Behavior Support Plans

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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
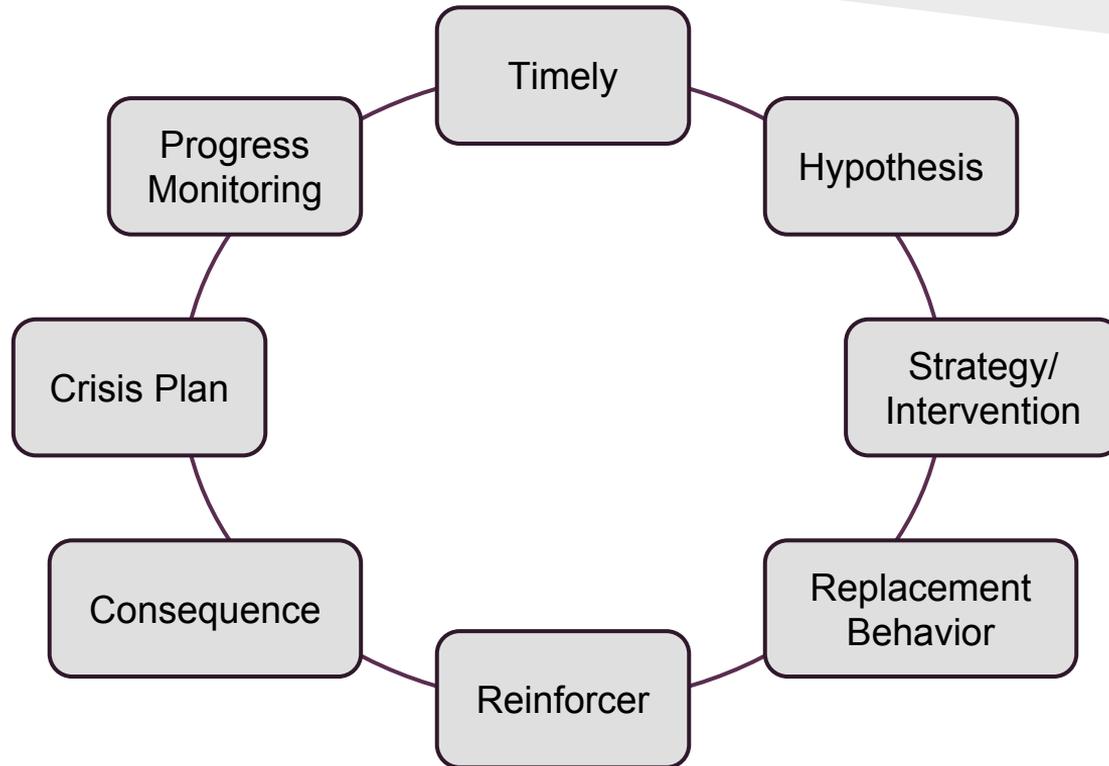- Template in SpEd forms

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 <u>Function</u> Based BSP
(Iovanne & Christiansen, 2012)

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

Target Behaviors

Examples: What the behavior has typically looked like; all behaviors covered under the definition.
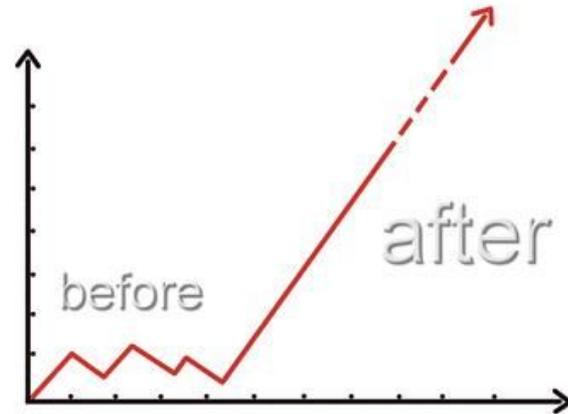
Non-Examples: Behaviors that are similar to the target behavior but not consistent with the definition.

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

Prevention Strategies

"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

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

Function-Based Prevention Strategies

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

Teaching Strategies

"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

Function	Skills to Teach
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

"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
  - Time
  - Condition
  - Behavior
  - 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

DBR

Advantages	Disadvantages
Quick	**Can be subjective**
Serves as data collection and intervention tool simultaneously	Not based on direct measure of frequency of behaviors
Increases communication between parents, teachers, and students	
Quantifiable	

Daily Report Card

Advantages	Disadvantages
Frequent data collection	Can be somewhat subjective
Serves as data collection and intervention tool simultaneously	Not based on direct measure of frequency of behavior
Increases communication between parents, student, and teachers	
Quantifiable	

Direct Observation

- Momentary time-sampling

- Duration data

- Frequency Counts

Direct Observation

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

Rubrics/Checklists

- Clarify expectations

- Break down skills into specific steps (task analysis)

- Provide rating for each step

- Compute a composite score

Rubrics/Checklists

Advantages	Disadvantages
Directly observing subskills	Not based on frequency of behaviors
Easy to use	Less sensitive
Helps identify specific areas for instructional changes	
Quantifiable	

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