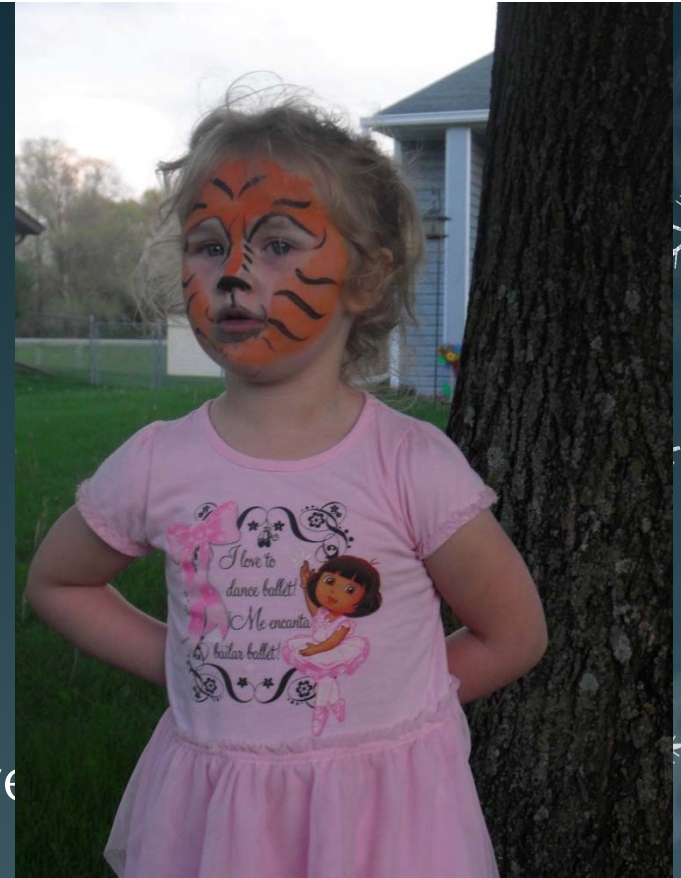


Writing Positive and Effective Behavior Support Plans



Who am I?

- Penny McCormick-Gilles
- Mid-Central Educational Cooperative
- Mother of six, Nana of nine
- Special Education Director & School Psychologist
- Penny.McCormick-Gilles@k12.sd.us
- 207-0243



Who am I?

- Becky Cain
- Department of Education
- Mother of three
- Worked at community support provider for seven years

- Rebecca.cain@state.sd.us
- 280-3568



Who are you?

- Special education teachers
- General education teachers
- Administrators
- Related service providers
- School psychologists
- Others



Goal For the Morning

HELP YOU TO UNDERSTAND THE
PROCESS BEHIND WRITING
EFFECTIVE BEHAVIOR SUPPORT
PLANS



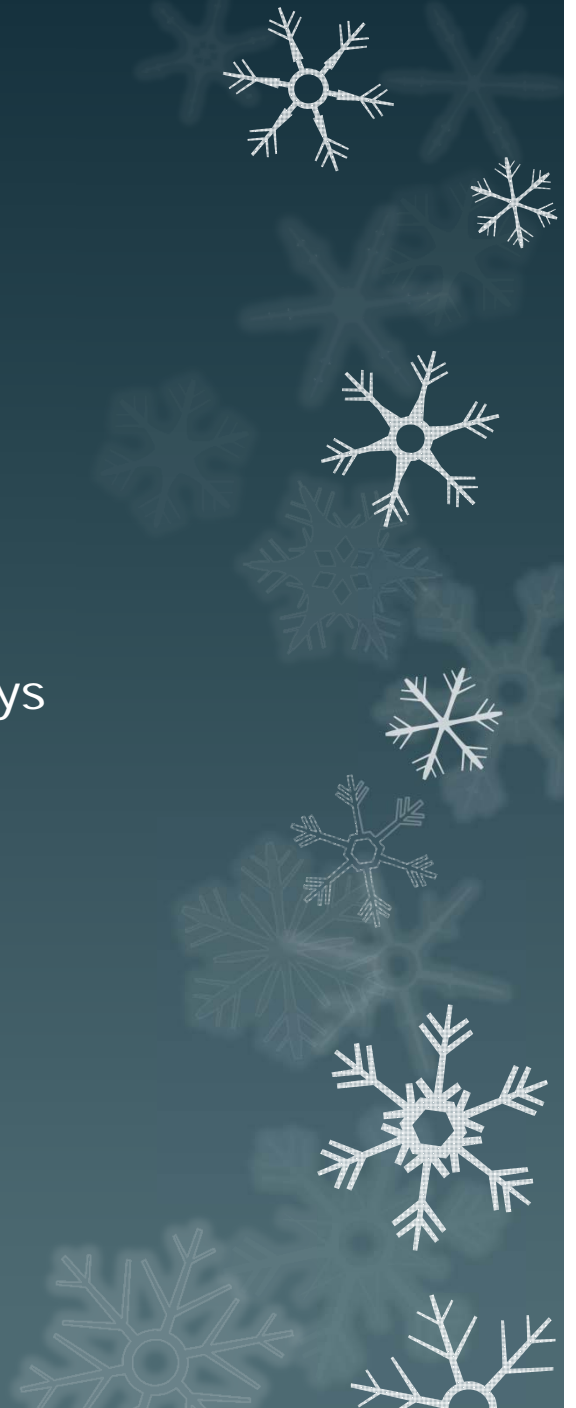
Our Cuing System

- You will have time to talk in your groups
- Time is short! We will need you to return your attention to us when the timer goes off.



You should have...

- Two copies of Competing Behaviors Pathways
- One copy of Behavior Plan
- Sheet to write positive support ideas



The Behavior Plan Process



What We Can Give You Is..

- A tool to help the team (including the student) work toward a more effective way to communicate
- A process that involves teaching/redirecting/reinforcing
- Information can be found at www.pent.ca.gov

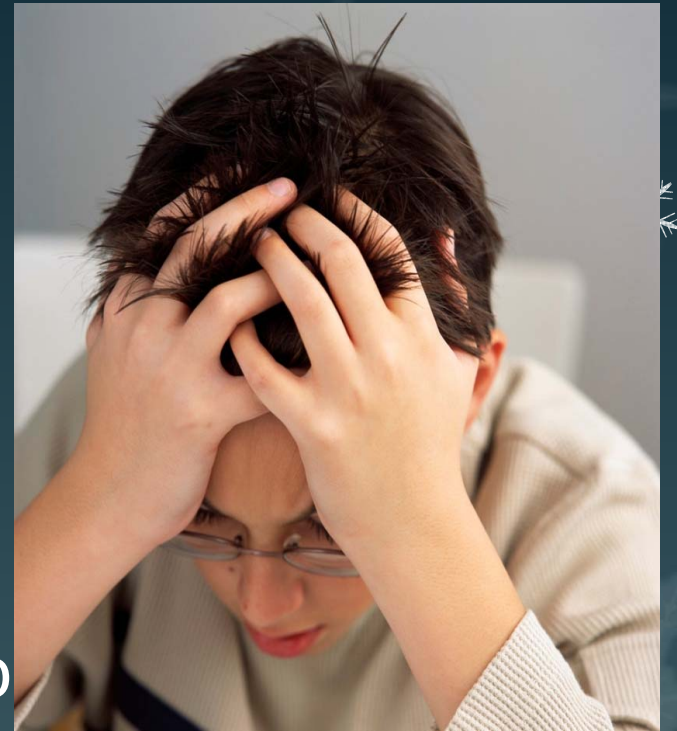
Problem behavior continues to be the primary reason why individuals in our society are excluded from school, home, recreation, community, and work.

The Facts:

BUT

We know that behaviors are trying to ***communicate***

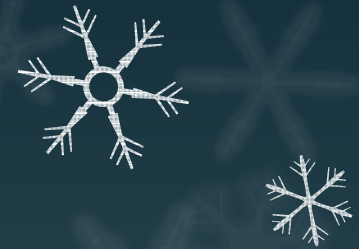
a need or a want and shouldn't be ignored.



I DON'T WANT TO GO TO
SCHOOL! I HATE SCHOOL!
I'D RATHER DO ANYTHING
THAN GO TO SCHOOL!



Bring Carl and Fred into your classroom



I like you just the way you are!

Grounding Principle



Unconditional
Positive
Regard



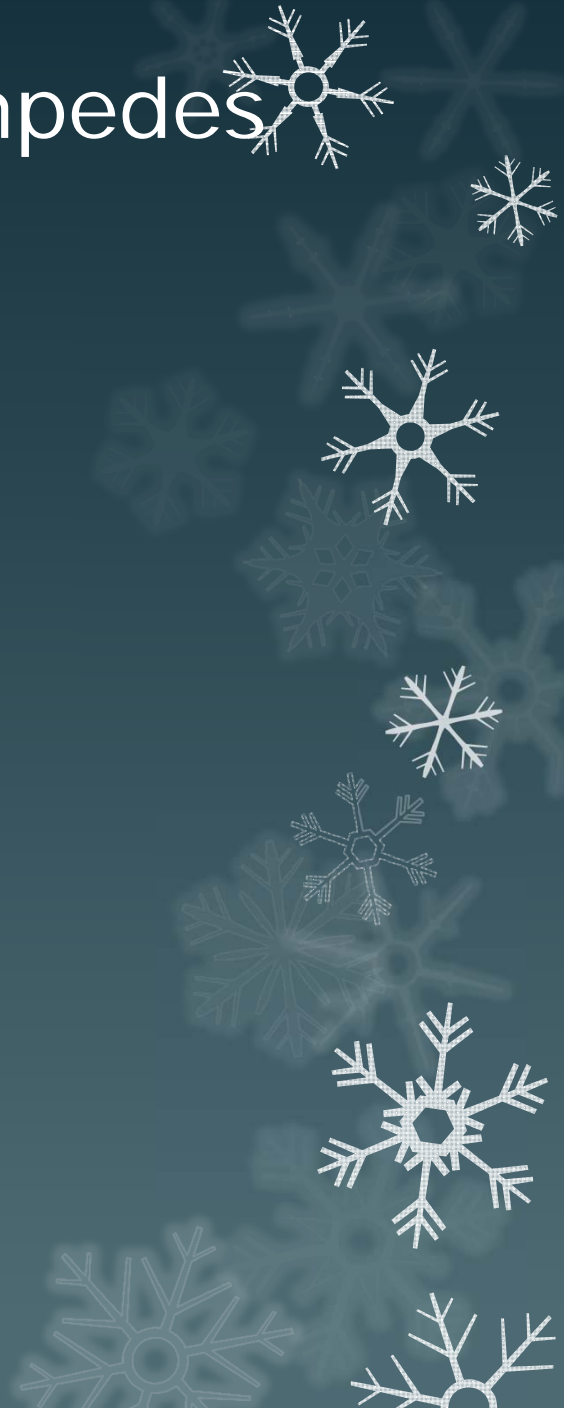
- NO teaching strategy or behavioral intervention will result in high student achievement if a teacher doesn't genuinely care about the student and the student believes that.

Diana Browning Wright, M.S. L.E.P.,
Behavioral Analyst

115

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Some Tips on Behavior Impedes Learning on the IEP:



Students with Behavior Eligibility



- OHI (ADHD), ED, Autism
 - Formal evaluations have been done
 - Should have information on Present Levels Page regarding behavior
 - Strengths and needs
 - Should have behavior addressed in goals
 - All should have behavior impedes learning checked
 - Can reference behavior plan
 - Can reference behavior goals

Students without Behavior Eligibility



- Is the student's behavior impeding learning?
- Formal behavior evaluations not required for small or emerging behaviors.
- Was there a behavior eval done?
- Are there strengths and needs in the area of behavior?
- Meant to be proactive
- Safeguard to stop behaviors before a behavior plan is needed.

What should BIL section contain?

- Not just what the student will do
- Specify with the teacher/staff will do
- Alterations in the environment
- How the new behaviors be taught
- Should be brief
- Collaboratively developed
- Not consequence based

Examples of Behavior Supports



Examples of Positive Supports: Taking a Break

- When Sally comes into class and is noticeably agitated, the teacher will ask her if she would like to **take a five minute break** in the relaxation corner to write about what is bothering her. Upon returning to her desk the teacher will read Sally's paper and set up a meeting to discuss it later. Sally will be verbally rewarded for returning to work.
- Want the student to learn to know when they need a break

Taking a break will probably need to be taught!!

Examples of Positive Supports: Do Later File

- When the student becomes frustrated have them put work away
- Only give them so many at a time
- Have them go through and circle the ones they would like to do on their own and put an X by the ones they would like help with

Examples of Positive Supports: Build Momentum

- Start with what they know to get them working
- Build confidence and momentum

Examples of Positive Supports: Cueing System

When Billy is becoming frustrated with the material because it is too difficult for him, Billy will use the **cueing system** to let staff know he is frustrated. Staff will adapt the number of items he is expected to learn or number of activities student will complete prior to assessment for mastery.

- Steps for teaching Billy how to use the cueing system
- Who will teach
- Reinforcement for using system correctly
- Plan for re-teaching if system is not used correctly

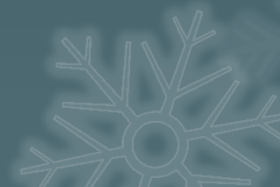
Examples of Positive Supports: Sandwich Method



- A. Reinforce earlier behavior
- B. State inappropriate behavior with a calm voice
(Just now your...)
- C. Empathy statement
- D. State appropriate behavior
- E. Rational statement
 - Require response
 - Require performance
 - Give ½ consequences
- F. Reinforce compliance
- * * Turn and burn!!

Example of Positive Support: Schedules

- Picture schedules
- Written schedules in planners
- Written schedule posted for all students



Examples of Positive Supports: Teaching Expectations, Can't Do vs. Won't Do

- Take students to each area and teach what is expected in that area
- If issues start to arise in certain areas, take class and teach again
- Role play

A close-up photograph of a hand holding a yellow pencil, writing on a piece of paper. The background is blurred, showing more of the hand and the pencil. The text is overlaid on this image.

“If a child doesn’t know how to read, *we teach.*”

“If a child doesn’t know how to swim, *we teach.*”

“If a child doesn’t know how to multiply, *we teach.*”

“If a child doesn’t know how to drive, *we teach.*”

“If a child doesn’t know how to behave, *we...
...teach? ...punish?*”

“Why can’t we finish the last sentence as automatically as we do the others?”

(Herner, 1998)

Examples of Positive Supports: Set Kids Up for Success

- If you have a classroom system in place but the student has never experienced success with it, it will become meaningless and frustrating
- Same is true with behavior support plan
- Kids become programmed to think they CAN'T



Examples of Positive Supports: Reinforcement/Recognize Systems

It's not as much about the reinforcement
as it is about the relationship



VS.



Examples of Positive Support: Focus on Behaviors You Want to Increase

- Pay more attention to positive behaviors
- When collecting data for some behaviors, collect it on the behaviors you want to see (on task, in seat, working quietly)

Examples of Positive Supports: Classroom Strategies

- **Get Students' Attention Before Giving Directions** (Wait until all students are looking at you and ready to listen)
- **Class Participation: Keep Students Guessing** (ask questions, call on students randomly)
- **Use Proximity Control** (circulate around the room or when needed, stand next to someone)



More Classroom Strategies



- **Instruct at a Brisk Pace** (Minimize time spent things like collecting homework or on transitions)
- **Make the Activity Stimulating** (Make instruction interesting & exciting)
- **Pay Attention to the On-Task Student** (“Catch the child being good”)
- **Provide a Quiet Work Area** (This is not a time out)

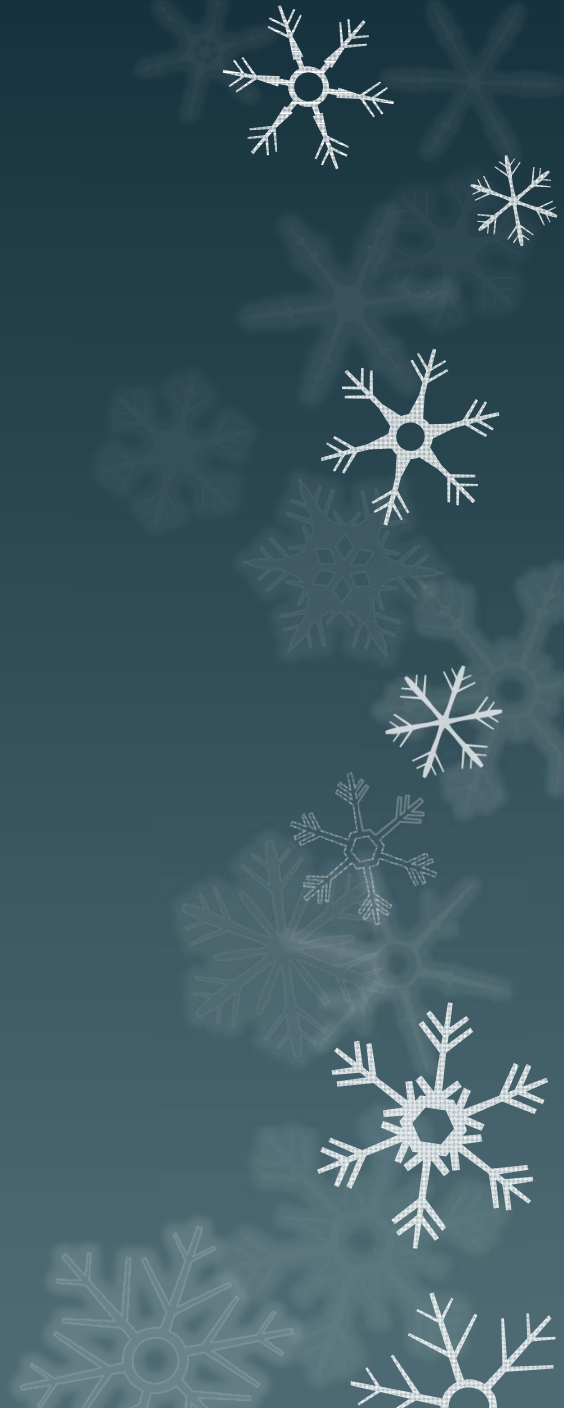
Questions on Supports?

Turn and Talk

Take five minutes and talk to a neighbor about strategies you use and ones you think will work with your students



BREAK



Behavior Support Plan Process



Tools needed

1. Data Collection
2. Competing Behaviors Pathways
3. Behavior Support Plans

Where Do You Start? Data Collection

- Gather information
 - Collect data on the problem behavior
 - Through observations
 - Through interviews
 - Past information
 - Look at what is happening before the behavior occurs (antecedent)
 - Look at what happens after the behavior occurs (reinforcing behavior)

Time Sampling Record Sheet 10-minute intervals

Student: _____ Date: _____

Behavior: _____

Type of Time Sampling (Circle 1, 2, or 3 below)

Type 1: Whole Interval + behavior is continuous in the interval	Type 2: Partial Interval + single instance is observed in the interval	Type 3: Momentary + record only if behavior present at end of the interval
--	---	--

	+ or -	Comments*		+ or -	Comments*		+ or -	Comments*
8:00-8:09			11:10-11:19			2:20-2:29		
8:10-8:19			11:20-11:29			2:30-2:49		
8:20-8:29			11:30-11:49			2:50-2:59		
8:30-8:49			11:50-11:59			3:00-3:09		
8:50-8:59			12:00-12:09			3:10-3:19		
9:00-9:09			12:10-12:19			3:20-3:29		
9:10-9:19			12:20-12:29			3:30-3:49		
9:20-9:29			12:30-12:49			3:50-3:59		
9:30-9:49			12:50-12:59			4:00-4:09		
9:50-9:59			1:00-1:09			4:10-4:19		
10:00-10:09			1:10-1:19			4:20-4:29		
10:10-10:19			1:20-1:29			4:30-4:49		
10:20-10:29			1:30-1:49			4:50-4:59		
10:30-10:49			1:50-1:59			5:00-5:09		
10:50-10:59			2:00-2:09					
11:00-11:09			2:10-2:19					

GET ALL THE
INFORMATION YOU CAN,
WE'LL THINK OF A
USE FOR IT LATER.



Once you have your data...

1. Competing Behaviors Pathways
2. Behavior Support Plan



Why use the Pathways chart?

1. Helps bring consensus to the group
2. Establishes buy-in for the Behavior Support Plan
3. Gives a great visual of the real issues and solutions

Competing Pathways

- **Upper: Get this**—general positive behavior
- **Middle: Prevent this**—reactive strategies to prevent problem behavior escalation
- **Lower: Accept this**—FERB in lieu of problem behavior when general positive upper pathway fails

Summary Statement Order of Team Discussion

What everyone else in the Classroom is doing

This is the picture of what is currently going on with the student

What the team will accept when
The upper pathway is not able
To be reached

Reminder! Expectations for Rest of the Morning

1. Time is short, please stay on task!
2. When the timer goes off, please raise your hand, finish conversations, and be ready to move on to the next section

Meet Our Example Student Brian



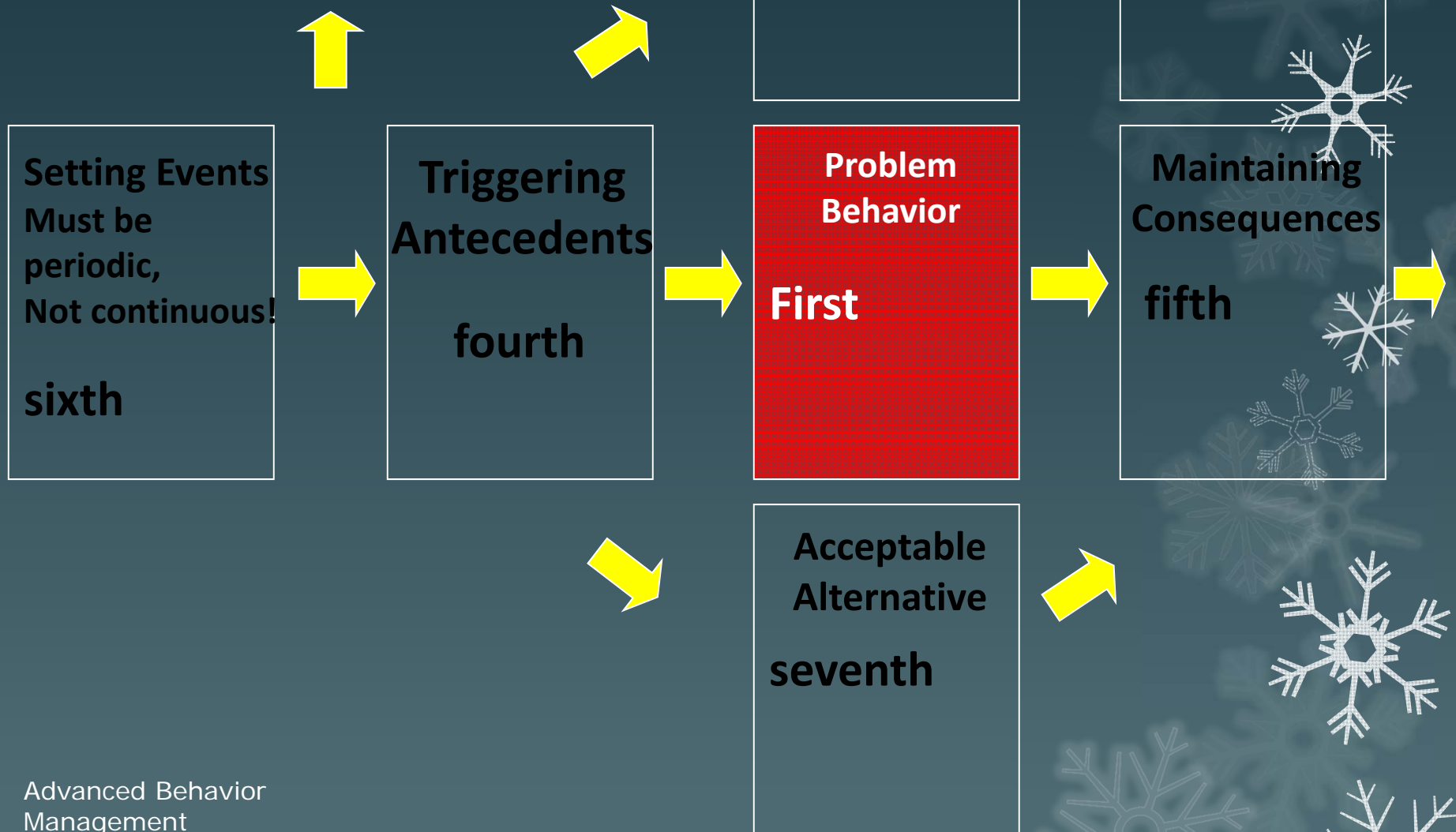
- Please read the next slide to yourself
- On a piece of paper please write down
 - Main behavior
 - Antecedents
 - Consequences

Brian is a kindergartener with a special education eligibility diagnosis of speech/language disorder but with many features suggestive of autism. He is verbal, and uses 3-4 word sentences routinely to express needs and wants, but never to comment on something in the environment. Brian likes routines, and becomes very upset if the bus is late, or if the bus driver is not the expected one. On those days, when Brian's bus routine has changed, staff members say they "know he will have problems." Each school day Brian puts his coat away, and goes to circle time. After going to circle, on many days, Brian will run away, and kick and head butt if captured after running away, if the activity at circle time lasts more than five minutes. Brian is more likely to leave circle by running away, on days when the bus routine has changed from the typical bus routine.

The Competing Behaviors Pathway Process

1. We will look at the boxes one by one
 1. Very important to fill the boxes out in the order the are numbered
2. We will look at the information that should go there
3. We will look at some examples
4. We will decide what should go there for Brian

Summary Statement Order of Team Discussion



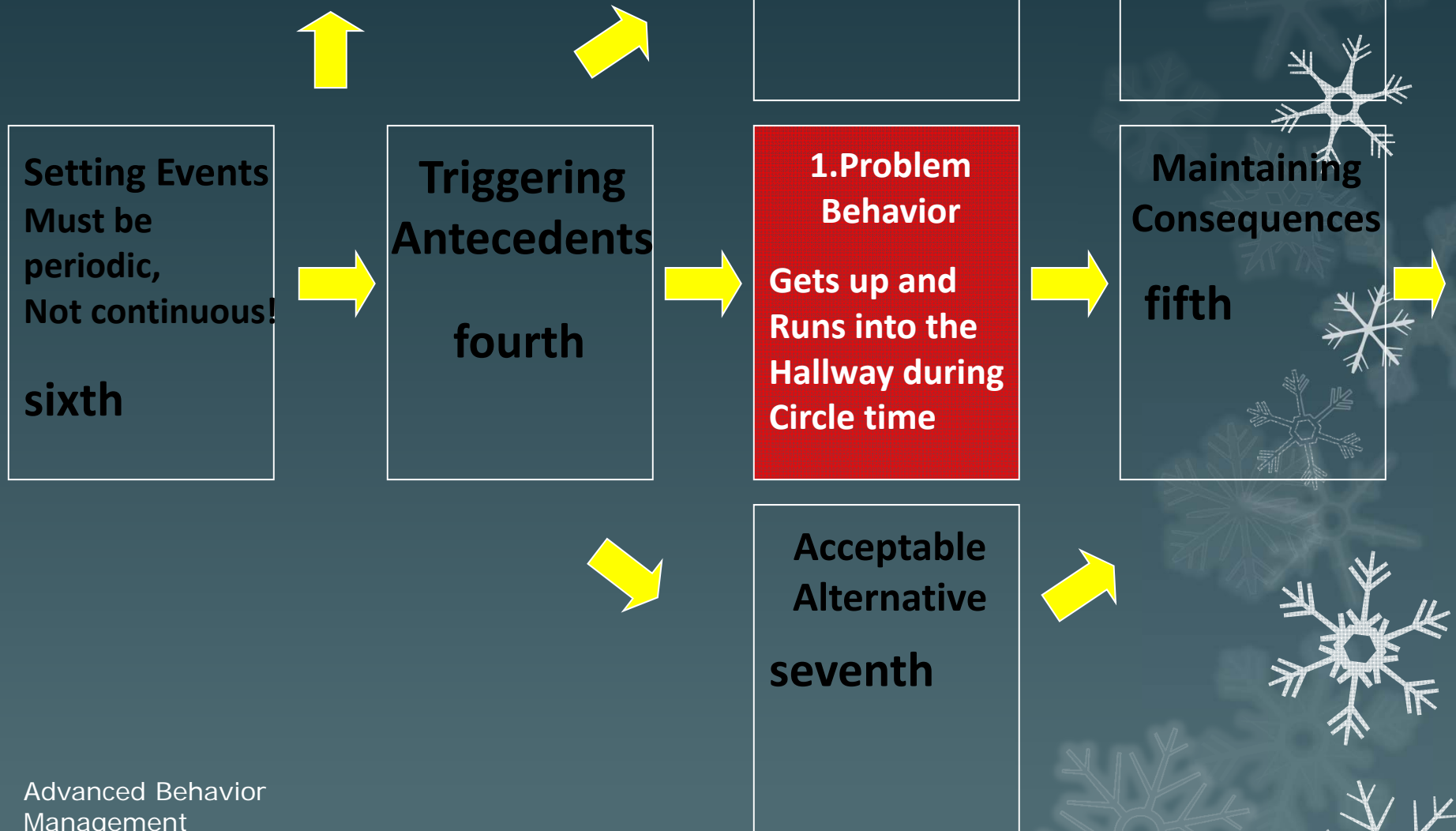
1. Define Problem Behavior

- Description should be observable, e.g., what it looks like to a camera, and therefore measurable for progress monitoring.
- What the behavior looks like, not how it makes you feel
- If the team describes a category or label for the behavior, follow that with a description of exactly what the student is doing.

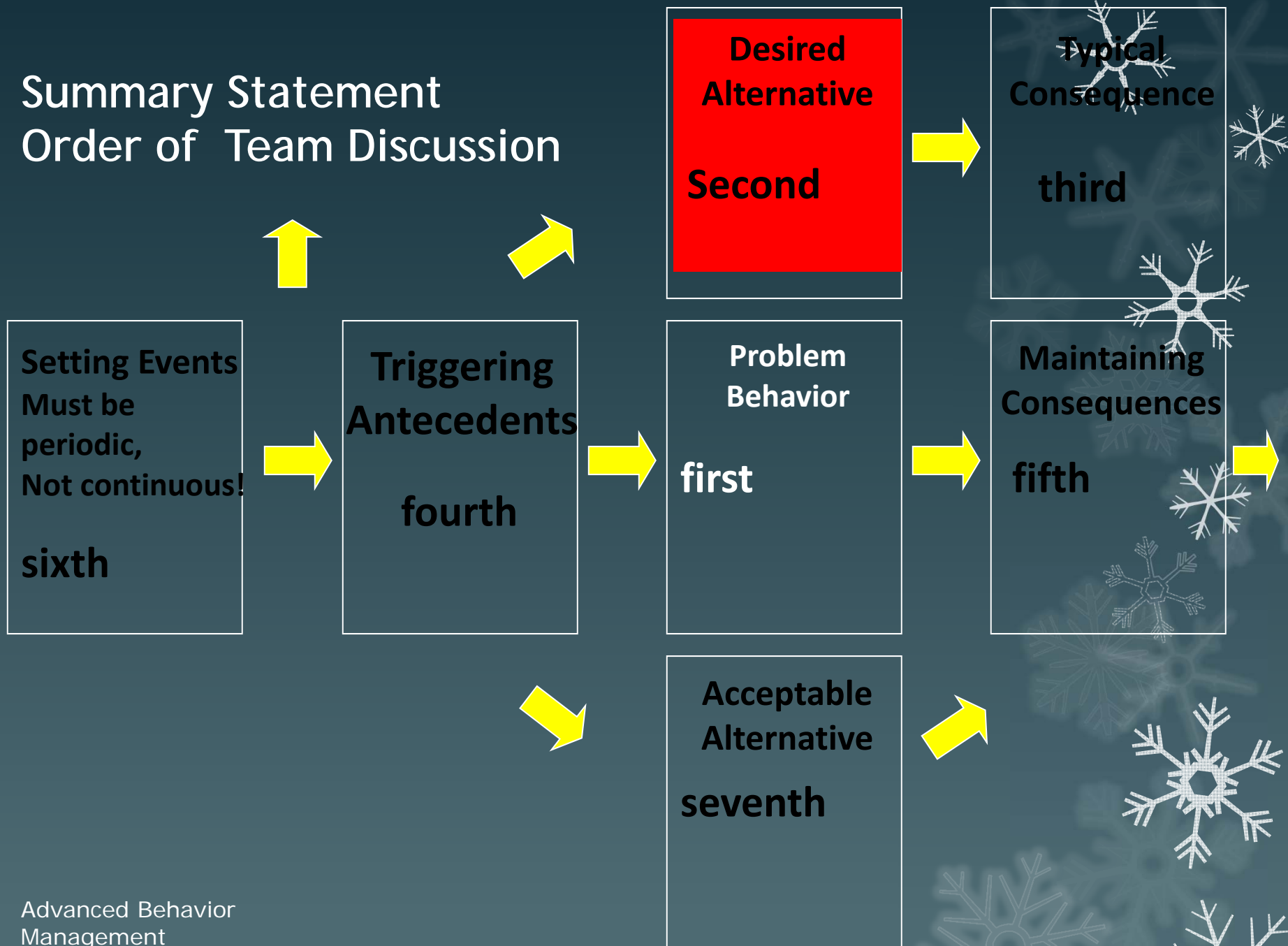
Examples for #1

- Off task:
 - crawls on the floor; plays with objects in desk; attempts play with others
- Poor organization and planning:
 - rushes to complete assignment without planning each phase; waits until the final work period to begin a long term assignment
- Tantrums:
Outbursts/Rage/
Explosive Reactions
 - student throws materials; student crawls under the desk and screams with high volume.

Summary Statement Order of Team Discussion



Summary Statement Order of Team Discussion



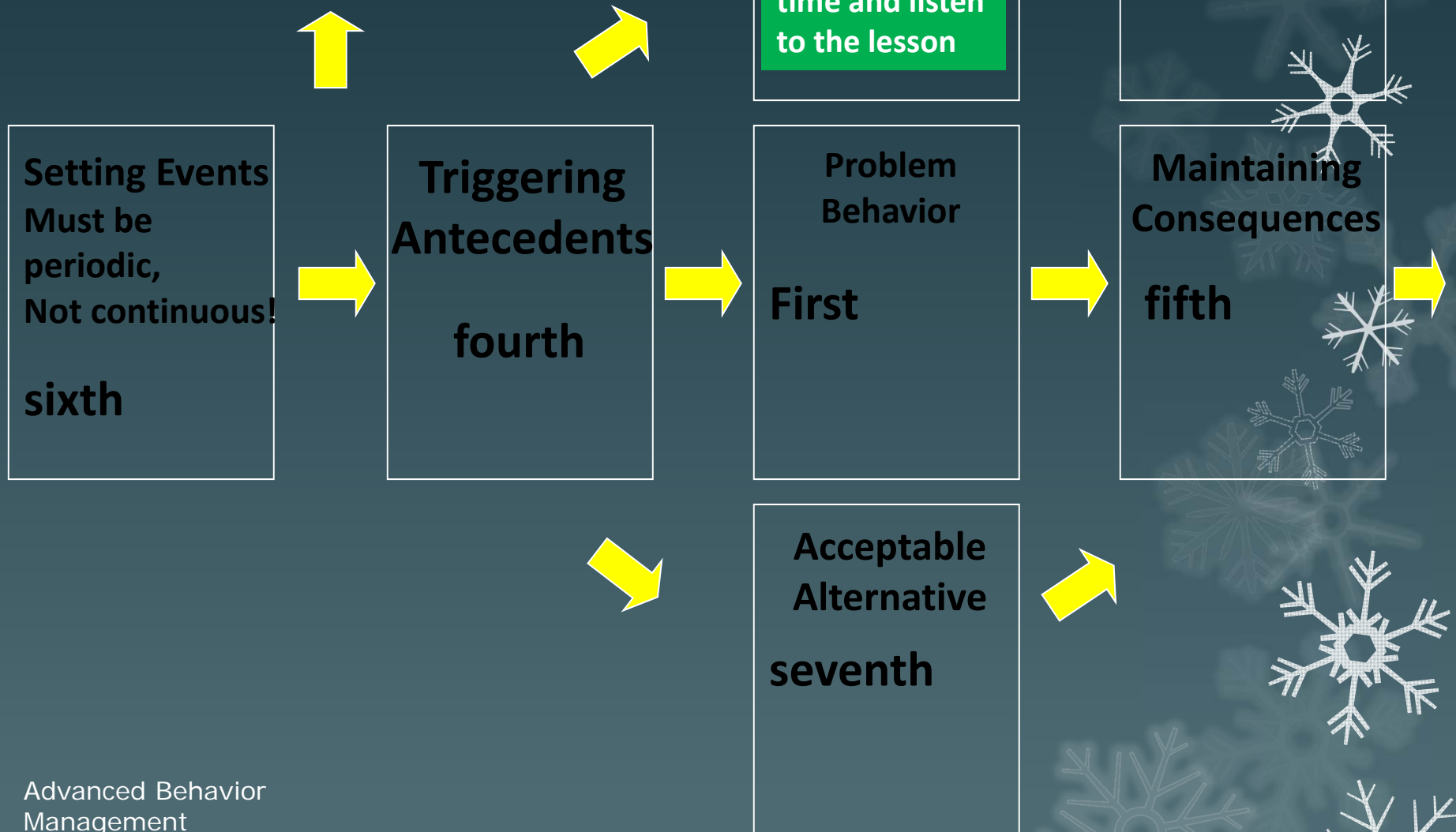
2. Desired Alternative Behavior

- What is the child supposed to be doing at that time?
- What are other students doing at that time?

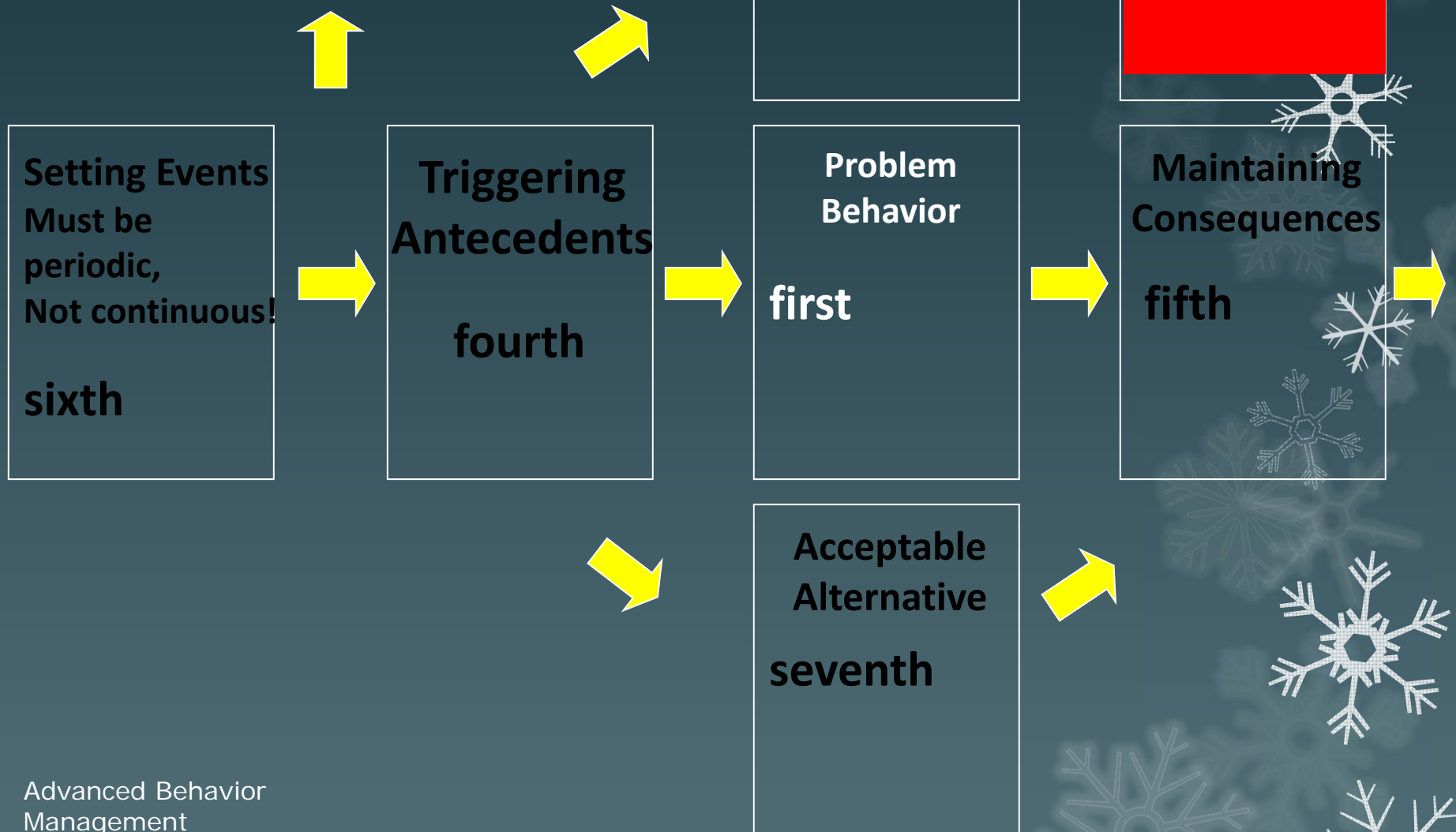
Examples for #2

- Sit at desk
- Complete assignment during class time
- Turn in neat completed homework on time
- Use language that does not contain swear words while talking to peers and teachers
- Keep hands and feet to self while in the lunch room

Summary Statement Order of Team Discussion



Summary Statement Order of Team Discussion



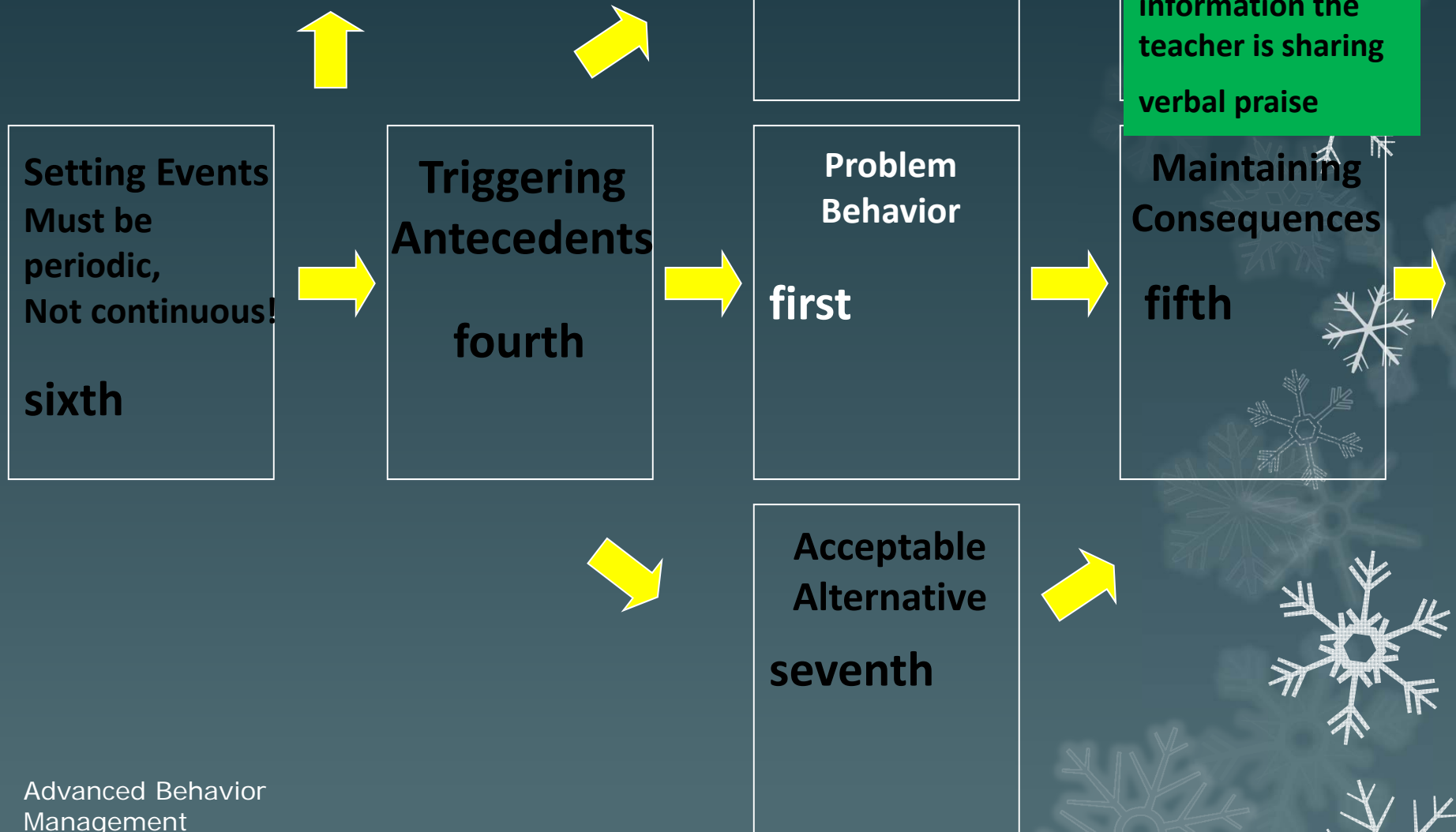
#3 Typical Consequence for #2

- What happens when the student or all the other students exhibit the desired behavior written in #2?

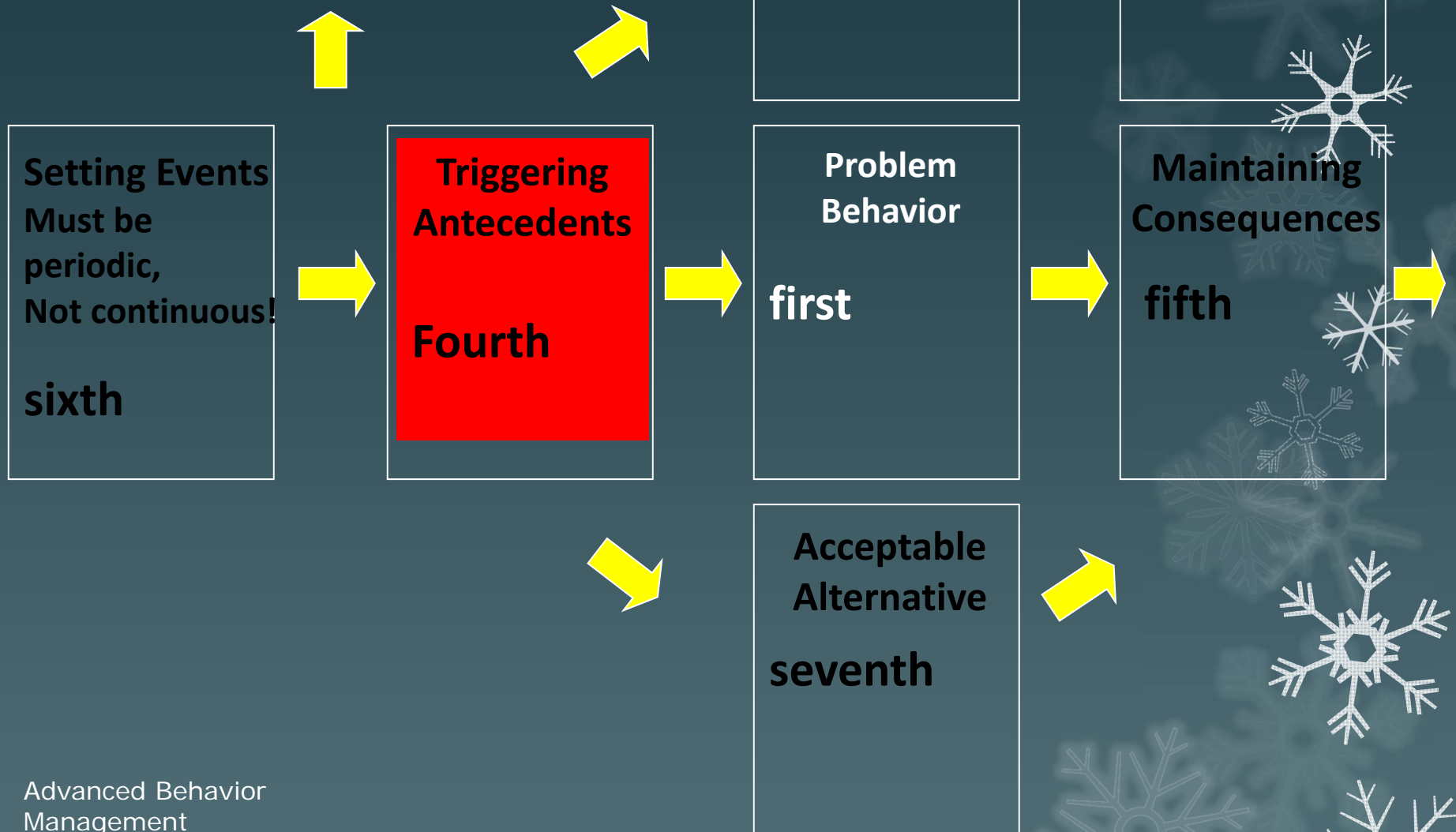
Examples for #3

- Students are allowed access to the computer
- Students learn the material
- Students are able to move on to the next lesson in the book
- Students are able to stay in the classroom and participate in class
- Students are able to play on the playground
- Students are able to sit where they want at lunch

Summary Statement Order of Team Discussion



Summary Statement Order of Team Discussion



#4 Triggering Antecedents

- Situations in which the behavior is likely to occur: people, time, place, object, etc.



Examples for #4

- Physical Setting
 - Sensory under or over stimulation: noise, crowding, temperature, etc.; missing or present materials, configurations of furniture;
- Social Setting
 - Interaction patterns in or around the student, people present or absent; substitute teacher
- Instructional Strategies
 - Mismatch between learner accommodation needs and instructional components. An accommodation plan may be necessary to increase student success.
- Scheduling Factors
 - Specific times within the schedule; with or without sequencing and transition supports; absence of a visual schedule; unanticipated changes in routine.

Summary Statement Order of Team Discussion

Setting Events
Must be periodic,
Not continuous!
sixth

4. Triggering Antecedents
Circle time lasts
more than 5
minutes

Desired
Alternative
second

Problem
Behavior
first

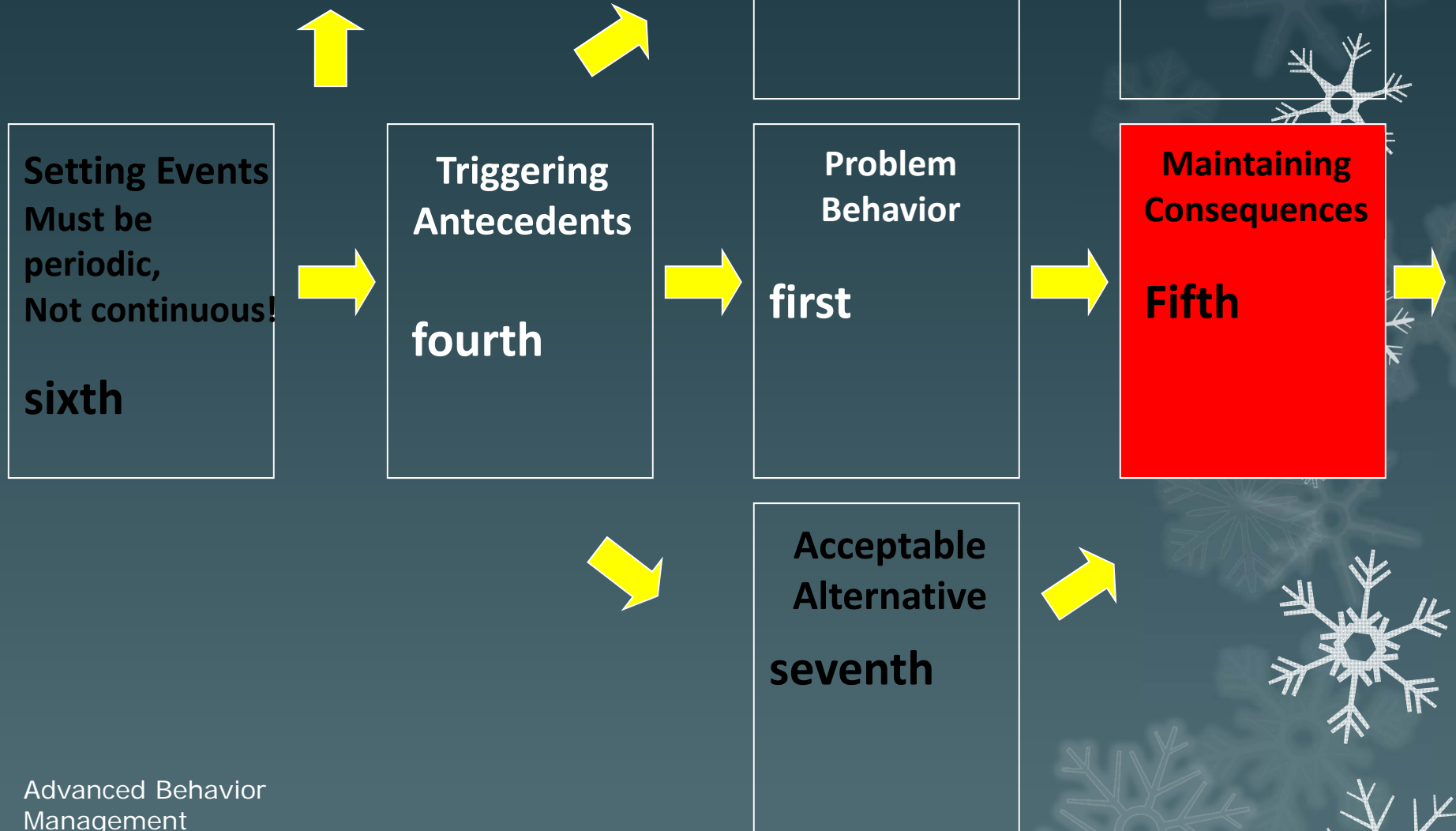
Acceptable
Alternative
seventh

Typical
Consequence
third

Maintaining
Consequences
fifth



Summary Statement Order of Team Discussion



#5 Maintaining Consequences

- What is happening after or during the behavior that makes it worth while for the student to keep doing it?
- Also know as function of the behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior

Examples for #5

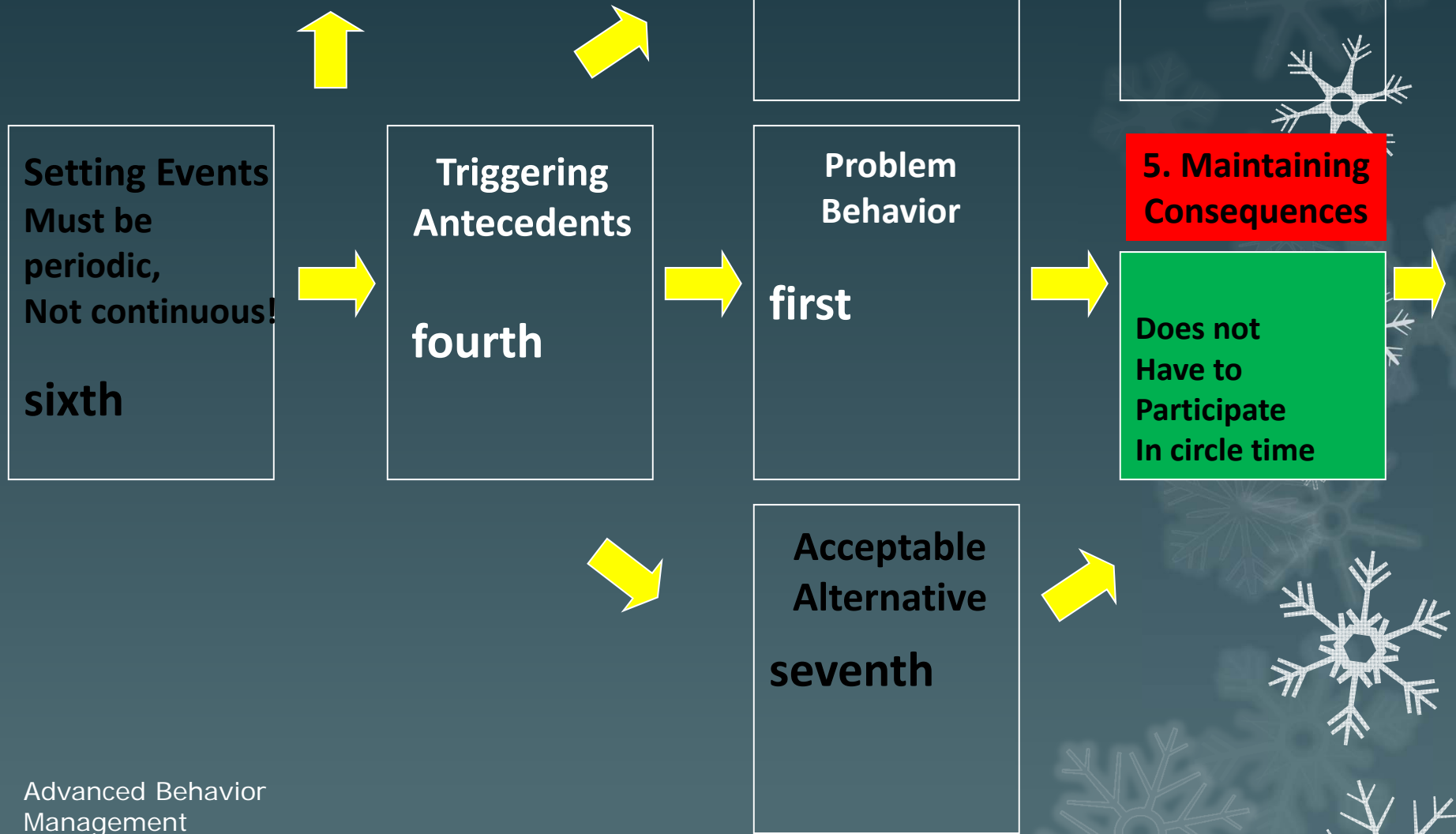
○ **Getting Examples:**

- To gain adult attention
- To gain sustained peer attention and positive comments (use instead of "power")
- To gain a desired item or activity
- To get a choice in the pacing of activities (use instead of "control")

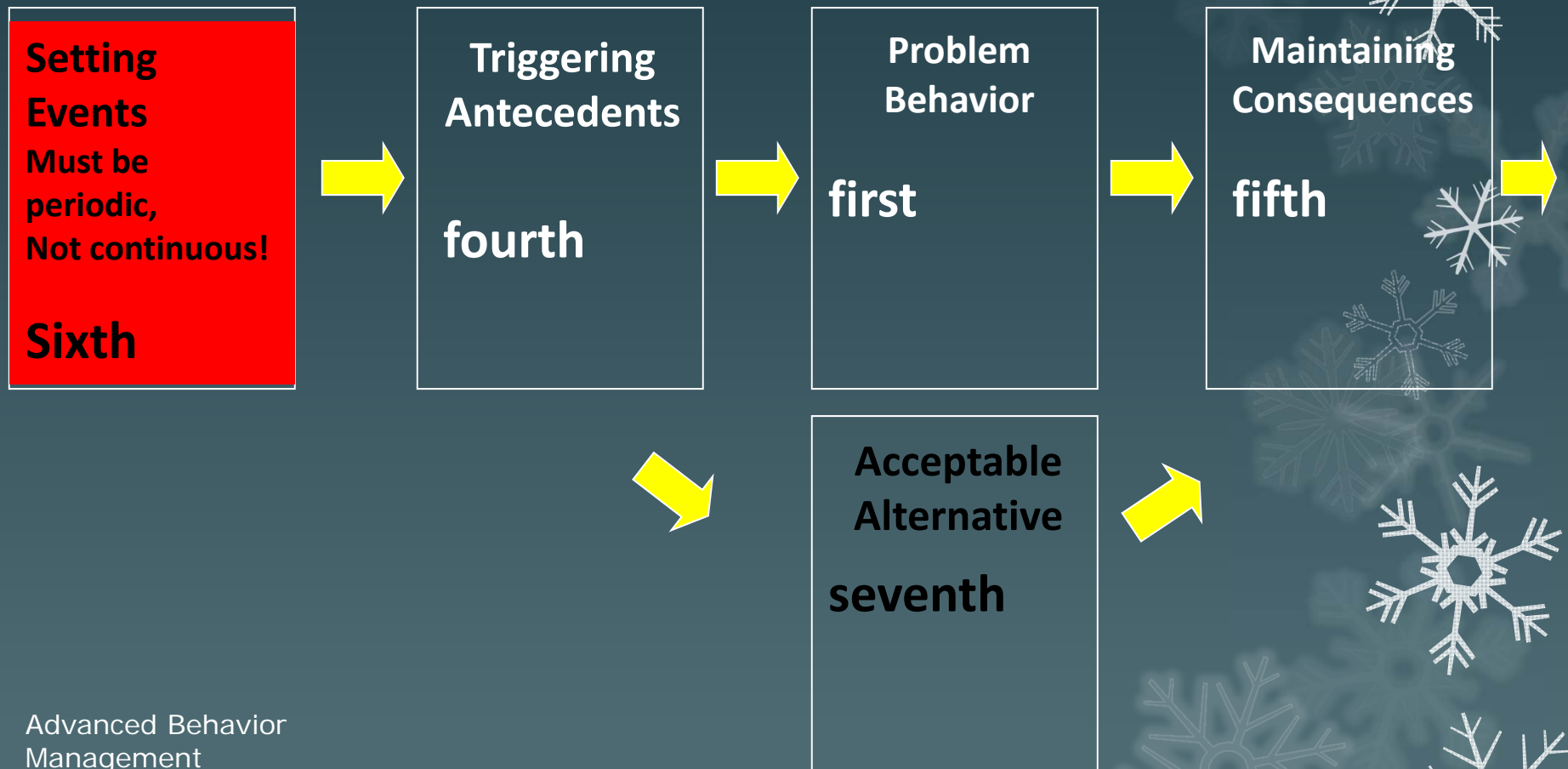
○ **Reject: (Escape/Protest/Avoid) Examples:**

- To escape or avoid a task student states is (a) too hard or (b) too long, or (c) not meaningful to the student or (d) to escape peer comments that the task is too easy
- To avoid or protest a demand or request or reprimand
- To escape an environment in which the student states negative comments from peers frequently occur
- To escape or avoid specific people or activities

Summary Statement Order of Team Discussion



Summary Statement Order of Team Discussion

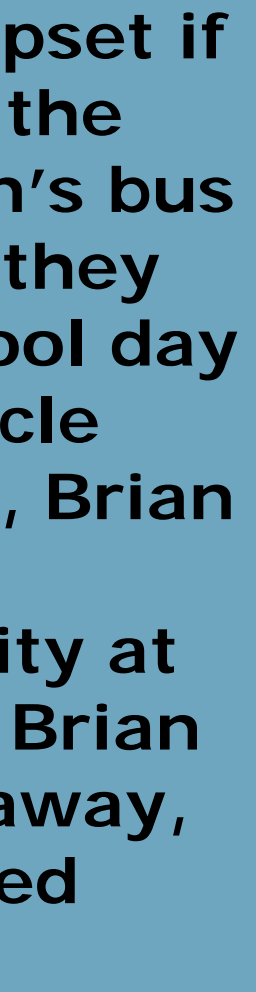


#6 Setting Events

- Not something that happens all the time
- Special events that may ADD TO the likelihood a behavior will occur

Examples #6

- Child refused meds
- Child broke up with girl/boyfriend
- Child did not get enough sleep the night before

- 
- **Brian likes routines, and becomes very upset if the bus is late, or if the bus driver is not the expected one. On those days, when Brian's bus routine has changed, staff members say they "know he will have problems." Each school day Brian puts his coat away, and goes to circle time. After going to circle, on many days, Brian will run away, and kick and head butt if captured after running away, if the activity at circle time lasts more than five minutes. Brian is more likely to leave circle by running away, on days when the bus routine has changed from the typical bus routine.**

Summary Statement Order of Team Discussion

**Setting
Events**
Bus is late/not
The usual bus
driver
Sixth

**Triggering
Antecedents**
fourth

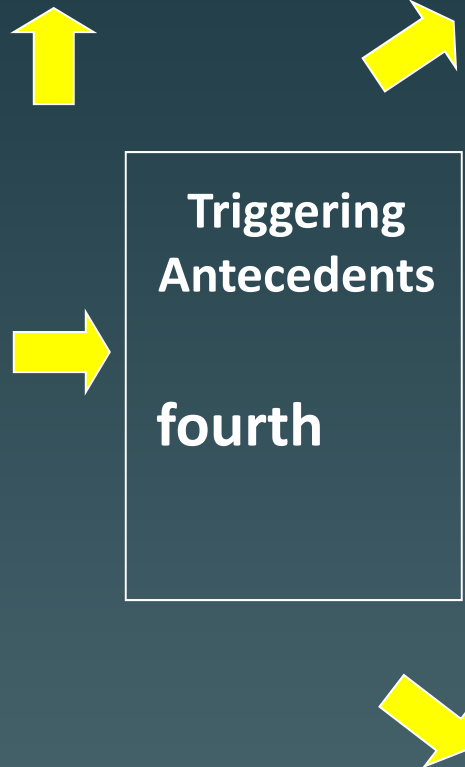
**Problem
Behavior**
first

**Desired
Alternative**
second

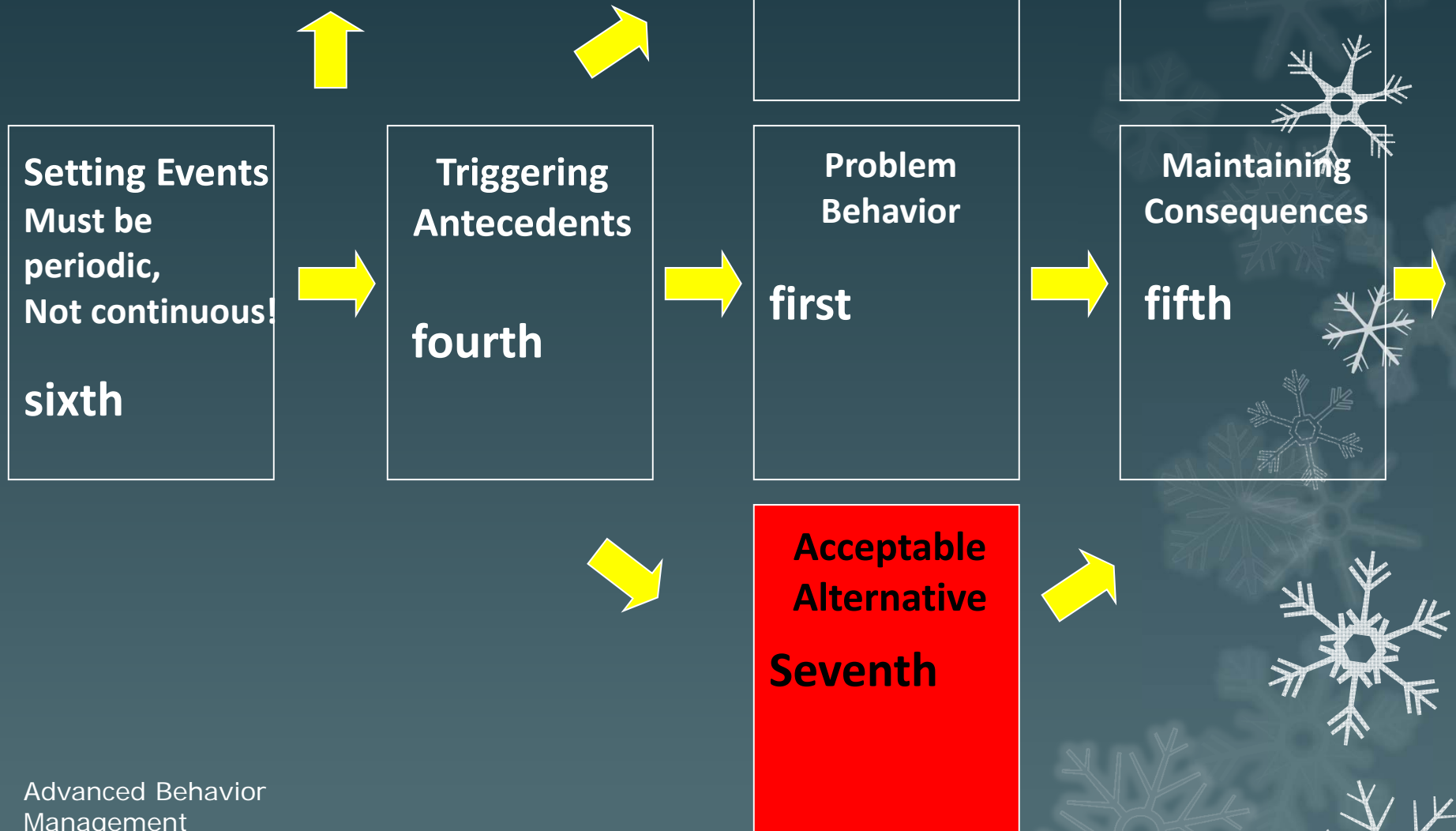
**Typical
Consequence**
third

**Maintaining
Consequences**
fifth

**Acceptable
Alternative**
seventh

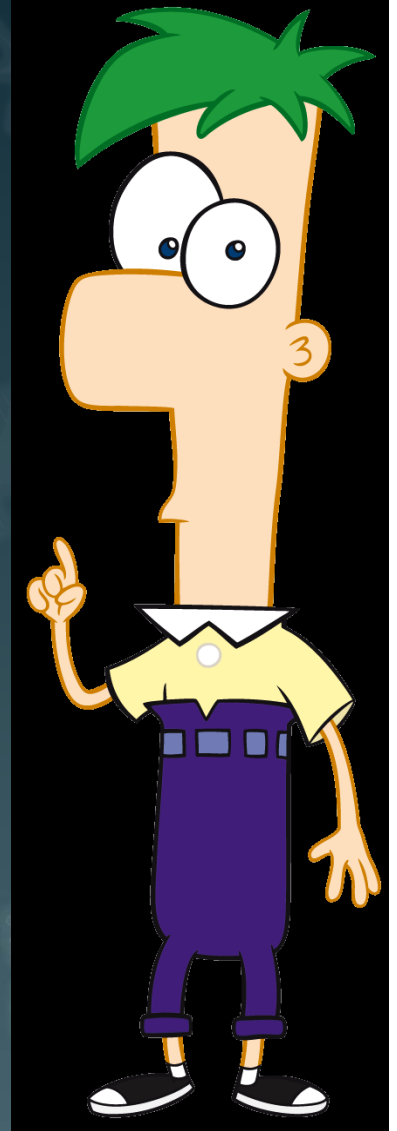


Summary Statement Order of Team Discussion



#7 Functionally Equivalent Replacement Behavior (FERB)

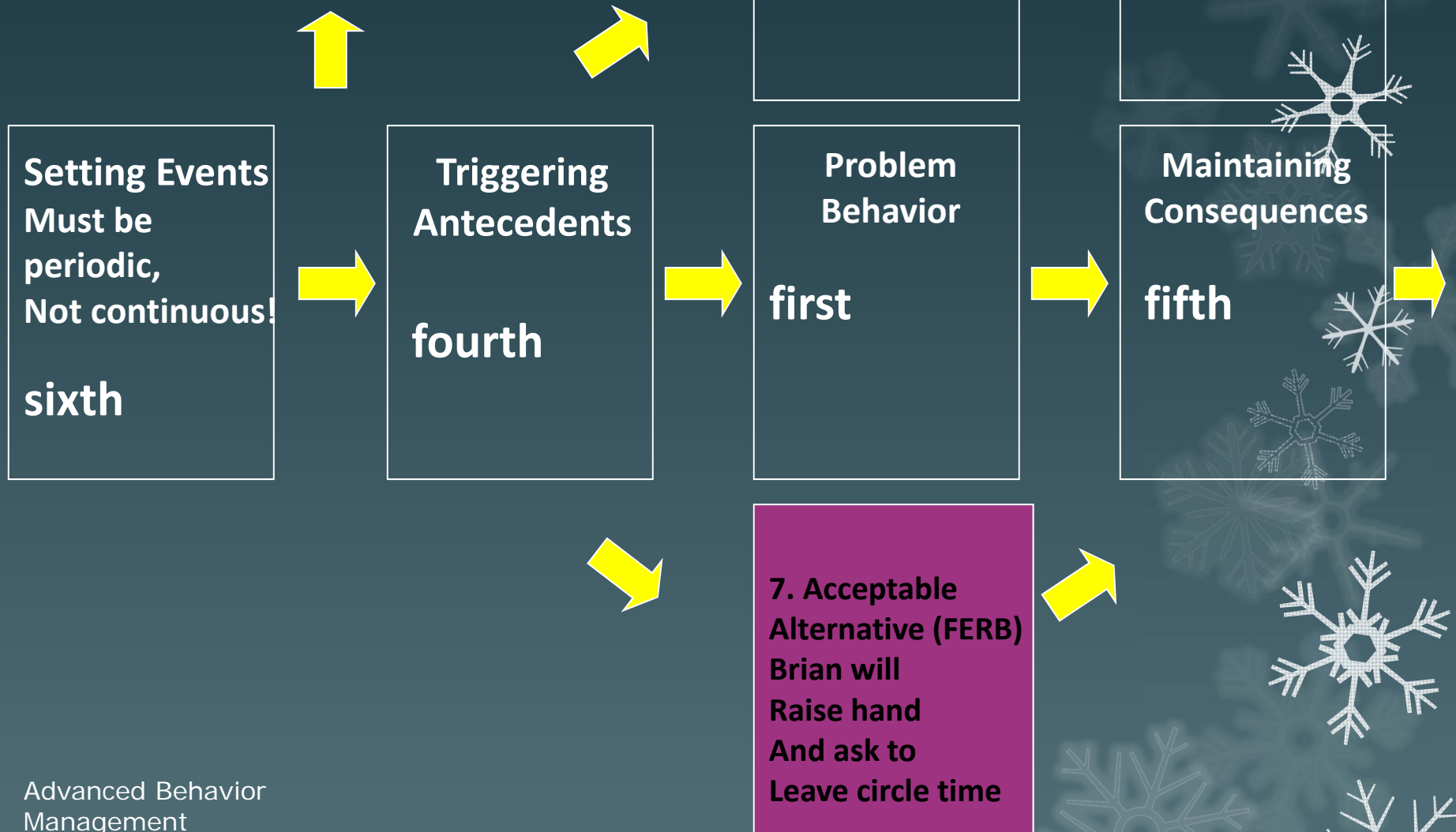
- *FERB = What student should do instead of the problem behavior?*
- *The FERB is a positive alternative that allows the student to obtain the same outcome that the problem behavior provided.*
- *The FERB must be as easily performed as the problem behavior.*



Examples for #7

- (Swears at teacher: protesting a lack of attention) – FERB: Verbally state a desire for attention from the teacher.
- (Fights: protesting not getting his way during a recess game) – FERB: Use protest language taught in verbal conflict resolution training.
- (Screams: protesting an unexpected activity) – FERB: Use the printed schedule to protest and then negotiate about an upcoming unexpected activity.
- (Runs from room-escaping hard work) – FERB: Go to time away/break center.
- (Gains sustained positive peer attention from gang members for assaultive behavior) – FERB: Gain sustained positive peer attention from an alternative group for prosocial behavior.

Summary Statement Order of Team Discussion

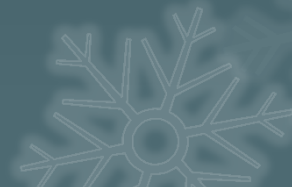
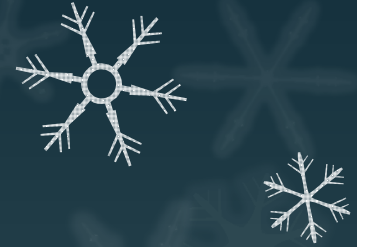


Remember!!!!

- Celebrate small successes
- Brian may never do exactly what all the other students do

Form a team of 2-3

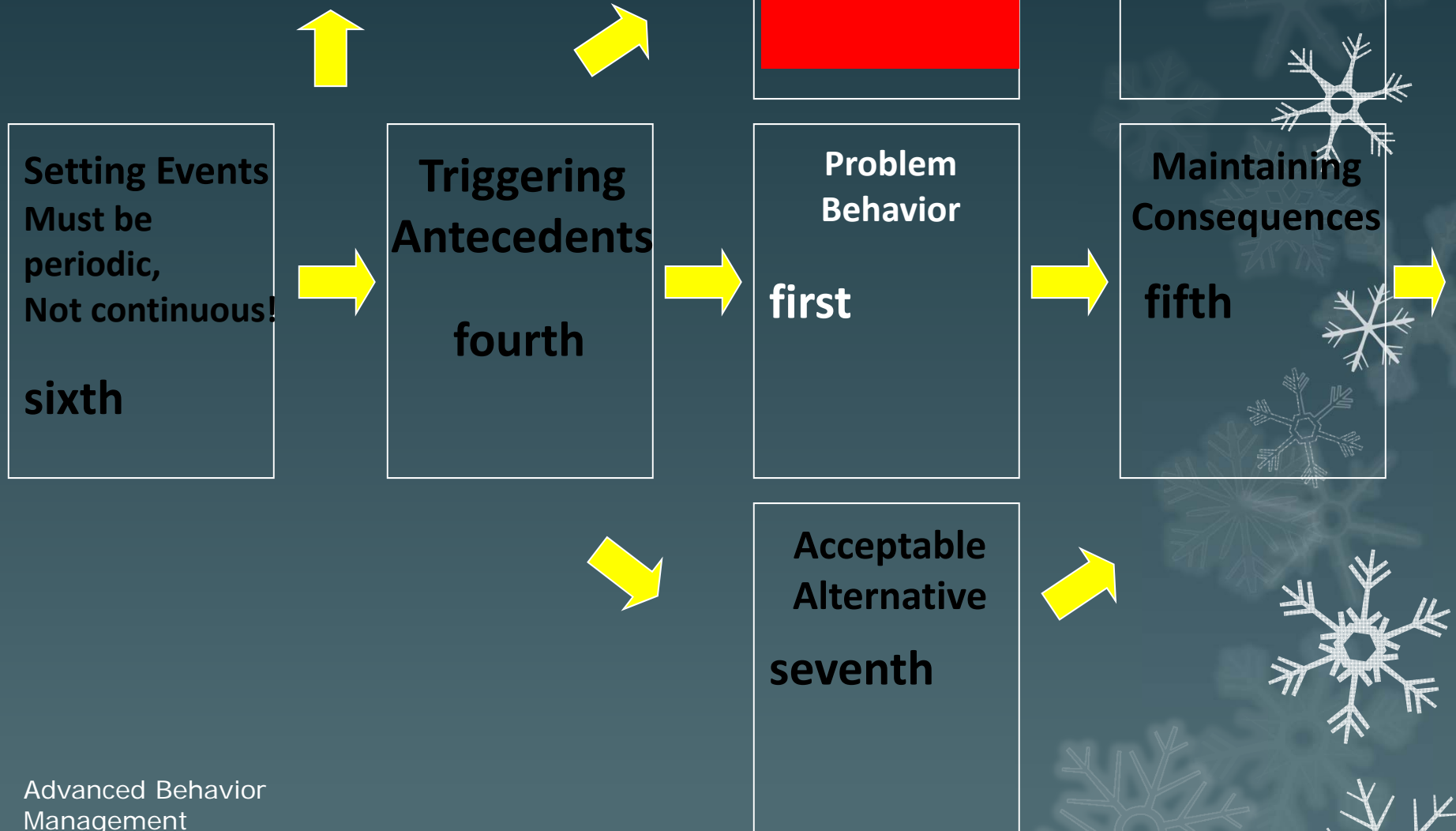
Take a minute and think of a student who needs a structured plan for shaping behavior.



1. Define Problem Behavior

- Description should be observable, e.g., what it looks like to a camera, and therefore measurable for progress monitoring.
- What the behavior looks like, not how it makes you feel
- If the team describes a category or label for the behavior, follow that with a description of exactly what the student is doing.

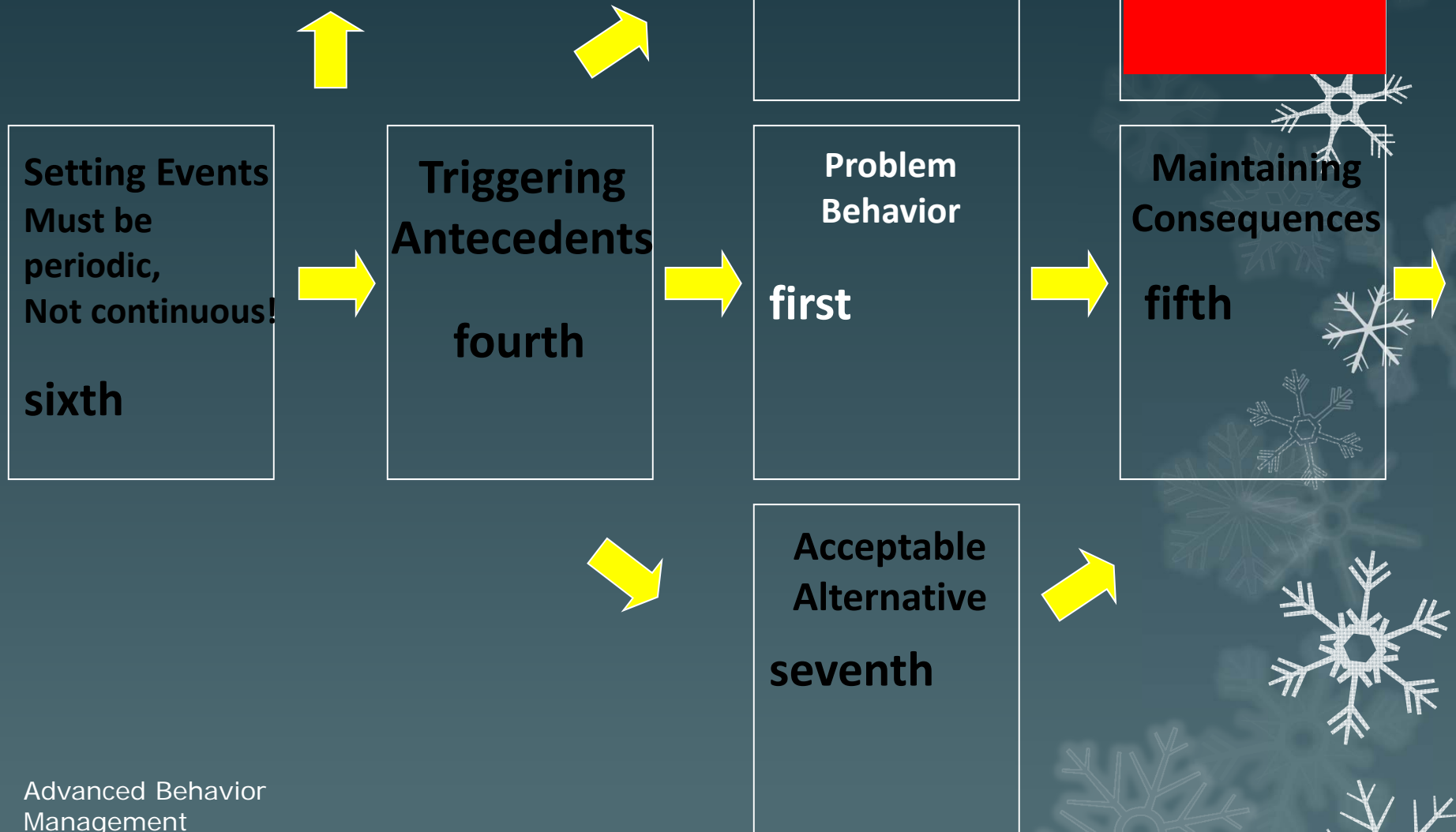
Summary Statement Order of Team Discussion



2. Desired Alternative Behavior

- What is the child supposed to be doing at that time?
- What are other students doing at that time?

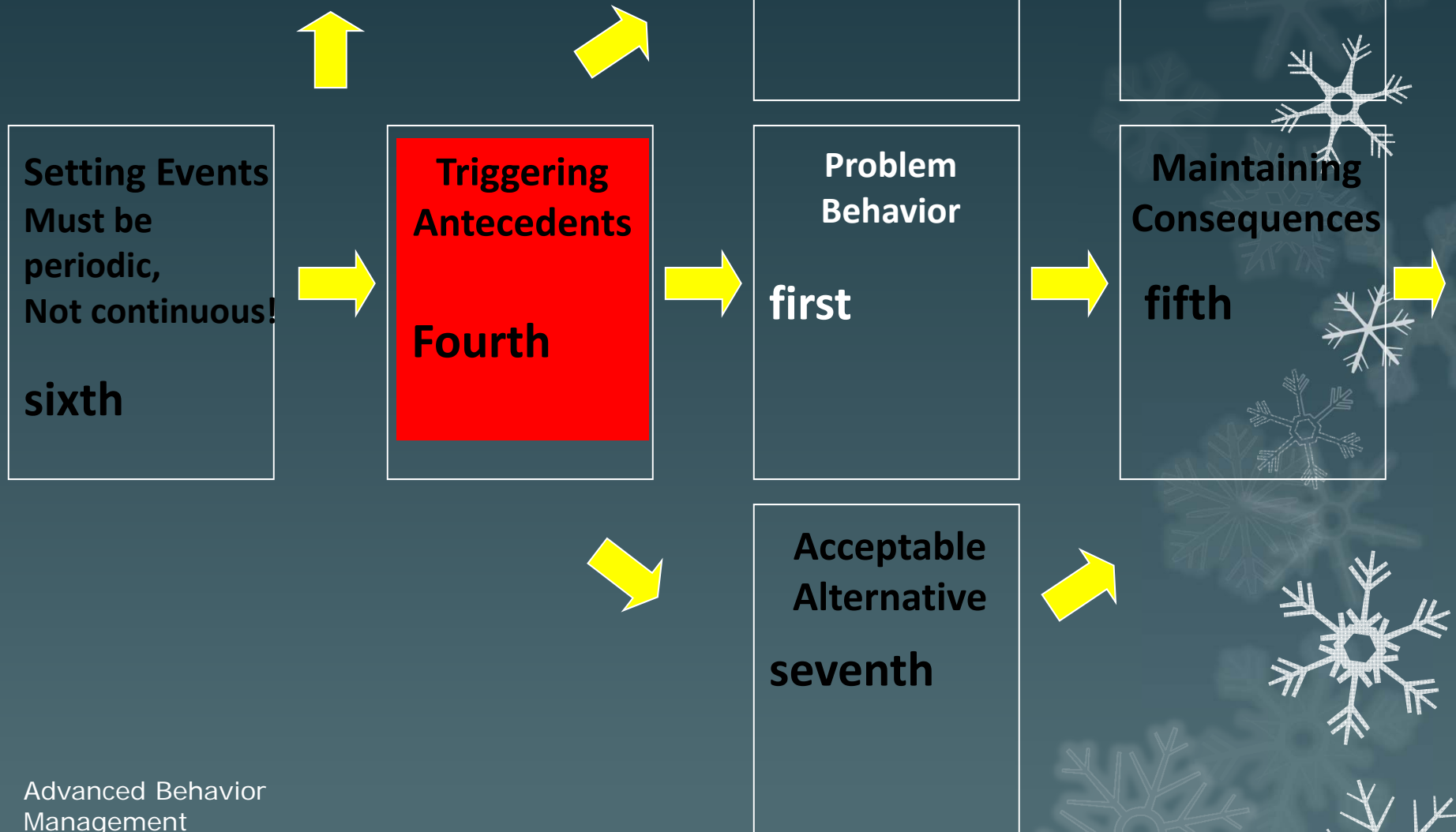
Summary Statement Order of Team Discussion



#3 Typical Consequence for #2

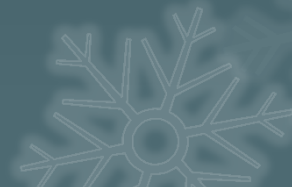
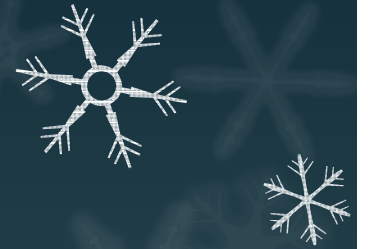
- What happens when the student or all the other students exhibit the desired behavior written in #2?

Summary Statement Order of Team Discussion

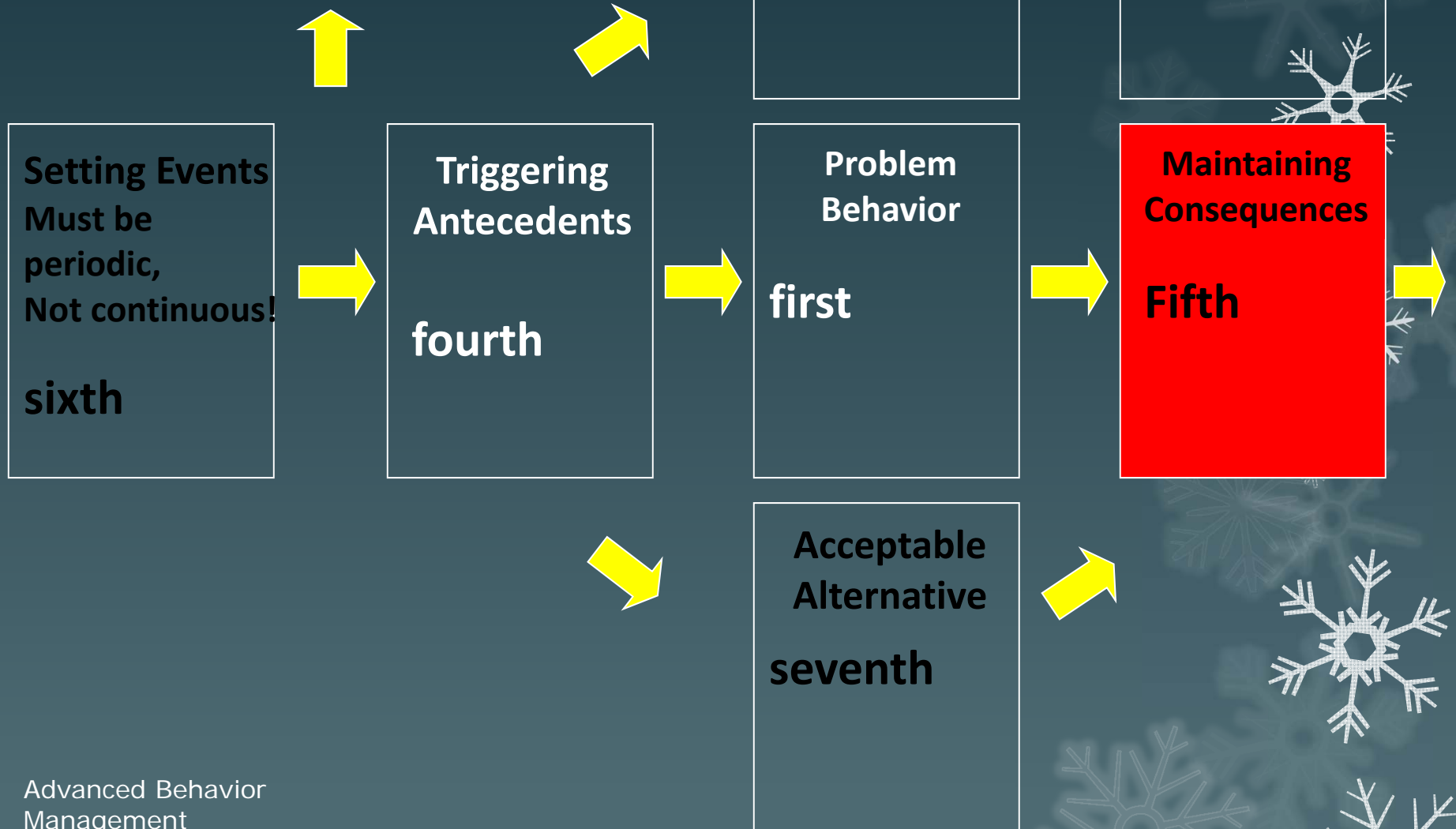


#4 Triggering Antecedents

- Situations in which the behavior is likely to occur: people, time, place, object, etc.



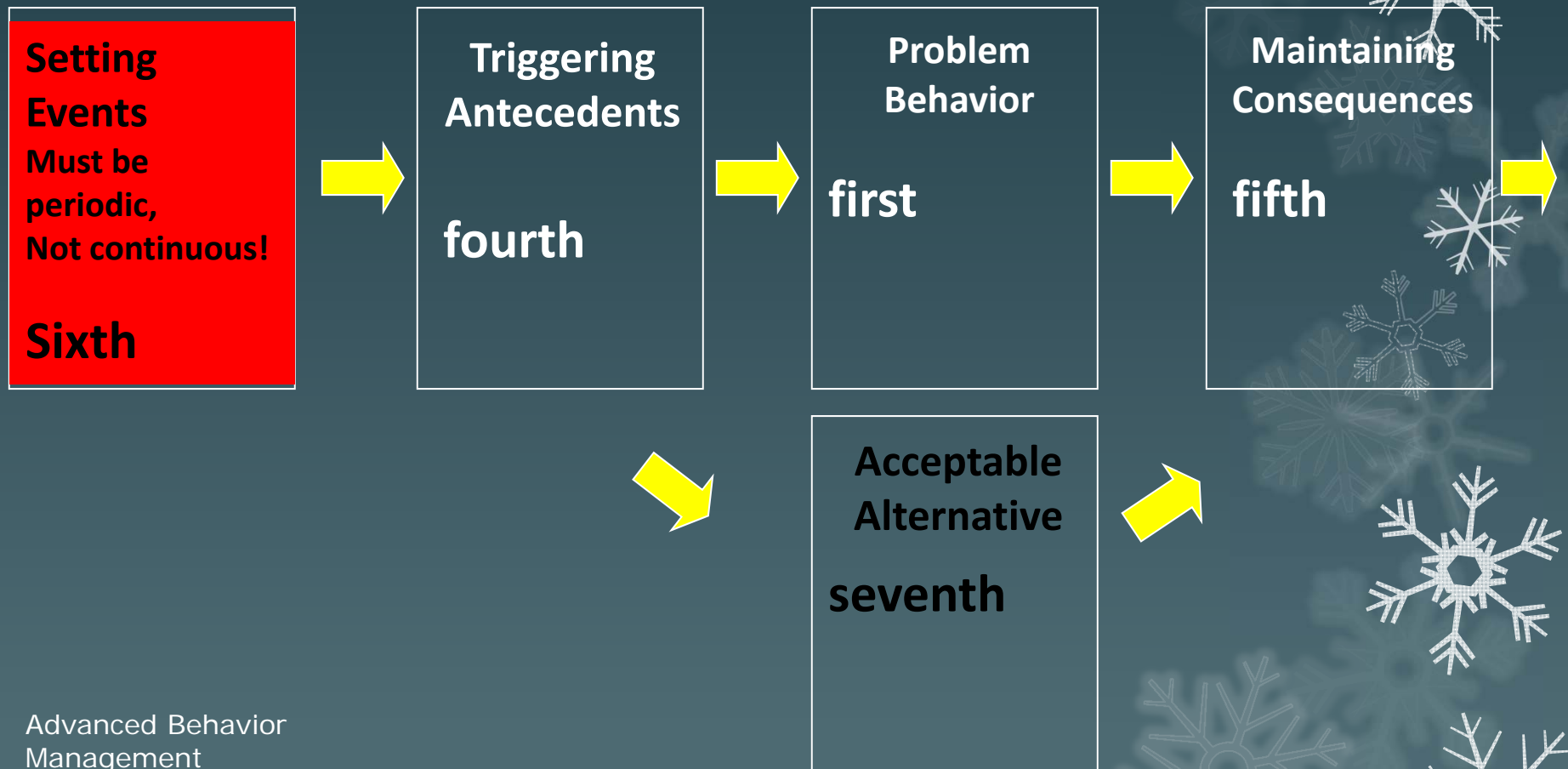
Summary Statement Order of Team Discussion



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- What is happening after or during the behavior that makes it worth while for the student to keep doing it?
- Also know as function of the behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior

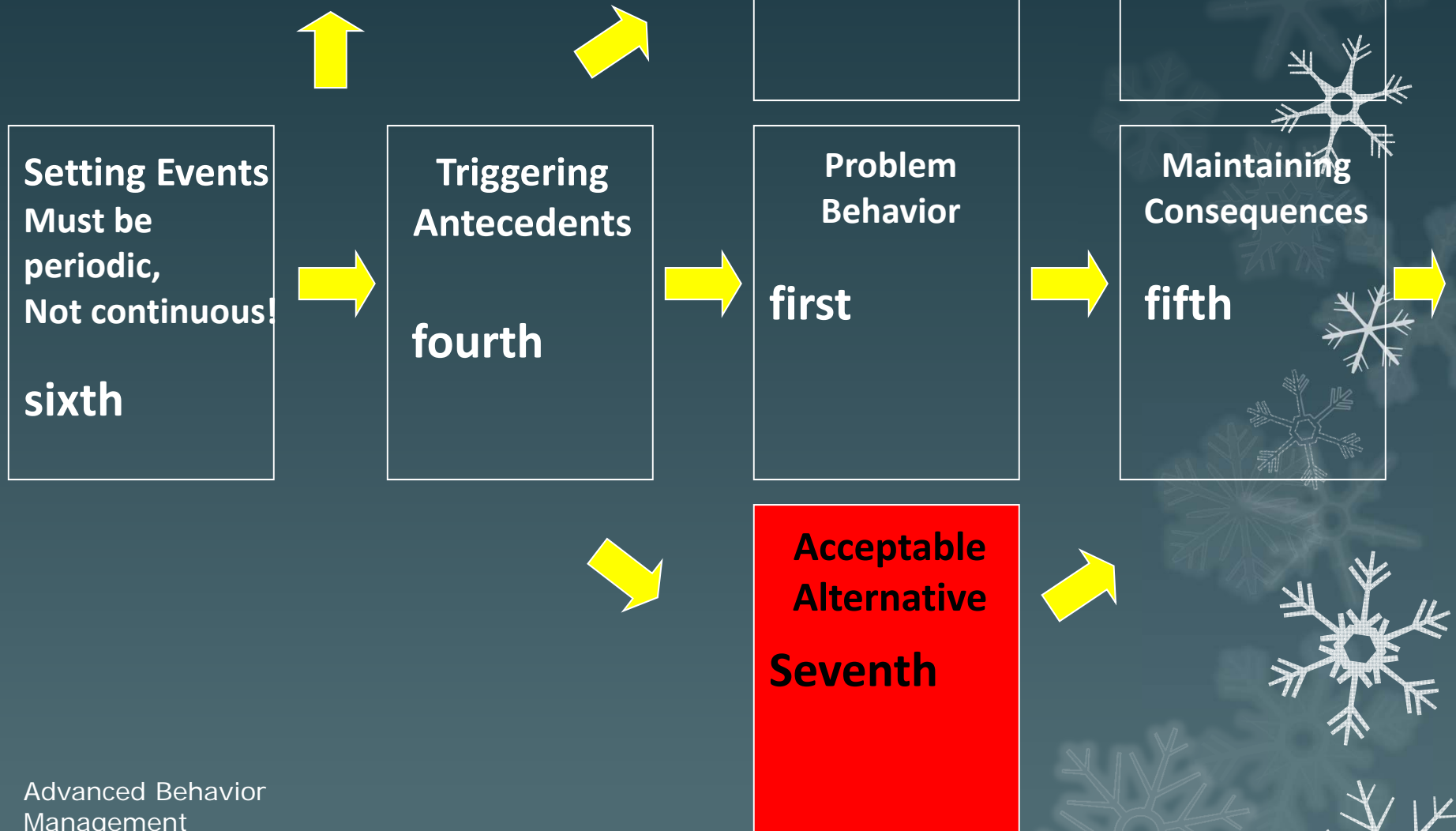
Summary Statement Order of Team Discussion



#6 Setting Events

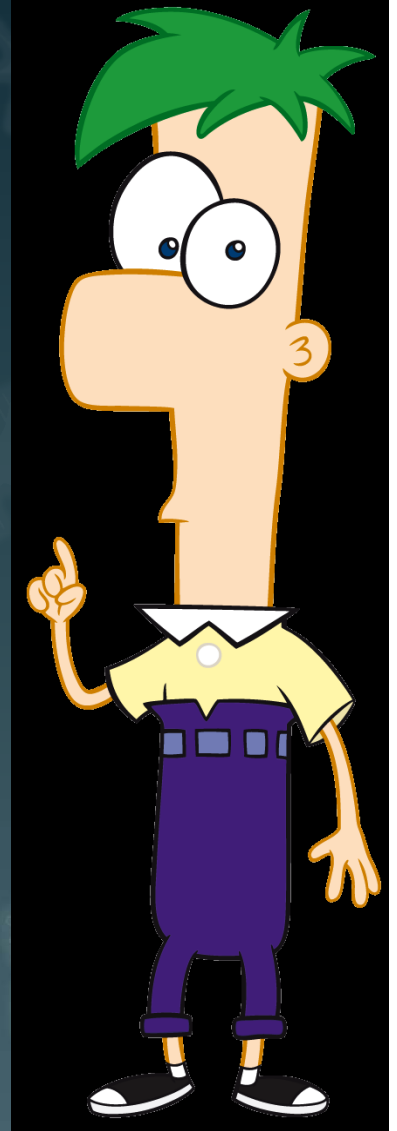
- Not something that happens all the time
- Special events that may ADD TO the likelihood a behavior will occur

Summary Statement Order of Team Discussion

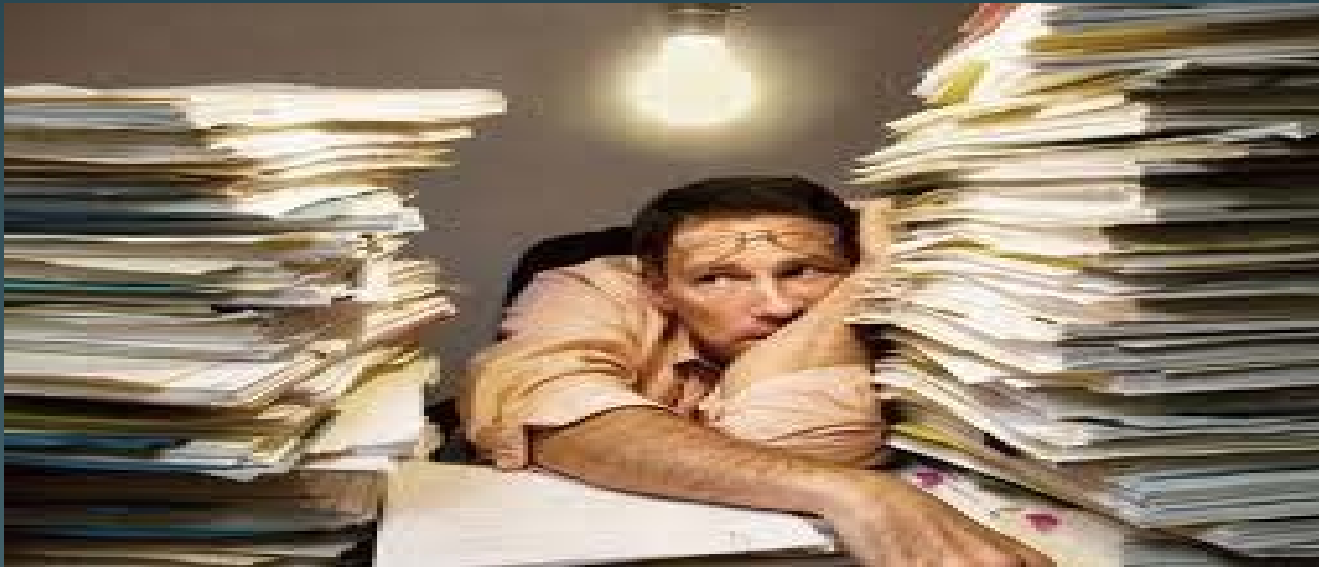


#7 Functionally Equivalent Replacement Behavior (FERB)

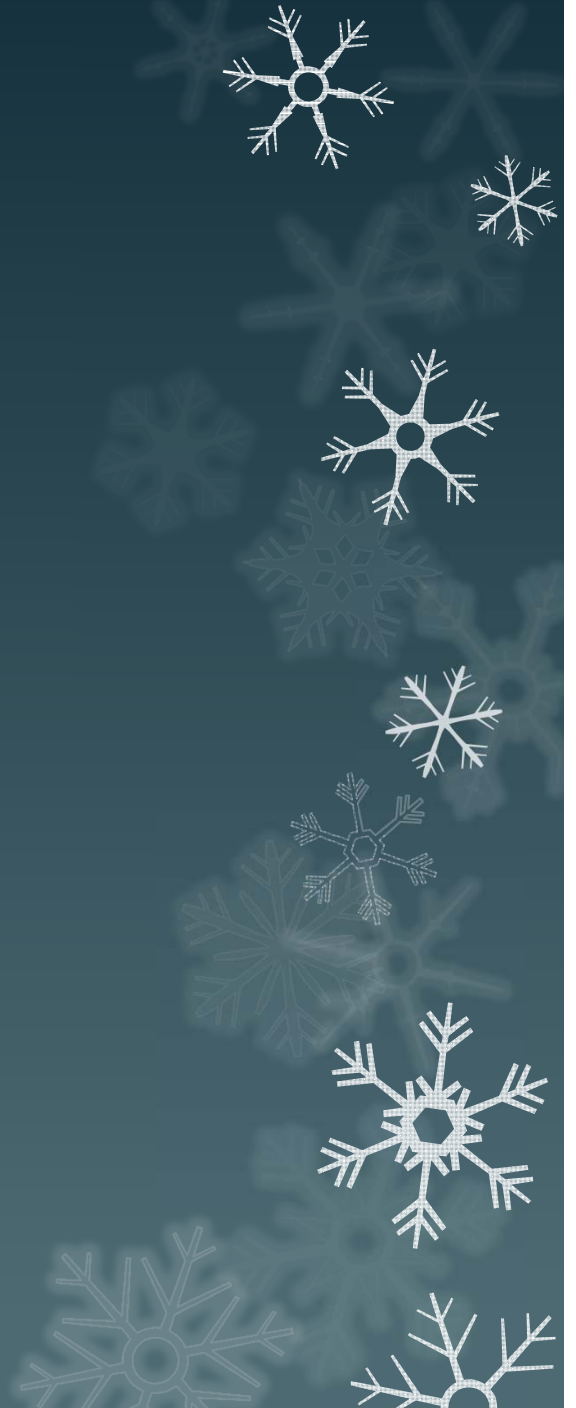
- *FERB = What student should do instead of the problem behavior?*
- *The FERB is a positive alternative that allows the student to obtain the same outcome that the problem behavior provided.*
- *The FERB must be as easily performed as the problem behavior.*



Break time!!



The Behavior Plan



Behavior Support/Intervention Plan

ID # _____ Student _____

School: _____ DOB: _____ Grade: _____

Initial Plan Date

Revised Plan Date

1. Problem Behaviors (define & describe why they are important to change):

2. Previous Interventions:

3. Baseline Data (frequency, duration, intensity, behavior graphs, etc):

4. Hypothesis (What is the function of the behavior?):

5. Identified antecedents (triggers) to the behavior:

1

6. Antecedent Modifications & staff responsible (changes needed to the environment):

7. Functionally Equivalent Replacement Behaviors (what student should do instead of the problem behavior):

8. List teaching Strategies/Necessary Curriculum/Materials, etc. needed to teach FERB & staff responsible (List successive teaching steps for student to learn replacement behavior/s):

9. Positive reinforcement strategies for displaying appropriate behavior & staff responsible:

10. Reactive Strategies & staff responsible (What to do when the problem behaviors occur, including the Crisis Management Plan):

1. Prompt student to switch to replacement behavior:

2. Describe how staff should handle the problem behavior if it occurs again:

3. Positive Discussion with student after behavior ends:

4. Any necessary further classroom or school consequences:

2

Close Full Screen



9:54 AM
08/10/2011

Behavior Support Plan

#1. Problem Behavior (define and describe why they are important to change)

* First part done on CBP

- Description should be **observable**, e.g., what it looks like to a camera, and therefore measurable for progress monitoring.
- What the behavior looks like, not how it makes you feel
- If the team describes a category or label for the behavior, follow that with a description of **exactly what the student is doing**.

Examples for #1

- Off task:
 - Poor organization and planning:
 - Tantrums:
Outbursts/Rage/
Explosive Reactions/
- crawls on the floor; plays with objects in desk; attempts play with others
 - rushes to complete assignment without planning each phase; waits until the final work period to begin a long term assignment
 - student throws materials; student crawls under the desk and screams with high volume.

....why is it important to change

Consider the impact on students' achievement.

- 1. Are there less academic or social skills learned by this student or others because of the problem behavior?*
- 2. Does this behavior raise safety or welfare concerns?*
- 3. Behavior Impedes Learning section of IEP*

Examples for why it is important to change

- Unavailable for Instruction
- Reduced Skills Learning
- Reduced Productivity
- Lack of Work Production Negatively Impacts Progress/Grades
- Disrupts Other Students' Opportunity to Learn
- Requires Activities/Class Instruction to Stop
- Instructional Time is Lost for Disciplinary Proceedings

#2. Previous Interventions

- Look at what has been done at home and school
- If the intervention did not change behavior:
 - Look to see how long the intervention was implemented
 - Look to see who was implementing
 - Did parts of it work?

#3 Baseline Data (frequency, duration, intensity, graphs)

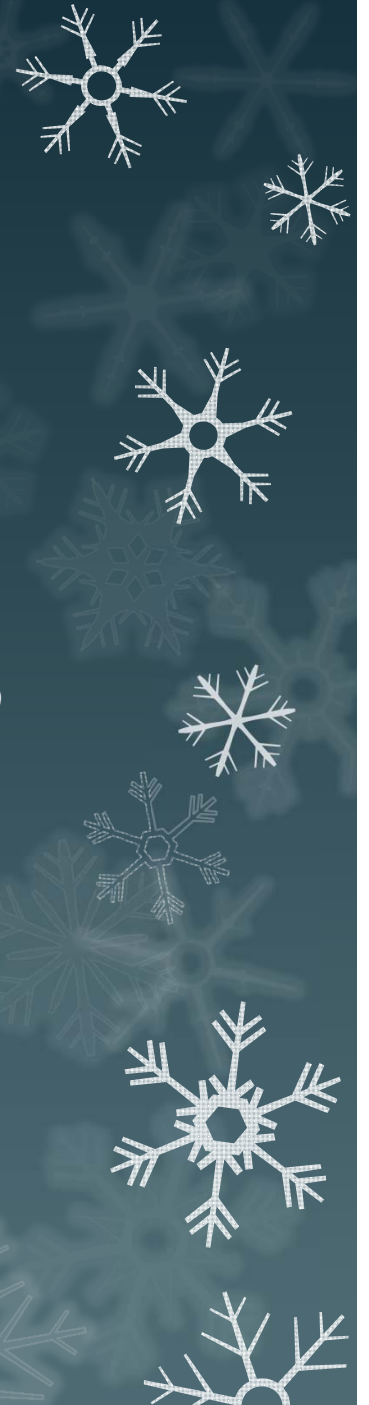
- Do you have any??
- Who is responsible for gathering it?
- Don't forget to use it!



#4. Hypothesis (What is the function of the behavior?)

* On CBP

*Specify the **function of the behavior** in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a functionally equivalent replacement behavior.*



Examples for #4

○ **Getting Examples:**

- To gain adult attention
- To gain sustained peer attention and positive comments (use instead of "power")
- To gain a desired item or activity
- To get a choice in the pacing of activities (use instead of "control")

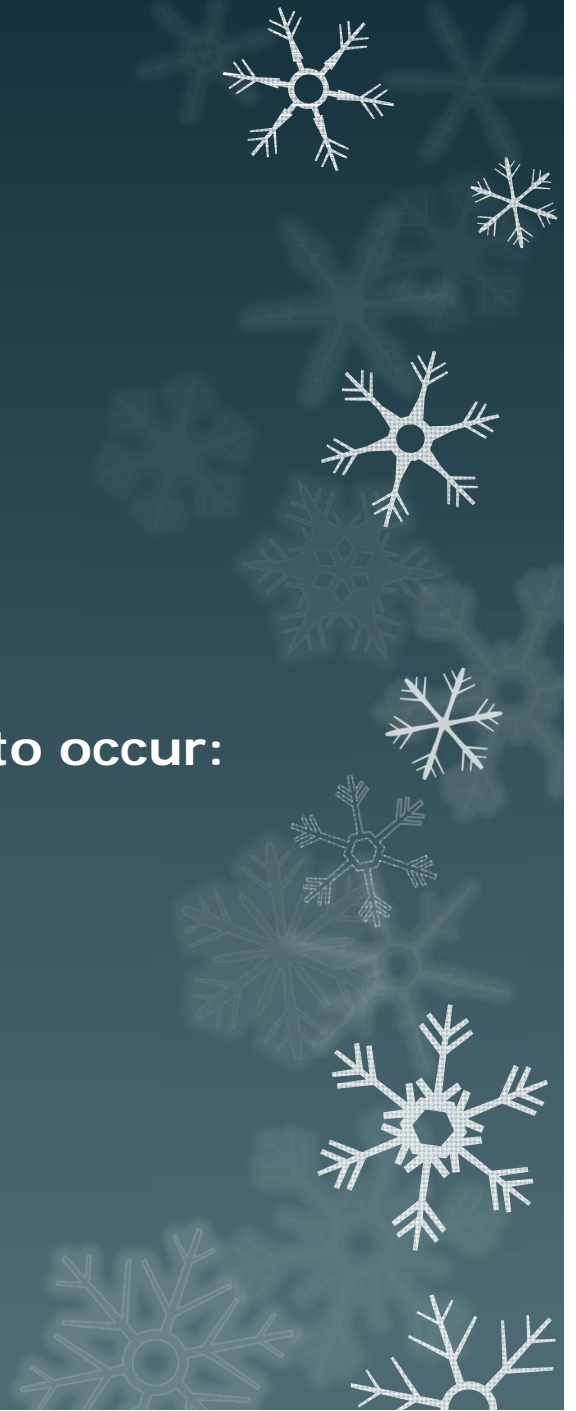
○ **Reject: (Escape/Protest/Avoid) Examples:**

- To escape or avoid a task student states is (a) too hard or (b) too long, or (c) not meaningful to the student or (d) to escape peer comments that the task is too easy
- To avoid or protest a demand or request or reprimand
- To escape an environment in which the student states negative comments from peers frequently occur
- To escape or avoid specific people or activities

#5 Identified Antecedents (triggers) to the behavior

* Done on CBP

Situations in which the behavior is likely to occur:
people, time, place, object, etc.



Examples for #5

- Physical Setting
 - Sensory under or over stimulation: noise, crowding, temperature, etc.; missing or present materials, configurations of furniture;
- Social Setting
 - Interaction patterns in or around the student, people present or absent; substitute teacher
- Instructional Strategies
 - Mismatch between learner accommodation needs and instructional components. An accommodation plan may be necessary to increase student success.
- Scheduling Factors
 - Specific times within the schedule; with or without sequencing and transition supports; absence of a visual schedule; unanticipated changes in routine.

#6 Antecedent Modifications and staff responsible (changes needed to the environment)

What environmental changes, structure, and supports are needed to remove the student's need to use this behavior?

Changes in time/space/materials/interactions to remove likelihood of behavior

Examples for #6

○ Time changes: Review environmental analysis for what to add or remove

- Provide a break after 15 minutes of work
- Allow completion of tasks in parts; develop a pacing technique
- Give student time to finish assignments at home
- Give more/less time on tasks

○ Space changes:

- Student will sit near the front
- Student needs to sit near assigned support buddy
- Different work areas will be clearly identified, different work spaces for different tasks

Examples for #6 cont.

○ **Material(s) changes:**

- Hands-on learning or manipulatives will be increased
- Tasks organized in sequencing trays; visual schedule provided on student's desk
- Notebook organizer for assignments (and instruction to use)
- Enlarged print size for texts
- Provide pictures for use in communicating needs and wants

○ **Interaction changes:**

- Use specific supportive voice volume and words; prepare the student ahead of time for change
- Cue the student to use previously taught coping strategies when changes to routine create anxiety
- Model positive self-talk language and teach a calming count down, 10 to 1, to aid relaxation

#7 Functionally Equivalent Replacement Behavior (FERB What student should do instead of the problem behavior?)

*Done on CPB

- *The functionally equivalent replacement behavior **is a positive alternative** that allows the student to obtain the same outcome that the problem behavior provided.*
- *The FERB must be as easily performed as the problem behavior.*

Examples for #7

- (Swears at teacher: protesting a lack of attention) – FERB: Verbally state a desire for attention from the teacher.
- (Fights: protesting not getting his way during a recess game) – FERB: Use protest language taught in verbal conflict resolution training.
- (Screams: protesting an unexpected activity) – FERB: Use the printed schedule to protest and then negotiate about an upcoming unexpected activity.
- (Runs from room-escaping hard work) – FERB: Go to time away/break center.
- (Gains sustained positive peer attention from gang members for assaultive behavior) – FERB: Gain sustained positive peer attention from an alternative group for prosocial behavior.

#8 List teaching strategies/necessary curriculum materials needed to teach FERB and staff responsible.

- List successive teaching steps for student to learn replacement behavior/s
- **Teaching** of underlying pivotal skills that will increase the student's ability to perform general positive behaviors

#9 Positive reinforcement strategies for displaying appropriate behavior and staff responsible

- A **reinforcer** is something proven to increase the behavior. A **reward** is something we hope the student will strive to earn, but there is no current evidence supporting that conclusion.

Rules for Reinforcers



- **Specificity:** Be specific
- **Contingency:** Contingently given following the desired behavior
- **Efficacy Evidence:** Student must WANT the reinforcer
- **Frequency:** The frequency of earning must match the student's ability to delay gratification. Approximately every 10 minutes? 2x per week?
 - (High frequency is an especially important consideration for students with a limited history of reinforcement for desired behavior.)
- **Immediacy:** Delivered IMMEDIATELY after each desired behavior
 - Young children
 - Just starting behavior plan
- **Choice-within-Variety:** Offer more than one reinforcer and allow the student to select.

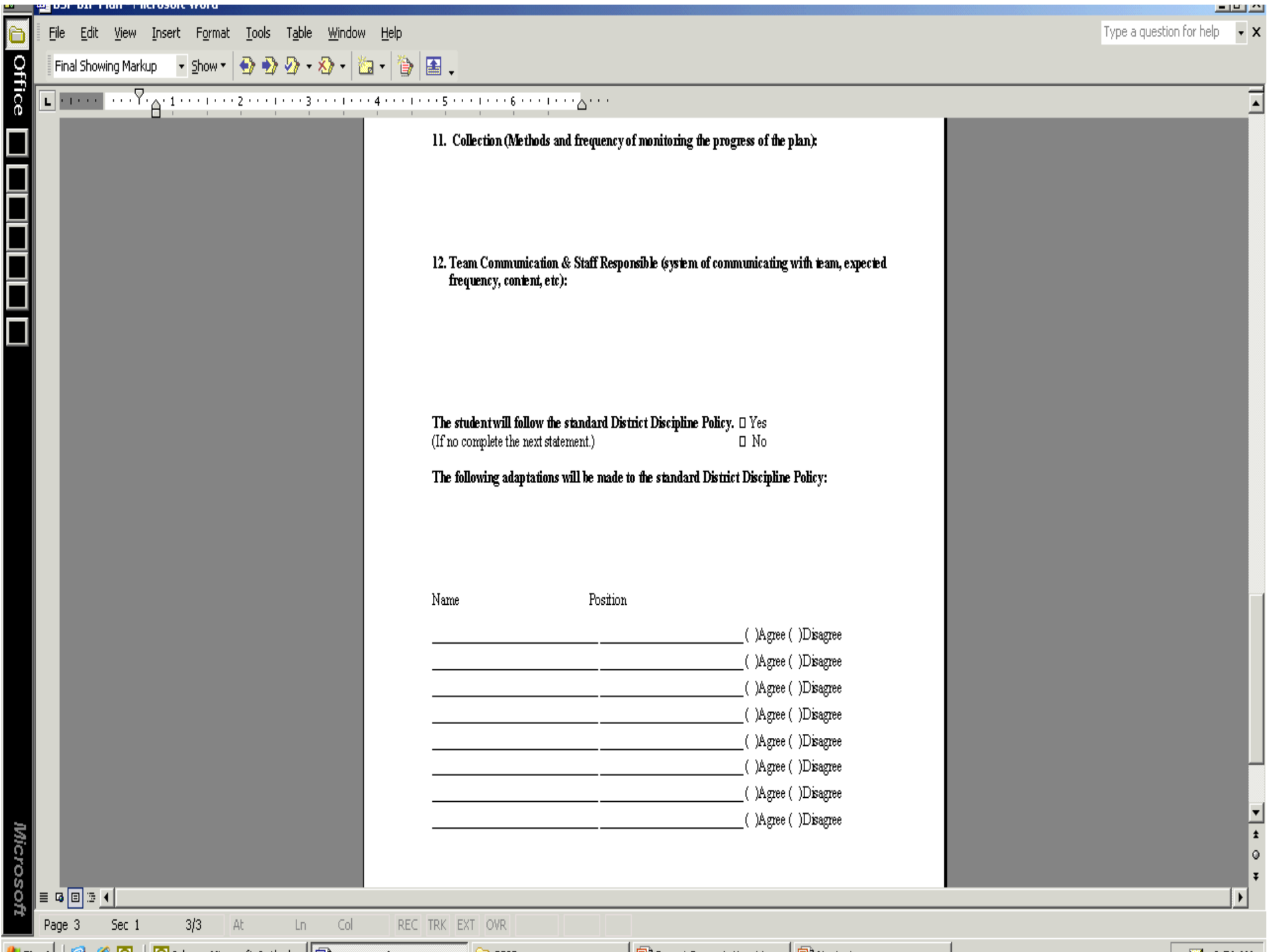
#10 Reactive Strategies and staff responsible (What to do when the problem behaviors occur, including Crisis Management Plan)

- *What steps **will the adults take** to return the student to rule-following behavior?*
- *How can staff best **prevent** escalation?*
- *What words, items or actions **work to calm** this specific student?*

Examples for #10

Examples in a Hierarchy of Responses, Early to Late Stages:

1. **Prompt to the FERB**, or redirect to task with additional supports: (Redirecting Phase)
2. **Reactive Strategies** for When the Problem Behavior is Escalating Beyond Initial Redirection Phase (Managing the Problem Safely)
3. **Strategies for After the Problem Behavior is Over** (Debriefing Phase)
4. **Possible Additional Strategies** (Consequences or Punishment)



#11 Collections (Methods and frequency of monitoring the progress of the plan)

- What forms will be used
- When will plan be revisited for progress
 - Set a date!
 - How long should you give the plan to work?
- Write specific names of people

#12 Team Communication and Staff Responsible

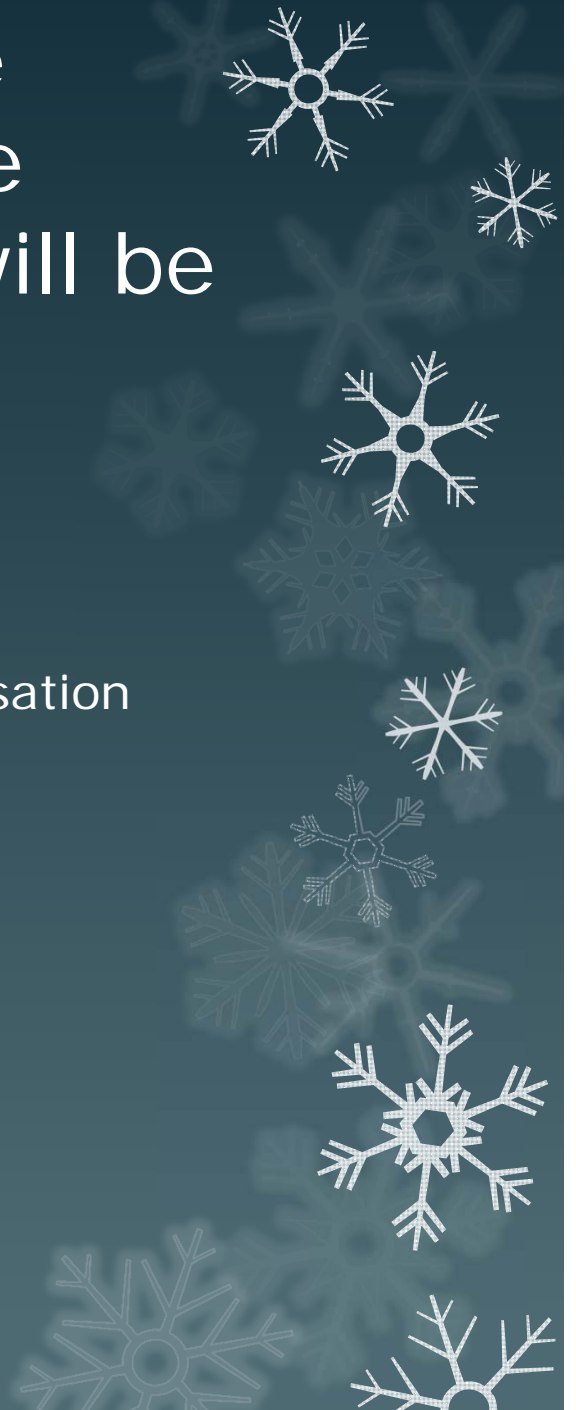


On-going progress monitoring to document response to intervention requires delineating:

1. the communication participants
2. under what conditions
3. manner
4. expected frequency
5. content
6. two-way specification

The student will follow the standard District Discipline Policy/What adaptations will be made?

- Make sure the principal is in on this conversation
- Get it in writing
- Review it often



Wrap up

1. Behavior is a form of COMMUNICATION!
2. Need to teach the behaviors we want to see
3. Need to reinforce the behaviors we want to see
4. Acceptable Alternative=FERB

Needs to be easy for student to preform

Needs to get same results as problem behavior

Needs to be taught

Needs to be positively reinforced

Questions?

iStockphoto.com/SpellbindMe



Can't you just Google it?

Resources

- <http://sdpbis.wikispaces.com/South+Dakota+PBIS>
- <http://doe.sd.gov/oess/specialed/index.asp>
- www.pent.ca.gov
- <http://flpbs.fmhi.usf.edu>
- www.pbis.org
- www.behavioradvisor.com
- <http://www.challengingbehavior.org>
- www.whatworksclearinghouse.com
- www.interventioncentral.org
- <http://www.top20training.com>

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