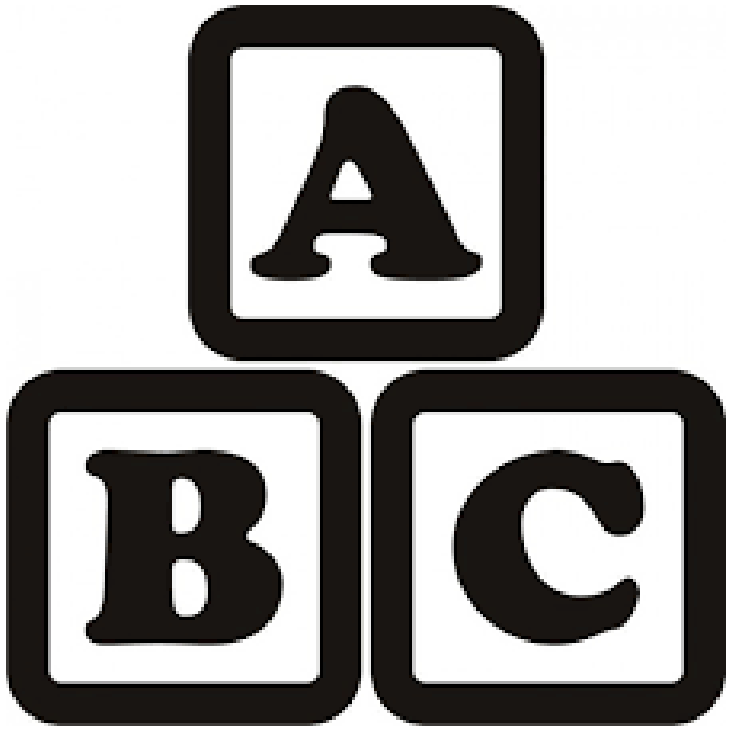
Eaton Behavior Series Part 3
FBA & Behavior Plan Development



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INTRODUCTIONS

Working Agreements

Participate Fully

Seek Clarity

Advocate for your Learning

Eaton Behavior Series

Classroom PBIS

Visual Supports

Peer to Peer Support

Use of Paras

Date	Title	Agenda / Outcomes
Feb 10	Foundations in PBIS & Behavioral Science	• Identify key components of behavior science • Describe the "behavior is communication" concept • Describe ways to use ABC to immediately respond to behavior • Outline how ABC relates to FBA • Outline the critical features and interventions of a PBIS system – a Tiered approach to behavior (including process of moving from 1 tier to the next)
March 10	Universal Behavior Supports & Scripts	• Identify primary universal behavior supports, including SEL • Outline effective and ineffective use of paraprofessionals • Describe the levels of a 5-point-scale template for universal supports • Identify the benefits of writing universal supports in script format • Describe SE & GE collaborative in behavior intervention implementation
April 14	FBA & Behavior Plan Development	• Outline components of a quality FBA (including how many behaviors to target) • Identify key considerations in data collection (too much / not enough) • Outline the connection between FBA & Behavior Plan Development • Identify key components of a quality behavior plan • Identify ways to identify relevant goals • Describe components to improving implementation fidelity of behavior plan (BST–Behavioral Skills Training)
May 12	Behavior Series Wrap Up	• Follow up on topics previously outlined • Outline components of a coaching system and skills for improving implementation fidelity of behavior supports • Describe legal obligations for addressing behavior prior to restrictive placements • Identify next steps / needs for behavior related professional learning

SHARE

Your MIP from Session 1

Today's Agenda / Outcomes

Most interested in?

- Outline components of a quality FBA
- Identify key considerations in data collection
- Outline the connection between FBA & Behavior Plan Development
- Identify key components of a quality behavior plan
- Identify ways to identify relevant goals
- Outline ways to write behavior plans in script format
- Describe components to improving implementation fidelity of behavior plan (BST–Behavioral Skills Training)

Rate & React

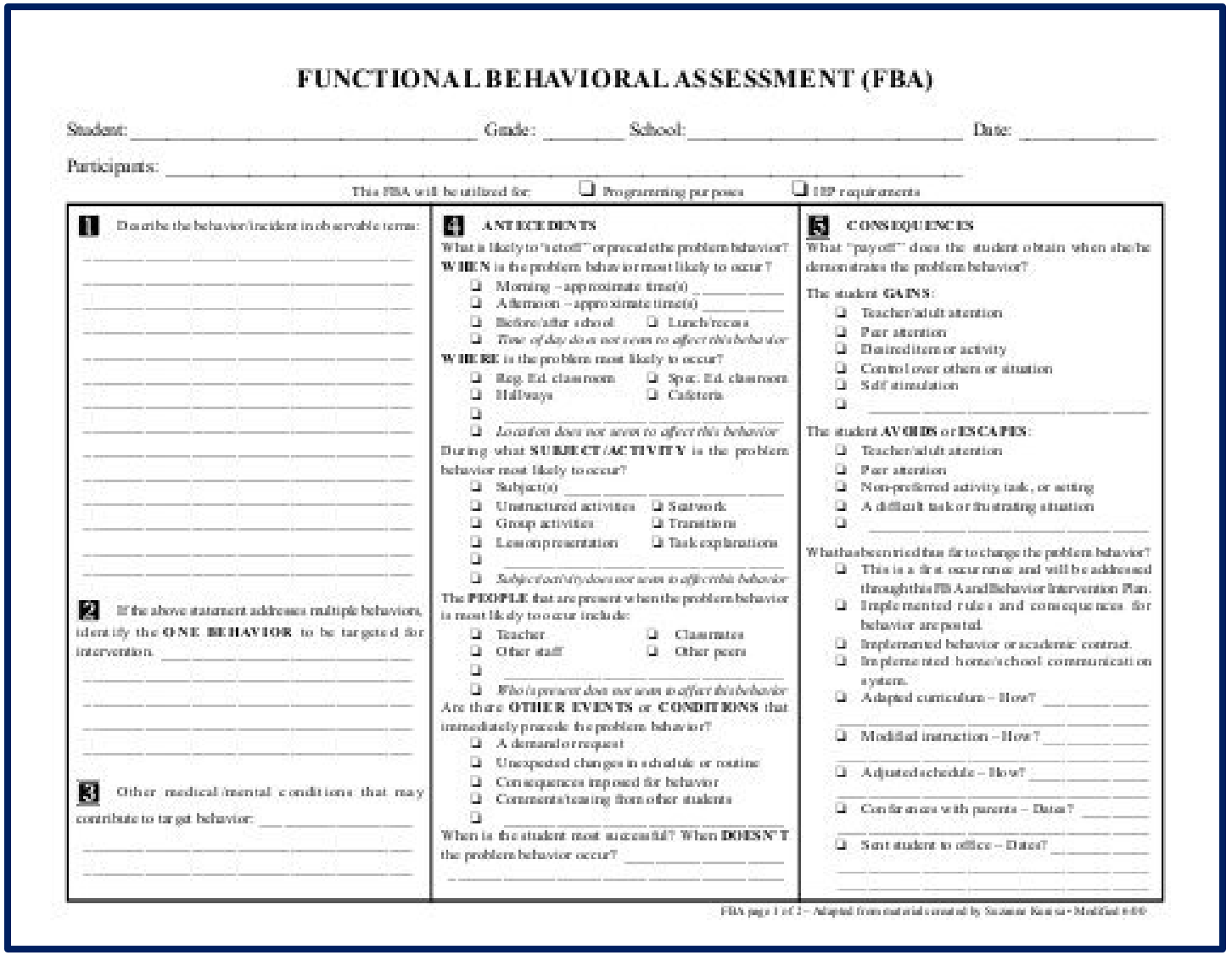
Behavioral Practice / Idea	Sustain	Strengthen	ACTION

What IS FBA?

What stands out to you?

FBA includes a range of ongoing investigative procedures (indirect, direct, manipulations) to better understand why behaviors occur. The process is initiated when behaviors are not responsive to universal interventions and either persistently disrupt learning or are severe enough to cause safety concerns. The process includes a number of data collection methods to identify variables that trigger and reinforce challenging behaviors in order to design an effective behavior intervention plan.

What FBA is NOT



FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

Student: _____ Grade: _____ School: _____ Date: _____

Participants: _____

This FBA will be utilized for: ❑ Programming purposes ❑ IEP requirements

1 Describe the behavior/incident in observable terms:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2 If the above statement addresses multiple behaviors, identify the **ONE BEHAVIOR** to be targeted for intervention. _____

_____

_____

_____

_____

3 Other medical/mental conditions that may contribute to target behavior: _____

_____

_____

4 **ANTECEDENTS**

What is likely to "set off" or precede the problem behavior?

WHEN is the problem behavior most likely to occur?

- ❑ Morning – approximate time(s) _____
- ❑ Afternoon – approximate time(s) _____
- ❑ Before/after school ❑ Lunch/recess
- ❑ *Time of day does not seem to affect this behavior*

WHERE is the problem most likely to occur?

- ❑ Reg. Ed. classroom ❑ Spec. Ed. classroom
- ❑ Hallways ❑ Cafeteria
- ❑ _____
- ❑ *Location does not seem to affect this behavior*

During what **SUBJECT/ACTIVITY** is the problem behavior most likely to occur?

- ❑ Subject(s) _____
- ❑ Unstructured activities ❑ Seatwork
- ❑ Group activities ❑ Transitions
- ❑ Lesson presentation ❑ Task explanations
- ❑ _____
- ❑ *Subject/activity does not seem to affect this behavior*

The **PEOPLE** that are present when the problem behavior is most likely to occur include:

- ❑ Teacher ❑ Classmates
- ❑ Other staff ❑ Other peers
- ❑ _____
- ❑ *Who is present does not seem to affect this behavior*

Are there **OTHER EVENTS** or **CONDITIONS** that immediately precede the problem behavior?

- ❑ A demand or request
- ❑ Unexpected changes in schedule or routine
- ❑ Consequences imposed for behavior
- ❑ Comments/teasing from other students
- ❑ _____

When is the student most successful? When **DOESN'T** the problem behavior occur? _____

_____

5 **CONSEQUENCES**

What "payoff" does the student obtain when she/he demonstrates the problem behavior?

The student **GAINS**:

- ❑ Teacher/adult attention
- ❑ Peer attention
- ❑ Desired item or activity
- ❑ Control over others or situation
- ❑ Self stimulation
- ❑ _____

The student **AVOIDS** or **ESCAPES**:

- ❑ Teacher/adult attention
- ❑ Peer attention
- ❑ Non-preferred activity, task, or setting
- ❑ A difficult task or frustrating situation
- ❑ _____

What has been tried thus far to change the problem behavior?

- ❑ This is a first occurrence and will be addressed through this FBA and Behavior Intervention Plan.
- ❑ Implemented rules and consequences for behavior are posted.
- ❑ Implemented behavior or academic contract.
- ❑ Implemented home/school communication system.
- ❑ Adapted curriculum – How? _____
- ❑ Modified instruction – How? _____
- ❑ Adjusted schedule – How? _____
- ❑ Conferences with parents – Dates? _____
- ❑ Sent student to office – Dates? _____

FBA page 1 of 2 – Adapted from material created by Suzanne Kucera • Modified 8/09

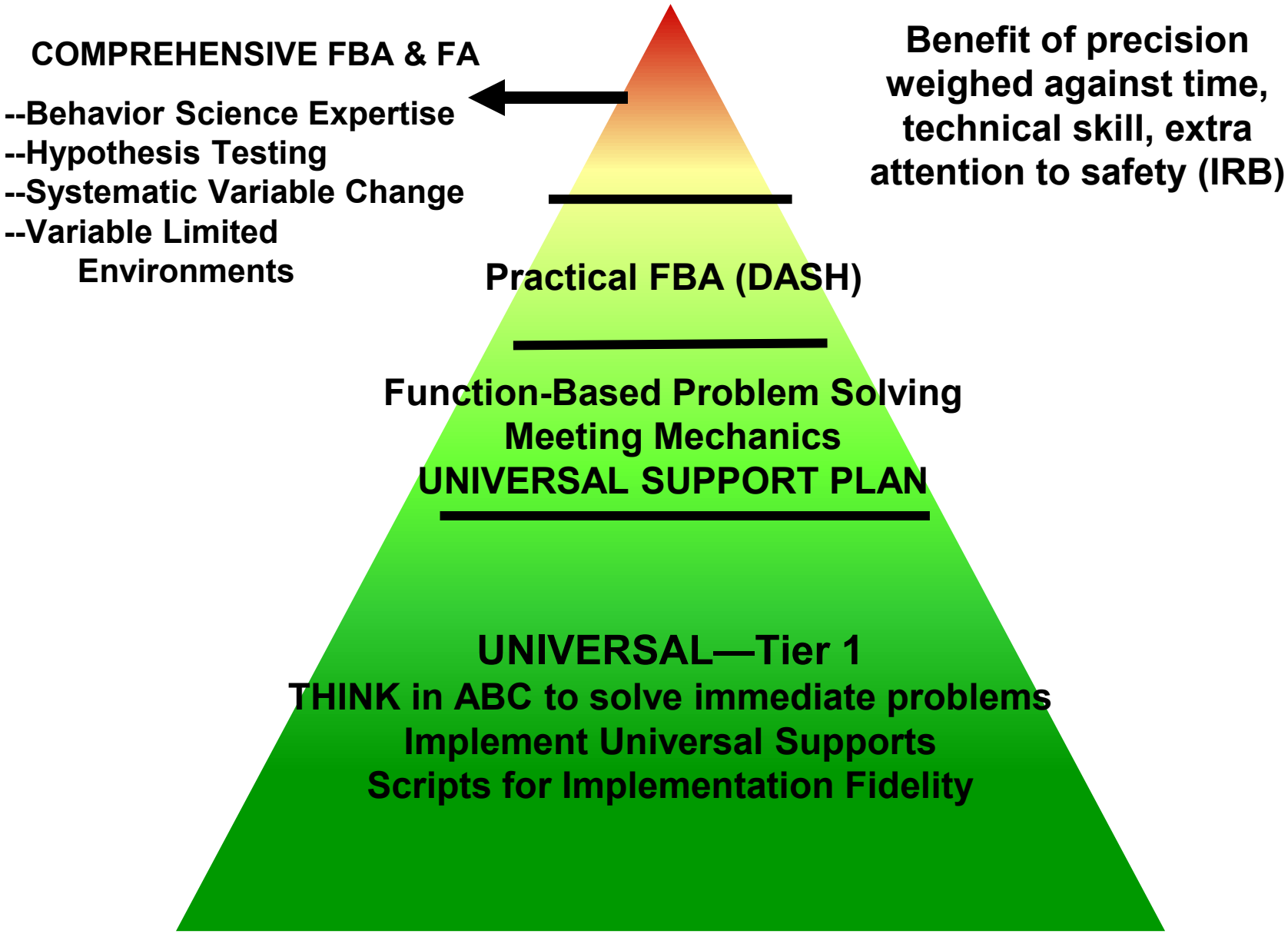
Purpose of Forms / Tools:

Gather & Guide Data

Organize Information

Prompt to Cover all Areas

MTSS for Functional Behavioral Assessment



A FBA is an Evaluation

- **Must follow the same regulations as other evaluations (§§300.301 – 300.305)**
- **Written Parental Consent – (§300.300)**
- **Procedural Safeguards (§300.504)**
- **Prior Written Notice (§300.503)**
- **Time lines – (R 340.1721b)**
- **Is subject to an IEE per parent request**

Recommended Timeline for FBA

1st week – Planning Meeting

- Assign roles and responsibilities
- Develop an assessment plan calendar
- Review file including behavior incident reports, any available data or logs, and previous evaluations.
- Determine operationally defined behaviors to target and data to be collected
- Design a data collection system
- Begin FBA Interviews and Surveys
- Begin Data Collection

2nd & 3rd weeks

- Continue Data Collection
- Conduct Additional Interviews or Surveys, if needed
- Conduct direct observations by all FBA team members in multiple environments.

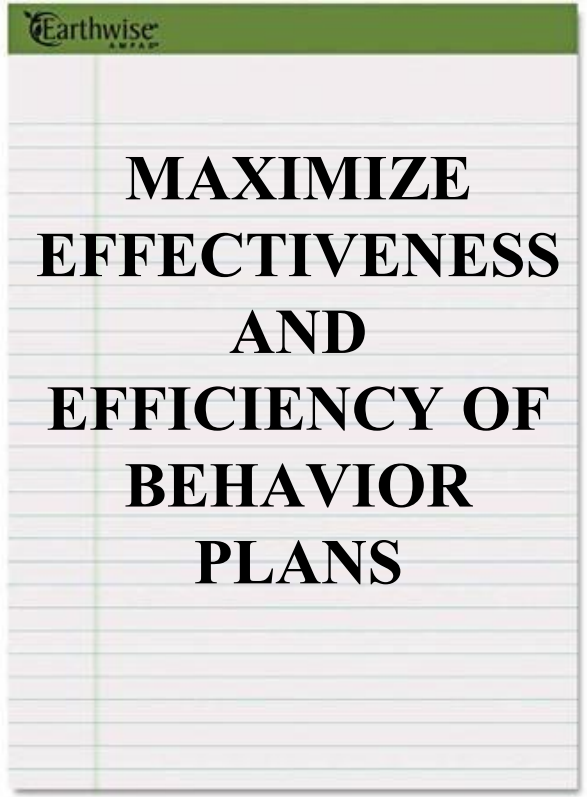
4th week – Review Meeting

- Review, summarize & analyze data
- Generate summary statements / hypotheses including antecedent and maintaining variables and possible functions of behavior.
- Design PBIS plan including antecedent, teaching and responding strategies and interventions

Critical Elements of FBA (TATE)

!common; #sometimes; *rarely

1. Establish a ***baseline*** of ***operationally defined behavior(s)*** (easily observable & measurable) to decrease AND increase
2. Identify ***antecedent variables*** (e.g. daily routines, environments, people, setting events (slow triggers), antecedents (immediate triggers) associated with the ***occurrence AND non-occurrence*** of target behaviors
3. Identify ***consequence variables*** (immediately after) that maintain (reinforce) target behavior(s)
4. Identify ***potential functions*** of target behavior(s)
5. ***Summary Statement*** (Hypothesis) that includes operational definition of target behavior(s), antecedent variables, variables that maintain, and potential function(s) of target behaviors.



FBA is a TEAM Process

FBA Activities (Data Sources)

- **Indirect Methods**
  - Record Review
    - Anecdotal Notes
    - IEP
    - Behavior / Discipline Reports
    - Daily Data (ABC / Scatterplot)
  - Informant
    - Interviews & Meetings
    - Rating Scales & Surveys

- **Direct ObservationS** in multiple settings where the behavior is likely and not likely to occur

- **Systematic Manipulation of Conditions (FA—Functional Analysis)**

FBA Process Steps (DASH)

- **D**efine Behavior
- **A**sk Others
- **S**ee the Behavior
- **H**ypothesis (ABC)

DASH: Conducting Functional Behavioral Assessment (FBA) Steps

The DASH process should be conducted as a team and include teacher(s), service provider(s) / consultant (e.g. SSW, TC) and at least 1 member with behavioral expertise (e.g. SSW, Psych, Behavior Consultant). A DASH Leader should then be identified to document the FBA progress using the DASH & Behavior Plan Process Action Plan. A full description of the DASH steps with corresponding linked tools & resources are listed below:

1. **Define** target behaviors in observable and measurable terms (operational definitions)
   - ❑ Develop Operational Definitions for each target behavior (no more than 2 functionally equivalent behavior categories)
   - ❑ Begin completing an FBA Schedule Matrix to assist with data collection & behavior plan implementation
   - ❑ Have teacher(s) collect daily ABC Data and/or Scatterplot Data throughout the process to support baseline data & hypothesis development
   - ❑ Collect Baseline Data on each target behavior and summarize (e.g. frequency, duration)

2. **Ask** questions about the target behaviors by interviewing staff, parents, and student
   - ❑ Gather input from multiple sources (e.g. parent, student, more than 1 teacher / staff) including a record review (e.g. behavior incidents, absences, grades)
   - ❑ Use both open ended & quantifiable functional assessment interview formats including routine analysis (interview tools)
   - ❑ Identify variables (antecedents & consequences) associated with when target behaviors do and do not occur
   - ❑ Identify interventions and supports currently or previously implemented and the outcomes
   - ❑ Use survey tools <*if needed*> to identify or confirm potential variables associated with target behaviors (examples).

3. **See** the target behaviors
   - ❑ Ensure all FBA team members conduct multiple observations
   - ❑ Conduct observations in multiple / all settings (e.g. classroom, cafeteria, hallway, playground, bus)
   - ❑ Conduct observations across multiple days & times (when behaviors do and do not occur)
   - ❑ Ensure more than 5 occurrences of the behavior are observed
   - ❑ Use ABC / environmental analysis tools to identify variables (antecedents & consequences) associated with when behaviors do and do not occur
   - ❑ Determine implementation fidelity of classroom organization & behavior supports, universal supports, and other individualized interventions (example tools)

4. **Hypothesize** variables associated with target behavior and potential functions and write a summary
   - ❑ Compile all FBA data into the FBA DASH Data Summary (this summary is the formal documentation of the FBA process & data)
   - ❑ Ensure this summary a hypothesis statement for each target behavior (hypothesis development tools)
   - ❑ Transfer each hypothesis statement to a Behavior Support / Intervention Plan Template for use in developing a function-based behavior plan (behavior plan templates & resources)

References:

- The FBA / BIP Technical Adequacy Tool for Evaluation (TATE), 2017
- SWPBIS Tiered Fidelity Inventory (TFI), 2019
- Ottawa ISD FBA Rubric, 2019
- Functional Assessment and Program Development for Problem Behavior: A Practical Handbook, 2015
- Conducting School-Based FBAs, 3rd Edition, 2019

FBA & BIP Process Action Plan

Action	Who	By When	Done
Obtain parental consent for FBA			
Identify FBA (DASH) team members and determine if the same team will be part of behavior plan development & implementation (list on FBA (DASH) Data Summary Form)			
Identify DASH Leader			
Outline team roles & responsibilities for DASH activities (links to FBA Data Collection Tools)			
Schedule DASH Summary Meeting (to analysis all data and write the DASH Data Summary) and Behavior Support Meeting to develop & implement behavior plan			
Operationally define target behavior(s)			
Review CA-60 and other relevant school records (e.g. discipline reports, behavior data, attendance)			
Begin to complete the FBA Schedule Matrix (completed by end of process)			
Provide teachers ABC and/or scatterplot data sheets to complete throughout the process			
Collect baseline data (this data can be collected in combination with observations, if more efficient)			
Distribute surveys / questionnaires (if needed)			
Conduct teacher(s) and other staff interviews (open-ended & structured including routine analysis)			
Conduct parent/guardian interviews			
Conduct student interview (if appropriate)			
Conduct ABC / environmental analysis observations (identify which team members will observe in which environments on which days / times)			
Hold DASH Summary mtg to analyze data, write hypotheses for each target behavior, complete the FBA (DASH) Data Summary			
Hold Behavior Support meeting in a timely manner to develop, write up and plan for implementation of a function-based behavior plan			
Consider the need for a crisis plan for students with safety-related behaviors			
For students with IEPs, ensure DASH data & behavior plan supports are included in IEP			

Data Collection Tools

FBA Data Collection Tools & Links

Indirect Tools:

- Record Review form: Form to summarize key historical information, data from evaluations, and relevant intervention methods.
- FBA Schedule Matrix: Provides an overview of behaviors across student's day and interventions currently in place.
- Routine Analysis
- Setting Events: Potential Variables

Baseline Data Collection Tools:

- Baseline Data Guidance: Provides an overview of baseline data collection processes
- Frequency: This How Many Time Count Chart is an easy tool for teachers to mark each occurrence of a target behavior over time and days
- Duration: Useful for collecting the the amount of time the target behavior occurs
- Latency: Useful for collecting the amount of time that lapses between a stimulus (e.g. instruction) and target behavior (e.g. tantrum or initiating work)
- Interval Recording Template 1 (Template 2): useful for high frequency behaviors
- Time Sampling:

Interview Tools (Tips for Conducting Open-Ended Interviews)

- **General Interview Tools**
  - Hanley Open-Ended FA Interview
  - Antecedent Setting Event Questions
  - WMU Functional Assessment Interview
- **Teacher / Staff Interview Tools**
  - Functional Assessment Checklist for Teachers & Staff (FACTS) -- WITH INSTRUCTIONS
  - Functional Assessment Checklis for Teachers & Staff (FACTS)
  - Functional Assessment Interview (FAI)
  - Open-ended Teacher Interview Questions
- **Student Interview Tools**
  - Functional Assessment ChecklisT - Student (FACTS)
  - FBA Student Interview

Surveys & Questionnaires:

- Functional Analysis Screening Tool (FAST -- Florida Center on Self-Injury Version)
- Functional Analysis Screening Tool (FAST)
- Home Situation Questionnaire
- Motivation Assessment Scale (MAS)
- Problem Behavior Questionnaire
- Questions About Behavioral Function (QABF)

Scatterplot Tools:

- Scatter Plot SHEETS: 2 week scatterplot data form in Google Sheets (useful for graphing)
- Scatter Plot Blank Template: 2 week template -- Select intervals and behavior codes to record
- Scatterplot 15 minute intervals; 2 weeks; 2 behaviors
- Scatterplot One Behavior: Useful for 2 weeks of recording / 1 behavior coding

Environmental Analysis Tools:

- Classroom Environment and Teaching Assessment - Revised (CETA-R)
- Classroom Assessment (May Institute)
- Critical Elements for an Effective Classroom
- Ecological Analysis of Settings
- Environment Checklist (Google Sheets)
- Positive Environment Checklist

ABC Data Tools:

Behavior Observation Forms: Instructions on collecting ABC, intensity & duration data
ABC Daily Checklist: Chart ABC checklist for several behaviors, including duration & intensity
ABC Documentation form: Blank template to write in ABC, duration and intensity data
ABC Recording Form: Checklist template for ABC data
ABC Recording Form ATS: Checklist template for ABC data recording
ABC Recording Template: Blank ABC template
School ABC Log: ABC checklist format
Weekly ABC Behavior Log

DASH Process Steps

- **D**efine Behavior
- **A**sk Others
- **S**ee the Behavior
- **H**ypothesis (ABC)

Summary Statement for EACH Target Behavior

ANTECEDENT

Under these conditions

BEHAVIOR

Student does this

CONSEQUENCE

In order to access / avoid this

The FBA Summary

- Biographical Information
- FBA Team Members
- Brief Relevant History
- Purpose of FBA (description)
- Assessment Methods Used
- Target Behaviors (Operational Definitions)
- Baseline Data
- Observations & Interview Summaries
- Variables including Potential Functions
- Hypothesis & Recommendations

DASH Data Summary

Functional Behavioral Assessment (FBA) DASH Data Summary

Student Name (DOB)	School District / Building	Grade	Date of Summary

FBA Team Members:

Name	Title/Role	Na

Description & Goals of FBA: FBA includes a range of ongoing investig
behaviors occur. The process is initiated when behaviors are not
either persistently disrupt learning or are severe enough to cause
number of data collection methods to identify variables that trigger a
to design an effective behavior intervention plan.

Goals of FBA include:

- Establish baseline of operationally defined target behavior(s)
- Identify setting event, antecedent and maintaining vari
  non-occurrence of behavior(s) (i.e. functional relationship be
- Identify potential function(s) of target behavior(s);
- Develop a summary statement (hypothesis) regarding th
  function(s) of target behavior(s) in order to develop a behavi

Data Collection Checklist:

Indirect Methods (select each method utilized)	To
☐ Review of records & relevant reports	
☐ Review of discipline and other behavior data / reports	
☐ Daily classroom ABC / Scatterplot data	
☐ Teacher and other staff interview(s) (list each)	
☐ Parent / Guardian interview	
☐ Student Interview	
☐ Rating scales / screeners (e.g. FAST, MAS) (list each):	
☐	
☐	

DASH Team Direct Observations (list each observation location)	Team Member	Time/Duration	Date
☐			
☐			
☐			
☐			
☐			
☐			
☐			
☐			

Relevant Background Information:

- BRIEF relevant school (grades, test scores) & home history (from review
- Include student strengths & interests
- Provide history that led up to the request & rationale for FBA
- Include response to previous strategies including dates, duration & imple

Previous Strategies / Interventions	Date, Duration, & Implementation Fidelity
☐	
☐	
☐	
☐	
☐	

DASH Data Summary
D = Describe
• Describe target behaviors in observable and measurable ways (operatic
• Identify how baseline data was collected & calculated (e.g. % obser blocks; 4 of 5 opportunities <define>; frequency / time frame; duration
• Below are examples -- individualize 1-2 target behaviors and operationa

Operational Definitions of Target Behaviors
❑ **Disruption** defined as
❑ **Refusals** defined as active refusal to follow classroom expectations (rule instructions (ex. saying "no" or physically leaving the area) and/or not completing expected assignment (passive refusal).
❑ **Eloping** defined as leaving the classroom or other designated area without pe
❑ **Tantrum** defined as

❑ **Aggression** defined as striking another person (adult or peer) with a part of oneself (e.g. hitting, kicking, head butting) or throwing an object toward another person.	
❑ **Self-Injurious Behavior** (SIB) defined as hitting head against an object (e.g. wall) and/or making physical contact to self with a hand or object (e.g. shoe, water bottle) or any behaviors that can potentially harm oneself.	
❑ **Intimate Physical Interaction** defined as	

A = Ask (Indirect Assessment Data Summary)

- Gather input from multiple sources (e.g. parent, student, more than 1 teacher / staff) including record review (e.g. behavior incidents, absences, grades)
- Use both opened ended & quantifiable functional assessment interview formats
- Identify variables (antecedents & consequences) associated with when behaviors do and do not occur including implementation fidelity of universal supports

S = See (Direct Assessment Data Summary)

- Observations occur in multiple / all settings (e.g. classroom, cafeteria, hallway, playground, bus)
- Observations occur across multiple days & times (when behavior do and do not occur)
- More than 5 occurrences of the behavior are observed
- Identify variables (antecedents & consequences) associated with when behaviors do and do not occur including implementation fidelity of universal supports

Based on direct observations, interviews, teacher collected ABC / Scatterplot data, and other behavioral data, the following is a summary of the primary antecedent variables, reinforcing consequences and potential functions associated with prioritized target behaviors (complete one for each prioritized target behavior):

	A		B	C	
	Setting Event(s)	Antecedent Variables	Target Behavior	Maintaining Consequences	Potential Function(s)
	Variables that set the stage for behavior	Consistent variables that occur BEFORE behavior	Operational Definition & Baseline	Consistent variables that occur AFTER behavior	The why behavior occurs (access or avoid)
1.	▪	▪	▪	▪	▪
2.	▪	▪	▪	▪	▪

H = Hypothesis Statements for EACH target behavior:
Identified when one has confidence in the data (i.e. clear patterns emerge)

	When this occurs		student does this (describe target behavior)	in order to access / avoid (potential function(s))
	Setting Events	Antecedent Variables		
1.	▪	▪	▪	▪
2.				

Share

1 action to enhance our FBA process

BIP Features

- For the ADULT (change adult behavior)
- Directly based on FBA
- Aligns with values, resources, skills of implementers / family
- Technically Sound
  - Based on principles of ABA
  - EBP

Critical Elements of BIP

!common; #sometimes; *rarely

1. Hypothesis developed from FBA used to develop interventions in the behavior plan
2. Strategies that address and modify variables (routines, antecedents, etc.) *with enough detail for implementation*
3. Identified replacement behaviors (and teaching plan) *described in enough detail to implement*
4. Strategies to reinforce the replacement behavior and provide the same outcome as target behavior(s) and *described in enough detail to implement*
5. Strategies that eliminate the maintaining consequences *described with enough detail to implement*
6. The need for a crisis plan is addressed and procedures *are described with sufficient detail*
7. A plan for collecting progress monitoring data on both the target and replacement behaviors (or other behaviors being taught)
8. Plan for collecting fidelity data on BIP implementation

Using FBA to Develop the BIP

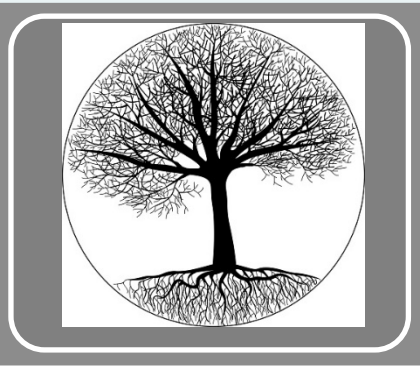
Ho / Summary Statement

ANTECEDENT	BEHAVIOR	CONSEQUENCE
BEFORE	DURING	AFTER

Foundation for Behavior Plan

PREVENT	TEACH	RESPOND in ways that:
challenging behavior from occurring in the first place….	new skills	Reinforce new behaviors Do not reinforce challenging behavior; Prevent further escalation

Primary Behavior Plan Components



Prevent

Teach

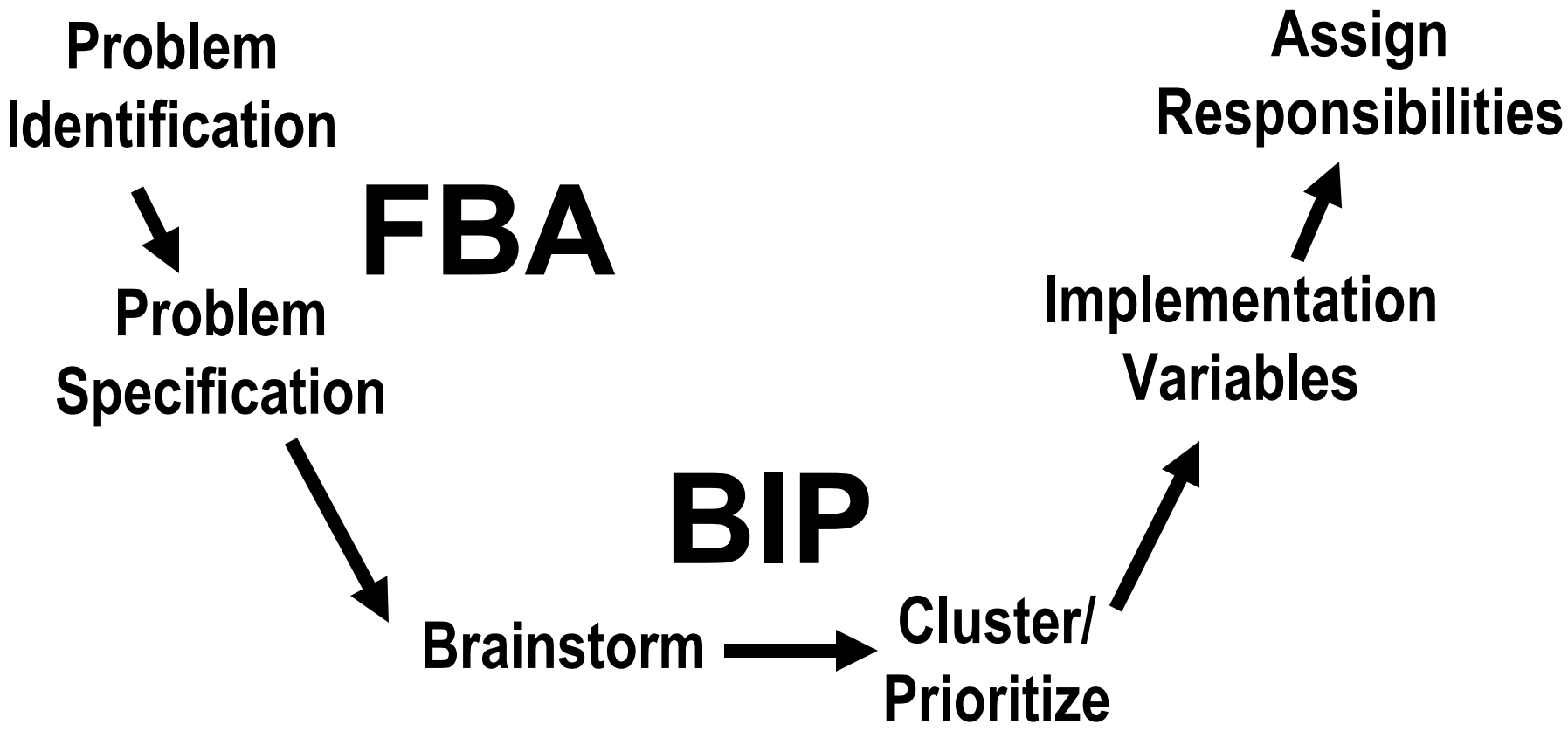
Reinforce & Respond

Primary Skills to Teach

- Engagement
- Independence
- Social Interaction
- Communication

- Systems (e.g. Visual Schedules & Supports)
- Self-Management (e.g. take a break)

MEETING MECHANICS Meeting



Progress Monitoring Effectiveness

Student Outcome → **Is what we're doing working?**

Implementation Fidelity → **Are we doing what we said we would do?**

Behavior Plan Template

<KLETTERHEAD>

Behavior Support / Intervention Plan

Student Name (DOB)	School District / Building	Grade	Date

Behavior Plan Team Members:

Name	Title/Role	Name	Title/Role

Purpose of Behavior Plan (PTR):

- **Prevent**: Identify & implement AT LEAST 1 strategy that serves to prevent target behaviors based on antecedent variables and/or function. Ensure strategy is written in enough detail for implementation.
- **Teach**: Identify and teach AT LEAST 1 socially valid and functionally-equivalent replacement behavior. Ensure strategy is written in enough detail for implementation.
- **Reinforce**:
  - Include AT LEAST 1 strategy to eliminate reinforcement of target behaviors written in enough detail for implementation
  - Include AT LEAST 1 strategy to reinforce the replacement behavior and provide the same function as did the problem behavior. Ensure strategy is written in enough detail for implementation.
  - Include the delivery of noncontingent reinforcement (minimum 5:1)
- **Respond**: Outline trauma-informed strategies for responding to target behaviors to ensure safety for all and protect the learning environment.

Student Strengths & Successes:

❑

Hypothesis Statement(s) of Prioritized Behaviors from FBA:

When this occurs			student does this (operational definitions of target behavior & baseline))	in order to access / avoid (potential function(s))
	Setting Events	Antecedent Variables		
1.				
2.				

Quality of Life Considerations Check areas in which quality of life may be impacted by the behaviors described in the FBA process.		
Domain	**Indicators**	**Check**
Emotional Well-Being	Safety, stable/predictable environments, positive feedback	
Interpersonal Relations	Socialization, affiliations, affection, intimacy, friendships, interactions	
Material Well-Being	Ownership, possessions, employment	
Personal Development	Education, engagement, purposeful activities, assistive technology	
Physical Well-Being	Health care, mobility, wellness, nutrition	
Self-Determination	Independence, choices, personal control, decisions, personal goals	
Social Inclusion	Natural supports, integrated environments, participation	
Rights	Ownership, due process, barrier free environments	

Behaviors Targeted for Change (Goals):

- ☐ Behaviors to increase including pivotal skills (e.g. engagement, independence, social interaction) & replacement behaviors -- use Competing Pathways if needed)
- ☐ Behaviors to decrease (e.g. refusals, eloping, physical aggression (identified from FBA)

Operational Definitions of Behaviors Targeted for Change (Goals)	Baseline Data
Behaviors to Increase	
❑	
❑	
Behaviors to Decrease	
❑	
❑	

Behavior Intervention Plan

Behavior Plan Components: (components that may not be captured in the scaled scripts; for example, Schedule Matrix)

❑
❑

Prevention Strategies Strategies to reduce or eliminate setting events and antecedents for target behaviors & elicit replacement behaviors.
▪

Teaching Strategies Strategies to teach pivotal skills and replacement behaviors.
▪

Reinforcement Strategies Strategies to eliminate reinforcement for target behaviors and reinforce replacement behaviors.
▪

Behavior Plan Template

Responding Strategies

Strategies to consistently respond to target behaviors to ensure safety for all and protect the learning environment. Should emergency restricted procedures be necessary, create a safety / emergency plan as a separate document.

-

Implementation Plan

- ❑ **Staff Training, Coaching & Resources:** (include who, when, where, how often, and follow up)
  - ❑ Onsite coaching / training
  - ❑ Virtual coaching / training
  - ❑ Meeting with teacher and itinerant staff
  - ❑ Meeting with paraprofessionals
  - ❑ Asynchronous training & resources

- ❑ **Outcome Data:**
  - ❑ **Student Data:** (include what data, tool(s), when, by whom, how often)
    - ❑ Daily Level Data
    - ❑ ABC Data for Levels 3 or above
    - ❑ Incident reports for Levels 4/5
  - ❑ **Implementation Fidelity Data:** Implementation fidelity data will be collected by <indicate WHO>, <amt of time> until 90% fidelity then <amount of time>. The **Schedule Matrix** will be used to monitor implementation as well as review of the scripts using the Fidelity Implementation Likert Scale below:
    - ❑ 3 (Implemented Consistently with Fidelity)
    - ❑ 2 (Implemented but Inconsistently and/or without Fidelity)
    - ❑ 1 (Not Implemented when Expected)
    - ❑ No (No Opportunity to Observe)

Implementation Principles:

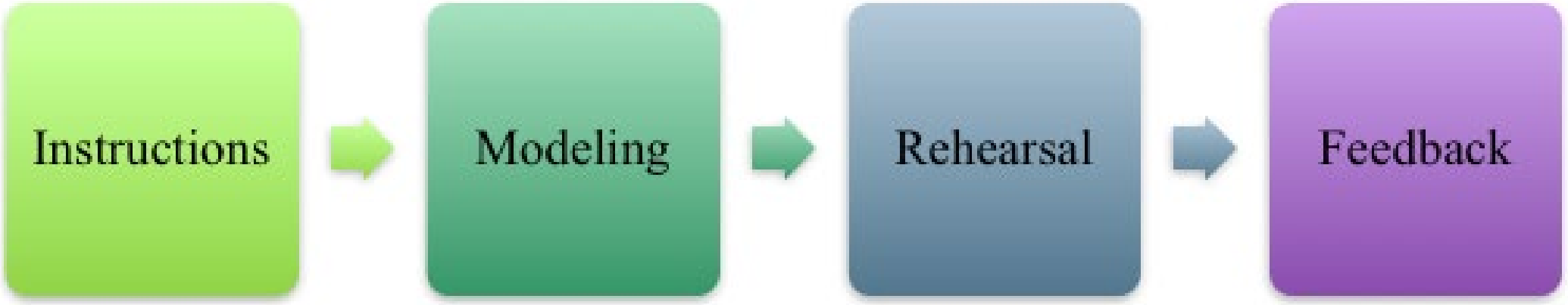
- ❑ Implement the plan until the team using data decides to make changes
- ❑ Behaviors often increase during initial implementation of behavior plans as contingencies change
- ❑ Many variables influence behavior; Remember to control the controllables -- focus on variables we control
- ❑ Avoid judging the success of the plan based on individual incidents or challenging days. There are always outliers in the data so evaluation of the plan needs to occur across time and multiple data points.

Progress Monitoring Plan

Data Coordinator	Reporting Plan (method, frequency, to whom)	Meeting Plan (how often, participants)	Evaluation Decisions (how are decisions made)

Compiled by:

Behavioral Skills Training



Succinct Written Details

- ❑ Rational
- ❑ Outcome
- ❑ WHAT it is
- ❑ Details on HOW (Scripts)

SHOW how and problem solve

- ❑ Opportunity to gather additional information

PRACTICE with Coaching Feedback

- ❑ Implementation fidelity of the script
- ❑ Opportunity to coach for problem solving

FIDELITY Checks

- ❑ Regression to the Mean
- ❑ Frequency?

DRIFT Happens.

Share

1 action to enhance our BIP process

SCRIPTS

Traditional BIP:

Provide Don choices

3 Implemented Consistently with Fidelity
2 Inconsistent / Fidelity Issues
1 Not Implemented when Expected
NO No Opportunity to Implement

Script Format:

- ❑ Provide Don 2 visual choice opportunities immediately after assigning him independent work in class.
- ❑ Choice options include:
  - ❑ Type of writing utensil (e.g. pencil, pen, marker, crayon)
  - ❑ Where to sit (desk or flexible seating area)
  - ❑ Who to sit next to while completing the assignment (assigned peer or adult)
  - ❑ Which assignment to do 1st
  - ❑ Which items in the assignment to do 1st
- ❑ Immediately after giving the class the independent assignment, go over to Don and present him with the 2 choice options
- ❑ When presenting the choices, say while showing the visual options, e.g. “Don, where do you want to sit? X or X?”
- ❑ After he makes each choice, provide authentic positive acknowledgement (e.g. “awesome,” “great choice,” “cool”) and when both choices are selected, release him to his choices to do his work

Jot It

3 Benefits
1 Challenge

Benefits of Scripts

- Provide Don 2 visual choice opportunities immediately after assigning him independent work in class.

when to offer choices

- Choice options include:
  - Type of writing utensil (e.g. pencil, pen, marker, crayon)
  - Where to sit (desk or flexible seating area)
  - Who to sit next to while completing the assignment (assigned peer or adult)
  - Which assignment to do 1st
  - Which items in the assignment to do 1st

what choices to provide

how to offer choices

- Immediately after giving the class the independent assignment, go over to Don and present him with the 2 choice options
- When presenting the choices, say while showing the visual options, e.g. "Don, where do you want to sit? X or X?"
- After he makes each choice, provide authentic positive acknowledgement (e.g. "awesome," "great choice," "cool") and when both choices are selected, release him to his choices to do his work

3	Implemented Consistently with Fidelity
2	Inconsistent / Fidelity Issues
1	Not Implemented when Expected
NO	No Opportunity to Implement

supports implementation fidelity

Additional Benefits of Behavior Scripts

- Provides predictability and consistency for staff & students
- Neutralizes emotionality of staff
- Empowers staff to confidently implement
- Minimizes “winging-it” by predetermining what to say and do
- Minimizes inadvertent reinforcement of challenging behavior
- Increases fidelity of implementation of the behavior plan
- Focuses on keeping and returning kids to level of regulated and engaged
- Reduces opinion debates
- Promotes embedding practices that enhance connection & positive regard
- Helps disrupt practices that may cause further harm / inequities
- Helps identify areas of needed staff support

Scripts can be used in ANY behavior plan format

IUSP

PTR

ABC

BIP

BSP

PBSP

Script Organization

Behavior Scripts Development Guide

Level 1 Engagement	Level 2 Anxiety (HOUSTON)	Level 3 Agitation	Level 4 Anger	Level 5 Aggression	Level 6 Recovery
Expected Behaviors	Slight Changes in Behavior	Noticeable Changes in Behavior	Verbal Aggression / Property Damage	Imminent Danger to Self and/or Others	Returning to a state of regulation
Engagement Scripts	Disengagement Scripts	Break Protocol	De-escalation Scripts	Crisis Intervention	Recovery Scripts
		What the student says and does			
		What the staff says and does			

Adapted from The Incredible 5 Point Scale by Kari Dunn Buron & Mitzi Curtis

INSTRUCTIONAL

Levels 1 & 2

Focus on Teaching

Use of planned Ignoring

(put behavior on extinction)

BEHAVIORAL

Levels 3+

Focus on

- **Providing a safe environment**
- **Reducing & Not Reinforcing Challenging Behavior**
- **Teaching Self-Regulation**

Visual Schedule Script

- Use an individual written daily schedule and at the beginning of the day and at each primary transition, ask X to check the schedule (e.g. “check your schedule” or “let’s see what’s next”).
- The activity just completed should be crossed off, checked off, moved, X’d off <interacted with in some way to indicate “done” and “next.”
- To increase level of predictability in the schedule, add details to the schedule and/or on a separate mini-pad / post it. Always interact with the schedule after each step. Options include:
  - Who the helper/teacher is for each activity
  - What materials are needed
  - Location of the class/activity
  - Routine of the class / activity <e.g. listen to teacher, complete worksheet <page 1, 2, 3>, turn in, check schedule>
- To increase choice opportunities:
  - Have X choose which way to interact with the schedule
  - Ask X whether he/she wants adult or self to interact with it
  - Ask X which utensil to use to interact with the schedule
- Once the item is crossed off (or checked or X’d), have X read the next activity and then on the schedule or a mini-pad, write the routine for that next activity (e.g. go to locker, get coat, select an area to wait, choose a wait activity before bus is ready). .
- If X doesn’t respond to the instruction to check the schedule within <time>, provide a visual prompt to “check schedule.”
- If X still doesn’t respond, provide a gestural prompt (point to or touch the schedule) and with authentic positiveness, say “cross it off; what’s next?” or some version of this.
- If X still doesn’t respond, either provide a model prompt and move on with the schedule or offer schedule/break.
- At any time, if verbal instruction is given and X doesn’t respond, write it down.

Script Organization

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Disengagement Scripts Structure

- **Considerations of Antecedent Variables and Functions:**
  - Universal Supports
  - Environmental Influences
  - Level of Task Difficulty
  - Clarity of Expectations

- **Choice within the Expectation**
  - First half or second half
  - Choice of seating
  - My turn / Your turn

- **One More Script:**

Script Organization

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BREAK: Implementation Considerations

- **PURPOSE of BREAK**
  - Time w/out demands
  - De-escalate

SCHEDULE

BREAK

- **GUIDELINES:**
  - Activities / Choices Result in De-escalation
  - Benign in Reinforcing Value / NOT Highly Preferred
  - Student Initiated – Staff Prompted (TEACH)
  - Break Procedures

BREAK vs. Choice Time

Script Organization

Behavior Scripts Development Guide

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Today's Agenda / Outcomes

What questions / clarifications might you still need?

- Outline components of a quality FBA
- Identify key considerations in data collection
- Outline the connection between FBA & Behavior Plan Development
- Identify key components of a quality behavior plan
- Identify ways to identify relevant goals
- Outline ways to write behavior plans in script format
- Describe components to improving implementation fidelity of behavior plan (BST–Behavioral Skills Training)

CLARIFICATION & REFLECTION

start, stop, continue

EXIT TICKET:

1 IDEA FOR NEXT SESSION