

Designing Secondary Prevention Systems of Positive Behavior Support

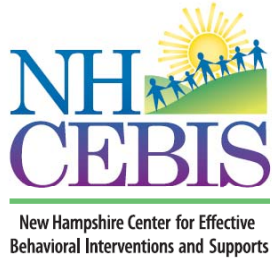
Behavior Support Planning

Eric Mann, LICSW and Tom Benjamin, BCBA

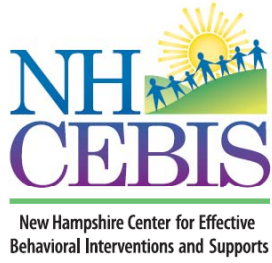
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Functional Behavioral Assessment Agenda

1. Preview the Day
2. Quick Review
 - a) Behavior Pathways and FBA
3. Behavior Support Planning
4. Practice, Practice, Practice
5. FBA/BSP Fidelity of Implementation Tool
6. Action Plan

Outcome

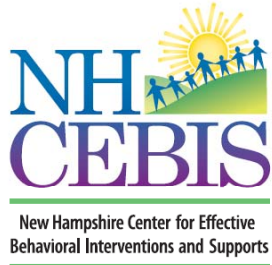
1. To leave today's training with a Function-Based Behavior Support Plan for a secondary tier student from your school or program
 1. Behavior Pathway
 2. Competing Pathway
 1. Replacement Behavior
 2. Desired Behavior
 3. Antecedent and Consequence Changes
 4. New Teaching
 5. How you'll assess
 6. Action Plan

A Longer Range Outcome/ Hope

- It is critical that we not just provide training but also show results. We hope that Function-based BSPs are not just being trained but actually are developed.
- You'll leave today with a big chunk of one BSP already done.
- You'll also have used our BSP/FBA tool to assess what's complete and what is incomplete and time to action plan next steps
- And, we are going to leave you with a HW assignment

Homework Assignment

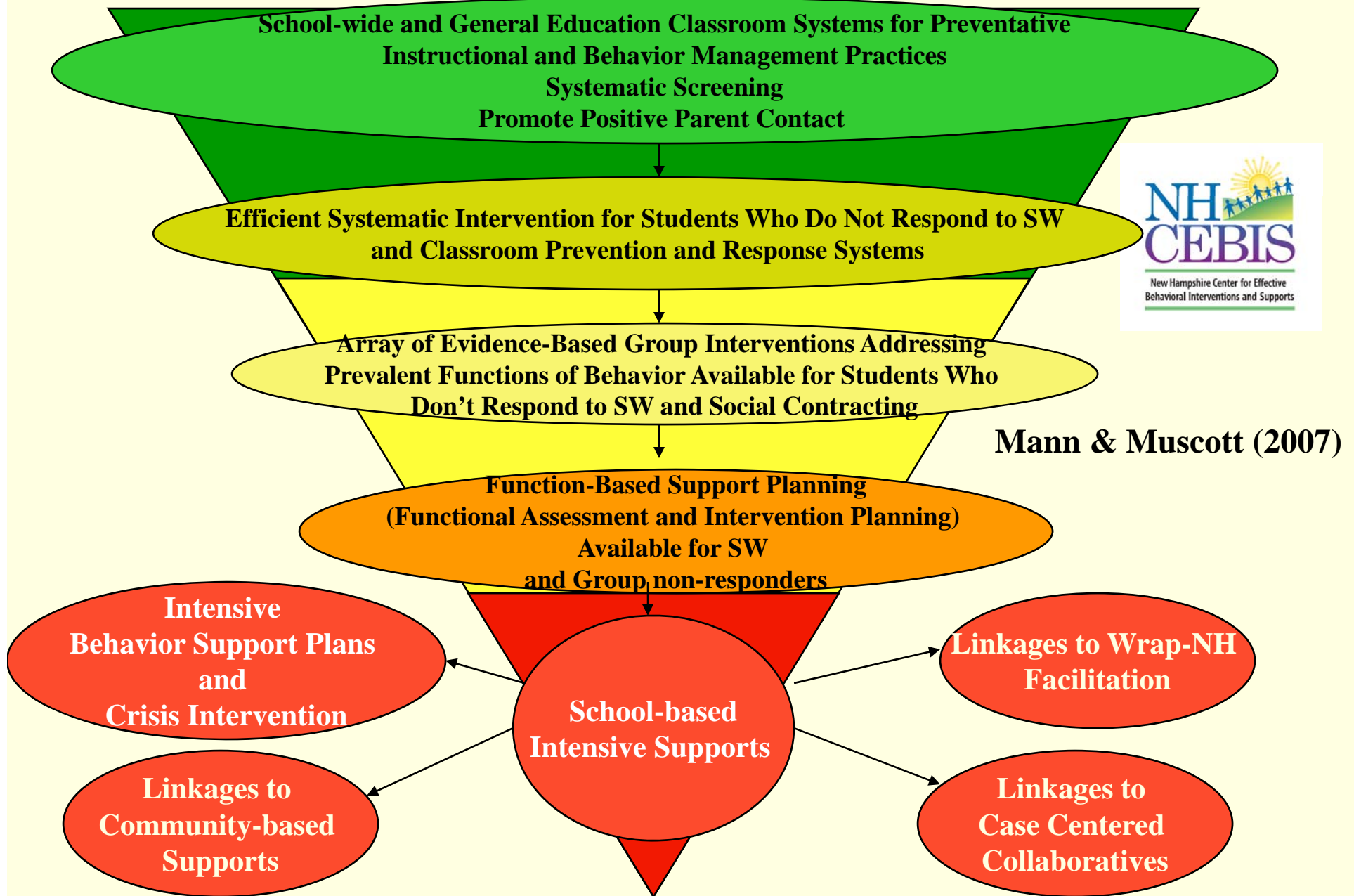
- Using the BSP that you evaluated and action planned today, we'd like you to complete any action items by June 1, 2008.
- By June 1, we'd like you to submit to us a complete formal BSP (with confidentiality assured) that addresses the features outlined in the FBA/BSP Evaluation Tool, displayed in a formal format (examples of BSPs are in your manual)
- Facilitators are available to help you
- We then promise to do our own evaluation and provide you with constructive feedback



What We'll Need You to Hand in Today

- 1) There will be activities throughout the day and for some we'll ask you to write duplicate copies for us. We'll prompt in advance when we'll need a copy.
- 2) We need each team to hand in a completed 'Collaborative Team Checklist' by the end of the day. Should take only 10 minutes; Only complete "STATUS" column. Two-fold purpose:
 - 1) To keep teams mindful of team process
 - 2) To assure that we have all our needed data points for our grant evaluation

The 'CASCADE' of Supports: A Continuum of Effective Supports New Hampshire's System of Care and Education



SYSTEMS

1. Targeted Team and Processes

2. Data-Based Decision Making

DATA

Secondary Prevention Targeted Approaches

8. Behavior Support Planning

3. Communication with Staff and Families

A Function-Based Perspective

7. Functional Assessment

4. Early Identification and Referral Processes

Muscott & Mann (2007)

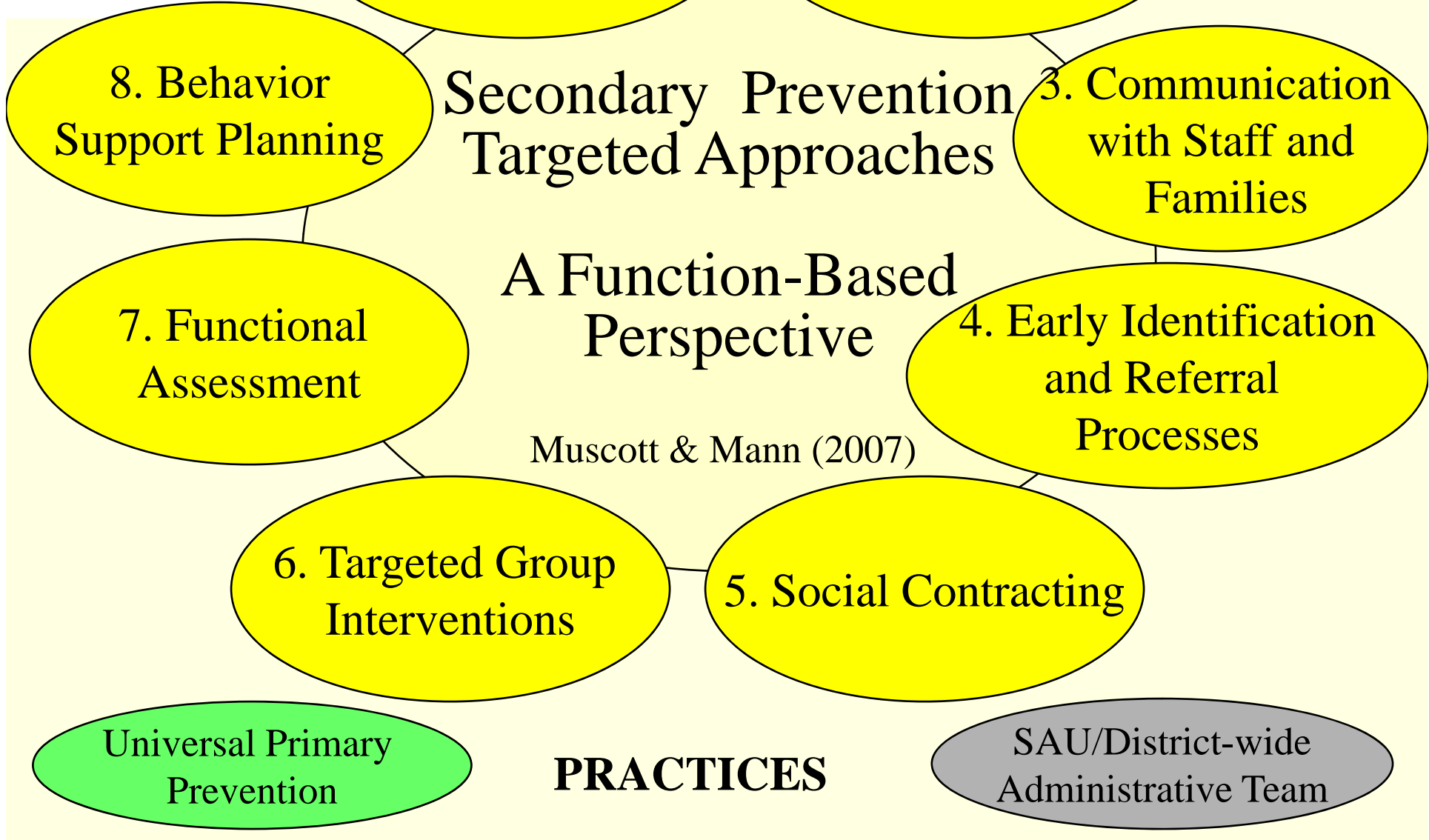
6. Targeted Group Interventions

5. Social Contracting

Universal Primary Prevention

PRACTICES

SAU/District-wide Administrative Team



SYSTEMS

DATA

8. Behavior
Support Planning

Secondary Prevention
Targeted Approaches

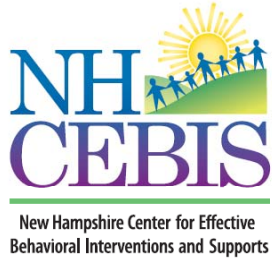
A Function-Based
Perspective

Muscott & Mann (2007)

Universal Primary
Prevention

PRACTICES

SAU/District-wide
Administrative Team



PBIS-NH Big Idea at Targeted Level

At Targeted level, changing student behavior will involve:

- 1) Changing adult behavior
- 2) Thinking strategically: using a function-based perspective to increase likelihood that socially acceptable behavior will occur

Steps in Function-Based Support

- Collect Request for Assistance Information (initial data)
- Identify ‘Lead Person’ for the Process
- Conduct a Functional Assessment
- Develop Testable Hypothesis using Behavior Pathway
- Write a Summary Statement

Steps in Function-Based Support

- Assign to Function-Based Group Intervention and Monitor Progress w/ Measurable Data

OR

- Develop Behavior Support Plan with Measurable Data
 - Develop a Plan to Implement
 - Develop a Plan to Monitor Progress
- Implement with Fidelity
- Monitor Progress (Fidelity, Outcomes, Social Validity)

Functional Assessment

Sugai, 1998

- Functional Assessment is a process for identifying the reliable predictors of behavior
- Functional Assessment serves as the basis for developing proactive & comprehensive behavior support plans

Functional Assessment Looks at *Repeated Patterns* of Behavior

Functional assessment answers
the question:

Why does the child or
adolescent *continue* to engage
in problem behavior, rather
than simply why did (s)he
exhibit the behavior?

Functional Assessment

Functional assessment is used after other, more basic approaches (quick fixes, relationship building, positive & negative consequences, etc.) have been used without success

Function = What is Gained or Avoided as a result of the behavior?

	Get / Access	Escape / Avoid
Peer/Adult Social Attention		
Activities Tasks		
Tangibles Items		
Sensory		

5 Essential Features of a Behavior Support Plan

- 1. Develop a Behavior Pathway and Summary Statement**
- 2. Develop a Replacement Behavior Based on Function**
- 3. Identify Strategies For the Behavior Support Plan (BSP)**
 - a. Antecedent and Consequence strategies
 - b. Teaching strategies
- 4. Develop a Plan to Monitor Progress**
- 5. Develop a Detailed Action Plan to Implement the BSP**

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PREDICTING BEHAVIOR: Behavior Pathways

- Behavior IS often *predictable* when we understand the *context* in which the behavior occurs
- Goal is to identify reliable predictors & influence them to increase likelihood of positive behavior & decrease likelihood of problem behavior

When you can predict, you can prevent

Build a Testable Hypothesis

- Through assessment of a *problem behavior pathway*, a hypothesis of ‘function of behavior’ is developed
- Hypothesis may be surmised from minimal data or require comprehensive data collection
- *This can be a quick or lengthy process*

Features of Testable Hypothesis

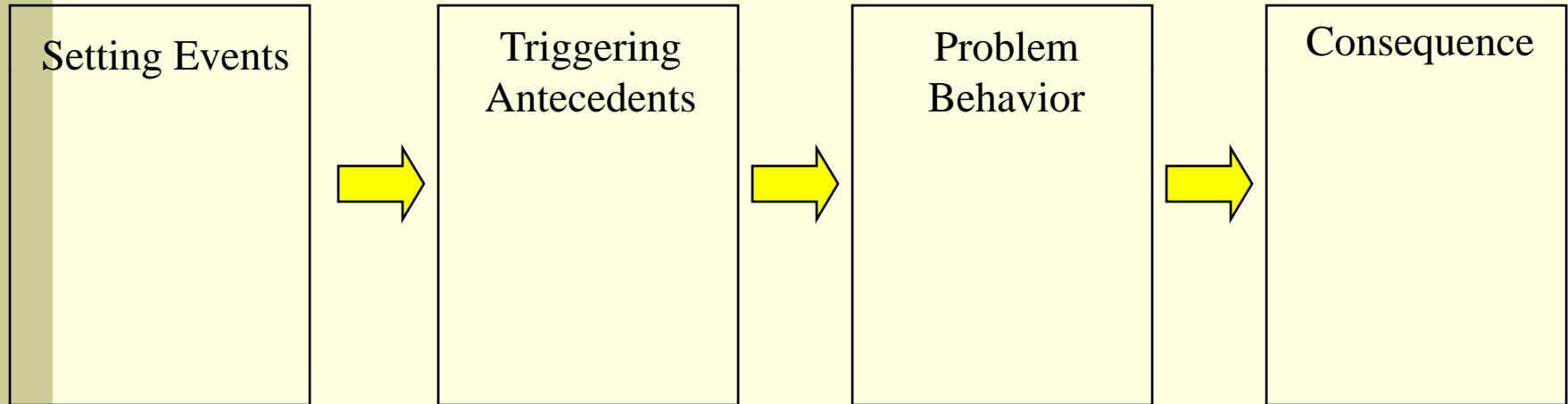
Sugai, 2005

- Your “**Best Guess**” about behavior & conditions under which it is observed
- Composed of setting event(s), triggering antecedent(s), problem behavior & maintaining consequence(s)
- Is the basic **working unit** of FBA

What Occurs in a Simple Behavior Pathway

1. Setting Events ‘Sets the Table’ for the Likelihood of Behavior
2. An Immediate Antecedent Occurs
3. The Antecedent Triggers Student Behavior
4. The Behavior Produces Consequences
5. Over Time, These Consequences Become Maintaining Consequences
6. Understanding What Maintains the Behavior Helps us Identify the ‘Function’

Testable Hypothesis: Simple Behavior Pathway



Maintaining Consequences

Quick FBA or Quick Hypothesis

- A ‘Quick’ Hypothesis means only basic data is needed in order to complete a behavior pathways and achieve agreement on ‘function’
- Teacher completes request for assistance form
 - Team meets to gather & review basic information about behavior, contexts & routines
 - Team completes a behavior pathway, summary statement & generates a hypothesis of function
 - Targeted Group Intervention or Individual BSP

Intermediate FBA

When the team can not easily achieve agreement of function, team moves from “Quick” to “Intermediate” FBA

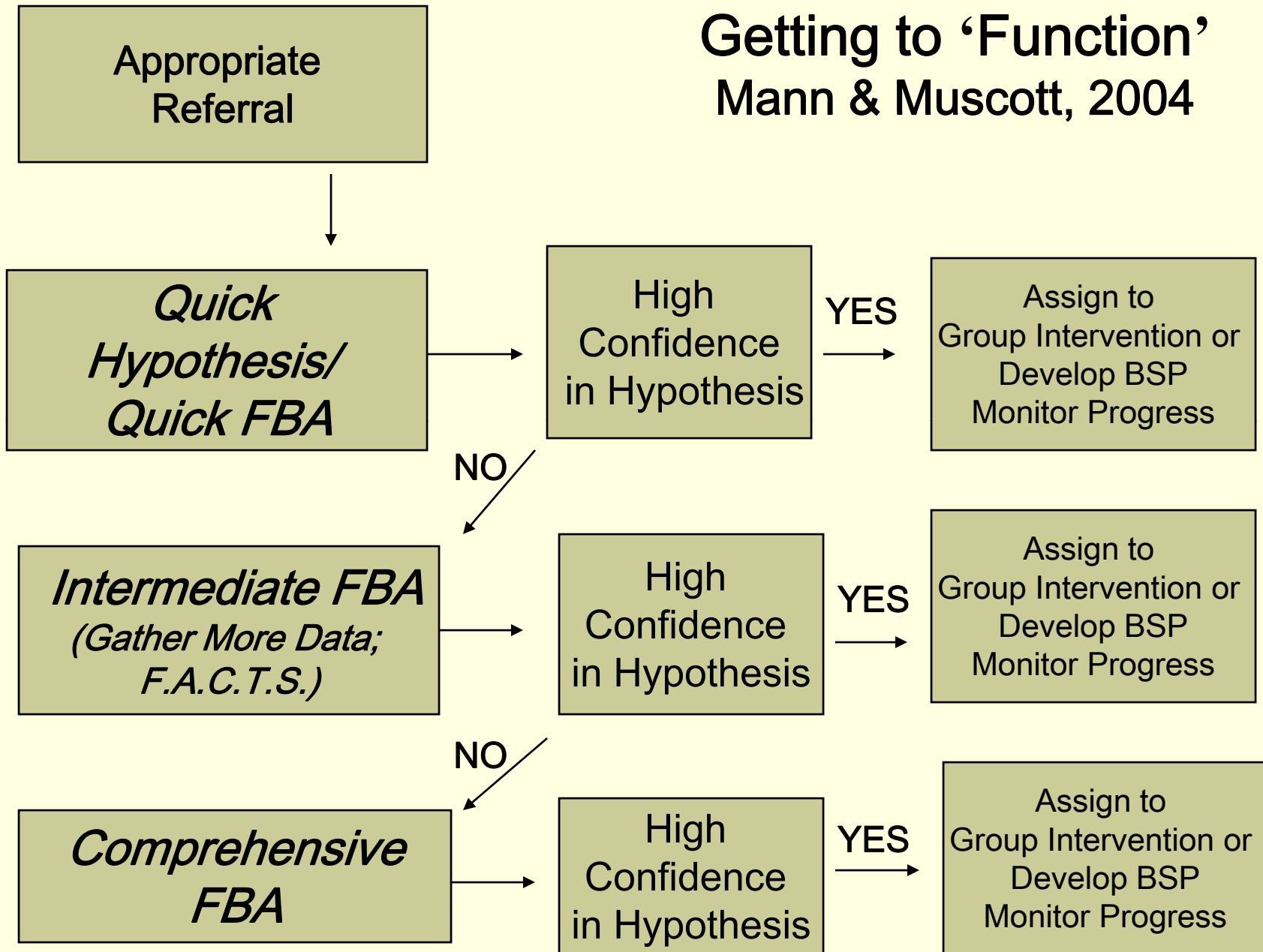
- Team completes the FACTS (page 138 in Cohort 5 Targeted Manual)
- Team completes a behavior pathway, summary statement & generates a hypothesis of function
- Targeted Group Intervention or Individual BSP

Routine Analysis

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
8:00	<i>Waiting to enter building</i>	Low 1 2 3 4 <u>5</u> <u>6</u> High	<i>See escalation described above</i>
8:15	<i>Advisory & Planning</i>	1 <u>2</u> <u>3</u> 4 5 6	<i>Mostly teasing and touching property of others. Doesn't escalate much further</i>
9:15	<i>Language Arts</i>	<u>1</u> <u>2</u> 3 4 5 6	<i>Occasional name calling/teasing</i>
10:15	<i>Recess</i>	1 2 3 4 5 <u>6</u>	<i>See escalation described above</i>
11:30	<i>Math</i>	<u>1</u> <u>2</u> 3 4 5 6	<i>Occasional teasing</i>
12:00	<i>Lunch</i>	1 2 3 4 5 <u>6</u>	<i>See escalation described above</i>
12:35	<i>Earth Science</i>	1 <u>2</u> <u>3</u> 4 5 6	<i>Minor verbal harassment</i>
1:15	<i>Art or Phy Ed</i>	1 2 3 <u>4</u> <u>5</u> 6	<i>See escalation described above</i>
2:00	<i>Reading</i>	<u>1</u> 2 3 4 5 6	<i>Rarely a problem</i>
2:50	<i>Waiting for bus</i>	1 2 3 4 <u>5</u> <u>6</u>	<i>See escalation described above</i>

Getting to 'Function'

Mann & Muscott, 2004



From “Function” to Behavior Support Plan (BSP)

*When you have completed a behavior pathway
and your hypothesis of function has a high
level of agreement, you are ready to develop a
support plan*

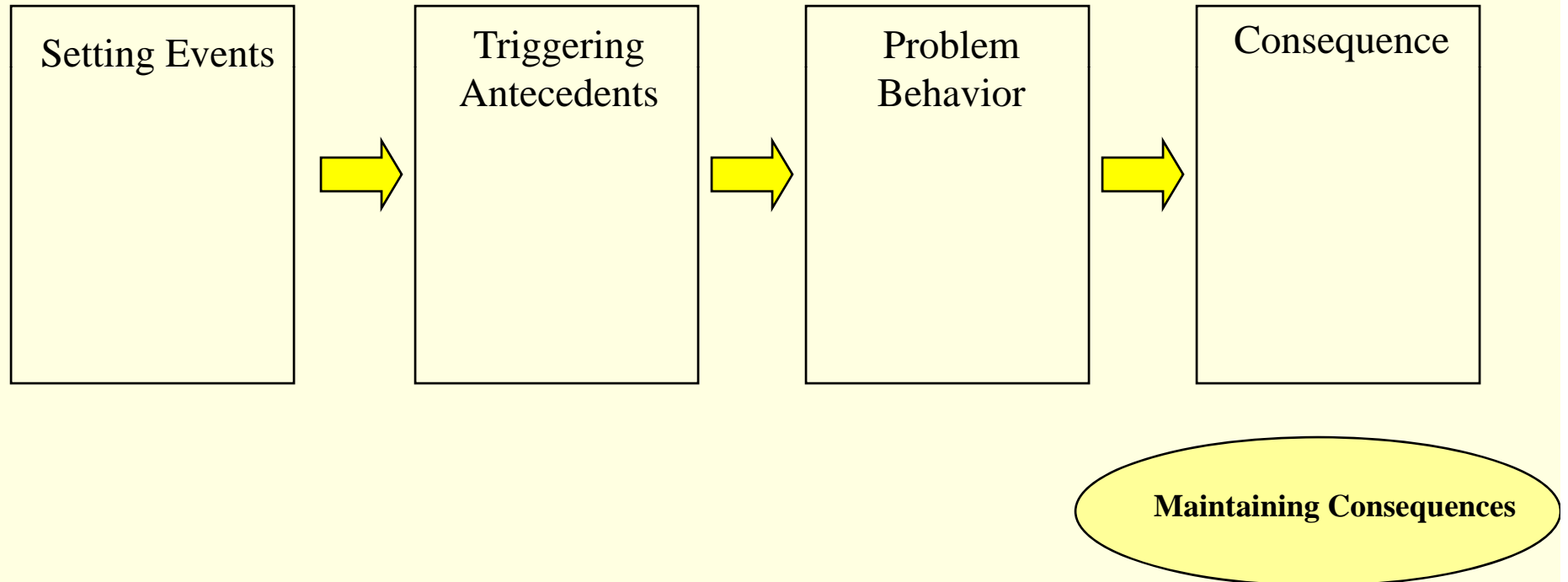
But...before developing an Individualized BSP,
consider:

Is there a Targeted Group Intervention that is
designed to address the identified function that
may provide the correct support for this
student

From “Function” to Behavior Support Plan

If there is no accessible and appropriate Targeted Group Intervention, then begin developing a function-based individualized plan for this student

Testable Hypothesis: The Behavior Pathway



Defining Behavior

Sugai (2005)

Must result in **clear, measurable, & objective** descriptions of individual, groups, or sequences of related behaviors

Consider behavior **dimensions**

- Topography/shape
- Frequency
- Duration
- Latency,
- Intensity or force

Setting Events and Their Effect

Sugai (2005)

- *Lack of sleep* decreases value of getting to school on time; increases likelihood of going to the nurse with a headache.
- *Lack of breakfast* increases value of getting sent to office (by vending machines) for failing to follow directions.
- *Having a fight* with boyfriend decreases value (likelihood) of listening to a lecture.
- *Getting >50% of problems wrong* decreases value of starting new worksheets.

Examples of Immediate Antecedents or ‘*Fast Triggers*’

- Sudden change in routine
- Late for activity
- Reprimands
- Activity/task demands (length of task; amount/quality of teacher interaction; match to skill level; type of instruction)
- Ignored by friend
- Social or Academic Corrections
- Lack of successful choice option
- Teased by peers
- Physical injury
- Not called on when hand is raised
- Transitions

Maintaining Consequences

- Examining what follows behavior helps determine the “function” the behavior serves for that person.
- Consequences that reinforce behavior can be referred to as ‘maintaining’ consequences (i.e., they *maintain* the behavior)
- Not all teacher or administrative discipline responses are aversive to students, some actually maintain problem behavior

Examples of Teacher or Administrative Responses to Problem Behavior

- Being reprimanded
- Being corrected
- Being sent to time out
- Losing privileges
- Poor grades
- Extra work or homework
- Given office discipline referral
- Call to parent
- Removed from class
- Staying in for recess
- Lining up last
- Cleaning up a mess
- Apologizing
- Not being able to play sports

Activity: Maintaining Consequences

- Who: Team
- What: Using the previous slide, suggest a possible *maintaining consequence* for each ‘teacher/ administrative response’ (assume a student consistently ‘earns’ the same response)
- Think about what the student might be **GETTING** or **AVOIDING**
- Timeframe: 10 Minutes
- Report Out: Quick Share

Shifting Behavior Pathway to a Summary Statement

- After a Behavior Pathway is complete, frame the pathway as a statement

Developing Written Summary Statements

Muscott (2000)

Summary statements should contain:

1. An operational definition of the behavior that is observable & measurable
2. Information pertaining to the topography (type of movement, objects used), frequency or rate, duration, & intensity of the behavior

Developing Written Summary Statements

Muscott (2000)

3. A testable explanation which describes the relationship between the behavior & environmental influences
4. Distant setting events or antecedents
5. The maintaining consequence or result of the behavior
6. Information related to the emotional state or thinking state of the student IF there is evidence to support the claim

Summary Statement: Angel

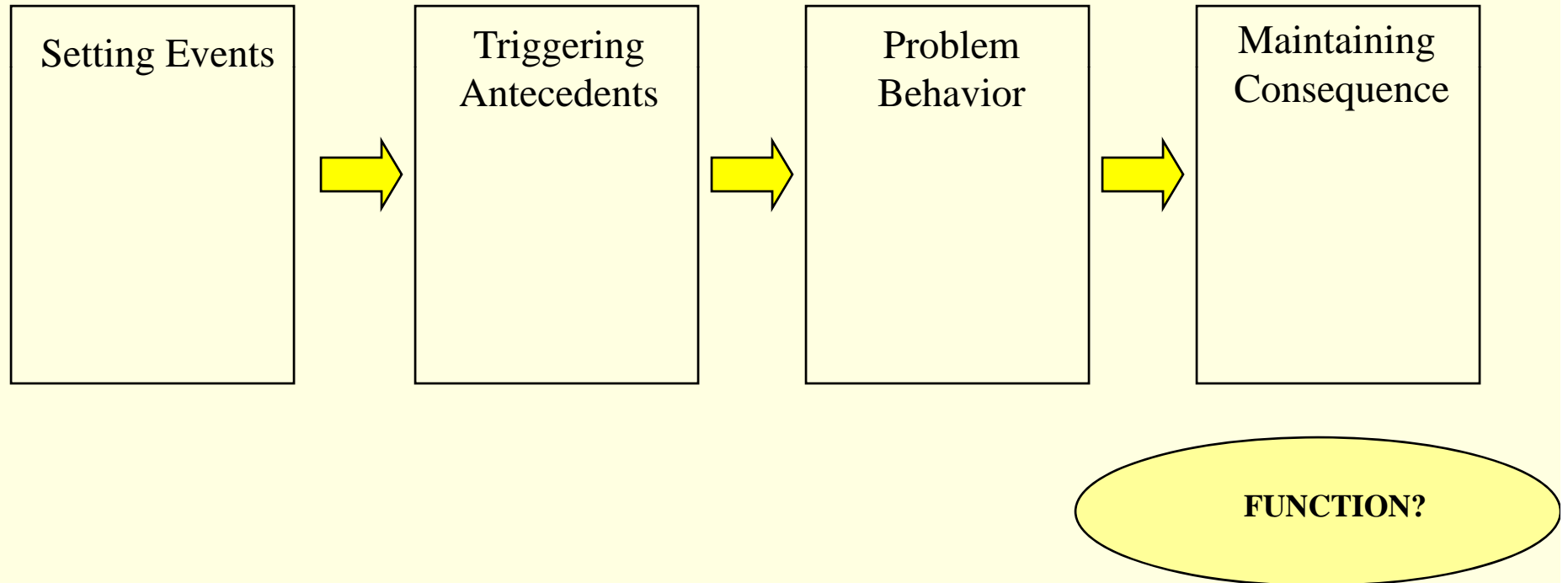
Mann & Muscott (2005)

- Angel refuses to come in from recess when the bell rings about 2 times/ week. The behavior is mild in intensity & usually lasts between 5 & 15 minutes. When it happens adults try to negotiate w/ her & sometimes run after her to get her to come in. The behavior is more likely if she has had trouble with peers while outside. It's less likely to occur when she has had positive attention from adults during recess. Adults have noticed that problems at recess usually happen on days that she's also had problems on the AM bus ride. This behavior results in her accessing adult attention.

Activity: Quick Hypothesis

- Who: Whole Group
- What: Using the previous slide, let's create a behavior pathway for Angel that this summary statement would have come from
- Timeframe: 5 Minutes
- Report Out: None

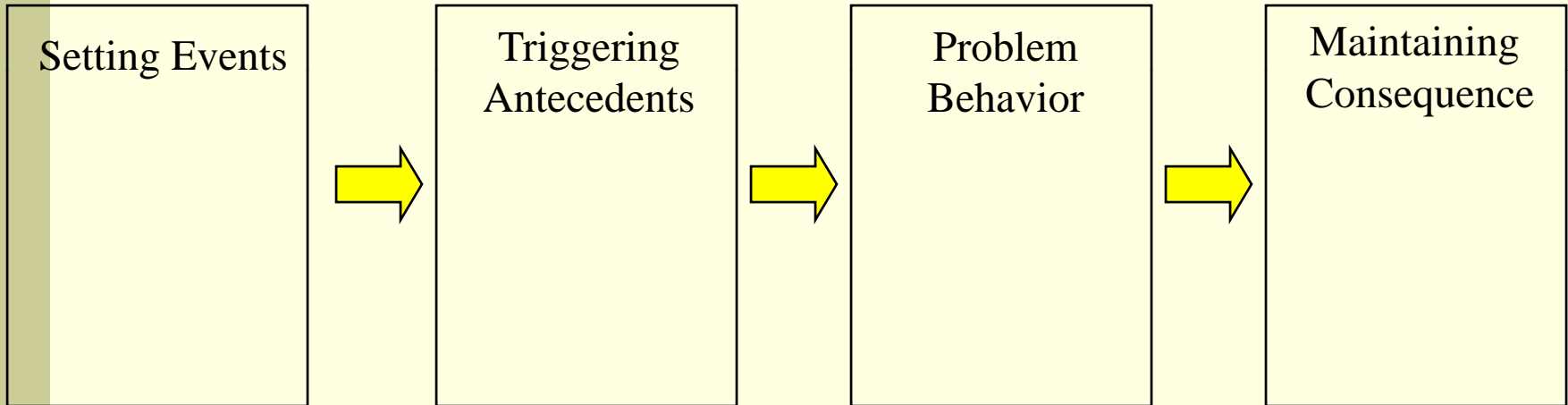
Testable Hypothesis: The Behavior Pathway



Activity: Simple Behavior Pathway with a Student From Your School or Program

- Who: Individual
- What: Choosing a true ‘secondary tier’ student from your school/ program, attempt to complete a Simple Behavior Pathway using anecdotal information (your own observations) and write a summary statement for this student
 - If needed, look at the ‘Request for Assistance’ form or the ‘FACTS’ to guide information gathering
- ‘Timeframe: 20 minutes
- Report Out: Volunteer Share

Testable Hypothesis: The Behavior Pathway



FUNCTION?

5 Essential Features of a Behavior Support Plan

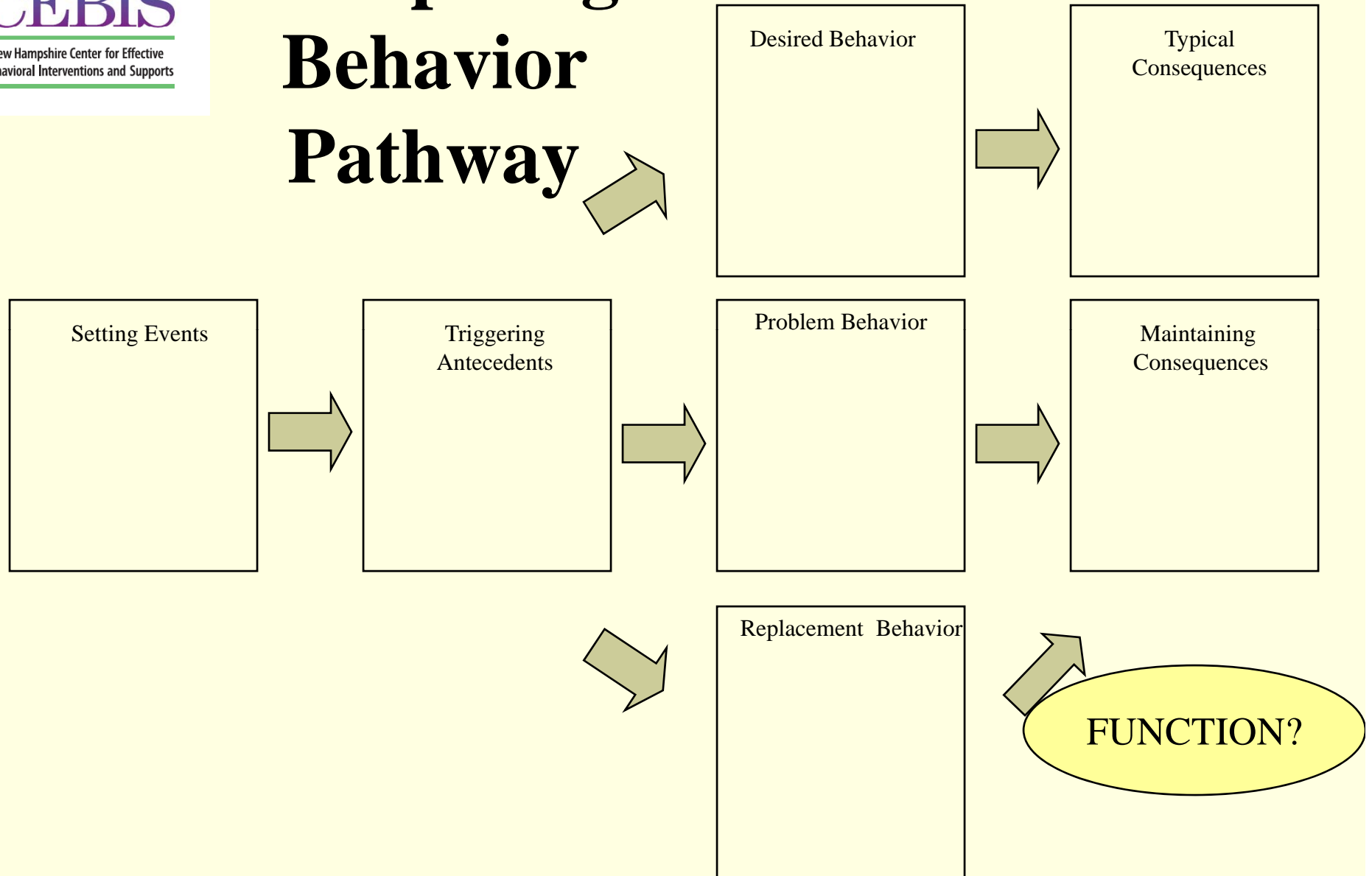
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Competing Behavior Pathway

Mann, 2008

- A Competing Pathway assesses three distinct possible behavioral paths given the same antecedent and setting events
 - 1) The current pathway in which the behavioral path is working to reinforce problem behavior
 - 2) A ‘desired behavior’ pathway which explains why a displaying desired behavior doesn’t effectively ‘compete’ with the problem behavior pathway (i.e. it doesn’t lead to needed ‘function’)
 - 3) A socially acceptable ‘Replacement Behavior’ pathway that **COULD** be effective in ‘competing’ with the problem behavior pathway since it results in achieving the student’s function

Competing Behavior Pathway



Desired Behavior

Mann, 2008

- ‘Desired behavior’ is the behavior you wish the student would demonstrate given the context
- The key to understanding ‘desired behavior’ in a functional assessment is that the desired behavior either:
 - 1) Has not been learned to criteria (i.e. student has not mastered the skill or does not understand the expectation), or
 - 2) Has not been as effective as problem behavior in achieving the student’s needed function

Replacement Behavior

A replacement behavior is a socially acceptable behavior, taught to the student, that achieves the same function (result) as the problem behavior

An appropriate Replacement Behavior:

- Serves the **same function** as the problem behavior
- Is **as, or more effective / efficient** than the problem behavior
- Is **socially acceptable**
- Can be learned to criterion in **10 school days**

Identify a Replacement Behavior

- The **replacement behavior** is a socially acceptable alternative behavior you want the student to perform given the context
- The replacement behavior **MUST** meet the same need or function as the problem behavior.
- Examples:
 - Given a need to communicate --> Raise hand
 - Given need to escape work --> Ask for break

Replacing an Effective Behavior

- Biggest problem in competing pathways -- trying to replace a highly reliable problem behavior with a less effective replacement behavior

Skill Check: Suggest Replacement Behaviors

- Swearing and stomping out of the room maintained by avoidance of hard tasks
- Kick, hit maintained by keeping the playground swing longer
- Crying and whining maintained by avoiding being asked to do chores.
- Dressing in a rude or obscene manner maintained by peer attention

Identify a Replacement Behavior for Angel

- Who: Whole Group
- What: Answer: What would be a socially acceptable behavior that would achieve the same function for Angel?
 - In other words, what could you TEACH Angel that would *just as effectively and efficiently* get adult attention but do so in a more socially acceptable way?
- Timeframe: 5 Minutes
- Report Out: Group Activity

Angel

Mann & Muscott (2005)

- Angel refuses to come in from recess when the bell rings about 2 times/ week. The behavior is mild in intensity & usually lasts between 5 & 15 minutes. When it happens adults try to negotiate w/ her & sometimes run after her to get her to come in. The behavior is more likely if she has had trouble with peers while outside. It's less likely to occur when she has had positive attention from adults during recess. Adults have noticed that problems at recess usually happen on days that she's also had problems on the AM bus ride. This behavior results in her accessing adult attention.

Identify Desired and Replacement behavior for Your Student

- Who: Team
- What: Identify Desired Behavior for your student and suggest what might result from (consequence of) the desired behavior
- Identify possible Replacement Behavior(s) for your student, assuring that the replacement behaviors achieve the needed function
- Timeframe: 15 minutes
- Report Out: Volunteers Report 'Function' and Replacement Behavior

5 Essential Features of a Behavior Support Plan

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 - a. ***Antecedent and Consequence strategies***
 - b. ***Teaching strategies***
4. **Develop a Plan to Monitor Progress**
5. **Develop a Detailed Action Plan to Implement the BSP**

From “Function” to Behavior Support Plan: Influencing a Predictable Pathway

- 1) ***Antecedent and Setting Event changes*** (make problem behavior unnecessary): What can be done through teaching or environmental supports **PRIOR** to the task that would make the problem behavior less likely to occur? (Adults do/provide something different/ Environmental changes)
- 2) ***Teach new behavior***: What behavior/ skill/ routine can be taught (using instruction, practice, feedback and assessment) that allows the child to achieve the **SAME** function but not have to engage in problem behavior to do so? (Student does something different that gets a desired result for the student)

Influencing a predictable pathway

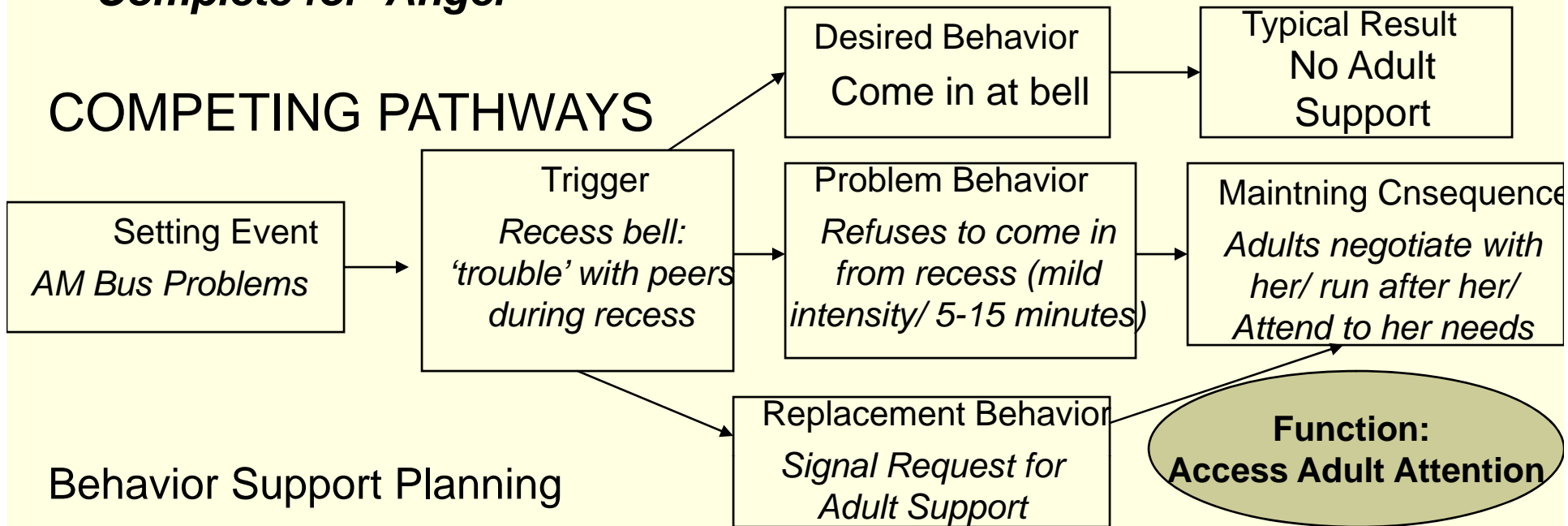
3) ***Consequence changes*** (make problem behavior less effective): What can be done that raises the value of engaging in the desired behavior? What can be done that reduces the effectiveness of the problem behavior?

Think ‘function’

4) ***Utilize Student Strengths, Competencies, and Interests***: Increase likelihood of success by incorporating more student interests and strengths into daily activities

Complete for 'Angel'

COMPETING PATHWAYS



Behavior Support Planning

Setting Event Manipulations
(Make Problem Behavior Unnecessary)
Assess Bus Routine

Driver Feedback for Positive Ride

AM Check-In for Bus Ride Assessment

Antecedent Manipulations
(Make Problem Behavior Unnecessary)

Class teacher Pre-Corrects for use of signal

Monitors Greet Angel and Provide 5 Positive Contacts per Recess

Separate activity from certain peers

Teach Behavior
(Make Pro-Social Behavior effective and efficient)

Instruct and Practice use of signal for adult support

Monitors provide support when signaled

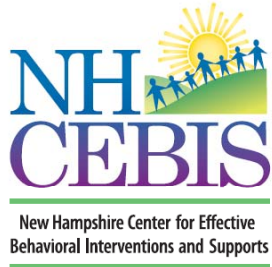
Practice

Identify criteria for success

Consequence Manipulations
(Make Problem Behavior Ineffective)

Immediate, High Rate of Adult Attention when Signaled

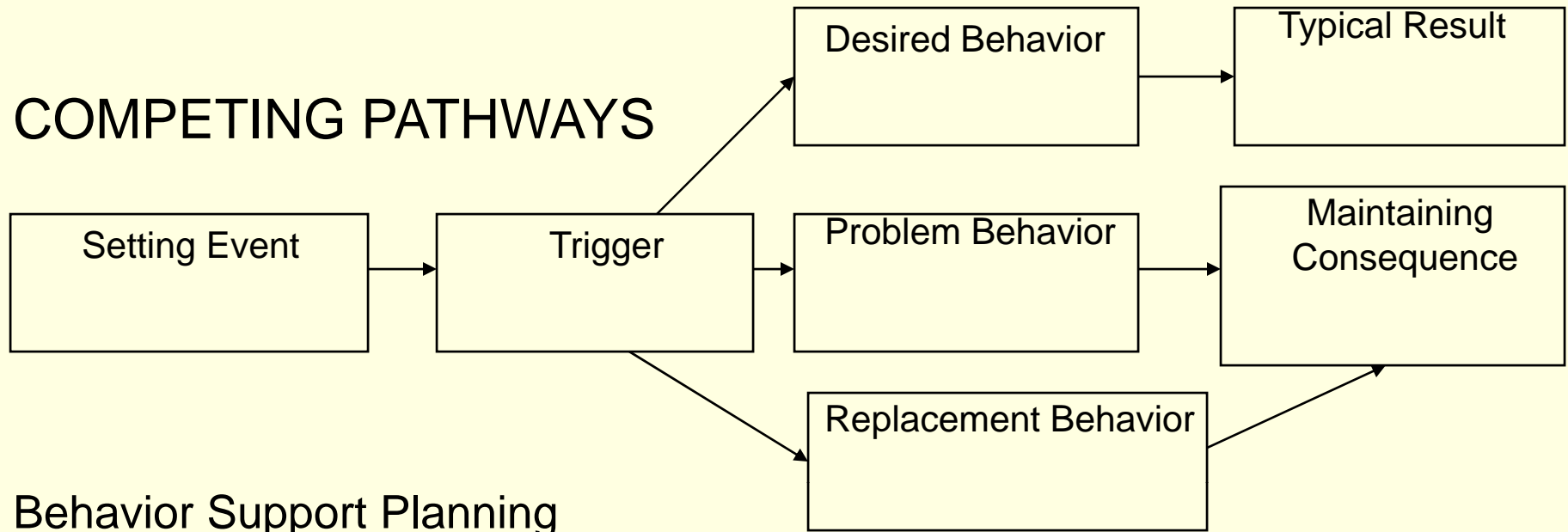
Lower Rate of Adult Attention When not Come in at Bell



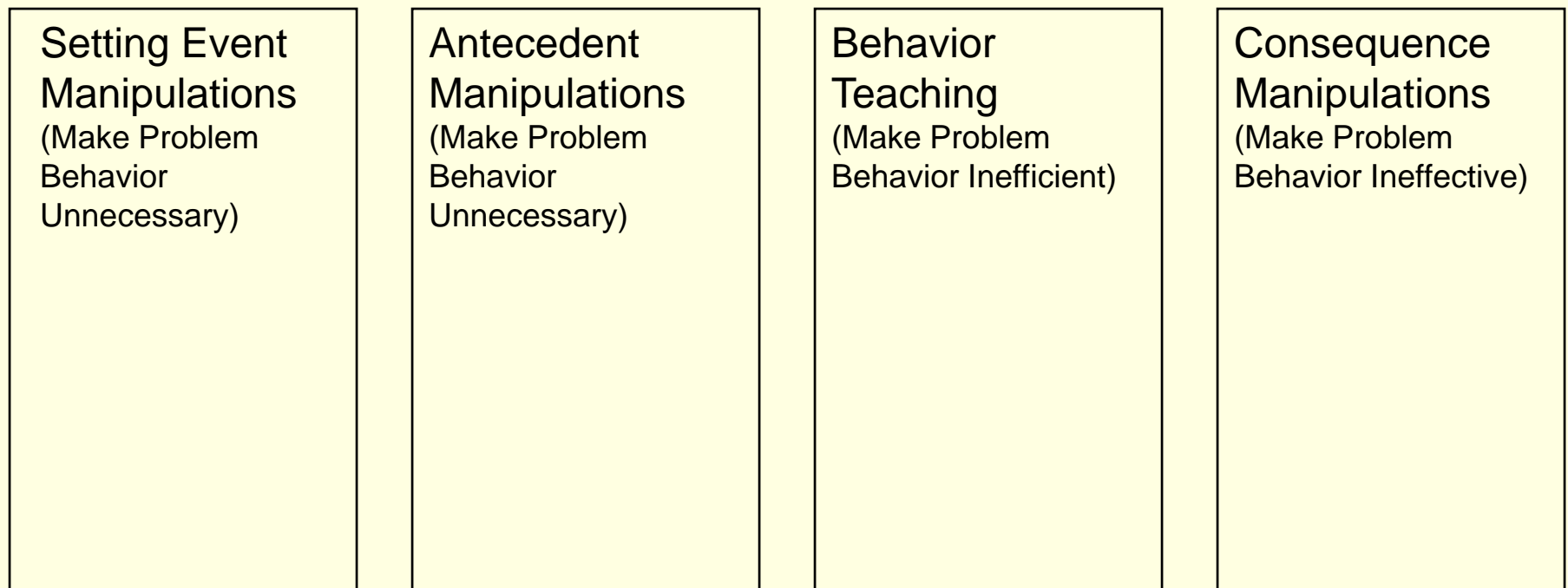
Activity: Identifying Components of an Individualized behavior Support Plan

- Who: Targeted Team
- What: Using Pathways Analysis you did in the last activity for your student, suggest:
 - Antecedent Changes (impacting trigger or setting event)
 - A new skill/ behavior to be taught (one likely to achieve the same function as the problem behavior)
 - Consequence Changes (think ‘function’: problem behavior is now made less likely to achieve function while new behavior more likely to achieve function)
- Timeframe: 30 minutes
- Report Out: Volunteer

COMPETING PATHWAYS



Behavior Support Planning



5 Essential Features of a Behavior Support Plan

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- 4. *Develop a Plan to Monitor Progress***
- 5. Develop a Detailed Action Plan to Implement the BSP**

Assessing Progress

Determine plan for data collection

- 1) How will you know it is working?
- 2) How will you know it is not working?
- 3) When will you check?

Assessing Progress: Gathering Data

Mann & Muscott, 2008

- 1) How will Team know if plan is successful/ not successful (what reduction in frequency, duration, intensity of behavior over what period of time will demonstrate success)?
- 2) What is the Schedule for Review & Monitoring?
 - 1) How/ When/ With Whom will data be shared?
- 3) Can plan morph into student self-monitoring – When & How?

Activity: Data Gathering and Assessment

- Who: Targeted Team
- What: Using the student from the previous activities, determine measurable & observable criteria for:
 - How you'll know the plan is working
 - How you'll know the plan is not working
 - Suggest a plan (schedule) for when you would check/ what you might decide at the review meeting/ who would attend
- Timeframe: 30 minutes
- Report Out: Volunteer

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Action Plan

- Once components of a function-based plan are designed, action plan next steps for implementation
- Address how/ when team members (include family & administration) or anyone w/ a role in the plan will:
 - Review the plan before gaining commitments
 - Agree/ Commit to the plan
 - Learn and Practice their components
 - Prepare for / contribute to data gathering
 - Gather/ create necessary materials
 - Assure time, space, \$\$ logistics are addressed
 - Set time/ date to review data

Activity: Action Planning

- Who: Team
- What: Using suggested items in previous slide, consider your next steps by writing down:
 - What task needs to be done?
 - Who will complete the task?
 - By when will the task be completed?
 - When will the team check the completion of assigned tasks (holding one another accountable for follow through)?
- Timeframe: 30 Minutes
- Report Out: Share

7 Critical and Common Omissions in Behavior Support Plans

1. Plan is not Function-Based

- a. Plan is not calculated to provide socially acceptable ways for student to efficiently achieve needed function
- b. Response to problem behavior does not account for ‘function’ (problem behavior is not made less effective in achieving function; student is inadvertently ‘reinforced’ for problem behavior)

7 Critical and Common Omissions in Behavior Support Plans

2. Teaching socially acceptable replacement behavior or new routines is not part of the plan
3. Acknowledgement (feedback) is not meaningful to the student
4. Plan for how/when to assess whether the plan is successful is unclear or missing

7 Critical and Common Omissions in Behavior Support Plans

5. The plan does not consider student strengths/interests
6. Plan has not been adequately practiced in advance (adults and student)
7. Plan is not implemented with fidelity

Activity: Evaluate Your BSP

- Who: Targeted Team
- What: Using the ‘FBA and BSP Fidelity of Implementation Tool’, assess the Behavior Plan that you developed today.
- Action plan any incomplete components or items you feel need work
- Timeframe: 30 Minutes
- Report Out: Group Share

Homework Assignment

- Using the BSP that you evaluated and action planned today, we'd like you to complete any action items by June 1, 2008.
- By June 1, we'd like you to submit to us a complete formal BSP (with confidentiality assured) that addresses the features outlined in the FBA/BSP Evaluation Tool, displayed in a formal format (examples of BSPs are in your manual)
- Facilitators are available to help you
- We then promise to do our own evaluation and provide you with constructive feedback