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 Implementation and Evaluation Planning
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
Objectives

• Explain the meaning and importance of “Contextual Fit.”

• Describe the essential components of implementation plans.

• Define the necessary components of evaluation plans and provide examples of appropriate short- and long-term goals.

• Describe data collection procedures that would be used to track implementation fidelity and student progress when provided with a sample BSP.
Selecting Behavior Support Strategies

Once the team has identified function-based support strategies, it is important to also ensure contextual fit of those strategies.
What is **Contextual Fit**?
Why is It Important?

- Contextual fit refers to the extent to which support strategies “fit” with:
  - The skills and values of the implementers
  - The available resources
  - Administrative supports in place

- In other words... How **FEASIBLE** are the strategies?
Strategies with good “fit” are more likely to be implemented with fidelity!
Considerations to Help Ensure Contextual Fit

• Are plan **implementers involved** in the design/selection?

• Are **strategies consistent** with the **skills** of the implementers?
  • How much additional training would be needed?
  • Who would provide training?

• Are necessary **resources available** (staff, time, space)?
  • Are there other interventions already being implemented in our school that can be modified to fit this student’s particular needs?
Considerations to Help Ensure Contextual Fit

- Do the selected strategies fit with the values of team members and those who will be implementing the plan?

- Are they perceived as (a) likely to be effective, and (b) in the best interest of the student?

- Will there be administrative support for the selected interventions/strategies?

- Is the plan consistent with current school-wide discipline procedures?
Considering Contextual Fit

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

<table>
<thead>
<tr>
<th>Consequence Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reinforce Desired Behavior</strong></td>
<td><strong>Reinforce Desired Behavior</strong></td>
</tr>
<tr>
<td>When on task for 15 min, the student will be allowed to go to the back table and play a game with a student who has completed work for 5 min.</td>
<td>When student has been on task for 15 min, she will be allowed to sit quietly at her desk and read or draw for 5 min.</td>
</tr>
<tr>
<td><strong>Minimize Reward for Problem Behavior</strong></td>
<td><strong>Minimize Reward for Problem Behavior</strong></td>
</tr>
<tr>
<td>Student will stay after school until math assignments are completed.</td>
<td>Student will stay in from recess to complete work.</td>
</tr>
</tbody>
</table>

**Staff Concern:**
Staff feel that this reward will be too disruptive to the rest of the class.

**Staff Concern:**
Staff agree that this is function-based but is not feasible.
Critical Components of Behavior Support Plans

#1. Competing Behavior Pathway
#2. Function-Based Preventive, Teaching, & Consequence Strategies
#3. Implementation Plan
#4. Evaluation Plan
Implementation Planning

Who will do what, by when?

- **What** specific activities will be involved?

- **Who** is responsible for implementing each part of the intervention?

- **When** will each part of the plan be implemented?
BUILD A COMPETING BEHAVIOR PATHWAY

Desired Behavior
Complete assignment without problem behavior

Consequence/Function
Success, sense of accomplishment, improved grades

Setting Event
None identified

Antecedent
Asked to complete long division problems

Problem Behavior
Verbally refuses, tears up worksheet

Consequence/Function
Student is reprimanded and sent to hall
Avoid Difficult Tasks

Alternative Behavior
Ask appropriately for a break or easier task

IDENTIFY INTERVENTION STRATEGIES

Prevent problem behavior
Provide visual prompts (graphic organizer) for long division sequence of steps
Intersperse easy problems with long division problems
Prompt Alternate/Desired Behavior
Put visual reminder on desk to prompt student to ask for a break or easier task

Teach Alternate Behavior
Teach him how to appropriately ask for a break or an easier task and when to do so
Teach Desired Behavior/Academic/Social Skills
Provide additional small group instruction in multi-digit multiplication and division

Reinforce Behavior
Every time he asks for a break, respectfully make sure he gets a break
For every 5 difficult math problems he completes, he will be allowed to skip 5 problems

Response to Problem Behavior/Corrective Feedback
When student engages in problem behavior, prompt him to ask for a break
If student still engages in problem behavior, ensure he does not get out of task (will have to do work w/ teacher during recess or after school

BEHAVIOR SUPPORT IMPLEMENTATION PLAN

Tasks
Prevention: Make problem behavior irrelevant (antecedent intervention)
Teaching: teach new skills/alternate behavior
Extinction: Make problem behavior ineffective (minimize reward/pay-off for problem behavior)
Reinforcement: Make alternate & desired behavior more rewarding than problem behavior
Responding to Problem Behavior: Prompt alternate behavior & consequences
Safety: Is safety a concern? Y N
If yes, attach crisis plan to Behavior Support Plan

Review Date
Tasks
Prevent: 2 1 0
Teaching: 2 1 0
Extinction: 2 1 0
Reinforcement: 2 1 0
Responding: 2 1 0
Safety: N

13
Implementation Planning Considerations

- It is not enough to simply write down the strategy. We need to consider:
  
  - Will materials need to be made/gathered (ex. visual reminders, reinforcement system) before we can use this strategy?
  
  - How (specifically) are we going to teach the replacement behavior?
    - **When/during what routines? What examples/non-examples will we use? Opportunities to practice?**
  
  - How will we begin teaching desired skills?
    - **Will the student need modified assignments? Who will do this?**
Ensure that Staff Understand 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!
Ensure that Staff Understand How to Implement the BSP

Consider using Role Play, Modeling and Feedback

- Role play with teacher/staff outside of problem context
  - What actions will be taken?
  - What words will be used?
  - What materials are needed?
  - How will they be used?

- Observe plan strategies implemented in the problem context
  - Provide feedback
  - Model correct procedures
  - Problem solve around unexpected situations/results
**Activity 1**

Using the Implementation Plan template, work with a partner to list the specific activities that might be involved in implementing the following strategies for Jim.

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Teaching Strategies</th>
<th>Consequences Strategies</th>
</tr>
</thead>
</table>
| (No setting event identified) | - Provide math and writing assignments that more closely match instructional level  
- Provide visual prompts (highlighted text, graphic organizers) for writing assignments  
- Put visual reminder on desk to prompt Jim to ask for a break or easier task | - Teach Jim how to appropriately ask for a break’ or for an easier task and when (appropriate times) to do so  
- Provide additional small-group instruction in multi-digit multiplication and division | - Quickly and consistently provide a break or an easier task when he requests appropriately  
- For every 5 difficult math problems that Jim completes he will earn a sticker. 3 stickers can earn the choice to skip 5 problems  
- When Jim begins to get upset, remind him to ask for a break  
- If Jim continues to engage in problem behavior, he will complete his assignment with teacher during “free choice time” |
# JIM'S BEHAVIOR SUPPORT IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Person Responsible</th>
<th>By When</th>
<th>Impl. Rating</th>
<th>Review Date</th>
<th>Evaluation Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention:</td>
<td></td>
<td></td>
<td></td>
<td>2 1 0</td>
<td></td>
</tr>
<tr>
<td>K.H. will work with Mrs. Ross (SPED) to modify assignments to more closely match Jim’s instructional level</td>
<td>Ms. H. &amp; Mrs. R.</td>
<td>3/19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop graphic organizers for weekly lessons</td>
<td>Ms. H.</td>
<td>3/21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highlight relevant passages/instructions at the beginning of independent work time</td>
<td>Ms. H.</td>
<td>3/21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a laminated “break” reminder card for Jim’s desk</td>
<td>Mrs. B (EA)</td>
<td>3/19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

- A **long-term goal** focused on increasing desired behavior.

- **Specific activities/procedures** that will be used to evaluate progress.

- A **specified date** when the team will next meet to review progress.
Evaluation Planning
How Will We Measure Progress?

The team identifies:
- Short-term goal
- Long-term goal
- Specific evaluation procedures
- Date to meet and evaluate the effectiveness of the plan

EVALUATION PLAN
Behavioral Goal (Use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal?

What is the long-term behavioral goal?

Evaluation Procedures

<table>
<thead>
<tr>
<th>Data to be Collected</th>
<th>Procedures for Data Collection</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Plan Being Implemented?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is Plan Making a Difference?</td>
<td></td>
<td></td>
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</tbody>
</table>

Plan date for review meeting (suggested within 2 weeks) ________________
Use Competing Behavior Pathway to Identify Goals

Routine:

- Setting Event
- Antecedent
- Problem Behavior
- Desired Behavior
- Alternate Behavior

Long-term goal

Typical Consequence

Maintaining Consequence

Short-term goal
Focus on **increasing** student’s use of the identified **replacement behavior & reductions** of problem behavior.

- Use baseline data to develop a **REASONABLE** initial goal that student will be able to achieve.

- The short term goal will **CONTINUOUSLY** be revised as student moves closer to achieving the long-term goal.
Evaluation Planning: Long-term Goals

Focus on desired behavior & sustained reductions in problem behavior.

Begin by reinforcing approximations of desired behavior.
Developing Goals

- Both short and long-term goals should be written in observable and measureable terms
  - What specific behaviors will you increase/decrease?
    - Increase use of Replacement Behavior
    - Reduce Problem Behavior
    - Increase APPROXIMATIONS of the desired behavior

- Include specific mastery criteria
  - How will you know when the student has met the goal?
Dexter’s Summary Statement

When asked to complete independent writing tasks, Dexter often gets out of his seat, walks around the room and talks to peers to avoid completing the non-preferred task. He is currently completing about 10% of his writing assignments. His team has selected “asking to work with a peer partner” as a replacement behavior. The long-term goal behavior (i.e., end goal) is for Dexter to complete his writing tasks independently.
Sample Short-Term Goal for Dexter

**Short-term:** Dexter will

- appropriately ask to work with a peer (or work independently) in writing, \( \text{Increase use of Replacement Behavior} \)
- stay on task without leaving his seat or talking to peers about unrelated topics for at least 75% of independent work time, and \( \text{Decrease Problem Behavior} \)
- complete at least 25% of his daily writing assignments \( \text{Increase Approximations of Desired Behavior} \)
- for 4 out of 5 days across 2 consecutive weeks \( \text{Mastery Criteria} \)
Example Goals for Leroy

During Writing class, Leroy is currently engaging in problem behavior (throwing materials and cursing) to escape difficult tasks in Math approximately 4 days per week. On average, he is completing only 25-30% of his work in class.

Behavioral Goals (Always include mastery criteria)

What is the short-term behavioral goal?
During Writing, Leroy will ask appropriately for an easier task or for a “break” from difficult tasks without throwing materials or cursing at least 75% of the time as measured by a daily point card for 2 consecutive weeks.

What is the long-term behavioral goal?
Leroy will complete at least 80% of his assigned work in his math class with no more than 3 incidences of problem behavior (throwing materials, cursing) for 3 consecutive weeks.

5/1 Expected date
Leroy’s Short-Term Goal

Leroy will ask appropriately for an easier task or for a “break” from difficult tasks without throwing materials or cursing at least 75% of the time as measured by a daily point card for 2 consecutive weeks.

Leroy will ask appropriately for an easier task or for a “break” no more than 3 times during Math block with no more than 2 problem behavior incidents for 4 consecutive days.

Leroy will ask appropriately to cross off up to 60% of difficult math problems and will have no more than 3 problem behavior incidents for 2 consecutive weeks.

Leroy’s Long-Term Goal

Leroy will complete at least 80% of his assigned work in his math class with no more than 3 incidences of problem behavior (throwing materials, cursing) for one month.
Activity 2

When asked to read aloud or answer questions during small group reading lessons, Charlie makes inappropriate comments (e.g., “This is so stupid”), puts her head down on the desk and refuses to comply with any of the teachers directions. The FBA shows that this problem behavior is maintained by adult attention, and the team has decided to teach Charlie to raise her hand and ask appropriately for teacher help/attention.

Develop
• short-term goal,
• an intermediate goal, and
• a long-term goal for Charlie

Make sure that you include
• observable, measureable descriptions of behavior
• mastery criteria
Evaluation Planning How Will We MEASURE Progress?

• In addition to **long- and short-term goals**, the evaluation plan includes the **specific data** that will be collected to assess
  
  • **Is the plan being implemented as designed?**
  
  • **Is the plan making an impact on student behavior?**
Is the Plan Being Implemented?

Considerations When Developing Measures of Fidelity

- Does the measure capture the specific tasks/target behaviors of interest?

- Is the plan being implemented?
  - Did I implement the plan?
  - vs.
  - Did I check in with student and provide specific praise when she entered class?
**Example Sheldon**

**Routine:** Circle Time on Carpet

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**Setting Events**
- None Identified

**Antecedent**
- Teacher teaching to whole class or praising another student

**Problem Behavior**
- Making noises with mouth or hands, leaning on or grabbing others or materials, out of seat

**Replacement Behavior**
- Raise hand for adult attention or to answer a question

**Desired Behavior**
- Sitting appropriately and responding with group during circle time

**Consequence**
- Feeling of success, adult praise for appropriate behavior

**Consequence/Function**
- Teacher reprimands, teacher takes to time-out

**Access Teacher / Adult Attention**

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**Setting Events**

**Manipulate Antecedent**
- Eliminate/Modify Antecedents
  - Sheldon will sit in front of teacher / tape outline on carpet marking his spot
  - Weighted vest
  - Frequent adult attention/stickers for appropriate behavior (at least 1 x per min)

**Prompt Alt/Des Behavior**
- Pre-teach on the way to circle time (model raising hand, “safe body”)

**Teach Behavior**
- Teach Replacement Behavior
  - Teach Sheldon to raise hand for attention
  - Teach what it means to have a “listening ears”

**Teach Desired Behavior/ Skills**
- Teach appropriate sitting on carpet (use examples/non-examples; teach outside of circle time routine)

**Alter Consequences**
- **Rewards**
  - Sheldon will earn stickers and teacher praise for sitting appropriately (5 stickers will = teacher recognition in front of class) and teacher will quickly respond to and praise hand raising

**Response to Problem**
- At first sign of problem behavior, remind Sheldon to raise his hand using visual cue only (minimize adult attention to problem behavior)
- Time out (no longer than 3 min), praise and bring back after several seconds of appropriate behav
## Example Implementer Checklist

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes (every day this week)</th>
<th>Kind of (2-3 days this week)</th>
<th>No (0 days This week)</th>
<th>Notables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was the tape outline on the carpet marking Sheldon’s spot?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Was Sheldon given a weighted vest at the beginning of circle time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Did I remind Sheldon what appropriate sitting/raising hand looks like at the beginning of circle time?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Did I provide stickers for hand raising, and staying in seat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Did I minimize attention to problem behavior?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Did I provide frequent attention for appropriate behavior?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. If Sheldon had to go to time-out, did I allow him to rejoin the group within 2 minutes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**
FAQ I see the student every day, why do I need to collect data?

Answer Data help us to document what has occurred and the variables responsible

- Predict future performance
- Be accountable for our own behavior
- Determine when program modifications are needed
Maizey

Routine: Social Studies

Setting Event
Student gets to school late and misses breakfast

Antecedent
Asked to complete a project with a group (2-3 peers)

Problem Behavior
Whining and refusing to do work

Replacement Behavior
Ask appropriately if she may work on the assignment alone

Desired Behavior
Work with peers to complete group assignment

Consequence/Function
Student avoids working with peers

Consequence
Success, sense of accomplishment, peer attention

Set the stage:

Setting Events | Manipulate Antecedent | Teach Behavior | Alter Consequences |
---|---|---|---|
Provide a.m. snack on days when Maizey arrives late and misses breakfast. | When passing out assignments provide student with a choice of working with a group or completing the assignment alone. Place a “reminder” card on student’s desk stating that she may ask to work alone at any point during the group task. | Explicitly teach Maizley: a) when it is okay to appropriately ask for a break, and b) what “appropriately asking to work alone” looks like using examples and non-examples. Provide social skills training focused on how to work cooperatively with peers 3 x per week. | Rewards
Student will be allowed to work alone when asks appropriately.
When Maizley works with peers for 15 min, she will be given the option to work alone.
Response to Problem
At first sign of problem behavior, remind Maizley that she can ask to work alone.
Student is told that she may work alone after she either a) asks appropriately, or b) completes one part of the task with peers. |
# Evaluation Procedures for Maizey

<table>
<thead>
<tr>
<th>Data to be Collected</th>
<th>Procedures for Data Collection</th>
<th>Person Responsible</th>
<th>Timeline (Implement as of 2/27)</th>
</tr>
</thead>
</table>
| **Is plan being implemented?**  
  • Verbal and visual prompts used  
  • Pre-teaching “appropriate asking”  
  • Rewards for app. behavior  
  • Response to prob. behavior  
  • Social Skills Training  | Miss Posey (school psych) to observe in classroom  
  Collect daily-task checklists  
  Check in with Miss Posey for progress in social groups  | Miss Posey  
  Mrs. Ryan  
  Mrs. Foster  | 1 x per week  
  Collect 3 x per week  
  1 x per week |
## Evaluation Procedures for Maizey

<table>
<thead>
<tr>
<th>Data to be Collected</th>
<th>Procedures for Data Collection</th>
<th>Person Responsible</th>
<th>Timeline (Implement as of 2/27)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is the plan making a difference?</strong></td>
<td>Teacher notes # of occurrences per week in math</td>
<td>Mrs. Ryan</td>
<td>Check in 3 x per week</td>
</tr>
<tr>
<td>- # of instances of work refusal per week in social studies</td>
<td>Teacher notes daily on behavior report card</td>
<td>Mrs. Ryan</td>
<td>Daily for 2 weeks</td>
</tr>
<tr>
<td>- Student use of hand-raising to request working alone</td>
<td>Teacher grade book / permanent products</td>
<td>Mrs. Foster</td>
<td>Weekly</td>
</tr>
<tr>
<td>- % group assignments completed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Plan Review Date** 3/14/05
Measures for Tracking Student Behavior

Considerations

• Does the measure capture the *specific* tasks/target behaviors of interest?
  
  • Was it a “good” or “bad” day?
  
  • vs.
  
  • How many talk-outs occurred during Spanish class today?

• Is the measure *sensitive enough to change*?
  
  • Are we tracking specific student behaviors?
Balancing Accuracy and Feasibility

• The “quality” of the measurement system is irrelevant if no one uses it

  • Are implementers consulted/included when designing measures?

  • How often will data need to be collected? How often does he behavior occur?

  • How much time, effort will data collection methods require? Does this “fit” the context/setting?

  • Are there forms that staff are already using (ex. point cards) that can be modified/used?
Example Rating Feasibility

During Science class, LeRoy often makes inappropriate comments, pushes materials off his desk and refuses to do his work in order to escape difficult tasks.

- To **evaluate the effectiveness of Leroy’s BSP**, the team members have suggested that his teacher:
  - Collect continuous **5 sec partial interval data** on the occurrence/non-occurrence of each of his problem behaviors.
  - Indicate at the end of each class period if Jacob had *(0, 1-3, or 4 or more)* instances of problem behavior.
Measuring the Short-term Goal

During Science, LeRoy will ask appropriately for an easier task or for a “break” from difficult tasks without making inappropriate comments or throwing materials at least 75% of the time as measured by a daily point card.

Gordon Russell Middle School

<table>
<thead>
<tr>
<th>Name: LeRoy</th>
<th>Date: Feb. 4th</th>
</tr>
</thead>
</table>

Teachers: Please indicate YES (2), So-So (1), or NO (0) regarding the student’s achievement for the following goals.

<table>
<thead>
<tr>
<th>Goals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask teacher for break / easier task</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Use Respectful Language</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Use materials appropriately</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Check In** = 2 point _____ initial  **Check Out** = 2 point _____ initial

Daily Goal = _____ % = _____/40

Parent/Caregiver Signature: ____________________________________________
Developing Data Forms

Estimates vs. Real-Time Recording

Consider using

- **Time Samples rather than Continuous Recording**
  - The first 15 min of circle time, the last 10 min of Math
  - Use FBA information to decide on best time to record

- **Scales rather than Frequency Counts/Duration Measures**
  - Ex. 0, 1-3, 4-5, 5+ incidents/minutes (circle one)
When one of Grant’s teachers asks him to complete a folder task at his workstation, Grant will often yell, tear up materials, and flop on the floor to avoid completing the task.

Grant’s team has decided that during desk work, they will teach him how to use pictures to ask for a break or for an easier task. He will also have a visual reminder placed on his desk during this time.

### Grant’s Weekly Data Chart

<table>
<thead>
<tr>
<th>Date</th>
<th>Staff</th>
<th>Staff used visual cue (1st, then or schedule)</th>
<th>Problem behavior (yell, destroy materials, flop)</th>
<th>Replacement Behavior (Student used PECS book to communicate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>yes</td>
<td>0 1-3 4-6 7+</td>
<td>0 1-3 4-6 7+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>no</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>yes</td>
<td>0 1-3 4-6 7+</td>
<td>0 1-3 4-6 7+</td>
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<tr>
<td></td>
<td></td>
<td>no</td>
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<td></td>
<td></td>
<td>yes</td>
<td>0 1-3 4-6 7+</td>
<td>0 1-3 4-6 7+</td>
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<td>no</td>
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<td></td>
<td></td>
<td>yes</td>
<td>0 1-3 4-6 7+</td>
<td>0 1-3 4-6 7+</td>
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<td></td>
<td></td>
<td>no</td>
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<td></td>
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<td>yes</td>
<td>0 1-3 4-6 7+</td>
<td>0 1-3 4-6 7+</td>
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<td>yes</td>
<td>0 1-3 4-6 7+</td>
<td>0 1-3 4-6 7+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>no</td>
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</tr>
</tbody>
</table>

Please complete at the end of each 20 min 1:1 work time block.
Activity 3

• Using the information provided for Kelly...
  • on what specific student behaviors will you collect data?
### Kelly

**Routine:** Math, Writing

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Manipulate Antecedent</th>
<th>Teach Behavior</th>
<th>Alter Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate / Neutralize</td>
<td>Eliminate / Modify Antecedents</td>
<td>Teach Replacement Behavior</td>
<td>Rewards</td>
</tr>
<tr>
<td>On days when an altercation on bus has occurred, Kelly will be given a job/task to do with peer before beginning work (ex. carrying books down to office)</td>
<td>Provide modified assignments that are broken down into steps</td>
<td>Teach Kelly how and when to raise hand and ask to work with peer (use examples and non-examples)</td>
<td>Kelly will be allowed to work with a peer if she raises her hand and asks appropriately</td>
</tr>
<tr>
<td></td>
<td>Give specific praise often in front of peers</td>
<td>Teach Desired Behavior / Skills</td>
<td>She will earn points for staying on task that can be exchanged to earn free-time with peers</td>
</tr>
<tr>
<td></td>
<td>Have Kelly sit in front of teacher / away from distracting peers</td>
<td>Explicitly teach what on-task behavior looks like</td>
<td>Response to Problem</td>
</tr>
<tr>
<td></td>
<td>Prompt Replacement/Desired Behv</td>
<td>(Teach whole class how to ignore problem behavior)</td>
<td>At first sign of problem behavior, redirect to alternative behavior</td>
</tr>
<tr>
<td></td>
<td>At beginning of independent work, remind Kelly that she can earn time with peers for being on task (point sheet on desk)</td>
<td></td>
<td>Remind peers to ignore problem behavior and ask Kelly to work away from the group</td>
</tr>
</tbody>
</table>

**Setting Event**

Altercation/reprimand on the bus on way to school

**Antecedent**

Asked to complete desk work independently

**Problem Behavior**

Talks out, makes noises, talks to/makes faces at peers, out of seat/walks around

**Replacement Behavior**

Raise hand and ask to work with peer

**Desired Behavior**

Stay in seat, sit quietly, complete assignments

**Consequence**

Teacher acknowledgement

**Consequence/Function**

Peers talk back / laugh or tell him to leave them alone

**Obtain Peer Attention**

**Routine:** Math, Writing
Key Points

• Function-based strategies are most likely to be implemented if they also “fit” with the..
  • Skills of the plan implementers
  • Values of the plan implementers
  • Resources available to the plan implementers

• Complete BSPs include
  • An IMPLEMENTATION PLAN specifying Who will do What by When
  • An EVALUATION PLAN for determining
    A) if the plan is being implemented
    B) if the plan is making a difference in student behavior
    C) when team members will meet again to discuss progress
Check 1

What are the 4 critical components of Behavior Support Plans...

#1: Competing Behavior Pathway
#2: Prevention, Teaching, and Consequence Strategies
#3: Implementation Plan
#4: Evaluation Plan
Check 2

- After selecting BSP strategies, Sarah’s team developed an implementation plan detailing:
  - The specific activities/procedures that will be used to implement the plan
  - The persons responsible for implementing each component of the plan

What has Sarah’s team forgotten to include?

BY WHEN?? A timeline detailing when each activity will be completed
Activity

- Complete Benchmarks of Quality items for Evaluation section (28 – 30.)
Contact Information

Selina Merrell
selina.merrell@usm.edu

Sydney Wise
sydney.wise@usm.edu

REACH MS www.usm.edu/reachms

REACH MS 601-266-4693