.

Between? **Parent , teacher, and team** Frequency? **Weekly and as needed**

**PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT**

- ☒ Student
- ☐ Parent/Guardian **mother**
- ☐ Educator and Title **functional life skills teacher**
- ☐ Educator and Title **speech and language specialist**
- ☐ Educator and Title **general ed teacher**
- ☐ Administrator **principal**
- ☐ Administrator
- ☐ Other
- ☐ Other

## Response to Interventions: Student Outcomes Form

Student: Karl

Dates: Changes from: 2/06 through 5/06

Problem Behavior addressed in the BSP: Aggression to staff and peers

Outcome	Baseline Data	Current Direct Observation Data	Current Assessment Data	Comments
Academic Achievement in:				
Academic Achievement in:				
Academic Achievement in:				
Functional Skills Attainment in:				
Functional Skills Attainment in:	Karl did not independently make choices	With the use of visual, Karl has been observed by staff independently making a choice during free-time.		
Functional Skills Attainment in:				
Social Skills mastery of:				
Social Skills mastery of:				
Social Skills mastery of:				
Parent report of behavioral change	Karl would hit his siblings as a form of play and it lead to many arguments and fights at home.	Karl is starting to use his play visual at home and siblings are prompting him to do so. Siblings now focus on helping Karl vs. fighting with him.		
Peers report of behavioral change	Peers ran when Karl approached	Peers have been observed to allow Karl to "watch" games.		
Staff report of behavioral change				Staff report that it is much easier and positive to supervise Karl during free-time since they have an effective way to help him choose what to engage in.

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## BEHAVIOR SUPPORT PLAN

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

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

Student Name **KARL-INADEQUATE** Today's Date Next Review Date

1. The behavior impeding learning is (describe what it looks like): **Karl is aggressive.**
2. It impedes learning because: **It distracts from Karl's learning and the learning of others.**
3. The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme
4. Frequency or intensity or duration of behavior: **The frequency of the behavior ranges from a low of 0 times for up to 2 weeks to approximately 10 aggressive behaviors a day. The intensity of the behaviors range from causing pain that resides momentarily up to the level of causing serious injury to others, such as fracturing an ankle.**  
☒ reported by **Teacher** and/or ☒ observed by : **Teacher, paraprofessionals, speech therapist, and specialists**

### PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p><b>What are the predictors for the behavior?</b> (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</p> <p>5.</p> <ol style="list-style-type: none"><li>1) The absence of calmness and consistency in Karl's environment.</li><li>2) An adult who does not use a non-threatening, slow-paced, quiet cadenced voice.</li><li>3) A highly stimulating environment with high noise levels and close proximity to many people.</li><li>4) The removal of comfort object(s) that Karl has selected for that day.</li><li>5) Unstructured play opportunities.</li><li>6) The switch in adult supervision as his 1:1 instructional aide leaves for lunch break.</li><li>7) Karl's lack of awareness of behavioral expectations.</li></ol> <p><b>What supports the student using the problem behavior?</b> (What is missing in the environment/ curriculum or what is in the environment curriculum that needs changing?)</p> <p>6.</p> <ol style="list-style-type: none"><li>1) The absence of consistent staff interactions (i.e. the nature of the interactions).</li><li>2) Karl does not have a consistent way to communicate his needs and wants.</li><li>3) Karl's parents are divorced and he is confused regarding the absence of his father.</li><li>4) Karl's poor gross motor skills.</li><li>5) The teacher has yet to teach transition behavior.</li></ol>
	<p style="text-align: center;"><b>Remove student's need to use the problem behavior</b></p> <p><b>What environmental changes, structure and supports are needed to remove the student's need to use this behavior?</b> (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)</p> <p>7.</p> <ol style="list-style-type: none"><li>1) Train staff working with Karl will use a bell to signal "time to transition" at major transitions during the day.</li><li>2) Develop a structured visual schedule for Karl that includes scheduled opportunities for access to his calming object/activity.</li><li>3) Provide Karl with a variety of visual choices during unstructured time and teach Karl a strategy for choosing and following through with the visual choice.</li><li>4) Never take Karl's calming object from him.</li></ol> <p>Who will establish? <b>teacher and speech therapist</b> Who will monitor? <b>teacher and paraprofessionals</b> Frequency? <b>daily</b></p>

<b>Observation &amp; Analysis</b>	<p>Team believes the behavior occurs because: (<i>Function of behavior in terms of getting, protest, or avoiding something</i>)</p> <p><b>8.</b></p> <ol style="list-style-type: none"> <li>1) To get calming activities.</li> <li>2) To avoid overstimulating activities.</li> <li>3) To communicate a protest over absence of his calming object or of staff not using a calm, non-threatening tone of voice.</li> <li>4) To socialize and/or initiate play with peers and adults.</li> <li>5) To get control over the people in his environment.</li> </ol> <p style="text-align: center;"><b>Accept a replacement behavior that meets same need</b></p> <p>What team believes the student should do <b>INSTEAD</b> of the problem behavior? (<i>How should the student escape/protest/avoid or get his/her need met in an acceptable way?</i>)</p> <p><b>9.</b></p> <p>FERB for function #1 , 2 and 3: Use visual symbols to request calming activities.</p> <p>FERB for function #4: Initiate social interactions with peers and adults by verbalizing “play please” and exchanging a visual representation of play with “play please” printed on it. (This should be available to Karl at all times).</p> <p>FERB for function #5: Express the need for control by using a punching bag to express his frustration with the people in his environment.</p>
<b>Intervention</b>	<p>What teaching Strategies/Necessary Curriculum/Materials are needed? (<i>List successive teaching steps for student to learn replacement behavior/s</i>)</p> <p><b>10.</b></p> <p>FERB for function #1,2, and 3: Prepare a page of visual calming activities for Karl.</p> <p>FERB for function #4: Prepare a visual symbol of "play please" on a 2x3" card. Teach Karl to give a visual symbol and/or verbalize “play please” when he wants social interaction with a peer or adult.</p> <p>General positive behaviors to increase:</p> <ol style="list-style-type: none"> <li>1) Teach Karl to follow a structured visual schedule in the correct sequence, and to understand the concept of "finished," and "next." Practice sessions will be provided at beginning of the day and at each transition during the day.</li> <li>2) Prepare 3"x3" visuals of hands and feet that read "nice hands" and "nice feet." Teach Karl what it means to have “nice hands” and “nice feet” using modeling and role playing of both examples and non-examples. When Karl uses “nice hands” and “nice feet,” tell him "good job Karl, you have nice hands and/or nice feet,” and show him the visual(s).</li> </ol> <p>Who will establish?                      Who will monitor? <b>Teacher, speech therapist, and paraprofessional</b></p> <p>Frequency? <b>daily</b></p>

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

**11.** Karl will use an “interval based reinforcement system” where every 10 minutes that he displays “nice hands” and “nice feet,” he will receive a minimum of 2 points to reinforce his desired behavior:

- 1) Karl will “make a deal” prior to each interval by selecting a desired reinforcer that he will get after earning 2 points. See attached list for preferred activities and/or objects.
- 2) A visual timer will be set for 10 minutes and shown to Karl.
- 3) When displaying “nice hands,” “nice feet,” Karl will be given a point that he will place on his chart (token economy system). (This is a visual reinforcement system with two boxes to place points, an equals sign, and then a picture of the chosen reinforcer).  
[point , point = reinforcer]
- 4) After 10 minutes, if Karl has earned 2 points, he will receive his pre-selected reinforcer.

\*Once Karl displays the ability to earn 2 points within a 10 minute period with ease, the time will gradually increase as appropriate.

Selection of reinforcer based on: **Karl’s current cognitive and social abilities and his preference for earning points as evidenced by behavior in previous settings.**

☒ reinforcer for using replacement behavior    ☒ reinforcer for general increase in positive behaviors

By whom? **All staff**    Frequency? **as requested by Karl and multiple times daily during 10 minute intervals**

### **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*
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*

**12.**

If Karl escalates and displays aggressive behavior, staff member must guide Karl to the designated “time away” (cool down) area. Staff will do so by getting in close proximity to Karl and physically guiding him by standing behind and to the side of him, use their arms to guide him at the midline of his back, and block flailing arms. Staff will only direct Karl by using a calm, non-emotional voice, and will repeat the phrase, “Karl, calm down.” Once Karl is seated in his “time away” area , staff will set the timer for 2 minutes. Staff must remain in close proximity to Karl (2-3 feet and seated). Staff will remain quiet and still until Karl is calm. If Karl needs more than 2 minutes to calm down, staff will reset the timer until he is calm and quiet.

When Karl is calm, staff will redirect Karl back to his daily schedule and the next scheduled activity and remind Karl what he needs to do to gain access to reinforcement. Then reset the visual timer for 10 minutes.

Personnel? **all staff**

**OUTCOME PART IV: BEHAVIORAL GOALS****Behavioral Goal(s)**

**13.** By April, 2007, with a minimum of two prompts, Karl will keep his hands and feet to himself during group activities 4 out of 5 days for two consecutive weeks.

The above behavioral goal(s) are to:

- ☒ Increase use of replacement behavior and may also include: ☒ Reduce frequency of problem behavior  
☒ Develop new general skills that remove student's need to use the problem behavior

**Observation and Analysis Conclusion:**

- Are curriculum accommodations or modifications also necessary? Where described: **IEP** ..... ☒ yes ☐ no  
 Are environmental supports/changes necessary? ..... ☒ yes ☐ no  
 Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? ..... ☐ yes ☒ no  
 Are both teaching of new replacement behavior AND reinforcement needed? ..... ☒ yes ☐ no  
 This BSP to be coordinated with other agency's service plans? ..... ☐ yes ☒ no  
 Person responsible for contact between agencies ..... ☐ yes ☒ no

**COMMUNICATION PART V: COMMUNICATION PROVISIONS****Manner and content of communication**

**14.** A home school communication book will be sent back and forth from home to school in Karl's back-pack. Once a week, teacher will provide a summary of the number of times that Karl initiated play with others using his card + verbal system and with what level of independence he was able to do so. Teacher will report the items that Karl chose for his reinforcement during the week. Parent will return the notebook with a note of how Karl appeared to respond to the rewards he had earned and their praise for earning them. Parent will report use of play initiation strategy at home for generalization checks. If physical injury to staff or peers occur, the teacher will communicate with parent and team to arrange a time to review the incident and incident report and review/revise plan as necessary.

Between? Parent , teacher, and team Frequency? **Weekly and as needed**

**PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT**

- ☒ Student  
☐ Parent/Guardian **mother**  
☐ Educator and Title **functional life skills teacher**  
☐ Educator and Title **speech and language specialist**  
☐ Educator and Title  
☐ Administrator  
☐ Administrator  
☐ Other  
☐ Other

# AMY, AGE 7

## Non-Verbal Student Severe Disabilities & Autism

### Cognitive Development Estimate – 18 months

#### Non-Symbolic Communicator

(no signs, words, picture recognition skills)

Screams, Hides Under Table

**A**my is a seven-year-old essentially non-verbal student with Autism. She does not recognize that pictures represent objects and people, and she does not recognize herself in pictures. Although she has said several words in the past, and infrequently will spontaneously echo a phrase from a favorite video, she does not yet use language to signify people, things or actions. Her estimated mental age is approximately eighteen months and her IEP team has concluded, based on speech language pathologist assessment, that she is not yet ready for use of pictures to exchange as a symbol for accessing desired objects and activities.

Amy enjoys adult interactions some of the time. She enjoys videos, moving a string back and forth and rocking. She has many repetitive and ritualistic behaviors, but will tolerate some interruption and redirection on many occasions, especially from favorite adults. Amy has learned to move from place to place by observing the naturally occurring cues in her environment (people moving, time of day, objects she sees.)

Amy is aware of routines to some extent, and has a history of becoming highly upset if an anticipated routine does not occur. Once she is working on tasks, Amy tends to have less problem behavior than between tasks.

At home, Amy also runs away and hides to protest things she does not like, e.g., going on a car trip when she is watching a video. Last year at school, Amy used to run out of the room, but this year has confined her running away to several tables in the room. Her protests are almost always during transitions, especially transitions to unexpected activities.



**Not For Display - For Teacher/Staff Use Only**

## Behavior Support Plan

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

This BSP attaches to: ☒ IEP date: 1/24/04 ☐ 504 plan date: ☐ Team meeting date: ☐

**Student Name** Amy

**Today's Date** 1/24/04

**Next Review Date** 1/24/04

1. The behavior impeding learning is (describe what it looks like) in the classroom becomes **upset if routine changes (screams, hides under chair)**
  2. It impedes learning because **unavailable for instruction, disrupts others and teacher**
  3. The need for a Behavior Support Plan ☐ early stage intervention ☒ moderate ☐ serious ☐ extreme
  4. Frequency or intensity or duration of behavior **3x week, loud continues 20 min**
- ☒ reported by **teacher** and/or ☒ observed by **principal, parent, psychologist**

### PREVENTION PART I:

### ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

<b>Observation &amp; Analysis</b>	<p><b>What are the predictors for the behavior?</b> (Situations in which the behavior is likely to occur: people, time, place, subject, etc.)</p> <p><b>5. Unexpected disruptions, not getting expected next activity</b></p> <p><b>What supports the student using the problem behavior?</b> (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?)</p> <p><b>6. No schedule instruction has occurred as of yet. No communication system has successfully taught to Amy yet to negotiate.</b></p>
	<p><b>Remove student's need to use the problem behavior</b></p> <p><b>What environmental changes, structure and supports are needed to remove the student's need to use this behavior?</b> (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior)</p> <p><b>7.</b></p> <p><b>1) Amy is a non-symbolic communicator. She needs a consistent external object schedule to identify the "next" activity rather than reliance upon a routine. Teach Amy to "check schedule," get the object on the schedule and take it to the associated activity; vary the order of activities on her schedule. Materials: 12"x18" color paper on wall. On paper put 2 Velcro squares. Identify a set of objects to represent activities of the day (e.g., cup for snack, small ball for APE). Put Velcro on objects so can be placed on the schedule to signal "next." Begin with only the 'next object on the schedule. (Do not have more than one object at a time on display).</b></p> <p><b>2) Amy needs a work system: Consistently use tasks having natural closure. (e.g., all the boxes are filled). Intersperse a preferred activity after Amy completes 4 items. Keep work tasks and preferred activities in plastic tubs; delivered by the adult. Activities should be developmentally appropriate, functional activities. High 5 paired with affectional smiles after each activity to signal closure and to provide an observable social reinforcer. At the end of a work session hand Amy a color card that signals "go to schedule get the next object/activity Velcro on the schedule.</b></p> <p>Who will establish? <b>teacher, aide</b> Who will monitor? <b>teacher and aide</b> Frequency <b>1 x weekly</b></p>
<b>Intervention</b>	



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

Observation & Analysis	<p>Team believes the behavior occurs because: (<i>Function of behavior in terms of getting, protest, or avoiding something</i>)</p> <p><b>8.</b> Rigidly relies on routines, no way to explain/signal to her a change; doesn't understand, no way to explain why to her, poor negotiation skills, no spoken language. Behavior is both an escape of an activity she doesn't want to do (not in expected routine) and a protest of routine violation.</p> <p style="text-align: center;"><b>Accept an alternative behavior that meets same need</b></p> <p>What team believes the student should do <b>INSTEAD</b> of the problem behavior? (<i>How should the student escape/protest/avoid or get his/her need met in an acceptable way?</i>)</p> <p><b>9.</b> Allow protest through non-verbal gestures (e.g., pushing object away)</p>
Intervention	<p>What teaching Strategies/Necessary Curriculum/Materials are needed? (<i>To teach the replacement behavior, successive teaching/reinforcing steps to learn the alternative behavior</i>)</p> <p><b>10.</b> #1 PIVOTAL SKILL: Teach the routine of going to the transition area. Hand Amy an index – size card same color as the transition area. Use most to least prompting to take card and Velcro to paper, get object and to the activity it represents. 2) PIVOTAL SKILL: Use objects to signal transitions from one activity to another; teacher, aide, &amp; sp. language teacher do initial instruction - Consistent set of objects used to represent activities (e.g., cup for snack). REPLACEMENT BEHAVIOR TEACHING: Adult hands Amy cup and says "time for snack" while simultaneously moving Amy to snack table. Reduce physical prompts when the Amy is conditioned. Start with already established transition, then move on to different ones. REPLACEMENT BEHAVIOR TEACHING: Use shaping techniques to teach Amy to push away undesired activities. Program specialist to demo shaping techniques until all understand technique</p> <p>Who will establish? teacher, aide, mother Who will monitor? program specialist</p> <p>Frequency 1 x weekly</p>
	<p>What are reinforcement procedures to use for establishing, maintaining, and generalizing the new behavior(s)?</p> <p><b>11.</b> *Access to preferred activities contingent on completing brief non-preferred task</p> <p>* High 5, smiles with each task completed &amp; after schedule review. For replacement protest: smile and voice tone approval of her choice; use technique demonstrated by Mrs. Jones for all parties.</p> <p>Selection of reinforcer based on: Preference for adult interactions &amp; activities she likes. Tangibles not necessary or desired.</p> <p><input checked="" type="checkbox"/> reinforcer for using replacement behavior <input checked="" type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom? teacher Frequency? initially approx. every 15-20 min, then reduce to once per 45 min</p>

**EFFECTIVE REACTION****PART III:****REACTIVE STRATEGIES**

<p>What strategies will be employed if the problem behavior occurs again? (<i>1. Prompt student to switch to the replacement behavior, 2. Describe how staff should handle the problem behavior if it occurs again, 3. Positive discussion with student after behavior ends, 4. Any necessary further classroom or school consequences</i>) <b>12.</b> XXXX Guide Amy to gently push object away if possible. If protest continues, give her the "check schedule color card" and guide her to the schedule area. Be sure the depicted activity/ object is of high preference.</p> <p>Personnel? teacher/aides</p>
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**OUTCOME PART IV:****BEHAVIORAL GOALS****Behavioral Goal(s)**

- 13. 1. By 5/04, Amy will demonstrate understanding of a schedule by walking to her schedule when given a "check schedule card", velcroing the card to her schedule, taking the object off and walking to the activity/areas the object represents as measured by teacher/aide recording on IEP developed record sheet with full master on 90% of intervals recorded. Recording to occur for 90% of all transitions until this goal has been met for 2 weeks, then fade to recording of 70% of transitions.**
- 2) By 5/04, Amy will demonstrate ability to follow a work system by completing 4 developmentally appropriate closure tasks followed 1 minute of a preferred activity, followed by 4 developmentally appropriate closure tasks.**

The above behavioral goal(s) are to:

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

**Observation and analysis conclusion:**

- Are curriculum accommodations or modifications also necessary? Where described: ☐ yes ☒ no
- Are environmental supports/changes necessary? ..... ☒ yes ☐ no
- Is reinforcement of alternative behavior alone enough (no new teaching is necessary)? ..... ☐ yes ☒ no
- Are both teaching of new alternative behavior AND reinforcement needed? ..... ☒ yes ☐ no
- This BSP to be coordinated with other agency's service plans? **Regional Center** ..... ☒ yes ☐ no
- Person responsible for contact between agencies **Ms. Jones monthly report to R. Center Case Manager**

**COMMUNICATION PART V:****COMMUNICATION PROVISIONS****Manner and frequency of communication, all participants**

- 14. Daily log of (1) routine changes she accepts (2) episodes of "upset" behavior Why? Who Present? What worked to de-escalate? (see chart attached) blank sample attached to this BSP. Parent to record comments and return daily log in Amy's backpack daily. Weekly phone call, or parent coming into classroom to occur each Friday. Behavior consultant to sign daily log following routine bi-weekly observations and check for parent comments directed to everyone or to behavior consultant in particular. Responses to be recorded in log.**

Between? **Behavior Consultant/Teacher/Parent** Frequency? **daily**

**PARTICIPATION PART VI:****PARTICIPANTS TO PLAN DEVELOPMENT**

- ☒ Student **Amy did not attend; non-verbal student**
- ☒ Parent/Guardian **Mrs. Holt**
- ☒ Educator and Title **Mr. John Jones, SDC teacher**
- ☒ Educator and Title **Ms. Browning-Wright instructional assistant**
- ☒ Educator and Title **Ms. Browning, Speech Pathologist**
- ☒ Administrator **Mr. Peterson, principal**
- ☒ Other **Ms. Wolford, Behavior Specialist, County Programs**
- ☒ Other **Mr. Jones, Regional Center Case Manager**

## Example of Amy's Classroom Data Collection

### *Amy Protests/Escapes Changes in Schedule. See BSP.*

**Data collection during plan implementation is required for multiple reasons:** To monitor the decrease in duration, frequency and intensity of problem behavior using intervention strategies on the BSP; to continue to analyze function of any problem behavior shown, to document de-escalation techniques the staff used, to record precisely when problem occurs (per physician request-due to a medication question), to monitor unusual circumstances before, during or after behavior which may require additional environmental changes.

<b>Student: Amy G.</b>	<b>Specifics</b>	<b>Unusual Circumstances Before, During or After Problem Behavior and Other Comments for Communication:</b>
<b>Date and Time:</b>	1/24/06-- 8:43 am	She arrived looking tired
<b>Location:</b>	In Classroom, at the schedule board in her area	Amy's behavior was not typical; she did not rock first, but proceeded directly to crying.
<b>Activity:</b>	Schedule referencing objects, used prior to transition	Amy's object-schedule has been moved to her designated activity area rather than at the front of the room. We were showing her the next activity. This was the first time she had the schedule in her area.
<b>Behavior:</b>	Whine, run to table, crawl under, screaming	Little disruption to peers in the classroom this time. Same problem behavior, but her screaming was less loud this time than before BSP object-schedule instruction.
<b>Possible Function:</b>	Protest/escape	Discovered the next activity was changed; appeared she did not want to go to alternate activity
<b>Why?</b>	We didn't show her the context of the change in time per BSP	Classroom disruption as we were going to show her the change; she saw the different object on the board and began behavior escalation
<b>Method of de-escalation &amp; returning to activities:</b>	Itsy Bitsy Spider per BSP, gestured to come; wait time; schedule instruction then next activity	Amy accepted substitute instructional assistant doing the de-escalation this time! Seemed to anticipate and enjoy the schedule referencing and returning to next activity.
<b>Duration of Problem Behavior</b>	Four minutes under table; staff waited 3 min., then 1 minute reviewing object/schedule	Decreased from last episode that lasted 10 minutes under table!

## Scoring Practice Activity – Blank Form

<i><b>Mario</b></i>	<i><b>Karl</b></i>
_____ A. Problem Behavior	_____ A. Problem Behavior
_____ B. Predictors of Behavior	_____ B. Predictors of Behavior
_____ C. Analyzing Supp Problem Behavior	_____ C. Analyzing Supp Problem Behavior
_____ D. Environmental Changes	_____ D. Environmental Changes
_____ E. Predictors Related to Function	_____ E. Predictors Related to Function
_____ F. Function Rel. to Replacement Beh	_____ F. Function Rel. to Replacement Beh.
_____ G. Teaching Strategies	_____ G. Teaching Strategies
_____ H. Reinforcement	_____ H. Reinforcement
_____ I. Reactive Strategies	_____ I. Reactive Strategies
_____ J. Goals and Objectives	_____ J. Goals and Objectives
_____ K. Team Coordination	_____ K. Team Coordination
_____ L. Communication	_____ L. Communication
===== <i><b>Total Score (X/24)</b></i>	===== <i><b>Total Score (X/24)</b></i>

A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove problems in the environment associated with problem behavior.

**\* Less than 12 points = Weak Plan**

This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.

**\*13 – 16 points = Underdeveloped Plan**

This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations.

**\*17 – 21 points = Good Plan**

This plan is likely to affect a change in problem behavior and elements of best practice are present.

**\*22 – 24 points = Superior Plan**

This plan is likely to affect a change in problem behavior and embodies best practice.

## Scoring Practice Activity – Blank Form

<b>Sean</b>	<b>Amy</b>
_____ A. Problem Behavior	_____ A. Problem Behavior
_____ B. Predictors of Behavior	_____ B. Predictors of Behavior
_____ C. Analyzing Supp Problem Behavior	_____ C. Analyzing Supp Problem Behavior
_____ D. Environmental Changes	_____ D. Environmental Changes
_____ E. Predictors Related to Function	_____ E. Predictors Related to Function
_____ F. Function Rel. to Replacement Beh.	_____ F. Function Rel. to Replacement Beh.
_____ G. Teaching Strategies	_____ G. Teaching Strategies
_____ H. Reinforcement	_____ H. Reinforcement
_____ I. Reactive Strategies	_____ I. Reactive Strategies
_____ J. Goals and Objectives	_____ J. Goals and Objectives
_____ K. Team Coordination	_____ K. Team Coordination
_____ L. Communication	_____ L. Communication
<div style="border-top: 1px solid black; margin-top: 10px;"> <b>Total Score (X/24)</b> </div>	<div style="border-top: 1px solid black; margin-top: 10px;"> <b>Total Score (X/24)</b> </div>

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**\*22 – 24 points = Superior Plan**

This plan is likely to affect a change in problem behavior and embodies best practice.

## Answer Form for Karl, Inadequate Version

<i><b>Karl</b></i>	
A. Problem Behavior	<u>1</u>
B. Predictors of Behavior	<u>2</u>
C. Analyzing Supp Problem Behavior	<u>0</u>
D. Environmental Changes	<u>1</u>
E. Predictors Related to Function	<u>0</u>
F. Function Rel. to Replacement Beh.	<u>0</u>
G. Teaching Strategies	<u>1</u>
H. Reinforcement	<u>1</u>
I. Reactive Strategies	<u>1</u>
J. Goals and Objectives	<u>1</u>
K. Team Coordination	<u>1</u>
L. Communication	<u>2</u>
<b>Total Score (X/24)</b>	<u><u>11</u></u>

A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove problems in the environment associated with problem behavior.

**\* Less than 12 points = Weak Plan**

This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.

**\*13 – 16 points = Underdeveloped Plan**

This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations.

**\*17 – 21 points = Good Plan**

This plan is likely to affect a change in problem behavior and elements of best practice are present.

**\*22 – 24 points = Superior Plan**

This plan is likely to affect a change in problem behavior and embodies best practice.

# **SECTION 12:**

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## **RESOURCES: ENVIRONMENT, TEACHING, AND REINFORCING**

## SECTION 12: ENVIRONMENT, TEACHING AND REINFORCING RESOURCES

Name of Document	Page	Possible Uses
Teaching New Behaviors	3	<ul style="list-style-type: none"> <li>This guide shows the steps of teaching any behavior.</li> </ul>
Environmental Factors Survey	4	<ul style="list-style-type: none"> <li>For teachers to use in self-evaluation of key environmental factors.</li> <li>During consultation with classroom staff.</li> </ul>
Key Elements for Effective Classroom Management — A Checklist	6	<ul style="list-style-type: none"> <li>For teachers to use in self-evaluation of classroom organization and management.</li> <li>During consultation with classroom staff.</li> <li>A tool to prioritize strengths and needs of a classroom.</li> </ul>
Offering Choices	19	<ul style="list-style-type: none"> <li>Training tool for teachers to use with staff</li> <li>Parent training and/or consultation.</li> </ul>
Pit Crews	20	<ul style="list-style-type: none"> <li>Classroom system to utilize peers to shape and cue rule-following behaviors.</li> <li>Training tool for teachers to use with staff.</li> </ul>
Rainbow Club	22	<ul style="list-style-type: none"> <li>Teacher strategy for whole classroom.</li> <li>A positive alternative to the punitive 'green to red' card system for rule infractions.</li> </ul>
Slot Machine Game	24	<ul style="list-style-type: none"> <li>Classroom system for positive acknowledgement of rule following behavior.</li> <li>Use with older students who are often very responsive to opportunities for 'taking a chance or risk.'</li> </ul>
Golden Nugget Club	26	<ul style="list-style-type: none"> <li>Classroom system for positive acknowledgement of rule following behavior.</li> </ul>
Team Basketball Competition	27	<ul style="list-style-type: none"> <li>Classroom system for positive acknowledgement of rule following behavior.</li> <li>Involves opportunities for all students to perform by shooting 'balls' for their team.</li> </ul>
Creating Positive Environments Through Class Meetings	28	<ul style="list-style-type: none"> <li>Describes process of establishing and implementing the classroom team meeting.</li> <li>Team Meetings promote a sense of belonging for all students and provide a venue for teaching, practicing, and reinforcing positive group/classroom values.</li> </ul>
Possible Reinforcers	43	<ul style="list-style-type: none"> <li>To assist teachers, staff, parents, and students in brainstorming possible rewards</li> </ul>
Home Work Coupon	47	<ul style="list-style-type: none"> <li>Strategy for using "no homework" as a reward</li> <li>To include in 2-way home to school communication regarding positive behavior.</li> </ul>
Questions and Answers... About Using Reinforcement	48	<ul style="list-style-type: none"> <li>Powerful, user-friendly tool for staff and/or parent training.</li> <li>Differentiates between a bribe and a reward.</li> </ul>
Reinforcement Continuum	50	<ul style="list-style-type: none"> <li>Training tool for teachers to use with staff</li> <li>Parent training and/or consultation.</li> </ul>
Choosing What I like	51	<ul style="list-style-type: none"> <li>Documents to identify possible rewards</li> <li>Determining potential reinforcers is critical in behavior change efforts.</li> </ul>
Parent Survey	56	
Reinforcer by Age	58	
Reinforcer Sentence Completion	62	
Building Independence Through the Use of Adaptations & Enablers	63	<ul style="list-style-type: none"> <li>This guide overviews environmental supports.</li> </ul>



# TEACHING NEW BEHAVIORS

*Social Skills, Classroom or Playground Desirable Behavior, Conflict Resolution, etc.*

There are four basic steps to follow when teaching any new behaviors:

1. **Modeling:**  
Students are shown examples of competent use of the behavior;
2. **Role-Playing:**  
Students are requested to practice the behavior;
3. **Performance Feedback:**  
Students are provided with constructive feedback regarding the adequacy of their performance;
4. **Generalization and Maintenance:**  
Students are encouraged to use their newly learned behaviors in many settings. Support in the classroom, at home, and in peer groups optimizes outcomes.

*Each step is discussed below.*

## Modeling

“learning by imitation”

Characteristics of the selected models:

- a. Skilled at the behavior
- b. High status with peers
- c. Same sex, approximate age, social status
- d. Friendly and helpful
- e. Rewarded for modeling (\*very important)

Modeled behavior:

- a. Keep simple - one skill at a time
- b. Minimize irrelevant details
- c. Use repetition
- d. Use several different models

At least two examples should be modeled for each behavior so that the students are exposed to examples in different situations.

## Role Playing

Students need to learn to only **what** to do, but **how** to do it.

Works best when student:

- a. Chooses to participate
- b. Has commitment to behavior role playing

## Feedback

Positive reinforcement for enacting role-playing behavior. Forcing role-playing is not recommended.

## Generalization

Training sessions should be conducted in settings that most closely resemble the application setting. For social skills, assign “homework” in which students try out the social skills they have role-played, in real life situations and report back on success. Sometimes pairs of students can agree to observe each other trying it out in other settings.

Encourage staff, relatives, and friends to provide verbal praise to students. Train students to reinforce themselves when practicing a new skill as well.

# Environmental Factors Survey

School: \_\_\_\_\_

Classroom: \_\_\_\_\_

Informant(s): \_\_\_\_\_

Date: \_\_\_\_\_

Physical Conditions of the Environment	YES	NO	COMMENTS/CONCERNS
Is the room clean? Are there any noticeable odors?			
Is the lighting adequate for learning?			
Is the temperature comfortable?			
Is the room overcrowded? (too many students/desks) Does each student have a desk and is it set to the appropriate height?			
Does the seating arrangement provide for easy and safe movement around the classroom? Can all students see/hear?			
Is the environment visually over/under stimulating?			
Is the noise level appropriate for a learning environment? (consider fluorescent lighting, outside noise, etc.)			
Environmental Events/Peer Interactions:	YES	NO	COMMENTS/CONCERNS
Have students been taught how to manage unexpected events? (i.e., fire drills, guest at the door, substitute teacher)			
Are the students in the classroom developmentally compatible? (i.e., size, age, cognition, achievement)			
Are there any on-going peer/group conflicts which may be detrimental to learning?			
Are conflicts (peer to peer/peer to adult) addressed and resolved?			

<b>Classroom Schedule and Curriculum Expectations</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS/CONCERNS</b>
Has the classroom/school schedule been clearly outlined and, if necessary, taught?			
Do all students understand the schedule? Are all students able to follow the schedule?			
Have students been explicitly taught how to transition from one activity to the next? Is there a signal to mark transition times?			
Have students been explicitly taught the rules and expectations of unstructured time? Is there a signal to mark unstructured time?			
Are all students in the classroom able to handle/cope with unstructured time? Is there a plan for those who can't cope?			
Is the level of instruction compatible with the ability (cognitive and achievement) of all students? Are State Standards taught?			
Is the classroom instruction provided in several modalities to complement different learning styles?			
<b>Students' Physiological and Emotional States</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS/CONCERNS</b>
Are teachers and staff educated to discern signs of anxiety, challenged attention, depression, etc, in children?			
Are resources/supports offered to families who lack basic needs? (food, shelter, etc.)			
Are referrals consistently made to address vision, hearing and other medical/health issues?			
Are resources available and offered to address social problems? (conflict resolution, anger management, social skills training, out-side counseling, etc.)			
Is there a clear, consistent method to deliver prescribed medications? Has the student been taught the procedure?			

Adapted from the Positive Environmental Checklist by Albin, R. W., Horner, R. H., & O'Neil, R. E. (1993). Proactive Behavioral Support: Structuring and Assessing Environments. Eugene, OR, Specialized Training Program, University of Oregon.

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

<b>Learning Environments</b>	<b>+ or -</b>	<b>Notes:</b>
Areas of the classroom are clearly defined with visual/structural parameters		
Each learning environment has a clear purpose or function		
Distractions are minimized in the direct instruction and independent work area areas		
Children are seated and positioned to maximize focus on task or person		
Materials needed for activities are in appropriate places in the classroom where students can access them easily		
Materials are clearly marked with visuals for all students to see		
Materials are age and developmentally appropriate for the students		
Adaptations are made to materials where appropriate to maximize student success		
DIS services are provided in the least restrictive environment possible		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

Activities	+ or -	Notes:
Activities have a clear functional purpose		
Activities are age and developmentally appropriate		
A variety of activity-types are available including sedentary, active, group, independent, cooperative, teacher directed, and independent activities.		
Students have access to the general education curriculum and typically developing peers for activities whenever appropriate		
Students are actively engaged in goal directed and/or social activities during free time		
Each student is engaged in at least part of each classroom activity, using same or similar materials as other students and carrying out objectives that are “invisibly” embedded in the ongoing activity		
In large group activities, students are actively addressed at least every 2-3 minutes by “lead” teacher		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

<b>Instructional Strategies and Programs</b>	<b>+ or -</b>	<b>Notes:</b>
A variety of instructional strategies are being used and are based on the skills being taught and the students strengths.		
Specific curriculum (eg. PECS, social stories/comic strip conversations, etc.) are implemented as intended and when appropriate.		
Task analysis with forward or backward chaining used when appropriate.		
Whole task vs. Partial task presentation used when appropriate.		
Direct instruction (1:1/DIS/ Discrete trial) is used as necessary to teach initial acquisition of skills.		
Skills taught in direct instruction (1:1, DIS) are generalized into classroom/group activities as soon as possible.		
A variety of prompts are used and based on the skill being taught and the individual student.		
Error correction strategies are used consistently and are appropriate to the given task.		
Data is collected and progress is documented on an ongoing basis.		
Consistency in teaching is observed across trainers.		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

<b>Schedules</b>	<b>+ or -</b>	<b>Notes:</b>
A classroom daily schedule of class activities is posted where all students and staff can see it.		
The classroom schedule is consistent and predictable from day to day.		
A staff schedule is posted outlining staff responsibilities.		
Students planning/organizational skills are assessed and goals are developed if appropriate.		
Instructional programs for planning/organizational skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used.		
Targeted students have individual schedules which include each major transition.		
Individual student schedules are appropriate for each student's functioning level.		
Individual schedules are designed to support independent transitions, organization and planning.		
Schedules are reviewed with students/staff on a daily basis and are used as a tool to teach organizational/planning skills.		
Changes or new activities are visually indicated on the schedule.		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

Transitions	+ or -	Notes:
Students transition skills are assessed and goals are developed if appropriate		
When appropriate, instructional programs for transition skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used.		
Transition objects or icons are used when appropriate		
Students are actively <u>taught</u> to use the schedule and transitional objects.		
Destination points are visually marked.		
Transition path is clear and easy to navigate.		
No major distractions are present along the transition path.		
There are clear and consistent signals used to indicate need for transition.		
Teacher or activity is prepared when the student reaches the destination.		
When appropriate, students are taught how to wait using appropriate visual cues and activities.		



## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

<b>Rules and procedures</b>	<b>+ or -</b>	<b>Notes:</b>
Procedures for materials storage and accessing materials are taught, reviewed and reinforced on a regular basis.		
Procedures regarding classroom boundaries (teacher's desk, storage areas, etc) are taught, reviewed and reinforced on a regular basis.		
Routines for entering, exiting, and moving within the classroom are taught, reviewed and reinforced on a regular basis.		
Procedures for getting help, getting a drink, going to bathroom, pencil sharpening, etc. are taught, reviewed and reinforced on a regular basis.		
Procedures for free-time and/or quiet areas are posted, taught, reviewed and reinforced on a regular basis.		
Procedures for transitions at recess, lunch, dismissal, and other predictable times are taught, reviewed and reinforced on a regular basis.		
Above procedures are posted visually when appropriate <u>OR</u> students are able to tell most of the procedures.		
Homework policies are reviewed and reinforced on a regular basis.		
Classroom rules regarding behavior expectations are posted, taught, reviewed, and reinforced on a regular basis.		
Classroom rules are stated in positive language.		
Classroom rules are limited to no more than 3-5 rules.		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

<b>Student Communication</b>	<b>+ or -</b>	<b>Notes:</b>
Students communication skills are assessed and appropriate goals are developed		
Instructional programs for expressive communication are developed and specify setting, materials, prompts, error correction and reinforcement to be used		
Students have appropriate expressive systems to initiate, request, state needs, protest and make choices		
Expressive systems are conventional so that peers and "untrained" responders can comprehend them		
The environment is set up so that students need to communicate frequently		
Student initiated communication is responded to immediately		
All adults respond to student communication similarly		
Communication system is used across the school day and in a variety of environments		
If PECS is used, staff are following the protocol as outlined in the manual		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

<b>Personal Independence &amp; Competence</b>	<b>+ or -</b>	<b>Notes:</b>
Independence is facilitated by an adult when necessary, but not excessively to promote prompt dependence		
Students set up, complete and put away activities or are learning these skills		
Students are able to learn observationally/imitate others or are working to learn these skills		
Students abilities to stay on task and work independently are assessed and goals and objectives are developed as appropriate (i.e. on task time, sequences multiple tasks)		
Instructional programs for on task and independent work skills are developed and specify setting, materials, prompts, error correction and reinforcement to be used		
What independent work, amount of work, and what student should do following independent work are specified using visuals whenever possible		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

<b>Motivation</b>	<b>+ or -</b>	<b>Notes:</b>
Ongoing reinforcer assessments are being conducted with preferred items documented where all staff can access.		
A variety of student selected rewards are available (activities, foods, tangibles, etc.).		
Reinforcement contingencies are visually mediated (token systems, behavior contracts, etc)		
Students pre-select the rewards from reward menus prior to beginning the designated task/interval.		
Reinforcement plans are contained within behavior plans and instruction plans for each student goal.		
Staff provide sufficient rates of enthusiastic social praise.		
Rewards are delivered in a timely manor based on the pre-set criteria specified.		
Highly desired activities follow less desired activities on the daily schedule.		
Student motivation is kept high through frequent changes in materials/activities		
Student motivation is kept high through maintenance trials/insured success during difficult tasks.		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

Behavior	+ or -	Notes:
Students are given adequate access to positive reinforcement and feedback from staff re: appropriate behavior.		
Minimal social engagement occurs around unwanted behaviors.		
Intervention occurs early in the sequence of escalation.		
Staff utilize proactive strategies to manage behaviors rather than negative/punitive consequences.		
Students who engage in behaviors which are dangerous or interfere with learning have written Behavior Support Plans (BSPs) or Positive Behavior Intervention Plans (PBIP).		
BSPs or PBIPs are in writing and posted where all staff have access to and have been trained in plan implementation.		
Behavior plans are based on functional assessment information.		
Behavior plans include prevention, response to behavior, teaching and reinforcement of the alternative behaviors.		

<b>Behavior</b>	<b>+ or -</b>	<b>Notes:</b>
Replacement behaviors/alternative behaviors are being actively taught and there are instructional programs developed specifying setting, materials, prompts, error correction and reinforcement to be used.		
Ongoing data is being collected on target behaviors and replacement behaviors.		
Incident reports are used when appropriate.		
Physical management of students is not used except in emergency situations.		
Staff are trained in District and/or State approved strategies for responding to assaultive behavior and/or emergency behavior.		
BSPs, and PBIPs implemented consistently by all teachers.		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

<b>Staff Roles and Responsibilities</b>	<b>+ or -</b>	<b>Notes:</b>
Teacher communicates with staff and volunteers regarding their specific role and responsibility.		
Teacher communicates with staff and volunteers regarding confidentiality.		
Teacher communicates with staff and volunteers regarding professionalism.		
Communication with parents and agencies is channeled through the teacher.		
A consistent place or time is established for exchange of pertinent staff information.		
Staff training for program implementation is provided by teacher.		
Teacher provides regular feedback to classroom staff regarding program implementation		

## KEY ELEMENTS FOR EFFECTIVE CLASSROOM MANAGEMENT A CHECKLIST

Documentation	+ or -	Notes:
Regular, consistent documentation of skill acquisition for IEP/goals and objectives is completed.		
Programming decisions are based on skill acquisition data.		
Teacher communicates with parents as per IEP regarding skill acquisition.		
Staff are trained in data collection systems.		

### Notes:

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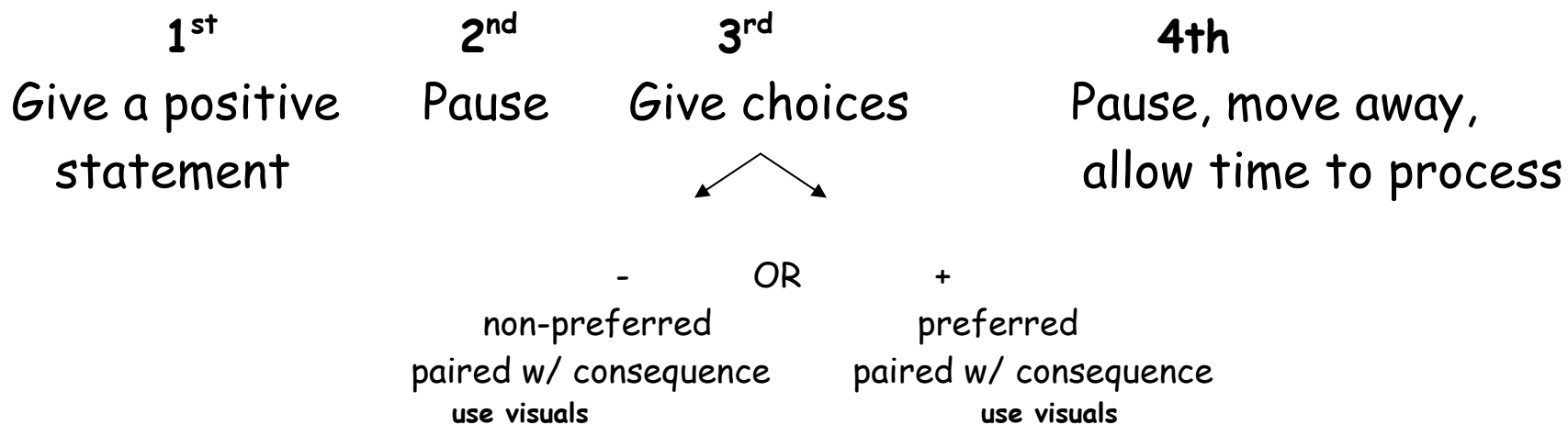
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# OFFERING CHOICES



## EXAMPLE:

"You have had a great morning, so far."	Pause	"If you do not get done, you will need to finish during recess."	OR	"You can finish now, and go to recess."	Pause, move away, allow to process
"You have been quiet & paying attention during circle"	Pause	"You are being loud & touching others & will need to sit in quiet time away."	OR	" You can sit quietly with hands in lap and stay for snack."	Pause, move away, allow to process

## **Pit Crews: Utilizing Peers to Positively Shape and Cue Positive Behaviors**

*Diana Browning Wright*

### **Utilizing Peer Disapproval Often Backfires**

Often teachers are exasperated by the behavior of a student in their class and seek to utilize peer disapproval as a method of motivating behavior change. This approach often backfires, as the student will accept negative attention as a way of feeling empowered, even at the cost of ridicule. This approach relies on challenging the student's sense of belonging, one of the five major life needs. (Belonging, Fun, Physical Needs, Empowerment and Freedom are the five needs identified in many different theoretical models.) When a student's sense of belonging is sufficiently challenged, challenging behaviors often increase, and the teacher's ability to "reach and teach" that student is reduced. This punishment approach, whether or not the behavior is eliminated, will often cause yet another unwanted outcome: "flight or fight," the side effects of punishment. In this situation the student physically or mentally withdraws from teacher influence and control as a result of the ostracizing technique; the "flight" side effect. Teachers sometime refer to this withdrawal as "passive aggressive" behavior. Alternatively, the student may demonstrate an escalation of challenging behavior, resulting in physical or verbal outbursts as a result of the negative interaction, the "fight" side effect.

### **Utilizing Peers to Shape, Model, Cue Behavior Can Avoid Side Effects**

One way to achieve success in using peers to change behavior that can be more positive in approach and therefore result in less of a likelihood of side effects is called "Pit Crews." This technique relies on peers to shape, model and cue behavior in such a way that the student feels more empowered, while maintaining a sense of belonging. The overall goal of this program is to enhance a wide range of rule-following behaviors through the use of cueing and reinforcing prosocial behaviors that are minimally intrusive and minimally time consuming.

### **Pit Crew Description**

The selected student receives "?" cards or "+" cards from the selected 2-3 peer "pit crew" members during an activity period the teacher has selected. "?" cards are given when the student is either about to enter a time period or activity he/she may have had difficulty with in the past, or when he/she has already begun engaging in a behavior that is not rule-following. This "?" card serves as a prompt or cue to begin, or switch to, the positive behavior the "pit crew" is to address. The "+" card is given during a time in which he/she is demonstrating the desired behavior or immediately after the student switches to the positive behavior after receiving a "?" card. At the end of the monitored time period, the teacher asks key questions. The monitored time period varies from 30 minutes to a full day, depending on the age and other characteristics of the students as well as how long the "pit crew" has been working with the student.

#### *Key questions:*

- For the "pit crew": "Did you find times to give your friend a "?" card that you thought might be helpful?"; "Did you find times to give a "+" card because your friend was on track? (i.e., class/activity rules were being followed well)" "Did you feel you were doing your best to help your friend?"
- For the "friend": "Did you find it helpful to be reminded before you had trouble, or after you got off track, by receiving a "?" card?"; "Did you feel your friends were doing their best to give you "+" cards when you were on track?"

If the teacher decides to utilize reinforcement other than the positive attention of the “pit crew,” reinforcement for both the student and the pit crew gains the best results. For example, a surprise reinforcer, such as extra time free time, or cokes after school, for both the student and the pit crew can be given, “because I am so pleased at how well we are all working together in this class to help each other do our best.” Alternatively, all can be contingently reinforced. For example, an opportunity to play a favorite game together at free time, 2 bonus points on the quiz of their choice, and so forth could be available if preestablished criteria are met, e.g., more than 10 “+” cards received in a 2 hour period.

## **Step By Step Methods For Instituting Initial Use of “Pit Crews” in the Classroom**

### **Introduce the Concept**

*Sample dialogue to be altered for age level as follows:*

“Students, I have noticed that some of us may need the help of all of us if we are to do our best in this class. What are some of the problem behaviors we have sometime in our class that we might want to change? (Brainstorm). I would like to establish “pit crews” for different students in our class whenever we believe that person could use our help to do his/her best. A “pit crew” is like the mechanics and other support people who cheer on the race car drivers. The driver does his best for a few laps and then comes in to hear how he/she did, what could be better next time, and then speeds on his way. The pit crew then watches to see how things go in the next lap. In our class, a pit crew will be any 2 or 3 volunteers who will help a friend do better. If you are the friend, you can expect your crew to give you “?” cards if you are about to go into a situation you might have difficulty with. That is to remind you to do your best. If your crew notices you are going out of bounds or off track, they may give you a “?” to remind you that you are off track. This may help you get back ON track. Your pit crew may give you a “+” card if they see you doing a really good job as well. If you are a pit crew member, your job is to give a card quietly, without talking at all, then return quickly and quietly to your work. I will tell you how many cards you will have, and how long a time period you have to give them to your friend. (Each member should have 2-3 “?” cards and 4-5 “+” cards minimally.) At the end of the time period, the pit crew and their friend will meet with me to hear how it went.” (If there are any contingencies you want to use, introduce them now, e.g., “If we all do a good job, there may be a surprise ahead,” or, “If we do a good job giving the cards, and receiving the cards, the team will earn extra free time.”) I will have a box on my desk. If you have a behavior of yours you want supported, or if you notice a friend’s behavior you want to help, suggest this in the box. (This is anonymous, so don’t have the students write who is recommending this.)

### **Establish the first and second “pit crews,” THEN a more problematic case**

Identify two relatively high status students with minor behaviors. (You can even pretend their names were in the box!) If you want to publicly ask for volunteers, make sure there will be hands raised. You can pre-invite students to volunteer, then publicly request participation. (The goal is to enhance the student’s sense of belonging. Avoid at all costs situations in which no one will volunteer as that becomes a public humiliation.) Select students who themselves could use help with the behavior in question as pit crew members. If the teacher has been successful, by the time the targeted student gets a “pit crew,” he/she will have observed positive interactions and will likely have come to see this as a “circle of friends,” trying to help everyone do their best. Just knowing someone would volunteer to help is extremely validating for some of our more at-risk students who have received many negative peer messages in the past.

# CLASSWIDE SYSTEMS TO CUE, SHAPE AND MODEL BEHAVIOR: STRATEGIES FOR TEACHERS

by Diana Browning Wright

The goal of the following classwide systems is to provide the teacher opportunities to *shape, model and cue* behavior, ultimately achieving rapid classroom behavior change. These behavior support systems for whole groups of students rely on three principles: drawing attention to rule-following behavior, enlisting students as providers of reinforcement for their peers, and utilizing naturally occurring classroom activities and/or privileges contingently. These methods rapidly help teachers achieve a positive classroom environment because they facilitate meeting the common needs of students of all ages: “*power, freedom, fun, and a sense of belonging.*” When these four needs are amply met, difficult behaviors become much less prevalent and individual behavior support plans much less likely to be needed.

## Rainbow Club<sup>1</sup>

Each student in the class starts a time period (typically one week) with the first color of a six to eight color rainbow. This can be graphically presented in a wall chart or on a strip of paper posted on each student’s desk. As the week progresses, students earn additional colors. Teachers can hold up colors of the rainbow as they walk around the room as “cues” for rule following and task completion behaviors. During brief free time activities either at the end of the day or interspersed throughout the day, students may engage in activities for which they have earned eligibility. Having a special payoff at the end of the week can also be useful. Students themselves can suggest the highest status activities for each step in the rainbow and can participate in classroom meetings to establish where new activities fit in the hierarchy. Be ready to alter the system if it is found that the most highly desirable activities are listed below level 3.

### Sample: Free Time Eligibility

- |                  |   |
|------------------|---|
| 1. <b>Red</b>    | free reading, notebook organizing, drawing at your seat, head start on homework   |
| 2. <b>Orange</b> | all of <b>Red</b> , PLUS: board games, flashcard reviews in pairs, work on art project  |
| 3. <b>Yellow</b> | all of <b>Red and Orange</b> , PLUS: checkers, mosaic work, feed animals, make a bulletin board design proposal   |
| 4. <b>Green</b>  | all of <b>Red, Orange, Yellow</b> , PLUS: chess, computer games   |
| 5. <b>Blue</b>   | all of <b>Red, Orange, Yellow, Green</b> , PLUS: office aide time, run errands for teacher, permission to eat food  |
| 6. <b>Violet</b> | all of <b>Red, Orange, Yellow, Green</b> , PLUS: small group CD listening with headsets, dyad basketball (indoor trash can hoops), small group talking lying on the floor |

**Special Friday: Blue or Violet** may use materials or watch a movie in the back of the classroom

### Establish the Operating Rules

Tell the students: “*If you ask for a card, or ask me to look at your behavior, (i.e., nagging) you can not earn a color. Think about what good students do.*” The behaviors you are looking for should be prominently displayed in icons or words, or even on the students’ desks on small reminder cards. (See attached samples.) Use statements such as, *I will be watching with different behaviors in mind for each of you, because each of us has different behaviors we need to work on.*

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<sup>1</sup>The author has created this method as a positive alternative to a widely used punitive system in schools. In the punitive version, color cards are used as a response cost system whereby violations result in progressive consequences symbolized by movement from green to yellow to red.

## Coaching the Student with Difficulties

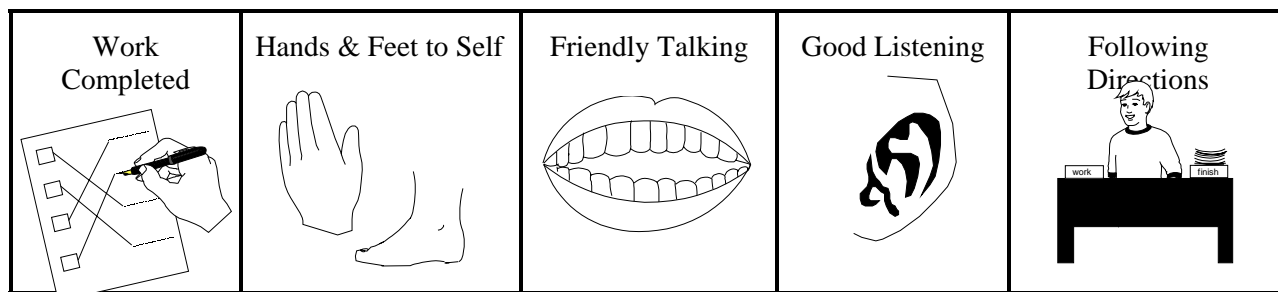
The most problematic students are the ones most in need of cuing with color cards, which become visual reminders of the need to follow rules. For example, take the student aside, confidentially inform him/her of the behavior(s) you will be looking for in the next 50 minute period, encouraging the student to show these behaviors. Walk around holding the array of color cards, looking questioningly toward the targeted student periodically.

## Effective Use for Students with Difficulties

Remember: The program emphasis is on coaching a particular student on the specific behaviors he/she may want to perfect in order to advance a level in the next observation period, not on revoking status earned. One can, however, occasionally lower the student's status as a result of misbehavior, but continual threats and demotions will not likely achieve desired results. Consider warning the student privately that he/she is at risk if improvement is not shown in the next work period. Then, if necessary, non-emotionally change the card to a lower status, and provide encouragement about the prospect of re-earning the level in the next one or two work periods. Your goal is to be able to use the color cards as non-verbal cues that signify a whole range of expected behaviors you are looking for, and to have all or nearly all students at Blue or Violet by the last free-time session of the week. Even your best behaving, most rule following students should be striving to attain Violet. As a general rule, no student should arrive at Violet before mid-point in your eligibility period. Also, if at the end of the eligibility period (e.g., the week) the most difficult students have not advanced to at least level 4 or 5, your system is not motivating the most needy. Consider appointing coaches to help these students advance during designated classwork periods. Alternatively, focus your efforts on actively coaching the student with difficulties on which specific behavior he/she should aim to exhibit in the next work period, then be sure to catch the student doing the desired behavior and advance him/her a level for that behavior. Be sure that the taste of success happens frequently for all students or you will have students who believe they cannot be successful and therefore will sabotage the system.

## Variation

If some student or group of students requires more frequent attention and reinforcement, consider an additional pacing/closure system. Place a small index card with lines that form five divisions on the student's desk. Using a marking pen, place a mark in each division progressively as you circulate around the room observing desired behaviors. When the student has five clearly visible marks, the card is completed and can be exchanged for the next color he/she is working towards attaining.



## "Slot Machine" Game<sup>2</sup>

*Older students are often very responsive to opportunities for "taking a chance or taking a risk" as a reinforcer. This element is emphasized in a classroom-wide game.*

Tickets are given frequently to students, paired with the appropriate social praise that specifically states which desired behavior earned the ticket and why. (e.g., "You raised your hand to say that, Josh, and waited until I could break to call on you. That really helps me keep the class focused.") One half of a two-segment ticket is given to the student and the other half is kept for the up-coming drawing. These tickets can be easily made, or are available inexpensively through many theater supply stores, teacher supply outlets and catalog companies. When the selected time comes for a drawing (e.g., last 7 minutes of class), 4-5 different ticket numbers are pulled in turn. Each student with a winning ticket comes individually up to the front of the class for his/her moment of glory, choosing one of 4 to 6 upside down numbered cups on a table. Inside each of the numbered cups the teacher has placed a small strip of paper with a written description of the earned reinforcer. Potential reinforcers can be identified by students, then Xeroxed in list form. The list is then cut into strips with one reinforcer described on each coupon. Students must stay focused on the drawing because if their number is called and they need to come up to select a cup, they will not want to select one that has been already drawn. Initially the drawing should be held frequently, such as once per period. Potential reinforcers are only limited by the creativity of the teachers and students. A variety of privileges and contingent access to desired activities is suggested, as well as inexpensive tangibles. It is the opportunity to take a risk by selecting the cup that is most often the truly reinforcing element, not the quality of the earned privilege. Some commonly used reinforcers might include:

- \* free hamburger at McDonald's or other fast food restaurants (usually available at no cost to educators if the educator requests certificates for academic incentives)
- \* no penalty for one forgotten homework assignment
- \* a pencil, or no-cost pencil borrowing privileges
- \* right to be the first out the door for recess
- \* permission to leave class briefly for a drink of water
- \* do only odd-numbered math problems for homework
- \* 5 minutes free time with a friend of your choice
- \* 5 extra bonus points on a test of your choice
- \* no penalty for leaving class to retrieve forgotten items
- \* exchange seats with anyone for a particular work period
- \* drink of water anytime
- \* opportunity to be first out the door when bell rings

The class does not know which potential reinforcer from the longer menu will be placed under the cups. As each student is called to choose a cup, fewer and fewer cups with a reinforcer under them will remain. One cup can include a "gong" such as "Sorry, try again another day". This option would not typically be included for children under junior high age however. Older students usually find the opportunity to succeed at drawing a cup that does not contain the gong especially reinforcing, while younger children often find the "gong" a punisher. Students with fragile coping systems or low frustration tolerance or emotional disturbance may also not find the gong reinforcing.

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<sup>2</sup> The author is indebted to G. Roy Mayer, Ph.D., Project Director of Constructive Discipline, an E.S.E.A. Innovative-Developmental Grant 1983, for initial descriptions of this system.

Ground rules are established so that students understand that tickets are not given to students who request them. The teacher silently holds up a ticket as a cue for rule following behaviors. The students come to understand that tickets will be given intermittently and that no one can predict when they will be given. Students then realize they should increase their appropriate behaviors to increase the likelihood of being "caught" doing the appropriate behavior. Frequently the class enjoys the activity as a whole and there is the laughter and social recognition for the person engaged in choosing the cup that might otherwise occur in a more negative manner. This activity gives students a sense of belonging to a group, having some *fun*, gaining some *power*, e.g., a privilege, and gaining some degree of *freedom*, e.g., to use the reinforcer when desired. It is important for teachers to assure all students periodically receive tickets or negative results can occur. Once the class has developed a strong interest in the game, often drawings can be held as infrequently as weekly and still maintain the desired positive behaviors. Be sure to fade down to less frequent drawings slowly, however, in order to keep student motivation high.

The teacher can selectively reinforce each student for the particular behaviors that the specific student most needs to develop. For one student it might be arriving on time, for another very shy student speaking out in class might be the behavior most desired. It is important for many students to gain tickets prior to each drawing. To facilitate this process, some teachers have used a student or adult aide who has been trained to distribute the tickets with teacher cues. The teacher might signal, "Ticket," then verbally announce "John is following directions" which provides the cue for the aide to walk over to give the ticket. Alternatively, the teacher might ask the aide to give 15 tickets or so throughout the lesson for "good listening during group instruction" or whatever a particular goal might be for the day.

## Variations and Expansions

A rule can be instituted that further enhances the reinforcing quality of this system: The "winner" must retain the paper "coupon" to be cashed in when desired. Some students use their coupons at the first available time, while other students find simply storing up reinforcers satisfying. Having the student write his/her name on the back of the slip to avoid difficulties if it is either a lost or stolen is suggested for some groups of students with problem behaviors. Occasionally, a few students may even be observed giving their winning slips to others as a gift. This suggests that the coupon now is allowing the student to gain social recognition for his/her generosity. If the student enjoys the recognition, he/she will likely strive to earn more coupons in the future.

Frequency of giving tickets for appropriate behaviors can be varied independently of how frequent the drawings are held. Each student may have anywhere from one to ten or more tickets as he or she waits to hear the lucky numbers. Also, by watching students' reactions to the game and then asking them which reinforcers are enjoyed the most, it will be possible to identify the most potentially powerful reinforcers. It is possible to have students save their tickets from session to session, thereby increasing the students' perceptions that they may be a winner, or the teacher may elect to start with new tickets each session.

Some teachers find adding a class-wide consequence to be very effective. This can be done by having the slip of paper state the consequence such as: "Congratulations. You have won a Friday popcorn party for your class to be redeemed in the week of your choice." In this way social recognition/empowerment is earned for the student holding this coupon who must decide when to use it. Alternatively, some teachers have found that having a cumulative reward is helpful. For example, as soon as 400 tickets are earned by the class as a whole, the whole class will have a "good behavior" group surprise.

As with all effective classwide behavior programs, on-going modifications will be necessary to assure that the existing program meets the needs of the individual students and that the reinforcement needs of each student is identified.

## Examples

This program has been successfully implemented in a variety of settings for a variety of purposes.

- ***Junior high "basic skills" math class:*** to increase homework completion and volunteering in class
- ***High school remedial history class:*** to increase homework completion and class attendance
- ***After -school tutoring program:*** to increase both tutor and tutee coming on time, and for successful use of both listening skills (tutee) and reinforcing skills (tutor)
- ***A 6th grade class during sustained silent reading period:*** to increase reading a book continuously to completion, maintaining silence, quickly beginning to read, and other desired individual behaviors

## Golden Nugget Club

The teacher spray-paints a large quantity of small rocks with gold paint. During Golden Nugget Time, the teacher walks around, holding small rocks in her/his hand, which are the cue for rule following behavior. The teacher silently hands a rock to students who are following some rule he/she observes. At the end of the golden nugget time, each student with a nugget stands up. The student then attempts to guess the rule he/she was following when the nugget was given. If the teacher decides that the guess was correct, the student gains another nugget. (Note: It is not necessary to keep track of why the nugget was given; the teacher can decide on the spur of the moment whether the behavior the student names is the one the teacher had targeted.) If the other students make validating comments such as, Way to go, Steve!, the student is authorized to place the nugget(s) in a small box at the front of the room. Some teachers encourage the other students to give the nugget-earner high-fives on his/her way to and from the box. If the student is earning praise from the group, a sense of belonging is enhanced and social prestige, ***power*** is earned, often powerful reinforcement for many students. When the box is full, the class as a whole earns something special, which the teacher has frequently advertised as the payoff.

Consider whole class pay-off activities, some of which the teacher would have done non-contingently anyway, such as: an art lesson, extended library time, extra in-class free-time, a craft activity, use of school carnival game materials typically stored away on campus, a field trip, extra recess, longer recess time, a popcorn party, video access, and so forth.

## Variations

Any cumulative, visually observable item could be used by creative teachers for this system, such as: colored fall leaves to completely cover a tree; Styrofoam popcorn to fill a large box made in the shape of a movie popcorn bag, pretend money to fill a bank; small balls to fill an enclosed basketball hoop, a tagboard pizza with places to adhere the sticker pepperoni and so forth.

## Keys to Success

Be sure that praise is given from students, not just from the teacher. Use the item as a non-verbal cue, i.e., hold it up and look around expectantly. Frequently give the item to a student with difficult behaviors at the moment he/she is doing something correctly; you are shaping behavior. Not only are you recognizing the student for his/her success, the student will also be getting social recognition from peers for rule-following behaviors when, later, he/she attempts to name the behavior that was being followed. Have a short list of rules prominently displayed in the room or at the students' desks from which the student can guess.



## Team Basketball Competition

Announce that basketball quarter is beginning. Announce that as coach, there are certain behaviors you hope to see in the quarter: List 3-5 rules, desired behaviors, outcomes, etc. Walk around the room, stopping at work groups of 4-8 students. Quietly whisper which student at the table is following a rule. If the other students whisper back a group validation, “Way to go, Steve”, “Thanks, John” or an equivalent statement likely to enhance a sense of *belonging*, then the teacher quietly places the small ball he/she is carrying in the bucket or small box on the table. Be sure that each table is continually earning balls, i.e., keep up the competitive element. Hold up the ball (**cue**) as you look around for the table group and student you wish to reinforce. This can be accomplished while the teacher is correcting work or assisting students as long as movement around the room is occurring frequently. Alternatively, an adult or student aide who has been coached on the procedure can distribute the balls while the teacher is busy helping students with seatwork. At the end of the basketball quarter, have each team count their balls. The top two teams then select one team member to represent the team. He/she then comes to the front of the room for a free throw play-off competition. Standing behind a line, both students attempt in turn to make baskets in the trashcan basket. Have the remainder of the students in the room count each shot out loud, “11111, 222222, 333333,” etc. This keeps the focus of the whole group for this brief process. Typically, it is not necessary to provide any further reinforcer. Some teachers of elementary age students, at the end of the free throws, have each of the winning team members give a high five to the losing team members, then return to their seat. High school teachers do not find this necessary or desirable. Teachers can choose to keep score of which team has the most points from day to day, if desired. It is important to assure that different students have opportunities to represent their group for free throws over time, and that the teacher makes sure the winning teams are varied from day to day. Also, be sure to have enough balls so that teams have at least 6 and up to 12 balls each.

### Variations

Teachers have used small balls (nerf-ball soft 1" diameter are ideal), as well as crunched up pieces of paper. A small net laundry bag can be used to contain the balls by the dispensing party as he/she moves around the room, eliminating the need to continually return to a desk to get more balls.

# **CREATING POSITIVE ENVIRONMENTS THROUGH CLASS MEETINGS**

The effectiveness of a positive approach depends on adult attitudes of mutual respect and concern for the long-range effects of interactions in the school environment on students. Family and class meetings provide the best possible circumstances for adults and students to learn cooperation, mutual respect, responsibility, and social skills. These are the important long-range goals that inspire many parents and teachers to try class and family meetings, but here are many more immediate fringe benefits.

Teachers, for example, are relieved to get out of the roles of policeman, judge, jury, and executioner when problems occur. Whenever students come with problems, teachers can simply request that the problems be put on the class meeting agenda. This alone is enough of an immediate solution to give the student satisfaction, while providing for a cooling-off period before trying to solve the problem.

Students are often able to solve problems much better than the teacher. They have many excellent ideas when they are allowed and encouraged to express them. Teachers are frequently amazed at the academic and social skills students learn in class meetings. Because the students are intensively involved in solving problems that are so relevant for them, they learn listening skills, language development, extended thinking, logical consequences of behavior, memory skills, and objective thinking about the value and mechanics of learning.

Teachers find that students are much more willing to cooperate when they have been involved in the decisions, even when the final solution is one that has been suggested by the teacher many times in the past to no avail.

Before outlining things to do in order to have a successful class meeting, we will look at some attitudes and actions to avoid:

1. Do not use the class meeting as another platform for lecturing and moralizing. It is essential to be as objective and nonjudgmental as possible. This does not mean you cannot have input into the meetings. You can still put items on the agenda and give your opinion and have an equal vote.
2. Do not use the class meeting as a guise to continue excessive control. Students see through this approach and will not cooperate.

Class meetings should be held every day (or at least three times a week). If class meetings are not held often enough, students will be discouraged from putting items on the agenda, because it will take too long to get to them. A cooling-off period of a few hours or days is recommended before discussing a problem. However, it is discouraging to have to wait much longer than three days. (A shorter cooling-off period is recommended for younger students. In kindergarten, one hour is often long enough).

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Final decisions are made by a majority vote. This does not cause feelings of division in a class meeting when a positive atmosphere has been created. It provides a great opportunity for students to learn that everyone doesn't think and feel the same way they do. Students also learn that it is impossible to have everyone agree, but they can still cooperate.

Several ideas must be explained and discussed with students before actual agenda items are dealt with. During the first meeting, get the students involved as much as possible while teaching them the purposes of class meetings, the importance of mutual respect, how to give compliments, how to solve problems with logical consequences, the Three Rs of Logical Consequences, how to use the agenda, and the importance of a cooling-off period.

<b>Purposes of Class Meetings:</b>	<b>The 3 Rs of Logical Consequences:</b>
1. To give compliments	1. Related
2. To help each other	2. Respectful
3. To solve problems	3. Reasonable
4. To plan events	

Many Teachers start every meeting by asking the students, "What are the two main purposes of class meetings?" The two main purposes are to help each other and to solve problems.

## **SOME OF THE GOALS OF CLASS MEETINGS**

### ***Teaching Mutual Respect***

Teach students the meaning of mutual respect by having a discussion of the following questions:

1. Why is it disrespectful when more than one person talks at the same time? (We can't hear what everyone is saying. The person who is supposed to be talking feels others don't care, and so on.)
2. Why is it disrespectful to disturb others? (They can't concentrate and learn from what is going on.)
3. Why is it important to raise your hand before speaking in a large group? (To achieve order and remember whose turn it is.)
4. Why is it important to listen when others are speaking? (So that we can learn from each other, to show respect for each other, and because we like to have others listen to us.)

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## ***Giving Compliments***

Spend some time with students exploring the meaning of compliments. This can be done informally during the first meeting. Compliments should consist of acknowledgment of others in the following areas:

- Accomplishments
- Helpfulness
- Sharing

Have students brainstorm for specific examples in each of these areas. Then teach them to use the words, “I would like to compliment (*a person’s name*) for (*something specific that person did.*)” Using these words helps students stay on the task of recognizing what others do, rather than what they wear. In classrooms where the prescribed phrasing is not used, the compliments tend to be less specific and more superficial.

At first many students might say, “I would like to compliment Jill for being my friend.” Let this go for a while during the learning process, but eventually the group could again brainstorm on how to be specific about what a friend *does* that we would like to recognize and appreciate.

The teacher may start by giving several compliments (from notes taken during the day, when noticing things students did that would merit recognition). Many teachers model giving compliments every day, making sure they eventually cover every student in their classroom, a few each day.

During the first meeting, have everyone give at least one complement to make sure they know how to do it. If anyone has difficulty, have the class help by asking if anyone has any ideas on something that happened to this student during the day that he could compliment someone for, like playing with him during recess. After this, compliments can be optional.

It is also a good idea to teach students to say thank you after receiving a compliment. You may have several class meetings just for compliments while the students learn this process.

Many teachers have shared that compliments alone have been significant in creating a more positive atmosphere in their classrooms. After the initial awkwardness, students love looking for, giving, and receiving positive recognition. *Where else do they get this valuable training?*

## ***Teaching Logical Consequences***

Teach the students to use logical consequences before trying to solve any problems. Start by having them brainstorm regarding natural consequences by asking what happens in the following circumstances if no one interferes:

- If you stand in the rain? (You get wet.)
- If you play on the freeway? (You might get killed.)
- If you don’t sleep? (You get tired.)
- If you don’t eat? (You get hungry.)

Next explain that logical consequences are things that can be done to help others learn to be responsible for their behavior, when it is not appropriate to let them experience a natural consequence. Explain the Three Rs of Logical Consequences. Logical consequences must be 1) related, 2) respectful and 3) reasonable. It is a good idea to make a poster of the Three Rs for reference in the classroom. Have students brainstorm and discuss logical consequences for the following problems:

- Someone who writes on the desk
- Someone who rides the tether ball
- Someone who doesn't do their work during class time
- Someone who is late for school

It is much easier to give the students practice by working on hypothetical situations, so that there is a lack of emotional involvement and blame. After receiving as many suggestions as possible, go over each one and have the students see how well they fit the criteria for the Three Rs for Logical Consequences. Have them discuss their reasons why they think each suggestion is or isn't *related*, *respectful*, *reasonable*. Also have them discuss whether each suggestion will be helpful to the person, or will it be hurtful? Have the class decide which suggestions should be eliminated because they do not meet the guidelines of the Three Rs or because they are in some other way hurtful.

When any of the Three Rs of Logical Consequences are not present, the Three Rs of Punishment will likely sabotage the teacher's efforts to make class meetings and effective methods of teaching responsibility, mutual respect, and how to cooperate. These side effects of punishment are:

1. Resentment ("This is unfair. I can't trust adults or my peers.")
2. Revenge ("They are winning now, but I'll get even")
3. Retreat, in the form of rebellion ("They won't catch me again." "I don't care about them,") or reduced self-esteem ("I am a bad person.")

## **THE HOW-TOS OF CLASS MEETINGS**

### ***Using the Agenda***

Introduce the agenda to the group. Some teachers reserve space on the blackboard. Others keep a sheet of paper on a clipboard where it is easily accessible.

Explain to the students that you are going to teach them to solve problems rather than trying to solve all of them by yourself. From now on, instead of coming to you with problems, they can put their name on the agenda, followed by a few words to help them remember what the problems are about. Warn them that at first they may forget and still come to you for solutions, but you will remind them to put it on the agenda. Eventually they will stop coming to you for solutions and will remember to put problems on the agenda. These problems will then be solved during the class meetings. Students often come up with better solutions than teachers and parents and are then willing to cooperate because they were involved in the decision. When solutions do not seem to work, simply put the problem back on the agenda for more discussion and problem solving in a cooperative

atmosphere. When you yourself put items on the agenda, be sure to *own* the problem, rather than trying to place blame. Students feel good about helping you with your problem. The items on the agenda are to be covered in chronological order in the amount of time allotted. Any problem that is not finished before the end of the meeting will be continued the next day.

Quite often, by the time an agenda item comes up for discussion, the person who put it on the agenda will say that it has already been taken care of. Some adults say, “Fine,” and go on to the next item. Others ask the student if she would like to share the solution.

### ***Using the Cooling-Off Period***

Explain why problems can't be solved when people are upset. With older students you can ask them why. With younger students, explain that the purpose of waiting a few hours or a few days before solving problems on the agenda is to give people a chance to cool off and calm down so that problems can be solved respectfully.

### ***Meeting in a Circle***

It is important that students sit in a circle for class meetings. Remaining at their desks not only creates physical barriers, which retard the process, but I have yet to see a class meeting where students could keep from fidgeting with items in or on their desk while remaining at their desks.

Take time to train students to move their desks with as little noise and confusion as possible. Some classes spend several days practicing. I have seen every kind of desk moved from all kinds of arrangements so that students could sit in a circle facing each other. The shortest time was fifteen seconds. Most can do it in thirty to forty-five seconds. Many classes take pride in their efficient desk moving with reinforcement.

Training can involve several steps. First you might ask the students what they think they need to do to move with as little noise and confusion as possible. They will usually come up with all the things necessary for a smooth transition. Then ask them how many times they think they will need to practice before they can implement their good ideas.

Some teachers like to assign seats. On the first day they have one student at a time move his or her desk and put the chair into the assigned space. Other teachers have a few move at a time, by row or by team. If they are noisy and disruptive, have them practice until they solve the problems. Once they have learned to do it quietly, they can move at once.

### ***Class-Meeting Structure***

The steps listed below were developed by Frank Medder and are helpful guidelines teachers can use for successful class meetings. Without these steps, many class meetings fail because there is not enough structure. Without structure, students are not immediately impressed with what the teacher is trying to accomplish and will become disruptive. The teacher then “gives up,” commenting to the student, “Well, obviously you don't want a class meeting now. We'll try again later when you are ready.” In other words, without adequate structure, the teacher ends up blaming the students rather than effectively managing the procedure.

1. Begin with compliments. Students who want to give someone a compliment will raise their hand and the teacher or student leader should go around the circle and call on everyone who has raised a hand. Go around the circle once and call on everyone who has a hand raised. Go around the circle once and call on everyone who has a hand raised. When going around the circle it is important to start and stop at the same place. This avoids the accusations of “unfair” when a teacher calls on students at random and arbitrarily chooses when to stop. There is always one who claims he didn’t get called on. Some teachers have their students pass a pencil or a beanbag, instead of raising their hands. The person who has the object in his hands may either speak or pass it on.
2. Read the first item on the agenda. Ask the person who wrote the item if it is still a problem. If she says no, go on to the next item. If another person is involved, ask her to explain her side of the story.
3. Ask the person who has been “accused” if she has a suggestion for a solution. If she does, ask the group to vote on her suggestion. If the majority vote agrees with the suggestion, go on to the next item.
4. If a solution is not suggested or if the majority vote does not go along with the suggestion, go around the circle twice for comments and suggestions. Start with the person who wrote the item on the agenda and end just before this person after going around the circle twice.
5. Write down every suggestion exactly as it is given. You will find suggestions on what to do if students are being hurtful rather than helpful (by suggesting true logical consequences) under “Common Questions” at the end of this article.
6. Read all the suggestions before asking for a vote. Instruct students to vote for only one suggestion. Read the suggestions again one at a time and write down the number of people voting for each suggestion.
7. When the final vote is in, if the vote entails a logical consequence, ask the person for whom the solution was suggested when he would like to do it and give two possibilities to choose from, such as today or tomorrow, or during recess or after school. There is some psychological benefit in giving students a choice of when they would like to complete the consequence. It gives them a sense of positive power and commitment.

This method provides a process that can be followed step by step. However, it is not so rigid as to eliminate room for teacher individuality and creativity. Some teachers do not feel comfortable with a majority vote. After all the suggestions are in, they ask the student whose behavior is of concern which suggestion he or she thinks would be the most helpful. These teachers claim that the student usually chooses the most logical, even when it is not necessarily the easiest. Other teachers say this does not work for them, because their students choose the easiest and it does not seem to help change the behavior.

After observing a class meeting where a student was asked to apologize in front of the class for a misbehavior that was put on the agenda, one adult objected. She felt it was humiliating for the student. When the teacher then invited her to ask the student and other members of the class if it bothered them to apologize in front of everyone. The class unanimously agreed that it did not bother them. It is important for each teacher to be aware of the student's developmental levels and comfort with various consequences, rather than assuming all students and groups respond similarly.

### ***Teacher Skills***

We have discussed many of the skills students need to learn for successful class meetings. There are several teacher skills that greatly enhance class meetings. It is most important to model what you are hoping the students will learn mutual respect and cooperation. Teachers **should model courtesy statements**, such as *please, thank you, you are welcome*, and so on.

One of the most important skills that both models mutual respect and allows students to develop their capabilities is **open-ended questioning**. Any statement you might like to make can be put in the form of a question. If you want to let students know you think they are being too noisy, ask, "How many think it is getting too noisy in here?" It is especially effective if you ask the question both ways. If you ask how many think it is okay, also ask how many think it is not okay. The less you let your own biases show, the more you allow students to think. It is amazing how often students come up with the same kind of lecturing and moralizing statements they reject when they are spoken by an adult.

Open-ended questions can change an atmosphere from negative to positive, as in the following example. A teacher requested help with a student who was causing a great deal of trouble on the playground. The consultant felt the best way to handle the problems was through a class meeting. This teacher had never held a class meeting and asked for assistance, so the consultant used this opportunity to demonstrate.

Billy was asked to leave the classroom. The general rule is that you do not discuss a child who is not here, but in this case he knew that a positive atmosphere had not been created and did not want to take chances that Billy would be hurt by the comments.

The class meeting was started by asking who was the biggest troublemaker in the class. They all chorused, "Billy." They were then asked what kind of things Billy did to cause trouble. They mentioned fighting, stealing balls, swearing, calling names, and so on. These first questions allow the students to express what they have been thinking and feeling.

The next questions allowed the students an opportunity to think and feel in a positive direction. "Why do you think Billy does these things?"

The answers included such things as, "Because he is mean." "He is a bully." "Finally one student said, "Maybe it is because he doesn't have any friends." Another student chimed in that Billy was living out of home with newly met relatives.



When the students were asked to discuss what this might mean to Billy, they offered such ideas as how hard it must be to leave your family, move so much, and so forth. They were now expressing understanding *for* Billy, instead of hostility.

Everyone in the class raised his hand when asked, “How many of you would be willing to help Billy?” A list was made on the board of all their suggestions of what they could do to help. These included walking to and from school with Billy, playing with him during recess, and eating lunch with him. Specific volunteers were then listed after each suggestion.

Later, Billy was told the class had discussed the problems that he had been having on the playground. When he was asked if he had any idea how many of the students wanted to help him, he looked at the ground and replied, “Probably none of them.” When he was told that everyone of the students wanted to help him, he looked up with wide eyes and asked as though he couldn’t believe it, “Every one?”

When the whole class decided to help Billy by being his friend, he felt such a sense of belonging that his behavior improved dramatically.

Another skill is to be willing to **take ownership** for some problems you have been trying to lay on the students. A seventh-grade teacher shared her experience with toothpick chewing. It drove her crazy, because not only did she think it looked disgusting, but she found toothpicks lying allover the classroom and school grounds. It was a problem for her, but not for her students. She had lectured and implored the students many times to please stop chewing toothpicks. Nothing happened. Finally she put it on the agenda and admitted she could understand it was not a problem for them, but she would appreciate it if they would help her with a solution to her problem. Because they had only fifty minutes for class, they could not spend more than ten minutes a day for class meeting; so quite often they didn’t come up with a final solution for several days. On the third day of discussing toothpicks, one of the students asked the teacher if she had seen anyone chewing toothpicks lately. She realized and admitted that she hadn’t. This student observed that maybe the problem had been solved.

This is an excellent example of how many times just discussing a problem is enough to make everyone aware of it and to continue working toward solutions outside the class meeting setting.

Be as **non-judgmental** as possible. When students feel they can discuss anything without being judged, they will bring many things out in the open for discussion and learning. One teacher expressed concern that if you talked about some things, such as spitting in the bathroom, it might give other students ideas they hadn’t thought of before. As we talked, he realized that the students knew what was going on and that not talking about it openly would not make it go away.

**Do not censor** agenda items. Some adults want to censor items on the agenda that they consider “tattletale” items. What may seem like a tattletale item to you is a real concern to the student. Other adults want to eliminate items if a similar problem has been discussed before. Again, it may be similar to you, but unique to the student. The important thing to remember is that the process is even more important than the solutions. Even if the item seems the same to you, the students may solve it differently or more quickly or more quickly because of their past experience with the process.

Finally, it is important to be able to **find the positive intent** behind every behavior. This enables students to feel validated and loved, an essential prerequisite to changing behavior. During one class meeting, the students were discussing a problem of cheating. The girl whose problem it was explained that she had looked at the words before her spelling test because she wanted to pass the test. Mr. Meder asked, “How many think it is really great that people want to pass their tests?” Most of the class raised their hands. Another boy admitted that he had been caught cheating and had to take a test over again. Mr. Meder asked, “Did it help you out?” The boy said yes. These are two examples of finding the positive in what could be seen only as negative.

### ***COMMON QUESTIONS***

*Question:* Don’t students need immediate solutions to their problems? I don’t think my students could wait for their problems to come up on the agenda.

*Answer:* I worked with another teacher who felt the same way. She had been having class meetings right after lunch to handle all problems that occurred during lunch recess. I encouraged her to try having her students put their problems on an agenda and wait at least three days to solve them in a class meeting. She later reported that she was surprised at how much satisfaction the students demonstrated just from the simple act of writing their problem on the agenda. That was their immediate solution. Their body language indicated relief as they walked away from the agenda. She also reported that three days later the discussion of the problems was much more rational and helpful because tempers had cooled considerably.

*Question:* What if a consequence that has been decided on doesn’t work effectively?

*Answer:* The decision should stay in effect until someone puts it back on the agenda. In one class they were having the problem of students leaning back in their chairs. The class decided that anyone who leaned back would have to stand up behind their chair. This did not work effectively, because too many students enjoyed standing up behind their chairs and it was disruptive to the class meeting. The teacher put this problem back on the agenda. The students agreed that it was disruptive and decided that anyone who leaned back would have to leave the class meetings as a reminder, but that they could come back when they were ready to sit correctly.

*Question:* What if someone feels that a consequence is unfair?

*Answer:* They can put it on the agenda. One class decided that Julia should have to write fifty sentences that she would not cut in line. She wrote the sentences but then she put it on the agenda that she did not think it was a fair, related consequence. She pointed out that since she had to do it, others might have to, and they probably wouldn’t like it either. One student asked Julia if she thought it had helped her decide not to cut in line anymore. She admitted that it probably had, but the class still agreed that writing sentences was not as reasonable as some other consequence might be. This was an excellent example of the kind of communication thinking, and cooperation that can be realized in group meetings.

*Question:* What do you do if students suggest punishment instead of logical consequences?

*Answer:* Eventually, when students become familiar with the process, they will usually work it out as in the foregoing example. To help teach the process, you might try asking students to state how they think their suggestions will be helpful and if it meets all Three Rs of Logical Consequences by being related, respectful, and reasonable. This is especially effective if it is required for every suggestion rather than just those that seem “suspicious.” Some teachers feel this takes too much time. They write down each suggestion given, and then the students decide which suggestions fit all the criteria of helpfulness and logical consequences before they vote.

*Question:* What if students start to “gang up” on a particular student?

*Answer:* This does happen sometimes, even after the students have learned to be positive and helpful most of the time. During one class meeting demonstration being done by Frank Medder, they were discussing the problem of a new student who had used “bad “ language on the playground. They seemed to be ganging up on him in hurtful ways. Frank redirected them though effective questioning. He asked, “How many know what it feels like to be a new kid in school?” Several students commented on their experience with this. Then Frank asked how many of them had taken the time to be his friend and tell her about school rules. A few raised their hands. Frank turned to the new boy and asked him if students used bad language at his old school. He acknowledged that they did. Frank then asked how many would be willing to make friends with him and tell him about our rules. Many raised their hands. They then went back to the regular format, but the atmosphere was now very positive and helpful. The students decided there wouldn’t be any consequences this time, because he didn’t know about their rules.

In one eighth-grade class meeting it seemed obvious that the student being discussed felt he was being ganged up on. The teacher asked the students, “How many of you would feel you were being ganged up on if you were in Bill’s position right now?” Most of them raised their hands. I then asked “How many of you would be willing to imagine yourself in the other person’s position when making comments and suggestions?” They all agreed they would and admitted it was funny they hadn’t thought of that before.

The students in this classroom had already decided that everyone would put their head down and close their eyes while voting, so that no one could be influenced by the vote of others or be worried that someone would get mad at them for their vote.

*Question:* What if a problem involves a student from another classroom?

*Answer:* Many schools have class meetings at the same time so other students can be invited from one classroom to the next. Before inviting another student into your classroom, have the students discuss what it might feel like to be called into another room. Have them discuss what they can do to make sure the invited student feels the purpose is to help and not to hurt.

In some classrooms, students brainstorm on positive things about the invited student so that they can start with compliments. Stuart was invited into Mrs. Peterson’s classroom because some students complained that he had stomped on their sandcastle. They started by complimenting him for his achievements in sports and his leadership abilities. Mrs. Peterson then asked Stuart if he

knew why he destroyed their sandcastles. He explained that one time it was an accident and another time it was because the bell had rung anyway. Stuart was asked if he had any suggestions for solving the problem. Stuart suggested that he would like to be the sandcastle patrol to make sure no one destroyed sandcastles. The class agreed unanimously with his suggestion.

Starting with compliments reduces defensiveness and inspires cooperation. Some classes start all problem solving by complimenting both parties involved on the positive things other appreciate about them.

*Question:* How do you stop tattletales from being on the agenda?

*Answer:* You don't. These are so often the kind of problems that are real to students. If teachers censor agenda items, students will lose faith in the process. Also, when students use the class-meeting process, these problems lose their "tattletale" connotation because students are trying to solve them in helpful, rather than hurtful, ways.

*Question:* What do you do when a few students monopolize the agenda?

*Answer:* Put it on the agenda and let the students solve the problem. One teacher shared that she had this problem. Tommy was putting as many as ten items a day on the agenda. I told her to put it on the agenda, but she discovered that another student already had. The class decided that each person could put one thing on the agenda each day. This teacher admitted that if she had tried to solve the problem herself, she would have allowed three to five times a day, but she liked the student's solution much better.

*Question:* Can students put the teacher on the agenda if they have a complaint?

*Answer:* If teachers have captured the spirit of the class-meeting process, they will feel comfortable discussing their own mistakes as an opportunity to learn. This is excellent modeling for the students.

One teacher allowed his students to hold a class meeting to discuss his behavior. An item on the agenda for discussion was that the teacher had taken a bag of potato chips from a student during recess because of the school rule against eating on the playground. On the way back to the teacher's room he ate some of the potato chips. The consequence decided on by the class was for the teacher to buy the student another bag of potato chips-but he could eat half of them first, because the bag was only half full when he got it.

Another time, a student put the teacher on the agenda for making a student run around the track for misbehaving during physical education. The students decided that this was punishment rather than a logical consequence. They decided that the teacher should run the track four times. The teacher accepted their decision, but after running the track, he put it on the agenda and discussed that it was unfair for him to be required to run four times when the student had only had to run once. He used this as an opportunity to discuss how easy it is to get into revenge when punishment is involved.

*Question:* What do you do when students won't admit they did whatever they have been accused of?

*Answer:* Once an atmosphere of trust and helpfulness has been established, it is rare that students don't feel free to take responsibility for their actions. Before this atmosphere has been established,

you might ask if anyone else in the class saw what happened. Some teachers have the student's role-play what happened. The role-playing usually gets so humorous that everyone is laughing. This sometimes inspires the reluctant student to tell how it *really* happened.

You could take this opportunity to ask some questions about why students might feel reluctant to admit they did something, such as, "How many of you would want to admit you had done something if you thought other people might want to hurt you, instead of help you?" "How many of you have had other people accuse you of doing something when you did not think you had done anything?" Many teachers have found it effective to ask the students if they would be willing to take the person's word that they didn't do it this time and put it on the agenda if it happens again.

*Question:* What do you do if students use the agenda as revenge? My students go to the agenda and if their name is on it, they put the person on the agenda who put them on.

*Answer:* This happens quite often before students learn and believe that the purpose of the agenda is to help each other, rather than to "get" each other. Many teachers solve this problem by using a shoebox for the agenda. They have students write their problem on different colored paper for different days of the week, so that they can tell which problems are the oldest. Some teachers also have students put written compliments in the box. These written compliments are read before the oral compliments are given. Most teachers who use the shoebox at first start using the open agenda as soon as they feel their students are ready for it.

*Question:* What should I do about students gathering at the agenda on their way into the classroom after recess?

*Answer:* If students are gathering at the agenda when coming into the classroom, making it difficult to start lessons, have a rule that the agenda call be used only when leaving the classroom. Sometimes just waiting until the next recess is enough of a cooling-off period for the student to decide that something wasn't serious enough to put on the agenda. Some teachers start out with this rule and then later, when the students can handle this without being disruptive, they allow them to use the agenda anytime.

*Question:* Is it really necessary to have class meetings every day? I'm not having that many problems and hate to take so much time?

*Answer:* The main reason for having class meetings every day is to teach a process. Many students do not really learn the process if there is a time span of a week between meetings. Several teachers have learned that having them every day can make the difference between success and failure. One teacher with a particularly difficult class was about to give up on class meetings until he started having them every day. He found that his students learned and trusted the process when it was done every day. The atmosphere of his class changed because the students learned positive skills, which they continued to use throughout the day.

Another teacher said she hadn't been having class meetings because she had a very cooperative class and that she wasn't having problems. She tried to have a class meeting when a big problem came up and found that the class could not handle it because they had not learned the process. This teacher had not understood the importance of class meetings as a process to teach students skills that enable them to solve problems when they occur.

Another teacher discovered that the reason his students weren't putting items on the agenda was that it took too long for items to come up when they had class meetings only once a week.

It is better to have class meetings every day if there are not any problems on the agenda, use the time after compliments for planning or discussing other issues.

*Question:* What if an item on the agenda involves a student who is absent?

*Answer:* If the absent student is the one who put the item on the agenda, cross it out and go on to the next item. If the absent student is the accused, skip it, but leave it on the agenda as the first item to be discussed when the student returns. This reduces the possibility that absences are because of the agenda. However, if you suspect that students want to be absent because their name is on the agenda, this should be discussed in a class meeting so that the class can decide what they need to do to make sure people know they want to help each other, rather than hurt each other.

*Question:* What if parents object?

*Answer:* Invite them to come and observe. Very few parents object after they have seen the class meeting in action. Some students may feel they can get special attention from their parents by complaining about being "picked on" in class meetings. Even when students try to describe class meetings accurately, it can sound like a kangaroo court to parents. Express to parents that you can understand their concern and would probably feel the same way if you hadn't had a thorough explanation. Some parents may come. Others will be reassured by your understanding and invitation.

If parents still object after visiting, or if they refuse to visit but still insist that their student cannot participate, arrange for their student to visit another classroom or the library during class meetings.

*Question:* What if students don't want to participate?

*Answer:* Students should not have a choice in this matter, just as they do not have a choice regarding their participation in math.

*Question:* How does this process work with kindergarten and first-grade students?

*Answer:* Great! Often these children will surprise their teacher with their skill in using the same vocabulary and the same problem-solving skills.

Younger students may need more help with the agenda, however. Some primary teachers have the students come to them or an aide and dictate what they would like to put on the agenda. Others have the students write their name and draw a picture to remind them of their problem. In these early grades, half the problems are often solved because the student can't remember what happened by the time their name comes up on the agenda.

Younger students may need a little more direction and guidance, so the teacher may need to be more actively involved than for older students. At the beginning of each meeting, Mrs. Binns has her first-grade students recite the purposes:

1. To help each other
2. To solve problems

They then recite the three rules:

1. Don't bring any objects to the circle
2. Only one person can speak at a time
3. All six legs must be on the floor (two human and four chair).

## **OTHER SUGGESTIONS**

### ***Secret Pals***

Some teachers like to use the Monday class meeting for each student to draw the name of a secret pal for the week. The Friday class meeting is then used for each student to guess who his or her secret pal was by sharing what nice things that secret pal did for him or her.

Some preliminary teaching is important for this to be effective. First, have the students brainstorm on things they could do for a secret pal, such as leaving nice notes for him, sharing something with him, helping her, playing with him, smiling and saying hello every day, or leaving a piece of candy in her desk. After several ideas have been listed on the board, have each student write down at least five that they would like to do. They can tape this list on to their desk and cross off an item after they have done it. This reduces the possibility that some students will be overlooked. This has significantly increased positive feelings of friendship in many classrooms.

### ***Chairperson***

Many teachers rotate chairperson and secretarial duties. One student will be the chairperson *for* a week and will follow the format. The secretary is the person responsible for writing down all suggestions and final decisions.

### ***Planning***

There are certain decisions students cannot be involved in, such as curriculum (unless you want to encourage them to talk to the adults who make those decisions). However, there are many areas where students could participate in planning decisions. When students are invited to participate and help make the decisions, they are more highly motivated to cooperate in the fulfillment of those decisions.

Most classrooms have rules posted somewhere in the room. In one teacher's room the rules had the heading "We Decided." The rules were almost identical to those she had posted herself, but she noticed that cooperation and mutual respect improved when the students were involved in the discussion.

Many teachers have found that field trips are more successful if they are discussed first in a class meeting. Have the students discuss all the things that could go wrong on the field trip to make it a

bad experience and decide on solutions to these potential problems. They can then discuss what they need to do to make it a pleasant field trip.

Class meetings have also been helpful in making the substitute's job easier. Have a discussion about substitutes. Ask the students what they could do to "bug a sub." After they discuss this, ask them how a substitute might feel when being "bugged." It is amazing how many students never consider the substitute's feelings. Ask for ideas on how to make things pleasant for the substitute. Then ask how many are willing to help instead of hurt. When class meetings are a regular part of classroom procedure, student misbehavior is reduced when there is a substitute because self-discipline and cooperation increases. When students forget, misbehavior is reported on the agenda.

### ***How to End Class Meetings***

When class meetings are effective, students often get so involved that they would like to continue beyond a reasonable time. This problem is eliminated if meetings are held just before lunch or recess. It is rare that students want to continue into lunch or recess time.

### ***Enforcing Consequences***

It is not necessary for the teacher to enforce the consequences decided upon by the group. The students will be very aware of what happens, and if another student should "forget," he or she will be reminded, or it will go back on the agenda.

### ***Things Often Get Worse Before they Get Better***

Remember this point so that you won't become discouraged. Students quite often don't trust that adults are really willing to listen to them and take them seriously. It may take some time for them to get used to this. At first they may try to use this new power to be hurtful and punishing, because this is the model they have been used to.

Keep your long-range goals in mind and maintain the courage to be imperfect. Many teachers have been tempted to quit before they make it through the rough part. Some probably do. Those who "hang in there" express their delight with all the benefits for themselves and their students as time goes on.



# Possible Reinforcers

The following list of reinforcers are provided as possibilities to help implementers begin to brainstorm other ideas available in the student's environments. It will be important to remember that some children may find a reinforcer listed here as highly aversive rather than truly reinforcing. Developmental level, chronological age and unique likes and dislikes must always be considered in selecting potential reinforcers to validate by either discussing it with the student or caregivers or provisionally trying it out. Immediacy, frequency, power and variability needs of the student must be considered equally in selecting reinforcers.

## Reinforcers Which are Available in Almost Any Classroom

- praise
- self-graphing
- model building
- field trips
- messenger
- party after school
- class proctor
- nurse's helper
- cafeteria helper
- library passes
- library time
- lunch counter
- stars on paper
- get to sit by a friend
- picnic
- class leader to restroom
- class leader to cafeteria
- smiles of teacher
- pat on back by teacher
- happy faces on paper
- music pass
- chance to help other students
- magazine selection
- choose a game
- extra privileges
- teacher for the day
- game equipment manager
- clean chalk board
- stamps on hand
- read to younger children
- listen to records
- cross walk patrol leader
- flag raiser
- sharpen pencils for the class
- self-selected activity
- roll call leader
- sit in front of classroom
- sit in back of classroom
- sit by windows
- sit by door
- feed classroom animals
- turn lights off/on
- go to locker one minute early
- daily, weekly, and monthly good reports home

## Home Reinforcers *(The teacher may find these useful in developing plans involving multiple environments)*

- money
- candy
- gum
- praise (verbal)
- pat on the back
- extra TV time
- extra time before going to bed
- watch more TV shows
- new clothes
- extra play time
- new toys
- entertain friends
- extra portion at dinner
- choose a particular food
- records
- swimming time
- charting
- outside parties
- coloring
- soda
- get a pet

- friend to spend the night
- choose a TV program
- opportunity to try out for sports at school
- have a friend over for dinner
- increase allowance
- play a game with parents
- have a picnic
- making something in the kitchen
- have breakfast in bed
- washing/drying dishes
- wrap gifts
- buy something for car
- fewer chores
- sleep later on weekend
- go on an errand
- watch dad shave
- go out to restaurant
- go to summer camp
- choose own clothing to wear
- choose own hairstyle
- take pictures of friends
- use dad's tools
- put soda in refrigerator
- work to go to the circus
- not to have to wash clothes for a week
- put things on the wall
- not to have to iron for a week
- piggyback ride on dad
- lick stamps or stickers
- slide down the banister
- make something for the teacher
- video games
- choose a gift for a friend or sibling

### **Activities and Tangibles for Contingent Access at School**

- storybooks
- pencil holder
- pictures from magazines
- stationery
- college materials
- compasses
- counting beads
- calendars
- paint brushes
- buttons
- paper mache
- pins
- book covers
- pictures
- crayons
- musical instruments
- coloring books
- drawing paper
- paints
- elastic bands
- records
- paper clips
- flash cards
- colored paper
- surprise packages
- pets
- bookmarks
- flowers
- pencils and names
- classroom equipment
- seasonal charts
- chalk
- pencil sharpeners
- clay
- computer, software
- subject matter accessories

### **Individual Activities and Privileges**

- leading student groups
- putting away materials
- running errands
- displaying student's work
- subject matter
- choosing activities
- answering questions
- caring for class pet or plants
- making school materials
- show and tell
- reading a story
- collecting materials, papers, workbooks, etc.
- leading discussion
- recognizing birthdays
- working problems on the board
- dusting, erasing
- cleaning, arranging chairs
- assisting other children with drinking, cleaning

- first in line
- decorating room
- assist teacher to teach
- ushering, etc.
- outside help-patrols, directing parking
- making gifts
- correcting papers
- special seating arrangement
- presenting hobby in class
- “Citizen of the Week”
- “Best Kid of the Day”
- responsibility for on-going activities during school holidays (pets, plants, etc.)

### **Unusual Opportunities to Observe Novel Actions**

- watch teacher organize material
- watch teacher playing sports
- watch teacher do handstands
- watch principal doing work at desk on roof
- watch new construction
- watch teacher riding tricycle around campus
- being principal's shadow for an hour
- see teacher eat something unusual
- see teacher in costume

### **Social Reinforcers for Individuals and/or Group**

- movies
- dancing
- decorating classroom
- presenting skits
- going to museum, fire station, court house, etc.
- picnics, etc.
- playing records/cds
- puppet shows
- participating in group organizations (music, speech, athletics, social clubs, etc.)
- preparing for holidays
- talking periods
- making subject matter games
- recess or play periods
- parties
- field trips
- planning talent shows (joking, reading, music)
- musical chairs
- performing for PTA
- competing with other classes
- visiting another class

### **Expressions — Approval — Facial**

- looking
- widening eyes
- smiling
- wrinkling nose
- winking
- blinking
- rapidly nodding
- giggling
- grinning
- whistling
- raising eyebrows
- cheering
- opening eyes
- laughing
- slowly closing eyes
- chuckling
- signaling OK
- skipping
- thumbs up
- shaking head
- shrugging shoulders

## Playthings

- toys
- stamps
- cartoons
- whistles
- kaleidoscopes
- bean bags
- flashlight
- jumping beans
- headdress
- masks
- rings
- straw hats
- banks
- kickball
- address books
- playground
- equipment fans
- tape recorder
- silly putty
- badges
- toy musical instruments
- pins
- birthday hats
- ribbons
- play dough
- balls
- dolls
- puzzles
- doll houses
- combs
- make-up kit
- comics
- trains
- jump ropes
- stuffed animals
- pick-up sticks
- commercial games
- cowboy hats
- bats
- boats
- marbles
- blocks
- toy jewelry
- miniature cars
- jacks, snakes, yo-yos
- class pictures
- plastic toys (animals, soldiers, etc.)
- inexpensive household items (pots, cans, cardboard boxes)
- money (play, real exchangeable)

## Physical Contact of Proximity

- patting shoulder
- leaning over
- touching arm
- getting on same level
- hugging
- tickling
- touching hand
- “high fives”
- squeezing hands gently
- guiding with hand
- helping put coat on
- eating with students
- sitting on desk near students
- walking alongside
- standing alongside
- shaking hands
- nudging
- combing hair
- tying shoes
- interacting with class at recess

Abstracted from: Wright, D.B. & Gurman, H.G. (1994). *Positive Intervention for Serious Behavior Problems: Best Practices in Implementing the Hughes Bill (AB2586) and the Positive Behavior Intervention Regulations*. Sacramento, CA: Resources in Special Education.

<p><b>Homework Coupon</b> This coupon entitles _____ to a free homework assignment. Attach this coupon to the assignment for full credit. (Daily work assignments ONLY!)</p> <p>Teacher _____ Date _____</p>	<p><b>Homework Coupon</b> This coupon entitles _____ to a free homework assignment. Attach this coupon to the assignment for full credit. (Daily work assignments ONLY!)</p> <p>Teacher _____ Date _____</p>
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## Questions and Answers Teachers and Parents Ask About Using Reinforcement

- **Why should I reinforce a child for something he should be doing anyway?**

If the student is not doing what should be done, how then are you going to get the student started? Obviously if the individual is already performing successfully and is finding natural satisfactions, no further rewards are necessary. If not, rewards may be helpful. It seems strange that adults sometimes expect a student to work under conditions that the adult himself would not tolerate. For many students, doing well now for payment in the distant future (e.g. praise from parents on a report card, getting into college, mastering multiplication, etc.) is too far away to be motivating. Developing an ability to delay gratification takes maturity and a positive learning history.

- **I shouldn't have to bribe the student to get him or her to do what should be done!**

There are several points you will need to make:

- a) Webster's Dictionary defines "bribe" as accepting remuneration (a reward or payment) for doing something *illegal*.
  - b) Would you continue teaching or working at your job if they stopped paying for it? What if you were only paid every three years?
  - c) Do you appreciate receiving positive comments, recognition, a "thank-you," etc.?
  - d) Rewards should be viewed as a temporary expedient. As the student starts obtaining natural self-satisfaction, other rewards can be gradually removed as they become unnecessary.
- **"Won't the other students in the class become upset and behave negatively if some students are receiving special reinforcers?" (This is the most common concern expressed by teachers at all grade levels.)**

Because each group is different, there is no single answer or solution to this question. Surprisingly, more often than not, once a special reinforcement program has been designed for a single individual, the whole group improves.

Peers appear relieved at times and often cheer the success of their fellow student. It may be that a student's behavior has been punished so often or reinforced so infrequently that peers are pleased that the individual is now receiving rewards and that the group is becoming more pleasant.

Sometimes classmates or siblings in a family ask, "How come he or she gets special privileges?" There are several ways of dealing with this situation. It can be pointed out that the individual is receiving the reinforcers (special privileges, objects, or activities) for making progress. It is also possible to invite others to design programs for themselves in areas in which they feel they need to improve. That is, they can *not* have special rewards for doing something they already do well, but they *can* have special rewards for higher achievement in something they have not been very successful at doing. The emphasis is placed on *improvement* over *previous* performance. Students gradually come to understand that the emphasis is *not* on what one individual is doing in comparison with what some other individual is doing. Once the adult's "rule" is understood by the student to be "all persons are entitled to all of our support to help them improve a necessary skill," students redefine what is "fair" from "everyone gets exactly the same" to "everyone is equally entitled to special help." Both teachers and parents with several children can assist this shift by either offering group discussions on the concepts or by conducting personalized conferences with any student who expresses concern.

### **Sample Teacher/Student Dialogue**

*"John needs special help staying on task for twenty minutes. You don't have that problem, but I notice you have difficulty maintaining your quality of work (or you talk too much to your neighbor, or you aren't trying your best, and so forth.) If you would like a special program to help you with this, leave me a note anytime and I will schedule a meeting with you, talk to your parents as I did with John, and we can get your individual program going."*

### **Sample Parent/Child Dialogue**

*"John needs our special help and encouragement to complete his homework efficiently. You don't seem to need as much support as John in that area, Nick. However, I notice you haven't been as conscientious about your chores lately as you have in the past. If you would like to work with me on designing a program for you on this, let's do it. In this family, we all want to be helping each other improve."*

# Reinforcement Continuum

## REINFORCEMENT

### INTRINSIC

*"How I feel about myself for earning the certificate I am awarded."*

Examples: self-praise, self-"satisfaction"

### PRAISE

*"What my teacher says, what my peers say, when I get a certificate."*

Examples: from adults, parents, teachers, staff, peers

### SOCIAL STATUS AND RECOGNITION

*"I get out of class earlier than my peers to get the certificate; I am recognized as a certificate earner."*

Examples: peers or adults

### PRIVILEGES

*"Whoever has earned a certificate gets first choice of free time activities."*

Examples: choice-making, sense of "power"

### CONTINGENT ACCESS

*"First I earn the certificate, then I can use the new computer program I want."*

Examples: Premack Principle: (If-Then, 1st \_\_, then \_\_), activities, free time

### CLOSURE

*"The certificate is earned after completing the 10 steps on my chart.  
I like finishing the chart."*

Examples: completing a set, finishing a list has compulsive features

### TANGIBLES

*"I get to choose from the tangible awards box when I get a certificate."*

Examples: money, stickers, camera, etc.

### PRIMARY — EDIBLES, PHYSIOLOGICAL RESPONSES

*"Going on stage to get the certificate is extremely exciting because of the elevator ride to the award room"*

Examples: food, natural/synthetic stimulants, repetitive behaviors, massage, pacing, rocking, nail-biting, self-stimulation



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

## Choosing What I Like

It is important for your teachers to know what you really like to receive as a reward for doing your best. “Doing your best” means your actions are safe, respectful and responsible. When your actions are SAFE, RESPECTFUL and RESPONSIBLE, school becomes a great place to be for everyone. Sometimes rewards are given to students who make school a great place to be. This survey helps your teachers understand what types of rewards you like best. There are no “right” or “wrong” answers. (You will note that statements repeat. We want to know not just what you like, but what you like when comparing two different types of outcomes.)

Please tell us what you like best. **Choose only one for each number.** Thank you!

1.     \_\_\_\_\_ Your teacher puts an “A” or 100% on your paper (A)  
          OR  
       \_\_\_\_\_ You are the first to finish your seatwork. (CM)
2.     \_\_\_\_\_ You get a bag of chips (CN)  
          OR  
       \_\_\_\_\_ Your classmates ask you to be on their team (P)
3.     \_\_\_\_\_ You are free to do what you like in the classroom. (I)  
          OR  
       \_\_\_\_\_ You get a bag of chips. (CN)
4.     \_\_\_\_\_ Your classmates ask you to be on their team (P)  
          OR  
       \_\_\_\_\_ You are the first to finish your seatwork. (CM)
5.     \_\_\_\_\_ You are free to do what you like in the classroom. (I)  
          OR  
       \_\_\_\_\_ You get a bag of chips. (CN)
6.     \_\_\_\_\_ Your teacher puts an “A” or 100% on your paper (A)  
          OR  
       \_\_\_\_\_ Your classmates ask you to be on their team (P)
7.     \_\_\_\_\_ You are the first to finish your seatwork. (CM)  
          OR  
       \_\_\_\_\_ You are free to do what you like in the classroom. (I)
8.     \_\_\_\_\_ You get a bag of chips. (CN)  
          OR  
       \_\_\_\_\_ Your teacher puts an “A” or 100% on your paper (A)
9.     \_\_\_\_\_ Your classmates ask you to be on their team (P)  
          OR  
       \_\_\_\_\_ You are free to do what you like in the classroom. (I)
10.    \_\_\_\_\_ You are the first to finish your seatwork. (CM)  
          OR  
       \_\_\_\_\_ You get a bag of chips. (CN)

11. \_\_\_\_\_ Your teacher puts an “A” or 100% on your paper (A)  
OR  
\_\_\_\_\_ You are the only one that can answer a question (CM)
12. \_\_\_\_\_ You get a candy bar. (CN)  
OR  
\_\_\_\_\_ Friends ask you to sit with them. (P)
13. \_\_\_\_\_ You are free to go outside (I)  
OR  
\_\_\_\_\_ Your teacher puts an “A” or 100% on your paper (A)
14. \_\_\_\_\_ Friends ask you to sit with them. (P)  
OR  
\_\_\_\_\_ You are the only one that can answer a question in class. (CM)
15. \_\_\_\_\_ You are free to go outside. (I)  
OR  
\_\_\_\_\_ You get a candy bar. (CN)
16. \_\_\_\_\_ Your teacher puts an “A” or 100% on your paper (A)  
OR  
\_\_\_\_\_ Friends ask you to sit with them. (P)
17. \_\_\_\_\_ You are the only one that can answer a question in class. (CM)  
OR  
\_\_\_\_\_ You are free to go outside. (I)
18. \_\_\_\_\_ You get a candy bar. (CN)  
OR  
\_\_\_\_\_ Your teacher puts an “A” or 100% on your paper (A)
19. \_\_\_\_\_ Friends ask you to sit with them (P)  
OR  
\_\_\_\_\_ You are free to go outside. (I)
20. \_\_\_\_\_ You are the only one that can answer a question in class. (CM)  
OR  
\_\_\_\_\_ You get a candy bar. (CN)
21. \_\_\_\_\_ Your teacher writes “perfect!” on your paper. (A)  
OR  
\_\_\_\_\_ Your paper is the only one shown to the class as a good example. (CM)
22. \_\_\_\_\_ You get a can of soda. (CN)  
OR  
\_\_\_\_\_ Classmates ask you to be the class leader. (P)
23. \_\_\_\_\_ You are free to go outside. (I)  
OR  
\_\_\_\_\_ Your teacher writes “perfect!” on your paper. (A)
24. \_\_\_\_\_ Classmates ask you to be the class leader. (P)  
OR  
\_\_\_\_\_ Your paper is the only one shown to the class as a good example. (CM)

25. \_\_\_\_\_ You are free to go outside. (I)  
OR  
\_\_\_\_\_ You get a can of soda. (CN)
26. \_\_\_\_\_ Your teacher writes “perfect!” on your paper. (A)  
OR  
\_\_\_\_\_ Classmates ask you to be the class leader. (P)
27. \_\_\_\_\_ Have only your paper shown to the class. (CM)  
OR  
\_\_\_\_\_ Be free to play outside. (I)
28. \_\_\_\_\_ You get a can of soda. (CN)  
OR  
\_\_\_\_\_ Teacher writes “Perfect” on your paper. (A)
29. \_\_\_\_\_ Classmates ask you to be class leader. (P)  
OR  
\_\_\_\_\_ Be free to play outside. (I)
30. \_\_\_\_\_ Have only your paper shown to class. (CM)  
OR  
\_\_\_\_\_ You get a can of soda. (CN)
31. \_\_\_\_\_ Teacher writes “Excellent” on your paper. (A)  
OR  
\_\_\_\_\_ Have your paper put on the bulletin board. (CM)
32. \_\_\_\_\_ A pack of gum. (CN)  
OR  
\_\_\_\_\_ Friends ask you to work with them. (P)
33. \_\_\_\_\_ Be free to work on something you like. (I)  
OR  
\_\_\_\_\_ Teacher writes “Excellent” on your paper. (A)
34. \_\_\_\_\_ Friends ask you to work with them. (P)  
OR  
\_\_\_\_\_ Have your paper put on the bulletin board. (CM)
35. \_\_\_\_\_ Be free to work on something you like. (I)  
OR  
\_\_\_\_\_ A pack of gum. (CN)
36. \_\_\_\_\_ Teacher writes “Excellent” on your paper. (A)  
OR  
\_\_\_\_\_ Friends ask you to work with them. (P)
37. \_\_\_\_\_ Have your paper put on the bulletin board. (CM)  
OR  
\_\_\_\_\_ Be free to work on something you like. (I)

38. \_\_\_\_\_ A pack of gum. (CN)  
OR  
\_\_\_\_\_ Teacher writes "Excellent" on your paper. (A)
39. \_\_\_\_\_ Friends ask you to work with them. (P)  
OR  
\_\_\_\_\_ Be free to work on something you like. (I)
40. \_\_\_\_\_ Have your paper put on the bulletin board. (CM)  
OR  
\_\_\_\_\_ A pack of gum. (CN)

Other suggestions about classroom rewards:

**Thank you for taking the time to complete this survey.**

# Reinforcement Inventory

## Scoring Key

- \_\_\_\_\_ Adult Approval (A)
- \_\_\_\_\_ Competitive Approval (CM)
- \_\_\_\_\_ Peer Approval (P)
- \_\_\_\_\_ Independent Rewards (I)
- \_\_\_\_\_ Consumable Rewards (CN)

Step One: Determine the students preferred category or categories of reinforcement.

Step Two: Consider least intrusive reinforcers which can be delivered with enough frequency and variety to support the desired behavior.

Step Three: Consider whether this student requires a high degree of immediacy so that he/she understands that a specific behavior is earning the reinforcer.

Step Four: Consider how powerful the reinforcer will need to be to support the desired behavior. Remember a very powerful reinforcer that cannot be delivered frequently may not be sufficient to support the desired behavior.

Step Five: Remember to vary your reinforcers and involve the student in reinforcer selection. Also observe what the student frequently seeks. Your direct observations will often lead to more effective selection of reinforcers.

Note: This reinforcer survey has been used for many years and been modified multiple times by educators to better understand student behavior. The origin of this survey is:

Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. TEACHING Exceptional Children, 2:3, 143-149

## PARENTAL SURVEY

This questionnaire is designed to help us find some specific individuals, objects, events, or activities that can be used as reinforcers in a behavior intervention plan.

### A. Consumable Reinforcers: What does your child like to eat or drink?

#### 1. What things does this person like to eat most?

- a. Regular meal type foods: \_\_\_\_\_
- b. Health foods (dried fruits, nuts, cereals, etc.) \_\_\_\_\_
- c. Snack foods (popcorn, potato chips, etc) \_\_\_\_\_
- d. Sweets (candies, ice cream, cookies, etc.) \_\_\_\_\_

#### 2. What things does this person like to drink most?

- a. \_\_\_\_\_ c. \_\_\_\_\_
- b. \_\_\_\_\_ d. \_\_\_\_\_

### B. Activity Reinforcers: What things does your child like to do?

#### 1. Activities in the home or residence:

- a. Hobbies \_\_\_\_\_
- b. Crafts \_\_\_\_\_
- c. Redecorating \_\_\_\_\_
- d. Preparing food or drinks \_\_\_\_\_
- e. Housework \_\_\_\_\_
- f. Odd jobs \_\_\_\_\_
- g. Other \_\_\_\_\_

#### 2. Activities in the yard or courtyard:

- a. Sports \_\_\_\_\_
- b. Gardening activities \_\_\_\_\_
- c. Barbecue \_\_\_\_\_
- d. Yard work \_\_\_\_\_
- e. Other \_\_\_\_\_

#### 3. Free activities in the neighborhood (window shopping, walking, jogging, cycling, driving, swinging, teeter-tottering, etc.) \_\_\_\_\_

4. Free activities further away from the home (hiking, swimming, camping, going to the beach, etc.) \_\_\_\_\_  
\_\_\_\_\_
5. Activities you pay to do (films, plays, sports events, bowling, dining out) \_\_\_\_\_  
\_\_\_\_\_
6. Passive activities (watching TV, listening to the radio, records, or tapes, sitting, talking, bathing, etc.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. Manipulative Reinforcers: What kinds of toys does your child like to play with?

1. Toy cars and trucks \_\_\_\_\_
2. Dolls \_\_\_\_\_
3. Wind-up toys \_\_\_\_\_
4. Balloons \_\_\_\_\_
5. Whistle \_\_\_\_\_
6. Jump rope \_\_\_\_\_
7. Coloring books and crayons \_\_\_\_\_
8. Painting kit \_\_\_\_\_
9. Puzzles \_\_\_\_\_
10. Other \_\_\_\_\_

D. Possessions as Reinforcers: What kinds of things does your child like to possess?

- |                                      |                          |
|--------------------------------------|--------------------------|
| 1. Brush _____                       | 2. Nail clipper _____    |
| 3. Hair clips/Hats _____             | 4. Comb _____            |
| 5. Perfume/Cologne/After shave _____ | 6. Belt/Fanny pack _____ |
| 7. Shoelaces/String _____            | 8. Loose change _____    |
| 9. Other _____                       |                          |

E. Social Reinforcers: What kinds of verbal or physical stimulation does your child like to receive from others (specify from whom).

1. Verbal:
  - a. "Good girl/boy" \_\_\_\_\_
  - b. "Good work" \_\_\_\_\_
  - c. "Good job" \_\_\_\_\_
  - d. "That's fine" \_\_\_\_\_
  - e. "Keep up the good work" \_\_\_\_\_
  - f. Other \_\_\_\_\_
2. Physical Contact:
  - a. Hugging \_\_\_\_\_
  - b. Kissing \_\_\_\_\_
  - c. Tickling \_\_\_\_\_
  - d. Patty-cake \_\_\_\_\_
  - e. Wrestling \_\_\_\_\_
  - f. Bouncing on knee \_\_\_\_\_
  - g. Other \_\_\_\_\_

## **IDENTIFYING REINFORCERS**

### **POTENTIAL REINFORCERS BY AGE APPROPRIATENESS**

#### **1. Elementary School Children**

##### **a) Edible reinforcers of all types including:**

Penny candy	Lemon drops	Juicy fruits
Jawbreakers	Smarties	Orange sections
Ice cream	Marshmallows	Apple slices
M & M's	Milk	Cake
Chocolate	Apples	Raisins
Sips of fruit juice/soda	Popcorn	Candy canes
Lollipops	Gum	Crackers
Dates	Candy kisses	Doughnuts
Melon balls	Sugar cane	Pineapple chunks
Animal crackers	Candy corn	Cereals
Jelly beans	Crackerjacks	Candy bars
Pretzels	Lemonade	

##### **b) Material reinforcers (student may either earn the right to use them without owning them or may receive the item to keep):**

Jump ropes	Hairbrushes	Address books
Silly putty	Bookmarkers	Jacks
Playground equipment	Stuffed animals	Ribbons
Story books	Pencils w/names	Coloring books
Pictures from magazines	Snakes	Comics
Toy musical instruments	Pennies/foreign coins	Toy watches
Miniature cars	Cards	Birthday hats
Combs	Pick-up sticks	Collage materials
Commercial games	Class pictures	Beanbags
Games	Counting pads	Paintbrushes and/or paints
Grab bag gifts	Yo-yo's	Subject matter accessories
Bats	Cowboy hats	Pins
Headress	Book covers	Perfume
Pencils/pens	Crayons	Marbles
Key chains	Fans	Tape recorders
Stickers	Dolls	Boats
Flowers	Pencil holder	Badges
Money (play, real, exchangeable)	Classroom equipment	Seasonal cards
Make-up kits	Doll houses	Compasses
Chalk	Puzzles	Calendars
Playdough	Purses	Buttons
Kaleidoscopes	Paper-mache	Plastic toys
Flashlights	Beads	Bubble blowing kit
Stamps	Jumping beans	Wax lips/teeth
Balls	Model kits	Striped straws
Household items (pots, pans, spoons, etc.)	Good citizenship award or certificate	Toy trains



Elastic bands	Dinosaurs	Scarves
Rings	Balloons	Cars
Masks	Magnifying glass	Pets
Banks	Flash cards	Eraser
Colored paper	Kickball	Old road maps
Sewing cards	Pencil sharpener	Old discarded textbooks
Crossword puzzle books	Hair barrettes	Dress-up clothes

**c) Activity reinforcers:**

Free time	Show and tell	Group leader
Extra turn in game	Extra lunch time	Line leader
Carry library books	Messenger	Getting seat choice
Throw a bean bag or ball	Helping clean up	Help collect displays
Walk around in high heels	Mark paper	Use extra art materials
Paint easel	Roll wheeled toys	Help the custodian
Read to the principal	Run errands	Read library books in class
Extra swim period	Movies	Help get milk for other classes
Build up or knock down blocks	Chew gum during class	Use playground equipment
Special library time	Write on blackboard	Look in mirror
First up to bat at recess	Listen to short recording	Pull another person in wagon
Be pulled in a wagon	Water classroom plant	15 minutes in library
Play with a magnet	Help with A-V equipment	Pass out papers
Lead the pledge	Sit at teacher's desk	Select seat or desk by a friend
Play with a squirt gun	Operate jack-in-box	Construct school materials
Wear funny hats	String beads	Play instrument
Look out the window	Go on a field trip	Run in hall for 2 minutes
Be a team captain	Tell joke to class	Buy extra straws
Sing a song	Do extra clay project	Study with a friend
Read a comic book	Draw color pictures	Perform for the PTA
Get swung around	File cards	Pass out scissors
Listen to a song	Turn off lights	Outdoor lesson
Be a student teacher	Play with typewriter	Cut with scissors
Solve codes and puzzles	Skip a test	Blow up balloon, let go
Prepare for holidays	Help other children	Assist teacher tech
Make a game of subject matter	Dance	Be a line monitor
Play with adding machine	Climb ladder	Blow bubbles with gum
Turn on filmstrip projector	Clean erasers	Put away materials
Have special party	Erase/clean chalkboard	Extra cookie at break
Answer telephone for day	Decorate classroom	Work problems on board
Pick a story for teacher to read	Have a "good day" off	Do crafts
Play musical chairs	Present a skit	Special time in science library
Display student's work	Ride the elevator	Model with clay
Straighten up room	Lead discussions	Be in a spelling quiz
Watch or perform puppet shows	Get milk at break	Be a pen pal
Answer questions	Talk period	Talking with a friend
Sit on adult's lap	Jump down from high place	Raise or lower flag
Go home 5 minutes early	Put blinds up or down	Run copy machine
Omit a specific assignment	Classroom supervision	Extra lunch time
Pour water through a funnel	Empty wastebaskets	Manager of windows
Give message over intercom	Plan daily schedule	Visit a relative or friend

Participate in group organization	TV in student lounge	Go to work with father/mother
Give book report	Free discussion	Helping in the cafeteria
Correcting papers	Compete with another class	Have a friend come overnight
Bring in games from home	Taking naps	Arm wrestle with teacher
Making/flying kite	Writing notes	Record progress on chart
Feed fish for week	Handing out snacks	Pick up litter on playground
Help build clubhouse	Early dismissal for whole class	Feed classroom animals for a week
Having coca with favorite person at school	Carry teacher's purse or briefcase	Listen to own voice on tape recorder
Pop a balloon, paper bag or milk carton	To be turned around in a swivel chair	Watch toy train go around track
Free choice of TV programs for one hour	Paint with water on blackboard	Take care of calendar by the week
Ten minutes for game during milk break	Pull down film screen or wall map	Extra time at recess for self, friend, class
Comb and brush own or adult's hair	Write on blackboard with colored chalk	Perform before a group (do a trick, talent shows)
Be pushed on swing, merry-go-round	Go home after school with teacher or secretary	Outside supervising (patrols, ushering)
Push adult around in a swivel chair	Doing special science experiments	Help bake and decorate a surprise cake
Take a class pet home on the weekend	Playing in gym (after school, free period)	

**d) Social/personal reinforcers (verbal and non-verbal)**

Smiling	Applause	Paying special attention to
Congratulating	Shaking hands	"Wow"
Praising	Graphs	"Thumbs up"
Self-motivation	Winking	Nodding
Peer attention	Recognition	Awards
"High five"	Charts	Notes

**2. Junior High School Students**

**a) Edible reinforcers of all types including**

Cokes	Other soft drinks	candy
Pizza	Popcorn	Ice cream
Gum	Pretzels	Fruit
Milk	Cookies	Doughnuts

**b) Material reinforcers:**

Flashlights	Records	Comic books
Stamps (foreign for collection)	Cassette tapes	Magazines

**c) Activity reinforcers:**

Teaching younger children	Exemption from quiz	Taking a nap
Seeing a movie	Exemption from homework	Doing puzzles
Eating snacks	Free reading time	Helping in office
Playing in gym	Taking field trip	Answer phone, run errand
Holding class outside	Using chaise lounge	Having a class party
Extra lunch time	Correcting papers	Dancing
Going home early	Free time with a friend	Being a teacher's aide
Listening to radio with head phones	Free time to watch TV in lounge	Going to and participating in assemblies, pep rallies, etc.

**d) Social/Personal reinforcers (verbal and non-verbal):**

Congratulating	Smiling	Recognition
Praising	Shaking hands	Winking
Paying attention to	Pat on back	Peer attention
Applause	"Thumbs up"	

# Reinforcer Sentence Completion

Student: \_\_\_\_\_ Date: \_\_\_\_\_

This form may be filled out by a student or with the assistance of an adult.

If I had ten dollars I would \_\_\_\_\_

I am really good at \_\_\_\_\_

My best friends are \_\_\_\_\_

My favorite music is \_\_\_\_\_

My favorite subject at school is \_\_\_\_\_

I really want to go to \_\_\_\_\_

When I grow up I want to be a \_\_\_\_\_

I want to be just like \_\_\_\_\_

My favorite movie is \_\_\_\_\_

I really want to learn about \_\_\_\_\_

Two of my favorite foods are:

1) \_\_\_\_\_

2) \_\_\_\_\_

The three things I like to do most are:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

The best thing about me is \_\_\_\_\_

\_\_\_\_\_

# **BUILDING INDEPENDENCE THROUGH THE USE OF ADAPTATIONS AND ENABLERS<sup>1</sup>**

Individuals with autism or other developmental disabilities often show limitations in independence in their homes, communities, and the work world. People with severe developmental disabilities are often eliminated from community programs and competitive employment because of interpersonal behavior problems brought about by impairment in their ability to communicate and to understand social interactions. Developing teaching strategies to enhance one's strengths and limit the reliance on one's deficits is essential to an individual's programming.

Teaching strategies and methods that use enablers, adaptations, supports, or prosthetics are vital to success. Enablers are created to help cope with an environment. They regulate stimuli, adapt materials to meet individual needs, modify sequences, and provide information in understandable ways. Enablers are as important to someone with autism as eyeglasses are to people with a visual impairment. They are essential for developing independence in an individual who has severe disabilities.

The following are enablers this paper will discuss:

- Consistent Routines/Schedules
- Knowledge of Expectations
- Desensitization Processes
- Rehearsal Strategies
- Stimulus Cues
- Environmental Adaptations
- Augmentative Communication
- Peer Advocates
- Motivational Procedures

## **Consistent Routines/Schedule**

Consistent routines and schedules are necessary to provide the best learning situation for an individual with autism. Also, because most individuals with autism are concrete, visual learners, providing visual materials in the form of wall calendars, written schedules, picture boards to denote events, written steps of a task, or rules stated clearly and visually will aid in the individual's understanding of his or her routines. Other suggestions are:

- A morning routine as shown by a schedule board: get up, wash face and brush teeth, make bed, eat breakfast, pack lunch, go to work.
- Schedule the same activities at the same time each day (or week) and place the pictures, in order, on the schedule board to provide the knowledge and security that persons with autism require. For example, 15 minutes of exercise everyday just before leaving for home, or eating out every Friday night.

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<sup>1</sup>This article has been reprinted with permission from the Indiana Resource Center for Autism, Institute for the Study of Developmental Disabilities, The University Affiliated Program of Indiana University. S. Wagner 8/89; Revised N. Dalrymple 09/91.

- All staff/family know all cue words and become familiar with needed visuals for particular routines. This ensures that all routines are directed consistently.
- Review schedule boards with the individual each morning, or each half day, so s/he knows what will be happening.
- Explain changes in routines through the use of the schedule boards. Actually remove one activity and help the learner put on the new activity.

Consistency in programming provides the structure that is often needed for someone with autism. The success of programs for individuals with autism often depends on how consistent these programs are and how they are presented to each individual. Frustration occurs when the individual does not understand the plans and expectations for the day. Independent behaviors can be increased by using consistent teaching methods that include clearly defined visual materials.

## **Knowledge of Expectations**

When teaching individuals with autism, giving clear instructions or directions is crucial to their understanding of what to expect in their day. Unnecessary words or sentences containing abstract thoughts, such as “in a little while,” “just a moment,” “just a little bit,” etc., often confuse or frustrate someone with autism. Most people with autism are concrete, visual learners. S/he needs to know exactly when an event will occur (“we leave in 5 minutes or when the timer goes off.”), and to have strategies to cope with waiting until the event begins.

Support staff often assume that someone with autism will automatically understand when they are finished with a project or job, that they are to work faster because they will earn more money, or how long 10 minutes lasts. Often, staff or teachers need to clearly state when a project is finished (“You do 15 problems and then you are finished,” or “Fill the template two times and then it’s break time”). Also, since time itself is an abstract concept, use of timers can clearly define the passage of time and can be used to help someone know when one event stops and another begins.

Other examples are:

- Visual templates specifying the steps to be performed in a set routine.
- A check off list or a sheet of paper marked into squares telling a worker that s/he must put one assembled unit in each box, then s/he is finished.
- A simple chart with a box to mark each step completed and a picture of the reinforcer at the end, telling the worker exactly what is to be done and the reason for working.
- Using the “First \_\_\_\_\_, then \_\_\_\_\_” strategy tells exactly what is expected of the person. Examples are “First use the bathroom, then wash your hands,” “First go shopping, then we get ice cream,” “First set the table, then make the salad.”

These strategies tell the individual everything s/he needs to know about that particular order of events or routine. Many times the directive expressed in these terms is enough for the person to understand what s/he is to do. However, supplementing the verbal with a pictured or written sequence is often necessary and facilitates independence in routines.

## **Desensitization Procedures and Rehearsal Strategies**

In many instances, the learner with autism may have unusual anxiety and fears surrounding new or unusual situations, people, places, or routines. Often these interfere or disrupt the successful accomplishment of a task or event. Examples of fears and anxieties include doors that are open, certain types of medical or dental procedures, loud noises, passing trucks, rain, animals, or other objects, events, or people.

Other examples are:

- Strong obsessions with needing certain objects to be in certain places.
- Particular people being only in particular environments.
- The need to perform a certain ritual such as straightening all the chairs in the room before leaving, or checking the sink drain every time s/he passes the kitchen.
- Not allowing a vending machine door to be opened for servicing.

If an obsession or ritual interferes with programming, a desensitization procedure may be necessary. A desensitization procedure is the gradual introduction or exposure to the particular object or event. During this exposure, the individual is reinforced for remaining calm while the object is near or the event is occurring. The process starts with a short exposure to the object or event, with a gradual increase as the person becomes less anxious. Reinforcement for remaining calm is an important component of the process, keeping in mind the individual preferences of the person.

Many fears/anxieties can be eliminated entirely by prior planning and preparation. If staff or family know that an individual is fearful of new situations or transitions, then before s/he moves to a group home, for example, short visits can take place to introduce the situation gradually. Preparation for next year's class could include desensitization in the spring to the new teacher, new room, and new materials; then, only a shorter introduction is needed in the fall. Careful planning is always needed.

Many individuals with autism are burdened with unusual concerns that prevent them from enjoying aspects of their lives and programs. With carefully planned and executed desensitization procedures, these same individuals can improve and enhance their lives.

Rehearsal strategies, like desensitization practices, also help the learner with autism feel comfortable with a particular situation. Many individuals with autism do not need intense desensitization procedures, but do benefit by short rehearsal strategies. Examples of when such strategies are useful are rehearsing the ordering sequence at a restaurant, practicing a banking sequence, practicing a signature before cashing a check, writing down the grocery list and finding the aisle numbers, and rehearsing an already familiar dental routine.

Rehearsing familiar events and routines before they occur can give the individual with autism the added comfort of knowing that s/he can function in the situation comfortably. Many times that is all the preparation needed to be successful.

## **Stimulus Cues**

Because learners with autism have difficulty processing verbal instructions, they often need to rely on environmental cues. Many times the individual understands what is going to happen by observing what is happening around him/her. Staff or family members can plan for stimulus cues (or programmed environmental cues) to eliminate confusion and the necessity of relying on verbal instructions.

Examples of stimulus cues are:

- Having the same event at the end of every day's program. This would tell the learner when it is time to gather his/her things and get ready to go home.
- Performing the same routine before going out, such as turning off all the lights, checking the locks on the door, and turning on the answering machine. When the learner sees the parent or staff member performing these duties, s/he knows that it's time to leave.
- Using the same object to perform the same task each day; a certain bucket is used only for cleaning tables or a certain pillow is kept only for a particular relaxation routine. When the bucket is taken out of the closet, then it is time to start work; when s/he is given the pillow, it's time for the relaxation routine.
- Setting only enough chairs or placemats as needed at the table to show where to put the plates and silverware.
- Bringing out everyone's raincoats to let the learners know it is raining and they will need to wear them.
- Mom picking up her purse to indicate it is time to leave. (Remember, sometimes there are miscues. The learner may expect to go with Mom every time she picks up her purse.)

Stimulus cues can be a valuable, verbal or non-verbal method to increase the learner's independence in his/her everyday activities.

## **Environmental Adaptations**

Adapting the environment and materials to an individual's needs often creates a more successful learning situation. Eliminating objects or routines that might confuse, disorient, or upset a learner with autism can make the difference between him/her feeling comfortable with his/her surroundings or feeling frustrated and anxious. Eliminating loud noises, bright light, messy shelves or materials, or decreasing the number of people in a group can help to decrease this anxiety.



One example of adapting the environment is providing a relaxation area to direct an anxious child or adult to until s/he learns to initiate relaxing. This gives the individual the opportunity and the knowledge of a place to which to withdraw from an upsetting situation. It also provides the person a place to calm down. This may be as simple as having a bean bag chair in a corner of the room or a particular shelf with the person's favorite toy or object. When anxiety or frustration occurs, the person can independently choose to calm down in this area or can be directed there by the parent or staff.

Teachers or staff often need to analyze materials for particular jobs or tasks to determine if adaptations need to be made for an individual. Once the task has been taught, additional adaptations may be needed if the learner has difficulty with a particular step of the job. Many times, simple adaptations can mean the difference between dependence on staff and individual independence. Adaptations on the job can open up new possibilities for learners by offering them opportunities for competitive employment. Teachers and support staff often utilize creative methods to meet these needs and offer increased opportunities.

## **Augmentative Communication**

Half of all people with autism are non-verbal, and more are minimally verbal. People with autism often rely on means other than speaking to communicate their wants and needs. The use of sign language, communication boards, or electronic devices can enable learners to better communicate wants or needs in their daily lives. Consistency in the use of the augmentative system is a major key to its success. The system must be used across all settings and environments; all staff must be used across all settings and environments, all staff must be familiar with and help initiate its use; and, the system must be functional for the individual.

Individuals with autism are often low initiators of communication. In the beginning, responsibility for the use and maintenance of a system must fall to family or staff. The services of a speech and language pathologist can guide family member's or relevant staff in the use of the augmentative system and ensure that the system or format is functional for the individual.

Augmentative communication systems can be simple or complex. They can be as small as an index card with a specific order for a restaurant or as large as a book with hundreds of labeled pictures. Other examples include small communication books that are made specifically for a job routine, morning exercise workout, or community outing.

Having an augmentative communication system means that the individual has a better way to communicate wants and needs that otherwise might be exhibited as inappropriate behavior. Increased independence and self-esteem is often a result of improved communication.

## **Peer Advocates**

Peer advocacy programs are used in many school systems and some work sites, pairing a person with a handicap with someone who does not have a handicap. Peer advocates can open the door to many social and instructional events which teachers cannot. Peers can teach activities and social gestures and nuances so the learner can successfully interact with a wider group. Some examples of activities that peers could teach are after school games, sports skills, home living skills, community recreation or outings, shopping, and leisure skills. The skills gained through peers often help the individual with autism understand social rules, help to integrate the individual into larger peer groups and may enhance self-esteem. Peer advocates are a valuable resource for teachers, parents, staff, and the individual with autism.

## Motivational Procedures

Many learners with autism are not motivated by the common reinforcers of most people. Often, it is assumed that the individual with autism should be motivated by a monthly paycheck, verbal praise, social groupings such as parties or get togethers, or competition. Staff or teachers are often puzzled when the individual with autism does not respond in the same manner or enthusiasm as others. S/he can be perceived as unmotivated, lazy, or uncaring when responses are not like others. However with careful analysis of individual likes and preferences, motivators can be found and used effectively.

Examples of motivators for an individual with autism include time spent alone, time to talk to a favorite staff member or teacher, trips to the cafeteria, an exercise routine, a favorite object, music, playing in the water, set amounts of money for a specific treat, getting to perform a favorite routine, sensory objects, sitting at the window, or another favorite activity or object. Each person will need to be assessed periodically for motivators. What motivates a person one week may not motivate him/her the next week. Motivators will change occasionally to reflect new or different interests. Motivation can often be a determining factor of teaching strategies and programs.

*Building Independence Through the Use of Adaptations and Enablers* was produced through support from Indiana University, Bloomington. The information presented herein does not necessarily reflect the position or policy of the Trustees of Indiana University and no official endorsement should be inferred.

The Indiana Resource Center for Autism (IRCA) is one of seven centers supported by the Institute for the Study of Developmental Disabilities (ISDD). The Institute is dedicated to the promotion and maintenance of a seamless system of inclusionary services for all individuals with disabilities across the life span. The ISDD comprises three core program centers and for resource centers engaged in interdisciplinary training, technical assistance, reference information, and applied research.

For more information, contact: The Indiana Resource Center for Autism, Indiana University, Institute for the Study of Developmental Disabilities, 2853 East Tenth Street, Bloomington, IN 47408-2601, or call (812) 855-6508.

*The University Affiliated Program of Indiana*

S. Wagner 8/89, Revised N. Dalrymple 9/91

# **SECTION 13:**

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## **RESOURCES: REACTIVE STRATEGIES**

## SECTION 13: REACTIVE STRATEGIES RESOURCES

Name of Document	Page	Possible Uses
Thinking About My Behavior	3	<ul style="list-style-type: none"> <li>• Tool for staff to use with student as a debriefing process</li> <li>• Tool for staff to use to 'plan for next time...'</li> <li>• MUST be used as a method for staff and student to interact in a non-threatening manner regarding behavior.</li> <li>• NOT to be handed to student to complete independently.</li> </ul>
Understanding Feelings Can Affect My Behavior	4	<ul style="list-style-type: none"> <li>• Tool for staff to use with student as a debriefing process</li> <li>• Tool for staff to use to 'plan for next time...'</li> <li>• MUST be used as a method for staff and student to interact in a non-threatening manner regarding behavior.</li> <li>• NOT to be handed to student to complete independently.</li> </ul>
Problem Solving Steps	5	<ul style="list-style-type: none"> <li>• Script to assist student in learning an effective problem-solving strategy.</li> <li>• Visual graphic for staff to use with student as a debriefing process</li> <li>• Tool for staff to use to 'plan for next time...'</li> </ul>
Time-Away	6	<ul style="list-style-type: none"> <li>• A procedure to deep task-avoiding students under instructional control.</li> <li>• Differentiates Time-Away from Time-Out.</li> <li>• A staff/parent training tool.</li> </ul>
Reinforcement Sandwich---A Correction Strategy	12	<ul style="list-style-type: none"> <li>• This metaphor helps remind staff of how to correct a misbehavior in 5 steps.</li> </ul>
Incident Reports	13	<ul style="list-style-type: none"> <li>• Useful to document reactive strategies that did result in "emergency" interventions or could have resulted in an emergency intervention.</li> </ul>

# Thinking About My Behavior

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Member: \_\_\_\_\_ Position: \_\_\_\_\_

Whenever someone acts inappropriately it is important to figure out what went wrong so that they can learn to do better next time. This form will help you understand and describe what happened so that next time you can make a better choice.

**When did my problem behavior happen? Where did it occur and who was present at the time?**

**What bad choice did I make? (undesired behavior)**

**What negative outcomes might occur (or did occur) if or when I use this unacceptable behavior?**

**What could I have done instead? (Put a ☐ by the one(s) you might do next time if a similar situation occurs)**

**What might happen that is positive if I choose an appropriate behavior to handle my problem?**

## Understanding How Feelings Affect My Behavior

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Member: \_\_\_\_\_ Position: \_\_\_\_\_

Feelings can affect our behavior. When we are tired or stressed or angry it is easier to make bad choices about our behavior. It is important to understand our feelings and learn ways to control them so that they do not negatively affect our behavior.

### Feeling Words

**Calm** — cool, peaceful, relaxed, composed, tranquil, steady

**Happy** — glad, delighted, elated, cheery, merry

**Afraid** — scared, frightened, terrified, fearful, intimidated

**Frustrated** — anxious, worried, nervous, concerned, uptight, unsuccessful

**Angry** — mad, offended, displeased, annoyed, furious

**Sad** — unhappy, “blue,” miserable, dejected, sorrowful

**How I Felt:** (List the feelings you had *right before* you got in trouble).

**What I Did:** (What happened? Describe the choices you made.)

**How Did It Work?** (Did my choices get me in trouble? What kind of trouble?)

**What Can I Do Differently Next Time??**

# PROBLEM-SOLVING STEPS

Developed by: \_\_\_\_\_  
(name of student)

Staff Member: \_\_\_\_\_ Date: \_\_\_\_\_

**The Problem Behavior:** The problem staff are concerned about is.....

**How the problem started:** The problem started when.....

**Making a different choice:** Instead of the problem behavior I chose, I could have.....

**My plan:** Next time a problem like this happens, I will try to.....

## **TIME-AWAY:**

### **A PROCEDURE TO KEEP TASK-AVOIDING STUDENTS UNDER INSTRUCTIONAL CONTROL**

*Diana Browning Wright*

Students with challenging behaviors are at times unwilling or unable to perform assigned tasks. At this point, they may intentionally engage in acting out behaviors in order to be removed from the class, or remain passively unengaged in learning activities (i.e., both can be conceptualized as escape seeking behaviors), or engage in behaviors that interfere with the learning of others around them (i.e., expressing a protest about activities they do not wish to do). In all three situations, the student is not under instructional control (i.e., following the directions of the teacher), nor is he/she under stimulus control (e.g., in the presence of the chair, desk, written assignment student is highly likely to engage in written work behavior). It is impossible to force a completely unwilling student to do an assignment. It is also unacceptable to have students engaging in acting out behaviors in order to escape tasks, or to have students not under instructional control. Not all task-avoiding episodes can be solved by sending the student to the office for a 'disciplinary referral.' Therefore, a procedure called Time Away may be warranted as a teaching tool to increase the student's ability to cope with work output demands. A Time Away procedure can be an important component to delineate as a 'Reactive Strategy' in behavior plans for 'behavior impeding learning' as defined in I.D.E.A. Reauthorization, 1997.

#### **Time Away Differentiated from Time Out**

***In a time out procedure***, access to reinforcement is removed or reduced for a specified time period contingent on a response. Either the student is removed from the reinforcing environment, or the reinforcing environment is removed for a designated time period.<sup>1</sup> In common usage, Time Out is often used as a punishment for misbehavior. The teacher tells the student when to leave and when to return, often with lengthy removals being the norm.

***In a time away procedure***, as defined by this author, the student exercises the option to leave a learning task which has become aversive to him/her. The student moves to a location in the environment designated for this purpose and remains there until he/she is ready to cope with the demands of the learning environment. The student then returns to the assigned learning location (e.g., assigned seat at a desk), by his/her initiation, not by a teacher signaling the return.

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<sup>1</sup> Wright, D.B. & Gorman, H.G. (2001) Positive interventions for serious behavior problems (2<sup>nd</sup> ed.-revised). Sacramento, CA: California Department of Education Publications Division (pp.166-167)



## Effective Use of Time Away

The student can be privately encouraged to leave the activity as a “cooling off” period, until he/she is ready to cope with the assignment, but it must be clearly conveyed that this is the student’s choice and that this removal is not a punishment for misbehavior.

Sample dialogue:

“Steven, I am really pleased that you have come to class today and have all your materials with you. However, you seem very upset and unable to get started, despite you and I doing the first few problems together. Steven, you know that in my classroom you have the option of moving to the ‘cooling off spot’ anytime you aren’t yet ready to cope with the demands of school. Why don’t you think about this carefully and make your choice: 1) begin your work or, 2) choose to just cool off for a while. I’ll wait to hear your decision. I need to go help Michael for a few moments while you think this over.”

Notice the critical characteristics of this dialogue:

- Teacher called the student by name and then identified desired behaviors he has recently exhibited
- Teacher pointed out the undesired behavior and reminded Steven that joint efforts had already been made to help him begin his work before this point was reached
- Teacher invited choice-making between two acceptable options
- Teacher did not force an immediate choice. Rather, student was given time to think through his choice

## Time Away Systems

### ***The Beach***

6<sup>th</sup> Grade Teacher informed students that when she is having a bad day, going to the beach, even for a few moments has helped her. Therefore, in her class anyone who just needs to escape for a breather can go to the beach. The beach is a small box of sand in the back corner of the room equipped with several very large seashells which, when listened to carefully, will produce the calming sounds of the ocean.

### ***Australia***

Kindergarten teacher, 4<sup>th</sup> grade teacher and high school special day class teacher read the book, Alexander and the Horrible, No Good, Very Bad Day by Judith Viorst<sup>2</sup> to their classes. Students were informed that they could choose to escape to Australia whenever they needed to recoup, think over something, cope with their feelings or frustrations. 'Australia' is a location in the classroom with a map of Australia and several books of Australia to look at. The high school teacher further explained to her class that if you leave this country to enter another, you must 'go through customs' and 'declare any baggage you are bringing in'. She has students enter the time they enter Australia, their departure time, and the number of the baggage contents they are bringing in which was previously generated by the students.

Examples include:

- 1) Fight with someone important in my life is still on my mind
- 2) Can't concentrate because of extreme fatigue
- 3) Work looks too long or too complicated for me right now

### ***The Think Tank***

Middle school teacher in a day treatment unit for students with emotional disturbance has a small, padded cubicle sometimes used for counseling sessions in the back of her classroom. Students are told that they may take a brief time-away in the think tank whenever they need to 'get their act together' and that choosing this option rather than acting out behavior will allow them to retain their points for that time period (15 minute sessions throughout the day earn points for appropriate behaviors that may be redeemed during daily free time activities).

### ***Dinosaur Time***

Student, age six with a diagnosis of autism, had a history of running away from reading group instruction, resulting in several adults trying to force him to return. In this time away procedure, Christopher was allowed to take the dinosaur from the table as a token symbolizing his permission to walk calmly around the room. When he has finished this walk, he returned to his seat and replaced the dinosaur. Average time away was approximately three minutes per twenty-minute instruction period, required no adult interventions and did not disrupt the learning of others.

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<sup>2</sup> Viorst, J. (19 ) *Alexander and the horrible, no good, very bad day*.

## Key Components for Effective Use of This Strategy

- Classroom environment must be one in which unconditional, positive regard is available for all students, with effective classroom organization in place. This procedure is not a panacea for an out of control classroom<sup>3</sup>. This procedure will be misused by students if teacher/student interactions are typically coercive and punitive.
- Instructional material must in general be accessible to the student, with appropriate accommodations or modifications in place to support student in successfully completing the assigned material. This procedure will be misused by students if this is the only way they can escape inappropriate seatwork activities.
- Initial explanation of the Time Away option should be given to the class as a whole (for students who do not have severe disabilities), with explanation of what might be a reason to choose this option, and what might NOT be a good reason. 'Learning to cope with the demands of school' should be emphasized. No punitive result will occur from selecting this option, and if the teacher encourages someone to think about whether 'Time Away' should be chosen, this is NOT a punishment for misbehavior.

Teacher language sample: "Boys and girls, for example, if the work just looks hard, try gaining your teacher's assistance to get going, to help you break up the assignments into smaller units, or to gain more help from your classmates or adult assistance. That would be a better choice than Time Away. However, if you are really upset today and just need a little space to gather your thoughts, calm down and cope with your feelings and frustrations, Time Away could be a good choice for you."

- When the student returns from Time Away to the assigned work location, the teacher should privately reinforce the use of this procedure by a quiet acknowledgment, such as, "Steven, thank you for choosing to take a time away. Glad to see you're ready now". This reinforcement upon return is critical for maintaining the integrity of this procedure and to assure the students do not confuse it with Time Out.

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<sup>3</sup>Refer to necessary effective components in Wright, D.B. (1999) What every teacher should know in order to positively support student behavior. *NASP Communique*, (29) 1.

## Responses to Typical Teacher Questions

- ***“What If They Won’t Come Back?”***

If it is observed that a student is spending a lengthy time in a Time Away location, the teacher may wish to examine the task(s) the student is continuing to avoid. If the task is too difficult, if the completion criteria is not explicit, if the task(s) seem meaningless to the student, it may be necessary to change the task(s), modify them, or provide one on one assistance. If this is not the case, the teacher may wish to engage in reflective listening to further determine why the student is not yet able to cope with the task(s) demands. Sample dialogue: “Steven, I have noticed that you have been unable to cope with seatwork for quite a while. I am beginning to wonder what we can do about this. I am wondering if I can help in any way with the problem. I am also worried about how we can quickly help you catch up with the work you have missed. I am wondering what steps WE should be taking now to help US solve OUR problem. Would you think about this and I’ll check back with you in a few minutes.” (Note the collaborative emphasis: we, us, our. Also note, an appointment for a future discussion alleviates the student’s need to engage in challenging behaviors. Often just a few minutes to reflect will result in better later compliance.)

- ***“What If They Won’t Go When I Tell Them To?”***

This happens much less frequently than teachers expect. First, remember that this procedure will not be effective in a coercive or disorganized classroom. The student is not “told” he “must” choose this procedure. Rather, this is one of two options, delivered unemotionally to the student: work, or choose a Time Away. If the student does continue sitting in the work space, not working, and will not go to the time away location, the teacher may wish to invite a quiet one-on-one dialogue about the difficulty. If this is not possible, the teacher may wish to wait briefly, then present a quiet, unemotional, private, second two choice format: “If you are unable to work right now, Alice, as I have said, you may take a breather in our Time Away location, that is no problem. Alternatively, you may choose to get an office referral. Think about this a moment and let me know your decision.” The teacher must convey genuine personal connection with the student at this time, (use of student name can be especially helpful here) and have previously established a real, meaningful relationship with the student through past words, deeds and reinforcement for achievement from the teacher.

- ***“What If Everyone Wants to Be There At Once?”***

When you initially set up the Time Away procedure with the students, explain the rules as to how many students may be there at one time. (Suggestion: limit area to one or two students, not able to communicate with each other through use of an environmental barrier if necessary.) Explain to the students: “There are other ways of handling difficulties. If you are having a problem that is preventing you from working, and someone else is briefly in the Time Away location, let me know your difficulty and WE can think of how to handle OUR problem.”

## **Adaptation for Non-Verbal Students or Students with Severe Disabilities**

This procedure has effectively been used with many students with severe disabilities as well. These students are often adept at using challenging behaviors to escape a task due to either limited verbal ability in general or limited ability to verbally negotiate when stressed. Teaching the student that a 'break' can be had through communicating the need either verbally ('break'), or non-verbally (gestures, signs, use of 'break' card or 'stop sign' picture card) gives the student a functionally equivalent alternative way of meeting his/her needs without resorting to challenging behavior. Teachers have found that the location may need to obscure the student from view of others, yet be observable by adults. This is achieved through the use of low barriers or low book cases. Allowing the youngster to sit in an oversized beanbag chair with an option for a heavy quilt or other bean bag placed on the student has been found to be especially calming for many students. Careful analysis of the sensory responses of the student may help in effective program design and in providing the most calming Time Away procedure. It is also extremely important that the environment in which the student wishes to escape be thoroughly examined to assure instruction and activities are meaningful and accessible for students with severe disabilities.<sup>4</sup>Wright, D.B. & Gorman, H.B. (1998) *Positive intervention for serious behavior problems*. Sacramento, Ca.: California Department of Education Publications Division

## **Final Note**

This procedure has been utilized in consultations with teachers across grade levels, for students with and without a full range of disabilities. When the student is actively refusing a task, or escaping the task through the use of inappropriate behaviors, the student is not under 'instructional control', nor is the work space reliably eliciting work behaviors from the student, i.e., 'stimulus control' is not in effect. This technique keeps the student under these controls because the teacher is advocating student selection of a location in which not working is allowable, selecting the location is viewed as meeting with teacher approval, and being in this location, not working, is still considered an activity that demonstrates the following of the teacher's instruction. Learning to cope with the demands of work output is a challenge for students with emotional difficulties or those experiencing situational stressors. Learning to step back and reflect can become an important cognitive skill for students with fragile coping systems and can result in improved ability to attend and produce an acceptable amount of work. In the author's experience with defiant and fragile students, simply knowing that 'not working' for a time is an acceptable choice. This 'freedom' can be an important method of meeting the student's needs in the classroom.<sup>5</sup>

The author invites communication about effective use of this procedure or others that keep difficult to support students under instructional control. [dwright@dcscde.ca.gov](mailto:dwright@dcscde.ca.gov)

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<sup>4</sup>Refer to programming components and analysis of sensory responses in: Wright, D.B. (2001) *Positive Interventions for Serious Behavior Problems*, 2<sup>nd</sup> Edition, Revised. Sacramento, CA: CDE Publications

<sup>5</sup>For further explanation of the four human needs (fun, empowerment, freedom, belonging), which, when met, often dramatically reduce acting out behavior in the classroom, refer to: Wright, D.B. (1999) *Classwide Systems to Cue, Shape and Model Behavior: Strategies for Teachers*. *NASP Communique*. (27) 7.

# A Correction Strategy

## Reinforcement Sandwich

Building Instructional Control



- Reinforce earlier behavior



- State inappropriate behavior with calm voice ("Just now, you...")



- State appropriate behavior with a dangling sentence



- Require response
- Require performance



- Reinforce compliance

### 1. The Top Bread

Approach the student, get on eye level or below. Tell the student what he had done correctly before the problem occurred ("Thank you for being on time today and getting ready to listen now.")

### 2. The Cheese

State the problem behavior that just occurred ("Just now you said, 'I hate this f-ing school and all you f-ing teachers'")

### 3. The Meat

Remind the student of what he/she will do as previously agreed ("Remember you were going to raise your \_\_\_\_\_ [Wait for the student to say the word hand, if necessary, provide the first sound of the word hand] then continue with what the student would do in the same prompting manner")

### 4. The Condiments

Tell the student you will continue with another task and wait for him/her to show you the agreed-upon behavior to use in this stressful situation.

### 5. The Bottom Bread

When he/she has demonstrated the agreed upon behavior, return to the student at eye level and give verbal reinforcement.

Must be completed in ink  
no white out

## INCIDENT REPORT

Must be completed for: (circle one)  
Physical Intervention, Major Disruption  
Threats, Dangerous Running, Injury

Escalation Stages		<hr/> <hr/> <hr/> <hr/> <hr/>	Prevention
		<hr/> <hr/> <hr/> <hr/> <hr/>	
Dangerous Behavior		<hr/> <hr/> <hr/> <hr/> <hr/>	Intervention
		<hr/> <hr/> <hr/> <hr/> <hr/>	
Self Control Reestablished		<hr/> <hr/> <hr/> <hr/> <hr/>	Debriefing
		<hr/> <hr/> <hr/> <hr/> <hr/>	

Must be completed in ink  
no white out

## INCIDENT REPORT

Must be completed for: (circle one)  
Physical Intervention, Major Disruption  
Threats, Dangerous Running, Injury

	Escalation Stages		Prevention
	Dangerous Behavior		Intervention
	Self Control Reestablished		Debriefing



# **SECTION 14:**

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## **RESOURCES: COMMUNICATION**

## SECTION 14: COMMUNICATION RESOURCES

Name of Document	Page	Possible Uses
Communication Contacts	3	<ul style="list-style-type: none"> <li>To discuss who should be communicating with whom. Provides a one-page summary when communication partners need to quickly locate</li> </ul>
Contact Log	4	<ul style="list-style-type: none"> <li>To document communication exchanges</li> </ul>
Great News from School	5	<ul style="list-style-type: none"> <li>A sample, intermittent report used to prompt or maintain desired positive behaviors</li> </ul>
Bus Report	6	<ul style="list-style-type: none"> <li>A simple system for the bus driver to initial a form when the behavior is acceptable, and X when unacceptable (requires student and driver training on what is, and what is not, acceptable)</li> </ul>
You Made a Good a Good Choice!	7	<ul style="list-style-type: none"> <li>A sample intermittent communication report to reinforce positive behavior</li> </ul>
Complimentary Report to Parents	8	<ul style="list-style-type: none"> <li>A sample intermittent communication report to reinforce positive behavior</li> </ul>
Daily Progress Reports	9	<ul style="list-style-type: none"> <li>Sample two-way communication systems to report to parents on acceptable behavior and involve parents in the interventions in a self contained classroom</li> </ul>
7 period daily report	10	<ul style="list-style-type: none"> <li>Sample two-way communication systems to report to parents on acceptable behavior and involve parents in the interventions for middle school and high school students or elementary students with multiple teachers during the day</li> </ul>
6 period daily report	12	
Points & Levels Monitoring and Complimenting	14	<ul style="list-style-type: none"> <li>A sample two-way exchange to report on student behaviors linked to safe, respectful, responsible rule teaching</li> </ul>

# Communication Contacts

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

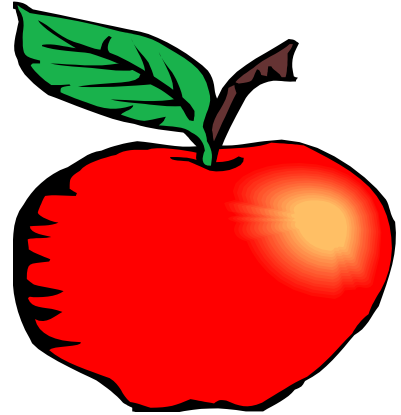
	Contact Person	Contact (Phone/fax/written/e-mail, etc.)	Preferred Contact Method
<b>Student's Case Manager</b>			
<b>Parent/Guardian:</b>			
<b>Group Home:</b>			
<b>Social Worker:</b>			
<b>Physician:</b>			
<b>Therapist:</b>			
<b>Development Disabilities Agency</b>			
<b>Probation:</b>			
<b>School Police:</b>			
<b>Other:</b>			
<b>Other:</b>			
<b>Other:</b>			

# Contact Log

STUDENT'S NAME: \_\_\_\_\_ ID#: \_\_\_\_\_

<b>Date:</b> _____ <b>Spoke With:</b> _____ _____ <b>Phone:</b> _____	<b>Comments:</b> _____ _____ _____ _____ _____ _____
<b>Date:</b> _____ <b>Spoke With:</b> _____ _____ <b>Phone:</b> _____	<b>Comments:</b> _____ _____ _____ _____ _____ _____
<b>Date:</b> _____ <b>Spoke With:</b> _____ _____ <b>Phone:</b> _____	<b>Comments:</b> _____ _____ _____ _____ _____ _____
<b>Date:</b> _____ <b>Spoke With:</b> _____ _____ <b>Phone:</b> _____	<b>Comments:</b> _____ _____ _____ _____ _____ _____

# Great News from School



Today's Date: \_\_\_\_\_

School: \_\_\_\_\_

Student: \_\_\_\_\_

**Today,** \_\_\_\_\_

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**It was wonderful to see this and we just wanted to let you know.**

Sincerely,

\_\_\_\_\_  
(Signature)

## **BUS REPORT**

Bus driver \_\_\_\_\_ Bus # \_\_\_\_\_

Student \_\_\_\_\_

- Initial signifies acceptable ride
- Not acceptable bus ride receives an X \*\*\*
- Five initials = class reward

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday	Comments:

# ***You Made A Good Choice!!***

Student's Name:

The Good Choice Was:

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

## Complimentary Report to Parents

We are pleased to inform you that \_\_\_\_\_  
(student name)  
is demonstrating ☐ improved ☐ outstanding work in class.

Factors contributing to this success are:

- |  |   |
|--|---|
| <input type="checkbox"/> Doing classroom work    | <input type="checkbox"/> Getting to class on time       |
| <input type="checkbox"/> Using time wisely       | <input type="checkbox"/> Doing extra credit assignments |
| <input type="checkbox"/> Having a good attitude  | <input type="checkbox"/> Showing classroom courtesy     |
| <input type="checkbox"/> Coming prepared to work | <input type="checkbox"/> Accepting responsibility       |
| <input type="checkbox"/> Other: _____            |   |

Comments: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_



## Reporte De Buena Conducta Para Los Padres

Nos da mucho gusto informarle que su hijo/hija \_\_\_\_\_  
(nombre)  
muestra ☐ mejora ☐ excelencia en su trabajo clase.

Los factores siguientes han contribuido:

- |   |   |
|---|---|
| <input type="checkbox"/> Hace el trabajo en clase               | <input type="checkbox"/> Llega a tiempo a clase             |
| <input type="checkbox"/> Utiliza bien el tiempo                 | <input type="checkbox"/> Hace tareas adicionales de trabajo |
| <input type="checkbox"/> Tiene buena actitud                    | <input type="checkbox"/> Respeta las reglas de la clase     |
| <input type="checkbox"/> Viene preparado para trabajar en clase | <input type="checkbox"/> Acepta responsabilidad             |
| <input type="checkbox"/> Otros comentarios: _____               |   |

Maestro(a): \_\_\_\_\_ Fecha: \_\_\_\_\_



# Daily Progress Report

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

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Did the student:	YES	NO
Come to class on time?		
Bring Supplies?		
Work Without Disrupting Others in Class?		
Speak Courteously?		
Produce Quality Work?		
Other:		
Total Points:		

Teacher's other comments:

Parent's comments, including how did your son/daughter respond when you discussed this report?

\_\_\_\_\_  
(Teacher Signature/Date)

\_\_\_\_\_  
(Parent Signature/Date)

## Daily Period by Period Progress Report (7 Period Day)

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

Today's Date: \_\_\_\_\_

	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6		Period 7	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
On time to class today?														
All supplies present?														
Curtailed off-topic talking?														
Followed directions?														
Contributed to discussions appropriately?														
Did not physically disturb others?														
Spoke courteously?														
Assignments turned in?														
Quality of work turned in or done in class adequate?														
Other:														
<b>Homework was given today?</b>														
Teacher's Initials														

See back of this form.

## Daily Period by Period Progress Report (7 Period Day)

**Case Manager overseeing the 7 Period Daily Report:**

**Case Manager Comments:**

**Parent Comments:**

**Parent Information: How did your son/daughter when you reviewed this report together?**

**Student Comments:**

**Student Information: How am I doing? What changes in which periods would you like to make?**

## Daily Period by Period Progress Report (6 Period Day)

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

Today's Date: \_\_\_\_\_

	Period 1		Period 2		Period 3		Period 4		Period 5		Period 6	
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
On time to class today?												
All supplies present?												
Curtailed off-topic talking?												
Followed directions?												
Contributed to discussions appropriately?												
Did not physically disturb others?												
Spoke courteously?												
Assignments turned in?												
Quality of work turned in or done in class adequate?												
Other:												
<b>Homework was given today?</b>												
Teacher's Initials												

See back of this form.

## Daily Period by Period Progress Report (6 Period Day)

**Case Manager overseeing the 6 Period Daily Report:**

**Case Manager Comments:**

**Parent Comments:**

**Parent Information: How did your son/daughter when you reviewed this report together?**

**Student Comments:**

**Student Information: How am I doing? What changes in which periods would you like to make?**

## Daily Points Earned for Appropriate Behavior

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

DAY \_\_\_\_\_

PERIOD	1 <sup>st</sup> Hour			2 <sup>nd</sup> Hour			3 <sup>rd</sup> Hour			4th Hour			5th Hour/Lunch			6th Hour/Lunch			7 <sup>th</sup> Hour			8 <sup>th</sup> Hour		
TIME	8:10	8:40	8:50	9:00	9:30	9:40	9:50	10:20	10:30	10:40	11:10	11:20	11:30	11:55	12:05	12:15	12:40	12:50	1:00	1:30	1:40	1:50	2:20	2:30
SAFE																								
RESPONSIBLE																								
RESPECTFUL																								
Target Behavior																								
★ <b>Quality of Work:</b>																								

### CONTRACT:



TARGET BEHAVIOR: \_\_\_\_\_

**Negotiation:** If Student does \_\_\_\_\_, he/she can have \_\_\_\_\_

Student Signature: \_\_\_\_\_ Staff Signature: \_\_\_\_\_

Points Earned Today	
<b>Total Points Earned</b>	

Account Information	
Previous Balance	
Points Earned	
Points Spent	
Account Balance	

<b>Meets Contract?</b>	
Yes	No

PARENTS: I have reviewed this sheet with my child and discussed behavioral expectations and set behavioral goals. Please describe on the back of this form the results of your conversation with your child about today's report.  
See BSP Desk Reference  
See [www.pent.ca.gov](http://www.pent.ca.gov)

Parent Signature: \_\_\_\_\_

# Think Sheet

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

Date: \_\_\_\_\_

1) **Describe the situation** that caused you problems. Be sure to describe it outside of yourself-- like a news reporter looking objectively at the situation. Use several sentences.

---

---

---

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2) **Circle 2 or 3 feeling words** that best describes how the situation made you feel.

*Ashamed    Betrayed    Disrespected    Embarrassed    Frustrated    Giddy    Hurt*

*Irritated    Jovial    Livid    Mad    Noncompliant    Ornery    Persnickety*

*Quizzical    Remorseful    Sad    Tearful    Uncooperative    Vindictive    Wistful*

3) **Describe how you will cope better** next time with this same situation and feeling. You may ask staff to help you think of some ideas. Use several sentences.

---

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4) What kind of restitution is appropriate in your situation? Ask staff to help you think of ideas.

---

Signed and Approved by \_\_\_\_\_:

# POSITIVE BEHAVIORS AT A GLANCE

## Safe Behavior:

**Looks Like:** Hands to Self. Feet on the Floor. Slow and Controlled Movements. Thinking before Doing.

**Sounds Like:** Soft Tones. Kind and Non-threatening Words. Pleasant. “I trust you.” “I feel comfortable.”

**Feels Like:** Comfortable Environment for Everyone. Free from Harm or the Threat of Harm. No worries.

## Responsible Behavior:

**Looks Like:** In Class & On time. Participating in Lesson. Following Directions. Focusing on Your Own Learning.

**Sounds Like:** Asking Questions. Asking Permission. Sharing Ideas. Admitting Mistakes and Celebrating Accomplishments.

“I’m sorry.” “I appreciate you.” “I’m proud of you.”

**Feels Like:** Productive. Participative. Thorough. Proud of Best Effort. Self Controlled. Self Directed. Proactive.

## Respectful Behavior:

**Looks Like:** Kind Facial Expressions. Pleasant Body Language. Proper Personal Distance. Looking Others in the Eye When Talking.

**Sounds Like:** Kind Words. Soft Tones. Honesty.  
“Excuse me.” “Thank you.” Please.”

**Feels Like:** People’s feelings, beliefs, thoughts are being given sensitive consideration.



# **SECTION 15:**

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## **SCORING GUIDE**

# BEHAVIOR SUPPORT PLAN QUALITY EVALUATION SCORING GUIDE II

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*To Evaluate Behavior Support Plans (See [www.pent.ca.gov](http://www.pent.ca.gov))*

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**Diana Browning Wright, M.S., G. Roy Mayer, Ed.D.,  
Dru Saren, Ph.D.**



*With critical reviews from:*

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*With further input from:*

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Diane Hannett, Joan Justice-Brown, Denise Keller, Toni Lien,  
Hope Michel, Dr. Valerie Samuel, and Adam Stein)

*and*

**The California Statewide PENT Cadre Member Network**

(See [www.pent.ca.gov](http://www.pent.ca.gov))

*and the 2006 CSULA PENT Data Analysis Research Associates*



# HOW THE BEHAVIOR SUPPORT PLAN QUALITY EVALUATION GUIDE CAME TO BE<sup>©</sup>

This instrument was originally created by Diana Browning Wright, PENT Director (Positive Environments, Network of Trainers) and Dru Saren of the California Department of Education-Diagnostic Centers, with input from G. Roy Mayer, California State University, Los Angeles. It was designed to address the needs of the field for an instrument to evaluate the quality of behavior support planning across the state. Four hundred “successful” behavior plans submitted by the statewide PENT Cadre were analyzed by Wright and Saren in the development of this tool. It was then evaluated by the nine member PENT leadership team prior to field-testing across California by the PENT Cadre<sup>1</sup>. Following PENT Cadre finalization, 40 graduate students in behavior analysis and school psychology at California State University, Los Angeles under the leadership of G. Roy Mayer, scored the behavior support plans to further establish reliability and provide further insights in its use. This revised version has gone through a similar process, with Diana Browning Wright and G. Roy Mayer integrating further findings and comments from the field and 100 graduate student reviewers who have subsequently scored hundreds of plans in the three years following the original edition.

## ACKNOWLEDGEMENTS

The authors and entire Cadre wish to acknowledge the leadership and extend a warm thank you to **Deborah Holt**, Director of Diagnostic Center, South in facilitating the development of this instrument in all phases and ways, including access to the formatting wizardry of **Lizette Edrosa** and clerical support from the clerical team: **Hortense Jurado**, supervisor, and **Elizabeth Valencia, La Paula Lofton, and Magda Caban**. To **Mary Anne Nielson**, Director of Diagnostic Center, North, thank you as well for your gracious support and facilitating the meeting hours between Diana Browning Wright, DCS and Dru Saren, DCN, often requiring meetings in either northern or southern California. To the **SELPA Directors** who identified the candidates to become a member of the PENT Cadre, thank you for your support.

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<sup>1</sup> PENT Cadre is the 250-member network of trainers and consultants across California who were nominated by their SELPA directors. The Cadre attends annual advanced training and networking sessions, the PENT Forums.



# USING THE BEHAVIOR SUPPORT PLAN QUALITY EVALUATION<sup>©</sup>

*Diana Browning Wright*

## WHAT THIS QUALITY EVALUATION MEASURES

This scoring guide measures the extent to which the key concepts in behavior plan development appear in the plan being evaluated with this instrument. The key concepts were determined through a literature review of articles and texts on applied behavior analysis. Those concepts that permeated the literature were included in this evaluation instrument. The lines mentioned in this BSP-QE rubric relate to the Behavior Support Plan form downloadable at: [www.pent.ca.gov](http://www.pent.ca.gov). If a different form without these line references is being used, the evaluator using the BSP-QE will need to determine which components of any alternate plan apply to the Areas A-L in this instrument. If not all areas are represented, the evaluator should recognize that key components identified in research are therefore missing. The authors would suggest revising the plan to incorporate all key components identified and evaluated in the BSP-QE. The Behavior Support Plan form(s) available at [www.pent.ca.gov](http://www.pent.ca.gov) may be freely used provided author credit is maintained.

## WHAT THIS QUALITY EVALUATION *DOES NOT* MEASURE

### **1. Developmental Appropriateness**

This scoring guide does not evaluate whether the interventions to teach a replacement behavior, and the environmental changes to reduce likelihood of problem behavior are appropriate for the developmental age of the student.

- For example, the plan may beautifully specify how to teach a replacement behavior (e.g., verbally asking for a break from a non-preferred task) for a student who does not yet demonstrate the verbal ability to ask for a break when he is upset.

### **2. Accuracy of Identified Function of the Behavior**

This scoring guide cannot evaluate whether the hypothesized function of the problem behavior is accurate and therefore whether all subsequent plan development is valid. When the hypothesis is made about the function of the behavior, the team is considering: the student's affect and the demonstrated behavior(s); everything that occurs as a consequence to the problem behavior; and all environmental events occurring right before, immediately past, and during the behavior. When a plan is unsuccessful, two possible reasons should be considered. First, there may be an inaccurate hypothesis about the function of the behavior. This would therefore result in a corresponding error in the identification of a Functionally Equivalent Replacement Behavior (FERB). Further data collection, observations and problem solving is therefore necessary. Second, although the function of the behavior may be accurate, if you have not identified a FERB and systematically taught and reinforced its use, the student may continue to revert to the problem behavior to meet his or her needs. Further plan revision would therefore be necessary to incorporate and teach the FERB.

- For example, escape was initially determined to be the function of the student's running out of the room and therefore a replacement behavior to allow an acceptable escape was being taught to the student. However, further analysis may have identified attention seeking as the true function of the running, rather than escaping from the task. Therefore the plan requires revision to incorporate an appropriate attention seeking skill to teach the student.
- Alternatively, the plan may have accurately identify the problem behavior's function as escaping a task, yet no FERB (escaping in a manner that is acceptable) is being taught to the student. The plan will require alteration to incorporate teaching of a FERB.

### **3. Whether this Plan was Implemented Consistently, as Described, with Skill**

No plan can be written with enough detail to completely describe the full nuance of adult behavior to respond to problem behavior, every detail in teaching a new behavior, and the exact specifics of environmental change. Further observation may be necessary to see that what the team envisioned in their discussion is occurring as planned.

## **SIGNIFICANT CHANGES BETWEEN BSP-QE I AND THE REVISED BSP-QE II**

Three years of collecting data and scoring plans from across California has yielded information as to common errors in plan development. Therefore, as the authors revised the instrument, additional explanations and hints were incorporated throughout the new rubric to address common errors. These changes included how to:

- Better describe the problem behavior
- Better analyze the environment to identify necessary changes
- Summarize necessary interventions more clearly
- Understand the purpose and function of a behavior and avoid statements that can NOT serve as functions, i.e., the contaminants: Revenge, Power, Vengeance, Control
- Identify, teach, and reinforce true functionally equivalent replacement behavior (FERB) that allows the student to gain the same outcome in a more socially acceptable manner
- Substantially improve reinforcement provisions for new FERB behavior, as well as general positive behavior, requiring it to be: specifically stated, contingently given, have effectiveness evidence for that student, specify frequency, offer choice-within-variety, determine immediacy requirements
- Require specification of how to manage the problem safely for every problem behavior
- Firmly require that no reactive strategy contaminants be present: catharsis for aggression (encouraging aggression such as hitting the doll instead of the person encourages all forms of aggression) or not having a strategy identified for managing verbal/physical aggression safely, if identified as the problem behavior
- How to effectively progress monitor response to intervention, clarifying three elements
  - Goals that can be effectively progress monitored: 6 and 9 goal formats
  - Team coordination: for implementers, monitors and information exchangers
  - Communication during the plan: who, conditions, manner, content, frequency and reciprocity—two way



# SIX KEY CONCEPTS IN BEHAVIOR SUPPORT PLANNING<sup>®</sup>

*Diana Browning Wright*

- ☐ *Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function).*
  - This behavior has worked in the past, or is currently working to get something the student desires, or avoids/protests something the student wishes to remove.
    - **The Behavior Support Plan (BSP) must identify the function of the problem behavior in order to develop a plan that teaches FERB.**
- ☐ *Behavior is related to the context/environment in which it occurs.*
  - Something is either in the environment, or NOT in the environment which increases the likelihood the behavior will occur.
    - **The BSP must identify what environmental features support the problem behavior in order to know what environmental changes will remove the need to use the problem behavior.**
- ☐ *There are two strands to a complete behavior plan. Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND requires teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way.*
  - **A complete BSP must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior. When a plan is implemented well and change is not occurring, evaluating whether both strands were addressed is a first step.**
- ☐ *New behavior must be reinforced to result in maintenance over time*
  - BSP must specify reinforcement for new functionally equivalent behavior. (BSP may also wish to specify general reinforcement for positive behaviors.)
- ☐ *Implementers need to know how to handle problem behavior if it occurs again*
  - BSP must specify reactive strategies ranging from prompting the alternative replacement behavior through distraction, redirection, progressive removals, school and district disciplinary required actions.
- ☐ *Communication needs to be between all important stakeholders, frequently enough to result in the continuous teaming necessary to achieve success*
  - BSP must specify who communicates with whom, how frequently and in what manner.



# BEHAVIOR SUPPORT PLAN QUALITY EVALUATION SCORING GUIDE II<sup>©</sup>

By Diana Browning Wright, M.S., G. Roy Mayer, Ed.D., with contributions from Dru Saren, Ph.D.  
the PENT Research Associate Team, PENT Research Team, PENT Cadre and 2006 PENT Research Associates Team

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>A. PROBLEM BEHAVIOR (line 1) Problem behavior(s) in observable and measurable terms</b></p> <ul style="list-style-type: none"> <li>“Behavior impeding learning is...”</li> </ul> <p>NOTE: It is best to limit a behavior plan to one or two distinct, separately-occurring behaviors (See bullet three in key concepts column for clarification.) However, if multiple behaviors occur in rapid sequence, all with the same function, they can be adequately addressed in one plan.</p> <p>In the process of developing a behavior plan, the team may decide to list multiple behaviors, but then proceed to address only one or a few. It can be helpful, then, to bracket the behaviors not covered, with a note stating : (Other problem behaviors not addressed in this plan include: xxx, xxx) For the purpose of scoring, it can be helpful to bracket behaviors identified on line 1 that are not covered later in the plan if that has not already been done by the writers.</p>	<p>2 = All identified problem behavior(s) are observable and measurable. If a behavioral category is listed, e.g., aggression, it is subsequently defined in observable, measurable terms.</p> <p>1 = Some of the identified problem behavior(s) are not observable and measurable.</p> <p>0 = No problem behavior is stated in observable and /measurable terms, e.g., The student’s inner attributes are hypothesized instead of a description of behavior.</p>	<p>2 = “Defiance: Billy ignores teacher requests to independently complete a written assignment and continues self-selected activity” (this includes observable/measurable examples) Defiance sequence: Billy continues with a self selected activity, ignoring teacher requests to complete an assignment; when prompted, he shrugs his shoulders and does not comply, if prompted again, he swears and continues with his activity. (This sequence is in observable/ measurable terms)</p> <p>1 = “Billy ignores teacher requests to independently complete a written assignment and continues with self-selected activity” is listed, but an additional behavior, “Aggressive behavior” is listed (but no further description is given)</p> <p>0 = “Billy is defiant” (but no further description; therefore this is not observable or measurable); “Billy has a low self concept and he dislikes the subject” (attributes rather than behaviors are given).</p>	<ul style="list-style-type: none"> <li>Define the problem behavior clearly so you can measure progress.</li> <li>If you use general behavioral category terms such as “defiance”, give examples of what the student actually does so everyone understands what the problem looks like when it occurs.</li> <li>If you are addressing more than one behavior, number each behavior to correlate with matched functions, matched interventions and reactive strategies later in the plan. It can be difficult to address more than two behaviors per each BSP form because the plan will become confusing and difficult to implement. However, if the behaviors form an escalation pattern that occurs in sequence (e.g., student swears under his/her breath, then rocks in chair, then tears paper, then pushes over the chair) they can be readily addressed in the plan.</li> </ul>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>B. PREDICTORS OF BEHAVIOR (line 5)</b></p> <ul style="list-style-type: none"> <li>“What are the predictors for the behavior?”</li> </ul> <p>Predictors occur in an immediate environment, or immediate past environment.</p> <p><b>Physical setting</b> (i.e., sensory over/under stimulation: noise, crowding, temperature, etc.)</p> <p><b>Social Setting</b> (i.e., interaction patterns with and around the student, people present/ absent)</p> <p><b>Instructional Strategies, Curriculum and Activities</b> (i.e. a mismatch between learner accommodation needs and instruction components). This is one of the most common predictors. Examine carefully.</p> <p><b>Scheduling factors</b> (e.g., specific times, with or without sequencing and transition supports)</p> <p><b>Degree of Independence</b> (e.g., reinforcement and/or prompting intervals- levels and types appropriate to foster independence; consider functional communication availability, etc.)</p> <p><b>Degree of Participation</b> (e.g., group size, location, and frequency of participation)</p> <p><b>Social Interaction</b> (i.e., social communication needs of the student matches participation opportunities and provision of necessary supports)</p> <p><b>Degree of Choice</b> (i.e., amount of choice making and negotiation present in the environment)</p> <p><small>The BSP Desk Reference</small></p>	<p>2 = One or more predictors from immediate or immediate past environments are described with at least one detail about one or more of the environmental variables in column one</p> <p>1 = One or more predictors from the environmental variable categories are given, but with no detail.</p> <p>0 = No predictors of problem behavior from any of the categories are given, <b>or</b> predictors are from other environments and are not triggers <u>in</u> the current environment, <b>or</b> internal thoughts <b>or</b>, presence of an internal state <b>or</b> behavioral history <b>or</b> disability is described.</p> <p>Long range triggers are not specifically addressed in behavior support plans and if present, should be addressed through interventions such as counseling, mental health treatment, agency interventions, and so forth (see key concepts column).</p>	<p>2 = “Whenever Billy is requested to do work without peer support, occurring after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes.” (Note: One or more details were given and this applies to categories: <b>social interaction and scheduling factors</b>.)</p> <p>1 = “Whenever Billy is requested to do work” (Note: The category <b>Instructional strategies, curriculum and Activities</b> is mentioned, but with no details given about what type of work, or how appropriately the work match the learner skills and support needs.</p> <p>0 = “Anytime,” “Billy has AD/HD” (no predictors from categories are given)</p> <p>“Billy’s parents won’t take him to counseling,” (This is not a predictor/trigger)</p> <p>“Billy refuses to do homework without an older sibling or parent present” (not a predictor for problem behavior in the current environment)</p> <p>“Billy has low self esteem about math skills.” (This is a hypothesis about internal thoughts or states)</p>	<ul style="list-style-type: none"> <li>When and where, and under what conditions can you most expect the behavior to occur? Be as specific and thorough in environmental analysis and examine all categories.</li> <li>The interventions described later in the plan address altering predictor variables to eliminate or reduce the student’s need to use the problem behavior. Assessment thoroughness is required.</li> <li>Sometimes the predictors will be obvious to casual observations and interviews; other times formal on-going observational data collection will be necessary.</li> <li>If the behavior does NOT occur in some environments, and DOES occur in others, look at differences in the specified environmental variables in each environment to identify what is supporting problem behavior.</li> <li>Identifying WHY the behavior occurs requires consideration of what the student gets or what the student rejects (avoids, protests) by the behavior (i.e., the behavior’s function) and what is in or not in the environment that prompts or inhibits the problem behavior’s occurrence. Start formulating the functional hypothesis now.</li> <li>Consider how the identified environmental predictors contribute to the continuation of the problem behavior (mismatch of academic skills and expectations contributes to avoidance of academic tasks.)</li> </ul>



Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>C. ANALYSIS OF WHAT SUPPORTS (PROMPTS) THE PROBLEM BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS IDENTIFIED FOR CHANGE (line 6 links to 5)</b></p> <p><b>Identified antecedent environmental variables influencing behavior</b></p> <p><u>Why</u> does the predictor prompt the problem behavior? This lays the groundwork for what will be described in line 7, environmental change.</p> <p><i>The analysis of why the identified variable(s) are supporting (prompting) the student's use of the problem behavior is described. "What supports (prompts) the student using the problem behavior: What is <b>in</b> or <b>missing in the environment</b> and/or in the instruction" you have identified for change (line 6). Compare this assessment conclusion to the specified predictors you have observed (line 5) i.e., "Any current predictors for behavior?" (See key concepts column for elaboration.)</i></p>	<p>2 = Half or more of the environmental features targeted for change (line 6) are <u>logically related</u>, i.e., consistent with, one or more of the identified predictors (line 5) If only one feature (line 6) is given, it must be logically related.</p> <p><b>"Logically related"</b> means identifying a relationship in which certain events or lack of certain events appear to lead to a particular outcome. For example, a <b>scheduling problem</b> is identified in the environmental analysis: Jill is requested to transition without transitional supports. The problem behavior then occurs (crawls under the table). This behavior occurs because of the teacher has not yet implemented a picture schedule specifically designed to match Jill's comprehension needs Line 6). A logical relationship between predictors (line 5) and analysis (line 6) is apparent.</p> <p>1 = Less than half of the features of the environment targeted for change (line 6) are <u>logically related</u> to one or more of the identified predictors (line 5). If only one is given, and it is not logically related, score 0.</p> <p>0 = <b>None</b> of the predictors (line 5) are logically related to the summary of why the problem behavior is occurring in the specific situation (line 6), OR if none of the Predictors (line 5), are related to the environmental factors (see Physical Setting, Social Setting, etc.) then no logical relationship can be determined and the environmental assessment analysis (line 6) is inadequate.</p>	<p>2 = Half or more are logically related. If only one is given (line 6) and it is logically related to line 5, score 2. Example of one logical relationship: <b>Missing in Environment:</b> <b>Something not being done that should be—add something:</b> requested to do work without peer support, occurring after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes." (line 5) is logically related to (line 6) Billy needs to be allowed to work with a peer buddy under the conditions described on line 5. (1 environmental feature is listed, and it is logically related)</p> <p>Example of another logical relationship: <b>Present in Instruction, Something being done that should not be—remove something:</b> <b>A different case:</b> "Jay expresses the desire to work on his own and increased independence and reduction in prompt dependence should occur" (line 6) is logically related to "the problem behavior occurs when an adult closely monitors each seatwork task Jay is assigned" (line 5) (One environmental feature is listed, and it is logically related to the predictor.)</p> <p>1 = Example: Three variables are targeted for change (line 6) but two of the three are not logically related to predictors (line 5), but one variable is logically related. Score 1, (i.e., only 1/3 were logically related).</p> <p>0 = No environmental change is logically related. Examples of non-logical relationships: "The teacher doesn't use peer buddies" (line 6) does not logically relate to any variable on line 5 ("after recess, during long assignments, during math"), i.e., absence of peer buddy was not a predictor variable listed on line 5. OR time out is listed (line 6), but it is not logically related to when asked to complete assignments independently (line 5).</p>	<p>It is not enough to describe the situation or predictors of problem behavior. (line 5) The team must analyze what it is about that situation that results in the likelihood of problem behavior. Something is in the environment that needs to be added or increased, eliminated or reduced. Line 6 is the summative statement that drives development of interventions to address environmental conditions. Teams may identify multiple predictors (line 5) but ultimately must select key supporting predictors (line 6) prior to specifying environmental changes.</p> <p>The purpose of environmental changes is to remove the need for the student to use this problem behavior. In developing a plan, hypothesizing the behavior function before deciding on environmental changes will help the team identify the most critical variables to change. Knowing what to change in the environment is critical and must be based on an environmental analysis of the following key variables:</p> <ul style="list-style-type: none"> <li>• <b>Physical setting</b></li> <li>• <b>Social Setting</b></li> <li>• <b>Instructional Strategies, Curriculum and Activities</b></li> </ul> <p>If instructional strategies, curriculum and activities do not match learner needs, the student will require accommodation planning to support learning. An accommodation plan will need to be developed to support this student.</p> <ul style="list-style-type: none"> <li>• <b>Scheduling factors</b></li> </ul> <p>Students with some disabilities require specific environmental structures to enhance comprehension of sequences and toleration of non-self selected activities.</p> <ul style="list-style-type: none"> <li>• <b>Degree of Independence</b></li> <li>• <b>Degree of Participation</b></li> <li>• <b>Social Interaction</b></li> <li>• <b>Degree of Choice</b></li> </ul>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>D. ENVIRONMENTAL STRUCTURE (FOR PROBLEM PREVENTION AND PROMOTION OF REPLACEMENT BEHAVIOR) IS LOGICALLY RELATED TO WHAT SUPPORTS (PROMPTS) THE PROBLEM BEHAVIOR (line 7 links to 6)</b></p> <p><b>Specified environmental, curriculum and/or interaction changes to remove need to exhibit the problem behavior</b></p> <p><i>The environmental change(s) to be made to remove the student's need to use this behavior (line 7) is logically related to predictors on line 6: "What supports (prompts) the student using the problem behavior?"</i></p> <p><i>Note: Sometimes there is a logically related, consistent relationship between the identified predictors (line 5) and the specified predictors that need to be altered (line 6) which was analyzed in C above. But the team fails to logically relate that analysis to the interventions and changes on line 7. Therefore, in analyzing the strength and weakness of a plan, both are considered separately, i.e., C and D.</i></p>	<p>2 = One or more environmental changes, i.e., changes in <b>time</b>, or <b>space</b>, or <b>materials</b>, or <b>positive interactions</b> are specified (line 7) and are logically related, i.e., consistent with, what was identified as supporting problem behavior (line 6)</p> <p>1 = One or more environmental variable changes (<b>time</b>, or <b>space</b>, or <b>materials</b>, or <b>positive interactions</b>) are described (line 7) BUT they are not logically related to what was identified as supporting the problem behavior (line 6)</p> <p>0 = No change in any of the following four environmental variable is described. No change in <b>time</b>, or <b>space</b>, or <b>materials</b>, or <b>positive interactions</b> are described. (line 7) Reactive strategies or interventions unrelated to the predictors are described.</p>	<p>2 = "Billy will be seated next to a peer buddy and they will receive instruction on peer supports for activities occurring after recess, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes." (line 7) is logically related to predictor analysis: "Billy needs to work with a peer under specific conditions and he repeatedly states he dislikes working alone and wants to work with peers." (line 6)</p> <p>1 = "Sam will be seated next to a peer buddy." (This is a change in <b>positive interactions and space</b> specified on line 7) BUT, this is not logically related to the environmental analysis given on line 6: "Sam is given long assignments and needs shorter assignments capable of being completed in a 30 min. period" (Sam's need for peer interactions in this example is not logically related to the identified predictor, long assignments.)</p> <p>0 = "Teacher should give 2 warnings, then send the student to the office when he isn't on task." (Line 7 did not specify a change in time, or space, or materials or positive interactions.)</p>	<ul style="list-style-type: none"> <li>One strand of positive behavioral support entails altering the environment to reduce or eliminate the student's need to use problem behavior. (line 7)</li> <li>Successful support of positive behavior typically entails a variety of environmental changes in how <b>time</b> is structured, <b>space</b> is organized, <b>materials</b> are selected and <b>positive interactions</b> are increased. (line 7)</li> <li>Understanding the student's learning profile, personality, and disability (if any) will be helpful in determining typical environmental supports to consider to eliminate or reduce problem behavior. (line 7)</li> <li>When there is a logical relationship between environmental changes to be made (line 7) and the predictor summary of what is supporting problem behavior (line 6) the likelihood of addressing the correct variables is increased. The team can now move on to the strand: specifying how to teach FERB(s) Lines 8 and 9.</li> </ul>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>E. FUNCTION OF BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS (line 8 links to 5)</b></p> <p><b>Identified function of the behavior</b></p> <ul style="list-style-type: none"> <li>“Team believes behavior occurs because...” (line 8) is logically related to “What are the predictors for behavior.” (line 5)</li> </ul> <p><b>Caution:</b> Simply identifying the function of the problem behavior, e.g., “the behavior is a protest” is not sufficient. <b>WHY</b> is there a protest? The behavior is a protest BECAUSE.... Dig deeper. E.g., Is the assignment too long for this student? Or is the assignment too difficult? Or, does the problem behavior occur to protest that the work looks long and/or hard? Or, has the student stated that he does not want others to see that he struggles? Thus, he chooses to state that he is protesting the length or difficulty of an assignment so as to prevent peers from knowing about his skill deficit. Careful functional analysis is critical if we are to identify an adequate Functionally Equivalent Replacement Behavior (FERB) and environmental intervention(s) to eliminate or reduce the student’s use of the problem behavior.</p>	<p>2 = All identified function(s) on line 8 specify <b>WHY</b> the behavior occurs in terms of what the student: 1) <b>gets</b> or 2) <b>rejects</b>, i.e., escapes, protests or avoids AND each identified function on line 8 is <u>logically related</u>, i.e., consistent with, the predictor(s) on line 5 that address each of the problem behaviors on line one.) <b>Contaminators:</b> “revenge, vengeance, control, power”. Score 0 if present.</p> <p><b>Note:</b> There can be multiple functions for one behavior (e.g., student uses one behavior for attention and the same behavior to protest.) OR the student may use multiple behaviors for the same function (e.g., screams, kicks, bites, runs to avoid work) Number behaviors, functions and predictors to aid in scoring.</p> <p><b>Note:</b> A plan may attempt to address multiple problem behaviors with multiple distinct functions. Score 2 points ONLY if each function is logically related to a predictor for each behavior. Number all behaviors and match to all functions and predictors. It makes it easier to evaluate.</p> <p>1 = All identified function(s) are identified in terms of 1) getting something or 2) escaping, protesting, or avoiding something (line 8) <u>but</u> not all are <u>logically related</u> to identified predictors for behavior (line 5) AND no contaminators are present (see above).</p> <p>0 = One or more identified function(s) are not specified in terms of either: 1) to get something or, 2) to reject something (escape, protest, or avoid) (line 8). Therefore, no comparison to line 5 can be made, OR contaminators are present (see above: revenge, power, control, vengeance).</p>	<p>2 = “Billy is avoiding independent paper-pencil assignments and protests termination of self-selected activity with profanity because he states he prefers working with a partner on requested activity (line 8),” when compared to predictors of avoidance on line 5: “Whenever Billy is requested to do work without peer support, occurring after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes. This demonstrates a logical relationship between function and predictor(s).</p> <p>1 = “Pat is avoiding doing all written assignments,” (line 8) when compared to “When Pat is seated next to certain students” (line 5) This does not demonstrate a logical connection between function and predictor. (If a key predictor is the presence of certain students (line 5), line 8 should specify why he avoids written assignments when next to certain students. WHY should be observable and measurable, and not a hypothesis of internal states. e.g., ...because Pat states he doesn’t want others to see he struggles, NOT ....because Pat has low self esteem.</p> <p>0 = “The function is to express a low self-concept” “The function of the behavior is to demonstrate his poor parenting.” “The function of the behavior is to demonstrate he doesn’t understand verbal directions.” “The function is to gain power.” “The function is revenge.”</p>	<p>Although the Functional Assessment/FERB section of the behavior plan is written by the team <u>after</u> the environmental sections, one must have hypothesized the function before deciding on environmental changes. Hypotheses of function help guide examination of supporting environmental variables to identify causation and need for change. The function is a summative conclusion about sustaining variables and how the consequence of the behavior is related to the antecedents (A-B-C). All behavior is purposeful. When a behavior’s purpose is understood, alternative FERB(s) can be identified and taught.</p> <p>Building a plan requires identifying positive behaviors we ultimately want, barriers we need to remove and/or supports we will need in order to achieve our goals, and any FERB that we can accept as an alternative to the problem behavior. This FERB still allows the student to get his/her desired outcome, yet now in a more adaptive and socially acceptable manner. Analyzing the function of the behavior requires examining what is happening right before, during and after the behavior. Look at the student’s affect and his/her verbal and non-verbal responses in addition to staff and peer responses. This is a critical step in identifying potential predictors and developing a hypothesis about the function of the behavior.</p> <p><b>Contaminators:</b> revenge, vengeance, power and control are <u>not</u> functions that can be used to develop a functionally equivalent replacement behavior (FERB) for conditional use in a plan, e.g., how to get vengeance in a better way would not have social validity. The function should be observable, and not a construct on internal feelings of the student. Consider alternatives: (a) instead of vengeance: function=protest past action of a peer; (b) instead of control: function=gain choice of activities and pacing of activities; (c) instead of power: function=gain sustained peer attention, etc.</p>

<b>Components to Evaluate</b>	<b>Scoring</b>	<b>Examples:</b> <i>All examples below relate to the same student and same behavior</i>	<b>Key Concepts</b>
<p><b>F. REPLACEMENT BEHAVIOR(S) (line 9) SERVE THE SAME FUNCTION (line 8) AS THE PROBLEM BEHAVIOR(S)</b></p> <p><b>Functionally Equivalent Replacement Behavior (FERB) must be identified that will be taught and reinforced to allow the student's need (function) to be met in an acceptable manner</b></p>	<p>2 = <b>All</b> specified FERB(s) (line 9) serve the same function as the problem behavior (line 8) AND no functional contaminators are present (e.g., control, power, vengeance, revenge).</p> <p>FERB(s) (line 9) <u>must</u> serve the same function as the problem behavior(s) (line 8). There is no score of 1 on this component.</p> <p>0 = No FERB is identified, OR The function was not accurately identified on line 8 in terms of 1) to get something or, 2) to reject something (escape, protest, or avoid) and therefore line 9 can not be evaluated. OR The function was not in behavioral terms (i.e., operationalized) so no FERB can be identified to match a non-behavioral function OR a functional contaminator is present (see above).</p>	<p>2 = "Billy will verbally request working with a peer buddy when he wishes to protest the teacher's requirement that he work independently on seatwork" (FERB for a protest of working alone-line 9) serves the same function as "Billy is avoiding independent paper-pencil assignments and protests termination of self-selected activity with profanity because he states he prefers working with a partner on requested activity" (profanity used to protest-line 8)</p> <p>For this component, score 2 or 0. There is no score of 1.</p> <p>0 = "Student will do what staff requests." (line 9) (The function was avoiding work; this is not a replacement behavior allowing the avoiding of work in an accepted form) OR "The function of the behavior is low self-concept" (line 8) can not be compared to any replacement behavior (line 9) OR "He will get revenge in an appropriate way."</p>	<p>The FERB is a positive alternative that allows the student to obtain the function that the problem behavior provided. I.e., He/she either gets something or rejects something (protest/avoid) in a manner that is acceptable in the environment.</p> <p>The FERB should maximize the benefits (e.g., more positive feedback from staff and peers) and minimize the costs to the student and others in the environment (e.g., lost instructional time, punishment from staff and peers).</p> <p>Note: The student may eventually not need to use a FERB when other changes are achieved. For example, she will no longer need to escape because we have made significant changes in the environment that removes her need to escape. Or, she has improved her general skill acquisition and no longer seeks to escape.</p> <p>The FERB must serve the same function as the problem behavior and at least as easily performed as the problem behavior. A function must have been operationalized, e.g., put in behaviorally observable terms, and must have avoided contaminators (revenge, power, control, vengeance) if an adequate FERB for conditional use is to be identified, taught and reinforced as an alternative to the problem behavior.</p>

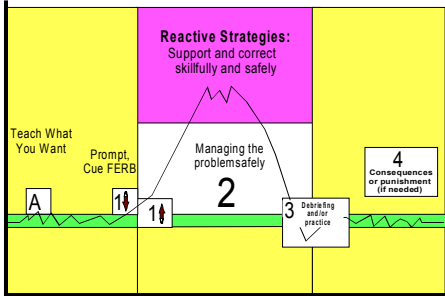
Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>G. TEACHING STRATEGIES (line 10) ADEQUATELY SPECIFY HOW TO TEACH AND OR PROMPT FERB(S) (line9)</b></p> <p><b>Specify how the FERB, that allows the student to meet functional need in an acceptable way, will be systematically taught.</b></p>	<p>2 = Teaching strategies (line 10) for <u>all</u> FERB(s) (line 9) include at least one detail about how this will be done: for example, materials are listed, a strategy is described, a list of procedures or skill steps is referenced. (The statement can refer the reader to an attached document and need not be fully described on the plan for a score of two.) If <b>Contaminators are present, score 0</b>: (a) if a reactive strategy for the problem behavior is described here, (b) If cathartic strategies for aggression are described, e.g., punch a pillow, not your peer.</p> <p>1 = <u>Some</u> teaching strategies with at least one detail are specified for one or more general positive behaviors</p> <p>OR</p> <p>Teaching strategies with at least one detail for one, but not all, FERB listed(line 9)</p> <p>AND</p> <p><b>no</b> contaminators are present</p> <p>0 = No strategies with at least one detail are specified to teach <u>either</u> a FERB OR to teach general positive behaviors (line 10) OR contaminators are present (see above).</p>	<p>2 = "Teacher will instruct, provide practice sessions, and cue Billy to request peer buddy assignment assistance using the attached request language and the speech/ language teacher will practice these requesting skills in small group." (line 10) This includes some detail about requesting a peer buddy as an acceptable protest of the requirement to work independently (line 9). No other FERBs are present to evaluate and no cathartic strategy for aggression is described..</p> <p>1 = "Teacher will instruct Billy on how to request peer assistance." (This directly relates to protesting lack of assistance on seatwork (line 9) but does <u>not</u> have at least one detail on how to teach him to request assistance.</p> <p>OR,</p> <p>"Adam will be taught how to follow a schedule, (see attached document: Teaching of a Schedule Routine,) in order to increase tolerance for non-desired activities. A desired activity will occur periodically in the schedule. (approximately every 30 min." (No strategy for teaching a FERB to Adam for appropriate protesting is given, but an adequately written teaching strategy to increase general positive behaviors is provided with at least one detail and therefore scores 1.)</p> <p>0 = "Student sent to the office when he protests inappropriately." (Not a teaching strategy for either a general positive behavior or for a FERB, OR "Sam will go to the play room to stab dolls, not peers, with a pencil." (cathartic strategy for aggression)</p>	<p>A plan to teach or prompt the FERB must be carefully thought out, with materials or strategies given with enough detail so that all team members will remember what they have decided to do.</p> <p>It is acceptable to minimally mention the teaching strategy and then refer the reader to an attached skill teaching sequence or to a specific curriculum available for plan implementers.</p> <p>The teaching section can include identification of strategies for increasing general positive behavior skills. Some credit is given for this, but full credit requires specific strategies for teaching FERB(s). FERB is a core component of any well designed behavior plan and therefore methods of teaching this should be specified with some detail.</p> <p>Contaminators: Reactive strategy specification is appropriate in component I, but should not be considered an environmental change to remove the need for the student to use the problem behavior which is section D. Cathartic strategies for aggression have been extensively researched and are shown to foster or promote further aggression and therefore contaminate the plan.</p>

The BSP Desk Reference

Section 15

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>H. REINFORCERS (line 11)</b></p> <p><b>Specified reinforcers the student is known to seek</b></p> <ul style="list-style-type: none"> <li>Analysis: "Reinforcement procedures"</li> </ul> <p><b>A reinforcer is a consequence that increases or maintains a behavior. It "reinforces" the probability of the behavior being repeated.</b></p> <p><b>A reinforcer can be a tangible or an event delivered as a conditional consequence: If X behavior occurs, Y consequence will occur; AND for which you have evidence that the student will use X behavior to get Y consequence.</b></p> <p><b>A reward is a tangible or an event delivered conditionally for which you <u>hope</u> the student will strive to earn it, but for which you do not yet have evidence that this has worked in the past or for which evidence does <u>not</u> currently exist that s/he will strive to attain the reinforcer.</b></p>	<p>2 = Reinforcer for FERB is complete and any other reinforcer for positive behavior is also complete: (a) specifically stated, (b) contingently given, (c) effectiveness data (d) frequency, AND <b>one</b> additional variable is listed: (either (e) choice-within-variety or (f) immediacy), AND the following contaminator is not present: student loses or reduces access to some reinforcer if the FERB is used in lieu of the problem behavior.</p> <p>(a) <b>Specifically stated:</b> What the student will receive, e.g., verbal praise, NOT be positive during interactions.</p> <p>(b) <b>Contingently given:</b> If X behavior occurs, then Y reinforcer or token/point, etc. is given</p> <p>(c) <b>Effectiveness Evidence:</b> There is evidence that this reinforcer has frequently been sought by the student, <b>or</b> there is current evidence that s/he will actively seek this potential reinforcer. (See line on BSP: reinforcer based on _____).</p> <p>(d) <b>Frequency:</b> How often a reinforcer or token is to be given.</p> <p>(e) <b>Choice-within-Variety:</b> two or more reinforcers for student selection are specified.</p> <p>(f) <b>Immediacy</b> = reinforcer(s) or token symbolizing a reinforcer are delivered <u>immediately</u> after the desired behavior(s)</p> <p>1 = A through D is given (see H. 2 point scoring above), <b>but</b> neither E or F is present OR no FERB reinforcer is identified BUT no contaminator is present: (see H. 2 point scoring above)</p> <p>0 = Contaminator is present OR A, B, C, D (see H.2 scoring above) is missing</p>	<p>2 = <b>Specific and contingent:</b> "Billy will earn time on the new computer game for work completion <u>and</u> requesting peer buddy when needed." (both general positive and FERB are addressed.)</p> <p>1) <b>Effectiveness (Power):</b> Selection of reinforcer based on: "Billy requests access to the computer to play games and expresses interest in this specific new game." "Billy also requests positive communication with parents and permission to sit next to certain peers."</p> <p>2) <b>Frequency:</b> "Billy will earn computer time <b>at the end of each day</b>" or "Billy will receive a computer ticket for completing 10 minutes of seatwork. Each ticket earns one minute of computer time."</p> <p>Example for moderate to severe disability: "Jan will earn approximately 10 minutes of interspersed computer time in each teaching session for three 20 minute one on one teaching sessions per day."</p> <p>3) <b>Immediacy:</b> "Immediately after each episode of peer buddy requesting, Billy will be given a token or a bonus point on his tally sheet."</p> <p>4) <b>Choice within Variety:</b> Billy can select from the following reinforcers: a positive note home or permission to sit near a friend or computer time."</p> <p>1 = <b>Specificity, Contingency, Effectiveness and Frequency</b> (see above) but no additional variable. OR reinforcement for asking for a peer buddy is absent (the FERB)</p> <p>0 = <b>Specificity or Effectiveness or Contingency or Frequency</b> are missing. (see above)</p>	<p>Students will not likely change or maintain new behaviors without reinforcement. Determine if a true "reinforcer" has been selected, rather than a "reward." For a reinforcer there is evidence of the student seeking this event or tangible. Providing something <u>we</u> think the student will want without evidence is a "reward." How do you <u>know</u> the student seeks or will seek this reinforcer?</p> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>Can the student wait for this reinforcer, even if it is known to be a highly powerful one? Can less powerful reinforcers be delivered more frequently or can increasing variety maintain effort?</li> <li>Does the student grasp the connection between the reinforcer and the behavior? If in doubt, increase immediacy and specify the conditions for earning the reinforcer (contingency) to the student more clearly.</li> <li>If you are using a token system, does the student understand the token symbolizes progress toward earning the reinforcer? If in doubt teach the association systemically. If s/he does not grasp the connection, a token system will not be effective. Is the student getting tokens as frequently as needed to maintain effort? If not, increase frequency and/or immediacy of token delivery.</li> <li><u>Who</u> delivers the reinforcer can be important. From whom does the student most want to receive the reinforcer? Choose adult (teacher, principal, parent, counselor, etc.), or peer(s)</li> </ul>



Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>I. REACTIVE STRATEGIES (line 12)</b></p> <p><b>Reactive strategies are clearly communicated and understood by all implementers</b></p> <ul style="list-style-type: none"> <li>Analysis: “Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again.”</li> <li>Four components are considered: Prompting, Managing Safely, Debriefing, and Consequences</li> </ul>  <p>All implementers should be consistent in their approach when problem behavior occurs. All stakeholders, e.g., parents, teachers, therapists, specialists, should approve of the reactive strategies. If the student can comprehend the plan, s/he should be aware of all parts of the plan, including what strategies will be used for problem behavior across all problem behavior phases.</p> <p>Note: For scoring purposes if multiple behaviors are addressed, find one complete reactive sequence for a problem behavior on the plan to score.</p>	<p>2 = <b>A Strategy for Managing at least one Problem Safely</b> <u>must</u> be present, AND any two other components below are present for that behavior, AND no contaminators are present: (a) catharsis for aggression or (b) aggressive verbal or physical behavior is listed (line 5), but no strategy for managing safely given.</p> <p>1 = <b>A Strategy for Managing at least one Problem Safely</b> must be present, but two additional reactive strategy components for that behavior are <u>not</u> given AND no contaminator is described on the plan: catharsis for aggression, or no managing safely strategy given on the plan for aggression listed (line 5).</p> <p>0 = <b>A Strategy for Managing at least one Problem Safely</b> is absent OR a contaminator is present on the plan: (see above)</p> <p><b>Reactive Strategy Components</b></p> <p>1) <b>Prompting to the FERB, or redirecting to task with additional supports:</b>  <b>Key:</b> What staff actions are specified to (a) redirect student to the new behavior being taught and reinforced, or (b) staff actions to redirect to the task with additional supports (e.g., reminder of next break, desired activity earned, praise)</p> <p>2) <b>A Strategy for Managing the Problem Safely</b> when problem behavior does not respond to redirection is described. Safety for the student, implementers and peers must be maintained. Caution: Never force compliance through a physical means. <u>Approved</u> physical restraints are <u>only</u> used to maintain safety of student, peers or adults, <u>never</u> for any other reason.</p> <p>3) <b>Debriefing</b> and/or additional practice of the FERB after the problem is over.  <b>Key:</b> What should staff do after the problem behavior episode to process or practice with the student what happened? Information on further plan alterations may be gleaned in this process.</p> <p>4) <b>Consequences or punishment</b> may or may not be required or desired.  <b>Key:</b> What staff actions will occur because of school discipline policy, or a team's decision about a contingent logical consequence's instructive value?</p>	<p>2 = <b>2) Managing the Problem Safely:</b>  “During Billy's problem behavior episode (task refusal and profanity) the teacher will sit very close to him, present two choices of which work folder to complete with a peer, using a non-emotional tone, waiting for swearing to end and Billy to choose a task.”  AND  <b>Other components for that problem behavior are described (2 or more required):</b></p> <p>1. <b>a) Prompting FERB:</b>  “Teacher will non-verbally cue Billy to switch to the FERB, a peer assistance request, using the five hand signals of “stop,” “think,” “you can make a good choice,” “you can make a bad choice” “what will you do?” as taught to the student and practiced previously and followed by hand signals “pat yourself on the back” if student signals “good choice” and switches behavior.</p> <p><b>OR 1. b) Prompting to Redirect, e.g.,</b> severe disability example: “If Mary begins to rock, (a weak protest, typically occurring prior to screaming and running, show her the “what I'm working for card”, then redirect her gesturally to finish only the immediate task before terminating instructional session and providing desired activity.”</p> <p>3) <b>Debriefing method(s):</b>  “Teacher and Billy will analyze the problem behavior occurrence using the attached ‘My Inappropriate Behavior Worksheet. Process will occur <u>after</u> student is observed to be calm and ready to talk.”</p> <p>4) <b>Consequences or Punishment:</b>  “Billy will not receive tokens for the period due to lack of completing the task which would have earned approximately 5 toward the computer game.” or, “If Billy engages in dangerous behavior, such as pushing, hitting or throwing furniture during the protest, he will be referred for immediate school disciplinary response.”</p> <p>1 = <b>Managing problem safely strategy</b> for at least one problem behavior is <u>present</u>, but two additional components for that behavior are not present.</p> <p>0 = <b>Managing problem safely strategy</b> is absent, e.g., student threatens others but no strategy to handle safely if observed; student hits peers, no strategy to address.</p>	<p>Well designed reactive strategies consider the progression phases in specifying how to respond to a problem behavior.</p> <ol style="list-style-type: none"> <li><b>Prompting</b> - Can continuation or escalation of problem be averted by using a prompt? Remind the student of how to get desired outcome with the FERB?</li> <li><b>Managing safely</b> - How will staff maintain safety of everyone during escalated behavior? This is critical.</li> <li><b>Debriefing</b> - What procedures, after calm is restored, help identify how to prevent further occurrences and restore rapport and rule-following behavior?</li> <li><b>Consequences</b> - may or may not be required or recommended. Do school safety requirements, outside agency or parent requests require specific consequences? Does the team believe a consequence will result in the student avoiding using the problem behavior in the future?</li> </ol> <p><b>Debriefing</b> can be a dialogue or a written process or a behavior practice session. For younger or less cognitively able students, where verbal problem solving has not yet proven successful, “debriefing” can entail a session to model replacement behavior, or guided practice with the student of how to use the FERB, or a review of a picture sequence depicting alternative behavior steps or other teaching procedures designed to achieve skill fluency, if that is in question, after the behavior episode.</p> <p><b>Punishment</b> is a consequence the student finds aversive and results in elimination or reduction in problem behavior because the student is motivated to avoid that consequence in the future. Caution: Avoid reinforcing the problem behavior. Sending a student to the office may be thought to be punishment, but the student may actually find it reinforcing!</p> <p><b>Hint: A student screams (function of scream determined to be to escape a task). If student's task is terminated by the scream, this behavior will become reinforced. Do not allow escape following the scream. Instead, require a very brief compliance prior to the escape (“Raise your hand to leave, Peter.”)</b></p>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>J. PROGRESS MONITORING, ELEMENT ONE:</b></p> <p><b>GOALS AND OBJECTIVES</b> (line 13 compared to line 1)</p> <p>Every goal requires six components to enable adequate progress monitoring. Components can be in any order &amp; grids &amp; tables are acceptable. FERB goals minimally have six parts as well. However, a FERB goal must also show a clear connection to how this behavioral goal achieves similar <u>functional</u> outcomes to the problem behavior under similar conditions. A nine component format can be used to clearly identify that the FERB is addressed. (See example &amp; key concepts columns.)</p> <p>To be observable &amp; measurable, the goal description must clearly state what the behavior looks like with no ambiguity on what is to be measured.</p> <p>To effectively measure progress on improving behavior, in addition to a FERB goal, one or more additional goals for either reduction in problem behavior and/or increase in general positive behaviors should be developed by the team.</p> <p>► IEP? 504 plan?</p> <p>Goals may be listed only on a behavior plan if the student does not have an IEP/504 plan. However, if the student has an IEP, goals should be stated on both the behavior plan and the IEP. All IEP goals must be monitored and reported to family members "at least as often as is reported for students without disabilities" (i.e., at report card periods). Behavior plans should be attached to any 504 plan.</p> <p><b>Caution:</b> If this behavior plan is part of an IEP/504, plan revisions require following IEP/504 team reporting and monitoring procedures.</p>	<p>2 = One FERB goal, using 6 or 9 component format that clearly represents a FERB, that is not simply a general positive behavior.</p> <p><b>Key Concept:</b> Progress monitoring of the FERB is critical and requires all components to be an example of full adequacy.</p> <p>1 = One complete monitoring goal, either "increase general positive behavior", or "decrease problem behavior goal" is present AND a FERB is targeted in the BSP to be specifically taught, though no complete FERB goal is present for monitoring.</p> <p><b>Key Concept:</b> Progress monitoring capability is essential for at least one goal and presence of FERB is minimally required to be a partial example adequacy.</p> <p>0 = No complete goals of any type.</p> <p><b>Key Concept:</b> Progress monitoring capability is not adequately present.</p> <p>► Scoring for more than one behavior on the plan?</p> <ul style="list-style-type: none"> <li>• <b>Multiple behaviors, different functions:</b> There must be a FERB goal for each behavior for a score of two.</li> <li>• <b>Multiple behaviors, same function:</b> One complete FERB goal required for a score of two.</li> </ul>	<p>2 = FERB: "By 6/03, on 3 out of 4 weeks, Billy, instead of being defiant (i.e., ignoring teacher request to complete a written assignment independently and continuing a self selected activity or using profanity-- words related to toileting, sex or diet) for the purpose of escaping written work required to be performed independently will use a FERB. He will verbally request a peer buddy for the purpose of avoiding independent work. This behavior will occur when there is a substitute teacher, or for seatwork longer than 10 minutes, or after recess when he is by himself. Event behavioral data, using the attached form, will be collected daily during these conditions, by the teacher or aide, with weekly summary sheets distributed to counselor and parent.</p> <p>DECREASE: By 6/03, on 4 out of 5 daily behavior report cards, Billy will have exhibited no task refusals, including profanity (defined as above in FERB) under conditions, measurement method and personnel described in FERB goal above. (These are not repeated in this example due to space limitations.)</p> <p>INCREASE: "By 6/03, as reported on 3 out of 4 weekly summaries, Billy will have demonstrated completion of 95% of all written assignments for all subjects, times of day and all teachers, with or without peer assistance, with no cueing or defiance..... (See above FERB for definitions, measurement methods, and personnel which are not repeated in this example due to space limitations.)</p> <p>1 = One complete 6 component goal is related to problem behavior. (see above)</p> <p>0 = "Billy will stop wasting time." "Billy will feel less frustrated." (Analysis: No goal contains all 6 parts)</p>	<p><b>Six required components for goals-in any order:</b></p> <ol style="list-style-type: none"> <li>1. <b>By when?</b> (final date to achieve desired results)</li> <li>2. <b>Who?</b> (the student)</li> <li>3. <b>Will do or not do what?</b> (must be observable, measurable, specific behaviors desired, or not desired by team)</li> <li>4. <b>Under what conditions/situations?</b> (e.g., location, circumstances, presence or absence of certain people or materials)</li> <li>5. <b>At what level of proficiency?</b> (e.g., skill accuracy, frequency-number of times in a time period, degree of prompting, duration- number of minutes, intensity)</li> <li>6. <b>How measured and by whom?</b> (e.g., observation, data recording: event or duration recording, permanent product, momentary time sampling; measured by a specific person)</li> </ol> <p><b>A Sample FERB goal format to make behavioral functional equivalency readily apparent (note capitals):</b></p> <ol style="list-style-type: none"> <li>1. <b>By when</b></li> <li>2. <b>Who?</b></li> <li>3. <b>INSTEAD OF WHAT PROBLEM BEHAVIOR?</b></li> <li>4. <b>FOR WHAT HYPOTHESIZED PURPOSE OR FUNCTION?</b></li> <li>5. <b>WILL DO WHAT? (the FERB)</b></li> <li>6. <b>FOR WHAT HYPOTHESIZED PURPOSE OR FUNCTION?</b> (Repeat the hypothesized function here to make the functional relationship clear.)</li> <li>7. <b>Under what conditions/situations?</b></li> <li>8. <b>At what level of proficiency?</b></li> <li>9. <b>How measured and by whom?</b></li> </ol> <p>Note: A FERB may have only 6 parts if analysis demonstrates the desired behavior IS a FERB.</p>



<b>Components to Evaluate</b>	<b>Scoring</b>	<b>Examples:</b> <i>All examples below relate to the same student and same behavior</i>	<b>Key Concepts</b>
<p><b>K. PROGRESS MONITORING, ELEMENT TWO:</b></p> <p><b>EVIDENCE OF TEAM COORDINATION IN STRATEGY IMPLEMENTATION, MONITORING SYTEM, COMMUNICATION PROVISIONS</b> (lines 7, 10, 11, 12, 14)</p> <p><b>The plan identifies all personnel to implement, monitor and exchange information</b> (lines 7, 10, 11, 12, 14)</p>	<p>2 = <u>All</u> implementers (and those who will be monitoring and exchanging information) are identified AND their responsibilities are discernable in each section of the plan.  (Examine lines 7, 10, 11, 12, 14)</p> <p>1 = Not all implementers (and those who will be exchanging information) are identified <u>or</u> not all responsibilities are discernable in each section of the plan.  (Examine lines 7, 10, 11, 12, 14)</p> <p>0 = No team member responsibilities are identified in each section OR no team members are identified.  (Examine lines 7, 10, 11, 12, 14)</p>	<p>Examine for completeness: lines 7, 10, 11, 12, 14</p> <p>Examine to determine if interventions or duties are described and all are correlated with specific assigned team members.</p> <p>For example, line 10, teaching strategies clearly states who is responsible for each action :</p> <p>“The <b>teacher</b> will instruct, provide practice sessions, and cue Billy to use peer assistance requests using the language she has taught, and the request strategies will also be taught by the <b>speech/ language specialist</b> who will practice these skills in a weekly small group.” (line 10)</p>	<p>All implementers must be clear on their responsibilities which are infused throughout the plan (lines 7, 10, 11, 12, 14)</p> <p>For each intervention or duty, consider adding team member's initials, names or positions throughout the description so responsibilities can be clearly determined.</p> <p>Sample responsibility designation types:</p> <ol style="list-style-type: none"> <li>1. Initials: DBW, GRM</li> <li>2. Names: Diana Browning Wright, Roy Mayer</li> <li>3. Roles: Teacher, Aide, Consultant</li> </ol>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>L. PROGRESS MONITORING ELEMENT THREE: Communication (line 14)</b></p> <p><b>The communication segment of the BSP details progress monitoring during the plan's implementation:</b></p> <p>1. <b>Who</b> will participate in exchanging information?</p> <p>2. <b>Reciprocally</b> exchanging information to monitor progress. Different communication partners (exchange dyads) may require different communication content.</p> <p>3. <b>Under what conditions? Conditional or Continuous?</b> Each exchange dyad can require data about behavior under different conditions, e.g., Conditional- if a dangerous behavior occurs, w and x communicate; Continuous-summaries of daily or weekly on-task behavior, requires y and z to communicate, etc.</p> <p>4. <b>Manner</b> of exchange of student progress and staff implementation data (how will data go back and forth?)</p> <p>5. <b>Content</b> of data to exchange about student progress and staff implementation: Include what <b>outbound data</b> to exchange, under which conditions, <u>and</u> what <b>inbound response to that data</b> should occur. Two way communication is critical. Communication section <u>must</u> include monitoring of student mastery of the FERB.</p> <p>6. <b>Frequency</b> of exchange. Can be time referenced, e.g., each day, each week, or can be conditional, e.g., if X behavior, Y communication exchange occurs.</p> <p>The BSP Desk Reference</p>	<p>2 = FERB data exchange with all components must be present ( (a) who, (b) conditions, (c) manner, (d) content, (e) frequency, (f) reciprocal-two way—which is not simply a signature of receipt of information) (see column one)</p> <p>► <b>Key Concept: Two-way exchanges</b> for all communication specify both <b>outbound</b> data to exchange and expected <b>inbound</b> response to the data. It can not be simply a signature signifying a receipt of data.</p> <p>► <b>Key Concept to assure implementation:</b> Well designed and specific communication exchanges result in more consistent implementation of a behavior plan <u>and</u> provide for enhanced on-going progress monitoring and adequate determination of response to the interventions.</p> <p>1 = One data exchange for any one specified goal includes all components (who, conditions, manner, content, frequency, reciprocity-two way beyond receipt signature) but a complete exchange for a FERB is absent.</p> <p>0 = No complete data exchange (who, conditions, manner, content, frequency, reciprocity-two way, beyond receipt signature) for any goal is present.</p>	<p>2 = FERB: "Billy's handwritten daily report card will be reviewed by parent and student nightly and will include report on Billy's use of protesting solo written work through peer assistance requesting (FERB for protesting by profanity). (see attached sample card) Parents will return daily report with summary of Billy's response to reinforcer given for adequate progress to the teacher issuing the report. INCREASE GENERAL, Continuous: All written daily report card copies will be distributed to the counselor weekly and contain information on task completion rate (see IEP attachment). Parents will report back to school on Billy's independent homework completion and teacher will report to parents on daily report that homework was received and evaluated; IEP team will review all data at next meeting in 3 months." DECREASE, Conditional: "If Billy has one episode of throwing furniture or continues profanity past two minutes in refusing tasks, principal and parent will be notified by phone within one day and a face to face conference held between teacher, principal and parents to analyze and problem-solve additional or other interventions."</p> <p>1 = "Student will take home a daily report card about FERB behavior (see attached sample card)." (Analysis: no 2-way communication, frequency, manner, and content is specified)</p> <p>0 = "Teacher will send home notes." (No information on FERB, no conditions, no manner, no content or frequency given)</p>	<p>Establishing effective communication requires a team approach among all stakeholders, people who desire to support positive outcomes for the student, e.g., school staff, family, agencies and support groups, the students themselves, and others. Active exchanges among all stakeholders require each partner to provide information to one another, no one member supplying information to a passive recipient. (line 14). Exchanges can occur through phone calls, email, notes home, data log copies, etc.</p> <p>Behavior plans frequently fail when ongoing communication is not well designed. Simply waiting for a quarterly report or until an annual IEP meeting is not sufficient to assure the plan is being completely implemented.</p> <p>Continuous 2 way communication on goal progress is necessary to assure all stakeholders have input and continuous teaming occurs. Whenever there are many stakeholders, or when there is doubt that all implementers will continue interventions for the time required to change the behavior, it is especially necessary to fully describe how the communication will occur and how each player will respond to the communication when received. For example, what communication will the parent send back to the teacher after reviewing a daily report card? How will the administrator respond back to the counselor when a report of problem behavior is received? This requires considering the communication dyads, method, frequency, content and manner of the exchange. This well designed system provides prompting and reinforcement for continued program implementation.</p>

## BSP-QE II SCORING GUIDE BRIEF SUMMARY *(Do not use this guide without prior extensive practice on the full BSP-QE II Manual)*

Components to Evaluate	Line	2 Points	1 Point	0 Point
A. Problem behavior	1	<b>All</b> identified problem behavior(s) are observable and measurable.	<b>Some</b> of the identified problem behavior(s) are not observable and measurable	<b>No</b> problem behavior is stated in observable and /measurable terms
B. Predictors/ triggers of problem behavior(s):	5	One or more predictors, (from immediate or immediate past environments), are <b>described with at least one detail about</b> one or more of the environmental variables: (a) Physical setting, (b) Social Setting, (c) Instructional Strategies, (d) Curriculum and Activities, (e) Scheduling factors, (f) Degree of Independence, (g) Degree of Participation, (h) Social Interaction, (i) Degree of Choice.	<b>One or more predictors</b> from environmental categories are given, <b>but with no details.</b>	<b>No predictors</b> of problem behavior from any of the environmental categories are given, <b>or</b> predictors are from other environments and are not triggers <u>in</u> the current environment, <b>or</b> internal thoughts <b>or</b> , presence of an internal state <b>or</b> behavioral history <b>or</b> disability is described.
C. Analysis of what supports the problem behavior is logically related to predictors	6 to 5	<b>Half or more</b> features of the environment targeted for change (line 6) are <u>logically related</u> to one or more identified predictors (line 5)	<b>Less than half</b> of the features of the environment targeted for change (line 6) are <u>logically related</u> to one or more identified predictors (line 5).	<b>None</b> of the predictors (line 5) are logically related to (line 6) the summary as to why the problem behavior is occurring in the specific situation.
D. Environmental change is logically related to what supports the problem behavior	7 to 6	One or more environmental changes, i.e., changes in <b>time</b> , or <b>space</b> , or <b>materials</b> , or <b>positive interactions</b> are specified (line 7) and are logically related to what was identified as supporting problem behavior (line 6)	<b>One or more</b> environmental variable changes ( <b>time</b> , or <b>space</b> , or <b>materials</b> , or <b>positive interactions</b> ) <u>are</u> described (line 7) BUT they are not logically related to what was identified as supporting the problem behavior (line 6)	<b>No</b> change in any of the following four environmental variables is described. in <b>time</b> , or <b>space</b> , or <b>materials</b> , or <b>positive interactions</b>
E. Predictors related to function of behavior	8 to 5	All identified function(s) on line 8 specify why the behavior occurs in terms of either what the student: 1) gets or 2) rejects, i.e., escapes, protests or avoids AND each identified function on line 8 is <u>logically related</u> to the predictor(s) on line 5 that address each of the problem behaviors on line 1). Score zero if one or more functional contaminants are present (a) revenge, (b) vengeance, (d) control, (e) power	<b>All</b> identified function(s) are identified in terms of 1) getting something or 2) rejecting: escaping, protesting, or avoiding something (line 8) <b>But</b> not all are <u>logically related</u> to identified predictors for behavior (line 5). <b>AND</b> No functional contaminants are present.	One or more identified function(s) are not specified in terms of either: 1) to get something or, 2) to reject something (escape, protest, or avoid) (line 8). Therefore, no comparison to line 5 can be made.  <b>OR,</b>  one or more functional contaminants present
F. Function related to replacement behavior	9 to 8	<b>All</b> specified FERB (line 9) serve the same function as the problem behavior (line 8), <b>AND</b> no functional contaminants are present (a) revenge, (b) vengeance, (d) control, (e) power	No score of One	<b>No FERB</b> identified,  <b>OR</b> the function was not accurately identified on line 8 in terms of 1) to get something or, 2) to reject something (escape, protest, or avoid) and therefore line 9 can not be evaluated, <b>OR</b> function was not in behavioral terms, <b>OR</b> functional contaminants present

G. Teaching strategies specify teaching of FERB	10 to 9	<p>Teaching strategies (line 10) for <u>all</u> FERB(s) (line 9) <b>include at least one detail</b> about how this will be done: for example, materials are listed, a strategy is described, a list of procedures or skill steps is referenced. (The statement can refer the reader to an attached document and need not be fully described on the plan for a score of two.)</p> <p><b>BUT</b></p> <p>If <b>Contaminators are present, score 0:</b> (a) if a reactive strategy for the problem behavior is described here, (b) If cathartic strategies for aggression are described, e.g., punch a pillow, not your peer.</p>	<p><u>Some</u> teaching strategies with at least one detail are specified for one or more general positive behaviors</p> <p><b>OR</b></p> <p>Teaching strategies with at least one detail for one, but not all, FERB listed (line 9)</p> <p><b>AND</b></p> <p><b>no</b> contaminators are present</p>	<p>No strategies with at least one detail are specified to teach <u>either</u> a FERB OR to teach general positive behaviors (line 10)</p> <p><b>OR</b></p> <p>contaminators are present</p>
H. Reinforcers	11	<p>Reinforcer for FERB is complete AND if any other reinforcer(s) for positive behavior, must also be complete:</p> <p>(a) specifically stated, (b) contingently given, (c) effectiveness data (d) frequency,</p> <p><b>AND</b></p> <p><b>one</b> additional variable is listed, either: (e) choice-within-variety or (f) immediacy),</p> <p><b>AND</b></p> <p>no reinforcement contaminator is present: student loses or reduces access to some reinforcer if the FERB is used in lieu of the problem behavior. (score 0 if contaminator)</p>	<p>A, B, C, D, complete for at least one desired behavior</p> <p><b>AND</b></p> <p>No contaminator is present</p> <p><b>BUT</b> no additional variable listed (e) choice within variety or (f) immediacy),</p> <p><b>OR</b></p> <p>no FERB reinforcers are identified at all.</p>	<p>A, B, C, or D completeness is not present for at least one desired behavior</p> <p><b>OR</b></p> <p>Reinforcement contaminator is present</p>
I. Reactive strategies	12	<p><b>Strategy for Managing at least one Problem Safely</b> present, AND any two other components (prompting FERB or redirecting, debriefing or consequences),</p> <p><b>AND</b></p> <p>No reactive strategy contaminators are present: (a) catharsis for aggression or (b) aggressive verbal or physical behavior is listed (line 5), but no strategy for managing safely given.</p>	<p><b>Strategy for Managing at least one Problem Safely</b> present, but two other components for that behavior are <u>not</u> given</p> <p><b>AND</b></p> <p>No reactive strategy contaminator is described on the plan: catharsis for aggression, or no managing safely strategy given on the plan for aggressive verbal or physical behavior listed (line 5).</p>	<p>Managing problem safely for at least one behavior is absent,</p> <p><b>OR</b></p> <p>Reactive strategy contaminator is present</p>
J. Goals and objectives	13	<p><b>One complete FERB goal</b>, using a 6 or 9 component format that clearly represents a FERB, not simply a general positive behavior.</p>	<p><b>One complete 6 component goal</b>, either "increase general positive behavior", or "decrease problem behavior goal" is present <b>AND a FERB</b> is targeted in the BSP to be specifically taught, though no complete FERB goal is present for monitoring.</p>	<p><b>No</b> complete goal of any type</p>
K. Team coordination in implementation	7, 10, 11, 12, 14	<p><b>All</b> implementers and information exchangers are identified <b>and</b> all responsibilities are specified.</p>	<p><b>Not all</b> implementers or information exchangers are identified OR not all responsibilities are noted for each.</p>	<p><b>No</b> team members' responsibilities identified OR no team members are identified.</p>
L. Communication	14	<p><b>Complete FERB</b> exchange with all 6 components (who, condition, manner, frequency, content, reciprocal- 2-way communication- beyond signature of receipt) for FERB is present</p>	<p>At least one exchange for a listed goal is complete (who, conditions, manner, content, frequency, reciprocal-two way- beyond signature of receipt) but a complete FERB exchange is absent.</p>	<p><b>All exchanges</b> for a goal are incomplete.</p>

## SCORING AID FOR COMPLETE GOALS

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

1. By when?	2. Who?	3. Will do what? Or will stop/decrease doing what?	4. Under what Condition(s)?	5. At what level of proficiency?	6. As measured by whom, and how measured?
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the behavior will look like  (a) an increase in desired  (b) a decrease or stop undesired  Do not use self-esteem enhanced, feelings of anger reduced which are difficult/impossible to accurately measure.	<b>Considerations:</b>  <b>Location(s):</b> at desk, during assemblies <b>Person(s) present or absent:</b> with peers, with aide <b>Activity requirement(s):</b> given a written assignment, when told to begin <b>Prompting and degree of prompts:</b> with no prompts/reminders, with gestural cue Etc:	<b>Considerations:</b> How well will the behavior be performed: Using 4/5 steps taught?  With what degree of success: 4/5 items?	<b>Who:</b> Teacher? Aide?  <b>Considerations:</b>  <b>Data collection:</b> Recording in record book, teacher-made rating sheet, random/continuous time sampling, ? etc. <b>Observation techniques:</b> 3/5 observations in 3 weeks of observations,

### 9 Format for a Functionally Equivalent Replacement Behavior

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

## SCORING AID FOR COMPLETE COMMUNICATION SIX COMPONENTS

1. Who ?	2. Under what condition(s)	3. Manner?	4. Expected Frequency?	5. Content?	6. Two-way specification
Specify all persons for each data exchange (e.g., <b>Behavior Data Monthly Summary</b> : psychologist/physician, <b>Daily report card</b> : teacher/parent; <b>Problem incident report</b> : principal/teacher/counselor; <b>Serious threats to harm self</b> : Therapist/teacher/counselor/parent)	<p><b>(a) Continuous?</b> Often daily reports, weekly or monthly summaries expected for duration of the plan</p> <p><b>(b) Conditional?</b>-if X behavior occurs? Often if a problem is at a particular level of severity, or a positive behavior is beyond expectations</p>	<b>Transmittal Considerations:</b> paper to office file, email, paper student carries, telephone direct, telephone answering machine	Hourly, daily, bi-weekly, weekly, monthly, every report card, every IEP meeting (frequency and conditions can be merged or separate)	Conditional use of a FERB when a problem behavior might have been used; General positive behavior increase or problem decrease; Summaries of goal progress from data reports (event, time sampling, etc.); Incident reports; Critical student information, e.g., potential medication reactions or changes; if injured during behavior, etc.	Exchange partners expectations on how each will respond BACK to the other as a result of a report, sending information facilitating on-going progress monitoring and teaming. Expected responses can vary, e.g., reflections on progress; new medication doctor will now give/or not give; reports on outcome of a discussion or counseling session on the behavior; new ideas recipient wishes to express; student's response to a reinforcer given contingently in another environment; A signature of receipt of information is NOT a reciprocal exchange, nor effective on-going teaming.

## Behavior Support Plan Contaminators

Components to Evaluate	Contaminators to Avoid: Results in Automatic Scores of 0	Rationale
<b>E.</b> Function (line 8) Related to Predictors (line 5)  AND <b>F.</b> Replacement behavior (line 9) serves same function (line 8)	Revenge, vengeance, control, power	A functionally equivalent replacement behavior (FERB) for these behaviors will be socially unacceptable, e.g., getting vengeance in another way? Consider alternatives described in the BSP-QE II
<b>G.</b> Teaching Strategies (line 10) specify how to teach and/or prompt FERB (line 9)	1.) If reactive strategies are described in section: G. Teaching Strategies  OR 2.) If cathartic strategies are taught or used to address aggression	Reactive strategies are for the presence of the problem, thus by definition, “reactive.” Teaching strategies are for supporting new behaviors prior to problem behavior, thus “proactive.” Aggression, however benignly expressed, has been demonstrated to beget further aggression
<b>H.</b> Reinforcers (line 11)	Student loses or reduces access to a reinforcer if a FERB is used	FERB is an acceptable behavior we are teaching and reinforcing; pairing with an aversive destroys efficacy of the plan
<b>I.</b> Reactive Strategies (line 12)	Cathartic strategies are described for aggression OR a verbal or physical aggressive behavior does not have the reactive strategy component: managing the problem safely	Aggression begets more aggression; staff, peer and student safety is compromised if how to handle the problem safely is missing

### Contaminators Defined

Elements included in a behavior plan, that by their very nature sabotage the integrity of the plan and the possibility that the plan will likely improve outcomes for the student, even if other elements are described that could be effective. –Browning-Wright and Mayer

Thus, in the BSP-QE II, if a contaminator is present in a component, an automatic score of 0 is given for that component.

# SUMMARY OF BEHAVIOR SUPPORT PLAN QUALITY EVALUATION

- \_\_\_\_\_ A. Problem Behavior
- \_\_\_\_\_ B. Predictors of Behavior
- \_\_\_\_\_ C. Analyzing What is Supporting Problem Behavior
- \_\_\_\_\_ D. Environmental Changes
- \_\_\_\_\_ E. Predictors Related to Function
- \_\_\_\_\_ F. Function Related to Replacement Behaviors
- \_\_\_\_\_ G. Teaching Strategies
- \_\_\_\_\_ H. Reinforcement
- \_\_\_\_\_ I. Reactive Strategies
- \_\_\_\_\_ J. Goals and Objectives
- \_\_\_\_\_ K. Team Coordination
- \_\_\_\_\_ L. Communication
- \_\_\_\_\_ *Total Score (X /24)*

**A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove elements in the environment associated with problem behavior.**

- ***Fewer than 12 points = Weak Plan***  
This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.
- ***13 – 16 points = Underdeveloped Plan***  
This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations.
- ***17 – 21 points = Good Plan***  
This plan is likely to affect a change in problem behavior and elements of best practice are present.
- ***22 – 24 points = Superior Plan***  
This plan is likely to affect a change in problem behavior and embodies best practice.



# BSP QUALITY EVALUATION RECORD SHEET

Student: \_\_\_\_\_

Date of Plan: \_\_\_\_\_

BSP-QE II Evaluator: \_\_\_\_\_

Date of Evaluation: \_\_\_\_\_

- \_\_\_\_\_ A. Line 1 ..... Problem Behavior
- \_\_\_\_\_ B. Line 5 ..... Predictors of Behavior
- \_\_\_\_\_ C. Line 6 links to 5 ..... Analyzing What is Supporting Problem Behavior
- \_\_\_\_\_ D. Line 7 links to 6 ..... Environmental Changes
- \_\_\_\_\_ E. Line 8 links to 5 ..... Predictors Related to Function
- \_\_\_\_\_ F. Line 9 links to 8 ..... Function Related to Replacement Behaviors
- \_\_\_\_\_ G. Line 10 links to 9 ..... Teaching Strategies
- \_\_\_\_\_ H. Line 11 ..... Reinforcement
- \_\_\_\_\_ I. Line 12 ..... Reactive Strategies
- \_\_\_\_\_ J. Line 13 ..... Goals and Objectives
- \_\_\_\_\_ K. Lines 7, 10, 12, 14..... Team Coordination
- \_\_\_\_\_ L. Line 14 ..... Communication
- \_\_\_\_\_ *Total Score (X /24)*

**Suggestions for improving this plan:** \_\_\_\_\_

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- **22 – 24 points = Superior Plan**  
This plan is likely to affect a change in problem behavior and embodies best practice.



# GUIDANCE FOR DEVELOPING A BEHAVIOR SUPPORT PLAN<sup>©</sup>

The following considerations are important to review after scoring the plan. The team may find it helpful to use the BSP Quality Evaluation Scoring Guide during plan development. The following additional points will enhance clarity and quality of the written product.

- ☐ Does the plan score in the good or superior range, with evidence that the plan was a team effort and consensus was achieved on plan contents?
- ☐ Are all interventions developmentally appropriate for this student?
- ☐ Has the plan been written with enough clarity and detail for any new staff to understand and implement it?
- ☐ Is the plan relatively free of extraneous details that hinder clarity?
  - If the team suggests many good environmental and teaching strategy changes that will generally benefit the student, consider including these in a separate accommodation plan or a separate list of derived interventions.
- ☐ If the behavior is complex, were strategies used to simplify a complexly written plan?
  - **Multiple Behaviors, Same Function**  
If the plan attempts to address multiple behaviors (e.g., pinch, elope, scream) that have the same function (e.g., protest/escape) teaching strategies specific to each behavior must be discernable but environmental changes may be the same.
    - Consider numbering behaviors with corresponding interventions.
  - **One Behavior, Multiple Functions**  
If the plan attempts to address one behavior (e.g., screaming) that serves multiple functions, (e.g., attention and protest/escape) strategies specific to each function must be discernable.
    - Consider numbering behaviors with corresponding interventions
  - **Multiple Behaviors, Multiple Functions**  
If the plan attempts to address multiple behaviors with multiple functions, writing the plan with clarity and achieving consistent staff implementation becomes extremely difficult.
    - Consider identifying the behavior or behaviors that most interferes with learning and have the same function. When successful, proceed to develop plan(s) for remaining problem behaviors. Alternatively, consider addressing each selected behavior with each function on separate plans.



# BSP QUALITY EVALUATION SCORING CONSIDERATIONS<sup>©</sup>

*Diana Browning Wright*

- ☐ **What if the plan is NOT successful and scores in the “weak” range?**  
Success is not likely to be attained with a plan scoring in this range. All team members should develop a new plan using the BSP quality evaluation as a guide for each section.
  
- ☐ **What if the plan was NOT successful and scores in the “underdeveloped” range?**  
The team should meet and review the plan to find which part(s) is not effective. Underdeveloped plans often contain incomplete or vaguely described interventions sometimes not consistent with the analysis of the problem.
  - ☒ Reexamine the function of the behavior
  - ☒ Reexamine the match between the developmental level of the student and the interventions.
  - ☒ Consider insights from the student. When the student is capable of discussing on-going problem behavior, a student’s perspective during debriefing may influence future BSP changes. Debriefing includes getting the student’s perspective on the behavior.
  - ☒ Be sure the team includes all future implementers
  - ☒ As you rewrite the plan, consider the quality evaluation guide so that all sections earn the maximum points
  
- ☐ **What if the plan is successful, but scores in the “underdeveloped” range?**  
Other variables are likely to be responsible for the plan’s success, such as:
  - Team effort
  - Focused attention on replacement behavior
  - Reinforcement is increased in general
  - Environmental changes have been effective
  - Although all plans should incorporate a complete approach to solving the problem, sometimes even a portion of the plan well implemented will result in some change. For example, though a thorough plan includes both teaching a replacement behavior and changing environmental variables, sometimes even partial planning influences behavior.

Although the team evaluates the plan as “successful”, in the on-going review process which occurs to monitor student achievement of the goals and objectives, the team should determine if changes to the plan are needed to increase the likelihood of maintaining the new replacement behavior or generalizing it to multiple environments as well as decreasing environmental supports (if warranted) because the student has developed new positive behaviors requiring less support.

❑ **What if the plan is NOT successful, but scores in the “good” or “superior” range?**

Other variables beyond the scope of a quality evaluation of the BSP key concepts are likely to be responsible for the plan’s failure, such as:

- Inconsistent use of interventions, or interventions delivered differently than described
- Interventions delivered with additional features not described (e.g., a scowling face while delivering a reinforcer delivers both a reinforcer and a possible punisher)
- The interventions may be impossible for the student for a variety of reasons, e.g., the developmental characteristics of the student mismatched with interventions; the need for interventions and the frequency of reinforcement are higher than the plan delivers; reinforcement changes needed (i.e., changes in power, frequency, variety, immediacy); curriculum accommodations not in place
- **Function Strand Problem:** The function of the behavior was not accurate, and therefore the student’s reason for using the behavior continues because an inaccurate replacement behavior was developed
- **Environment Strand Problem:** Environmental changes that were made were not substantive enough to remove the need for the student to use this behavior

❑ **What if the plan is PARTIALLY successful, or PARTIALLY unsuccessful, regardless of the score?**

Examine all of the points made above. One of these points may account for variability. Also consider:

- Typically, the BSP resulted in just enough change to reduce the problem sometimes, but not enough change was made to sustain the use of a replacement behavior or consistent environmental change.
- Staff inconsistency in using interventions can also account for the variability of outcomes.
- Students with fluctuating states often require a fine-tuned plan with specific environmental changes specified in the plan to match the student’s affect at a particular time, increase or decrease task difficulty or access to reinforcers to match state fluctuation.



# SOLVING BSP QUALITY EVALUATION SCORING PROBLEMS<sup>©</sup>

## ☐ **General Purpose Of Scoring A Behavior Plan**

- This guide was created to improve the quality of behavior plans while they are being written. Using the guide during the meeting allows anyone playing a consultant or leadership role to focus the team on writing the best plan they can without being the “expert” dictating what should be included. The consultant can engage the entire team in “scoring” what they have written and facilitate a collaborative attempt to rethink and rewrite when inadequacy is discovered. Eventually, teams will be better able to write plans without leadership guidance if they have initial successes and the guide as a reminder of what the plan should embody.
- This guide can also be used when a plan is not successful. The team must meet to reevaluate and strategize changes. This guide can help focus the team on what areas to address.
- A behavior plan will include positive behavioral supports (teaching a replacement behavior, making environmental changes) and effective reactive strategies which include consequences, including punishment and/or disciplinary actions when necessary. By using the guide throughout plan development and review, the appropriate balance between positive behavioral interventions and disciplinary considerations can be achieved.

## ☐ **Sometimes the team may have written a lot of extraneous information, making scoring difficult.**

The team has identified general environmental changes that would benefit the child, curriculum accommodations and remediation plans not relevant to the behavior in question, etc.

- ☒ Ignore extraneous information for the purpose of scoring and search for the information that is to be scored. Use a highlighter to make the process easier.

## ☐ **Establishing the logical relationships between areas to be scored can be difficult, yet this is key to establishing internal validity.**

“Logically related” means you can either directly, or by inference, grasp the connection between the items in question.

- ☒ Do not be overly analytical. Not everything will be so clearly written that you can immediately determine the score especially when interrelating items. Move on. Proceed to the next item if you are unsure whether the item is a “0, 1 or 2”. Often moving on allows the evaluator to determine overall consistency in addressing the key concepts. Whether the item scores a “1”, a partial or incomplete attempt at the key concept, or a “2” will not be as critical as whether the key concept has not been addressed at all, a “0”. You can then return and more easily determine the score.

- ☐ **Scoring can be time consuming if you use a bottom-up method (looking at “0” and “1” criteria first), and can take much less time with a top-down method (looking at “2” criteria first).**

During the field trial of this instrument, the 9 member PENT Cadre Leadership Team and the 191 PENT Cadre members discovered that first examining the complete exemplar (“2”) aided the evaluator by making the key concept clear and decreased scoring time.

- ☒ Proceed in sequence on each item. 1) Score “2” if the key concept was fully present, 2) score “0” because it was clearly not present, or 3) analyze the difference between a “2” (complete), or a “1” (partially complete) and match to the item you are evaluating.

- ☐ **Is it better to score stringently or leniently?**

If you can tell the key concept is there, even if it could be better phrased, award the score. If you must really stretch to determine the key concept is present, look at the rest of the plan to determine if, as a whole, this plan addresses the strands adequately. Then go back and score with this in mind.

- ☐ **Sometimes the plan includes multiple behaviors. This makes scoring difficult. How should this be addressed?**

- **Same Function-Multiple Behaviors**

If the plan attempts to address multiple behaviors (e.g., pinch, elope, scream) that have the same function (e.g., protest/escape), strategies specific to each behavior must be discernable (e.g., numbered and correlated).

- ☒ Go through and number the behaviors, then search for the correlate intervention and assign the same number as the behavior. In the future, do the numbering as you develop the plan.

- **Different Functions-Multiple Behaviors**

If the plan attempts to address multiple behaviors (e.g., hitting, refusing work, late for school, profanity, etc.) with multiple functions (e.g., attention for some behaviors, protesting/avoiding or escaping for other behaviors), writing the plan with clarity and proceeding to achieve consistent staff implementation becomes extremely difficult. The key question is: What method of writing what we intend to do will result in implementers knowing exactly what to do for each behavior? The team may wish to meet again and either:

- ☒ Identify the behavior or behaviors that most interferes with learning and have the same function. Write a plan to address this problem. When successful, proceed to develop plan(s) for remaining problem behaviors.
- ☒ Alternatively, consider addressing selected behavior(s) with each corresponding function on separate plans. Although this results in more pages, it may be more helpful for the implementers. Consult with the entire team on what would be most beneficial.

☐ **Sometimes the plan is for a student who uses one behavior for multiple functions. How should this be addressed?**

If the plan attempts to address one behavior (e.g., screaming) that serves multiple functions, (e.g., attention sometimes and protest/escape at other times) strategies specific to each function must be discernable to the implementers (e.g., numbered and correlated). Applying a strategy to reduce attention seeking or teach attention seeking in an appropriate way does not address a behavior that is being used to protest or escape something, and visa versa. Again, consult with the entire team on what would be most beneficial.

# POSITIVE BEHAVIOR SUPPORT, FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIOR SUPPORT PLANNING: KEY CONCEPTS AND REQUIREMENTS

*Diana Browning Wright, M.S.*

California Department of Education-Diagnostic Centers

“Positive Behavior Support” is a conceptual approach that is rapidly changing how we approach problem behavior. By focusing on the following approaches and key concepts, even behaviors that have been occurring for a long time can be changed. These concepts are radically different from reduction approaches that simply try to either punish the student for the behavior, or reward the student if s/he stops the problem behavior. The “Positive Behavior Support” approach is data-driven, based on carefully looking at the context of the behavior to understand why the behavior is occurring. This is followed by implementing an individualized behavior plan, not just to eliminate problem behavior, but to teach the student new skills and change environments and interactions to support a wide range of positive behaviors. The following outline describes what needs to be considered, regardless of the behavior plan format, when developing a behavior plan based on an understanding of the function of the behavior, i.e. a functional behavior assessment.

☐ ***Positive Behavioral Support Principle:*** *Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function). Although all functions are legitimate and desirable, the method or form of the behavior may require alteration.*

- **Key Concept:** This behavior has worked in the past, or is currently working to either, 1) get something the student desires, or 2) avoid or protest something the student wishes to remove.
- **Requirement:** A behavior plan must identify the function of the problem behavior in order to develop a plan that teaches an alternative replacement behavior that serves the same function.
- **Method:** Observing the student in the problem situation and interviewing others who are frequently present when the problem occurs is required. Focusing on the student’s facial expression and the response of others often yields cues as to what the function of the behavior may be.
- **Examples of functions of behavior:**
  1. Billy throws his work on the floor because it is hard work for him and his face shows anger and frustration. **His actions are a protest.**
  2. Jane giggles and disrupts peers around her because she enjoys the attention and reactions she gets and her face shows pleasure and excitement. **Her actions are to get social attention**, even when that attention from peers is one of displeasure and disapproval.



3. Renee uses profanity not related to what is going on around her. Her face shows pleasure and excitement and she uses these words as a method of starting a conversation, e.g., her peers immediately tell her not to use these words and start conversing with her about the use of appropriate language.  
**Her actions are to get social interactions started.**

☐ ***Positive Behavioral Support Principle:*** *Behavior is related to the context/environment in which it occurs.*

- **Key Concept:** Something is either present in the environment, or NOT present in the environment which increases the likelihood the problem behavior will occur.
  - **Requirement:** The behavior plan must identify what environmental features support the problem behavior in order to know what environmental changes will remove the student's need to use the problem behavior to achieve something desired.
  - **Method:** Observing the student in the problem situation and interviewing others who are frequently present when the problem occurs is required. Focusing on everything going on around the student, the nature of the instruction, interactions with and around the student, and the work output required by the curriculum is necessary to understand why the student uses this problem behavior.
  - **Examples of context/environment impact on problem behavior:**
    1. Billy has NOT YET received support to complete difficult work. He only throws math or reading worksheets that appear long and hard to him.
    2. Jane has NOT YET received direct instruction on how to appropriately make and keep friends. Her peers reinforce her behavior inadvertently by their strong responses. Her peers have neither learned how to reinforce her for appropriate behavior, nor learned how to change their loud expressions of disapproval in response to Jane's behavior.
    3. Renee has NOT YET received instruction on how to initiate social conversation without the use of her attention-getting swear words. Her peers have not learned how to direct Renee to use the alternative method of attention-seeking rather than correcting her for attempting to get their attention.

☐ ***Positive Behavioral Support Principle:*** *There are two strands to a complete behavior plan.*

- **Key Concept:** Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND developing a replacement behavior (teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way).

- **Requirement:** A complete behavior plan must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior.
- **Method:** Writing an effective two strand plan requires a collaborative team that includes plan implementers and other important, supportive people in the student's life such as family members, any agency personnel (e.g., social workers, mental health providers, probation officers) and of course the student if his/her participation is possible.
- **Examples of two strand, complete approaches:**
  1. Billy's teacher will alter his assignments so that hard work will not appear overwhelming to him (remove need to protest). Billy will be taught an acceptable protest for work that appears difficult, such as calling the teacher over and telling her the work appears long and hard (functionally-equivalent alternative behavior).
  2. Jane will receive instruction on how to make and keep friends and her peers will receive instruction in how to calmly redirect her to use appropriate interactions to achieve their brief expressions of approval (remove need to get social attention in maladaptive ways). Jane will learn brief interactions during work periods that result in social approval from her peers, yet do not disrupt others (get social attention with functionally-equivalent alternative behavior).
  3. Renee's teachers will provide collaborative learning opportunities that allow Renee to be in sustained social interactions with her peers (removes need to use swear words to start a social interaction). Renee will be taught specific social interaction initiation techniques and her peers will be taught how to prompt her to use these techniques (functionally equivalent ways of starting a social dialogue).

□ **Positive Behavioral Principle:** *New behavior must get a pay-off as big or bigger than the problem behavior.*

- **Key Concept:** To achieve maintenance of a new behavior, it must be reinforced. Reinforcement is actions we take, privileges or tangibles we give, that the student really wants to get, and therefore he/she does the behavior again and again to get that reinforcement.
- **Requirement:** The behavior plan must specify reinforcement for the new functionally equivalent behavior. The behavior plan may also wish to specify general reinforcement for positive behaviors as well. Often a general lack of reinforcement available for following class rules will increase a wide range of problem behaviors. When reinforcement is given to all students for a wide range of positive behaviors dramatically decreases in problem behaviors occurs.

- **Method:** Find out what the student typically seeks in the environment. Ask the student and observe him/her in the situation or have the student complete a “reinforcement survey” of things s/he would want to earn. Does she like computer games? Adults to praise her work? Opportunities to be first in line? Make access to the reinforcer you discover contingent on performing the desired behavior.
- **Examples of Reinforcement of Replacement Behavior:**
  1. Billy’s teacher will praise his use of the new form of protest behavior his behavior plan suggests, i.e., calling her over to tell the teacher the work looks hard. (**Efficacy evidence:** Billy’s classroom and home behavior shows he is really pleased by any positive attention from adults.) She will also send home daily report cards describing his use of the new behavior and Billy’s parents will amply praise his new skill at home.
  2. Jane’s circle of friends will meet daily for 5 minutes at recess to praise Jane for her quiet, quick checking in with them during a work period that does not disrupt work. Jane and her friends will all receive points toward lunch with the teacher for their teamwork and support of each other. (**Efficacy evidence:** Jane and her friends chose this reinforcer at the beginning of the intervention, telling the teacher how much they wanted the opportunity to be in the “lunch crew” they had observed other students earning).
  3. Renee’s friends will award her “friendly talking” points and a “high five” gestural acknowledgement each time she tries to start a conversation using the language scripts she has been taught. The teacher will allow Renee to choose from a menu of tangible and activity reinforcers for every 10 points earned. (**Efficacy evidence:** Renee loves the high fives from adults and peers and says she wants to earn the variety of reinforcers on the list).

☐ **Positive Behavioral Principle:** Implementers need to know how to handle problem behavior if it occurs again.

- **Key Concept:** The behavior plan must specify reactive strategies ranging from:
  - 1) **Beginning stage:** Prompting the alternative replacement behavior;
  - 2) **Mid-behavior stage:** The problem behavior is fully present and now requires staff to handle the behavior safely through an individualized, careful deescalating of the behavior. This might include specific techniques, calming words, presenting of choices, distraction, and redirection. Each technique will likely be unique to the student. What has worked in the past is important to discuss. Some staff deescalate the student better than others and this should be considered.
  - 3) **Problem-solving/Debriefing stage:** Debriefing with the student is to review what happened, practice the alternative behavior again, and plan what to do next.
  - 4.) **Required consequences stage:** Clearly written consequences or other team determined actions because of the behavior are important, e.g., school and district disciplinary required actions; calling parents; notifying probation department; attendance at special seminars, detention, and so forth.

- **Requirement:** All implementers must be clear on specifically how to handle behavior to assure safety of all and that the intervention matches the stage of escalation.
- **Method:** The behavior team will need to discuss what has worked in the past to alter the problem behavior, and what interventions are required at all four stages of problem behavior.
- **Example of reactive strategies:**  
Billy's Behavior Support Plan includes the four stages of reactive strategies as follows:
  1. **Beginning behavior Stage:** Use gestures Billy has been taught that are cues to Billy to use the alternative protest, i.e., call them over to protest hard work. Follow the "Stop and Think" gestural system taught to teachers and students at this school.
  2. **Mid-behavior Stage:** Increase proximity to Billy, point to the work on the floor, use calm voice requiring work to be replaced on desk, wait patiently for compliance and praise in accordance with the teacher training on "One Minute Skill Building." If Billy is too agitated to work, invite him to take a "Time Away" in a specified classroom area. Praise his return when he is ready to work.
  3. **Debriefing Stage:** Ask Billy why he chose the old form of protest rather than his new alternative. Have Billy help fill out the daily report card communicating the poor choice he made and what Billy and the teacher will do next time to help assure the new behavior to protest is selected.
  4. **Consequences Stage:** If the behavior escalates to loud swearing, Billy will be sent to the counselor to complete a written process, "My Inappropriate Behavior," which may or may not result in a suspension or other school disciplinary procedures given by the Vice Principal for the disruptive behavior.

❑ **Positive Behavioral Principle:** *On-going communication needs to be between all important stakeholders in the student's life.*

- **Key Concept:** The behavior plan must specify who communicates with whom, how frequently and in what manner. Two-way communication between message senders and recipients is important.
  - **Requirement:** The communication needs to be frequently enough to result in the continuous teaming necessary to achieve success.
  - **Method:** Communication can be sent home in writing, through messages on email or voice mail, through posting (if information can be communicated in codes to assure confidentiality) or face-to-face.

- **Example of Communication between important stakeholders:**  
Billy's team decided on the following communication provisions:
  1. **Communication between:** parents, teacher, school counselor, therapist from Department of Mental Health, school principal
  2. **Frequency:**
    - a. **Daily:** Report card on use of replacement behavior will be sent home; parents report back on praise or other reinforcers for accomplishment they gave Billy each day.
    - b. **Weekly:** Teacher will send weekly summary of Billy's behavior to principal, school counselor, parents and therapist
    - c. **Per Incident:** Episodes of protest that include throwing furniture or loud swearing will be reported to the school counselor, who will debrief and send "My Inappropriate Behavior" analysis sheet to the principal, therapist, family, teacher. Therapist and parents will communicate any discussions with Billy about the incident which have yielded important insights about future interventions to counselor, who will inform others as needed.
  3. **Manner:**
    - a. **Daily:** written report hand carried by Billy to parents
    - b. **Weekly:** email summaries using a report chart
    - c. **Per Incident:** paper copy to principal, teacher. Email copy to therapist, family

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