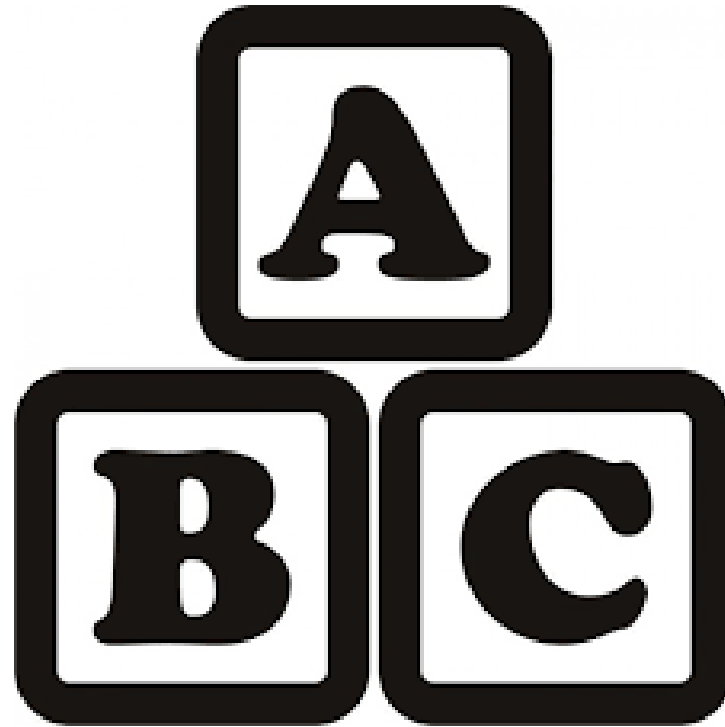


Eaton Behavior Series Part 3

FBA & Behavior Plan Development



Kelly Rogers, Psy.S., BCBA, LBA

welcome

INTRODUCTIONS

Working Agreements

Participate Fully

Seek Clarity

Advocate for your Learning

Eaton Behavior Series

Foundations

Universal Supports

FBA / BIP

Scripts & Coaching & Legal Obligations

Date	Title	Agenda / Outcomes
Feb 10	Foundations in PBIS & Behavioral Science	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● 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
Our Sessions**

Rate & React

Behavioral Practice / Idea	Sustain	Strengthen	ACTION

Using FBA to Develop the BIP



Ho / Summary Statement

**ANTECEDENT
BEFORE**

**BEHAVIOR
DURING**

**CONSEQUENCE
AFTER**

Foundation for Behavior Plan

PREVENT

challenging behavior from
occurring in the first
place....

TEACH

new skills

RESPOND in
ways that:

Reinforce new behaviors
Do not reinforce challenging
behavior;
Prevent further escalation

Primary Behavior Plan Components



Prevent



Teach



**Reinforce &
Respond**

**Training & Coaching for Implementation Fidelity
Outcomes & Progress Monitoring**

Scripts can be used in ANY behavior plan format

IUSP

PTR

ABC

BIP

BSP

PBSP



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.**

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) **what choices to provide**
 - ❑ 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 **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**

IN DOE Complaint: Prairie Heights Community. Sch. Corp. (2020)

- Situation:
 - HS student’s BIP called for her to have scheduled breaks
 - Student declined to use the strategy, had verbal outburst, detention
 - District admitted misinterpretation of the break schedule in BIP
- Indiana ED Conclusion:
 - The BIP that was incorporated into the IEP was subject to misinterpretation by staff due to ambiguous language, resulting in a violation of state law (failing to implement an IEP as written)
 - “Uncertainty as to whether the identified strategies & supports were suggestions or requirements”
- Action:
 - Required district to hold a facilitated IEP to revise the IEP specifically to remove any ambiguity (“BIP breaks” were made clearer)
- What this means:
 - Use clear language with precise wording in IEP/BIPs so staff are better equipped to implement as designed
 - Read through documents with an eye toward clarifying vague or ambiguous terms
 - Make staff aware of their implementation responsibilities

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				

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**

Engagement Scripts

(high yield strategies)

Sr (Reinforcement Script)

- Provide at least 5x as many “high 5s” <thumbs up, “great work”> for every 1 correction, prompt, or help



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.

Write It Down Script

- ❑ If staff give a verbal instruction and X doesn't follow it, write the instruction down (on a post it, on a section on the schedule, mini note pad, etc.).
- ❑ If X responds, use the Acknowledgement Script and continue with the schedule.
- ❑ If X doesn't respond, point / gesture to the written instruction and give time (list time) for response.
- ❑ If X still doesn't respond, offer a choice (e.g. "I do or you do?").
- ❑ If X still doesn't respond, move to Level 2 / Disengagement / One More Script.

Individualized Engagement Scripts

LOGO SCRIPT

- When Reagan approaches and tries to touch your shirt, interrupt with a high 5 or knuckles then open your arms slightly and say “look don’t touch.”
- If she tries to touch again, repeat.
- If she tries a third time, say “what’s next on your schedule.”

QUESTIONS SCRIPT

- If Reagan asks a question, answer it. If she asks a different question, answer it.
- If she asks a 3rd different question, answer it and say, “last one, check your schedule” and do not answer any more questions. Continue to refer to the schedule.
- If she repeats a question a 2nd time, write down the answer and show.
- If she repeats a question a 3rd time, prompt her to her schedule.

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				

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:**



Check for Understanding

Which is the goal of Level 2?

**Return to
Engagement**

**Ensure Task
Completion**

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					

No Longer in Instructional Response!

We are now in Behavioral Response

Script Principles

- Limited-verbal
- Non-emotional (watch para-verbals)
- Non-punitive
- Focus on:
 - Safety
 - Respect dignity
 - Teach self-regulation

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

Break Cards:

What if he uses it to “get out of math?”



STAR WARS STAR WARS STAR WARS

I need out of here I may proceed to:

**Jedi Training
Chambers**

**Meditation
Chamber**

Conversation Salon

Jedi Council

STAR WARS STAR WARS STAR WARS



Example Break Protocol

- ❑ If X chooses break or break is directed, show the break card and say “time for a break” and direct X to the break area / activity. If break is an area, go to the area and then disengage from all interaction. Do not respond to questions, comments, discussion, etc.
- ❑ After a pre-designated time period (15 seconds to 1 minute -- no more than 5 minutes), say and show the visual “schedule or break?” If X chooses to continue break, say “ok” and disengage again for the designated time period.
- ❑ Offer the choice of “schedule or break” each time after the designated time period.
- ❑ Default is always break so if X doesn’t choose schedule or break or tries to engage in a discussion or asks questions, show and say “you have chosen break.”
- ❑ After 4-5 “schedule / break” opportunities and X does not choose to return to schedule, try providing more detail about the schedule by writing down what is next (e.g. math or break; lunch or break; music or break <rather than saying “schedule” or break).
- ❑ If providing the detailed schedule doesn’t engage X in 4-5 more opportunities, add a choice opportunity that would follow a low demand schedule requirement (e.g. 1 math item, then choice).

RETURN TO SCHEDULE PROTOCOL

Considerations: Break Procedures

- Break vs. Choice Time in Schedule?
- Signal a break?
 - Student initiated? Staff Prompted? Card; Gesture?
- Where?
- Do What?—Calming but not reinforcing
- For how long? How time determined?
 - Timer? What if student not ready?
- Return to schedule procedures / script?
- Data Collection?

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				

Level 6: Recovery

This level is most often needed for students who engaged in Level 4 or 5 behaviors

Because de-escalation is a PROCESS of incrementally reducing the intensity of the behavior, behaviors may vacillate between Level 1 and Level 4 during this time.

Level 1 behaviors indicate readiness to return to schedule.

Examples

- Quiet / Withdrawal
- Crying
- Sleeping
- Confusion
- Denial / Blaming others
- Responsiveness to instructions

Adult Behaviors that can ESCALATE a Crisis

- Raising voice or yelling
- Making assumptions
- Saying “I’m the boss here”
- Pleading or bribing
- Insisting on having the last word
- Using sarcasm
- Holding a grudge
- Bringing up unrelated events
- Using tense body language
- Throwing a temper tantrum
- Using unwarranted physical force
- Mimicking the child
- Having a double standard: “Do what I say, not what I do.”
- Commanding, demanding, dominating
- Using degrading, insulting, humiliating or embarrassing putdowns
- Drawing unrelated persons into the conflict
- Talking, talking, talking!



**Share
It**

**What's
Resonating?**

Guiding Principles

Behavior Plan Implementation

- Behavior will be addressed using the written behavior plan.
- You've done your job if you have followed the behavior script.
- Behavior plan interventions will not be changed until the team, using data, determines a change is needed.
- Behavior plan will be implemented with fidelity for 6-8 weeks with only minor adjustments by the team before determining the level of effectiveness.

Progress Monitoring

Student Outcome

**Is what we are doing
working?**

**Implementation
Fidelity**

**Are we doing
what we said we would?**

Are we doing it as designed?

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.**

Assess Implementation Fidelity

Y	N	Steps
X		Say “Trey, let me do the first couple of problems to get you started.” and do the first 2-3 problems (with cheerfulness!)
		<ul style="list-style-type: none"> ● If Trey gets started, reinforce his engagement, “Thanks for getting started. You’re on a roll!” and step back and interact briefly with another student
	X	<ul style="list-style-type: none"> ● If he continues to work, reinforce using the Reinforcement Script (Engagement)
	X	If Trey does not work or stops working, say, “You can pick just 5 problems to do for now.”
		<ul style="list-style-type: none"> ● If Trey gets started, reinforce his engagement, “Thanks for getting started. You’re on a roll!” and step back and interact briefly with another student
		<ul style="list-style-type: none"> ● If he continues to work, reinforce using the Reinforcement Script (Engagement)
X		If Trey does not work or stops working, say, “Just do one problem and you’re done for now” (Step 3: One More)

Assess Student Outcomes

Y	N	Steps	#/min engaged	Behaviors
X		Say “Trey, let me do the first couple of problems to get you started.” and do the first 2-3 problems (with cheerfulness!)		X
		<ul style="list-style-type: none"> If Trey gets started, reinforce his engagement, “Thanks for getting started. You’re on a roll!” and step back and interact briefly with another student 		
	X	<ul style="list-style-type: none"> If he continues to work, reinforce using the Reinforcement Script (Engagement) 	Did 3 more problems	X
	X	If Trey does not work or stops working, say, “You can pick just 5 problems to do for now.”		
		<ul style="list-style-type: none"> If Trey gets started, reinforce his engagement, “Thanks for getting started. You’re on a roll!” and step back and interact briefly with another student 		
		<ul style="list-style-type: none"> If he continues to work, reinforce using the Reinforcement Script (Engagement) 		
X		If Trey does not work or stops working, say, “Just do one problem and you’re done for now” (Step 3: One More)	Did 1 problem	

CLARIFICATION & REFLECTION

start, stop, continue



Legal Obligations

FBA: Required under disciplinary procedures; MDR

Restriction from Gen Ed: ...nature and severity of the disability is such that education in gen ed WITH SUPPLEMENTARY AIDS & SERVICES cannot be achieved satisfactorily.... (achieve IEP goals; make meaningful progress)

EXIT TICKET:

Continued Learning

Needs and

PLANS FOR SUMMER