Learning Objectives

● I can identify the process for writing a behavior support plan.
● I can practice the process of writing a behavior support plan.
Behavior Support Plan

- Template and examples shared in Google Drive
- Template in SpEd forms
Who needs a BSP?

When current supports in IEP aren’t working, a BSP is warranted.

What data do we need to make this decision?
Components of a **Function Based BSP**
(Iovanne & Christiansen, 2012)

- Reinforcer
- Timely
- Hypothesis
- Strategy/Intervention
- Replacement Behavior
- Consequence
- Crisis Plan
- Progress Monitoring
Behavior Support Planning

- Behavior Support is the **redesign of environments**, not the redesign of individuals.
- Behavior support plans define changes in the behavior of those who will implement the plan- a BSP describes what **we** will do differently.
Case Study

● Please take a minute to review the sample Functional Behavior Assessment.
● Underline information you think might be helpful to writing a behavior support plan (e.g. examples of behavior, strategies, etc.)
1. Identification

*Handout: BSP Template and Example*
Identification

- Name, DOB, Grade
- Date of most recent FBA
- Date of Plan
  - Should be **AFTER** consent
- Who are/should be team members?
  - Those responsible for creating and/or implementing the behavior plan
2. Target Behavior(s)

*Handout: Operational Definition Bank*
Target Behaviors

“What behavior(s) of concern does this plan address?”

Choose the behavior (and name it)

- Should be addressed in the FBA
- General (physical aggression) or specific (hitting)?
  - Are you targeting a single response or all behaviors within a class of responses?
- Don’t choose too many!
Target Behaviors

Operational Definition

- Objective
- Observable
- Measurable

Remember:
- We cannot imply intent
- Needs to pass the “stranger test”
- Should not be able to break it down into smaller components that are more specific and observable
**Examples:** What the behavior has typically looked like; all behaviors covered under the definition.

**Non-Examples:** Behaviors that are similar to the target behavior but not consistent with the definition.

Should have minimal differences- showing boundaries of what is and is not included
Target Behaviors

Baseline
- Choose an appropriate measure
- Record 3-5 stable data points
- Need to have a starting point for comparison
3. Function
Function

- Identified in FBA
- Focus of intervention
- Same for target behavior and replacement behavior

Escape/Avoid

- Attention
- Stimulation
- Demands

Gain

- Attention
- Stimulation
- Tangibles
4. Replacement Behavior(s)
Replacement Behaviors

“What socially appropriate alternative behavior will serve the same function as the target behavior(s)?”

● Choose a replacement that is functionally equivalent!
● Definition- observable, measurable
● Examples- so we know what to teach and to look for when monitoring progress
● Baseline- starting point for measuring progress toward goal
Replacement Behaviors
(Alberto & Troutman, 2009)

● Should be functionally equivalent to target behavior(s)
● Everyone should view replacement behavior as more appropriate than target behavior
● Should require equal or less physical effort and complexity
● Should result in same type, quantity, and intensity of reinforcer
● Should be reinforced on same or higher schedule as the target behavior was reinforced
● There is no greater delay between performance of replacement behavior and its reinforcement than there was with the target behavior
● Replacement behavior should eventually be maintained by natural reinforcers
5. Proactive Strategies

*Handout: Behavior Intervention Guide*
“What changes in instruction, choices, physical environment, are needed to decrease or prevent target behavior(s) from occurring?”

Antecedent modifications

- triggers for target behavior are eliminated
- new conditions established in which replacement behavior is likely to occur
# Function-Based Prevention Strategies

<table>
<thead>
<tr>
<th>Gain Teacher Attention</th>
<th>Gain Peer Attention</th>
<th>Gain Object/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Give student special “job” (i.e. line leader)</td>
<td>● Implement a peer tutoring or mentoring system</td>
<td>● Use manipulatives</td>
</tr>
<tr>
<td>● Call on student more frequently</td>
<td>● Give more group assignments</td>
<td>● Remove desired item from room</td>
</tr>
<tr>
<td>● Give student more non-contingent adult time</td>
<td>● Seat student by peers who can ignore inappropriate behavior</td>
<td>● Schedule access to preferred activity (i.e. first work, then activity)</td>
</tr>
<tr>
<td>● Use oral responses more frequently</td>
<td>● Use cooperative learning groups</td>
<td>● Restate/review rules before directions to tasks</td>
</tr>
<tr>
<td>● Place student in close proximity to adults</td>
<td>● Give student “jobs” that require peer interaction</td>
<td>● Seat student away from desired objects</td>
</tr>
</tbody>
</table>
## Function-Based Prevention Strategies

<table>
<thead>
<tr>
<th>Escape Task/Activity</th>
<th>Avoid Adult Attention</th>
<th>Avoid Peer Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Reduce length of assignment</td>
<td>● Seat student away from adults</td>
<td>● Place student near peers less likely to have conflict</td>
</tr>
<tr>
<td>● Provide frequent breaks</td>
<td>● Modify quality of demand statements</td>
<td>● Structure activities/times away from large peer group</td>
</tr>
<tr>
<td>● Reduce level of difficulty</td>
<td>● Provide preventative prompts</td>
<td>● Avoid centers/small group</td>
</tr>
<tr>
<td>● Provide clear expectations</td>
<td>● Structure frequent breaks from teacher demands</td>
<td>● Avoid situations that puts student on spot in front of peers</td>
</tr>
<tr>
<td>● Adjust deadlines</td>
<td>● Limit number of times student is called upon</td>
<td>● Implement a classwide PBIS intervention (contingent on positive peer interactions)</td>
</tr>
<tr>
<td>● Vary modality of activity</td>
<td>● Use a peer to provide assistance (rather than teacher)</td>
<td></td>
</tr>
<tr>
<td>● Remove distractions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Allow student to choose tasks</td>
<td></td>
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</tbody>
</table>
Teaching Strategies
(Crimmins, Farrell, Smith, & Bailey, 2007)

“What strategies will be used for teaching the replacement behavior?”

- Teach student to observe own behavior
- Teach rules and pivotal skills first
- Teach elements of behavior in a stepwise fashion
- Ensure that the student has skills to perform the behavior
- Teach student to evaluate own performance
- Fade prompts and programmed reinforcement with mastery
## Function-Based Teaching

<table>
<thead>
<tr>
<th>Function</th>
<th>Skills to Teach</th>
</tr>
</thead>
</table>
| Gain Adult Attention             | ● Requesting help  
                                      ● Teach alternative method to gain attention (i.e. use signal)  |
| Gain Peer Attention              | ● Teach friendship skills  
                                      ● Teach communication skills  |
| Gain Access to Object/Activity   | ● Teach rules  
                                      ● Teach appropriate way to request activity  |
| Avoid Adult Attention            | ● Teach self-regulation (i.e. requesting break)  
                                      ● Teach study skills, alternate method to get help, self-monitoring  |
| Avoid Peer Interaction           | ● Teach self-regulation, conflict management, communication  |
| Avoid Activity                   | ● Teach study skills, alternate method to get help, self-monitoring  |
Reinforcing Replacement Behaviors

“How will the use of the replacement behavior be promoted?”

Think functionally!

The payoff has to match function of behavior
Reinforcing Replacement Behaviors

- Remember 4:1!
- Daily Point Sheet
- Token Economy
- Self-Monitoring Intervention
Token Economy

- Tokens, icons, or symbols are connected to reinforcing items or activities
- Must be connected to specific behaviors
- The more immediate the token is delivered, the more effective
- Paired with specific praise
- Faded over time
- Can be used to generalize behaviors across settings
6. Reactive Strategies

*Handout: Behavior Intervention Guide*
Reactive Strategies
(Kazdin, 2005)

“What strategies will be used to respond to occurrences of the target behavior(s)?”

Physical, harsh verbal, or prolonged consequences:

- Lead only to short term success
- Teach them what not to do, not what TO do
- Cause emotional reactions in children such as crying, anger, fear
- May cause child to become aggressive
- May decrease aggressiveness in one setting and increase it in another
Corrective Teaching

- Use initial praise/empathy
- Describe inappropriate
- Describe appropriate
- Give a reason
- Practice
- Feedback
## Function-Based Reactive Strategies

| Gain Teacher Attention | • Planned ignoring (withhold attention for minor inappropriate behaviors)  
|                       | • Use non-verbal redirections  
|                       | • Time-out (from reinforcement) |
| Gain Peer Attention   | • Lose access to peer attention for inappropriate behavior (i.e. move student away)  
|                       | • Time-out (from reinforcement) |
| Gain Access to Object/Activity | • Remove access to object |
## Function-Based Reactive Strategies

| Avoiding Task | Lots of praise for task completion!  
|               | Must complete task (or portion) before allowed to move on to other activities  
|               | Withhold preferred activities when task is incomplete |
| Avoiding Adults | Do not allow the removal of attention |
| Avoiding Peers | Don’t allow removal of attention |
Corrective Strategies

- Specific Praise
- Empathy statements
- Prompt for self-control strategy
- Coupling statements
- Reality statements
7. Progress Monitoring

*Handout: Integrity Checklist Template & Example*
BSP Goals

“What are the goals of the behavior support plan?”

Short-term goal

Long-term goal

*This should be the same as IEP goal- need to align BSP with IEP
Writing Meaningful Goals

• Revisiting CIMP requirements
  o Time
  o Condition
  o Behavior
  o Criterion

• Appropriate frequency of data collection

• Selection of appropriate tools
Goal Examples

By August, 2015, during large group instruction, Sally will improve her rate of on-task behavior from 50% to 90% as measured by weekly 20-minute momentary time sampling observations by special education staff for two consecutive weeks across special and general education settings.
Goal Examples

By August, 2015, during a conversational exchange with a peer, Doug will improve his social communication skills from earning 15/30 points to 28/30 points on the social communication checklist as measured twice per month by special education staff for two consecutive data points.
Goal Examples

By August, 2015, when given verbal directions by adults, Johnny will improve his rate of following adult directions from 50% to 90% for two consecutive weeks as measured using the weekly median from his daily report card by special education staff across general and special education settings.
Goal Examples

By August, 2015, when given verbal directions by adults, Johnny will improve his rate of following adult directions from 50% to 90% for two consecutive weeks as measured using the weekly median percentage from daily frequency count observations conducted by special education staff across special and general education settings.
Ways to Measure Progress

● DBR (Daily Behavior Rating)
  ○ Daily Report Card

● Direct Observations
  ○ Momentary Time Sampling
  ○ Frequency Counts

● Rubrics/Checklists
<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>Quick</td>
<td>Can be subjective</td>
</tr>
<tr>
<td>Serves as data collection and intervention tool simultaneously</td>
<td>Not based on direct measure of frequency of behaviors</td>
</tr>
<tr>
<td>Increases communication between parents, teachers, and students</td>
<td></td>
</tr>
<tr>
<td>Quantifiable</td>
<td></td>
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</tbody>
</table>
## Daily Report Card

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent data collection</td>
<td>Can be somewhat subjective</td>
</tr>
<tr>
<td>Serves as data collection and intervention tool simultaneously</td>
<td>Not based on direct measure of frequency of behavior</td>
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<tr>
<td>Increases communication between parents, student, and teachers</td>
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<tr>
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Direct Observation

- Momentary time-sampling
- Duration data
- Frequency Counts
# Direct Observation

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>Most accurate way to collect data!</td>
<td>More difficult for teachers to measure during instruct</td>
</tr>
<tr>
<td>Best indication of whether student is acquiring skill because it’s based on direct observation</td>
<td>Only used as a progress monitoring tool</td>
</tr>
<tr>
<td>Best indicator of need for instructional change (most sensitive)</td>
<td>Sometimes requires and independent observer</td>
</tr>
<tr>
<td>Quantifiable</td>
<td></td>
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</tbody>
</table>
Rubrics/Checklists

• Clarify expectations

• Break down skills into specific steps (task analysis)

• Provide rating for each step

• Compute a composite score
## Rubrics/Checklists

<table>
<thead>
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<th>Advantages</th>
<th>Disadvantages</th>
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<tr>
<td>Directly observing subskills</td>
<td>Not based on frequency of behaviors</td>
</tr>
<tr>
<td>Easy to use</td>
<td>Less sensitive</td>
</tr>
<tr>
<td>Helps identify specific areas for instructional changes</td>
<td></td>
</tr>
<tr>
<td>Quantifiable</td>
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</table>
Progress Monitoring

“How will skill acquisition and problem behavior reduction be monitored?”

We want replacement behavior to increase and problem behavior to decrease!
Fidelity of BSP

“How will integrity of the support plan be monitored?”

Integrity Checklist

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 is working (accountability)?
- **Struggles**- Why aren’t we implementing? What can we change?
Modification/Termination Criteria

“Under what conditions will the support plan be modified or terminated?”
8. Safety Plan
Safety Plan (Not applicable for all BSP’s)

Conditions/Settings:
- the situation that may be the “emergency”

Staff Behavior:
- roles
- who will intervene?

Description:
- which holds are appropriate for student
- description of holds

Release Criteria:
- how to determine when hold will end

Risks/Effects:
- what may occur as a result of the hold

Parent Notification:
- same day as hold
- within 2 days if unable to contact same day
FAQ

- Refer to BSP in Accommodations section
- Upload to history in SpEd forms as separate document