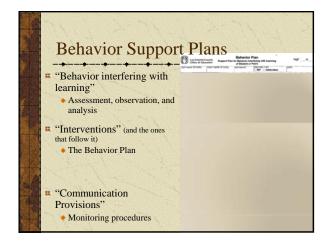
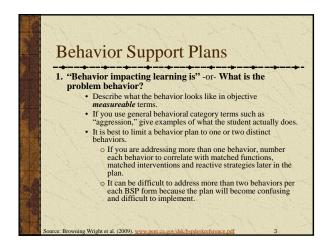
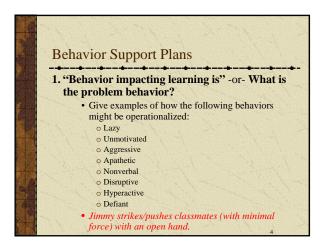


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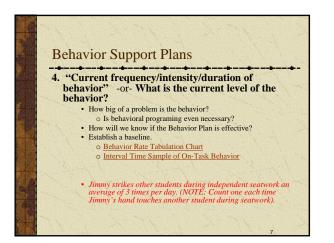
- 2. "It impedes learning because" -or- Does the behavior adversely affect learning? • The BSP needs address something more than that which annoys adults.
 - It must clearly affect learning.

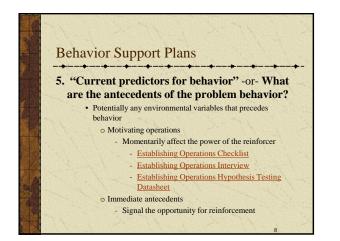
 - What are some examples of behavior that would be annoying, but would not require a BSP?
 What are some examples of behavior effects that would be considered to "impede" learning?
 - As a result of his striking/pushing Jimmy misses instruction (school rules include time out, removal from the classroom, suspension as consequences for aggression). Other students' learning is affected by Jimmy's behavior

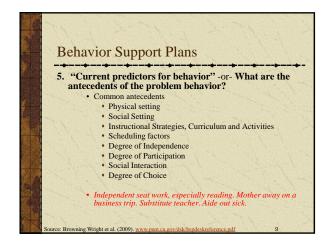
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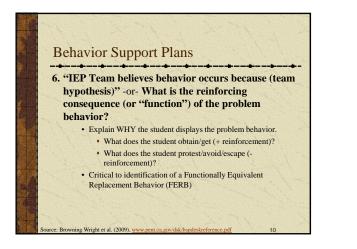
Browning Wright et al. (2009). www.pent.ca.gov/dsk

- 3. "Team estimate of current severity of behavior problem: DExtreme Derious Moderate □Needing attention"
 - Is this a "Serious Behavior" Problem?
 - Jimmy's behavior is not considered assaultive. No injury has ever resulted from his hitting behaviors.









6. "IEP Team believes behavior occurs because (team hypothesis)" -or- What is the reinforcing consequence (or "function") of the problem behavior?

 The function is a conclusion about sustaining variables and how the consequence of the behavior is related to the antecedents (ABC).

See <u>Anecdotal Behavioral Observations</u> sheet

 All behavior is purposeful. When a behavior's purpose is understood, alternative FERB(s) can be identified and taught.

• Jimmy obtains the positive reinforcement of adult attention.

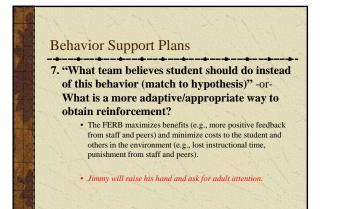
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ng Wright et al. (2009). www.pe

7. "What team believes student should do instead of this behavior (match to hypothesis)" -or-What is a more adaptive/appropriate way to obtain reinforcement?
• FERB must be identified, taught, and/or reinforced to allow the student's need to be met in an acceptable manner.
• The FERB is a positive alternative that allows the student to obtain the function that the problem behavior.

• Student either obtains/gets something or

protest/avoid/escapes something in a manner that is acceptable in the environment.



Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeski

8. "What supports the student using the problem behavior (in environment, missing in environment, or instruction)" -or- How does the presence or absence of certain events motivate/prompt/cue behavior? What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?

Logically connect antecedents (item 5) to behavior

 How the environment currently sets the student up for
failure.

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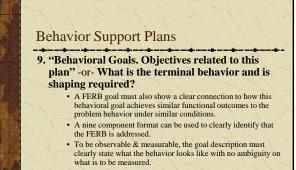
ing Wright et al. (2009).

 "What supports the student using the problem behavior (in environment, missing in environment, or instruction)" -or- How does the presence or absence of certain events motivate/prompt/cue behavior? What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?
 This lays the groundwork for what will be proposed in the "Environmental structure..." section

 Which will suggest how we will set the student up for success.
 Jimmy has dyslexia. His mother just got a promotion and is frequently away on business. He loves adult attention. Has learned that aggressive gestures result in immediate teacher attention.

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e: Browning Wright et al. (2009). www.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.

Behavior Support Plans

al. (2009)

9. "Behavioral Goals. Objectives related to this plan" -or-Elements of a FERB goal

- By when? (date of the next planned Behavior Plan review).
- Who? <u>(student's name)</u>.
 Instead of what problem behavior? <u>(objective/measurable problem behavior)</u>.
- For the purpose of what? <u>(function of the problem behavior)</u>. Will do what? <u>(FERB)</u>.
- 6. For the purpose of what? <u>(repeat function of the problem behavior).</u>
- Under what contingent conditions? <u>(conditions when FERB will</u> be used instead of the problem behavior).
- At what level of proficiency? (how the behavior will be performed, with what degree of success).
- As measured by whom and how measured? <u>(who will collect data</u> and how will it be collected) .

<u>a now will it be confected).</u>

Behavior Support Plans

ight et al. (2009).

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    "Behavioral Goals. Objectives related to this plan" –
or- Elements of a FERB goal
    By when? <u>December 1, 2015</u>,
    Who? <u>Jimmy</u>,
    Instead of what problem behavior? <u>instead if touching</u>
<u>others</u>
    For the purpose of what? <u>to obtain adult attention</u>,
    Will do what? <u>will request adult attention by raising his</u>
<u>hand</u>
    For the purpose of what? <u>to obtain positive reinforcement</u>
    Under what contingent conditions? <u>during independent</u>
<u>seatwork activities</u>,
    At what level of proficiency? <u>85% of the time</u>,
    As measured by whom and how measured? <u>as measured by</u>
```

- 9. "Behavioral Goals. Objectives related to this plan" -or- Elements of a reduction in problem behavior goal
 - 1. By when? (date of the next planned Behavior Plan review) .
 - 2. Who? (student's name) .
 - 3. Will stop/decrease doing what? <u>(objective/measurable problem</u> <u>behavior)</u>.
 - 4. Under what contingent conditions? <u>(conditions when the problem behavior has been observed)</u>.
 - 5. At what level of proficiency? (how the problem behavior will be reduced/stopped, with what degree of success).
 - 6. As measured by whom and how measured? <u>(who will collect</u> <u>data and how will it be collected)</u>. wing Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf

Behavior Support Plans

- 10."Interventions" -or- What are the elements of the BSP?
 - - Teaching a new behavior (a skill deficit exists).
 - Teaching a rule for the replacement behavior (how to obtain reinforcement).
 - b. "To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching) ☑Yes □No"
 - Teaching a new behavior not necessary (the replacement
 - behavior exists, but is displayed at a low rate/frequency).
 - All that needs to happen is teaching a rule for the replacement behavior (how to obtain reinforcement).
 - ning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf

Behavior Support Plans

- 10. "Interventions" -or- What are the elements of the BSP?c. "To achieve this outcome environmental supports are needed
 - ✓Yes □No"
 ✓Environmental adjustments are needed.
 - We need to do a better job of setting the student up for
 - success. d. "Are curriculum modifications necessary? ☑Yes □No Is there a curriculum accommodation plan? ☑Yes □No"
 - Curriculum adjustments are needed.We need to do a better job matching the curriculum to the
 - student's present levels of functioning to better ensure success.

- 11."Teaching strategies and necessary curriculum or materials for new behavior instruction" -or- How to teach/prompt the FERB?
- * Developing new ways to obtain reinforcement.
- What new skills need to be taught?

ing Wright et al. (2009). www.pent.ca.go

- * What materials are needed to teach the FERB?
- * What is the rule for obtaining reinforcement?
- # How the FERB will be systematically taught?

Behavior Support Plans

- 11."Teaching strategies and necessary curriculum or materials for new behavior instruction" -or-How to teach/prompt the FERB?
- How to teach prompt the FEKD:
 Hand raising behaviors are currently seen, but at a low rate/frequency. A contingency contract will be developed with Jimmy regarding what will happen if he raises his hand during seatwork (how reinforcing consequences attention will be obtained) and what will happen if he touches another student during independent seatwork (how reinforcing consequences attention will be removed). Role play facilitated by Ms. Psychologist will be used to demonstrate for Jimmy how the contract will work and to specify the rule of obtaining reinforcement.

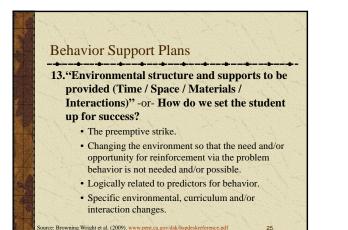
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g Wright et al. (2009). ww

12."By whom?" "How frequent?" -or- Who is responsible for teaching and how frequently will such occur?

Ms. Psychologist will develop the contingency contract and role play with Jimmy how it will be implemented over the course of two counseling sessions.

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13."Environmental structure and supports to be provided (Time / Space / Materials / Interactions)" -or- How do we set the student up for success?

 Resource teacher to consult regarding the appropriate reading level for Jimmy. Minimize independent seat work. Parents to inform staff of all business trips (which will prompt special time with teacher upon arrival at school). Principal or Psychologist to greet Jimmy and provide special attention on days Mrs. Teacher is absent. Mrs. Teacher (or Principal/Psychologist) will provide special attention at the start of any school day during which Ms. Aide is absent.

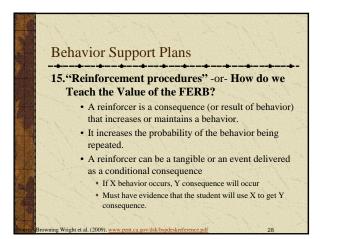
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ng Wright et al. (2009). www

14. "Who will establish?" "Who will monitor?" or- Who is responsible for making environmental adjustments and who will monitor these changes?

Mrs. Teacher will initiate the antecedent adjustments. Ms. Psychologist will monitor implementation of procedures designed to set Jimmy up for success.

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15. "Reinforcement procedures" -or- How do we Teach the Value of the FERB?

- Elements of appropriate reinforcement procedures
 a. Specifically stated
- What the student will receive (e.g., verbal praise, NOT be positive during interactions).
 b. Contingently given

Contingently given
 If X behavior occurs, then Y reinforcer (e.g., token/point) is given

c. Effectiveness Evidence

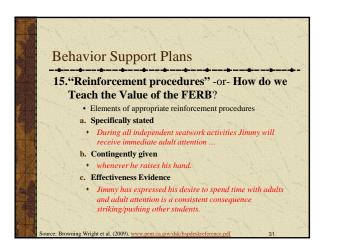
ng Wright et al. (2009).

- There is evidence that this reinforcer has frequently been sought by the student
 -or-
- There is current evidence that the student will actively seek this potential reinforcer.

Behavior Support Plans

15."Reinforcement procedures" -or- How do we Teach the Value of the FERB?

- Elements of appropriate reinforcement procedures (continued)
 - d. Choice-within-Variety
 - Two or more reinforcers for student selection are specified. e. Immediacy/Contingency
 - Reinforcer(s) are delivered immediately after the desired behavior(s) and are clearly connected to the FERB.



15. "Reinforcement procedures" -or- How do we Teach the Value of the FERB?
Elements of appropriate reinforcement procedures

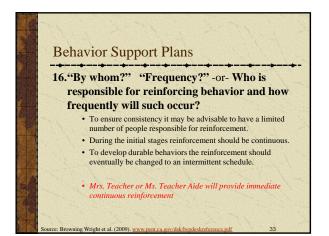
d. Choice-within-Variety

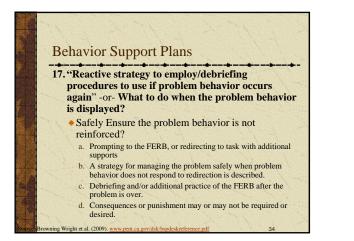
 Choice-within variety
 Adult attention will include verbal recognition ("thank you for raising your hand") and, as soon as possible, the physical presence of an adult at his desk. After 5 successive hand raises (without touching another student) he will be allowed to select an reward from a reinforcement menu (which will include a range of options for obtaining attention, e.g., eating lunch with the teacher).

e. Immediacy/Contingency

Browning Wright et al. (2009). www.pent.ca.gov/dsk

Adults will carefully monitor Jimmy for hand raising behavior and immediately reinforce him for raising his hand. Jimmy will be taught that hand raising is an effective way to obtain adult attention.





17."Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again" -or- What to do when the problem behavior is displayed?

> If Jimmy touches another student during independent seatwork, he will be prompted via a visual cue to raise his hand. If he raises his hand he will be given adult attention. If he continues to touch the other student he will be sent to time out. Though out this process adult attention (e.g., eye contact) will be minimized.

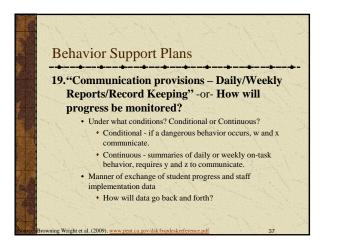
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Wright et al. (2009). w

18. "Personnel" -or- Who is responsible for responding to the problem behavior?

- Use of physical restraints must be by SELPA trained personnel and should be focused on student safety.
- How would Jimmy's plan be modified if his behavior represented a threat to the physical safety of other students?

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19."Communication provisions – Daily/Weekly Reports/Record Keeping" -or- How will progress be monitored?

Content of data to exchange about student progress and staff implementation

Include what data to exchange, under which conditions,

and what response to that data should occur.

• Two-way communication is critical.

Communication section must include monitoring of student mastery of the FERB.

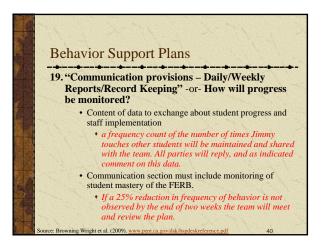
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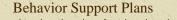
vning Wright et al. (2009). w

19. "Communication provisions – Daily/Weekly Reports/Record Keeping" -or- How will progress be monitored?

Under what conditions? Conditional or Continuous?
On a weekly basis,...

- Manner of exchange of student progress and staff implementation data
 - via email,..

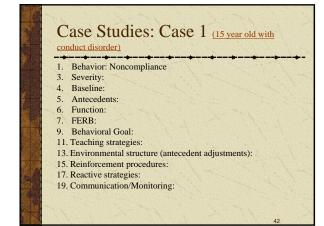


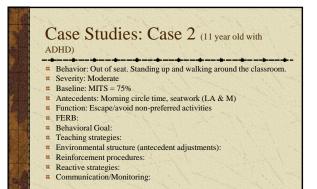


ng Wright et al. (2009).

20."Between:" "Frequency?" -or- Who will monitor progress and how frequently will data be shared?

- Who will participate in exchanging information?
- Reciprocally exchanging information to monitor progress. Different communication partners (exchange dyads) may require different communication content.
- Frequency 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.

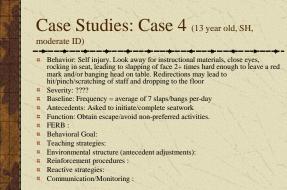


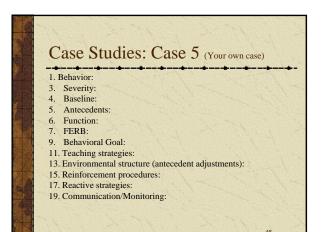


Case Studies: Case 3 (8 year old, ED, bipolar)

- # Behavior: Spitting. At another student, staff member, or the ground.
- Severity: Moderate

- Baseline: Frequency = average of 2.3 per-day
 Antecedents: Morning circle time, seatwork (LA & M)
 Function: Obtain attention and escape/avoid non-preferred activities.
- FERB: Behavioral Goal:
- Teaching strategies:
- Environmental structure (antecedent adjustments):Reinforcement procedures:
- × Reactive strategies:
- Communication/Monitoring:





Schoolwide Positive Behavioral Supports * Discovering Schoolwide PBIS: Moving

- *Towards a Positive Future* (30 min. video) •<u>https://www.youtube.com/watch?v=dRrossHnrTs#t</u> =10
- * SWPBIS for Beginners
 - Webpage with resources, including the just viewed video
- <u>https://www.pbis.org/school/swpbis-for-beginners</u>
 Recommended reading
 - U.S. Department of Education (2010).

| November 2 November | Behavioral Intervention: • Emergency Interventions Behavioral Intervention: | Required Reading Browning-Wright & Cafferata (2007), Secs. 12, 13, Required Readings |
|---------------------------|---|--|
| November 9 | Behavioral Intervention: Writing the BIP Case Conferences | Required Readings Browning-Wright & <u>Cafferata</u> (2007), Section 11 O'Neill et al. (2015), Chapter 5 Recommended Readingtriant Chandler & <u>Dahlquint</u> (2015), Chapter 11 Dixon et al. (2009) Steege & Watson (2009), Chapter 12 |
| November 16 | Behavioral Interventions Case Conferences | • |
| November 23 | Behavioral Intervention: • Review | First Draft of BIP due to <u>brock@caus.edu</u> Identify specific course related content that you have had a difficult time understanding |

