Critical Features of Behavior Support Plans

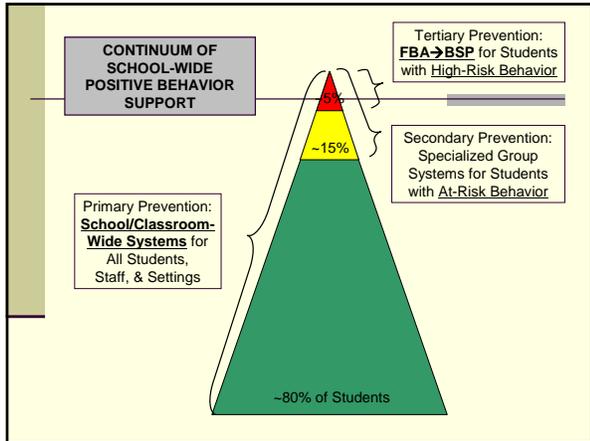Sarah Falcon, PhD
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Objectives

- Review continuum of behavioral supports
- Understand Functional Behavioral Assessment as the foundation for Behavior Support Planning
  - FBA: What's the law?
  - FBA: What's best practice
- Linking FBA to Behavior Support Plans
- Critical Features of Behavior Support Plans
  - Environmental strategies
  - Other considerations
    - Fidelity, Goal Setting, Progress Monitoring, Increasing capacity

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The Legal Minimum

- "Functional behavioral assessment" means an individualized assessment of the student that results in a hypothesis about the function of a student's behavior and, as appropriate, recommendations for a behavior intervention plan. (OAR **581-015-2400)**
- Manifestation Determination
  - Conduct a functional behavioral assessment, unless the school district conducted a functional behavioral assessment before the behavior occurred that prompted the disciplinary action, and implement a behavior intervention plan; or
  - If the student already has a behavior plan, review the behavioral intervention plan and modify it, as necessary, to address the behavior (OAR **581-015-2415)**

CONTINUUM OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Tertiary Prevention: **FBA→BSP** for Students with <u>High-Risk Behavior</u>

~5%

~15%

Secondary Prevention: Specialized Group Systems for Students with <u>At-Risk Behavior</u>

Primary Prevention: **School/Classroom-Wide Systems** for All Students, Staff, & Settings

~80% of Students

Best Practice Recommendations

- Continuum of evidence-based supports
- Focus on prevention & early intervention
- Individualized, function-based planning for those with intensive needs
  - Including objective, measurable goals and progress monitoring

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Why Do People Behave?

Modeling?

Accident?   **Instinct?**

Condition??

Why Do People Continue Behaving?

IT WORKS!

What is FBA?

A systematic process for developing statements about environmental & contextual factors that

- contribute to occurrence & maintenance of problem behavior,

And more importantly
- serve as basis for developing proactive & comprehensive behavior support plans.

Review: Environmental Redesign

- Behavior support is the redesign of environments, not the redesign of individuals
  - Attend to what happens between problem behavior bouts as much as what happens during behavior episodes
- Positive Behavior Support plans define *changes in the behavior of those who will implement the plan!*

Review: Effective Environments

- Problem behaviors are irrelevant
  - Aversive events are removed
  - Access to positive events are more common
- Problem behaviors are inefficient
  - Appropriate behavioral alternatives available
  - Appropriate behavioral alternatives are taught
- Problem behaviors are ineffective
  - Problem behaviors are not rewarded

What are the critical features of the FBA process?

- Clear & measurable **definition** of target problem behaviors
- Complete **testable hypothesis** or summary statement is provided
  - Statement of **function** (purpose) of behavior
- **Data** (direct observation) to confirm hypothesis
- **Behavior support plan** developed based on testable hypothesis
  - **Contextually appropriate** to increase implementation fidelity
  - Includes **on-going monitoring** & support

Key FBA Concepts

- Establish a Knowledgeable Team
- Using an interview to identify:
  - Target Behavior:
    - Socially important: Observable, Countable
  - Identification of Relevant Routines
  - Identification of Environmental Variables
    - Antecedents, Consequences, Setting Events
    - Creating testable summary statements
- Observation Procedures:
  - The tools & process used to collect data (information)
- Building BSP

Establish a **Knowledgeable** FBA Team

- Knowledge about the individual
  - His/her behavior, interests, strengths, challenges, future
- Knowledge about the context
  - Instructional goals, curriculum, social contingencies, schedule, physical setting.
- Knowledge about behavioral technology
  - Elements of behavior
  - Principles of behavior
  - Intervention strategies

Feature 1: Target Behavior

Operationally Defining Behavior

- Observable & Measurable
  - Socially important
    - Unambiguous and objective—no label
  - Tells exactly what a person says or does
    - Can you see the behavior?
    - Can you count the behavior?
      - clear start/end
    - Examples and Non-examples with minimal differences
      - showing boundaries of what is and is not included
  - Independent observers agree

Operationally Defining Behavior

- Talking Out
  - Any vocalizations that are not initiated by the teacher, are out of turn, or are unrelated to academic content

Examples of Talking Out	Non Examples of Talking Out
Answering a question the teacher directs to another student	Answering a question that the teacher directed to the child (or whole group)
Talking, laughing, or making noises when the teacher is giving directions/instruction	Asking the teacher a question about work after the teacher has finished giving directions
Talking to peer when expectation is to work independently	Talking with peer during group work
Talking out of turn during instruction	Talking with peer during free time

Operationally Defining Behavior

- Academic Engagement
  - Student is looking at the board/overhead /teacher/seatwork, is contributing to or writing/reading the assigned task, and is quiet when the expectation is to work independently

Examples of Appropriate Academic Engagement	Non Examples of Appropriate Academic Engagement
The student receives an assignment and is working on it quietly	During independent work, the student talks to peers while working on an assignment.
The student is watching the teacher during instruction.	The student is staring out the window.
The student completes independent work and chooses an approved activity by teacher.	The student finishes work and talks to peers who are not finished.

Operational Definitions—A Test

- Can you count the behavior (e.g., number of times it occurs, minutes it takes, latency)?
- Will a stranger know what to look for when you give the definition?
- Can you break the definition into smaller components that are more specific and observable?

Operationally Define Behavior

Common pitfalls when selecting target behaviors
- Global behaviors
- Unclear (or no) definition
- Choosing too many

- How might you define (with examples & non examples)
  - Aggression
  - Disruption
  - Non-compliance
  - Stealing

Feature 2: Understanding Predictors

Antecedents (Predictors) in Routine

Identify antecedents generally
- What typically happens just before problem behavior to trigger it?
  - If you did this "trigger" 10 times, how often would it result in problem behavior?
  - Does the problem behavior ever happen when trigger is absent/opposite of trigger?
- Identify specific features of the antecedent
  - The more specifically you can narrow, the better you can prevent the problem behavior from occurring

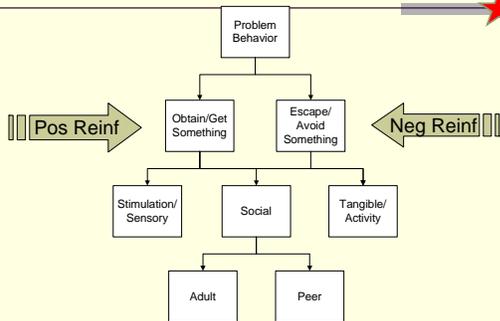## Feature 3: Understanding Typical Consequences

Consequence

- What (stimulus/event) occurs/happens **after** the behavior occurs
  - Specific description of the event
- Behavior—"talking out"… possible consequences??
  - Student was sent to the office
  - Peers laugh at student
  - Student was verbally corrected
  - Student's question was answered
  - Student behavior was ignored/not attended to
  - Another student was asked to sit next to target student
- Always identify the consequence in "context"
  - **Define the behavior, routine, antecedent, etc…*then* ask about consequence**
- Typically define the most powerful consequence.

Consequences

- Identify consequences generally
  - In the routine, when the antecedent and the behavior happen, what occurs next?
    - What do you do? What do other students do? What activities change or stop?
    - Narrow:
      - Would the behavior still happen if that consequence didn't occur?
        - Peer attention: If no peers were around?
        - Your attention: if you weren't around?
        - Escape: if task were easier?
      - Of the last 10 times you saw the problem behavior, how often did this consequence occur?
- Identify specific features of consequences
  - What does it look like?

Feature 4: Function Identified

What are the 2 Basic Functions?

```
                    Problem
                    Behavior
                       │
            ┌──────────┴──────────┐
Pos Reinf → Obtain/Get      Escape/        ← Neg Reinf
            Something        Avoid
                             Something
            ┌───────┼───────┐
      Stimulation/  Social  Tangible/
      Sensory               Activity
                  ┌────┴────┐
                Adult      Peer
```

Function

- The **general** outcome of a behavior, the purpose
- We need to understand behavior from the student perspective…

What is the student gaining/avoiding (or trying to gain/avoid) from engaging in this behavior??

- Examples: Avoid peer attention, access peer attention,
- Avoid task/activity, access task/activity,
- Avoid adult attention, access adult attention
- Non-examples: Retaliation, intimidation, fear, control
- What is the function?: repeatedly sent to office following behavior?
- Repeatedly corrected after a behavior?

CALVIN & HOBBES 8/17

Name That Hypothesis

- Tina exhibits <u>self-injurious behavior (SIB) biting at her nails until they bleed</u>. When left to play by herself, Tina bites her nails until a staff member comes over to her to tell her to stop. She stops momentarily, but continues once the staff member walks away.

Name That Hypothesis

- Tony's teacher gives him his spelling list every Monday morning. Whenever she puts it on his desk, <u>he tears it into tiny pieces</u>. Consequently, his teacher, believing in "natural consequences," tells him that he just won't have a paper to turn in, so he can just sit there and do nothing.

Name That Hypothesis

- Eli is very difficult to work with. He often lays on the floor and kicks at his teachers when he ask asked to complete academic tasks. He also hits his teachers when they are busy working with other students. When his teachers play with him, he rarely displays <u>aggression</u>.

Linking FBA to BSP

BSP Features: See Checklist

- Operational definition of behavior
- Summary statement
  - Predictors, behavior, consequences, function
- Prevention/antecedent strategies
- Teaching strategies
- Consequence strategies
- Outcomes/goals
- Progress monitoring
- Fidelity
- Safety

PBS – Proactive Intervention

A Antecedent	**B** Behavior	**C** Consequence
PREVENTION Interventions occurring before the behavior occurs	**TEACH** Behaviors to use instead of the problem behavior	**RESPONSE TO BEHAVIOR** Intervention occurs after (in response to) positive or negative behavior
PBS (Positive Behavior Support) – Proactive		
Emphasis on Interventions to prevent problem behavior	Emphasis on explicitly Teaching Alternate, Desired Behavior	Emphasis on Positive Reinforcement of desired behavior

Proactive (PBS) Interventions
A - <u>PREVENTION</u>

■ Interventions occurring before the behavior occurs
- -Modify assignment
- -Change student schedule
- -Check-in – provide adult attention immediately upon student arrival
- -Give student leadership responsibility or a class 'job' that requires the student to interact w/ staff
- -Assign student to work with a peer
- -Place student in desk where they are easily accessible for frequent staff attention
- -Give student frequent intermittent attention for positive or neutral behavior
- -PreCorrect - Frequently & deliberately remind student to raise their hand and wait if they want your attention…*before* any talking out occurs

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Proactive (PBS) Interventions
Attention Seeking

B - <u>TEACH</u>
Behaviors to use instead of the problem behavior

Teach student the alternative/appropriate behavior that still accesses the function e.g., how to get attention (raising hand), to take a break, or for help

Academic concern would require additional assessment, potentially change in group size, intensity of instruction, additional instruction time, etc.

Proactive (PBS) Interventions
Attention Seeking

C

■ Respond quickly if student asks for adult attention or help
■ Praise/encourage/reinforce on-task behavior
■ Give the student frequent adult attention for appropriate behavior
■ When student earns points for paying attn in class & asking appropriately for attention, student earns:
■ 'lunch w/ teacher'
■ 1:1 game with favorite staff/ special teacher assistant privilege
■ Timer…1:1 activity for remaining engaged after time
■ Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior to access attention

•Limit verbal interaction – create a signal to prompt the student to stop…limit corrections/reprimands

Interventions

SE/Routine/A	B	C
When Kerry is playing by herself during free time	Kerry exhibits self-injurious behavior (SIB) biting at her nails until they bleed.	Kerry stops biting with her teacher tells her to stop, but begins again when her teacher leaves

SE/A	B	C

Interventions

SE/A	B	C
When Kris is given his spelling list on Monday morning	Kris tears the list into tiny pieces	His teacher, who believes in "natural consequences" says, "Well, you just won't have a paper to turn in. Sit here until we're finished"

| SE/A	B	C

Interventions

SE/A	B	C
When Eli is asked to complete reading tasks When Eli's teacher is working with other students	Eli lays on the floor and kicks people	Eli usually does not finish the task Eli's teacher comes over and tries to calm him down. He usually stops kicking people

SE/A	B	C

GOAL SETTING as a basis for progress monitoring & ongoing support

- Formative evaluation is impossible without
  - …a clearly specified goal
  - …a goal that can be measured using valid and reliable evaluation tools
- Fewer goals focused on general outcomes or critical indicators are better than many goals focused on short-term instructional outcomes or subskill mastery

SELECTING A GOAL
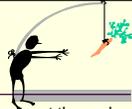
- The goal is the student's expected level of performance at the end of the goal period.
- The goal should include the following components:
  - Time: How long until the student should reach the goal (e.g., "In 30 weeks…)
  - Learner: student ("…Karen will…)
  - Behavior: determined by skill area ("…read aloud…")
  - Level: the grade the content is from ("…second grade…)
  - Content: what the student is learning about ("…reading…"
  - Material: what the student is using ("…passage from ORF CBM progress-monitoring material…")
  - Criterion: performance standard ("…90 words correctly in 1 minute with greater than 95% accuracy."
    - Specific level of performance including time and accuracy
      - # of words read correct, correct letter sequences, correct digits, etc.

GOAL SETTING

Time
Learner
Behavior
Level
Content
Material
Criterion

- One standard format for goals:

By _____, when given _____ , _____ will _____ .

Considerations for Goal Setting

- Choosing a time frame
  - End of year, benchmark period, annual goal?
- Choosing measurement materials
  - Curriculum level for monitoring
    - Materials should be sensitive enough to show growth
    - Students are ultimately compared to same-grade peers for most assessments
  - Consider severity of discrepancy, intensity of intervention
  - Selecting *all* appropriate skill areas for monitoring
    - May be appropriate to monitor frequently at instructional level with less frequent checks on grade level materials
- Choosing the criterion for success
  - Consider initial skill level

Feature: Progress Monitoring

- How is the student doing?
  - Success—how long? Should we fade supports? Create new goals? New target behaviors or routines?
  - Struggles—how long? Should we increase supports? Other modifications?
- How are we doing implementing the intervention?
  - Success—at what level do we need to maintain? How do we make sure we keep doing what's working (accountability)?
  - Struggles—why aren't we implementing? What can we change?

Additional Information for BSP

- Materials needed
- Training needed
- Notifying all involved
- Timelines established
- Responsibilities assigned
- Goal setting
- Progress Monitoring & Data Collection
  - Decision rules
- Crisis planning

Closing Considerations

- Continuum of supports with focus on prevention & early intervention
- Functional perspective for assessment
- Changing the context, not the individual
- Creating a system that supports FBA & BSP
  - Developing expertise to develop and assess plans
  - Accountability for implementation fidelity
  - Goal setting & progress