Tier 3
Critical Elements

- Tier 3 Referral Process
- Tier 3 Essential Elements
- Functional Behavior Assessments
- Defining and Understanding Behavior
- FBA: Practice Interviewing
- FBA: Practice Observing
- **Critical Features of a Behavioral Support Plan and Building a BSP from a FBA**
- Teacher Support Team
- Implementation and Evaluation
Critical Element Features of Behavior Support Plan
1. Define the Problem Behavior

2. Conduct assessment for behavior support planning
   a. Functional Behavioral Assessment
      • Defining behavior in observable & measureable terms
      • Ask staff and student about where, when, & why behavior occurs
      • See the behavior during specified routines
      • Hypothesize a final summary of where, when, & why behavior occurs

3. Design an individualized behavior support plan (BSP)
   • Ensure technical adequacy
   • Ensure contextual fit

4. Ensure Fidelity of Implementation

5. Monitor Plan Impact on Student Behavior

Adapt BSP and implementation as needed based on on-going monitoring

Adapted from Horner, Albin, Todd, Newton & Sprague, 2011
Objectives

Use a Competing Behavior Pathway to Identify Function-based behavior supports that...

• **Teach** positive behaviors to replace problem behavior.
• Use strategies to **prevent** problem behavior & **prompt** positive behaviors.
• **Reinforce** replacement & desired behaviors.
• Effectively respond to problem behaviors by redirecting & **minimizing their pay-off.**
Morgan is a 6th grade student who was referred by her teacher for being “disruptive” (refusing to do work, throws books/papers on floor, and says ‘this is lame’). This problem occurs most frequently when Morgan is asked to write paragraphs to answer writing prompts in social studies. Morgan can verbally answer most questions successfully in large group discussions, however she struggles with spelling and sentence construction. After she engages in “disruptive” behavior the teacher ignores Morgan and lets her get out of the writing task, as she has sent her to the office in the past. Her behaviors are most likely to occur when she has recently received negative or corrective feedback about writing tasks.
Summarize Morgan’s Behavior

Routine: During ______________

- **Setting event**
  More likely when...

- **Antecedent**
  When...

- **Behavior**
  The student...

- **Consequence**
  And as a result...

  Function To...
Review

• For Morgan, what routine would you focus on for the FACTS and ABC observation?

• What antecedents will you be observing for?

• What outcomes will you be observing for?

• What is the setting event?
Summary of Morgan’s Behavior

Routine: During Social Studies

Setting event
More likely when...
Recently received negative feedback

Antecedent
When...
Asked to write paragraphs

Behavior
The student...
Refuses to do work, throws books on floor, inappropriate comments

Consequence
And as a result...
Teacher does not ask her to write or sends her to office

Function
To... Avoid Difficult Tasks
What is Wrong with/missing from this Summary Statement?

Sarah often leaves her seat without permission, walks around the room and talks with peers. Sarah’s peers laugh and talk with her. This behavior is more likely if she has forgotten to take her medication before school. The function of Sarah’s behavior is to gain access to teacher attention and to escape tasks.

Routine: _____________

<table>
<thead>
<tr>
<th>Setting event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah forgets to take medication</td>
<td>Walking around room, talking with peers</td>
<td>Attention from Peers</td>
<td>Function: To Adult Attention Escape from Tasks</td>
</tr>
</tbody>
</table>
An FBA is Completed when...

You have completed a(n):

1. **FACTS interview** with the teacher (or other staff).
2. **ABC observation** to verify the information from the FACTS.
3. **Summary of Behavior** Table with a Final Hypothesis or Summary of Behavior that you are **convinced** is accurate.
   a. If not convinced, do more observations and/or interview the student or other staff.
   b. If still not convinced...get help (behavior specialist.)
Critical Components of Behavior Support Plans

1. Competing Behavior Pathway
2. Function-Based Behavior Support Strategies
3. Implementation Plan
4. Evaluation Plan
From FBA to BSP

• The most important purpose of conducting FBA is to inform the development of comprehensive Behavior Support Plans that directly address the FUNCTION of student behavior.

• Start with FBA results, specifically the Summary Statement.
Function-Based Interventions

• Start with **Summary of Behavior** from the FBA results.

• Summary of Behavior should include a detailed and specific description of:
  • **Targeted Routine**
  • **Antecedents** triggering behavior
    • Setting events
  • **Problem Behavior**
  • **Consequence**/Outcome of Problem Behavior
  • **Function** of Behavior
CONTEXTUAL FIT?

- Function-Based Strategies must also match fit the context

- Do the function-based strategies “fit” with
  - The skills and values of the implementers
  - The available resources
  - Administrative structure/support

- Strategies with good “fit” are more likely to be implemented accurately and consistently
Team Development

- A behavior support plan is developed based on a completed FBA summary (which you have learned to do!!)

- A team of people closely involved with the student come together to complete the competing behavior pathway
  - Teacher, parent, other staff, and behavior specialist
  - To ensure plan is FUNCTION-BASED & CONTEXTUALLY-FIT (NEEDS to BE BOTH!)

- This Module will cover Function-Based Interventions
  - Ensuring Contextual-Fit will be addressed in a later module
Analyzing the Summary of Behavior

- Read over the **Summary of Behavior**, but pay special attention to the **Function** identified for the problem behavior.

- The Function of Behavior will be central to identifying effective interventions to address:
  - Antecedent
  - Behaviors to Teach
  - Consequences
Start with the Summary of Behavior from FBA

Targeted Routine

Setting Events
(Will be covered in next module)

Antecedent

Problem Behavior

Maintaining Consequence & Function

Routine: Social Studies

Setting Event

Antecedent/Trigger
Task too difficult: When asked to write paragraphs, essays, answer questions in writing; student struggles with spelling and sentence construction

(Note: student verbally answers most questions successfully in large group)

Problem Behavior
Student immediately refuses to work, doodles, throws book paper & pencil on floor, says “soc’l studies is lame”, makes negative comments to the teacher

Consequence/Function
Escape Difficult Task
-Escape Writing sentences & spelling; after initial prompts teacher quits asking student to write, if behavior escalates student is sent to hall or office
**FBA Summary of Behavior**

**Targeted Routine**

Function is where student behavior intersects with the environment

**Function** = Learning

**Student learns**... When (A), if I (B), then (C)... **Function** = how I benefit so I keep doing B
Competing Behavior Pathway

BUILD A COMPETING BEHAVIOR PATHWAY

Routine

Setting Event

Antecedent

Problem Behavior

Desired Behavior

Consequence/Function

Completed from FBA

Alternative Behavior

IDENTIFY INTERVENTION STRATEGIES

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Manipulate Antecedent to prevent problem &amp; prompt alternate/desired behavior</th>
<th>Teach Behavior Explicitly Teach Alternate &amp; Desired Behaviors</th>
<th>Alter Consequences to reinforce alternate &amp; desired behavior &amp; extinguish negative behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prevent problem behavior</td>
<td>Teach Alternate Behavior</td>
<td>Reinforce Behavior</td>
</tr>
<tr>
<td></td>
<td>Prompt Alternate/Desired Behavior</td>
<td>Teach Desired Behavior/Academic/Social Skills</td>
<td>Response to Problem Behavior/Corrective Feedback</td>
</tr>
</tbody>
</table>
**Critical Features of BSP**

**Replace** problem behavior by **Teaching** a **socially acceptable, efficient** behavior that allows student to obtain the **pay-off/function**.

**Prevent** problem behaviors by **directly addressing triggers** & **prompting** replacement behaviors based on the **function of behavior**.

**Reinforce** replacement & desired behaviors based on **function/pay off** for the student.

**Redirect problem** behaviors by **quickly & effectively redirecting** student to replacement behavior.

**Minimize Reinforcement** by ensuring that problem behaviors **do NOT pay off** for the student (i.e. does not result in the function of behavior).
This is what we want...

But... start with the Replacement Behavior. Why can’t we go right to the Desired Behavior?
Why the Replacement Behavior?
Why not go straight to the Desired Behavior?

**Nadia**

Routine: Math

1. This is what we’re asking the student to do.

**Complete math assignment**

Success, teacher acknowledgment

3. Look how different this is from what’s happening now

Given double-digit addition problems

4. The student is going to need to gain math skills before being able to do this like peers

Crying, pushing papers off desk

2. This is what the student is currently obtaining.

Raise hand & ask for break

Sent to hall to ‘calm down’

Function: escape task

Rou(ne:

Math

1. This is what we’re asking the student to do.

5. So... in the meantime we use the Replacement behavior

Math
Function Based Interventions

When generating interventions we use **Function** to develop ideas to change **A, B & C**

- **Targeted Routine**
- **Antecedent**
- **Problem Behavior**
- **Maintaining Consequence & Function**

**FUNCTION**

Function should guide selection of *alternative/replacement* behaviors
Replacement Behaviors are:

- an immediate attempt to reduce *disruption* & *potentially dangerous behavior* in the classroom
  - Take some of the pressure off the teacher

- designed to actively begin breaking the student’s habit of using problem behavior to meet their needs, by replacing it with a more acceptable *Replacement* behavior
Essential Characteristics of a Replacement Behavior

• An appropriate Replacement Behavior

• **Serves the same function** as the problem behavior

• Is **easier to do** and **more efficient** than the problem behavior
  • Replacement Behaviors **require less physical effort** & **provide quicker, more reliable access** to desired outcome/response than problem behavior

• Is **socially acceptable**
Which of the Following are Appropriate Replacement Behaviors?

Leslie is 12, has severe intellectual disabilities, does not use words, and screams during independent work times in the Life Skills classroom. Screaming is maintained by adult attention.

Which is the best Replacement Behavior?

• Put head down on her desk and sit quietly
• Sign “more” to another student
• Take completed work up to show the teacher
• Move to sit by another student
• Use picture communication system to request teacher help

1. Serve same Function? Does it provide adult attn?
2. Is Behavior easier to do than problem behavior?
3. Is Behavior Socially Acceptable?
Which of the Following are Appropriate Replacement Behaviors?

Jason is nine and **cries** when asked to do difficult tasks. The crying is maintained by **avoiding or escaping difficult tasks**

### Possible Replacement Behaviors

1. **Serve same Function?** Does it provide escape from difficult task?

2. **Is behavior easier to do than problem behavior?**

3. **Is Behavior socially acceptable?**

- More rewards for doing tasks
- Ask for an easier task/worksheet
  - Ask to play w/ his Gameboy
- Appropriately request adult attention
- Ask to have soda after tasks are done
Compe(ng Behavior Pathway
Replacement Behavior

Example Jason (from previous example)

Antecedent
Asked to do difficult tasks

Problem Behavior
Crying
Asking for an easier task/ worksheet

Consequence
Avoid/Escape Difficult Task

NOTE: This antecedent is not specific enough
Activity 1 Identify the Replacement Behavior

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

## Antecedent/Trigger
Task too difficult: When asked to write paragraphs, essays, answer questions in writing; student struggles with spelling and sentence construction

## Problem Behavior
Student immediately refuses to work, doodles, throws book paper & pencil on floor, says “soc’l studies is lame”, makes negative comments to the teacher

## Consequence/Function
Escape Difficult Task
- Escape Writing sentences & spelling; after initial prompts teacher quits asking student to write, if behavior escalates student is sent to hall or office

(Note: student verbally answers most questions successfully in large group)

#2 Identify the Appropriate Replacement Behavior based on the Function of Behavior above

## Replacement Behavior
- Student earns desired computer time for each sentence written
- Ask to write on large lined paper
- Do writing & have a peer check spelling
- Ask to take a break from writing
- Complete the task then take a 2-min break

1. Serve same Function?
2. Is it Easier?
3. Is it Socially Acceptable?

Yes or No? Why?
Check your Replacement Behavior for Morgan

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

**Routine** Social Studies

**Antecedent/Trigger**
Task too difficult: When asked to write paragraphs, essays, answer questions in writing; student struggles with spelling and sentence construction

(Note: student verbally answers most questions successfully in large group)

**Problem Behavior**
Student immediately refuses to work, doodles, throws book paper & pencil on floor, says “soc’l studies is lame”, makes negative comments to the teacher

**Consequence/Function**
Escape Difficult Task
- Escape Writing sentences & spelling; after initial prompts teacher quits asking student to write, if behavior escalates student is sent to hall or office

**Replacement Behavior**
Ask to take a break from writing
Activity 2 Jordan

Identify Replacement Behavior

Yes or No & Why?

Student: Jordan

Grade: 4th

Date: Today

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

Routine: Science

Antecedent/Trigger

Independent work - Asked to work independently for 10 min. or longer on science worksheet or read text

(Note: student reads at 5th grade level & can accurately answer questions on worksheet)

Problem Behavior

Off-task questions & remark that turn into power struggles, frequently says “you don’t like me”, blurs out responses, engages in disruptive behavior (e.g. pencil tapping, asking for new book, worksheet, pencil)

Consequence/Function

Gets adult attention

Teacher response, power struggle; then teacher pulls student aside to talk for a few minutes, ensuring student she “likes him, but not his behavior”

#2 Identify the Most Appropriate Replacement Behavior based on the Function of Behavior above

CHECK 1

- Respectfully ask peers for help
- Wait to ask teacher questions after instruction or during breaks
- Student earns computer for completing work
- Raise hand and ask teacher for help
- Take a work break
# Critical Components of Behavior Support Plans

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Competing Behavior Pathway</td>
</tr>
<tr>
<td>2.</td>
<td>Function-Based Behavior Support Strategies</td>
</tr>
<tr>
<td>3.</td>
<td>Implementation Plan</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluation Plan</td>
</tr>
</tbody>
</table>
Identify a range of interventions that address prevention (A), teaching (B) & consequences (C)

You may not use them all, but it is good to identify multiple interventions options across A, B & C
Teaching Behavior

1. **Identify skill(s) to teach**
   - **Dual focus** when teaching behavior
     - Replacement Behavior
     - Desired Behavior

2. **ALWAYS START** with the **Replacement Behavior**
   - **FIRST** - Teach the Replacement behavior you identified in Competing Behavior Pathway

   Teaching = Review & practice regularly

3. **THEN** – teach the **Desired Behavior**
   - this may be something to focus on immediately, or only after the student is fluent with the Replacement behavior
Teaching Behavior

Don’t assume student already has **Replacement Behavior** in their skill set

- Develop an observable definition of behavior
  - Identify examples & non-examples
- Model/Lead/Test
- **Schedule Review & Practice** of Skill/Behavior **Regularly**
Example Teaching Behavior

Teach Morgan to raise her hand to ask for a break, instead of engaging in negative behavior.

- By teaching Morgan an easier replacement behavior to get what she wants, we’re making the problem behavior inefficient.

- Morgan will need frequent practice, pre-corrections, and prompts to help her get in the habit of using the Replacement behavior.
Check Your “Teaching Behavior” for Jordan

With a partner go through each of the Teaching Behavior options in Example #2

→ Yes or No & Why?

Student: Jordan  Grade: 4th  Date: Today

#1 Read the ABC Summary of Behavior below and complete the tasks below the dashed line.

<table>
<thead>
<tr>
<th>Antecedent/Trigger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent work - Asked to work independently for 10 min. or longer on science worksheet or read text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-task questions &amp; remark that turn into power struggles, frequently says “you don’t like me”, blurts out responses, engages in disruptive behavior (e.g. pencil tapping, asking for new book, worksheet, pencil)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consequence/Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gets adult attention</td>
</tr>
<tr>
<td>Teacher response, power struggle; then teacher pulls student aside to talk for a few minutes, ensuring student she “likes him, but not his behavior”</td>
</tr>
</tbody>
</table>

#2 Identify the Most Appropriate Replacement Behavior based on the Function of Behavior above

- Respectfully ask peers for help
- Wait to ask teacher questions after instruction or during breaks
- Student earns computer for completing work
- Raise hand and ask teacher for help
- Take a work break

CHECK 1

- Teach student to finish worksheet, then ask teacher if she can talk with a peer
- Teach student to take a break
- Teach student to ask for an alternate assignment
- Teach student to wait to ask teacher questions during breaks
- Teach student to respectfully ask teacher for help
Critical Features of BSP

Replace problem behavior by Teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

Prevent problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

Reinforce replacement & desired behaviors based on function/pay off for the student.

Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior.

Minimize Reinforcement by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior).
When generating interventions we use **Function** to develop ideas to change A, B & C.

When generating interventions, we use **Function** to develop ideas to change A, B & C.

**Targeted Routine**

- **Antecedent**
- **Problem Behavior**
- **Maintaining Consequence & Function**

**FUNCTION**

- Function should guide selection of *prevention* strategies
- Function should guide selection of *alternative/replacement* behaviors
Selecting Prevention Strategies

Modifying Triggers

- When identifying preventive antecedent strategies
  - Eliminate or alter the trigger so student will no longer need to use problem behavior

- The BEST antecedent MODIFICATIONS directly address
  1. The identified ANTECEDENT.
  2. The FUNCTION of the problem behavior
Prevention Interventions

Directly Address the Identified Antecedent

When asked to read aloud in class, Kyle makes inappropriate comments and pushes his book off his desk

Antecedent = Asked to read aloud in class

- Potential options that more directly address the antecedent
  - Give student passage in advance to practice pre-reading
  - Do not ask student to read aloud in class
  - Let student read 1 sentence directions that he is familiar with, instead of entire paragraphs from the text

- Non-examples (do not directly address antecedent)
  - Move student closer to the teacher
  - Attend a counseling group about anger management
  - Check-in with teacher before reading group
Antecedent Interventions must address the function the Problem Behavior Serves!

- When asked to read aloud in class, Kyle makes inappropriate comments and pushes his book off his desk to avoid public speaking (not related to reading difficulty; related to extreme social anxiety)

Does the Intervention address the Function of Behavior?

- Give student passage in advance to practice pre-reading
- Do not ask student to read aloud in class (or respond publicly)
- Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text
Prevention Interventions

Yes or No? Why?

Does the intervention \textit{directly} address

\begin{itemize}
  \item a) Antecedent
  \item b) Function
\end{itemize}

\begin{itemize}
  \item \underline{___} Give student more time to complete writing tasks
  \item \underline{___} Move the student’s seat to the back of the room to reduce disruption
  \item \underline{___} Give student high interest topics to write about (ex. student really likes football)
  \item \underline{___} Have student dictate answers instead of writing
  \item \underline{___} Have student do writing task on large lined paper
\end{itemize}
Prevention Strategies

Prompting the Replacement/Desired Behavior

After the Replacement behavior has been taught, Prompts and Pre-corrections are used to support and help remind the student to use Replacement/Desired behavior.
Example

Pam’s problem behavior is maintained by escape from difficult math assignments

• When handing out assignments, Pam’s teacher will **remind** her that she can raise her hand and request an easier task (**Replacement** behavior).

• Pam’s math assignments will include specific **visual prompts** to help her successfully complete the tasks (**desired** behavior).
Prevention Interventions

Instead of giving Morgan the class writing assignment involving paragraph and essays, let’s give her an assignment she can be more successful with (e.g., have student dictate answers instead of writing).

- By changing A, we can PREVENT Morgan’s need to engage in negative behavior, making it Irrelevant.
Activity 4 - Jordan

With a partner go through each of the Prevention Interventions options → Yes or No & Why?

### Manipulate Antecedent to prevent problem & prompt replacement/desired behavior

**CHECK 1**
- Move student’s seat closer to the teacher
- Teacher checks in with student on arrival and during independent work
- Have peers remind student to pay attention & raise hand
- Warn student she will be sent to the office if she makes negative comments
- Have all materials ready for student upon arrival to class

### Student

<table>
<thead>
<tr>
<th>Student</th>
<th>Jordan</th>
<th>Grade</th>
<th>4th</th>
<th>Date</th>
<th>Today</th>
</tr>
</thead>
</table>

**#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.**

**Routine:** Science

**Antecedent/Trigger**
- Independent work: Asked to work independently for 10 min. or longer on science worksheet or read text
- (NOTE: student reads at 5th grade level & can accurately answer questions on worksheet)

**Problem Behavior**
- Off-task questions & remarks that turn into power struggles, frequently says “you don’t like me”, blurts out responses, engages in disruptive behavior (e.g. pencil tapping, asking for a new book, worksheet, pencil)

**Consequence/Function**
- Gets adult attention
- Teacher response, power struggle; then teacher pulls student aside to talk for a few minutes, ensuring student she “likes him, but not his behavior”

### #2 Identify the Most Appropriate Replacement Behavior based on the Function of Behavior above

**Replacement Behavior**
- Respectfully ask peers for help
- Wait to ask teacher questions after instruction or during breaks
- Student earns computer for completing work
- Raise hand and ask teacher for help
- Take a work break
Replace problem behavior by Teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

Prevent problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

Reinforce replacement & desired behaviors based on function/pay off for the student.

Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior.

Minimize Reinforcement by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior).
Function Based Interventions

When generating interventions we use **Function** to develop ideas to change A, B & C.

- **Antecedent**
- **Problem Behavior**
- **Maintaining Consequence & Function**
- **Targeted Routine**

**FUNCTION**

- **Function** should guide selection of prevention strategies
- **Function** should guide selection of alternative/replacement behaviors
- **Function** should guide selection of consequences: (+) and (-)
Reinforce Positive Behavior

Reinforcement should focus on 2 different sets of behaviors

Replacement Behaviors

&

Desired Behaviors
1. Reinforce the **Replacement Behavior**

- When the student engages in the **replacement behavior**, quickly provide the student with an outcome that matches the outcome/function of the problem behavior.

- **Example:** If student *raises hand to request an easier, substitute assignment*; in order to escape difficult tasks, then quickly provide the student with the easier assignment.
2. Reinforce Desired Behaviors

- Reinforce the **Desired Behavior(s)**, or approximations of the desired behavior.
  
  - The ultimate plan is to have the student move beyond the replacement behavior to using the desired behavior.
  
  - Reinforcing this progression should start from the beginning of the intervention.
Considerations for Reinforcing Desired Behavior

The goals & expectations for desired behavior must be, REASONABLE!
Example

- On a daily basis the student is out of seat & off task the entire period & has not turned in any work the entire term.

- Would this be a reasonable expectation of the student?
  
  - Student to be in seat the whole class period and turn in completed worksheets.

- Reinforce More Reasonable approximations
  - (Start Small & Build on Success):
    - Turns in assignments 50% completed
    - On task and trying to complete work for 15 minutes each period
Reinforcing Desired Behavior

The **timeframe** for goals for **desired behavior** must be **Reasonable**!

In the **Beginning** try to **Reinforce** **Every occurrence or approximation**!
**Reasonable Timeframes for Reinforcement**

*Probably NOT* Reasonable Timeframes for reinforcement

- If student turns in all worksheets for week 1, he will earn 15 min. in skate park on Friday
- If student is in seat and on-task for the entire period, he will earn a candy bar

**More Reasonable Timeframes for reinforcement**

- If student completes 5 problems, he can choose 3 problems to cross off the worksheet
- If student is on task for 10 min., he will earn 4 min. of computer time
Considerations for Reinforcing Desired Behavior

The reinforcer must be **valued** by the student

- The function of behavior is a good place to start when identifying valued reinforcers
  - If the function of behavior is to **Gain Peer Attention**, the reinforcer should give access to Peer Attention
  - if the function of behavior is to **Avoid Difficult Task** the reinforcer could be a “Free Homework Pass”
**Reinforcing Positive Behavior**

**Student:** Morgan  
**Grade:** 6th  
**Date:** Today

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

**Routine:** Social Studies

**Antecedent/Trigger:** Task too difficult: When asked to write paragraphs, essays, answer questions in writing; student struggles with spelling and sentence construction  
(Note: student verbally answers most questions successfully in large group)

**Problem Behavior:** Student immediately refuses to work, doodles, throws book paper & pencil on floor, says "soc'l studies is lame", makes negative comments to the teacher

**Consequence/Function:** Escape Difficult Task  
-Escape Writing sentences & spelling; after initial prompts teacher quits asking student to write, if behavior escalates student is sent to hall or office

---

**Steps in Identifying Reinforcers?**

1. Identify an intervention to Reinforce the:
   - Replacement Behavior
   - Desired Behavior

2. Is reinforcer valued? (Start w/ function of behavior)
   - Are expectations & timeframes reasonable?

---

**Critical Features?**

**Yes or No? Why?**

___ Let student choose topic to write about after writing 5 sentences

___ Student earns 1 min of computer time for each sentence competed or when on task for 5 min

___ Students get a break when asking appropriately

___ Student gets extra recess time for finishing writing tasks all week

___ After writing 5 sentences, student gets to complete writing assignments in special seat
Activity 5 - Jordan

With a partner go through each of the Reinforcement Intervention options in Example #2 → Yes or No & Why?

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

Routine: Science

Antecedent/Trigger:
Independent work - Asked to work independently for 10 min. or longer on science worksheet or read text

(Note: student reads at 5th grade level & can accurately answer questions on worksheet)

Problem Behavior:
Off-task questions & remark that turn into power struggles, frequently says “you don’t like me”, blurs out responses, engages in disruptive behavior (e.g. pencil tapping, asking for new book, worksheet, pencil)

Consequence/Function:
Gets adult attention
Teacher response, power struggle; then teacher pulls student aside to talk for a few minutes, ensuring student she “likes him, but not his behavior”

#2 Identify the Most Appropriate Replacement Behavior based on the Function of Behavior above

Replacement Behavior:
- Respectfully ask peers for help
- Wait to ask teacher questions after instruction or during breaks
- Student earns computer for completing work
- Raise hand and ask teacher for help
- Take a work break

CHECK 1

CHECK 2

Teacher gives student frequent positive attention for on-task respectful behavior

Student earns 5 min. free time with peer for being on task in class

Peers praise Jordan for on-task behavior

Let student work with teacher if respectfully asks

Let student work with peer tutor if respectfully asks

Remember to Check 2 Responses in each column
Critical Features of BSP

Replace problem behavior by Teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

Prevent problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

Reinforce replacement & desired behaviors based on function/pay off for the student.

Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior.

Minimize Reinforcement by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior).
Redirect Problem Behavior

• When Student engages in the problem behavior

• **Redirect or Prompt** the student to use the **Replacement Behavior**…

• A subtle gestural or verbal prompt to remind student to use the replacement behavior can effectively get the student on-track

• e.g., Raising your hand to prompt hand-raising behavior (replacement-behavior)

   OR

• saying, “If you raise your hand you can take a break”
Redirect Problem Behavior

When the student engages in the replacement behavior, quickly provide the student with an outcome that matches the function of the problem behavior.

This should also help to prevent escalation!

E.g. if student raises hand to request an easier, substitute assignment; in order to escape difficult tasks, then quickly provide the student with the easier assignment.
Minimize Pay Off of Problem Behavior

• **Minimize the Pay off** of Problem Behavior by
  • Making sure the problem behavior no longer works for the student...
    • Identifying a response that *does not result in the desired pay/off or the function* of the problem behavior
  • E.g., if the function of problem behavior is to *escape the task*, make sure when the student engages in *problem behavior* they *do not escape* the task (e.g., must stay in for recess to complete the task)
    • Time out may not be effective if the function of student behavior is to escape the task
Responding to Problem Behavior: Redirect & Minimize

Steps in Identifying Responses to Problem Behavior?

1. **Prompt the Replacement Behavior** at earliest signs of problem behavior.

2. Identify a **response** to Problem behavior that does not reinforce the Problem Behavior.

---

**Antecedent/Trigger**
- Task too difficult: When asked to write paragraphs, essays, answer questions in writing; student struggles with spelling and sentence construction
- (NOTE: student verbally answers most questions successfully in large group)

**Problem Behavior**
- Student immediately refuses to work; doodles, throws book paper & pencil on floor, says “soc’l studies is lame”, makes negative comments to the teacher

**Consequence/Function**
- Escape Difficult Task
  - Escape Writing sentences & spelling; after initial prompts teacher quits asking student to write, if behavior escalates student is sent to hall or office

**Replacement Behavior**
- Ask to take a break from writing

---

**Yes or No?**

- Ignore student misbehavior to prevent escalation

- Give student a warning that she will be sent to office if she doesn’t start writing

- Have student stay in during recess to finish work with teacher help

- After student gets disrespectful have him tell you the answers instead of writing

- When student begins refusing remind student to ask for a break
Example Redirect & Minimize

- We must **refuse** to (C) let Morgan avoid long writing tasks by (B) **engaging in disrespectful behavior** & instead **prompt her to raise her hand** and (C) **reward** her for (B) raising her hand & asking for a break *(Replacement Behavior)*

- By not providing Morgan with what she wants when she engages in disrespectful behavior we are making the problem behavior **Ineffective**.

- It is important that we work hard to **Reinforce** Morgan for engaging in the replacement behavior, or she is likely to go back to & escalate the problem behavior.
Activity 6 - Jordan

With a partner go through each of the Redirect & Minimize Intervention options → Yes or No & Why?

<table>
<thead>
<tr>
<th>Student</th>
<th>Jordan</th>
<th>Grade</th>
<th>4th</th>
<th>Date</th>
<th>Today</th>
</tr>
</thead>
</table>

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

- **Routine**
  - Science

- **Problem Behavior**
  - Off-task questions & remark that turn into power struggles, frequently says “you don’t like me”, blurs out responses, engages in disruptive behavior (e.g. pencil tapping, asking for new book, worksheet, pencil)

- **Consequence/Function**
  - Gets adult attention
  - Teacher response, power struggle; then teacher pulls student aside to talk for a few minutes, ensuring student she “likes him, but not his behavior”

#2 Identify the Most Appropriate Replacement Behavior based on the Function of Behavior above

- **CHECK 1**
  - Respectfully ask peers for help
  - Wait to ask teacher questions after instruction or during breaks
  - Student earns commuter for completing work
  - Raise hand and ask teacher for help
  - Take a work break

- **CHECK 2**
  - Peers earn “Wow Cards” for ignoring Jordan’s negative behavior
  - Teacher talks with student about “being respectful” after she makes negative comments
  - When student begins off-task behavior give brief visual prompt to ask teacher for help
  - Ignore student’s negative comments to avoid power struggle
  - When student makes negative comments send to talk to the counselor
Key Points

Critical Features of BSP

- **Replace** problem behavior by teaching a **socially acceptable, efficient** behavior that allows student to obtain the **pay-off/function**.

- **Prevent** problem behaviors by **directly addressing triggers & prompting** replacement behaviors based on the **function of behavior**.

- **Reinforce replacement & desired behaviors** based on **function/pay off** for the student.

- **Redirect problem** behaviors by **quickly & effectively redirecting student to replacement behavior**.

- **Minimize Reinforcement** by ensuring that problem behaviors **do NOT pay off** for the student (i.e. does not result in the function of behavior).
Key Points

• All BSP’s begin with a complete and accurate FBA Summary

• Replacement behaviors should be functionally equivalent, easy to do and socially appropriate

• All BSP’s must contain preventive, teaching and consequence strategies

• Consequences must address both rewarding appropriate behavior and minimizing the payoff for problem behavior
Morgan’s Function-Based Intervention

Student: Morgan
Grade: 6th
Date: Today

Desired Behavior: Complete writing tasks as assigned
Consequence: Experience Success & get to do more work

Antecedent/Trigger:
- Task too difficult: When asked to write paragraphs, essays, answer questions in writing; student struggles with spelling and sentence construction

Problem Behavior:
- Student immediately refuses to work, doodles, throws book paper & pencil on floor, says “soc’l studies is lame”, makes negative comments to the teacher

Consequence/Function:
- Escape Difficult Task
- Escape Writing sentences & spelling; after initial prompts teacher quits asking student to write, if behavior escalates student is sent to hall or office

Replacement Behavior:
- Ask to take a break from writing

Manipulate Antecedent to prevent problem & prompt replacement/desired behavior
- Have her dictate answers instead of writing

Prompt Alternate/Desired Behavior
- Regularly remind student to request for a break if she needs one.

Teach Behavior
Explicitly Teach Replacement & Desired Behaviors
- Raise hand and ask teacher for help
- Teach Desired Behavior: Academic/ Social Skills
- Provide additional writing instruction with focus on spelling & sentence construction

Alter Consequences to reinforce replacement & desired behavior & redirect/minimize problem behavior
- Reinforce Replacement Behavior
- Reinforce Desired Behavior
- Reinforce Replacement Behavior

Redirect/Minimize Problem Behavior
- When student begins refusing tell student to ask for a break
- Minimize Reinforcement for Problem Behavior
- Have student stay in during recess to finish work w/ teacher help

#3 Select & Interventions that Best Match the Function of Behavior in the Summary Statement above:
Review of Day 2
“What is the purpose of the FACTS interview?”

The teacher asks, “What is the purpose of the FACTS interview?”

“How long should we schedule the interview for?”
FACTS

Purpose:
To identify when, where, and why the behaviors are occurring.

To develop a summary statement of the behavior that we can observe to determine the function (why) of a student’s behavior.

To narrow the focus to a specific pattern of behavior in order to develop an effective intervention

Steps:
Interview will ask about the student’s behaviors, the routines in which they occur, what happens before the behavior, and what happens after the behavior.

How long?
30-40 minutes

Remember to select only one function (based on the #1 ranked response) for the hypothesis statement
“Why do you need to observe after you have the information from the interview?”

The teacher asks the above question after completing the FACTS interview.

What would you tell her?
ABC Observation

Purpose:
To confirm the accuracy of the summary of behavior from the FACTS interview.

To identify antecedents and outcomes that the teacher may have overlooked

To verify the function of the student’s behavior.

To develop the most accurate summary statement for effective intervention development.
“What will you do with this information?”

The teacher asks the above question after you have completed the interviews and observations.

What would you tell her?
Tier 3

Critical Elements

- Tier 3 Referral Process
- Tier 3 Essential Elements
- Functional Behavior Assessments
- Defining and Understanding Behavior
- FBA: Practice Interviewing
- FBA: Practice Observing
- Critical Features of a Behavioral Support Plan
- Building a BSP from a FBA
- Teacher Support Team
- Implementation and Evaluation
Critical Element
Teacher Support Team (TST)
Objectives

- List roles and responsibilities of TST members.
- Describe the role of BSP Team Leader.
- Describe the necessary component of Implementation and Evaluation Plans.
- Identify the specific activities that the team leader will engage in before, during, and after the team-based BSP development process.
- Lead a “team” of professionals through the process of developing a sample BSP.
- Describe the process for conducting and products that should result from a Plan Review Meeting.
Essential Elements for Tier 3 Behavior

1. Teacher Support Team (TST) process;
2. Progress monitoring of the target area(s);
3. Documentation of progress in target area(s) through a graphical display;
4. Appropriate decision making;
5. Strategic/targeted intervention supported by scientifically based research in behavioral/emotional concerns;
6. Documentation of intervention implementation with integrity;
7. System of behavioral support (school and district level);
8. Instructional leadership;
9. Parental/family and community involvement; and
10. Teacher Support Team (TST) outcomes.

Essential Element 1
Tier 3

Teacher Support Team

• In order to meet expectations, schools must:
  • Have regular meetings (1 time per week)
  • Have documentation of member participation
  • Have a chairperson who is the principal or principal’s designee
  • Systems/procedures for referring students

Tier 3 Support Team Responsibilities

- Gather information to conduct a Functional Behavior Assessment
- Identify individual behavioral issues through data analysis
- Develop intensive individual interventions and supports (BIP) based on the FBA hypothesis
- Implement or support implementation of the BIP
- Monitor the progress of the BIP
- Assess integrity and intensity of interventions
- Reviews the Tier 3 school process and considers modifications, as needed
- Administration is responsible for providing all faculty and staff with PD regarding interventions and Tier 3 processes
TST Members

- **3-5 core members**
  - principal or principal’s designee as the TST chair
  - the general education teacher(s)
  - the referring teacher
  - the guidance counselor or school psychologist/psychometrist/behavior specialist

- **Length of membership:**
  - 3 to 5 years
  - 1 member should rotate off each year and be replaced by a new member
Auxiliary TST Members

“members who may participate in the team process but are unique to each student that is referred to the TST”

Auxiliary members could include, but are not limited to:

- the student
- the student’s parent(s) or legal guardians
- school-based support personnel (e.g., special education teacher, speech language pathologist, mental health counselor, intervention specialist, etc.),
- building-level teaching staff

Basic BSP Team Members

**Basic BSP Team Leader**
Staff member with:
- a. Basic Behavioral Knowledge
- b. Understanding of FBA
- c. The Role of Leading BSP Teams

**Meeting Facilitator**
Ensure Technical Adequacy, Monitor Progress

**Team Members**
Teachers & Staff who work w/ student (Gen Ed & SPED staff as appropriate)

Implementer(s) w/ Knowledge of Student & Context
Rate Contextual Fit

For more challenging cases, make sure to involve **Behavior Specialist**

**Behavioral Expertise/Case Manager & Facilitator**
TST Roles and Responsibilities

Recorder
• transcribes the team’s responses on flip chart paper, transparency, or team agenda/minutes form

Timekeeper
• monitors the amount of time available and keeps the team aware of time limits by prompting (i.e., “10 minutes left”)

Data Specialist
• trained in entering and accessing data from the discipline data management system
Role of the TST Coordinator
(e.g., Lead Teacher, Intervention Specialist, etc.)

- coordinates the process at the building level
- provides training and technical assistance
- coordinates instructional services
- gathers information
- organizes the presentation of data
- documents the meeting (maintains the TST record-keeping process);
- develops timeframes and schedules meetings
- manages progress monitoring data (i.e., academic and/or behavior) to determine intervention effectiveness.
Role of the TST Coordinator

Primary role of the Team Leader is to **Guide** the team members in the development of a Function-based, Contextually Relevant plan.
The Basic FBA to BSP Process

1. Define the Problem Behavior

2. Conduct assessment for behavior support planning
   a. Functional Behavioral Assessment
      • Defining behavior in observable & measureable terms
      • Ask staff and student about where, when, & why behavior occurs
      • See the behavior during specified routines
      • Hypothesize a final summary of where, when, & why behavior occurs

3. Design an individualized behavior support plan (BSP)
   • Ensure technical adequacy
   • Ensure contextual fit

4. Ensure Fidelity of Implementation

5. Monitor Plan Impact on Student Behavior

Adapt BSP and implementation as needed based on on-going monitoring

Adapted from Horner, Albin, Todd, Newton & Sprague, 2011
Role of the TST Coordinator

Specific tasks:

• Display/provide necessary information for team members to see/use throughout the process

• Guide team in selecting Function-Based preventive, teaching, and consequence strategies

• Ensure that ALL team members participate in the process and agree with outcomes (assess Contextual Fit of the plan)

• Ensure that the BSP includes all necessary components, including Implementation and Evaluation plans

The process will take approximately 45 minutes to 1 hour to complete.
Before the Meeting

TST Coordinator:

- Read FBA results and determine if FBA contains a COMPLETE summary statement, including:
  - **Observable** definition of problem behavior
  - **Routine(s)** in which problem behavior occurs
  - **Antecedents** (setting events & triggers)
  - **Primary Function** of the problem behavior

- Make note of a possible **replacement behavior**, along with **prevention, teaching, and consequence strategies** that are consistent with the FBA information.
During the Team Meeting

First: FBA Summary Statement

- Provide team members with copies of the FBA summary statement.

Before moving forward

Ensure that all team members agree on:

- The Problem Behavior and Context in which it is most likely to occur
- The Function of the problem behavior
Building the Competing Behavior Pathway

- Help team members complete the Competing Behavior by observably defining:
  - The Replacement Behavior
  - The Desired Behavior

- Ensure that the team selects an **Replacement behavior** that is:
  - Functionally equivalent to problem behavior
  - Easier to do than problem behavior
  - Socially acceptable
Completing the Competing Behavior Pathway

Routine: Math Class

Setting Event: None Identified

Antecedent: Asked complete long division problems

Problem Behavior: Verbally refuses, tears up worksheet

Replacement Behavior: Ask to work with a peer

Desired Behavior: Complete writing assignment and turn in work

Consequence: Good grades, teacher acknowledgement

Consequence/Function: Reprimand and sent to hall
                AVOIDS DIFFICULT TASK

1. Serves same Function?
2. Is it Easier?
3. Is it Socially Acceptable?
Identifying Behavior Support Strategies

Draw or display columns to write suggested preventive, teaching, and consequence strategies

- Ask team members a series of questions to recruit ideas for potential strategies

- Ensure that all team members have an opportunity to participate

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Antecedents</th>
<th>Teach Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate or Neutralize</td>
<td>Prevent/Modify “Triggers”</td>
<td>Teach Alternate Behavior</td>
<td>Reinforce Alt/Des Behavior</td>
</tr>
</tbody>
</table>

It may be necessary to provide an example strategy under some or all of these categories, then ask team members to suggest additional strategies.
# Identifying Strategies Questions for the Team

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Teaching Strategies</th>
<th>Consequences Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate or Neutralize Setting Events</td>
<td>Prevent/Modify “Triggers”/ Prompts for Alt/Des</td>
<td>Teach Alternate/Desired Behavior</td>
<td>Reinforce Alt/Des Behavior</td>
</tr>
</tbody>
</table>

- **How can we arrange the environment to Prevent problem behavior?**
- **How will we prompt the Replacement behavior?**
- **How will we teach a replacement behavior?**
- **What skills can we teach to move toward the desired behavior?**
- **How will we:**
  - Reward the Alt behavior?
  - Maximize payoff for approximations of desired behavior?
- **Response to Problem Behavior**
  - **How will we Minimize the Payoff for the problem behavior?**
Selecting Function-Based Strategies

IF team members suggest a strategy that is not function-based or is contraindicated...

• Direct team members’ attention back to the competing behavior pathway

• Use the pathway to remind team that:
  • We DO want to reward appropriate behavior with the same or similar consequences as those currently maintaining the problem behavior

• We DO NOT want the student to access reinforcement following problem behavior
Selecting Contextually Appropriate Strategies

• For each strategy being considered the TST Coordinator will ask implementers to answer/rate:
  • Do you believe this intervention will be effective for the student?
  • Is this intervention consistent with your values as an educator?
  • Is this intervention feasible for you to implement?
  • Do you have the skills needed?
  • Are the necessary resources (time, space, staff, administrative support) available?

• If the answer to any of these questions is “maybe” or “no”:
  • Are there ways that the strategy could be modified to make it a better “fit”?
Example of Revising Strategies

How can we revise the strategies while still preventing problem behavior?

<table>
<thead>
<tr>
<th>Manipulate Antecedent</th>
<th>Prevent problem behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Manipulate Antecedent</em></td>
<td><strong>Prevent problem behavior</strong></td>
</tr>
<tr>
<td>Modified assignments:</td>
<td>Intersperse easy problems with long division problems</td>
</tr>
<tr>
<td>Prompt Alternate/Desired Behavior</td>
<td>Put visual reminder on desk to prompt H to ask for a break or easier task</td>
</tr>
</tbody>
</table>

Teacher Concern:
Teacher doesn’t think it’s necessary, instead teach student they can cross off difficult problems

Prompt Alternate/Desired Behavior
Give verbal/gestural reminders to take a break

Teacher Concern:
“Not age appropriate, would verbal or gesture reminders work?”

Manipulate Antecedent
Prevent problem behavior
Teach student to cross off difficult problems and move on

Prompt Alternate/Desired Behavior
Give verbal/gestural reminders to take a break
Considering Neutral Strategies

TST Coordinator must determine

1) Is this a neutral strategy? (Ensure that the strategy is not contraindicated!!)

2) Does the plan include function-based prevention, teaching, and consequence strategies?

3) Does this strategy improve contextual fit?

If “yes” to all, then it may be fine to include the neutral strategy.

• However, be careful not to add too many pieces to the plan (remember feasibility!)
Implementation Planning

After strategies are selected, the TST Coordinator will guide members in developing a plan to specify:

• **What** activities will need to be undertaken to ensure that **EVERY** plan component is implemented

• **Who** is responsible for implementing each component of the plan

• **When** each aspect of the plan will be implemented
Evaluation Planning

The TST Coordinator will ensure that the BSP includes an evaluation plan with:

- A **short-term goal** that is reasonable based on current performance
  - Focused on increasing **Replacement behavior** and decreasing **problem behavior**
- A **long-term goal** focused on increasing **desired behavior**
- Specific activities/procedures that will be used to **evaluate progress**
- A **specific date** when the team will next meet to review progress
Implementing & Evaluating the BSP Role of TST Coordinator

TST Coordinator

- Provide coaching on how to carry out each aspect of the plan
- Check in with implementing staff (via e-mail, phone, or in person) & collect direct observation data (student and staff behavior)
  - Initially a minimum of 1 x per week
  - Less often as staff & student become successful
- Provide frequent acknowledgement for staff implementation of plan components
Training Staff

How to Implement the BSP

• The plan will not be implemented if...
  • staff don’t understand how to do it

• The plan will not work if...
  • the intervention is being used incorrectly

• Plan times for **Modeling/Role play** and **Feedback**
  • Think 20-30 min
  • Role play with teacher/staff outside of problem context
    • What actions will be taken, what words will be used, what materials are needed and how will they be used?
Training Staff
How to Implement the BSP

- Plan for **Observations** and **Follow-ups** to provide feedback, help problem solve, and ensure that intervention is being used as designed
  - Ex. E-mail “check-in”, along with periodic visits/observations
Evaluating the BSP
Role of Plan Implementers

Plan Implementers

• Collect fidelity of implementation data at least 1 x per week
  • Report any difficulties in implementing the plan to the team leader

• Collect data on student behavior at least 3 x per week to assess progress
  • If problem behavior increases or escalates contact team leader immediately
Meeting to Review the Plan

- The plan is a **WORKING DOCUMENT**!

- Team members meet regularly to:
  - Monitor progress
  - Modify the plan as needed to:
    - make the plan more effective
    - change mastery criteria and **increase student independence**
Review Meeting
Role of the TST Coordinator

Guide team in reviewing **DATA for each component** of the plan to document:

- Is each strategy being implemented as designed?
- Is the plan resulting in change in student behavior?
- Do data indicate that the plan needs to be modified, if so, **how**?
- What is the date of the next Review Meeting?
The Implementation Plan is Used to Record

1. The extent to which the plan is being implemented and...

2. Team evaluation decisions made, based on the data presented at the meeting

<table>
<thead>
<tr>
<th>BEHAVIOR SUPPORT IMPLEMENTATION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Prevention: Make problem behavior irrelevant (antecedent intervention)</td>
</tr>
<tr>
<td>Provide Joe with easier math work</td>
</tr>
<tr>
<td>Teaching: teach new skills/ alternate behavior</td>
</tr>
<tr>
<td>Teach Joe to raise hand and ask to go to back of room</td>
</tr>
<tr>
<td>Extra math tutoring</td>
</tr>
<tr>
<td>Explain new behavior plan to Joe and get agreement to cooperate</td>
</tr>
</tbody>
</table>

Total Possible: 8

Impl. Rating:
0 = No - <=20%
1 = Kinda 25-50%
3 = Yes - 99%

Add more multi-digit problems
Monitor
Completed/ Discontinue
Questions to ask if plan is not being implemented:

- Do implementers understand how and when to use strategies?
- Have implementers been provided with a way to measure implementation?
- Are strategies feasible in the natural setting?
- Are there ways that plan can be modified to make implementation more likely?

If the plan is not being implemented with fidelity, we cannot assess if the plan is working.
Barriers to Plan Effectiveness

Questions to ask if progress is not being made:

- Is student **Consistently** being rewarded for alt/des behavior? **How often**?

- Are **Reinforcers** for alt/des behavior “**Powerful**” enough? Are reinforcers **Functionally Equivalent**?

- Is the **Problem Behavior** still being **Reinforced**?
  - Remember we must minimize pay-off for problem behavior for new appropriate behavior to “compete”
The Plan is Working!
Now What??

The student is making progress, but has not yet met the short term goal.

• Continue plan and progress monitoring
The Plan is Working! Now What?

The student has met the short-term goal!!

- Create a new short-term goal that more closely approximates the desired behavior.

**ASK...**

- Can we expand the plan/implement in more contexts?
- Can we being fading antecedent prompts and modifications?
- Should we start fading and/or modifying rewards?
- Are there strategies that we can use to increase the student’s monitoring of his or her own behavior?
Key Points

• The role of a BSP team leader is to guide team members in the selection of **preventive, teaching, and consequence strategies** which:
  
  • Directly relate to the **FUNCTION** of the problem behavior
  • Are viewed by the team as **CONTEXTUALLY APPROPRIATE**

• Both the Team Leader and Team Implementers collect Fidelity and Effectiveness data **regularly**.
Key Points

The Behavior Support Plan is a Work in Progress!!!

- Team members meet every two weeks to determine:
  - Is the BSP being implemented as agreed on by the team?
  - Is the student making progress?
  - Do we need to modify the plan to:
    - Improve effectiveness
    - Increase student independence?
  - When is the date of our next meeting?
True or False: The primary role of the TST Coordinator is to provide the team members with a function-based, contextually relevant BSP.

**FALSE**

The primary role of the TST Coordinator is to **GUIDE** the team in building a complete function-based, contextually appropriate BSP.
Edgar’s team has met to review his progress since implementing the BSP

The data show that Edgar’s problem behavior has not decreased in the past 2 weeks.

What is the first question that Edgar’s team should ask?

Is the plan being implemented??
In teams please select a sample scenario and use the forms provided to build a complete student BSP
Example 1 Charlie

At the end of “free-choice” time, when asked to transition back to her desk, Charlie verbally refuses, cries, and falls to the floor to avoid transitioning to a less preferred activity. This is most likely to occur on days when Charlie does not take her medicine before school. Charlie’s “tantrums” occur 3-4 times per week and can last up to 10 minutes.
Example 2 Garret

During large-group instruction in Math, when students are asked to attend to the materials being projected on the screen at the front of the class. Garrett often turns around in his chair, gets out of his seat and walks around the room, and makes comments to or faces at peers. FBA data show that his behavior is mostly likely maintained by peer attention. Garrett is currently off-task approximately 85% of the time during large-group and he is turning in less than 50% of his math assignments.
Activity

- Complete BSP using examples
- Complete Tier 3 BoQ TST section (items 1 – 9)