


Building Better Behavior Support Plans

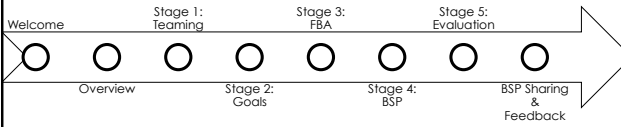



Introductions

- Introduce yourself to people at your table
- Share 1-2 things you hope to get out of today
- Select one person to introduce your table.



B3SP Agenda



B3SP Logistics

- Functional Behavioral Support Plan
- Handouts
- Flash drive
- Laminated Competing Behavior Pathway Sheets and Newsprint



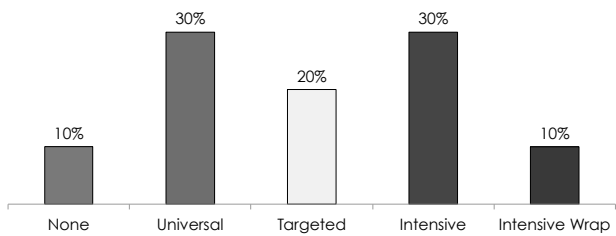
BEST Expectations



BEST Expectation	Training Setting
Be Present	Be On Time Silent cell phones; Eyes and ears in focus
Engage	Take a Team role; Ask questions; Follow along with the Power Point and Activity Sheets.
Strengths	Start with strengths rather than problems; Solution-focused; Assume good intentions
Team Solutions	Establish and follow team roles and norms Contribute ideas to Team Planning

Here's what we know about you:

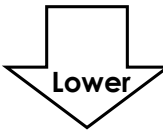
What is your school's level of PBIS implementation?



How you rated your skills:



- Creating Hypotheses
- Interviews and Observations
- Identifying Strategies



- Documenting Intervention Strategies
- Setting Long and Short Term Goals
- Evaluating Progress

What works well?

- Matching interventions to function
- Using data to drive plans
- Implementing with fidelity
- Forming relationships
- Meeting regularly to look at the plan and the data to make changes as necessary.

Barriers

- Time
- Parent involvement
- Teacher buy-in
- Fidelity
- Teacher follow-through and willingness
- Student buy-in

Quiz
Test your FBA/BSP skills

Describe Problem Behavior

Behavior is **observable and countable**.
Which of these is observable and countable?

(a) Hit others with hand	(b) Cry
(c) Angry	(d) Spit
(e) Takes out revenge	(f) Is mean
(g) Non-compliant	(h) Scream
(i) Inconsiderate	(j) Breaks objects

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(h) Inconsiderate	(i) Breaks objects

Fill in the boxes...

What's the order for data collection?

What is function?

Given doable task, student...

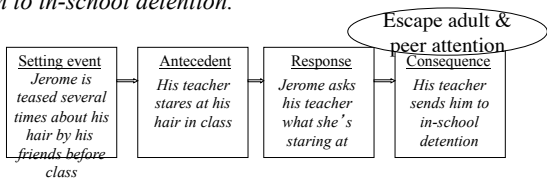
- Whispers that work is stupid,
- Writes on papers,
- Says work is stupid,
- Throws paper in waste basket, &
- Leaves room.

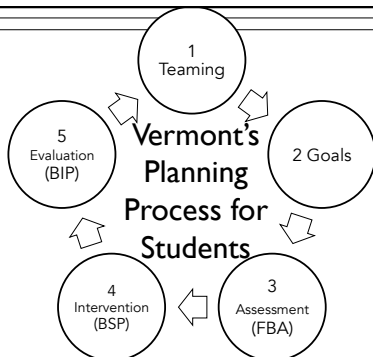
What is the function?

Given difficult task, student...

- Says this work is stupid,
- Pokes student at next table,
- Argues with student,
- Tells teacher to butt out,
- Threatens teacher
- Runs away from teacher who chases.

Jerome has dyed his hair three colors & is teased several times by his friends before class. When he enters the class, his teacher stares at his hair. Jerome immediately says "what are you staring at?" His teacher immediately sends him to in-school detention.





Adapted from: Dunlap et al. (2010). Prevent, Teach, Reinforce



Stage 1: Individual Student Teams

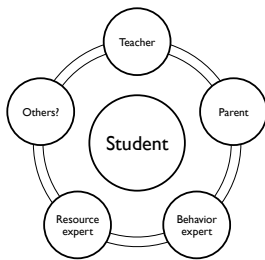


Think about a student team...

What was positive or successful about the team experience?

What strengths did you bring to the team experience?

Recommended Team Members

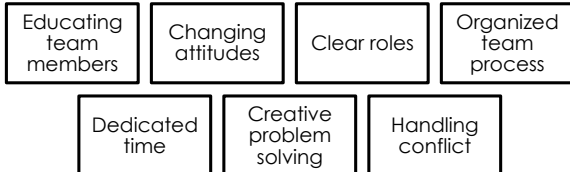


People who are actively involved with the student and invested in the student's success

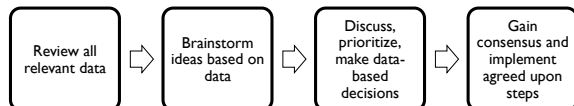
LNRA Info

"It is very important to meet regularly so that everyone is on the same page and following the plan.... Teams need to understand that a good plan has investment by everyone involved and sometimes the hard work that the adults put in is what makes the key difference."

Engaging Team Members



General Team Meeting Structure



Activity

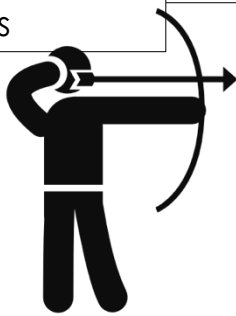
- Complete the *Roles & Goals* activity sheet for your student

Family Engagement Strategies

- Communicate to understand family perspective
- Acknowledge that parent needs to voice their concerns and be heard
- Partner with family support organizations

Stage 2: Setting Goals

- Broad goals identified by team at the start
- Includes positive behaviors to increase and problem behaviors to decrease
- Team has conversation to reach consensus



Broad Goal
<i>Javier will follow instructions by teachers, staff, and other adults.</i>

Activity
<ul style="list-style-type: none">Review page 2 of the VTPBiS BSP and complete the broad goal for your student

Stages 3 & 4 Assessment & Intervention			
<ul style="list-style-type: none">Assessment=Functional Behavior Assessment (FBA)Intervention = Behavior Support Plan (BSP)School should have personnel ready to provide simple & complex FBA / BSP (see handout)			
Trigger	Behavior	Consequence	Function

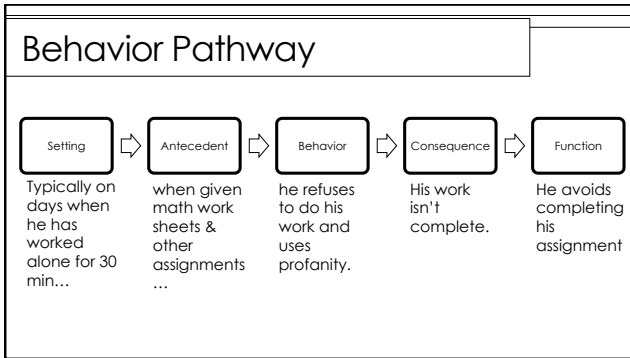
These student FBAs, plans, & strategies are for practice only.
You need to start over at school.

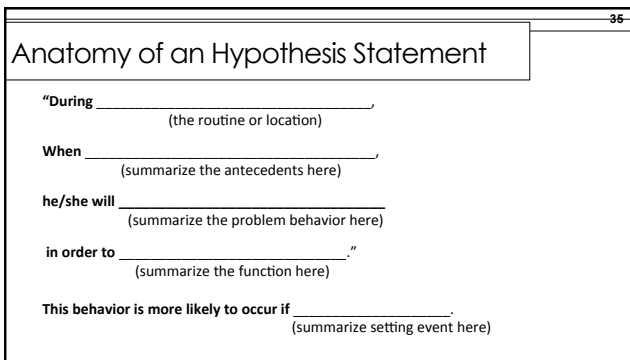
D.A.S.H. (Loman Training)

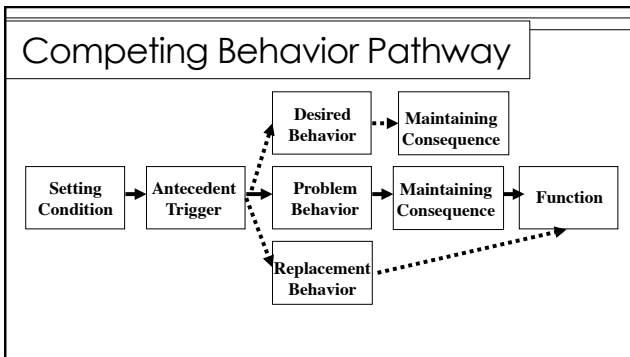
- **D**efine behavior in observable and measurable terms
- **A**sk about behavior by interviewing staff and student
specify routines where & when behavior occurs
summarize where, when, and why behavior occurs
- **S**ee the behavior
observe the behavior during routines specified
observe to verify summary from interviews
- **H**ypothesize
a final summary of where, when, and why behaviors occur

Activity

Read the scenario and complete the behavior pathway







Activity

Complete the competing behavior pathway on your student

BSP Strategies Based on FBA

- Setting Event Strategies**
 - Understanding and addressing precipitating factors (if possible)
- Antecedent Strategies**
 - Redesigning the learning and environments to prevent problem behaviors
- Teaching Strategies**
 - defining, modeling, practicing new behaviors
- Consequence Strategies**
 - implementing specific to generalizable reinforcement
 - teaching

Setting	Antecedent	Behavior	Consequence
• Adult attitudes & actions	• Providing choices	• Replacement behavior	• Reinforce replacement behaviors
• Strengthening relationships	• Transition supports	• Academic skills	• Discontinue reinforcement of problem behavior
• Home-school communication	• Environmental supports	• Problem-solving	• Group contingencies
• Home-to-school reinforcement	• Curricular modification	• Coping	• Increase ratio of + to - responses
• Engaging families	• Adult verbal behavior	• Social skills	• School-to-home reinforcement
• Coordination with community providers	• Classroom management	• Teacher-pleasing behavior	• Delayed gratification
• Building a trauma-informed school	• Increase noncontingent reinforcement	• Learning skills	
	• Peer support	• Self-management	
	• Peer modeling	• Independent responding	
		• Increased engaged time	

Setting Event Strategies

Setting events are aspects of environment or routine that do not happen immediately before or after problem behaviors, but still have an effect. **Setting event strategies** are designed to reduce their influence.

Examples: Home-school communication, sleep, meals, medication

Setting Event Strategies - Example:

Esmer spends the last weekend of every month with her non-custodial parent

On the Monday following these weekends, Esmer is greeted by a preferred adult and begins the day with a calming routine

Setting Event Strategies

WHAT WE CAN CONTROL

- Engaging families
- Structure / schedule
- Classroom accommodations and modifications
- Home/school communication

WHAT WE CANNOT

- History of trauma
- Medical / physical conditions
- Temperament
- Sensory profile
- Carry-in issues

Activity

Identify some setting event strategies for your student in the F-BSP protocol

Setting	Antecedent	Behavior	Consequence
<ul style="list-style-type: none"> Adult attitudes & actions Strengthening relationships Home-school communication Home-to-school reinforcement Engaging families Coordination with community providers Building a trauma-informed school 	<ul style="list-style-type: none"> Providing choices Transition supports Environmental supports Curricular modification Adult verbal behavior Classroom management Increase noncontingent reinforcement Peer support Peer modeling 	<ul style="list-style-type: none"> Replacement behavior Academic skills Problem-solving Coping Social skills Teacher-pleasing behavior Learning skills Self-management Independent responding Increased engaged time 	<ul style="list-style-type: none"> Reinforce replacement behaviors Discontinue reinforcement of problem behavior Group contingencies Increase ratio of + to - responses School-to-home reinforcement Delayed gratification

Antecedent Strategies

Antecedents are the events, people or things that immediately precede the problem behavior. **Antecedent strategies** are created to prevent problem behaviors/increase replacement behaviors

Examples

Eliminate the trigger, Modify task to incorporate student interests, Change task difficulty, Make task more meaningful

Antecedent Strategies - Example:

When Pam is asked to work on long-division problems in math class, she argues, refuses to work, and uses profanity to avoid/escape the difficult task.

Pam's teacher provided her with an easier task that she could be successful with.

Activity

- Review Interventions Brainstorming List
- List some antecedent strategies for your student in the F-BSP protocol

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Teaching Strategies

Teaching strategies are created to increase the student's skill and/or performance in carrying out replacement and desired behaviors.

Examples

Social skills training, teaching self-regulation & coping skills

Key features for teaching behavior

- Develop an observable definition of behavior
identify examples & non-examples
- Teach, Model and Reinforce
- Schedule review and practice of the skill/behavior regularly

Teaching Strategies Examples

- Pam's math assignments will include specific visual prompts to help her successfully complete the tasks (desired behavior).
- Jonathan will be given roleplaying scenarios to practice how to handle "unexpected events"
- Henrietta will be taught how to "stop and think" in order to choose the appropriate behavior

Activity

- List some teaching strategies for your student in the F-BSP protocol

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Consequence Strategies

Consequences strategies: *minimize reinforcement* for problem behavior, *increase reinforcement* for desirable behavior, or redirect to alternative behavior. Strategies should be designed in combination with teaching strategies.

Examples:

- Non-contingent reinforcers, Redirection, Extinction

Consequence Strategies Example:

Provide attention whenever Lisa asks for it appropriately, even if just to say "I'll be there in a minute." Ignore all noises. Gradually extend wait periods and reward Lisa for waiting quietly

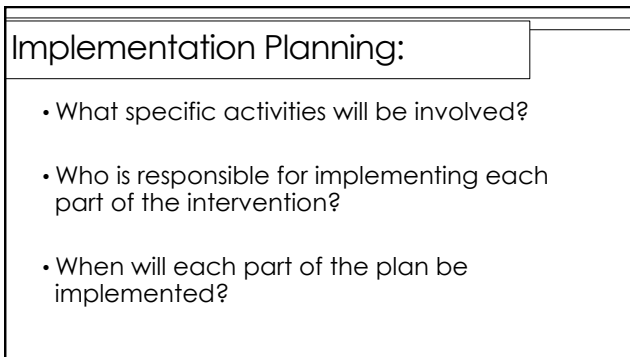
Activity

- Review the consequence brainstorm list
- List some consequence strategies for your student in the F-BSP protocol

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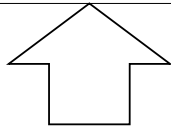


Stage 5: Evaluation

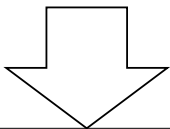
- Creating measurable goals
- Fidelity of implementation
- Progress toward goals
- Making data-based decisions



Short Term Goals



Increase the number of times he responds appropriately by walking directly to the room, taking a seat in the back of that class, and sitting quietly for one minute



Decrease number of times he runs away from adults following adult requests.

Decrease the amount of time it takes to respond to adult requests.

Collecting Baseline Data

For short-term goals teams must:

- Define them as measurable and observable
- Determine best method for measuring
- Choose anchor points for recording change

Baseline data is used to inform the FBA

Measuring Goals

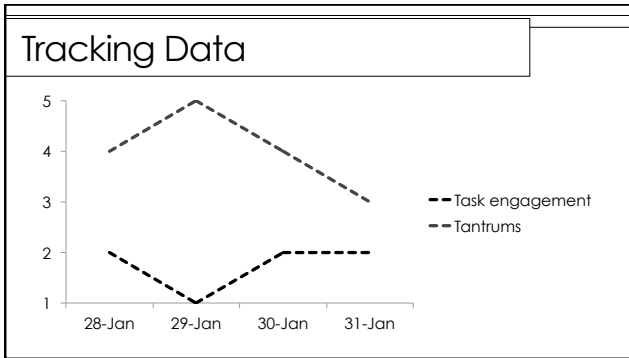
- Frequency
- Duration
- Intensity
- Likert-type scale
- Perception
- Fidelity of implementation

Examples

- **Task Engagement:** *amount of time* Johnny remains in his seat with eyes focused on the teacher and/or work materials during independent academic work.
- **Tantrums:** *number of times* Johnny engages in (1) screaming, (2) kicking furniture or people, and (3) throwing objects.

Strategies for collecting data:

- Sample forms

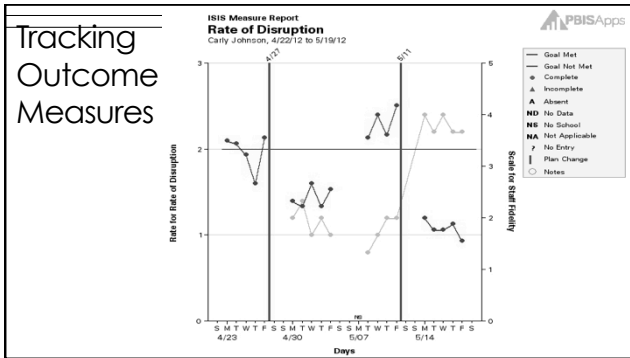


Setting Anchor Points: Positive

5	Pro-social behavior goal	> 10 minutes	> 12 times/day
4		8-10 minutes	10-12 times/day
3		5-7 minutes	7-9 times/day
2	Typical day	2-4 minutes	4-6 times/day
1	Very challenging day	< 2 minutes	< 4 times/day

Measuring Fidelity

Adherence	Are <u>minimum</u> components of intervention strategies being implemented? (e.g., teacher providing praise when replacement behavior offered)
Quality	How <u>well</u> is the plan being implemented? (e.g., staff gave student reminder sheet, but didn't review it)



Activity

Determine how you will measure behavior and fidelity outcomes for your student.

