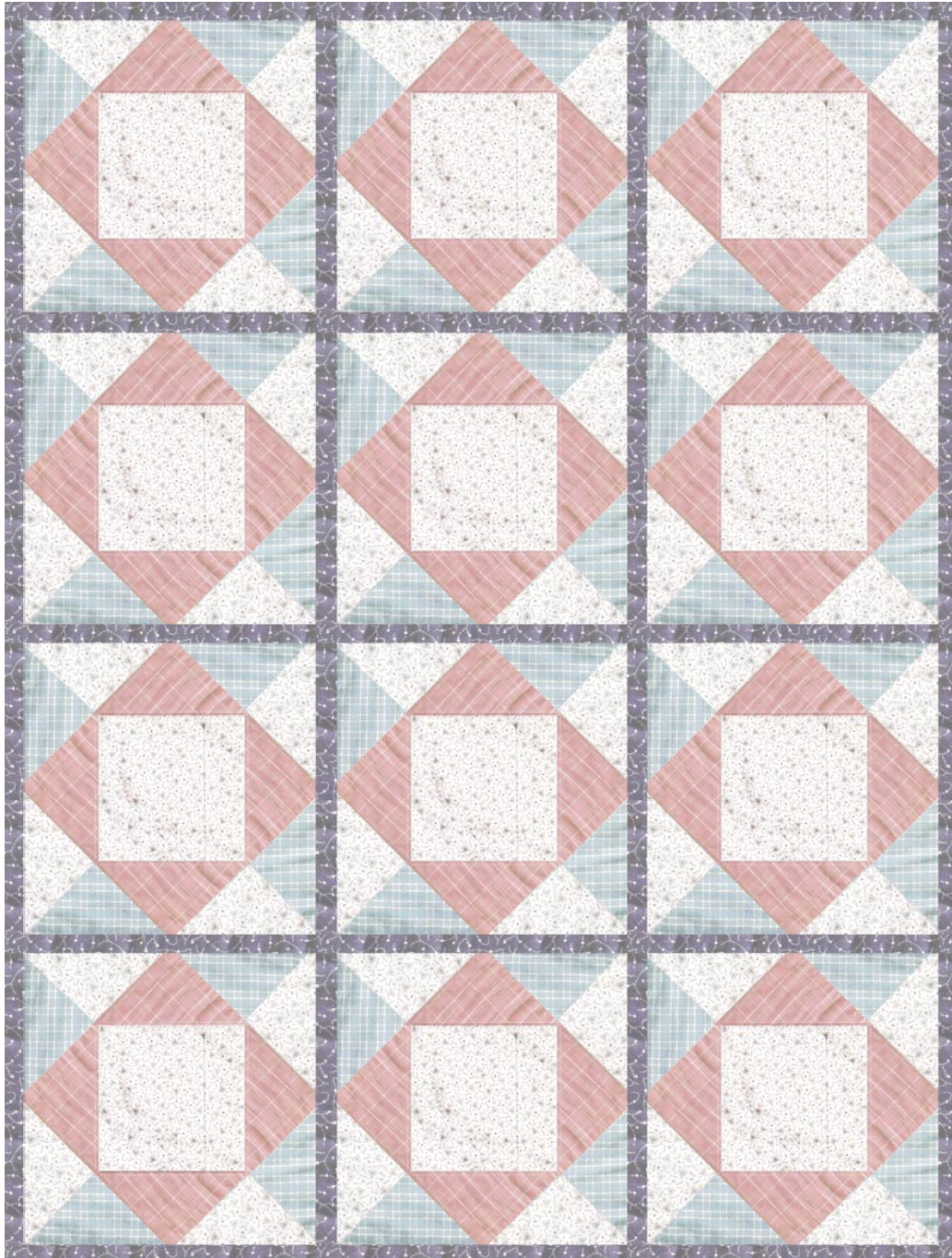


Facilitator's Guide



Positive Behavioral Support



Florida Department of
Education
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Facilitator's Guide

Positive Behavioral Support



Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services
1999

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Facilitator's Guide

Positive Behavioral Support



developed by the staff of the
Positive Behavioral Support Project

with support from the Department of Child & Family Studies
Louis de la Parte Florida Mental Health Institute
University of South Florida and
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on Positive Behavioral Support





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- various inservice training models
- consultation and on-site coaching
- information and product dissemination

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Introduction

Background

Behavior problems of students with disabilities can pose risks to safety, result in loss of instructional time, and lead to physical or educational exclusion. There has been growing dissatisfaction with many common intervention methods because they are often too narrowly defined, focused exclusively on consequences, unacceptably intrusive, inappropriate for integrated settings, and/or ineffective in producing meaningful changes in student behavior. In response to these concerns, current approaches are individualized and better suited to various educational environments.

Positive behavioral support is an approach to intervention that integrates technical features of applied behavior analysis with person-centered values. It offers a process for designing individualized approaches to support students experiencing behavioral difficulties in school, home, and community environments (Bambara, Mitchell-Kvack, & Iacobelli, 1994; Bishop & Jubala, 1995; Horner et al., 1990; Koegel, Koegel, & Dunlap, 1996). Positive behavioral support incorporates functional behavioral assessment and leads to behavioral intervention plans that are positive (i.e., proactive, educative, and functional) in nature.

Recent mandates including the reauthorization of the Individuals with Disabilities Education Act (Public Law 105-17, 1997) and corresponding regulations support positive, assessment-based approaches to student behavior problems. The IDEA amendments require that functional behavioral assessments be conducted and intervention plans be developed when disciplinary sanctions result in extended removal (i.e., 10 days or more) of students from educational settings. The amendments further encourage the use of “positive behavioral interventions, strategies, and supports” when addressing the needs of students whose behavior impedes their learning or the learning of others.

Positive Behavioral Support

is a process for designing individualized behavioral intervention plans based on understanding relationships between a student’s behavior and aspects of his or her environment (i.e., acquired through a functional behavioral assessment). Plans include:

- modifications to the environment
- teaching skills to replace problem behaviors
- effective management of consequences
- promotion of positive life-style changes

Positive Behavioral Support consists of:

- Goal identification
- Information gathering
- Hypothesis development
- Support plan design
- Implementation and monitoring



Positive Behavioral Support Process

Positive behavioral support (PBS) may be seen as a process for goal setting, functional behavioral assessment, plan design, implementation, and evaluation. This process is most effective when bolstered by effective system-wide policies and procedures (e.g., school discipline, classroom management programs). It works best when conducted by a team that includes individuals who support the focus person directly (e.g., parents, teachers, related service providers, friends, and informal supports). It should be facilitated by individuals who are competent in creative problem-solving, information gathering and analysis, and designing comprehensive plans. For students who have ongoing behavioral support needs, this process must be continually recycled so that interventions are updated and refined with changing needs.

Although the PBS process has a consistent sequence of steps, the precision and thoroughness with which assessments and interventions are done may vary given the nature and severity of behavior, complexity of the circumstances, and other factors. For example, the data collection tools used, breadth of information; specificity and number of summary statements; extensiveness of the support plan; and degree of rigor in monitoring, training, and oversight will necessarily vary across circumstances. Teams should be encouraged to approach the process with 'flexible integrity,' making sure that their tools and strategies fit their needs and achieve the goal of designing effective interventions.

Note: PBS offers a proactive process for addressing behavioral challenges. Planning and implementation may take some time. In the interim, it may be necessary to use crisis procedures to insure safety and the rapid de-escalation of emergencies (see page 60).

Preview of Guide

This guide is divided into five broad steps: identifying goals, gathering information, developing hypotheses, designing support plans, implementing the plans, and evaluating outcomes.

Each step (or section) includes:

- brief narratives explaining objectives and substeps
- questions or tips to facilitate team discussion
- examples to illustrate key concepts and actions
- guided activities to expedite the team's progress
- checkpoints to evaluate completion of goals

In addition, the appendix contains forms to facilitate goal identification, data collection, synthesis, plan design, and monitoring of outcomes. A reference list is included for additional resources.

Purpose of this Guide

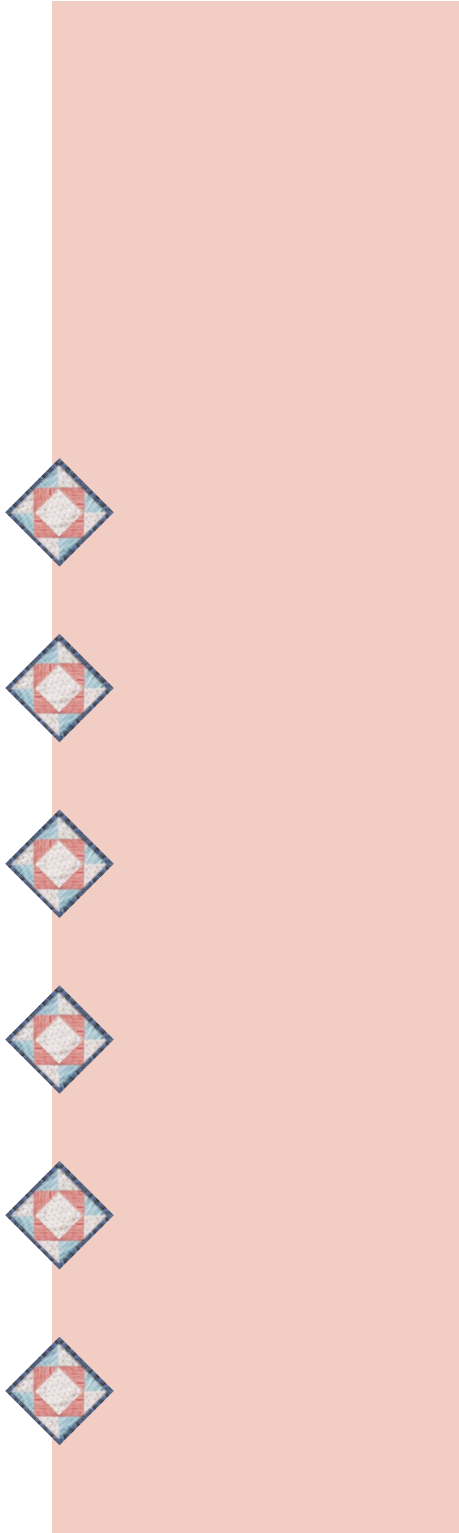
The *Facilitator's Guide on Positive Behavioral Support* provides a step-by-step process to guide teams through assessment, planning, intervention, and evaluation. The goal is to assist educators, family members, and other support providers to work collaboratively to develop an understanding of circumstances affecting a student's behavior and to design interventions that lead to positive life-style changes.

The process and tools described in this guide represent a moderate level of rigor involving a structured, organized approach. This degree of vigor is most appropriate for circumstances in which informal problem-solving has failed to resolve behavioral difficulties and a more comprehensive approach is warranted. However, it may be necessary to supplement this manual with additional training and resources in the most complex and challenging cases (e.g., in a few cases experimental manipulation of variables affecting behavior may be warranted). See the reference list for additional resources.

Note: Throughout this guide, the individual who is the focus of assessment and intervention efforts is typically referred to as "student" (i.e., referring to school-aged individuals in educational programs). However, the process described in this manual has much broader applicability across individuals and settings.

Facilitator Competencies

Facilitator's Role. This guide is intended to be used by facilitators as they guide teams through a process of positive behavioral support. Facilitators should have training and experience in functional behavioral assessment and intervention. They might represent a variety of disciplines and roles in education (e.g., teachers, behavior specialists, school psychologist, administrators) or another



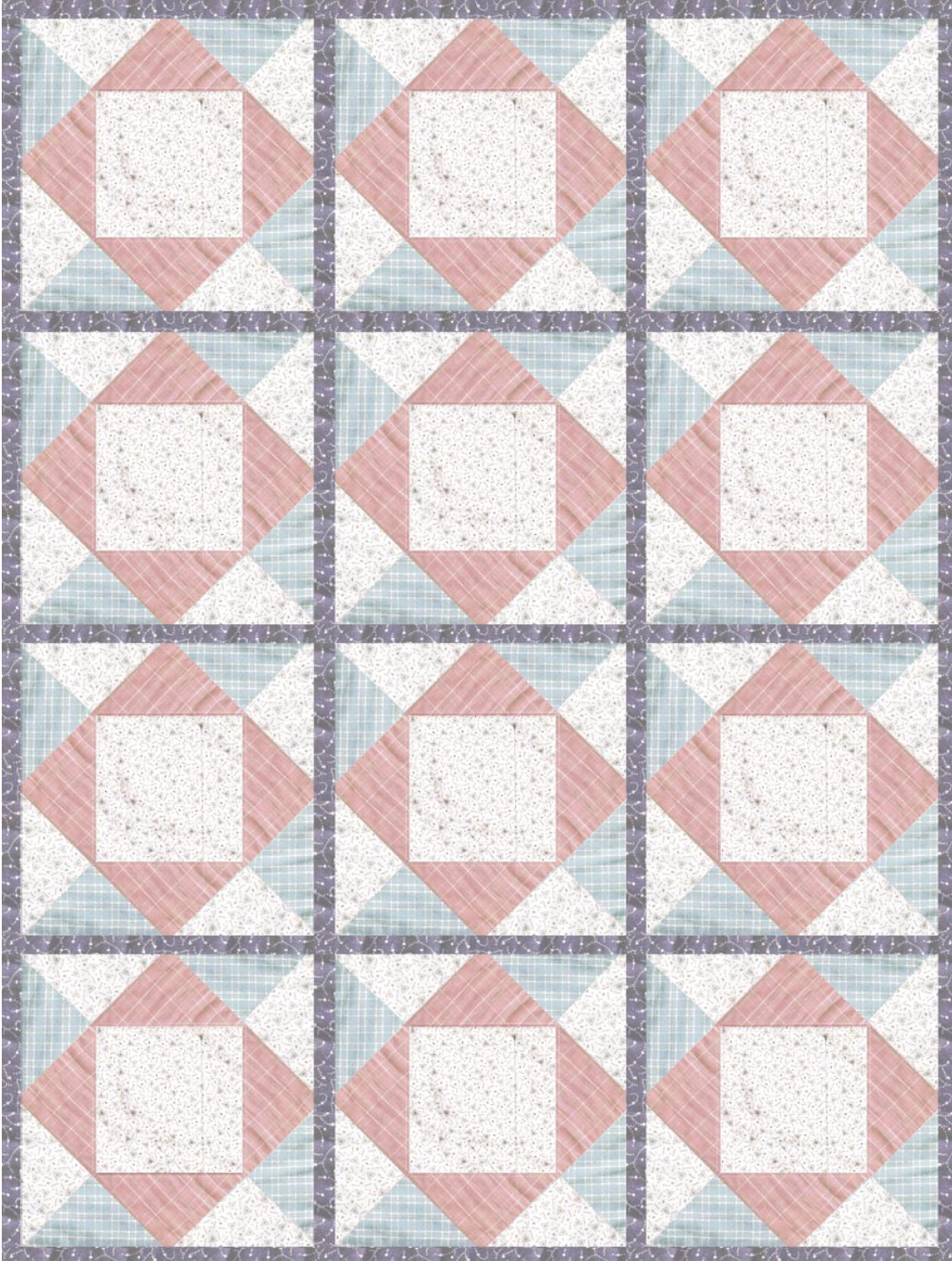
field. In order to be effective in guiding this process, facilitators should have

- the ability to promote a shared vision and goals for the student and team
- a commitment to collaboration (e.g., team building, communication skills, shared decision-making, conflict resolution, action planning) with professionals and families
- a familiarity with the theoretical, technical, and practical foundations of positive behavioral support, including applied behavior analysis
- a knowledge of data collection and analysis methods, including a range of observational methods and interviewing strategies
- the capacity to design and implement comprehensive and individualized interventions (e.g., prescribing preventive strategies, teaching replacement skills, managing consequences, promoting life-style change)
- the ability to use available resources to insure training for personnel, use of natural supports, and access to services

Facilitators are expected to guide, not dictate, the positive behavioral support process. This involves keeping team members focused on objectives, helping to establish goals and timelines, promoting communication and coordinated efforts, assisting in critical evaluation of activities and outcomes, and promoting accountability.

This guide should not be seen as the only resource for implementing functional behavioral assessment and behavioral interventions. Effective facilitators continually update their knowledge and skills. Facilitators are encouraged to participate in ongoing training activities and to use the wide range of resource materials available on these topics (see reference list in appendix).

Step One



Identifying Goals

Step 1: Identifying Goals

Step 2: Gathering Information

Step 3: Developing Hypotheses

Step 4: Designing Support Plans

Step 5: Implementing the Plan



Step 1. Identifying Goals

The first step in the positive behavioral support process is to determine the goals of intervention. Preliminary work should include developing a profile of the student's strengths and needs, identifying the team members who will be involved in behavioral support, and targeting specific settings and situations which require intervention. Awareness of a student's strengths and needs will help the team determine intervention goals and support the student.

Example: Profile of Jordan

Jordan is a six-year-old girl. She lives with her mother, grandmother, and two older brothers. She attends a regular kindergarten classroom with a teacher, part-time assistant, and a itinerant speech therapist. Jordan is outgoing, has friends in the classroom, likes to play pretend games, and participates well in routine classroom activities. Jordan has limited communication skills and a mild hearing impairment that interferes with her ability to interpret subtle cues from others and respond accordingly. She often gets frustrated when playing unfamiliar team games and when trying to express her needs. During these and other times, Jordan will cry loudly, dump materials, and push other children. This occurs three to five times per day.

Activity

Creating a Profile of the Student

Activity: Teams develop profile of the student's characteristics, strengths, and needs based on input from all members

Profile of Student's Strengths and Needs
Who is _____?
What are _____'s strengths (e.g., capacities, interests)?
What are _____'s challenges and needs?

Who needs to be on the team?

- People from all environments in which the student interacts
- People who know the focus individual well and have a vested interest in positive outcomes
- People who know what supports and resources exist (and methods of accessing them), as well as potential barriers
- People able to allocate personnel and fiscal resources
- People with special areas of expertise that may contribute to the process (e.g., medical, speech-language, etc.)



Developing a Behavioral Support Team

A behavioral support team is a group of individuals who assess the student's behavior and circumstances to develop individualized, proactive, and effective supports. The positive behavioral support process is most effective when implemented as a collaborative process. Team members work together to gather information, analyze patterns, generate the support plan, and implement strategies. Strong teams will include individuals responsible for supporting students and willing to commit time and energy to making the intervention work.

Identifying team members and intervention settings helps to focus information gathering and intervention efforts. It is important to engage all support providers as active participants and to design strategies that can be implemented across the full range of circumstances in which the behaviors pose a concern (e.g., in classrooms, on the bus, at home, in the community). Extended team members may be involved in aspects of the process, but not be required for all planning and review sessions.


Example: John's Team

John's team consists of John, his mother, his classroom teacher, the teacher's aide, the school nurse, the counselor, and the bus driver. In addition, a behavior specialist works with the team to help facilitate the process. These are core team members who have contact with John on a daily basis and provide direct support.

Activity

Behavioral Support Team

Activity: Teams should identify individual members and obtain their commitment to participate in this process.



BEHAVIORAL SUPPORT TEAM

STUDENT: _____
Who will participate in the assessment and intervention?

Person Involved	Relationship	Role or Responsibility

Consider:

- Have all environments in which the student interacts been considered?
- Have all people who know the student well been considered?
- Have key persons involved in possible supports and/or resources been considered?

Establishing Ground Rules

It may be beneficial to establish ground rules to promote positive and productive interaction among team members. This may be particularly important if previous contact between team members has been limited or adversarial. Ground rules will be used as a reference when specific problems arise within the teaming process.

Example: Rules for Valerie's Support Team

1. All members will attend and participate in team meetings.
2. All team member's perspectives are valued and therefore all ideas will be carefully considered.
3. When differences of opinion are encountered, team members will recognize differences and work creatively to reach consensus or compromise.



Activity

Establishing Ground Rules

Activity: Teams write down mutually agreed upon ground rules.

Ground Rules
Rule 1:
Rule 2:
Rule 3:
Rule 4:
Rule 5:

Quality of Life

- Where we go
- What we do
- Who we see



Identifying Broader Goals

The team should consider the broader impact of the interventions desired for the student (and team) through the behavioral support process. Interventions may address not only changing specific behaviors, but also enhancing the student's overall quality of life (expanding social networks and making friendships; participating in a greater range of settings and activities). An excellent avenue for establishing a vision and identifying these outcomes is person-centered planning. (See the reference list for some relevant citations.)

Questions to Consider:

- What would increase or strengthen the student's friendships and social support?
- How can participation and inclusion in the student's home, school, and community be increased?
- What would increase the student's opportunity to exercise appropriate choice making and control aspects of his or her life?
- How can the student's self esteem and confidence be strengthened?
- What barriers might interfere with the student's progress?

Example: Goals for Nick

Nick and his support team identified broad goals based on a person-centered planning process. These goals include being able to go to the mall and movies with friends, completing academic assignments so that he can improve his grade point average and participate in after school sports, and doing household chores (e.g., dishes, laundry).

Activity

Identifying Broad Goals

Activity: Teams consider the broader impact desired through the behavioral support process.

Questions to Consider
What would increase or strengthen the student's friendships and social support?
How can participation and inclusion in the student's home, school, and community be increased?
What would increase the student's opportunity to exercise appropriate choice making and control aspects of his or her life?
How can the student's self esteem and confidence be strengthened?
What barriers might interfere with the student's progress?

Identifying Problem Behaviors

- What does the behavior look like or sound like?
- How often does the behavior occur?
- How intense is the problem behavior?
- Is the behavior dangerous to the student and/or others? Does it result in property or material damage?
- Does the problem behavior prohibit or limit the student from participation in integrated activities?
- Is the educational progress of the student and/or others being affected?



Defining Target Behaviors

In order to gather data consistently and monitor the outcomes of interventions, specific target behaviors and objectives must be identified. Target behaviors should be defined in observable and measurable terms (in terms of what you see or hear) rather than being based on mental states or processes.

Examples	Non-Example
high-pitched screams	poor impulse control
kicking over chairs	angry, hostile, resentful
completing tasks	paying attention

The team should establish goals for behavior change and criteria for determining the success of the intervention based on estimates of the frequency, duration, or severity of the behaviors that are currently occurring. If teams are unable to provide confident estimates, observations should be conducted to gather baseline data for target behaviors. Objectives may involve eliminating or reducing problem behaviors to acceptable levels, increasing alternative or desirable behaviors, and/or teaching the student to tell when certain behaviors are appropriate. Teams should keep in mind the broad goals of intervention. These will guide the team in not only targeting behaviors for reduction, but in identifying skills that contribute to the overall quality of the individual's life (e.g., engaging in new activities, developing friendships).

Activity

Defining Target Behaviors

Activity: Teams describe the target behaviors including their frequency, intensity, and results



TARGET BEHAVIORS

Describe what the student's problem behavior looks like:

Estimate how often the behavior occurs:

Describe how intense or severe the behavior is:

Determine what skills appear to be lacking:

Self Check

- All members of the IEP/Intervention team are involved in the assessment and intervention process.
- The team includes key stakeholders (e.g., focus individual, teachers, parents, others involved in direct support) from all relevant settings.
- Broad goals of intervention are described (e.g., improved peer relationships, increased student participation in integrated activities).
- Specific behaviors of concern are described in observable terms (i.e., what the student does or says, what specific behaviors are not occurring).
- Baseline estimates of the behaviors of concern are established and reflect objective measures (e.g., frequency, duration, intensity).
- The team agrees on desired goals and outcomes to be reached through the intervention.

Sample Format Record of Functional Behavioral Assessment and Intervention	
Student Information	
Name:	Birth Date:
Grade:	
Implementation Date:	
Team Members: <i>Who will be involved in the assessment and intervention?</i>	
Intervention Settings: <i>In what settings will the assessment and intervention be conducted?</i>	
Rationale and Goals of Intervention	
Rationale: <i>For what reason(s) was the functional behavioral assessment initiated?</i>	
_____ Student is engaging in behavior that places the student or others at risk of harm and/or results in substantial property damage.	
_____ Behavior is resulting in exclusion from participation in activities or settings with peers.	
_____ Educational support team is considering a more restrictive placement due to behavior.	
_____ Current intervention involves excessively intrusive procedures (e.g., restraint, isolation).	
_____ Behavior is interfering with educational progress.	
_____ Behavioral difficulties persist despite consistently implemented behavior management strategies based on a less comprehensive or systematic assessment.	
_____ Other:	

Sample Format - Page 2

Student Profile: *What are the student's greatest strengths and challenges?*

Target Behaviors: *What are the specific behaviors identified for increase or decrease?*

Description of Behaviors of Concern
(Objective description of what student says or does)

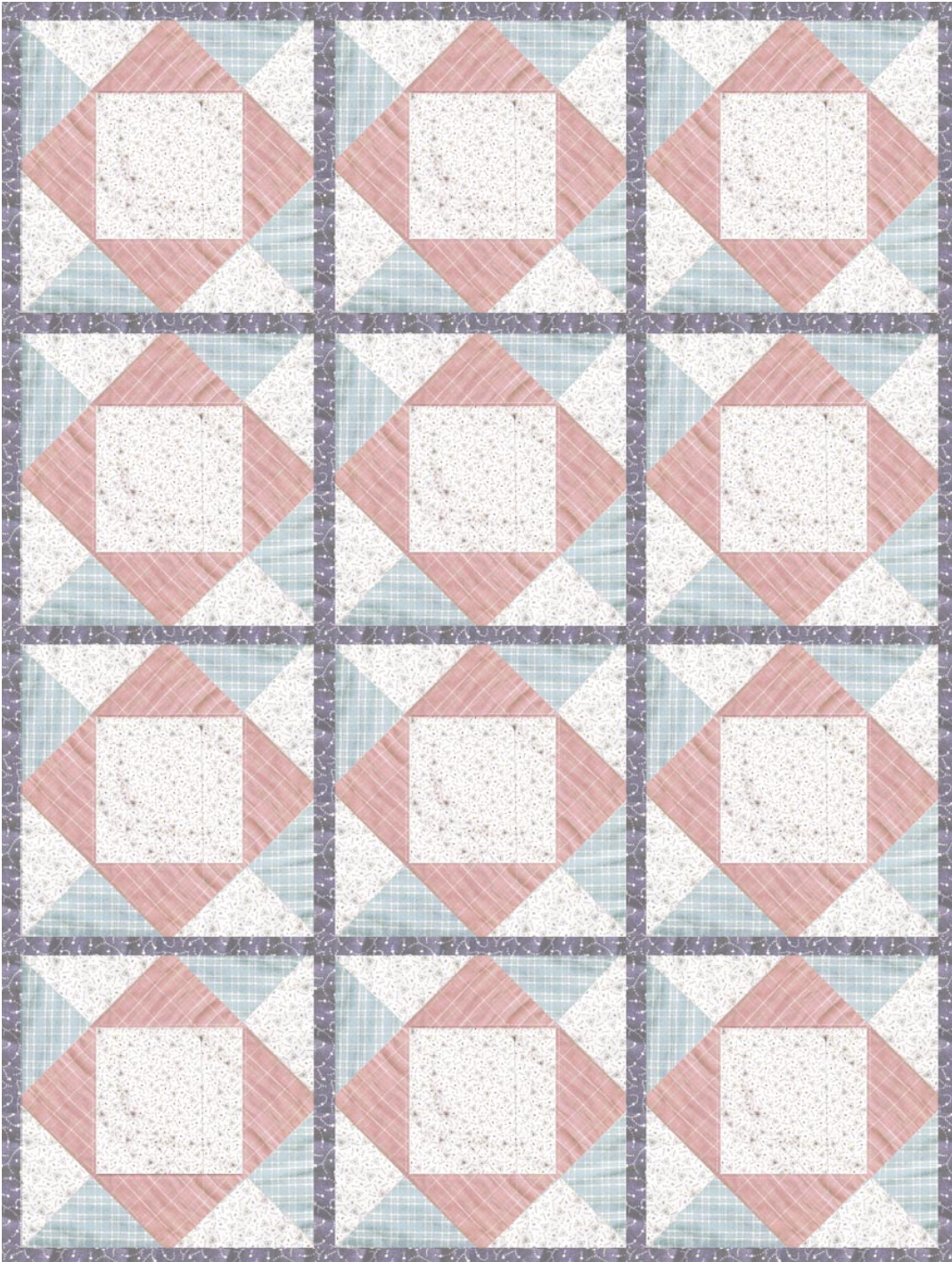
Baseline Measure or Estimate
(how often, how long, how severe?)

Behaviors Targeted for Increase:

Behaviors Targeted for Decrease:

Broad Goals: *What are the student's social and educational goals (e.g., increased participation in inclusive settings, development of friendships, improved academic performance)?*

Step Two



Gathering Information

- Step 1: Identifying Goals
- Step 2: Gathering Information
- Step 3: Developing Hypotheses
- Step 4: Designing Support Plans
- Step 5: Implementing the Plan

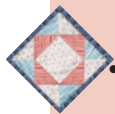


Step 2. Gathering Information

Effective intervention is based on a comprehensive understanding of the focus individual and environmental circumstances influencing his or her behavior. A variety of data collection methods, ranging from highly precise and systematic to relatively informal, have been developed to obtain this information. Teams implementing functional behavioral assessments will need to decide which tools and methods will be most useful given the nature of the student's behavior, sources of relevant information, circumstances in which data must be collected, and time and resources available. In general, it is important to gather information from multiple perspectives and across a range of settings, activities, and situations. Gathering data should be conducted as a collaborative process and is not necessarily the responsibility of one team member (e.g., a teacher or behavior specialist). It may be beneficial to develop an action plan with specific timelines and responsibilities to guide information gathering.

The Five Primary Outcomes of the Functional Behavioral Assessment Process

- A clear description of the problem behaviors
- Events, times, and situations that predict when behaviors will and will not occur (i.e., antecedents or setting events)
- Consequences that maintain the problem behaviors (i.e., functions)
- Summary statements or hypotheses
- Direct observation data



Gathering Information...

When beginning the information gathering process, it is helpful to remind the team of the five primary outcomes of the functional assessment process (O'Neill et al., 1997).

- Description of the problem behaviors, including classes or sequences of behaviors that frequently occur together.
- Identification of the events, times, and situations that predict when problem behaviors occur across the full range of typical daily routines.
- Identification of the consequences that maintain the problem behaviors (that is, what functions the behaviors appear to serve for the student).
- Development of one or more summary statements or hypotheses that describe specific behaviors, types of situations in which they occur, and the outcomes or reinforcers maintaining them.
- Collection of data from direct observation that support summary statements.

Information gathering typically involves indirect and direct methods. Indirect methods include record reviews, interviews or questionnaires, and tools to assess the broader physical or social environment. Direct observation involves observing and recording the student's behavior and events in the environment while the behavior is occurring. Whereas indirect methods provide a great deal of descriptive information, direct methods confirm ideas about the variables affecting behavior. People collecting data must insure objectivity in their recording and reporting of information. This section consists of some tools to assist with record reviews, interviewing, and direct observation. Teams are encouraged to use the forms provided for gathering information, keeping in mind the variety of additional tools referenced in this section.



Reviewing Records

The purpose of reviewing information generated from records is to obtain insights into factors affecting the person's behavior. The following sources of information may be relevant in a record review:

- diagnostic and medical records
- psychological information
- assessments from therapies (e.g., occupational, physical, or speech therapy, etc.)
- social histories
- developmental profiles
- previous behavior management programs
- individual educational plans
- individual and family support plans
- anecdotal records
- incident reports/discipline summaries

Activity

Record Review

Activity: Summarize historical information, data from evaluations, and intervention methods that may be relevant in interpreting the student's behavior.

Record Review Form
Summarize historical information, data from evaluations, and intervention methods that may be relevant in interpreting the individual's behavior. Name of Individual: _____ Date: _____ Name of Reviewer: _____
<i>General History</i>
<i>Medical Issues and Treatment</i>
<i>Educational Programs and Related Services</i>
<i>Psychological Evaluations</i>
<i>Social Histories</i>
<i>Intervention History</i>
<i>Other</i>

Interviewing Provides:

- information from multiple and unique perspectives
- potential identification of variables influencing behavior
- a broader perspective than can be achieved from direct observation
- an opportunity to establish rapport with support providers



Interviewing

Interviewing is the indirect gathering of information through discussions with people regarding the focus individual and his or her behavior. It is beneficial to interview the people who know the focus individual best and interact with him or her across a variety of circumstances. These people might include family members, friends, teachers, other direct support providers, and the individual.

There are a variety of ways to conduct interviews. Depending on the behaviors of concern, the level of rigor required, and the people involved, it may be beneficial to use more than one tool or method (e.g., open ended formats, questionnaires, comprehensive instruments). Interviews must be conducted in ways that promote open communication.

Tips:

- avoid judgement and unnecessary interpretation
- ask clear open-ended questions; avoid leading
- actively listen and reflect on important points to allow the interviewee to expand his or her point of view

Additional tools are available for conducting interviews. The *Functional Assessment Interview* and the *Student Directed Functional Assessment Interview* (O'Neill et al., 1997) can be used when comprehensive interviews are needed. Screening tools like the *Functional Analysis Screening Tool* (Iwata, 1995) and the *Motivational Assessment Scale* (Durand & Crimmins, 1988) provide a high degree of structure.

Activity

Interviewing

Activity: Conduct interviews with individuals who know the student well and interact with him or her in a variety of settings and situations. (You may need additional paper or to write on the back to note as much information as possible.)

Interview Guide for Functional Assessment

Student: _____ Interviewer: _____

Respondent: _____ Relationship: _____

Date: _____

Interviews should be conducted with individuals who know the student well and interact with him or her in a variety of settings and situations (e.g., parents, teachers). In order to get useful information from the interview, questions may need to be repeated and clarified for some respondents. Probing should be done to encourage thoughtful, open communication in a nonjudgmental, unhurried way. It may be necessary to record some responses on the back or on a separate page.

1. What are the student's strengths, skills, and interests?
2. What are the student's challenges and areas of greatest difficulty?
3. What people, things, and activities does the student like most?
4. What people, things, and activities does the student like least?
5. What are the student's problem behaviors?
How would you describe these behaviors?
Which are the most problematic for you?
How often do these behaviors occur?
6. What do you think causes (motivates) the behavior (i.e., why does the student do it)?

7. Under what circumstances do these behaviors occur most frequently?
With whom (who)?
In what settings (where)?
What times of the day (when)?
8. Can you tell when the student is going to behave this way? How can you tell?
9. Do you think there are medical reasons for these behaviors?
Is the student sick, tired, or hungry?
10. Are there situations in which the behaviors never or rarely occur? What are those situations?
11. Does the student have better and more appropriate ways to:
deal with difficult situations?
communicate wants and needs?
12. What skills does the student lack that might help his or her behavior?
13. How do you react or respond to the student's:
problem behavior?
positive behavior?
14. Does the student's behavior allow him or her to get things? If so, what?
15. Does the student's behavior allow her or him to avoid things? If so, what?
16. What do you think needs to be done to help this student?

Selecting the Right Data Collection System

- Which aspects of the behavior should be documented?
- Which elements of the context should be considered?
- How long should data be collected?
- Which system will be manageable?



Direct Observation

Data collection through direct observation focuses on recording patterns of behavior and events in the environment as they are actually occurring. Data should be collected at various times and in different settings, continuing until discernible patterns emerge.

Gathering information through direct observation provides:

- measurable units of information
- new or additional insights about the variables influencing behavior

Systems should be selected based on circumstances and needs. Two particularly useful tools included in this section are scatter plots and ABC (Antecedent-Behavior-Consequence) recording.

Scatter Plot

A method of recording the occurrence and nonoccurrence of behavior across activities, routines, and time periods, providing a visual display of patterns. Scatter plots:

- identify patterns of responding in natural settings
- suggest possible methods of environmental control

Scatter Plot

Student: John

Observer: Ms. Lewis (teacher)

Dates: 3/2 through 3/13

Target Behavior:

Leaving seat without permission

Using a scatter plot involves recording the times of the day (and/or activities) in which the behavior does occur and does not occur to identify patterns that occur over days or weeks.

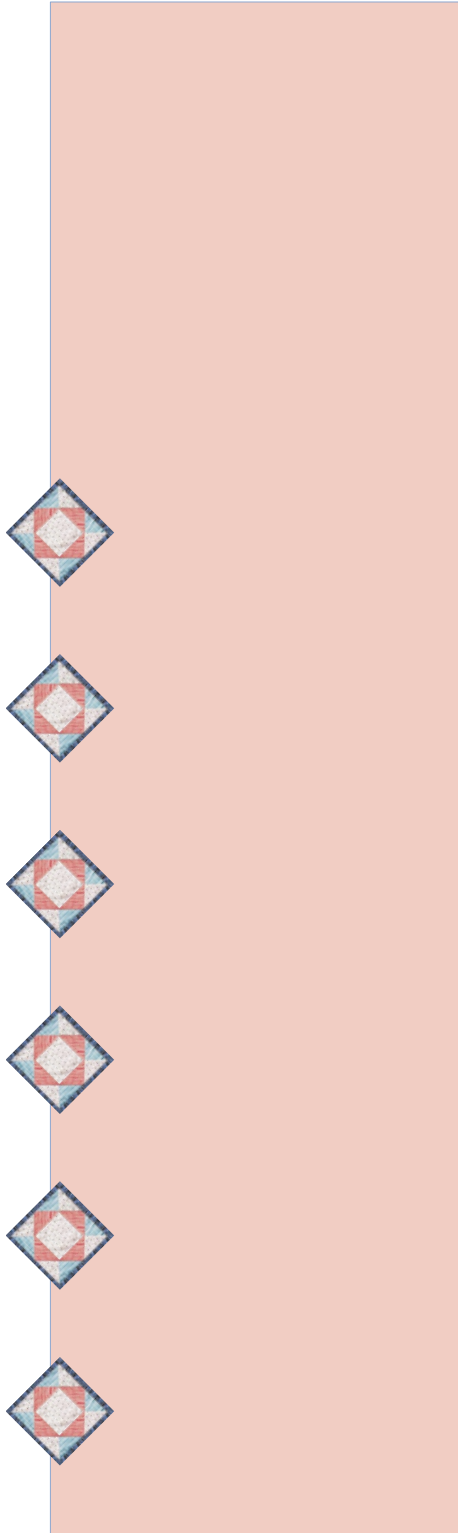
Time	Activity	Dates									
		3/2	3/3	3/4	3/5	3/6	3/9	3/10	3/11	3/12	3/13
7:30	Arrival		■								
8:00	Writing	■	■	■	■	■	■	■	■	■	■
8:30	Social Skills		■				■				
9:00	Reading		■	■		■	■	■		■	
9:30	P.E.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10:00	Science			■				NA			
10:30	Crafts					■		NA			
11:00	Mathematics	■			■			NA	■		
11:30	Lunch							NA			
12:00	Recess	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
12:30	Projects						■				
1:00	Music		■				■				
1:30	Reading	■	■	■	■	■	■	■	■	■	■
2:00	Mathematics		■		■					■	
2:30	Dismissal	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

- Behavior did not occur
 Behavior occurred
 NA Did not observe

ABC Recording

ABC Recording is a method of recording the Antecedents, Behaviors, and Consequences that occur in particular circumstances. ABC Recording:

- identifies factors that precipitate the behavior
- identifies variables that maintain the occurrence of the behavior
- identifies patterns between the behavior and antecedent or consequent variables



ABC Recording Form EXAMPLE

Student: Sally Time Begin: 2:15

Observer: Ms. Jones (counselor) Time End: 2:28

Date: April 1, 1995

ABC recording involves documenting the student's behavior and the events that immediately precede and follow it. The more specific and precise the description, the more useful the data will be.

A – Antecedents describe activity and specific events preceding the behavior (e.g., specific interactions)	B – Behavior describe exactly what the student said or did	C – Consequences describe events that followed or results of the behavior (e.g., reprimands, delays in activity)
Entire class is working on a cooking project. Two students next to Sally are frosting cookies. Teacher asks Sally to be a cutter.	Sally says "NO" and moves closer to the students who are frosting.	Teacher tells Sally that she did frosting last week and that she will have to let other students have a turn.
Teacher praises students who are working and then looks at Sally.	Sally grabs the knife from one of the two students frosting.	Student slaps Sally and begins to cry. Teacher scolds Sally loudly and returns the knife to the other student.
Student resumes frosting and teacher begins to assist some other students.	Sally sits down at the table and puts her head between her hands. She cries softly.	Teacher goes to Sally and tells her that she knows that she is upset and that Sally is a "good froster".
One of the students frosting asks to go to the bathroom and puts down knife.	Sally picks up the knife and looks at the teacher.	Teacher says "Okay, you can frost for a little while".
Teacher resumes helping other students with her back to Sally.	Sally begins frosting and, while the teacher is focused elsewhere, licks the knife.	Student next to her says "ick" softly. Teacher does not appear to hear it.

Activity

ABC Recording

Activity: Record the student's behavior and the events that immediately precede and follow it. The more specific and precise the description, the more useful the data will be.

ABC Recording Form		
Student: _____		Time Begin: _____
Observer: _____		Time End: _____
Date: _____		
ABC recording involves documenting the student's behavior and the events that immediately precede and follow it. The more specific and precise the description, the more useful the data will be.		
A - Antecedents describe activity and specific events preceding the behavior (e.g., specific interactions)	B - Behavior describe exactly what the student said or did	C - Consequences describe events that followed or results of the behavior (e.g., reprimands, delays in activity)

Guidelines for Data Collection

- Define behavior in observable and measurable terms
- Insure the reliability of the behavioral definition
- Select a data collection system that fits behavior and circumstances
- Provide training for the individuals collecting data
- Collect data across people, time, and circumstances
- Analyze trends and patterns in the data

Other Assessments

Other assessments may also produce valuable information for better understanding an individual's behavior. For example, medical evaluations may provide insight into physiological issues affecting behavior. Academic, vocational, or speech-language assessments may assist a team in evaluating a student's current capabilities and more effectively selecting replacement skills. Reinforcer inventories may help clarify the functions of behavior and assist teams in identifying strategies to motivate student performance. Assessment tools that evaluate broader environmental factors affecting student behavior (e.g., curriculum, physical environment, classroom management) may also be extremely useful in the functional assessment process.

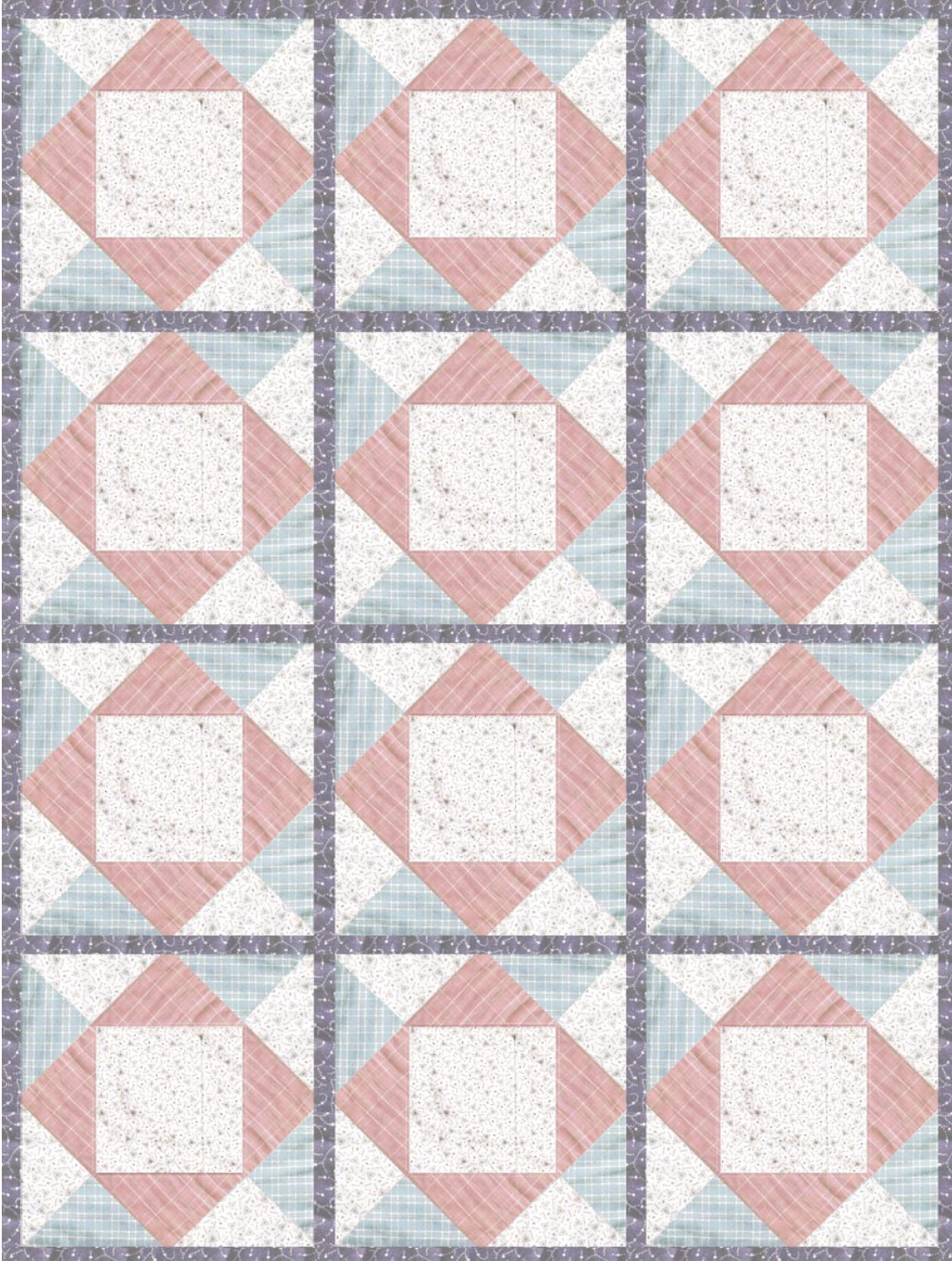
Self Check

- Pertinent records have been reviewed (e.g., academic records, discipline referrals, child study notes, anecdotal records, evaluations, interventions).
- Interviews have been conducted with more than one person (e.g., student, parent, teacher, administrator, related service provider) who interact with student in different settings and activities.
- Direct observations have been conducted across relevant circumstances (e.g., multiple settings, more than one setting, over time).
- Other assessments have been conducted as needed, to determine broader variables affecting student behavior.
- Objective information regarding antecedents, consequences, and ecological and motivational variables has been obtained.
- Sufficient information has been collected to detect patterns in behavior.

Functional Assessment Methods

Records: What records were reviewed?	<input type="checkbox"/> academic records (cumulative) <input type="checkbox"/> discipline records <input type="checkbox"/> previous interventions <input type="checkbox"/> other: _____	<input type="checkbox"/> child study notes <input type="checkbox"/> anecdotes/home notes <input type="checkbox"/> evaluations (e.g., social work, psychological)	What relevant information was obtained? <input type="checkbox"/> See attached summary/notes
Interviews: What interviews were conducted? Tools used: Conducted by:	<input type="checkbox"/> student <input type="checkbox"/> ESE teacher <input type="checkbox"/> general education teacher <input type="checkbox"/> other: _____	<input type="checkbox"/> parent(s) <input type="checkbox"/> administrator <input type="checkbox"/> related services	What relevant information was obtained? <input type="checkbox"/> See attached interviews
Observations: What direct observations occurred? Tools used: Conducted by:	Location	Date/Time	What relevant information was obtained? <input type="checkbox"/> See attached observations
Other Assessments: What, if any, other assessments were conducted (e.g., ecological or classroom management inventories, reinforcer surveys, academic assessments)?			

Step Three



Developing Hypotheses

- Step 1: Identifying Goals
- Step 2: Gathering Information
- Step 3: Developing Hypotheses
- Step 4: Designing Support Plans
- Step 5: Implementing the Plan



Step 3.

Developing Hypotheses

Analyzing Patterns

Once data have been collected, they should be analyzed to determine patterns. Using the information gathered so far, the team now should review observational and interview data to identify any patterns or trends surrounding the student's behavior. Patterns in information may suggest the conditions in which behavior is most likely and least likely to occur and/or may indicate the function(s) of the problem behaviors.

Antecedents (Contexts)

- In what settings does the behavior occur?
- What times of day does the behavior occur?
- Does the behavior occur in the presence of a certain person(s)?
- In what activities is the behavior most likely to occur?
- In what activities is the behavior least likely to occur?

Consequences (Functions)

- What happens to the student after the behavior?
- Do the surroundings in the environment change as a result of the behavior?
- What is gained or lost?
- How do others respond to the behavior?

example

Example: Kevin

Target Behavior

Kevin's targeted behavior: putting his head down on desk for more than 30 seconds, closing book, and refusing to respond.

Interview

Results from Interview with the Teacher	
Questions	Answers
What are the student's challenges and areas of greatest difficulty?	Completing classwork, reading
Under what circumstances do these behaviors occur most frequently? With whom (who)?	All of his teachers have noticed this during independent activities
In what settings (where)?	Independent and group assignments
What times of day (when)?	Mostly before lunch
Can you tell when the student is going to behave this way? How?	Sometimes if he is reprimanded for something early in the day, he's more likely to act sad, put his head down, and be noncompliant
How do you react to the student's problem behavior?	Leave alone
Positive behavior?	Verbal approval some of the time

example

Example: Kevin (continued)

Scatter Plot

Scatter Plot

Student: Kevin

Observer: Ms. Clark (teacher)

Dates: 3/1 through 3/12

Target Behavior:

Putting his head down for more than 30 seconds, closing books, and refusing to respond.

Using a scatter plot involves recording the times of the day (and/or activities) in which the behavior does occur and does not occur to identify patterns that occur over days or weeks.

Time	Activity	Dates											
		3/1	3/2	3/3	3/4	3/5	3/8	3/9	3/10	3/11	3/12		
8:00	Language Arts			■				■				■	
8:30	Language Arts				■								
9:00	Reading	■	■			■	■	■					
9:30	Reading	■	■						■		■	■	
10:00	Science												
10:30	Science		■			■		■				■	

Behavior did not occur
 Behavior occurred
 Did not observe

Pattern Analysis

- Circumstances in which behavior is most likely: independent tasks and oral reading assignments
- Circumstances in which behavior is least likely: activities involving group work and the use of manipulatives (e.g., science class)
- Possible functions of behavior: Avoid independent and oral reading; teacher and/or peer attention

ABC Recording

ABC Recording Form
EXAMPLE

Student: Kevin Time Begin: 9:30 am

Observer: Ms. Clark Time End: 10:00 am

Date: March 2

ABC recording involves documenting the student's behavior and the events that immediately precede and follow it. The more specific and precise the description, the more useful the data will be.

A – Antecedents describe activity and specific events preceding the behavior (e.g., specific interactions)	B – Behavior describe exactly what the student said or did	C – Consequences describe events that followed or results of the behavior (e.g., reprimands, delays in activity)
Reading 9:00 Class is reading, taking turns. Kevin is next.	Closes book when it is his turn.	After several teacher prompts, and coaxing from peers, Kevin is skipped.
Reading 9:30 Class is reading a short story. Kevin is asked a comprehension question.	Puts head down without answering, eyes open.	Teacher asks other student the question.

Activity

Analyzing Patterns

Activity: Analyze the patterns evident in the data collected and record relevant information below.

Analyzing Patterns
<i>Circumstances in which the behavior is most likely:</i>
<i>Circumstances in which the behavior is least likely:</i>
<i>Possible functions of the behavior:</i>

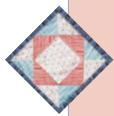
Useful hypotheses are:

Accurate: supported by data (observations, interviews)

Precise: describe relationships in specific, observable terms

Concise: worded as simply as possible

Constructive: helpful for guiding intervention



Generating Summary Statements

Patterns identified during data collection and analysis should be summarized so that the team can use the information to guide the intervention. A hypothesis is a summary statement that describes one's best guess about the relationship between behaviors and characteristics of the environment (i.e., the specific contexts and functions). The goal is to identify circumstances regularly associated with the occurrence (and nonoccurrence) of problem behavior.

A sample format for hypothesis statements is as follows:

1. when this occurs (describe context)
2. the student does (describe the behavior)
3. to access or avoid (describe functions)

Examples:

1. When the teacher's attention is withdrawn or focused on another student,
2. Lisa makes noises;
3. this results in the teacher scolding and moving closer to her.

1. When unanticipated changes in the schedule occur,
2. Ben throws his materials;
3. picking them up delays the transition to the next activity.

1. When Donna finishes her work before the other students,
2. she scribbles on the desk;
3. this alleviates her boredom.

example

Questions to Guide Hypothesis Development		
Contexts: <i>Under what circumstances is the problem behavior most likely/least likely?</i> WHEN? WHERE? WHAT? WHO? WHY?		
Examples: changes in environment auditory/visual stimuli availability/organization of materials opportunity for choices times of day/activities	clarity of expectations nature of interactions (e.g., tone, proximity, contact) amount/type of attention level of supervision	activity/task difficulty length of engagement pace of instructions assistance provided hunger, thirst, pain, or discomfort
Functions: <i>What consequences or results predictably follow the problem behavior?</i> WHAT DO THEY GET? WHAT DO THEY AVOID ?		
Examples: social reactions/attention proximity or contact changes sequence of activities/routines clarifies expectations increased assistance	access to materials activities food/drink sensory stimulation results in changes to the physical environment	eases discomfort or pain allows space or movement reduction in demands (e.g., difficulty, length, pace) delays activity/event
Lifestyle: <i>What broader issues are important influences on the behavior?</i>		
Examples: daily activity schedule instructional curriculum predictability of routines variety of activities or materials available	social relationships preferences of individual history of intervention ratio of support providers level of personal control	comfort of surroundings organization of setting medical and physical issues (e.g., nutrition, illness, medications)

Activity

Developing Hypotheses

Activity: Write the hypothesis statement(s) in the format provided. Make sure the team has confidence in and agrees upon the hypotheses.

Hypothesis Statement

When this occurs...
(describe circumstances)

the student does...
(describe behavior)

to get/to avoid...
(describe consequences)



Setting Events

In addition to events immediately preceding and following behavior, broader issues may be important. Setting events refer to conditions or circumstances that alter the probability of a behavior occurring. Such variables may have an indirect impact on behavior.

Examples:

1. Medical concerns (e.g., failing to take regularly delivered medication increases the probability that Johnny will shout in class; when Susie has physical discomfort associated with sitting for long periods of time it increases the likelihood she will throw down her books and cry)
2. Activity patterns (when the curriculum offers little variety and mostly repetitive tasks this increases the likelihood that Margaret will get out of her seat, wander around the room, and tease peers; Michael will attempt to pull out his hair especially when his schedule is disrupted due to a special activity)
3. Relationships with others (Kevin is more likely to put his head down and close his book when he was reprimanded by a teacher earlier in the day; Darrel is more likely to use profanities when a friend or peer group is present)

Activity

Setting Events

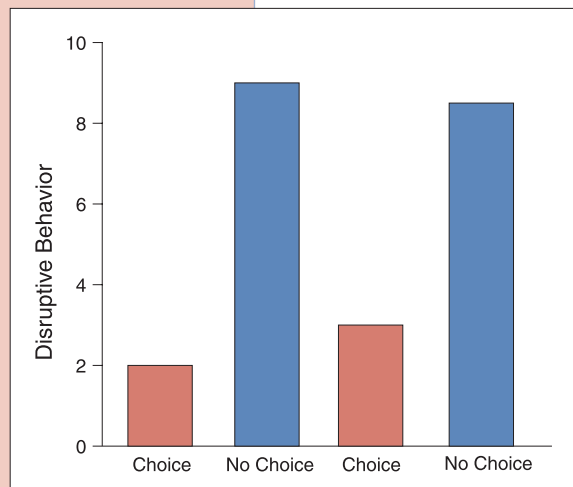
Activity: Decide if there are other variables that appear to be affecting the student's behavior. Write your ideas below.

Setting Events
Medical issues:
Activity patterns:
Relationships with others:
Other relevant setting events:

Hypothesis Testing

In generating hypotheses, the team may need to gather more information or test their hypotheses to confirm the relationships between the behavior and aspects of the environment. Informal testing might involve systematically changing the circumstances around behavior, recording data, and noting changes in behavior. For example, for the

following hypothesis, “When Johnny is given a choice between two tasks, he is less likely to throw his materials in order to delay having to complete his work,” the teacher might provide choices during some class periods, but not in others and compare the level of disruptive behavior in each situation (i.e., throwing).



Functional Analysis

In a limited number of cases (e.g., when there has been a history of unsuccessful intervention based on imprecise assessment), it may be necessary to conduct more rigorous testing under highly controlled conditions (i.e., to perform a functional or experimental analysis). Functional analysis involves systematically manipulating antecedents or consequences to verify their impact on behavior. This type of testing requires extensive resources and staff with expertise in behavior analysis. This may not be feasible or necessary in most circumstances. (A number of research articles are provided in the references list to offer examples of functional analysis.)

Self Check

- Identified patterns include circumstances in which the behaviors of concern are most and least likely (i.e., where, when, with whom).
- Identified patterns include specific functions the behavior appears to serve for the student (i.e., what they get or avoid).
- Patterns are summarized into written hypotheses.
- The hypotheses are clear, concise, and accurate (i.e., based on data).
- Consideration has been given to setting events which may be affecting behavior.
- Team consensus is achieved regarding patterns addressed in the hypotheses.

Summary (Hypothesis) Statements

Patterns: What patterns were identified in the data collected (i.e., circumstances in which behavior is most likely or least likely; possible functions of the behavior)

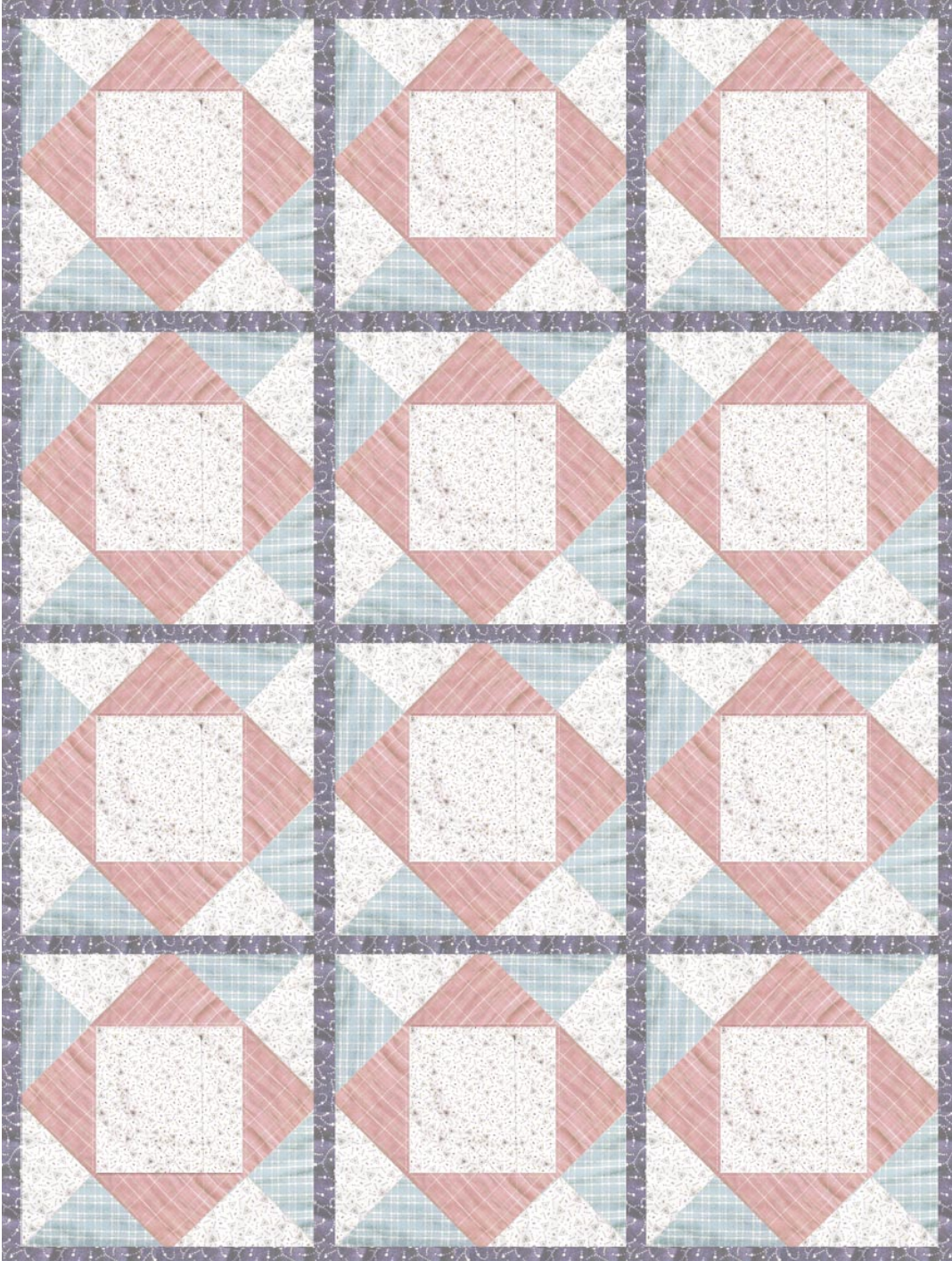
When this occurs . . .
(describe circumstances)

the student does . . .
(describe behavior)

to get/to avoid . . .
(describe consequences)

Setting Events: Are there other variables that appear to be affecting the student's behavior (e.g., medical problems, curricular issues)?

Step Four



Designing Support Plans

- Step 1: Identifying Goals
- Step 2: Gathering Information
- Step 3: Developing Hypotheses
- Step 4: Designing Support Plans
- Step 5: Implementing the Plan

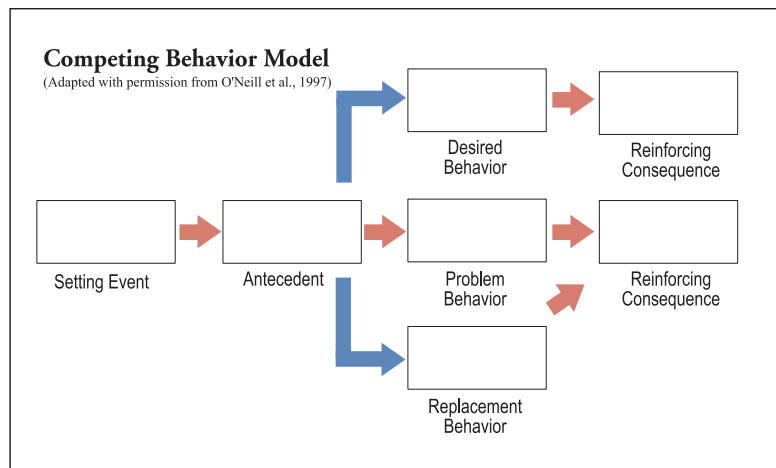
Step 4. Designing Support Plans

The development of summary statements is a significant accomplishment because it signals that the team is ready to move from functional assessment to intervention. Well developed hypotheses provide the foundation for positive and effective individualized behavioral support plans. Plans should include components that promote positive behavior and deter problem behavior. Such components are based on the understanding reflected in the hypotheses.

Using the information from the summary statements, one recommended strategy is to begin intervention planning by using the competing behaviors model (O'Neill et al., 1997). This model uses summary statement information (setting events, antecedents, behaviors, and maintaining consequences) to identify specific replacement skills and other desired behaviors.



Competing Behavior Model



Teams insert information from summary statements: *antecedents*, *targeted behaviors*, and *reinforcing consequences* of the behavior into the boxes provided. To begin the intervention planning process using the competing behavioral model the team must answer the following questions:

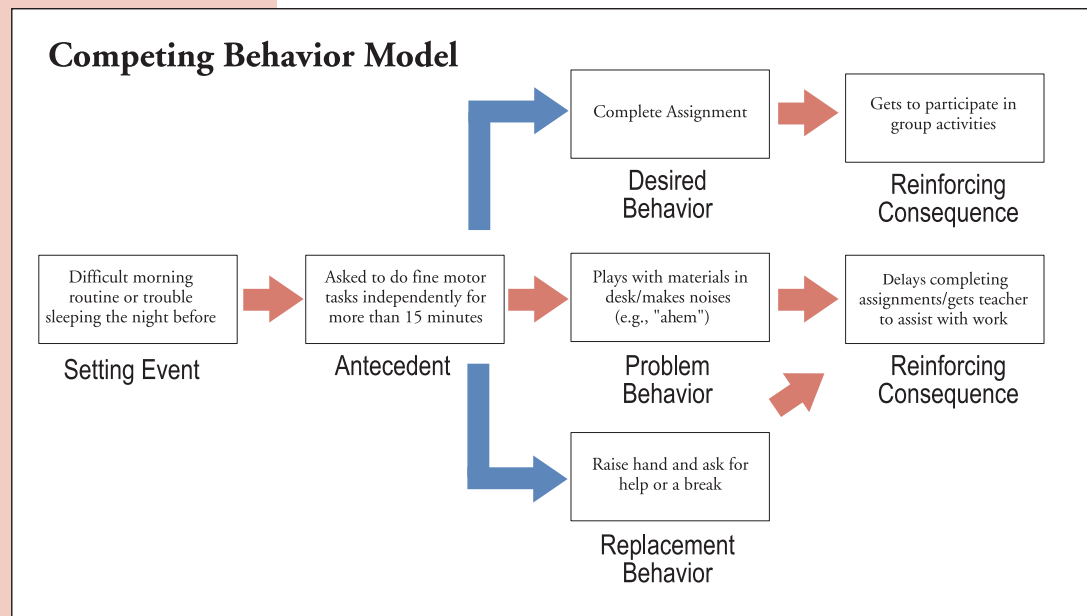
1. What are the setting events (if any) that your team identified as having a significant influence on the behavior?
2. What is the *desired behavior* for the student and what consequences will maintain that desired behavior?

The team discusses the desired behavior they envision for the person. They determine the expectations of the environment (e.g., of the teacher in the classroom) and decide what behavior will meet those expectations. They also discuss what happens or will happen after the behavior to encourage or maintain the desired behavior.

Competing Behavior Model (continued)

3. What is the *replacement behavior*, or behavior that achieves the same function as the problem behavior?

Teams make sure the replacement behavior is appropriate behavior and achieves the same function (i.e., obtains the same reinforcing consequence) as the problem behavior. In other words, it allows the student to get or avoid the same thing (e.g., peer or teacher attention, delays in an activity).

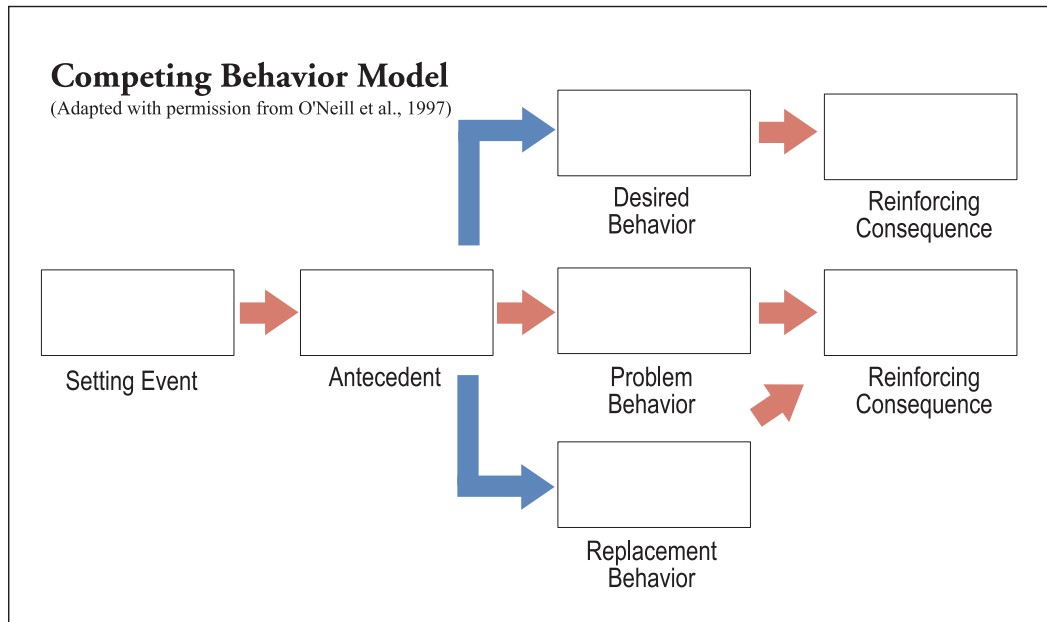


Interventions should be designed to address the environmental circumstances affecting behavior, to teach skills, and to promote measurable changes in behavior and positive life-style enhancement.

Activity

Competing Behavior Model

Activity: Teams complete the competing behavior model, identifying setting events, antecedents, behaviors, and reinforcing consequences. They then determine desired behaviors and replacement behaviors to be targeted for instruction.



Intervention Planning

Questions

What modifications to the environment (social or physical) may prevent problem behavior?

What skills does the student need to develop to:

- achieve the same function as the problem behavior?
- allow the student to better cope with his or her circumstances?

How can consequences be managed so that the specific reinforcers maintaining the student's behavior are:

- maximized for positive behavior?
- minimized for problem behavior?

What broader changes to the person's lifestyle might indirectly support his or her behavior?

Effective Positive Behavior Support Plans are:

Proactive. Behavioral support plans should include adjustments to the environment that reduce the likelihood of problem behavior occurring and allow the student to be as independent and successful as possible. Proactive strategies may include modifying the curriculum, reorganizing the physical setting, and clarifying routines and expectations.

Educative. Teaching replacement skills and building generalizable competencies are critical for producing broad, durable behavioral change for students. An intervention plan should target specific skills that will allow the student to meet his or her objectives in more effective, efficient, and appropriate ways (e.g., communicative alternatives to the problem behavior), and enhance the student's overall independence, integration, and quality of life.

Functional. Effective interventions also involve managing consequences so that reinforcement is given for desired behaviors (e.g., use of replacement skills) and withheld following problem behavior, making problem behaviors less effective for the student. Positive interventions use the most natural, least intrusive consequences that adequately address the functions of behavior.

example

Intervention Planning

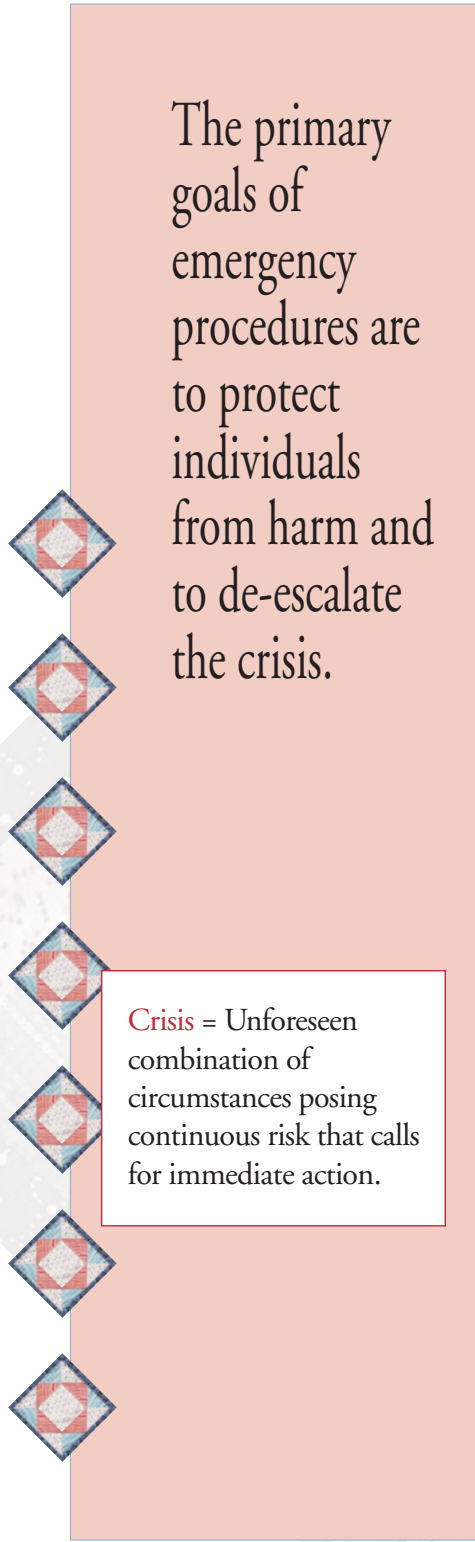
Examples of Possible Interventions	
Hypotheses	Intervention Strategies
When the teacher's attention is withdrawn or focused on another student, Lisa makes noises; this results in the teacher scolding her and moving closer.	Tell Lisa when you will be unavailable for extended periods, "I'm helping ____ now." Teach Lisa to raise her hand when she needs attention or help. Remind her to do this. Provide attention whenever Lisa raises her hand, even if just to say "I'll be there in a minute." Ignore all noises.
When unanticipated changes in the schedule occur, Ben throws his materials; having to pick them up delays the transition to the next activity.	Provide a written or picture schedule and refer to it throughout the day. Prepare Ben for changes, noting them on the schedule. Teach him to ask for clarification regarding changes and reward him for smooth transitions. Have him pick up his materials after he finishes the next activity
When Donna finishes her work before the other students, she scribbles on her desk; this alleviates her boredom.	Give Donna something to do when her work is finished (e.g., coloring, teacher helper). Teach her to ask for activities or items and provide them consistently following requests.

Activity

Behavioral Intervention Planning

Activity: Using the questions below as a guide and the hypotheses generated by the team, decide what strategies will be used to address each of the areas below.

Behavioral Intervention Plan Components		
Proactive: What environmental adjustments will be used to make the student's problem behavior unnecessary?	Educative: What behaviors (skills) will be taught to replace or meet the same function as the student's problem behavior and improve his or her ability to function more effectively?	Functional: How will consequences be managed to insure the student receives reinforcers for positive behavior, not problem, behavior?



The primary goals of emergency procedures are to protect individuals from harm and to de-escalate the crisis.

Crisis = Unforeseen combination of circumstances posing continuous risk that calls for immediate action.

Crisis Management

If a student's behavior poses significant risk to self or others, the behavioral support plan may also need to include strategies to insure safety and rapid de-escalation of the crisis. Such emergency procedures, while necessary, should not be viewed as part of programmatic intervention, but rather as a necessity in isolated crises. Emergency procedures are reactive strategies implemented to safely prevent people engaging in severe self-injurious, aggressive, or destructive behavior from doing substantial damage to themselves or other people in their environment.

Individual school districts and agencies decide what crisis intervention strategies and staff training are implemented within their settings. It may be necessary to obtain support from individuals trained in safe management procedures for this aspect of the plan.

Use of emergency procedures should be viewed as evidence that the behavioral support plan is in need of revision. Any crisis plan should be monitored closely (recording frequency or duration of use) and include precautions and limitations. If the use of these procedures fails to diminish over time or provokes emotional reactions from the student, the team should promptly revise the plan.

Example: Crisis Management

When Michael threatens to hit others (e.g., raises his hand in their direction), block him with an open hand. If he attempts to hit more than once in 60 seconds, move him away from others and explain that he will be able to rejoin the group when he has "quiet hands."

Activity

Crisis Planning

Activity: Decide whether crisis management procedures are needed to insure the safety and de-escalation of the student's behavior in emergency situations. If so, describe specific strategies in this crisis plan:

Crisis Plan
When the student:
The staff or support providers will:

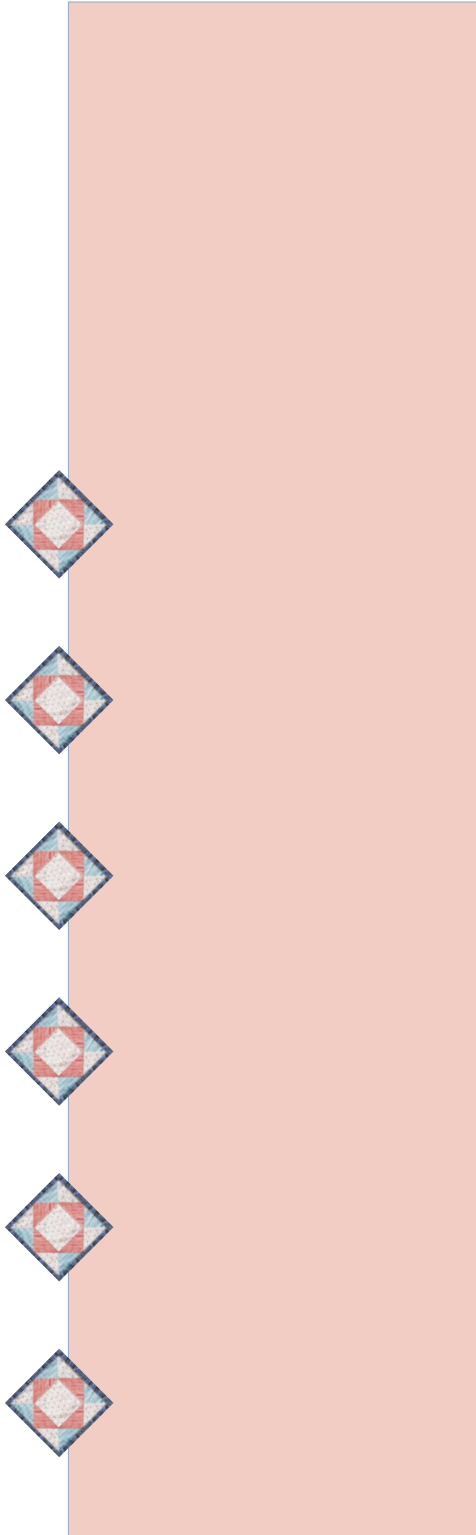


Generalization and Maintenance

Well designed behavioral support plans should produce broad, durable changes in student behavior (e.g., enhancement of peer relationships, increased participation in integrated activities). Specifically, intervention strategies lead to achievement of important goals established by the team at the outset of the assessment and intervention process. It may be necessary to identify specific methods to promote generalization and maintenance of the student's behavior change.

Consideration should be given to:

- focusing on target behaviors relevant to the social and physical context (specify replacement behaviors for multiple environments if needed)
- teaching skills where they will be practiced in the natural environment (classroom, playground, grocery store, with different people, etc.)
- modifying aspects of the supporting settings to promote adaptive behavior (planning for inclusion in a variety of settings and activities)
- utilizing existing natural reinforcers and contingencies (use self reinforcement, use everyday activities and people as reinforcers)



Generalization and maintenance should address strategies for promoting self management. Monitoring and evaluating one's own behavior affords a level of personal control, independence, and responsibility in responding to daily circumstances. Some features of self-management are:

- self-monitoring (e.g., the student tracking own performance by logging incidents in a notebook such as speaking out of turn)
- self-reinforcement (e.g., taking a break following completion of a specific number of math problems, recruiting praise from a teacher for using a particular social skill)
- self-correction (e.g., student uses behavioral checklist to evaluate own performance at the end of each class period)

Generalization and Maintenance

- ✓ Use a variety of examples
- ✓ Teach flexible sequences
- ✓ Vary aspects of environments
- ✓ Diminish prompts and cues
- ✓ Use natural contingencies
- ✓ Reduce reinforcement over time

Activity

Generalization and Maintenance

Activity: Teams should evaluate their behavioral support plan to determine if it promotes generalization and maintenance and build in additional strategies as needed.

Generalization and Maintenance		
Yes	No	
		Teaches skills relevant to context
		Strategies can be used in natural environment
		Modifications to environment promote independence
		Natural cues and reinforcers are utilized
		Student is responsible for his or her own behavior



Behavioral Support Plans

Behavioral support plans should be developed collaboratively with input from the student's entire team and should be integrated into a student's overall program and daily routines, rather than being separate from the educational curriculum. Goals for teaching replacement skills, for example, should be addressed in a student's IEP or ISP (e.g., "When tasks are difficult, Joey will request assistance or a break rather than destroying his materials"). Documenting behavioral support plans can be relatively informal or involve more elaborate written protocols based on the circumstances (e.g., IDEA disciplinary requirements dictate well documented plans). At a minimum, plans should include descriptions of the target behaviors and intervention goals; intervention strategies to prevent, replace, and/or manage problem behaviors; and mechanisms for insuring implementation and progress. In serious situations (e.g., involving due process), it may be beneficial to document in great detail the functional assessment, hypotheses, step-by-step intervention procedures, and monitoring and accountability mechanisms.

Contextual Fit

In addition to behavioral support plan elements being consistent with the hypotheses and principles of human behavior, they must also fit in the context. Some questions teams should consider include the following:

- How does the plan align with the goals of the student and support providers?
- Do the people implementing the plan have the capacity and commitment to do so?
- Are the resources needed for the plan available?

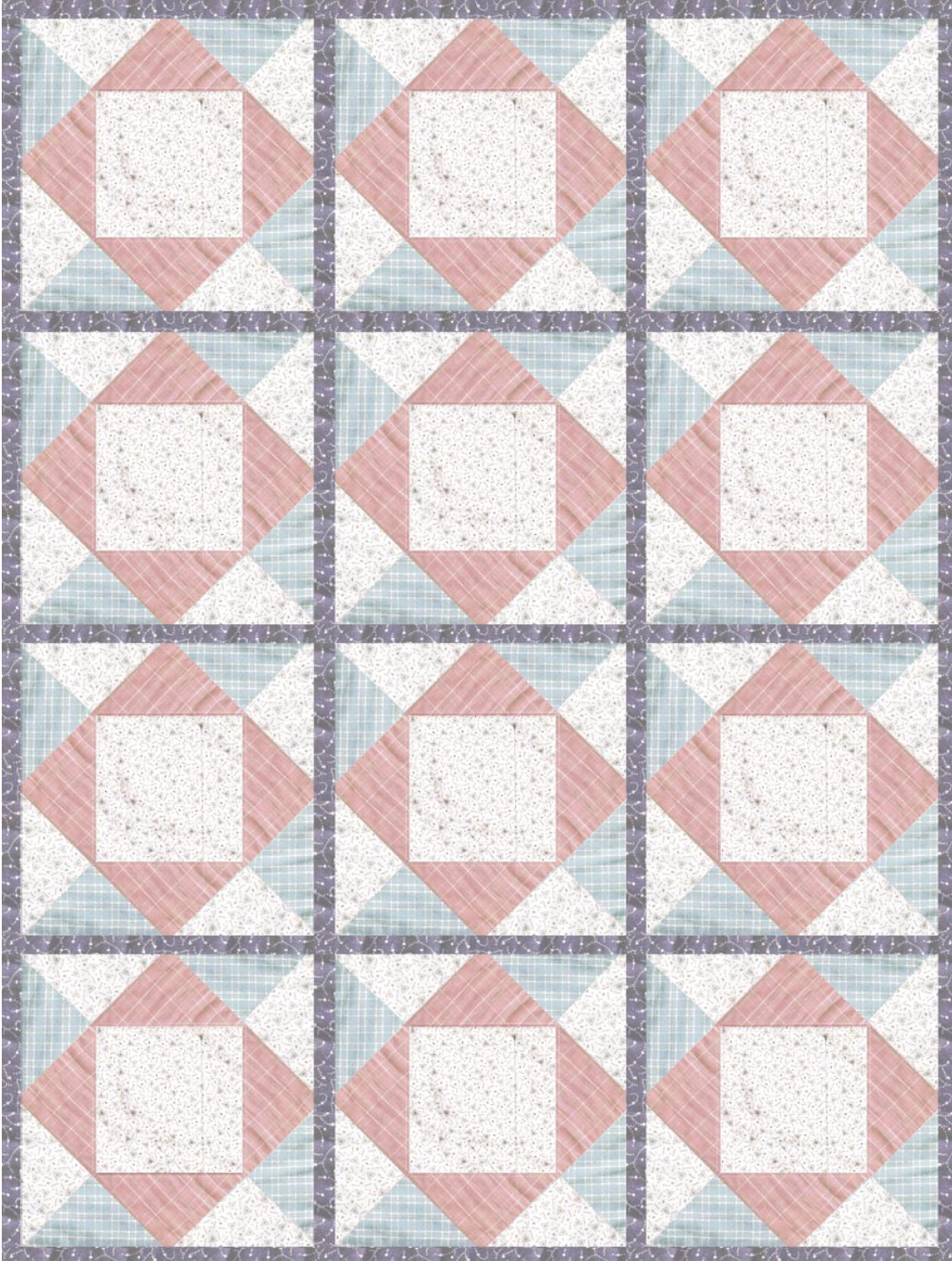
Self Check

- Intervention strategies are clearly linked to the functional assessment information (hypotheses)
- The IEP/Intervention team develops a behavioral intervention plan that includes:
 - descriptions of the behaviors of concern, goals for intervention, and patterns identified through the functional assessment
 - modifications to the social or physical environment that may prevent the problem behavior and/or increase the likelihood of alternative appropriate behaviors
 - specific behaviors (skills) to be taught and/or reinforced that will:
 - a) achieve the same function as the problem behavior
 - b) allow the student to cope more effectively with their circumstances
 - strategies for managing consequences so that the reinforcement is:
 - a) maximized for positive behavior
 - b) minimized for problem behavior
- Goals of intervention and specific replacement skills are incorporated into the student's overall educational plan (e.g., the IEP, ISP)
- If necessary to insure safety and rapid de-escalation of behavior, crisis management procedures and criteria for their use are determined
- The behavioral intervention plan facilitates achievement of broad goals identified by the team and promotes the durability of behavior change
- Everyone working with the student on a regular basis is familiar with the behavioral intervention plan and agrees to implement its strategies

Behavioral Intervention Plan Summary

Intervention components: What strategies will be used (based on the hypotheses)?		
Proactive: What environmental adjustments will be used to make the student's problem behavior unnecessary?	Educative: What behaviors (skills) will be taught to replace (meet the same function as) the student's problem behavior and improve his or her ability to function more effectively?	Functional: How will consequences be managed to insure the student receives reinforcers for positive, not problem, behavior? When the student does . . . Adults will do . . .
See attached implementation plan		
Crisis Management: Are crisis management procedures needed to insure safety and de-escalation of the student's behavior in emergency situations? ___ yes ___ no If so, describe strategies:		
___ See attached crisis plan		
Generalization and Maintenance: What strategies (e.g., natural cues and contingencies) will be used to insure that behavior changes transfer across environments?		

Step Five



Implementing the Plan

- Step 1: Identifying Goals
- Step 2: Gathering Information
- Step 3: Developing Hypotheses
- Step 4: Designing Support Plans
- Step 5: Implementing the Plan



Step 5. Implementing the Plan and Monitoring Outcomes

Once the behavioral intervention plan has been developed, it must be consistently implemented in order to be effective. Teams may need to use additional resources to implement the plan and train personnel and other support providers. Implementation may require reevaluating existing systems and providing opportunities for staff development.

A good support plan will fit naturally within the routine and structures of the environment in which it is implemented (e.g., the classroom or home). The plan must be “doable” and team members must be committed to its implementation.

The most important resource contributing to an effective support plan is the team members' *commitment, capacity, and concern for the student.*

Identifying Training and Resources

While developing and monitoring behavioral intervention plans, it may be determined that additional training and/or resources are necessary. It is important for the members of the support team to talk about what they need in order to make the plan work. It may be that the team has discovered gaps in their knowledge and skills. Additional training could be provided for the entire team or for specific team members. Strategies such as modeling, coaching, and feedback allow team members to work together to ensure effective implementation of the support plan.

- What training and resources are needed?
- How will they be obtained?

One of the most important resources is time. Regular opportunities (e.g., weekly or monthly) to sit down with the team and discuss how well the plan is working is crucial to this process. Setting aside this time now may help the team maintain focus and be proactive (i.e., not meeting only in times of crisis).

An action planning format is an excellent tool to clarify objectives, timelines, and team members responsible for implementation.

Action Planning		
What needs to be done?	When will it be done? (timelines)	Who will do it?
Review plan with John, peer buddy, and paraprofessionals	9/7	John's mother and homeroom teacher
Obtain materials and develop a self-monitoring system	9/10	Resource teacher
Provide coaching in plan implementation	9/13 - 9/16	Guidance counselor/district program specialist
Gather data to evaluate plan's effectiveness	9/13 - ongoing	Teachers
Arrange follow-up meeting with team	9/30	John's mother and program specialist

Activity

Action Planning

Activity: Teams should decide next steps, complete actions plans, and make sure all members understand their roles.

Action Planning		
What needs to be done?	When will it be done? (timelines)	Who will do it?



Monitoring Outcomes

The team will need to track changes in the student's target behaviors and evaluate broader lifestyle changes that occur as a result of the intervention (i.e., based on the original goals determined by the team). Teams will want to use objective measures to document success. Examples of possible measures are shown in a table on the following page.

If minimal progress occurs in decreasing problem behaviors, increasing replacement skills, or enhancing the student's lifestyle (e.g., providing more opportunities for integration, expansion of social networks), the behavioral support plan, and possibly the assessment, should be reevaluated. It may be necessary to repeat or expand the information gathering process and/or to adjust aspects of interventions.

Monitoring Outcomes

(continued)

Possible Outcomes of Successful Intervention

Possible Outcomes	Examples	Documentation
significant reduction in target behaviors	aggression decreased to near zero levels; remains in assigned area	frequency counts of target behaviors; attendance records
acquisition of adaptive skills (replacement skills)	asks for break rather than throwing materials; participates in group games	log of activities and breaks requested; length of time engaged
improvements across many behaviors; absence of side effects	improvements in academic performance; medications discontinued	grades; medical reports
reduced need for crisis intervention	decreased referrals or decreased use of crisis management	referrals; incident reports
behavior changes across settings or circumstances	improvements seen on bus, in cafeteria, with babysitter	reports from adults in other settings
participation in integrated community settings	changes in placement; attends field trips or outings	IEP (time in ESE reduced); schedule of activities
expansion of relationships and friendships	more frequent phone conversations or outings with peers; expanded network of social relationships	diary; activity or contact log; reports from peers
increased independence in daily routines	diminished adult supervision; completes aspects of daily schedule unprompted	reduced staff-student ratio; schedule or activity log
involvement in broader range of meaningful activities	participates in broader range of activities (e.g., goes to movies, art projects)	schedule of activities
personal satisfaction with behavior or lifestyle	increased smiling; reports satisfaction with changes	observation and reports

(Adapted with permission from Meyer & Evans, 1989; *Evaluating outcomes in nonaversive intervention for behavior: A manual for home and community*. Baltimore: Paul H. Brookes)

Activity

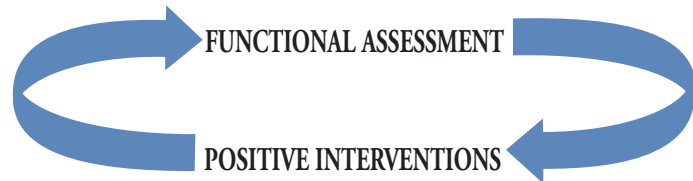
Monitoring Outcomes

Activity: Teams develop a plan for monitoring intervention results to include types of outcomes, measurement strategies, and timelines.

Monitoring Plan for Intervention Outcomes			
	Types of Outcomes What will the team measure?	Methods How will it be measured?	Timelines When and how often will it be measured?
Decreases in problem behavior			
Increases in alternative skills			
Other (lifestyle changes)			

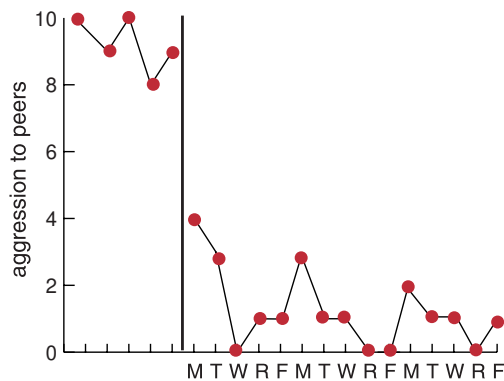
Dynamic Process

Functional assessment and intervention is best understood as dynamic process rather than one with a definite beginning and ending. Over time, behavioral interventions will need to be adjusted as the student's needs and circumstances change. Teams determine when they need to go back and repeat steps.



For example, this graph illustrates the outcomes of Billy's intervention. Although the plan resulted in substantial decreases in aggression (i.e., from nine incidents per day to fewer than three), he is still having some problems, particularly on Mondays. It would make sense for the team to reconvene to identify why this pattern is occurring and to develop additional strategies.

Example: Billy



Self Check

- Training and resources needed to implement the behavioral intervention plan are made available to the team
- An action plan for implementation is developed, including determining specific objectives or activities, identifying responsible persons, and setting timelines
- Plan implementation is monitored (through reports or observations) to insure that intervention strategies are used consistently across settings
- Objective information is collected to evaluate the effectiveness of the behavioral intervention plan. This information includes:
 - decreases in problem behavior
 - increases in replacement skills
 - achievement of broader goals
 - durability of behavior change (generalization and maintenance)
- The team communicates consistently (based on the team's timelines) to review progress and adjust the behavioral intervention plan, if necessary

Implementation, Monitoring, and Evaluation

Implementation Action Plan

What (objectives, activities)

When (timeline)

Who (persons responsible)

Training and Resources: What training and/or resources are needed to implement the plan? How will they be obtained?

Monitoring: Who will be responsible for monitoring progress? _____

How frequently will monitoring take place? ___ daily ___ weekly ___ monthly ___ other:

How will implementation and outcomes be evaluated?

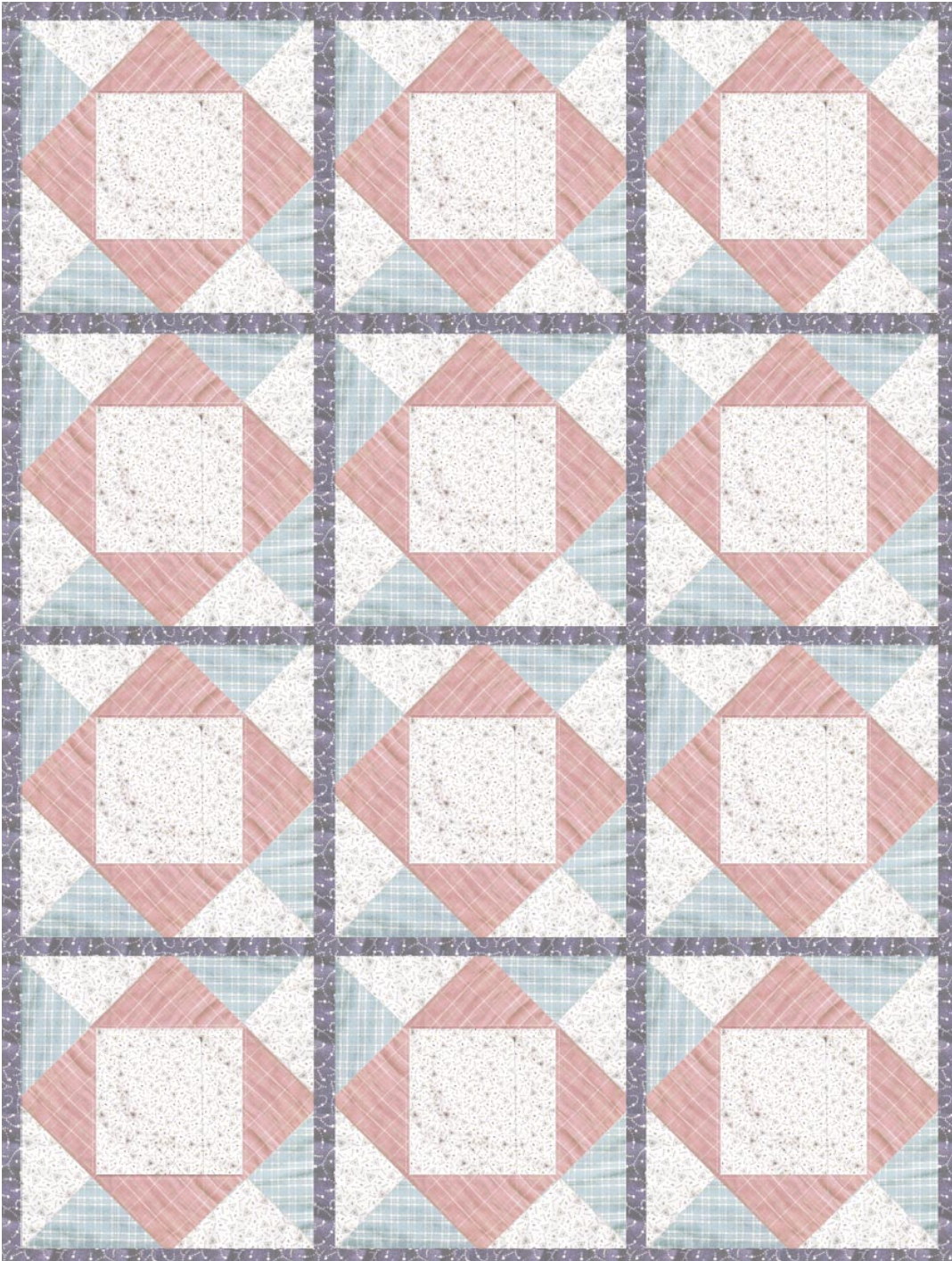
Signatures of Team Members:



Conclusion

Positive behavioral support is a collaborative, problem-solving approach to resolving serious behavioral challenges and promoting improved quality of life. It reflects not only a shift in methods to address problem behavior, but also changing perspectives on what constitutes appropriate intervention, and the roles of individuals with disabilities, families, educators, and other service providers in the educational process. To the greatest extent possible, elements of positive behavioral support should be infused within existing educational structures and processes.

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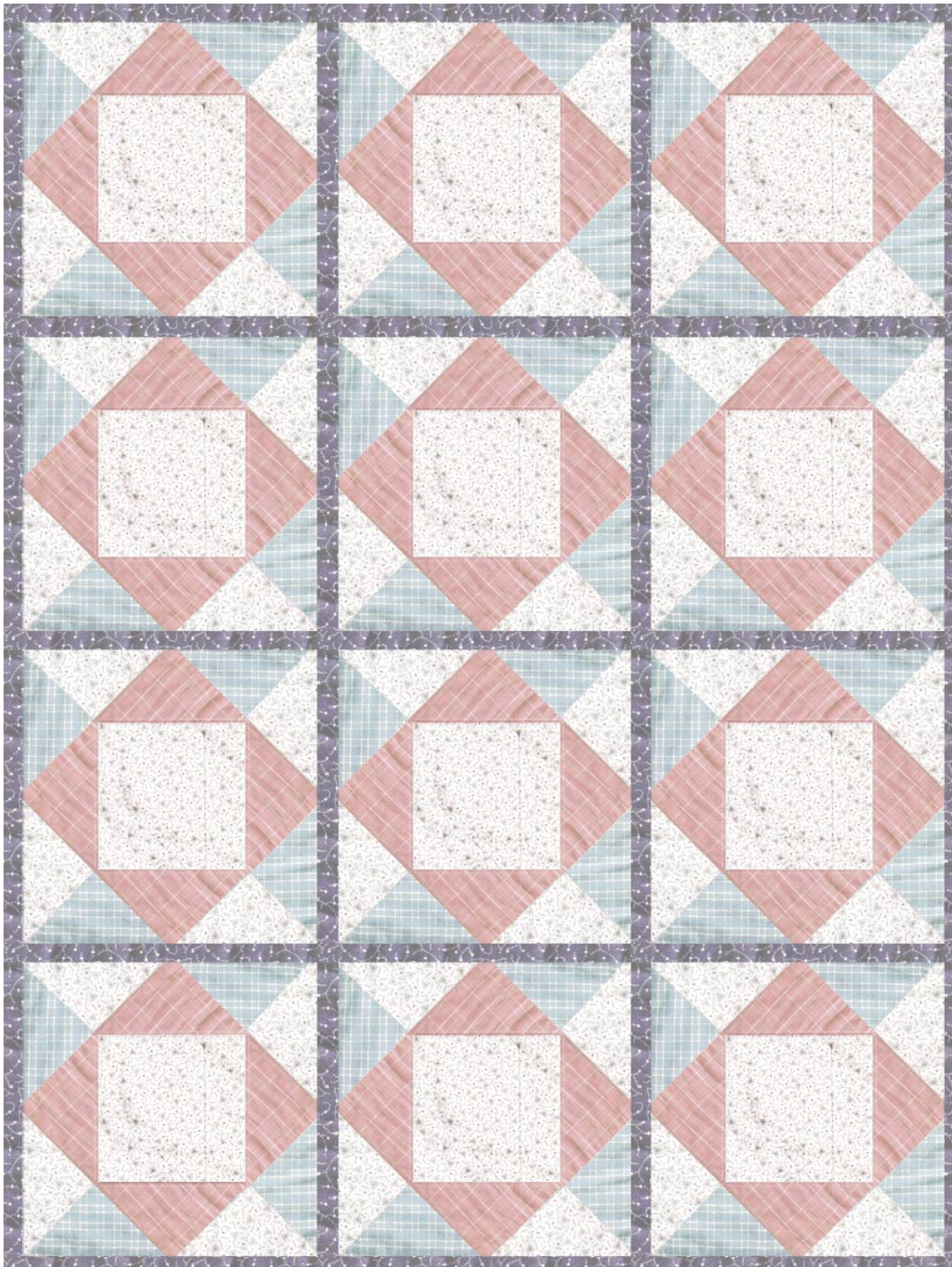
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Appendix



Blank Forms

List of Forms

Sample Format

Student Information and Goals (p.18, 91)

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Summary (Hypothesis) Statements (p. 50, 94)

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Generalization and Maintenance (p. 64, 113)

Action Planning (p. 73, 114)

Monitoring Plan for Intervention Outcomes (p. 76, 115)

Sample Format Record of Functional Behavioral Assessment and Intervention	
Student Information	
Name:	Birth Date:
Grade:	Implementation Date:
Team Members: <i>Who will be involved in the assessment and intervention?</i>	
Intervention Settings: <i>In what settings will the assessment and intervention be conducted?</i>	
Rationale and Goals of Intervention	
Rationale: <i>For what reason(s) was the functional behavioral assessment initiated?</i>	
_____ Student is engaging in behavior that places the student or others at risk of harm and/or results in substantial property damage.	
_____ Behavior is resulting in exclusion from participation in activities or settings with peers.	
_____ Educational support team is considering a more restrictive placement due to behavior.	
_____ Current intervention involves excessively intrusive procedures (e.g., restraint, isolation).	
_____ Behavior is interfering with educational progress.	
_____ Behavioral difficulties persist despite consistently implemented behavior management strategies based on a less comprehensive or systematic assessment.	
_____ Other:	

Sample Format - Page 2

Student Profile: *What are the student's greatest strengths and challenges?*

Target Behaviors: *What are the specific behaviors identified for increase or decrease?*

Description of Behaviors of Concern
(Objective description of what student says or does)

Baseline Measure or Estimate
(how often, how long, how severe?)

Behaviors Targeted for Increase:

Behaviors Targeted for Decrease:

Broad Goals: *What are the student's social and educational goals (e.g., increased participation in inclusive settings, development of friendships, improved academic performance)?*

Functional Assessment Methods		
<p>Records: What records were reviewed?</p> <p>Conducted by:</p>	<p>___ academic records (cumulative) ___ discipline records ___ previous interventions ___ other:</p> <p>___ child study notes ___ anecdotes/home notes ___ evaluations (e.g., social work, psychological)</p>	<p>What relevant information was obtained?</p> <p>___ See attached summary/notes</p>
<p>Interviews: What interviews were conducted?</p> <p>Tools used:</p> <p>Conducted by:</p>	<p>___ student ___ ESE teacher ___ general education teacher ___ other:</p> <p>___ parent(s) ___ administrator ___ related services</p>	<p>What relevant information was obtained?</p> <p>___ See attached interviews</p>
<p>Observations: What direct observations occurred?</p> <p>Tools used:</p> <p>Conducted by:</p>	<p>Location</p> <p>Date/Time</p>	<p>What relevant information was obtained?</p> <p>___ See attached observations</p>
<p>Other Assessments: What, if any, other assessments were conducted (e.g., ecological or classroom management inventories, reinforcer surveys, academic assessments)?</p>		

Summary (Hypothesis) Statements

Patterns: What patterns were identified in the data collected (i.e., circumstances in which behavior is most likely or least likely; possible functions of the behavior)

When this occurs . . .
(describe circumstances)

the student does . . .
(describe behavior)

to get/to avoid . . .
(describe consequences)

Setting Events: Are there other variables that appear to be affecting the student's behavior (e.g., medical problems, curricular issues)?

Behavioral Intervention Plan Summary

Intervention components: What strategies will be used (based on the hypotheses)? _____ See attached implementation plan		
Proactive: What environmental adjustments will be used to make the student's problem behavior unnecessary?	Educative: What behaviors (skills) will be taught to replace (meet the same function as) the student's problem behavior and improve his or her ability to function more effectively? _____ goals integrated within the student's IEP/ISP	Functional: How will consequences be managed to insure the student receives reinforcers for positive, not problem, behavior? When the student does . . . Adults will do . . .
Crisis Management: Are crisis management procedures needed to insure safety and de-escalation of the student's behavior in emergency situations? _____ yes _____ no If so, describe strategies: <div style="text-align: right;">_____ See attached crisis plan</div>		
Generalization and Maintenance: What strategies (e.g., natural cues and contingencies) will be used to insure that behavior changes transfer across environments?		

Implementation, Monitoring, and Evaluation

Implementation Action Plan

What (objectives, activities)

When (timeline)

Who (persons responsible)

Training and Resources: What training and/or resources are needed to implement the plan? How will they be obtained?

Monitoring: Who will be responsible for monitoring progress? _____

How frequently will monitoring take place? _____ daily _____ weekly _____ monthly _____ other:

How will implementation and outcomes be evaluated?

Signatures of Team Members:

Profile of Student's Strengths and Needs

Who is _____?

What are _____'s strengths (e.g., capacities, interests)?

What are _____'s challenges and needs?



BEHAVIORAL SUPPORT TEAM

STUDENT: _____

Who will participate in the assessment and intervention?

Person Involved	Relationship	Role or Responsibility

Ground Rules

Rule 1:

Rule 2:

Rule 3:

Rule 4:

Rule 5:

Questions to Consider

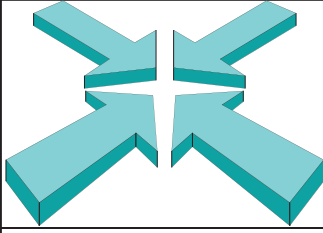
What would increase or strengthen the student's friendships and social support?

How can participation and inclusion in the student's home, school, and community be increased?

What would increase the student's opportunity to exercise appropriate choice making and control aspects of his or her life?

How can the student's self esteem and confidence be strengthened?

What barriers might interfere with the student's progress?



TARGET BEHAVIORS

Describe what the student's problem behavior looks like:

Estimate how often the behavior occurs:

Describe how intense or severe the behavior is:

Determine what skills appear to be lacking:

Record Review Form

Summarize historical information, data from evaluations, and intervention methods that may be relevant in interpreting the individual's behavior.

Name of Individual: _____ Date: _____

Name of Reviewer: _____

General History

Medical Issues and Treatment

Educational Programs and Related Services

Psychological Evaluations

Social Histories

Intervention History

Other

Interview Guide for Functional Assessment

Student: _____ Interviewer: _____

Respondent: _____ Relationship: _____

Date: _____

Interviews should be conducted with individuals who know the student well and interact with him or her in a variety of settings and situations (e.g., parents, teachers). In order to get useful information from the interview, questions may need to be repeated and clarified for some respondents. Probing should be done to encourage thoughtful, open communication in a nonjudgmental, unhurried way. It may be necessary to record some responses on the back or on a separate page.

1. What are the student's strengths, skills, and interests?
2. What are the student's challenges and areas of greatest difficulty?
3. What people, things, and activities does the student like most?
4. What people, things, and activities does the student like least?
5. What are the student's problem behaviors?
How would you describe these behaviors?
Which are the most problematic for you?
How often do these behaviors occur?
6. What do you think causes (motivates) the behavior (i.e., why does the student do it)?

7. Under what circumstances do these behaviors occur most frequently?
With whom (who)?
In what settings (where)?
What times of the day (when)?
8. Can you tell when the student is going to behave this way? How can you tell?
9. Do you think there are medical reasons for these behaviors?
Is the student sick, tired, or hungry?
10. Are there situations in which the behaviors never or rarely occur? What are those situations?
11. Does the student have better and more appropriate ways to:
deal with difficult situations?
communicate wants and needs?
12. What skills does the student lack that might help his or her behavior?
13. How do you react or respond to the student's:
problem behavior?
positive behavior?
14. Does the student's behavior allow him or her to get things? If so, what?
15. Does the student's behavior allow her or him to avoid things? If so, what?
16. What do you think needs to be done to help this student?

Scatter Plot

Student: _____

Observer: _____

Dates: _____ through _____

Target Behavior:

Using a scatter plot involves recording the times of the day (and/or activities) in which the behavior does occur and does not occur to identify patterns that occur over days or weeks.

		Dates									
Time	Activity										

- Behavior did not occur
- Behavior occurred
- Did not observe

ABC Recording Form

Student: _____ Time Begin: _____

Observer: _____ Time End: _____

Date: _____

ABC recording involves documenting the student’s behavior and the events that immediately precede and follow it. The more specific and precise the description, the more useful the data will be.

A - Antecedents describe activity and specific events preceding the behavior (e.g., specific interactions)	B - Behavior describe exactly what the student said or did	C - Consequences describe events that followed or results of the behavior (e.g., reprimands, delays in activity)

Analyzing Patterns

Circumstances in which the behavior is most likely:

Circumstances in which the behavior is least likely:

Possible functions of the behavior:

Hypothesis Statements

When this occurs...
(describe circumstances)

the student does...
(describe behavior)

To get/to avoid...
(describe consequences)

When this occurs...
(describe circumstances)

the student does...
(describe behavior)

To get/to avoid...
(describe consequences)

When this occurs...
(describe circumstances)

the student does...
(describe behavior)

To get/to avoid...
(describe consequences)

Setting Events

Medical issues:

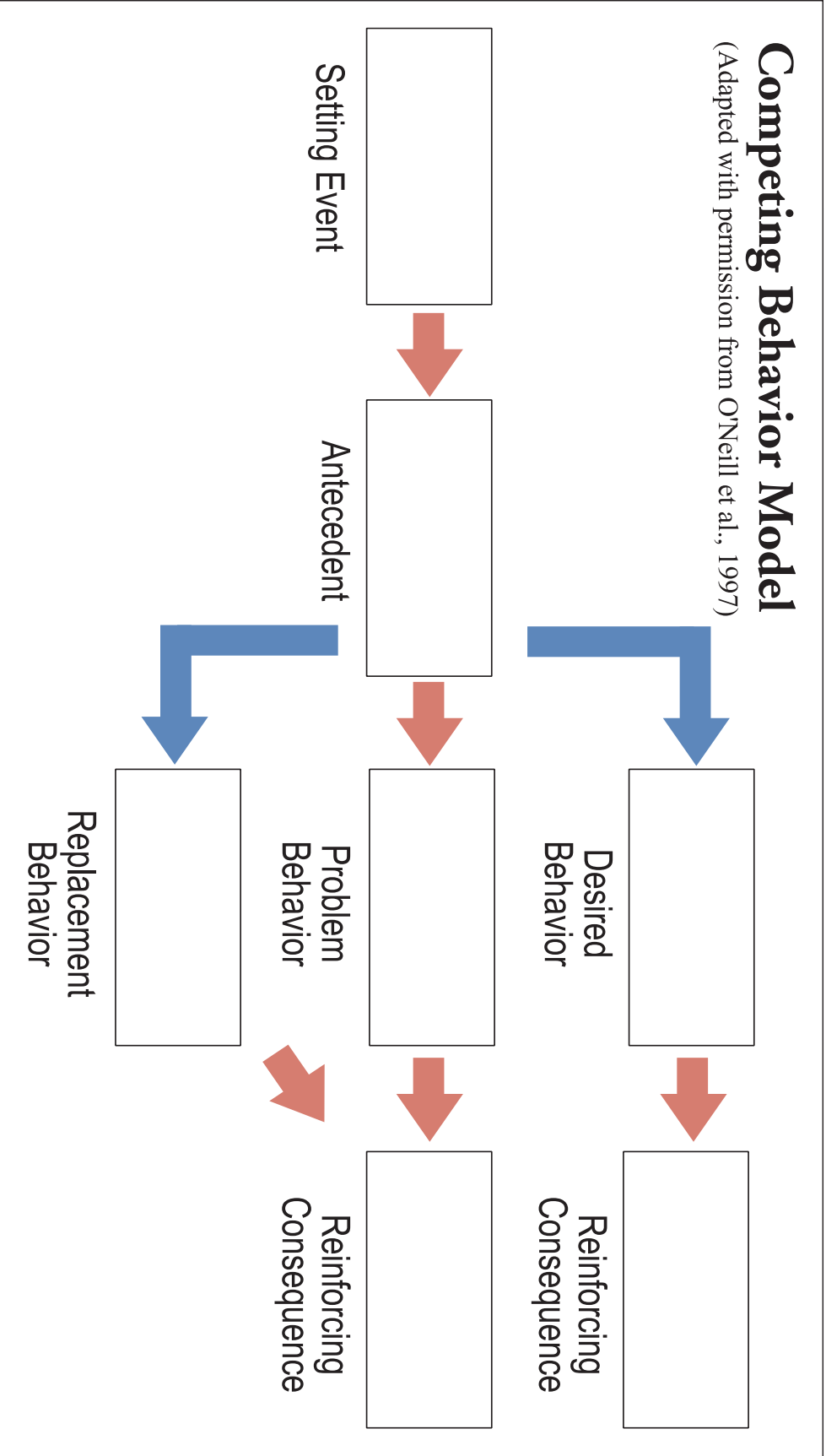
Activity patterns:

Relationships with others:

Other relevant setting events:

Competing Behavior Model

(Adapted with permission from O'Neill et al., 1997)



Behavioral Intervention Plan Components

<p>Proactive: What environmental adjustments will be used to make the student's problem behavior unnecessary?</p>	<p>Educative: What behaviors (skills) will be taught to replace or meet the same function as the student's problem behavior and improve his or her ability to function more effectively?</p>	<p>Functional: How will consequences be managed to insure the student receives reinforcers for positive behavior, not problem, behavior?</p>
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Crisis Plan

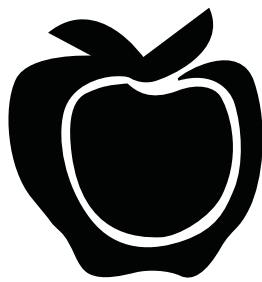
When the student:

The staff or support providers will:

Generalization and Maintenance		
Yes	No	
		Teaches skills relevant to context
		Strategies can be used in natural environment
		Modifications to environment promote independence
		Natural cues and reinforcers are utilized
		Student is responsible for his or her own behavior

Action Planning		
What needs to be done?	When will it be done? (timelines)	Who will do it?

Monitoring Plan for Intervention Outcomes			
	Types of Outcomes What will the team measure?	Methods How will it be measured?	Timelines When and how often will it be measured?
Decreases in problem behavior			
Increases in alternative skills			
Other (lifestyle changes)			



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