


Functional Assessment of Behavior
EDS 240
Behavior Support Plans

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SACRAMENTO STATE

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Behavior Support Plans

- ✘ “Behavior interfering with learning”
 - ◆ Assessment, observation, and analysis
- ✘ “Interventions” (and the ones that follow it)
 - ◆ The Behavior Plan
- ✘ “Communication Provisions”
 - ◆ Monitoring procedures

Behavior Support Plans

1. “Behavior impacting learning is” -or- What is the problem behavior?

- Describe what the behavior looks like in objective *measurable* terms.
- If you use general behavioral category terms such as “aggression,” give examples of what the student actually does.
- It is best to limit a behavior plan to one or two distinct behaviors.
 - 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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bsrdesreference.pdf

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Behavior Support Plans

1. “Behavior impacting learning is” -or- What is the problem behavior?

- Give examples of how the following behaviors might be operationalized:
 - Lazy
 - Unmotivated
 - Aggressive
 - Apathetic
 - Nonverbal
 - Disruptive
 - Hyperactive
 - Defiant
- *Jimmy strikes/pushes classmates (with minimal force) with an open hand.*

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Behavior Support Plans

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*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bsrdesreference.pdf

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Behavior Support Plans

3. “Team estimate of current severity of behavior problem: Extreme Serious 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.*

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Behavior Support Plans

4. “Current frequency/intensity/duration of behavior” -or- What is the current level of the behavior?

- How big of a problem is the behavior?
 - Is behavioral programming even necessary?
- How will we know if the Behavior Plan is effective?
- Establish a baseline.
 - [Behavior Rate Tabulation Chart](#)
 - [Interval Time Sample of On-Task Behavior](#)

• *Jimmy strikes other students during independent seatwork an average of 3 times per day. (NOTE: Count one each time Jimmy’s hand touches another student during seatwork).*

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Behavior Support Plans

5. “Current predictors for behavior” -or- What are the antecedents of the problem behavior?

- Potentially any environmental variables that precedes behavior
 - Motivating operations
 - Momentarily affect the power of the reinforcer
 - [Establishing Operations Checklist](#)
 - [Establishing Operations Interview](#)
 - [Establishing Operations Hypothesis Testing Datasheet](#)
 - Immediate antecedents
 - Signal the opportunity for reinforcement

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Behavior Support Plans

5. “Current predictors for behavior” -or- What are the antecedents of the problem behavior?

- Common antecedents
 - Physical setting
 - Social Setting
 - Instructional Strategies, Curriculum and Activities
 - Scheduling factors
 - Degree of Independence
 - Degree of Participation
 - Social Interaction
 - Degree of Choice

• *Independent seat work, especially reading. Mother away on a business trip. Substitute teacher. Aide out sick.*

Source: Browning Wright et al. (2009). www.npnt.ca.gov/dsk.bsprdesreference.pdf

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Behavior Support Plans

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

- Explain WHY the student displays the problem behavior.
 - What does the student obtain/get (+ reinforcement)?
 - What does the student protest/avoid/escape (- reinforcement)?
- Critical to identification of a Functionally Equivalent Replacement Behavior (FERB)

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 10

Behavior Support Plans

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 [Anecdotal Behavioral Observations](#) 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.*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 11

Behavior Support Plans

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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 12

Behavior Support Plans

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?

- The FERB maximizes benefits (e.g., more positive feedback from staff and peers) and minimize costs to the student and others in the environment (e.g., lost instructional time, punishment from staff and peers).
- *Jimmy will raise his hand and ask for adult attention.*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdesreference.pdf 13

Behavior Support Plans

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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdesreference.pdf 14

Behavior Support Plans

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?

- 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.*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdesreference.pdf 15

Behavior Support Plans

9. “Behavioral Goals. Objectives related to this plan” -or- What is the terminal behavior and is shaping required?

- 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.
- To be observable & measurable, the goal description must clearly state what the behavior looks like with no ambiguity on what is to be measured.
- 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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 16

Behavior Support Plans

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

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

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 17

Behavior Support Plans

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

1. By when? December 1, 2015.
2. Who? Jimmy.
3. Instead of what problem behavior? instead if touching others
4. For the purpose of what? to obtain adult attention.
5. Will do what? will request adult attention by raising his hand
6. For the purpose of what? to obtain positive reinforcement
7. Under what contingent conditions? during independent seatwork activities.
8. At what level of proficiency? 85% of the time.
9. As measured by whom and how measured? as measured by teacher collected frequency data.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 18

Behavior Support Plans

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? (objective/measurable problem behavior) .
4. Under what contingent conditions? (conditions when the problem behavior has been observed) .
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? (who will collect data and how will it be collected) .

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 19

Behavior Support Plans

10. “Interventions” -or- What are the elements of the BSP?

- a. “To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed Yes No”
 - 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).

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 20

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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 21

Behavior Support Plans

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

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 22

Behavior Support Plans

11. “Teaching strategies and necessary curriculum or materials for new behavior instruction” -or- How to teach/prompt the FERB?

❖ 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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 23

Behavior Support Plans

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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 24

Behavior Support Plans

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

- The preemptive strike.
- Changing the environment so that the need and/or opportunity for reinforcement via the problem behavior is not needed and/or possible.
- Logically related to predictors for behavior.
- Specific environmental, curriculum and/or interaction changes.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 25

Behavior Support Plans

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.*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 26

Behavior Support Plans

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.*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdskreference.pdf 27

Behavior Support Plans

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

- A reinforcer is a consequence (or result of behavior) that increases or maintains a behavior.
- It increases the probability of the behavior being repeated.
- A reinforcer can be a tangible or an event delivered as a conditional consequence
 - If X behavior occurs, Y consequence will occur
 - Must have evidence that the student will use X to get Y consequence.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 28

Behavior Support Plans

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**
 - If X behavior occurs, then Y reinforcer (e.g., token/point) is given
 - c. **Effectiveness Evidence**
 - 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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 29

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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 30

Behavior Support Plans

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

- Elements of appropriate reinforcement procedures
- a. **Specifically stated**
 - *During all independent seatwork activities Jimmy will receive immediate adult attention ...*
- b. **Contingently given**
 - *whenever he raises his hand.*
- c. **Effectiveness Evidence**
 - *Jimmy has expressed his desire to spend time with adults and adult attention is a consistent consequence striking/pushing other students.*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk.bspsdesreference.pdf 31

Behavior Support Plans

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

- Elements of appropriate reinforcement procedures
- d. **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**
 - *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.*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk.bspsdesreference.pdf 32

Behavior Support Plans

16. “By whom?” “Frequency?” -or- Who is responsible for reinforcing behavior and how frequently will such occur?

- To ensure consistency it may be advisable to have a limited number of people responsible for reinforcement.
- During the initial stages reinforcement should be continuous.
- To develop durable behaviors the reinforcement should eventually be changed to an intermittent schedule.

• *Mrs. Teacher or Ms. Teacher Aide will provide immediate continuous reinforcement*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk.bspsdesreference.pdf 33

Behavior Support Plans

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

- Safely Ensure the problem behavior is not reinforced?
 - a. Prompting to the FERB, or redirecting to task with additional supports
 - b. A strategy for managing the problem safely when problem behavior does not respond to redirection is described.
 - c. Debriefing and/or additional practice of the FERB after the problem is over.
 - d. Consequences or punishment may or may not be required or desired.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 34

Behavior Support Plans

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.*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 35

Behavior Support Plans

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?

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 36

Behavior Support Plans

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

- Under what conditions? Conditional or Continuous?
 - ♦ 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.
- Manner of exchange of student progress and staff implementation data
 - ♦ How will data go back and forth?

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 37

Behavior Support Plans

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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 38

Behavior Support Plans

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,...*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdeskreference.pdf 39

Behavior Support Plans

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
 - ♦ *a frequency count of the number of times Jimmy touches other students will be maintained and shared with the team. All parties will reply, and as indicated comment on this data.*
- Communication section must include monitoring of student mastery of the FERB.
 - ♦ *If a 25% reduction in frequency of behavior is not observed by the end of two weeks the team will meet and review the plan.*

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdesreference.pdf 40

Behavior Support Plans

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.

Source: Browning Wright et al. (2009). www.pent.ca.gov/dsk/bspdesreference.pdf 41

Case Studies: Case 1 (15 year old with conduct disorder)

1. Behavior: Noncompliance
3. Severity:
4. Baseline:
5. Antecedents:
6. Function:
7. FERB:
9. Behavioral Goal:
11. Teaching strategies:
13. Environmental structure (antecedent adjustments):
15. Reinforcement procedures:
17. Reactive strategies:
19. Communication/Monitoring:

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Case Studies: Case 2 (11 year old with ADHD)

- ❏ Behavior: Out of seat. Standing up and walking around the classroom.
- ❏ Severity: Moderate
- ❏ Baseline: MITS = 75%
- ❏ Antecedents: Morning circle time, seatwork (LA & M)
- ❏ Function: Escape/avoid non-preferred activities
- ❏ FERB:
- ❏ Behavioral Goal:
- ❏ Teaching strategies:
- ❏ Environmental structure (antecedent adjustments):
- ❏ Reinforcement procedures:
- ❏ Reactive strategies:
- ❏ Communication/Monitoring:

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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:

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Case Studies: Case 4 (13 year old, SH, moderate ID)

- ❏ Behavior: Self injury. Look away for instructional materials, close eyes, rocking in seat, leading to slapping of face 2+ times hard enough to leave a red mark and/or banging head on table. Redirections may lead to hit/pinch/scratching of staff and dropping to the floor
- ❏ Severity: ????
- ❏ Baseline: Frequency = average of 7 slaps/bangs per-day
- ❏ Antecedents: Asked to initiate/complete seatwork
- ❏ Function: Obtain escape/avoid non-preferred activities.
- ❏ FERB :
- ❏ Behavioral Goal:
- ❏ Teaching strategies:
- ❏ Environmental structure (antecedent adjustments):
- ❏ Reinforcement procedures :
- ❏ Reactive strategies:
- ❏ Communication/Monitoring :

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Case Studies: Case 5 (Your own case)

1. Behavior:
3. Severity:
4. Baseline:
5. Antecedents:
6. Function:
7. FERB:
9. Behavioral Goal:
11. Teaching strategies:
13. Environmental structure (antecedent adjustments):
15. Reinforcement procedures:
17. Reactive strategies:
19. Communication/Monitoring:

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Schoolwide Positive Behavioral Supports

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

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Coming up next

November 2	Behavioral Intervention: • Emergency Interventions	Required Reading • Browning-Wright & Cafferata (2007), Sees. 12, 13,14
November 9	Behavioral Intervention: • Writing the BIP • Case Conferences	Required Readings • Browning-Wright & Cafferata (2007), Section 11 • O'Neill et al. (2015), Chapter 5 Recommended Readings • Chandler & Dahlquist (2015), Chapter 11 • Dixon et al. (2009) • Stegge & Watson (2009), Chapter 12
November 16	Behavioral Interventions • Case Conferences	
November 23	Behavioral Interventions: • Review	<i>First Draft of BIP due to brock@ccus.edu</i> • Identify specific course related content that you have had a difficult time understanding

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