

Positive Behavior Interventions (PBI)



**Handbook
-2018-**

**A handbook which outlines the procedures for
Functional Behavior Assessment (FBA) and
Behavior Intervention Plans (BIP) per Code of Federal
Regulations Sections 300.324(a)(2)(i) and 300.530(f)(1).**

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Introduction

This book was developed to assist school staff in providing Positive Behavior supports and services to students with behaviors that are challenging in the school system. It represents many years of research and experience in assisting students to acquire and use social behaviors that enable them to access school successfully and to experience positive interpersonal relationships with others in all life settings.

In July 2013 the California state legislature repealed regulations regarding Behavior Interventions for Special Education Pupils which had been in place since the early 1990s. Many of the procedural requirements were removed. This created the opportunity for the Ventura County SELPA to address behavioral challenges of our students using techniques that are based on research and experience, and that make the most sense for the situation.

The federal Special Education law, the Individuals with Disabilities Education Act, requires that the IEPs of students with disabilities include strategies to address “Behavior Interfering with Learning of Self or Others.” The IEP team must consider the best approach to develop and implement these strategies.

In addition, there are two situations described in state and federal regulations in which a “Functional Behavioral Analysis” or “Behavior Intervention Plan” must be considered and/or developed. These include the determination that a behavior subject to disciplinary action is a Manifestation of the Disability, or in the occurrence of a Behavior Emergency.

Our practice is informed by the body of research in the field of Applied Behavior Analysis and Positive Behavior Supports. The Ventura County SELPA is an active participant in the Positive Environments, Network of Trainers (PENT). PENT is “a California Positive Behavior Initiative designed to provide information and resources for educators striving to achieve high educational outcomes through the use of proactive positive strategies. Evidence-based positive practices and helpful information is disseminated statewide through a website.” We strive to include these evidence-based practices in our guidelines and procedures.

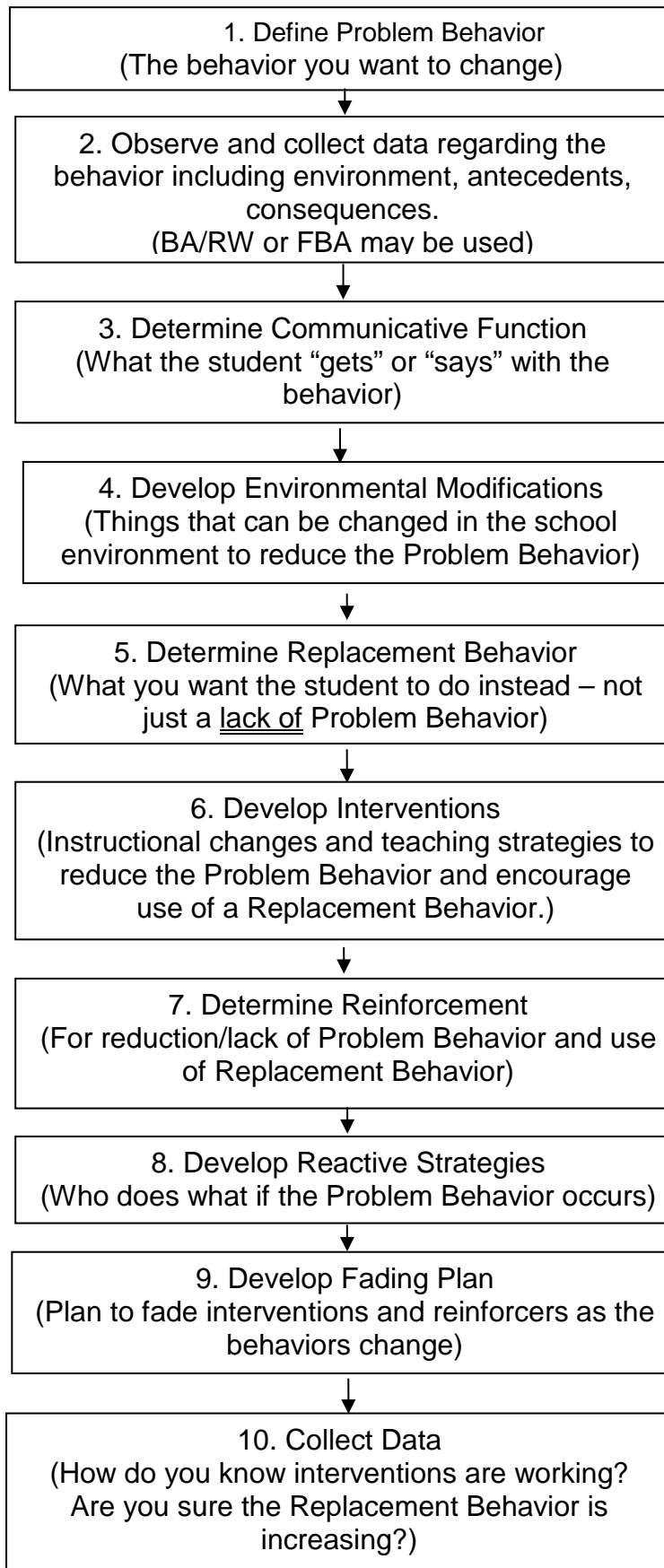
The Ventura County SELPA is committed to doing the best that we can to assist our students in learning positive social/emotional and behavioral skills. It is our vision to empower the IEP team with the tools and resources which are most appropriate to meet the needs of students.

Ventura County SELPA
Positive Behavior Interventions Continuum

Possible options for students with challenging behaviors. Special Education staff may use any of these options to address problem behaviors. Note: There are no minimum legal requirements for "BIP". CBIP, PBIP or any other behavior plan can be considered a BIP.

| | | |
|--|---|---|
| | Mild behaviors | <ul style="list-style-type: none"> - Teacher-parent contact - Change in classroom environment (seating, order of assignments) - Classroom behavior system - Behavior contract - Home/school/community log |
| | Behaviors interfering with learning of self or others | <p>IEP:</p> <ul style="list-style-type: none"> - Goals for redirection of behavior and/or increase of replacement behavior - Accommodations on IEP |
| | (Not successful) Behaviors Continue | <ul style="list-style-type: none"> - Behavior Analysis/Review Worksheet completed by classroom staff and/or family to help identify cause of behavior <p>IEP:</p> <ul style="list-style-type: none"> - Positive Behavior Intervention Plan (PBIP) - Goal(s) for reduction and/or increase of behaviors |
| | Behaviors Continue -or- Very disruptive behaviors -or- Manifestation Determination -or- Behavior Emergency Report as a result of a restraint (CPI techniques only) or serious property damage | <ul style="list-style-type: none"> - Assessment Plan with "Functional Behavioral Assessment" (FBA) checked - If parents request, may give Prior Written Notice if FBA not warranted, and proceed to lesser intensive step above - FBA conducted by qualified personnel: <ul style="list-style-type: none"> o School/Licensed Educational Psychologist o BCBA o Appropriately trained professional - Results shared at IEP, and may result in: <ul style="list-style-type: none"> o Changes to IEP o Goals for increase of replacement behavior and decrease of problem behavior o Comprehensive Behavior Intervention Plan (CBIP) or PBIP |
| | If behavior does not change | Develop a new Assessment Plan for a new FBA to collect more data about the function of the behavior |
| | If behavior improves | <p>Behavior Analysis/Review Worksheet completed (at least annually)</p> <ul style="list-style-type: none"> - Data collected on behavior - May go to lesser intensive interventions, such as PBIP or accommodations (above) |
| <p>Special rules:</p> <ol style="list-style-type: none"> 1. If behavior resulting in disciplinary action (suspension beyond ten days or expulsion) is a Manifestation of the Disability, and there is no FBA-based BIP in place, an FBA must be conducted 2. If behavior IS NOT a Manifestation of the Disability and there is no BIP in place, team must consider an FBA 3. If there is a Behavior Emergency and no FBA-Based BIP in place, IEP team meeting must be scheduled within 2 days to consider need for FBA. If there is an FBA-Based BIP in place, team members must consider the need to modify it. (no meeting required) | | |

Ten Steps to Behavior Interventions Plans (PBIP or BIP)



Tabbed Divider "Behavior Analysis/Review Worksheet"

**Ventura County SELPA
Behavior Analysis/Review Worksheet**

| | |
|---------------|------|
| Student Name: | DOB: |
|---------------|------|

Problem Behavior(s): *(include frequency, duration and/or intensity)*

Antecedents: *(what typically triggers or is happening before the behavior?)*

Consequences: *(what usually happens as an immediate and/or delayed result of the behavior or is the “payoff” for the behavior?)*

Communicative Function of the Behavior: *(based on the antecedents and the consequences, what does the problem behavior allow the student to “get” or avoid/escape?)*

- Escape Attention Sensory Tangible
Describe:

Positive/Replacement Behavior: *(what do we want the student to do instead of the behavior that serves the same function but is more appropriate? Should not be simply a lack of the problem behavior.)*

Reinforcers: *(what activities, objects, people, etc. are motivating to the student?)*

Behavior Analysis/Review Worksheet (BA/RW)

Instructions

This worksheet can be used as a tool for developing an informal Positive Behavior Intervention Plan (PBIP) and in rare circumstances, a Comprehensive Behavior Intervention Plan (CBIP). It is not considered an assessment, and does not require parent permission. It should not be included as a part of the IEP, but is to be used as a worksheet in organizing information in preparation for an IEP meeting. This form may be used to collect information about “behaviors interfering with learning of self or others.” It also may be used to *review* a previously developed PBIP or Comprehensive Behavior Intervention Plan (CBIP).

- I. **Problem Behavior(s)**– Describe the behavior(s) that are interfering with learning. Use specific terms that leave no doubt as to whether or not the behavior occurred. Avoid terms such as “tantrums,” or “defiant;” instead, describe exactly what the observer would see, including intensity and duration (e.g., “leaves red marks,” or “lasting 1-2 minutes.”).
- II. **Antecedents**– Describe the activities, setting factors, people, demands and/or time of day when the behavior most often occurs. (typical “triggers” of the behavior).
- III. **Consequences**– Describe what typically happens after the behavior occurs- who does what, where does the student go, etc. (typical “payoff” for the behavior).
- IV. **Communicative Function of the Behavior**– Check the box(es) to indicate the hypothesis of what the student usually “gets” or avoids by using the behavior. Describe. For example, “student uses disrespectful language with the teacher to get himself removed from class so he doesn’t have to face teasing by his peers.” Or, “student disrupts the teacher’s lesson so he can get positive attention from peers and be perceived as ‘cool’.”
- V. **Positive/Replacement Behavior**– Describe the behavior that you will teach the student to use instead of the problem behavior. *It is imperative that this behavior achieve the same outcome (serves the same function) as the problem behavior (FERB-Functionally Equivalent Replacement Behavior).* It must meet the Communicative Function that you have described above.

Please be sure not to select a lack of the problem behavior as the replacement behavior. It must be a new behavior that will meet the same need in a socially appropriate way. If the replacement behavior is actually incompatible with the problem behavior, it is better yet. For example, an incompatible behavior to self-biting of the hand is squeezing a fidget toy in a pocket.

- VI. **Reinforcers**– Note activities, people, tangibles, or foods that the student prefers. Can be based on observation, student report, parent input, etc.

**Ventura County SELPA
Behavior Analysis/Review Worksheet**

| | |
|---|-----------------------------|
| Student Name: Paul S. (Disability: OHI, average cognitive and communication skills; has been diagnosed with ADHD) | DOB: XXX (6 years 2 months) |
|---|-----------------------------|

Problem Behavior(s): *(include frequency, duration and/or intensity)*

Inappropriate touching of peers, defined as initiating physical contact with a peer by running up to the peer from the front and grabbing and squeezing the peer's head or upper torso with mild (not causing pain or marks) to moderate (causing pain and red marks) intensity while screaming in the peer's face.

Frequency: 1-2 times per hour

Antecedents: *(what typically triggers or is happening before the behavior?)*

Transitions, lining up, free play outside, close proximity to peers

Consequences: *(what usually happens as an immediate and/or delayed result of the behavior or is the "payoff" for the behavior?)*

Some peers respond to Paul's disruptive behaviors by ignoring them and freezing; others by engaging in mutual interactions (e.g., touching, playing) if he touches them in a mild (non-aggressive) way. Adults will typically try to verbally or physically redirect the behaviors. For moderate (aggressive) behaviors (hitting, kicking, shoving), Paul is asked to take a time out and later apologize to the peer. He appears to gain sensory input and attention by engaging in problem behaviors.

Communicative Function of the Behavior: *(based on the antecedents and the consequences, what does the problem behavior allow the student to "get" or avoid/escape?)*

Escape Attention Sensory Tangible

Describe: Paul appears to be seeking sensory input and social interactions

Positive/Replacement Behavior: *(what do we want the student to do instead of the behavior that serves the same function but is more appropriate? Should not be simply a lack of the problem behavior.)*

When Paul seeks sensory stimulation or social interactions, he will verbally request a sensory object (ball, squeeze toy) and/or ask a peer to play with him.

Reinforcers: *(what activities, objects, people, etc. are motivating to the student?)*

Looking at books, listening to stories, playing with trains, playing with Legos, playing on the play structure, eating, going for walks, working on the computer, sensory activities (rolling on the big ball, rocking in the rocking chair, playing with sensory objects), interacting with peers and adults; receiving tickles, hugs, and squeezes (from parents and siblings).

Tabbed Divider "Functional Behavior Assessment"

Ventura County SELPA

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) REPORT

Student Name _____
Date of Birth _____
Case Manager _____
School _____

Date _____
Age _____
Disability _____
English Level _____

REASON FOR REFERRAL

- Prior behavior interventions ineffective
- Tenth day of suspension
- Behavior Emergency Report
- Other (Specify below)

Detail if needed:

SOURCES OF ASSESSMENT DATA

- **Records:** *(describe and summarize records which were reviewed)*

- **Observations:** *(list dates student was observed, by whom and in what environments)*

- **Interviews:** *(list persons interviewed and when)*

- **Other assessment tools:** *(list instruments and who administered)*

BACKGROUND INFORMATION

Ability to communicate: *(verbal or non-verbal)*

- **Expressive –**

- **Receptive –**

Cognitive/Developmental level: *(describe student's cognitive strengths and weaknesses, including ability to understand cause and effect, learning readiness skills, ability to delay gratification, abstract reasoning skills, etc.)*

Health and medical factors: *(describe factors which may contribute to the problem behavior)*

Environmental, cultural or economic factors: *(describe factors which may contribute to the problem behavior)*

History of behavior: *(describe past behaviors, including effectiveness of previously used behavior interventions)*

If the student is an English Learner, describe any possible effects of English language acquisition process on the above assessment results:

- Materials and procedures were provided in the student's native language/mode of communication in a form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.
- Student was assessed in all areas of suspected disability necessary for this report.
- Assessment was tailored to assess specific areas of educational need.
- Assessment was conducted to not be discriminatory on racial, cultural, or sexual bias.
- Any assessment tools were used for the purpose for which they were designed and are valid and reliable.
- Assessment was conducted by trained and knowledgeable personnel.
- Assessment was conducted to produce results that accurately reflect the student's abilities, not the student's impairments, including impaired sensory, motor, or speaking skills.

PROBLEM BEHAVIOR

Description of behavior: *(include intensity and/or duration)*

Impact of behavior on academic and social functioning:

Baseline: *(indicate how often it occurs)*

Antecedents: *(describe what typically triggers or is happening before the behavior occurs)*

Consequences: *(describe what typically happens as an immediate and/or delayed result of the behavior or is the “payoff” of the behavior)*

| |
|---|
| ECOLOGICAL/SETTING FACTORS AND EVENTS FOR PROBLEM BEHAVIOR |
|---|

For each of the following, describe what is typical:

| | <i>When the problem behavior occurs...</i> | <i>When the problem behavior does not occur...</i> |
|---|--|--|
| Day or Time: | | |
| After a certain event: | | |
| Before a certain event: | | |
| People present: (students and adults) | | |
| Subject/Activity: | | |
| Type of activity: (quiet, group, hands-on) | | |
| Location: (cafeteria, playground) | | |
| Type of instruction: (oral, visual) | | |
| Support available: (one-on-one, group) | | |
| Other: | | |

Quality of life: *(describe student’s current opportunities and/or participation in desired life-enhancing activities both at home and at school)*

Summary of assessment, including factors affecting educational performance: *(describe information which leads to hypothesis)*

| |
|-----------------------------|
| FUNCTION OF BEHAVIOR |
|-----------------------------|

Hypothesis of the function of the behavior: *(describe what the behavior allows the student to “get” or avoid/escape, such as sensory input, attention, items, tasks or events)*

| |
|--------------------------------------|
| POSITIVE/REPLACEMENT BEHAVIOR |
|--------------------------------------|

Behavior the student will use instead of the problem behavior: *(cannot be simply a lack of the problem behavior - must be a new behavior which will serve the same function and is at least as easy to utilize for the student as the problem behavior)*

Student currently does/does not demonstrate the replacement behavior

(If no), Prerequisite skills the student demonstrates that would lead to acquisition of the positive/replacement behavior:

(If yes)

- Baseline –
- Antecedents –
- Consequences –

Ecological/setting factors and events for Positive/Replacement Behavior: *(describe what is typical when the behavior occurs)*

| |
|---|
| Day or Time: |
| After a certain event: |
| Before a certain event: |
| Subject/Activity: |
| People present: (students and adults) |
| Type of activity: (quiet, group, hands-on) |
| Location: (cafeteria, playground) |
| Type of instruction: (oral, visual) |
| Support available: (one-on-one, group) |
| Other: |

| |
|----------------------|
| REINFORCEMENT |
|----------------------|

Student likes/seeks: *(list and specify as needed)*

Activities:

People:

Tangibles:

Food/Drink:

Other:

Determination of reinforcement based on:

- Reinforcement Survey Student Interview Parent Interview Teacher Interview
 Preference Assessment Observation Other (describe):

RECOMMENDATIONS

Factors to enable student to be involved and make progress in core curriculum: *(describe essential elements to address the problem behavior, including instructional strategies, classroom structure, accommodations/modifications, reinforcement)*

Possible special education and related services or additions or modifications to current services needed to meet goals and participate in core curriculum/appropriate activities:

- Positive Behavior Intervention Plan not needed
- Environmental Changes Specified on Accommodations page
- Revision of current plan
- Positive Behavior Intervention Plan needed
- Comprehensive Positive Behavior Intervention Plan needed
- Other _____

The IEP team will meet to discuss these assessment results and make a decision about services and/or supports. The purpose of this report is to provide information to assist the team in making those decisions.

Signature _____ Title _____

Functional Behavior Assessment (FBA) Report Instructions

To be used for EC 56520 (a) (1) “That children exhibiting serious behavioral challenges receive timely and appropriate assessments” and CFR 300.530(f) “behavior is a manifestation of the disability.”

An FBA requires an Assessment Plan and parent permission in order to proceed. An FBA-based BIP is *required* for students at 10th day of suspension with a pattern of misbehaviors, or students being considered for expulsion, if an FBA-based BIP is not already in place. It also must be considered if there has been a behavior emergency.

The report must be presented at an IEP meeting, and must include all the elements below. Parents may request an Independent Educational Evaluation (IEE) if they disagree with the report.

- I. **Reason for Referral**– Check the reason the referral was made. Indicate any detail to clarify if needed.
- II. **Sources of Assessment Data**– Describe the sources of data used. Results are not included here they will be captured in the rest of the report.
 - A. **Records**- List and describe the records that were reviewed. These should include past cumulative files, assessment reports, and behavior intervention reports.
 - B. **Observations**-Describe when, where and by whom student was observed. Should be across a variety of environments, with some direct observation by the assessor, although data observational checklists can be left for others to record. List specific dates and times of observations.
 - C. **Interviews**-List all who were interviewed. Should include classroom staff, parents, and student, if appropriate.
 - D. **Other assessment tools**-List all tools that were used for assessment, including motivational assessment scales, reinforcement surveys and/or quality of life and ecological questionnaires.
- III. **Background Information**– The record reviews and interviews will provide information to address the following questions:
 - A. **Ability to Communicate**– Describe the student’s expressive as well as receptive abilities for both verbal as well as non-verbal communication. This will help when selecting replacement behaviors for the student.
 - B. **Cognitive/Developmental level**– Describe the student’s cognitive strengths and weaknesses related to the behavior. This may include the ability to understand cause and effect, readiness to learn, ability to delay gratification and reinforcement, abstract reasoning skills, etc. These will all be considered when developing replacement behaviors and reinforcement schedules that are appropriate to the developmental level of the student.
 - C. **Health and Medical Factors**– Describe any that may contribute to the behavior, including medical or psychological diagnoses, medication, metabolic or seizure disorders, etc.

- D. **Environmental, Cultural, or Economic Factors**– Describe any factors which may be relevant to the behavior. This may include changes in the family structure due to divorce, death or illness, changes in the family’s financial status due to layoff or illness, a new baby, parent’s illness, or cultural reactions of the family to the behaviors or social emotional issues.
- E. **History of the Behavior**– Include any past behaviors and behavior interventions that have been implemented and whether or not they were successful. Describe the fidelity of implementation of previous plans, if known.
- F. **Effects of English Language Acquisition**– If the student is an English Learner, describe the level of acquisition of English and any possible effects on the behavior. For example, describe whether any social or linguistic cues may be missed due to the lack of language proficiency. Or, whether student is using inappropriate behavior to “fit in” with peers. Indicate language used at home.

IV. Problem Behavior

- A. **Description**-Describe the behavior in specific terms that leave no doubt as to whether or not the behavior occurred. Avoid terms such as “tantrums,” or “defiant” instead, describe exactly what the observer would see, including intensity and duration if applicable/necessary (e.g., “leaves red marks,” or “lasting 1-2 minutes”).
- B. **Impact of behavior on academic and social functioning**-Describe how the behavior impacts educational or social performance. Indicate the areas of the school day where it is considered to be a problem, and why (e.g., it may impact the student’s grades, time in class, peer relationships, etc.).
- C. **Baseline**-Describe how often the behavior is occurring, (weekly, daily, etc.) on average. May identify different baselines for varying intensities of behavior.
- D. **Antecedents**-Describe the activities, setting factors, people, demands and/or time of day when the behavior most often occurs.
- E. **Consequences**-Describe what typically happens after the behavior occurs- who does what, where does the student go, etc.

V. Ecological/Setting Factors and Events

- A. **Grid**- For each of the questions, describe the ecological factors that are most typical when the problem behavior occurs as well as when it does not.
- B. **Quality of life**- Describe opportunities the student has for quality life experiences, including independence, choice and variety at both home and school. Describe any activities they participate in at home or school.

VI. Summary of assessment, including factors affecting educational performance– In this section, summarize all the sources of data and findings including observations and interviews. Highlight any background or ecological factors that may be contributing to the behavior. This will lead to the hypothesis.

VII. Function of Behavior– Using the summary above, state your hypothesis of what the student is trying to obtain, protest, or avoid by using this problem behavior. All problem behavior serves a function for the student. The behavior continues because it works to

fulfill the student's needs in some way. Almost all problem behavior occurs because the student is trying to gain something (an object, adult attention, peer attention, a privilege, etc.) or avoid something (certain tasks, transitions, people, challenging work, embarrassment, a perceived threat to physical or emotional safety, etc.).

NOTE: – This is extremely critical because the replacement behavior needs to **achieve the same outcome**.

VIII. Positive/Replacement Behavior– Describe the behavior that you will teach the student to use instead of the problem behavior. *It is imperative that this behavior achieve the same outcome (serves the same function) as the problem behavior (FERB-Functionally Equivalent Replacement Behavior)*. It must meet the function that you have described above.

Please be sure not to select a lack of the problem behavior as the replacement behavior. It must be a new behavior that will meet the same need in a socially appropriate way. If the replacement behavior is actually incompatible with the problem behavior, it is better yet. For example, an incompatible behavior to self-biting of the hand is squeezing a fidget toy in a pocket.

Indicate whether the student is currently demonstrating the replacement behavior.

If the student is not currently using the replacement behavior at all, indicate any prerequisite skills you have seen the student use. For example, student attempts to communicate negation or will get up out of seat when needing a break.

If the replacement behavior is currently used by the student at all, indicate the baseline, and the antecedents and consequences. Some positive behaviors are being used by students at a low rate of occurrence or are not recognized and reinforced when they occur.

In the grid, note the setting factors that are most typical when the replacement behavior or prerequisite skills occur. This will give you ideas for altering the ecology to assist the student in using the replacement behavior more effectively and consistently.

IX. Reinforcement– Note activities, people, tangibles, or food that the student prefers. Indicate the assessment tool that was used to establish student preferences.

X. Recommendations

- A. Describe the factors that will assist the student in making progress in school. These may include instructional strategies, changes to classroom structure, accommodations to instruction or materials, reinforcers, etc.
- B. Check the box to indicate the options for Special Education and related services that are recommended.

Ventura County SELPA**FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) REPORT**

Student Name Lady G. Date XXX
 Date of Birth XXX Age 10 years 5 months
 Case Manager A.B. Disability Autism
 School XYZ Elementary School English Level ELD

REASON FOR REFERRAL

- Prior behavior interventions ineffective
 Tenth day of suspension
 Behavior Emergency Report
 Other (Specify below)

Detail if needed: A recent Behavioral Emergency Report was completed after Lady G. kicked a staff member in the groin during a noncompliant episode. The IEP team met and reviewed Lady G.'s current Positive Behavior Intervention Plan (PBIP) which was developed for noncompliant behaviors of dropping to the ground, rolling on the ground, and refusing to make a transition. The IEP team determined that an FBA was warranted and had an assessment plan signed during the IEP meeting.

SOURCES OF ASSESSMENT DATA

- **Records:**

IEP records (2011, 2012, 2013 up to date)
 Psycho-Educational Assessment Report from 2012
 Behavior Emergency Report

- **Observations:**

Social Emotional Services Specialist (SESS) observed Lady G. on 1/8/13 for 2 hours (classroom and hallways), on 1/12/13 for 2 hours (cafeteria, community park), and on 1/19/13 for 1 ½ hours (classroom, school gymnasium)

- **Interviews:**

AB, Special Education Teacher/Case Manager, on 1/8/13 (in person meeting)
 Mrs. G., Parent, on 1/12/13 (telephone conference)

- **Other assessment tools:**

- FASTs completed by SESS during interviews with AB and Mrs. G.
- ABC data sheets completed by classroom staff between 1/9 and 1/19/13
- Reinforcement Survey completed by Mrs. G.

BACKGROUND INFORMATION**Ability to communicate:**

- **Expressive** – Lady G. is primarily non-verbal in her communications, but she is able to produce some simple words when they are modeled (e.g., hi, please). She will typically point, gesture, vocalize, and use body language to make her needs known. She is able to communicate some of her choices with pictures with adult prompting and modeling and presentation of a PECS book (“Show me what you want. I want...”).
Receptive – Lady G. understands simple commands and follows a visual schedule. She has demonstrated the ability to understand and use photographs in a modified PECS book.

Cognitive/Developmental level:

According to the most recent psycho-educational assessment, Lady G.'s cognitive skills are significantly delayed, with global developmental delays and some scattered skills into pre-conceptual thought. Her communication skills are commensurate with her cognitive level. She is able to use expanded problem-solving skills and foresight when she is motivated.

Health and medical factors:

Lady G. has been diagnosed with Autism Spectrum Disorder with significant cognitive delays. She has had a recent change in medication, from Zyprexa to Haldol. She also takes Zoloft and Melatonin. According to Mrs. G., it is difficult to get Lady G. to take her medications, and as a result, they sometimes don't get administered. Lady G. has difficulties sleeping at night and as a result, she is often sleep deprived during the day.

Environmental, cultural or economic factors:

Lady G. lives with her biological parents and younger sister in a two-bedroom apartment. Mr. G. works in agriculture, and Mrs. G. is currently unemployed. The apartment complex does not have a playground, and Mrs. G. takes the children to a local park for their daily play times. However, sometimes she gets too busy to take them, and this is difficult for Lady G. as she becomes highly active and "bounces off the walls" in the apartment.

History of behavior:

Lady G. has had difficulties with noncompliant and aggressive behaviors dating back to preschool. Her current PBIP, addressing noncompliant episodes with dropping to the ground, rolling on the ground, and refusing to transition, has been in place for two years and was being implemented with consistency and fidelity in the previous classroom. When Lady G. transitioned to a new classroom this school year, some inconsistencies in plan implementation occurred, and the new staff did not feel comfortable with all aspects of implementation due to safety concerns. Teacher A.B. reports that the PBIP does not appear to be working at this time, with aggressive behaviors towards staff increasing.

If the student is an English Learner, describe any possible effects of English language acquisition process on the above assessment results: Spanish is the primary language spoken in the home. Lady G. responds to both English and Spanish, but her compliance tends to be enhanced when people who work with her use some Spanish words and phrases.

- Materials and procedures were provided in the student's native language/mode of communication in a form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally.
- Student was assessed in all areas of suspected disability necessary for this report.
- Assessment was tailored to assess specific areas of educational need.
- Assessment was conducted to not be discriminatory on racial, cultural, or sexual bias.
- Any assessment tools were used for the purpose for which they were designed and are valid and reliable.
- Assessment was conducted by trained and knowledgeable personnel.
- Assessment was conducted to produce results that accurately reflect the student's abilities, not the student's impairments, including impaired sensory, motor, or speaking skills.

PROBLEM BEHAVIOR**Description of behavior:**

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes), duration typically averaging 5-10 minutes, intensity of kicking moderate (painful to the average person but not leading to injury) to severe (leading to bruising, swelling or other injury).

Impact of behavior on academic and social functioning:

Due to her aggressive behaviors, Lady G. is not allowed to work with peer tutors from general education classes who volunteer in the special education classroom. In addition, she misses much instructional time due to her noncompliant episodes in the school hallways. Some days Lady G. does not make it to the classroom at all and instead spends her time in other settings (hallways, school gymnasium, and/or sensory room).

Baseline:

From 1-2 times per hour (average once per hour).

Antecedents:

Staff is requesting a transition to a non-preferred activity; the communication book is not available or is in another location; Lady G. is requesting a food item or is attempting to reach a food item in the classroom, with staff either blocking her access or telling her she can't have a food item after she requested it.

Consequences:

After Lady G. becomes aggressive toward staff, staff will back away and call for another staff to assist. The other staff member (typically Teacher A.B.) will approach, show Lady G. a food item (goldfish crackers), and ask her firmly to stand up while reaching out one hand. As soon as Lady G. stands up, Teacher A.B. will give Lady G. two goldfish crackers and say, "No kicking!" Lady G. will immediately eat the crackers and reach out for more. At this time the crackers are put away, and Lady G. may drop to the ground again. It appears that Lady G. gains access to what she wants (food items), as well as attention from the teacher, when she engages in problem behaviors, which appears to be a payoff for her.

ECOLOGICAL/SETTING FACTORS AND EVENTS FOR PROBLEM BEHAVIOR

For each of the following, describe what is typical:

| | <i>When the problem behavior occurs...</i> | <i>When the problem behavior does not occur...</i> |
|---|--|--|
| Day or Time: | May occur throughout the school day but most likely prior to snack and lunch | For approximately 30 minutes after snack and lunch times |
| After a certain event: | Denial of a request for food, physical redirection while on the ground | After mealtimes |
| Before a certain event: | Transitions back to the classroom after being outside | Transition to a preferred activity |
| People present: (students and adults) | Staff and students | Less likely with Teacher A.B. |
| Subject/Activity: | Transitions, academic subjects | Walking outside, playing with sensory items, using sensory equipment |
| Type of activity: (quiet, group, hands-on) | Group activities | Sensory activities, community walks |
| Location: (cafeteria, playground) | Hallways, classroom | Gymnasium, sensory room, community settings (park, grocery store) |
| Type of instruction: (oral, visual) | Oral | Less likely with visuals (modified PECs) |
| Support available: (one-on-one, group) | Large group | Small group, one-on-one with teacher |
| Other: | When hungry or fatigued | |

Quality of life:

Lady G. has limited opportunities to access the community and to meet her physical and sensory needs when she is not at school. At school she goes on community outings at least once per week, and she especially enjoys visiting the local community park and the grocery store. Lady G.'s family lives in crowded conditions, which appears to increase her agitation. According to Mrs. G., the family is struggling to meet their basic needs, and the children don't have many toys at home.

Summary of assessment, including factors affecting educational performance:

During the first observation, Lady G. demonstrated two problem behaviors (dropped to the floor and attempted to kick staff who were redirecting her). During the second observation (cafeteria, followed by a community walk to the local park), Lady G. did not engage in problem behaviors, except when she returned to school and briefly dropped to the ground while saying, "oh, no." During the third observation, Lady G. demonstrated problem behaviors (dropped to the ground, kicked a staff member in the leg) during the transition from the school gymnasium back to the classroom. Teacher A.B. was called who redirected Lady G. through strategies listed in the consequence section.

Observational data, data collected by staff, and data from the FAST point to a tangible function as well as a social communicative function (protesting lack of access, protesting non-preferred transitions, protesting physical redirection). Lady G. appears to be seeking access to preferred items and activities and expressing her dissatisfaction when access is denied or blocked. In addition, she usually does not have access to a functional communication system when she needs to express her needs.

FUNCTION OF BEHAVIOR**Hypothesis of the function of the behavior:**

Aggressive behaviors can best be described as serving a tangible function (seeking access to preferred items and activities) and a function of protest when preferred items or activities are unavailable, inaccessible, or when physical redirection is used.

POSITIVE/REPLACEMENT BEHAVIOR**Behavior the student will use instead of the problem behavior:**

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Student currently does/does not demonstrate the replacement behavior

1. Not as specified
2. Yes

(If no), Prerequisite skills the student demonstrates that would lead to acquisition of the positive/replacement behavior:

1. Lady G. is able to communicate her needs when she has access to her communication book and during structured, one-on-one sessions with the speech and language therapist.

(If yes)

- Baseline – 2. Observed once in the transition from community outing back to the classroom. Not recorded on ABC data sheets.

- Antecedents – Staff was observed to say, “oh no” when Lady G. dropped to the ground, prior to Lady G. making that same statement.
- Consequences – Staff was observed to smile and repeat “oh no,” followed by verbal redirection to stand up and walk to the classroom; student complied.

Ecological/setting factors and events for Positive/Replacement Behavior:

| |
|---|
| Day or Time: |
| After a certain event: adult modeling of phrase |
| Before a certain event: |
| Subject/Activity: transitions, walking back to class |
| People present: (students and adults): adults |
| Type of activity: (quiet, group, hands-on) |
| Location: (cafeteria, playground) |
| Type of instruction: (oral, visual) |
| Support available: (one-on-one, group) |
| Other: |

REINFORCEMENT

Student likes/seeks:

Activities: eating, going for walks, exploring her environment, playing with toy animals, listening to preferred songs, dancing, watching music videos, playing in water, playing with a parachute, having her shoes off, squeezing or playing with fidget items, climbing on play structure, bouncing and rolling on the big ball, squeezing into tight places, receiving deep pressure, going for bus rides, working on some puzzles, watching others, visiting the park and grocery store.

People: Teacher A.B.

Tangibles: sensory items (soft, squishy toys, vibrating toys, big ball, squeeze machine), puzzles, music videos, toy animals, parachute.

Food/Drink: fruit, bread, plain noodles, goldfish crackers, pizza, gummy candy.

Other:

Determination of reinforcement based on:

- Reinforcement Survey
 Student Interview
 Parent Interview
 Teacher Interview
 Preference Assessment
 Observation
 Other (describe):

RECOMMENDATIONS

Factors to enable student to be involved and make progress in core curriculum:

1. Consistently use the modified PECS book in all educational environments. Ensure that photographs of preferred items and activities are included in the communication book.
2. Consistently implement a sensory diet to help meet Lady G.'s sensory needs (planned proactive access to needed sensory input).
3. Ensure that all staff working with Lady G. is trained in NCPI strategies to protect safety for all
4. Ensure that Lady G. has access to the outdoors and favorite activities throughout her school day (non-contingent access).
5. Revise the reactive plan to give the staff a step-by-step procedure in responding to all stages of the problem behaviors in a consistent manner.
6. Ensure that Lady G. has access to Teacher A.B. several times per day (non-contingent access).
7. Collaborate with other agencies to ensure that the family receives the services they need in order to meet Lady G.'s needs.
8. Consistently implement a token economy to provide Lady G. with frequent social and tangible reinforcement for appropriate and replacement behaviors.
9. Task analysis for difficult or non-preferred transitions: break down transitions into small steps and reinforce each step. Use tokens and social reinforcement for each completed step in a non-preferred transition, with immediate access to an A+ reinforcer upon completed transition.
10. On days when Lady G. is sleep deprived, reduce demands and increase sensory activities and rest periods.

Possible special education and related services or additions or modifications to current services needed to meet goals and participate in core curriculum/appropriate activities:

- Positive Behavior Intervention Plan not needed
- Environmental Changes Specified on Accommodations page
- Revision of current plan
- Positive Behavior Intervention Plan needed
- Comprehensive Positive Behavior Intervention Plan needed
- Other _____

The IEP team will meet to discuss these assessment results and make a decision about services and/or supports. The purpose of this report is to provide information to assist the team in making those decisions.

Signature _____ Title _____

Ventura County SELPA Qualifications for Conducting FBAs
January 14, 2014

School or Licensed Educational Psychologists and Board Certified Behavior Analysts are qualified by their professional preparation program to conduct Functional Behavior Analyses (FBAs). The Ventura County SELPA believes that other staff that meet the following criteria are also “properly trained” to conduct FBAs:

Possess a professional license, credential, or bachelor’s/master’s degree in a related field and also:

- Prior BICM Certification through a California SELPA (with a minimum of three additional hours of behavior training every three years thereafter) (or)
- Positive Behavior Intervention (PBI) Competency through Ventura County SELPA met by adequately completing an FBA Report based on given data and a Comprehensive Behavior Intervention Plan (CBIP) based on the FBA (with a minimum of three additional hours of training every three years thereafter) (or)
- At least 3 units of advanced coursework through an accredited college or institution in Behavior Analysis and Intervention

Tabbed Divider "Positive Behavior Intervention Plan"

POSITIVE BEHAVIOR INTERVENTION PLAN

Ventura County SELPA

Student Name _____

D.O.B. _____

Meeting Date _____

Behavior interfering with learning (Problem Behavior): *(include frequency, duration and/or intensity as appropriate)*

Communicative function of behavior:

- Escape Attention Sensory Tangible

Describe: *(include antecedents/consequences as appropriate)*

Positive/Replacement Behavior: *(serves the same function as the problem behavior – not simply the absence of the problem behavior)*

Reduction of Problem Behavior: *(note strategies, who will implement and when)*

Increase of Positive/Replacement Behavior: *(note strategies, who will implement and when)*

Reinforcement: *(note reinforcers, who will administer and when)*

Reactive Strategies: *(if problem behavior occurs):*

Personnel responsible for overseeing plan: _____

See IEP goal(s) related to this plan. Goal number(s):

Positive Behavior Intervention Plan (PBIP) Instructions

This Positive Behavior Intervention Plan is based upon research by the California Positive Environment Network of Trainers (PENT) and has been developed to support best practices.

- I. **Description of behavior interfering with learning– problem behavior-**
The problem behavior must be described in observable/measurable terms. Define the behavior in ways that are clear, specific, and observable to anyone. This means any two people would agree whether or not the behavior has occurred. If there is more than one behavior, number each behavior unless they are identified as a cluster or chain of behaviors.

- II. **Communicative function of the behavior–**
Based on FBA or team hypothesis, check the box that best summarizes the function of the problem behavior, then describe what the student is trying to obtain, protest, or avoid by using this problem behavior. All problem behavior serves a function for the student. The behavior continues because it works to meet the student’s needs in some way. Almost all problem behavior occurs because the student is trying to gain something (an object, adult attention, peer attention, a privilege, etc.) or avoid something (certain tasks, transitions, people, challenging work, embarrassment, a threat to physical or emotional safety, etc.).

NOTE: – This is extremely critical because the replacement behavior needs to **achieve the same outcome.**

- III. **Reduction of problem behavior–**
This section addresses what is going to be changed in the environment that will prevent or reduce the need for the student to use the problem behavior. This may include environmental changes in how time is structured (e.g., reduced number of transitions, decreased demands), space is organized (e.g., preferential seating, increased access to teacher), materials are selected (e.g., behavior chart, visual schedule, curricular modifications), and/or positive interactions are increased (e.g., positive to negative feedback ratio, peer tutors, assigning tasks in the classroom).

As part of this plan, indicate the frequency that interventions will be applied (avoid being general such as “as needed,” but indicate when; e.g., before a task is introduced, as student begins to get agitated); also indicate “Responsible Personnel” who are responsible for providing the interventions (be specific; do not put individual names but rather positions. Do not use general terms such as “IEP Team”, (e.g., is the teacher responsible to change the schedule, prompts, tone of instruction, materials or are paraeducators to provide interventions as well?)

IV. Increase of positive/replacement behavior–

List specific strategies for teaching the positive/replacement behavior and other general positive behavior skills. These will vary depending on the behaviors you are teaching and the student. Specify the step-by-step procedures and materials you will need to teach the behaviors/skills, as well as the people who will teach them. Strategies should always be proactive and taught at planned intervals.

Indicate **frequency** (e.g., daily, before a specific activity, during counseling or speech sessions); and **responsible personnel** (staff by title, not names, who will be responsible for teaching, modeling, eliciting the Positive/Replacement Behavior).

V. Reinforcement–

In this section, the reinforcement procedures aimed at **increasing the positive/replacement behavior** are listed. Specify:

- What positive/replacement behavior(s) you are reinforcing (e.g., asking for help instead of dropping to the floor, raising a hand for attention instead of shouting out, requesting a break instead of yelling/screaming);
- What the reinforcement is (e.g., verbal praise, social reinforcement, token, points on point sheet);
- The schedule of reinforcement (how often it is given);
- The criteria for delivering the reinforcer (what exactly the student has to do to gain access to the reinforcer);
- Responsible personnel (this could be different people, e.g., the paraeducator provides tokens on the token board, and the teacher provides a tangible reward paired with attention when a certain number of tokens are earned).

Note: Although it is important to define the reinforcement procedures aimed at decreasing the maladaptive behavior as well, it is not a requirement on the PBIP.

Elements to consider for reinforcement procedures: specific reinforcing items (tangible, activities, social reinforcement), immediacy (providing the reinforcer right after the target behavior), consistency (providing the reinforcer for each interval in which the student engaged in the positive/replacement behavior), choice (a variety of reinforcers), contingency (only given when the Positive/Replacement behavior occurs) and effectiveness.

VI. Reactive strategies–

Typically the first step in a reactive strategy is to prompt/remind the student to use the replacement behaviors to prevent the problem behavior from continuing or escalating. A prompt may be verbal, visual, gestural, etc. Further steps may also include: reminding the student of what they are working for, reminding of consequences to behaviors, encouraging choice-making, offering emotional or task support, etc.

Indicate the next step in case the problem behavior continues or escalates. Specify how the staff will redirect the problem behavior and/or maintain the safety of everyone, e.g., escorting the student to a safe area, redirecting to a quiet space, removing the audience, planned ignoring, call for backup from support staff, etc.

Include a plan for debriefing with staff and student after a problem behavior has occurred. Depending on the student's level of functioning, may include: a verbal dialogue, a written process, or a behavior practice session (e.g., practicing the replacement behavior, reading a social narrative, reviewing a picture sequence of the appropriate behavior steps).

VII. Personnel responsible for overseeing the plan–

Specify who will be responsible for monitoring and overseeing the implementation of the plan. The personnel will be determined based upon district policy, personnel training and qualifications, team decision, case manager assignment, etc.

VIII. See IEP goals related to this plan: Goal Number(s)–

There should be at least one goal to increase the Positive Replacement Behavior. Every goal must include all the elements required for IEP goals (see goal wizard or goal bank in SIRAS). Indicate the goal numbers that correlate.

POSITIVE BEHAVIOR INTERVENTION PLAN

SAMPLE

Ventura County SELPA

Student Name Paul S. D.O.B. XXX (6 years 2 months) Meeting Date XXX

Behavior interfering with learning (Problem Behavior): *(include frequency, duration and/or intensity as appropriate)*

Inappropriate touching of peers, defined as initiating physical contact with a peer by running up to the peer from the front and grabbing and squeezing the peer's head or upper torso with mild (not causing pain or marks) to moderate (causing pain and red marks) intensity while screaming in the peer's face
Frequency: 1-2 times per hour

Communicative function of behavior:

Escape Attention Sensory Tangible

Describe: *(include antecedents/consequences as appropriate)*

Paul appears to be seeking sensory input and social interactions during transitions and in unstructured settings when peers are close by

Positive/Replacement Behavior: *(serves the same function as the problem behavior – not simply the absence of the problem behavior)*

When Paul seeks sensory stimulation or social interactions, he will verbally request a sensory object (ball, squeeze toy) and/or ask a peer to play with him.

Reduction of Problem Behavior: *(note strategies, who will implement and when)*

1. OT and case manager will collaborate to implement a sensory diet for Paul and teach Paul's Special Circumstances Professional (SCP) to implement it on a daily basis.
2. Principal will ensure that several sensory activities and items are available on the playground for Paul to request ("crash mat", therapy ball, etc.).
3. Principal will increase adult supervision and assistance on the playground and in other unstructured settings, to redirect problem behaviors and prompt and reinforce replacement behaviors.
4. Social/Emotional Services Specialist (SESS) will train and coach playground staff and yard supervisors to redirect Paul's problem behaviors in a positive and helpful way.
5. General education teacher will coach peers to respond to Paul's problem behaviors in a consistent and calm way and prompt him to ask to play with them.

Increase of Positive/Replacement Behavior: *(note strategies, who will implement and when)*

1. OT will teach Paul how to request sensory items and activities in weekly individual OT sessions, with consultation for the general education staff for daily applications.
2. Case manager will meet with Paul three times per week during RSP sessions to teach him how to request social interactions with peers.
3. General education teacher will model and role play appropriate social interactions in daily group/circle.
4. SCP will cue, prompt, and reinforce positive/replacement behaviors in unstructured settings and provide Paul with one "caught him being good" ticket whenever she observes him using a positive social behavior and/or replacement behavior.

Reinforcement: *(note reinforcers, who will administer and when)*

1. SCP and other applicable staff working with Paul will provide him with a "caught him being good ticket" every time they observe him engaging in a positive and/or replacement behavior on the playground.
2. Principal will collect Paul's tickets at the end of the school day and provide him with social reinforcement and special recognition.
3. Case Manager will e-mail parents daily to inform them of Paul's day and the number of tickets earned, and parents will reward Paul with a special snack at home if he earns at least 5 tickets.

Reactive Strategies: *(if problem behavior occurs):*

1. When Paul is observed to run up to a peer, all applicable adults will remind him of his replacement behaviors (requesting a sensory object, asking a peer to play).
2. If Paul makes contact with a peer, the peer is to shake his head and walk away without saying anything, with adult prompting and reminders. Adults will ignore the inappropriate behavior and quietly praise the peer and hand the peer a "catch him being good" ticket.
3. As soon as Paul ends the problem behavior and engages in an appropriate social behavior, the applicable adult will give him a thumbs up and smile at him.

Personnel responsible for overseeing plan: Case Manager, SESS, General Education Teacher

See IEP goal(s) related to this plan. Goal number(s): 5, 6

POSITIVE BEHAVIOR CLASSROOM IMPLEMENTATION PLAN

Ventura County SELPA

For (staff) _____

Student Name _____
(first only)

Problem Behavior:

Positive/Replacement Behavior:

Please implement these strategies:

To reduce problem behavior

Empty box for strategies to reduce problem behavior.

To increase positive/replacement behavior

Empty box for strategies to increase positive/replacement behavior.

What to do if the problem behavior occurs:

Empty box for actions to take if the problem behavior occurs.

Questions? Please call _____

**Positive Behavior Intervention Plan (PBIP)
Classroom Implementation Plan
Instructions**

This form may be used to inform various staff about their responsibilities related to implementing a student's PBIP. It will be automatically populated in SIRAS with the information from the PBIP. Go to Tools/Documents Library in SIRAS. Click the box next to the student's name, and then "PBIP Classroom Implementation Plan."

The Implementation Plan will already be filled out with the Information from the PBIP. Type in the name of the person (e.g., support staff, OT, paraeducator, general education teacher, etc.) who will be using the Implementation Plan. Then, you can edit any of the strategies to be very understandable and instructive for that person. You may choose to delete strategies that *other people* are working on, just leaving those that are most important for this person.

Print out the page when it is complete. The edits that you have made will not save, unless you save as a PDF form to somewhere else on your computer. Once you have printed out the Implementation Plan, close the form. You may reopen and produce other versions of the Implementation Plan for other users in the same way.

Positive BIP Classroom Implementation Plan

Ventura County SELPA

For (staff) _____ **SCES** _____

Student Name _____ **Paul** _____
(first only)

Problem Behavior:

Inappropriate touching of peers, defined as initiating physical contact with a peer by running up to the peer from the front and grabbing and squeezing the peers' head or upper torso with mild to moderate intensity while screaming in the peer's face. Frequency: 1-2 times per hour

Positive/Replacement Behavior:

When Paul seeks sensory stimulation or social interactions, he will verbally request a sensory object (ball, squeeze toy) and/or ask a peer to play with him.

Please implement these strategies:

To reduce problem behavior

. OT and case manager will collaborate in implement a sensory diet for Paul and teach Paul's SCES to implement it on a daily basis.

To increase positive/replacement behavior

4. SCES will cue, prompt, and reinforce positive/replacement behaviors in unstructured settings and provide Paul with one "caught being good" ticket whenever she observes him using a positive social behavior and/or replacement behavior.

What to do if the Problem Behavior occurs:

1. When Paul is observed to run up to a peer, all applicable adults will remind him of his replacement behaviors (requesting a sensory object, asking a peer to play).
2. If Paul makes contact with a peer, the peer is to shake his head and walk away without saying anything, with adult prompting and reminders. Adults will ignore the inappropriate behavior and quietly praise the peer and hand the peer a "caught being good" ticket.
3. As soon as Paul ends the problem behavior and engages in an appropriate social behavior, the applicable adult will give him a thumbs up and smile at him.

Questions? Please call _____

Positive BIP Classroom Implementation Plan

Ventura County SELPA

For (staff) _____ Principial _____

Student Name _____ Paul _____
(first only)

Problem Behavior:

Inappropriate touching of peers, defines as initiating physical contact with a peer by running p to the peer from the front and grabbing and squeezing the peer's head or upper torso with mild to moderate intensity while screaming in the peer's face.

Frequency: 1-2 times per hour

Positive/Replacement Behavior:

When Paul seeks sensory stimulation or social interactions, he will verbally request a sensory object (ball, squeeze toy) and /or ask a peer to play with him.

Please implement these strategies:

To reduce problem behavior

- 2. Principal will ensure that several sensory activities and items are available on the playground for Paul to request.
- 3. Principal will increase adult supervision and assistance on the playground and in other unstructured settings, to redirect problem behaviors and prompt and reinforce replacement behaviors.

To increase positive/replacement behavior

What to do if the Problem Behavior occurs:

- 1. When Paul is observed to run up to a peer, all applicable adults will remind him of his replacement behaviors (requesting a sensory object, asking a peer to play).
- 2. If Paul makes contact with a peer, the peer is to shake his head and walk away without saying anything, with adult prompting and reminders. Adults will ignore the inappropriate behavior and quietly praise the peer and the peer a "caught being good" ticket.
- 3. As soon as Paul ends the problem behavior and engages in an appropriate social behavior, the applicable adult will give him a thumbs up and smile at him.

Questions? Please call _____

Positive BIP Classroom Implementation Plan

Ventura County SELPA

For (staff) _____ OT _____

Student Name _____ Paul _____
(first only)

Problem Behavior:

Inappropriate touching of peers, defined as initiating physical contact with a peer by running up to the peer from the front and grabbing and squeezing the peer's head or upper torso with mild to moderate intensity while screaming in the peer's face.

Frequency: 1-2 times per hour

Positive/Replacement Behavior:

When Paul seeks sensory stimulation or social interactions, he will verbally request a sensory object (ball, squeeze toy) and/or ask a peer to play with him.

Please implement these strategies:

To reduce problem behavior

1. OT and case manager will collaborate to implement a sensory diet for Paul and teach Paul's SCES to implement it on a daily basis.

To increase positive/replacement behavior

1. OT will teach Paul how to request sensory items and activities in weekly individual OT sessions, with consultation for the general education staff for daily applications.

What to do if the Problem Behavior occurs:

1. When Paul is observed to run up to a peer, all applicable adults will remind him or his replacement behaviors (requesting a sensory object, asking a peer to play).
2. If Paul makes contact with a peer, the peer is to shake his head and walk away without saying anything, with adult prompting and reminders. Adults will ignore the inappropriate behavior and quietly praise the peer and hand the peer a "caught being good" ticket.
3. As soon as Paul ends the problem behavior and engages in appropriate social behavior, the applicable adult will give him a thumbs up and smile at him.

Questions? Please call _____

Staff Qualifications for Individuals Assigned to Develop Behavior Intervention Plans

Pursuant to California Code of Regulations, Title 5, Section 3065(d), behavioral intervention shall be designed or planned by personnel who hold one of the following:

- Pupil Personnel Services Credential in School Counseling or School Psychology (issued by the California Commission on Teacher Credentialing (CTC))
- Credential authorizing the holder to deliver special education instruction (issued by the CTC)
- License as a Marriage and Family Therapist (MFT) (issued by the Board of Behavioral Sciences (BBS) within the Department of Consumer Affairs)
- License as a Clinical Social Worker (issued by the BBS)
- License as an Educational Psychologist (issued by the BBS)
- License in Psychology (issued by the California Board of Psychology within the Department of Consumer Affairs)
- Master's Degree in Education, Psychology, Counseling, Behavior Analyst, Behavior Science, Human Development, Social Work, Rehabilitation, or in a related field, issued by a regionally accredited post-secondary institution of higher education (or)
- Board Certified Behavior Analyst certification.

Tabbed Divider "Comprehensive Behavior Intervention Plan"

COMPREHENSIVE BEHAVIOR INTERVENTION PLAN

Ventura County SELPA IEP

(For students whose behavior impedes learning of self or others, or disciplinary action is resulting in a change of placement)

Student Name _____ D.O.B. _____ Meeting Date _____

This Positive Behavior Support Plan is based upon:

- Team meeting Observational data Student interview Staff interview(s) Behavior Analysis/Review Worksheet Functional Behavioral Assessment

Description of INAPPROPRIATE BEHAVIOR which interferes with learning (PROBLEM BEHAVIOR – must be observable/measurable):

Current frequency/intensity/duration of problem behavior:

Current predictors (ANTECEDENTS) for problem behavior:

Most typical outcomes (CONSEQUENCES) of problem behavior:

IEP team believes behavior occurs because (hypothesis of function) Escape Attention Sensory Tangible Describe:

Description of POSITIVE BEHAVIOR/REPLACEMENT BEHAVIOR (what student should do to gain the same outcome as the problem behavior in an acceptable way; NOT simply the absence of the problem behavior; should be something the student is capable of learning/doing):

Current frequency of positive/replacement behavior:

TEACHING/ACTION PLAN

REDUCTION OF PROBLEM BEHAVIOR

Interventions: (Eg, Altering teaching strategies; making curricular, material or environmental modifications; changing antecedents; giving choices; preventing “triggers”.)
Specify frequency and responsible personnel.

Reinforcement: (Indicate behavior, rate of behavior, interval, reinforcer, and responsible personnel for reduction of problem behavior)

Plan for fading interventions and reducing reinforcement for problem behavior:

INCREASE OF POSITIVE/REPLACEMENT BEHAVIOR

Interventions: (Eg, Teaching, practicing or modeling; providing communication means; teaching social skills, assertive skills or problem solving.)
Specify frequency and responsible personnel for each strategy.

Reinforcement: (Indicate behavior, rate of behavior, interval, reinforcer, and personnel to increase positive/replacement behavior):

Plan for fading interventions and reducing reinforcement for positive/replacement behavior:

REACTIVE STRATEGIES TO EMPLOY AND DEBRIEFING PROCEDURES TO USE IF THE PROBLEM BEHAVIOR OCCURS:

At precursor/first sign of problem behavior (e.g., prompt to use replacement behavior, offer choices, proximity, redirect):

- Personnel who will implement: _____

If problem behavior continues or escalates (include staff response to maintain safety if needed):

- Personnel who will implement: _____

Debriefing/follow up with staff and/or student if necessary:

- Personnel who will implement: _____

See IEP goal(s) related to this plan: Goal Number(s):

- The above goal(s) are intended to: increase positive replacement behavior decrease problem behavior general skill development

Communication:

- Family/Caregiver School staff Outside providers Service providers Other Describe:

Data Collection:

- Progress toward goals Problem Behavior Positive/Replacement Behavior Interventions Reinforcement Other Describe:

Personnel Responsible for Monitoring Plan Implementation:

- Principal School Psychologist Behavior Specialist Case Manager Behavior Support Staff Other _____

Comprehensive Behavior Intervention Plan (CBIP) Instructions

This Comprehensive Behavior Intervention Plan is based upon research by the California Positive Environment Network of Trainers (PENT) and has been developed to support best practices.

Page 1:

- I. Note source(s) of data on which the plan is based. Some CBIPs will be developed without an FBA, by informal means, such as interviews or observations. Other behaviors will require a more systematic approach, and an Assessment Plan and Functional Behavior Assessment (FBA) will be developed to be able to more carefully analyze the behaviors.

- II. **Description of inappropriate behavior which interferes with learning (problem behavior – must be observable/measurable)–**
A problem behavior must be described in observable/measurable terms. Define the behavior in ways that are clear, specific, and observable to anyone. This means any two people would agree whether or not the behavior has occurred. If there is more than one behavior, number each behavior unless they are identified as a cluster or chain of behaviors.

- III. **Current frequency/intensity/duration of problem behavior–**
Indicate how much the problem behavior is currently happening. Include frequency (how often) as well as duration (how long) and intensity (how severe) if applicable. Examples of intensity for hitting with open hand (mild: brief, light touch; moderate: leaves red mark on skin; severe: requires medical attention).

- IV. **Current predictors (antecedents) for problem behavior–**
Predictors occur in the immediate environment and/or past environments. When, where, and under what conditions is the behavior most likely to occur? If there is an FBA, you can determine the predictors/antecedents from the FBA report. Predictors may include: physical setting, social setting, instructional strategies, curriculum/activities, scheduling factors (time of day, transitions), degree of participation, social interactions and/or degree of choice.

- V. **Most typical outcomes (consequences) of problem behavior–**
Consequences occur after or as a result of a problem behavior and influence the problem behavior (either increasing or decreasing it). If there is an FBA, you can determine the outcomes/consequences from the FBA report.

Consequences/outcomes for a problem behavior may include: escaping or avoiding something perceived as unpleasant in the environment (either by leaving the environment voluntarily, refusing to do something, or by being asked or forced to leave), receiving attention from peers or adults, being ridiculed by others, being verbally corrected, gaining access to a tangible, gaining access to a sensory experience, etc.

- VI. IEP Team believes behavior occurs because (hypothesis of function)–**
Based on FBA or team hypothesis, check the box that best summarized the function of the problem behavior, then describe what the student is trying to obtain, protest, or avoid by using this problem behavior. All problem behavior serves a function for the student. The behavior continues because it works to meet the student's needs in some way. Almost all problem behavior occurs because the individual is trying to get something (an object, adult attention, peer attention, a privilege, etc.) or avoid something (certain tasks, transitions, people, challenging work, embarrassment, a threat to physical or emotional safety, etc).

NOTE: – This is extremely critical because the replacement behavior needs to achieve the same outcome as the problem behavior.

- VII. Description of the positive/replacement behavior–**
Describe what student should do to gain the same outcome as the problem behavior in an acceptable way; NOT simply the absence of the problem behavior; should be something the student is capable of learning/doing).

The replacement behavior (functionally equivalent replacement behavior: FERB) is a positive alternative that allows the student to obtain the same function the problem behavior provides in a manner that is acceptable in the environment. The FERB should maximize the benefits (e.g., more positive feedback from staff or peers) and minimize the cost to the student and others in the environment (e.g., loss of instructional time).

NOTE: - The FERB must meet the same function as the problem behavior and be at least as easily performed as the problem behavior once it is learned.

- VIII. Current frequency of positive/replacement behavior–**
How often the student is currently using the positive replacement behavior. For some students this might not occur yet; others might be using the behavior infrequently, inappropriately, partially, in certain settings, or it might not be reinforced by staff.

Page 2:

- IX. Teaching/Action Plan–**
The teaching/action plan describes the proactive interventions for the behavior plan and specific procedures and strategies for increasing the positive replacement behavior and decreasing the problem behavior. The page is divided into several sections and can be used as a staff sheet summarizing all the proactive components of the behavior plan. Interventions should include the responsible personnel and/or implementers of specific strategies.
- X. Reduction of problem behavior:**
- A. Interventions–**
This section addresses changes in the environment that will prevent or reduce the need for the student to use the problem behavior. This may include environmental changes in how time is structured (e.g., reduced number of

transitions, decreased demands), space is organized (e.g., preferential seating, increased access to teacher), materials are selected (e.g., behavior chart, visual schedule, curricular modifications), and/or positive interactions are increased (e.g., positive to negative feedback ratio, peer tutors, assigning tasks in the classroom).

Indicate the frequency that interventions will be applied (avoid being general such as “as needed,” but indicate when; e.g., before a task is introduced, as student begins to get agitated); also indicate “Responsible Personnel” who are responsible for providing the interventions be specific; do not put general terms such as “IEP Team.” Describe who is to do what (e.g., is the teacher responsible to change the schedule, prompts, tone of instruction, materials or are paraeducators to provide interventions as well?).

B. Reinforcement–

In this section, the reinforcement procedures aimed at **reducing the problem behavior** are listed. Specify:

- What behavior(s) you are reinforcing (e.g., low rate of task refusal, participating in a recess without hitting or kicking another student)
- What the reinforcement is (e.g., verbal praise, social reinforcement, token, points on point sheet)
- The schedule of reinforcement (how often it is given)
- The criteria for delivering the reinforcer (what exactly the student has to do to gain access to the reinforcer)
- Responsible personnel (this could be different people, e.g., the teacher provides points on the point sheet, and the principal provides a daily reward when a certain number of points are earned).

Elements to consider for reinforcement procedures: specific reinforcing items (tangible, activities, social reinforcement), immediacy (providing the reinforcer right after a target behavior), consistency (providing the reinforcer for each interval of lack of or low rates of Problem Behavior), choice (a variety of reinforcers), contingency (only given when the problem behavior does not occur) and effectiveness (e.g., the reinforcer has proven to be motivating for the student).

C. Plan for fading interventions and reducing reinforcement for problem behavior–

Specify target rate(s) for reduction in the occurrence of problem behavior, including period of time in which rate will be maintained (e.g. – “no more than two times a week for three weeks”). As those rate(s) are achieved, specify changes to be made in the interventions. These could include changes to be made in the ecology (e.g., reducing number of breaks; reducing physical supports such as study carrels or separate seating; reintroducing back into group activities), instructional strategies (e.g., reintroducing more demanding tasks; less intrusive prompts; less curricular modifications; reducing number of verbal prompts); and/or reinforcement schedule (e.g., lengthening reinforcement intervals, moving toward more intrinsic reinforcement).

XI. Increase of positive/replacement behavior:

A. Interventions–

List specific strategies for teaching the positive/replacement behavior and other general positive behavior skills. These will vary depending on the behaviors you are teaching and the student. Specify the step-by-step procedures and materials you will need to teach the behaviors/skills, as well as the people who will teach them. Strategies should always be proactive and taught at planned intervals.

Indicate **frequency** (e.g., daily, before a specific activity, during counseling or speech sessions); and **responsible personnel** (staff who will be responsible for teaching, modeling, eliciting the Positive/Replacement Behavior. Do not put “IEP Team,” instead, indicate specific staff responsible for creating or procuring any needed instructional materials, creating reinforcement visuals, etc).

B. Reinforcement–

In this section, the reinforcement procedures aimed at **increasing the positive/replacement behavior** are listed. Specify:

- What positive/replacement behavior(s) you are reinforcing (e.g., asking for help instead of dropping to the floor, raising a hand for attention instead of shouting out, requesting a break instead of yelling/screaming)
- What the reinforcement is (e.g., verbal praise, social reinforcement, token, points on point sheet)
- The schedule of reinforcement (how often it is given)
- The criteria for delivering the reinforcer (what exactly the student has to do to gain access to the reinforcer)
- Responsible personnel (this could be different people, e.g., the paraeducator provides tokens on the token board, and the teacher provides a tangible reward paired with attention when a certain number of tokens are earned).

Elements to consider for reinforcement procedures: specific reinforcing items (tangible, activities, social reinforcement), immediacy (providing the reinforcer right after the target behavior), consistency (providing the reinforcer for each interval in which the student engaged in the positive/replacement behavior), choice (a variety of reinforcers), contingency (only given when the Positive/Replacement behavior occurs) and effectiveness.

C. Plan for fading interventions and reducing reinforcement for

positive/replacement behavior: Specify target rates for increase in the rate of the Positive/Replacement Behavior. As that rate is achieved, specify changes to be made in the interventions (e.g., changing to intermittent reinforcement; increasing length of intervals; emphasizing more intrinsic reinforcement; fading artificial reinforcement in favor of more natural outcomes; giving less intrusive prompting; decreasing direct instruction and practice; allowing peers to step in to prompt/model rather than the teacher).

XII. Reactive strategies to employ/debrief procedures to use if the problem behavior occurs

A. At precursor/first sign of problem behavior–

Typically the first step in a reactive strategy is to prompt/remind the student to use the replacement behaviors to prevent the problem behavior from continuing or escalating. A prompt may be verbal, visual, gestural, etc. Further steps may also include: reminding the student of what they are working for, reminding of consequences to behaviors, encouraging choice-making, offering emotional or task support, etc.

Indicate personnel who will do this (e.g., Some staff may be better at being less emotionally involved, others may prefer to do the re-directing).

B. If problem behavior continues or escalates–

This would be the next step in case the problem behavior continues or escalates. Specify how the staff will redirect the problem behavior and/or maintain the safety of everyone, e.g., escorting the student to a safe area, redirecting to a quiet space, removing the audience, planned ignoring, call for backup from support staff, etc.

Indicate responsible personnel for various tasks – who removes student, who calls for help, who removes other students.

C. Debriefing/follow up with staff and/or student if necessary–

This follows the occurrence of a problem behavior and, depending on the student's level of functioning, may include: a verbal dialogue, a written process, or a behavior practice session (e.g., practicing the replacement behavior, reading a social narrative, reviewing a picture sequence of the appropriate behavior steps).

Indicate responsible personnel (e.g., Intensive School-Based Therapist may provide counseling after each incident, teacher will complete debriefing sheet with student, etc.).

XIII. IEP Goals–

There should be one goal to increase the Positive Replacement Behavior and one goal to either decrease Problem Behavior or to develop new general skills that remove the student's need to use the Problem Behavior (e.g. If the problem behavior is getting out of the seat during an activity and running around the classroom, a general skill development goal would be to increase the student's skills and strategies for attending to task). Every goal has to include all the elements required for IEP goals (see goal wizard or goal bank in SIRAS). Indicate the goal numbers that correlate.

XIV. Communication–

Active exchanges between all stakeholders and between home and school should be outlined and specified. It is important that all communication involves a two-way exchange rather than one person giving information to a passive recipient. Exchanges can occur through e-mail, phone calls, written logs, meetings, data collection sheets, point sheets, etc. Do not include the names of staff members to allow for changes in staffing.

XV. Data Collection–

Consider whether data collection is necessary in addition to data used to measure goals.

For a behavior plan, data on problem and replacement behaviors should be collected on a regular basis to monitor progress, with method, frequency and personnel noted. In some cases, established data collection procedures are already part of the goals associated with the plan. In other cases, new or separate data collection procedures need to be established.

XVI. Personnel Responsible for Monitoring Plan Implementation–

Specify who will be responsible for monitoring and overseeing the implementation of the plan. The personnel will be determined based upon district policy, personnel training and qualifications, team decision, case manager assignment, etc.

COMPREHENSIVE BEHAVIOR INTERVENTION PLAN

Ventura County SELPA IEP

(For students whose behavior impedes learning of self or others, or disciplinary action is resulting in a change of placement)

Student Name Lady G. D.O.B. XXX (10 years 5 months) Meeting Date XXX

This Positive Behavior Support Plan is based upon:

Team meeting Observational data Student interview Staff interview(s) Behavior Analysis/Review Worksheet Functional Behavioral Assessment

Description of INAPPROPRIATE BEHAVIOR which interferes with learning (PROBLEM BEHAVIOR – must be observable/measurable):

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes).

Current frequency/intensity/duration of problem behavior:

Frequency: average once per hour

Intensity: moderate (painful to the average person but not leading to injury) to severe (leading to bruising, swelling or other injury)

Current predictors (ANTECEDENTS) for problem behavior:

Physical prompting/redirection while student is on the ground in a noncompliant episode; the communication book is not available or is in another location; denial of a request or being prevented or blocked from reaching a desired item (typically food item)

Most typical outcomes (CONSEQUENCES) of problem behavior:

Lady G. receives access to a tangible and attention from preferred staff following aggression and noncompliance

IEP team believes behavior occurs because (hypothesis of function) Escape Attention Sensory Tangible Describe:

Lady G. is seeking access to preferred items and activities and is expressing her protest when preferred items or activities are unavailable, inaccessible, or when physical redirection is used

Description of POSITIVE BEHAVIOR/REPLACEMENT BEHAVIOR (what student should do to gain the same outcome as the problem behavior in an acceptable way; NOT simply the absence of the problem behavior; should be something the student is capable of learning/doing):

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Current frequency of positive/replacement behavior:

1. Not as specified (she is able to communicate her needs through a modified PECs book when it is available and in the Speech and Language setting)
2. One incident over two weeks

TEACHING/ACTION PLAN

REDUCTION OF PROBLEM BEHAVIOR

| | |
|---|---|
| <p>Interventions: (Eg, Altering teaching strategies; making curricular, material or environmental modifications; changing antecedents; giving choices; preventing “triggers”.) Specify frequency and responsible personnel.</p> | <p>Reinforcement: (Indicate behavior, rate of behavior, interval, reinforcer, and responsible personnel for reduction of problem behavior)</p> |
| <ol style="list-style-type: none"> 1. Teacher and support staff will consistently use the modified PECs book in all educational environments. 2. SLT will ensure that photographs of preferred items and activities are included in the communication book. 3. Teacher and support staff will consistently implement a sensory diet, under OT’s guidance. 4. Program Specialist will ensure that all staff working with Lady G. is trained in NCPI strategies and provide additional training on site as needed. 5. Teacher will provide Lady G. access to the outdoors and favorite activities through her daily schedule. 6. Teacher will work with Lady G. at least twice per day in the environment where she is. 7. Behavior Specialist will develop a token economy and train teacher and support staff in its consistent use. 8. Behavior Specialist will develop task analysis for difficult or non-preferred transitions and train teacher and support staff to break down transitions into small steps and reinforce each step, using tokens and social reinforcement for each completed step in a non-preferred transition, with immediate access to an A+ reinforcer upon completed transition. 9. On days when Lady G. is sleep deprived, teacher and support staff will reduce demands and increase sensory activities and rest periods on Lady G.’s schedule. | <p>For each completed step in a non-preferred transition (without aggression), teacher and/or support staff will provide one token on the token board, paired with specific verbal praise and social reinforcement.</p> <p>For each completed transition without aggression, teacher and/or support staff will provide Lady G. with five goldfish crackers or gummy candy.</p> <p>For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).</p> |

Plan for fading interventions and reducing reinforcement for problem behavior:
 When aggressive behaviors decrease to less than daily, teacher will gradually increase tokens needed for reward (from 5 to 6).

INCREASE OF POSITIVE/REPLACEMENT BEHAVIOR

| | |
|---|--|
| <p>Interventions: (Eg, Teaching, practicing or modeling; providing communication means; teaching social skills, assertive skills or problem solving.) Specify frequency and responsible personnel for each strategy.</p> | <p>Reinforcement: (Indicate behavior, rate of behavior, interval, reinforcer, and personnel to increase positive/replacement behavior):</p> |
| <ol style="list-style-type: none"> 1. In individual sessions with SLT twice per week, SLT will teach Lady G. to use the communication book to request tangible items and activities, through direct teaching, hand over hand, modeling, and direct reinforcement. 2. In individual sessions with SLT twice per week, SLT will teach Lady G. to express protest through her communication book, using modeled expressions and photographs of feelings. 3. SLT will teach staff on the use of the communication book and demonstrate how to use the “I want...” sentence strip with photographs. 4. Teacher and support staff will use the communication book throughout the school day and have it accessible for Lady G., to practice and strengthen her appropriate communications. 5. Teacher and support staff will honor each appropriate request or attempt (verbal, gestures, pictures) as long as it does not involve dropping to the ground or aggression to staff, and will model and prompt use of appropriate communications throughout the school day. | <p>When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity.</p> <p>If the request cannot be granted, use the “first...then...” card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.</p> |

Plan for fading interventions and reducing reinforcement for positive/replacement behavior:
 When Lady G. makes an appropriate request with pictures, verbally, or through gestures in 4 out of 5 difficult transitions, gradually fade staff prompting and supports and ask Lady G. to get her communication book and bring it to staff. Teacher will inform Behavior Specialist when criterion is reached, to develop fading plan together.

REACTIVE STRATEGIES TO EMPLOY AND DEBRIEFING PROCEDURES TO USE IF THE PROBLEM BEHAVIOR OCCURS:

At precursor/first sign of problem behavior (e.g., prompt to use replacement behavior, offer choices, proximity, redirect):

Upon dropping to the ground, present Lady G. with her communication book and prompt her to “show me what you want. I want...” Assist as needed. Honor each appropriate request (verbal, pointing, picture) as long as it does not involve aggression.

- **Personnel who will implement:** __Teacher, Support Staff_____

If problem behavior continues or escalates (include staff response to maintain safety if needed):

If aggression occurs, move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. as long as she is noncompliant. Wait for Lady G. to stop aggression, then prompt her again to show what she wants. Repeat the request until she makes an appropriate request.

- **Personnel who will implement:** ___Teacher, Support Staff_____

Debriefing/follow up with staff and/or student if necessary:

After aggression ends, praise Lady G. for having calm hands and feet. Assist her in accessing her choice. Reintroduce the token board and award tokens as applicable.

- **Personnel who will implement:** _____Teacher, Support Staff_____

See IEP goal(s) related to this plan: Goal Number(s):

- The above goal(s) are intended to: increase positive replacement behavior decrease problem behavior general skill development

Communication:

Family/Caregiver School staff Outside providers Service providers Other Describe:

Monthly meetings among all service providers to update team of progress and changes in home and school program.
Daily home-to-school and school-to-home e-mails between teacher and parents, using Spanish translation.

Data Collection:

Progress toward goals Problem Behavior Positive/Replacement Behavior Interventions Reinforcement Other Describe:

Daily data collection forms for problem and replacement behaviors maintained by classroom staff; bi-weekly observational data collected by Behavior Specialist

Personnel Responsible for Monitoring Plan Implementation:

Principal School Psychologist Behavior Specialist Case Manager Behavior Support Staff Other _____

COMPREHENSIVE BEHAVIOR CLASSROOM IMPLEMENTATION PLAN

Ventura County SELPA

For (staff) _____

Student Name _____
(first only)

Behavior we want to change:

New behavior we would like student to use instead:

Please implement these strategies:

To reduce problem behavior –

Reinforcement for reduction in rate of problem behavior –

To help teach/remind student to use the new behavior –

Reinforcement for student using the new behavior –

If the problem behavior occurs:

| |
|---|
| <p>At the first sign of the behavior:</p> <p>Staff that will assist: _____</p> |
|---|

| |
|--|
| <p>If the behavior does not stop or continues to escalate:</p> <p>Staff that will assist: _____</p> |
|--|

| |
|--|
| <p>After the incident is over:</p> <p>Staff that will assist: _____</p> |
|--|

Additional comments:

Questions? Please contact _____

Thank you for your support in making a difference in this student's life!

Comprehensive Behavior Intervention Plan (CBIP) Classroom Implementation Plan Instructions

This form may be used to inform various staff about their responsibilities related to implementing a student's CBIP. It will be automatically populated in SIRAS with the information from the CBIP. Go to Tools/Documents Library in SIRAS. Click the box next to the student's name, and then the "CBIP Classroom Implementation Plan."

The Implementation Plan will already be filled out with the Information from the CBIP. Type in the name of the person (e.g., support staff, OT, paraeducator, general education teacher, etc.) who will be using the Implementation Plan. Then, you can edit any of the strategies to be very understandable and instructive for that person. You may choose to delete strategies that *other people* are working on, just leaving those that are most important for this person.

Print out the page when it is complete. The edits that you have made will not save, unless you save as a PDF form to somewhere else on your computer. Once you have printed out the Implementation Plan, close the form. You may reopen and produce other versions of the Implementation Plan for other users in the same way

COMPREHENSIVE BIP CLASSROOM IMPLEMENTATION PLAN

Ventura County SELPA

For (staff) _____ Speech and Language Therapist (SLT) _____

Student Name _____ Lady _____
(first only)

Behavior we want to change:

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes).

New behavior we would like student to use instead:

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Please implement these strategies

To reduce problem behavior:

2. SLT will ensure that photographs of preferred items and activities are included in the communication book.

Reinforcement for reducing the rate of the problem behavior:

For each completed step in a non-preferred transition (without aggression), teacher and/or support staff will provide one token on the token board, paired with specific verbal praise and social reinforcement.

For each completed transition without aggression, teacher and/or support staff will provide Lady G. with five goldfish crackers or gummy candy.

For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).

To help teach/remind student to use the new behavior:

1. In individual sessions with SLT twice per week, SLT will teach Lady G. to use the communication book to request tangible items and activities, through direct teaching, hand over hand, modeling, and direct reinforcement.
2. In individual sessions with SLT twice per week, SLT will teach Lady G. to express protest through her communication book, using modeled expressions and photographs of feelings.
3. SLT will teach staff on the use of the communication book and demonstrate how to use the "I want..." sentence strip with photographs.

Reinforcement for using the new behavior:

When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity.

If the request cannot be granted, use the "first...then..." card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.

If the problem behavior occurs

At the first sign of the behavior:

Upon dropping to the ground, present Lady G. with her communication book and prompt her to "show me what you want. I want..." Assist as needed. Honor each appropriate request (verbal, pointing, picture) as long as it does not involve aggression.

Staff that will assist: Teacher, Support Staff

If the behavior does not stop or continues to escalate:

If aggression occurs, move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. as long as she is noncompliant. Wait for Lady G. to stop aggression, then prompt her again to show what she wants. Repeat the request until she makes an appropriate request.

Staff that will assist: Teacher, Support Staff

After the incident is over:

After aggression ends, praise Lady G. for having calm hands and feet. Assist her in accessing her choice. Reintroduce the token board and award tokens as applicable.

Staff that will assist: Teacher, Support Staff

Additional comments:

Questions? Please contact _____ Case Manager at xx@school.com or XXX-XXXX

Thank you for your support in making a difference in this student's life!

COMPREHENSIVE BIP CLASSROOM IMPLEMENTATION PLAN

Ventura County SELPA

For (staff) _____ Behavior Specialist _____

Student Name _____ Lady _____
(first only)

Behavior we want to change:

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes).

New behavior we would like student to use instead:

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Please implement these strategies

To reduce problem behavior:

7. Behavior Specialist will develop a token economy and train teacher and support staff in its consistent use.
8. Behavior Specialist will develop task analysis for difficult or non-preferred transitions and train teacher and support staff to break down transitions into small steps and reinforce each step, using tokens and social reinforcement for each completed step in a non-preferred transition, with immediate access to an A+ reinforcer upon completed transition.

Reinforcement for reducing the rate of the problem behavior:

For each completed step in a non-preferred transition (without aggression), teacher and/or support staff will provide one token on the token board, paired with specific verbal praise and social reinforcement.
For each completed transition without aggression, teacher and/or support staff will provide Lady G. with five goldfish crackers or gummy candy.
For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).

To help teach/remind student to use the new behavior:

Reinforcement for using the new behavior:

When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity.

If the request cannot be granted, use the "first...then..." card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.

If the problem behavior occurs

At the first sign of the behavior:

Upon dropping to the ground, present Lady G. with her communication book and prompt her to "show me what you want. I want..." Assist as needed. Honor each appropriate request (verbal, pointing, picture) as long as it does not involve aggression.

Staff that will assist: Teacher, Support Staff

If the behavior does not stop or continues to escalate:

If aggression occurs, move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. as long as she is noncompliant. Wait for Lady G. to stop aggression, then prompt her again to show what she wants. Repeat the request until she makes an appropriate request.

Staff that will assist: Teacher, Support Staff

After the incident is over:

After aggression ends, praise Lady G. for having calm hands and feet. Assist her in accessing her choice. Reintroduce the token board and award tokens as applicable.

Staff that will assist: Teacher, Support Staff

Additional comments:

Questions? Please contact Case Manager at xy@school.com or XXX-XXXX

Thank you for your support in making a difference in this student's life!

COMPREHENSIVE BIP CLASSROOM IMPLEMENTATION PLAN

Ventura County SELPA

For (staff) _____ Support Staff _____

Student Name _____ Lady _____
(first only)

Behavior we want to change:

Aggressive behaviors to staff, typically involving kicking with both feet at staff's lower body or extremities while lying on the ground, rolling on the ground, and refusing to transition as requested (noncompliant episodes).

New behavior we would like student to use instead:

1. When needing to access preferred items and activities, Lady G. will communicate her needs appropriately (through gestures, words, and pictures) and/or accept contingencies (first this, then that) in order to earn access, with verbal and visual prompts and access to a portable communication book (modified PECs).
2. When needing to protest, Lady G. will express her needs through appropriate vocalizations ("Oh, no"), with verbal modeling.

Please implement these strategies

To reduce problem behavior:

1. Teacher and support staff will consistently use the modified PECs book in all educational environments.
3. Teacher and support staff will consistently implement a sensory diet, under OT's guidance.
9. On days when Lady G. is sleep deprived, teacher and support staff will reduce demands and increase sensory activities and rest periods on Lady G.'s schedule.

Reinforcement for reducing the rate of the problem behavior:

For each completed step in a non-preferred transition (without aggression), teacher and/or support staff will provide one token on the token board, paired with specific verbal praise and social reinforcement.
For each completed transition without aggression, teacher and/or support staff will provide Lady G. with five goldfish crackers or gummy candy.
For each hour of no aggression, teacher and/or support staff will provide Lady G. with verbal praise (nice hands, good job), attention, and access to a sensory activity of her choice (from communication book).

To help teach/remind student to use the new behavior:

4. Teacher and support staff will use the communication book throughout the school day and have it accessible for Lady G., to practice and strengthen her appropriate communications.
5. Teacher and support staff will honor each appropriate request or attempt (verbal, gestures, pictures) as long as it does not involve dropping to the ground or aggression to staff, and will model and prompt use of appropriate communications throughout the school day.

Reinforcement for using the new behavior:

When Lady G. hands a picture to staff, makes a verbal request, or uses a gesture (pointing) to make a request, staff will verbally praise Lady G. and provide her with the requested item/activity.

If the request cannot be granted, use the "first...then..." card to show Lady G. when she can have the requested item/activity. Provide verbal praise for asking nicely.

If the problem behavior occurs

At the first sign of the behavior:

Upon dropping to the ground, present Lady G. with her communication book and prompt her to "show me what you want. I want..." Assist as needed. Honor each appropriate request (verbal, pointing, picture) as long as it does not involve aggression.

Staff that will assist: Teacher, Support Staff

If the behavior does not stop or continues to escalate:

If aggression occurs, move to a safe distance while remaining calm and firm. Avoid touching or moving Lady G. as long as she is noncompliant. Wait for Lady G. to stop aggression, then prompt her again to show what she wants. Repeat the request until she makes an appropriate request.

Staff that will assist: Teacher, Support Staff

After the incident is over:

After aggression ends, praise Lady G. for having calm hands and feet. Assist her in accessing her choice. Reintroduce the token board and award tokens as applicable.

Staff that will assist: Teacher, Support Staff

Additional comments:

Questions? Please contact Case Manager at xx@school.com or XXX-XXXX

Thank you for your support in making a difference in this student's life!

Tabbed Divider "Behavior Emergency Report"



Behavior Emergency Report

Ventura County SELPA

EC56521.1 (a): “Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs or others and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to control the behavior.” EC 56521.1 (e). To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, shall be notified within one school day if an emergency intervention is used or serious property damage occurs. This form is to be completed when a medium or high level hold is used. All school districts in the Ventura County SELPA and Non-Public Schools serving Ventura County SELPA students may only use techniques of emergency intervention taught by a certified instructor of the Nonviolent Crisis Intervention® program.

Student: _____ Date: _____ Time of incident: _____

Age: _____ School: _____ SSID: _____ District: _____

Setting & Location of Incident: _____

Emergency Intervention holding skills used:

Medium Level Holding

- Seated Position
- Standing Position
- Transport (moderate resistance)
- Children’s Control Position

Higher Level Holding

- Seated Position
- Standing Position
- Transport
- Children’s Control Position
- Team Control

Description of Incident: _____

People involved (names/titles): _____

Staff person(s) completing report (names/titles): _____

Amount of time *emergency holding procedure* was used: _____

Injury/Medical involvement: _____

Law Enforcement Agency called: Yes No

If Yes - Name of Person Who Took The Report: _____

Incident Report Number: _____

This student has an FBA-based Behavior Intervention Plan: Yes No

Date FBA was completed _____

Staff Involved will review incident and complete the information on the Behavior De-briefing Worksheet.



Behavior De-briefing Worksheet

Reminder: Form to be used for medium or high-level hold.

| EXAMPLES OF OBSERVABLE BEHAVIOR | DESCRIBE STUDENT BEHAVIOR/DESCRIPTION OF INCIDENT | CHECK STAFF RESPONSE USED/EMERGENCY INTERVENTION | EXAMPLES OF STAFF BEHAVIOR/ INTERVENTION TECHNIQUES | |
|--|---|--|---|--|
| Pacing, nervousness, shaking, change in eye contact, change in facial expression, change in posture, movement to specific area, change in rate, tone, volume of speech | ESCALATION STAGE | ANXIETY: (change in behavior) _____ proximity _____ counseling _____ restructure routine/environment _____ accommodate materials/expectations _____ referral to: _____ _____ _____ | DEBRIEFING/INTERVENTION/PREVENTION | Relax/downplay; Move close to student w/o invading personal space; active reflective listening; attend to complaints/requests; simplify work; change directions; offer help; separate from bothersome stimuli; calming techniques; give choices; use visual supports; interrupt; redirect; when and then |
| | | DEFENSIVE: (question, refuse, verbal release, intimidate) _____ calmly restate direction _____ interrupt and redirect when and then _____ if and then _____ minimize attention _____ separate student from group _____ separate the group from student | | Use simple clear language; prompt, gesture, visual support; when and then; restate positive consequences; if and then; separate from group; remove dangerous objects; allow verbal release; additional support; |
| Loud noises or speech, questions, refusal, swearing, name calling, challenging, threatening, increase in breathing and/or heart rate. | RISK BEHAVIOR | RISK BEHAVIOR: Physical aggression toward self or others Intervention Team _____ clear area _____ visual supervision _____ block _____ disengagement _____ transport _____ holding skills <input type="checkbox"/> child control <input type="checkbox"/> team control _____ call administrator _____ other _____ _____ | DEBRIEFING/INTERVENTION/PREVENTION | Maintain safe distance from acting out person; remove bystanders if still in area; plan for team intervention if necessary; implement non-harmful, physical intervention as a last resort. |
| Hit/kick/throw objects at <u>other people</u> , running in dangerous area (e.g., street), self injury (e.g. pounding on windows, stabbing with pencil). Note: For "serious property damage," restraints may not be used unless individual harming self or others. | | TENSION REDUCTION: _____ review events _____ review schedule _____ make plan: _____ _____ _____ _____ _____ _____ _____ | | Give time to calm down; Nurture/support recovery; discuss incident, review incident with person who displayed risk behavior to find alternative behavior. For individuals w/cognitive limitations review expectations, review schedule, return to successful activity and reinforcement. |
| Reduction of above behaviors, can answer simple questions rationally, can follow simple directions such as "Take a deep breath", briefly discuss incident w/o re-escalation, breathing and heart rate return to resting rate. | | SELF CONTROL RE-ESTABLISHED | | INJURY/MEDICAL: _____ sent to nurse/health office _____ first aid _____ CPR _____ 911 Paramedics |

REMINDER: Refer to "Behavioral Emergency Report Checklist"



Behavior Emergency Report Checklist
Ventura County SELPA

- | | Note date and initial of person responsible: |
|---|---|
| 1. The parent and/or residential care provider shall be notified within one school day of the occurrence of the Behavior Emergency. | _____/_____ _____ |
| 2. The Behavior Emergency Report shall immediately be completed and maintained in the student's file. | _____/_____ _____ |
| 3. The Behavior Emergency Report shall immediately be forwarded to, and reviewed by, the designated responsible administrator. | _____/_____ _____ |
| 4. If the Behavior Emergency Report was written regarding a student who: | _____/_____ _____ |
| a. does not have an FBA-based Behavior Intervention Plan, the designated responsible administrator shall, within two days, schedule an IEP team meeting to review the Emergency Report to determine the necessity for a Functional Behavior Assessment and to determine the necessity for an Interim Behavior Intervention Plan. | |
| b. does have an FBA-based Behavior Intervention Plan, any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan. | |
| Date FBA completed _____ | _____/_____ _____ |
| 5. Responsible administrator will forward copy of the Behavior Emergency Report to the District Office and SELPA. If an NPS, a copy shall also be forwarded to a representative of the District of Responsibility. | _____/_____ _____ |

Reviewed by: _____ Designated Administrator

Behavior Emergency Report Instructions

A Behavior Emergency Report is to be used whenever a behavior emergency occurs, which involves the use of a restraint to prevent injury to student or others, or when there has been severe property damage. The administrator is notified immediately, and the parent is notified within one day.

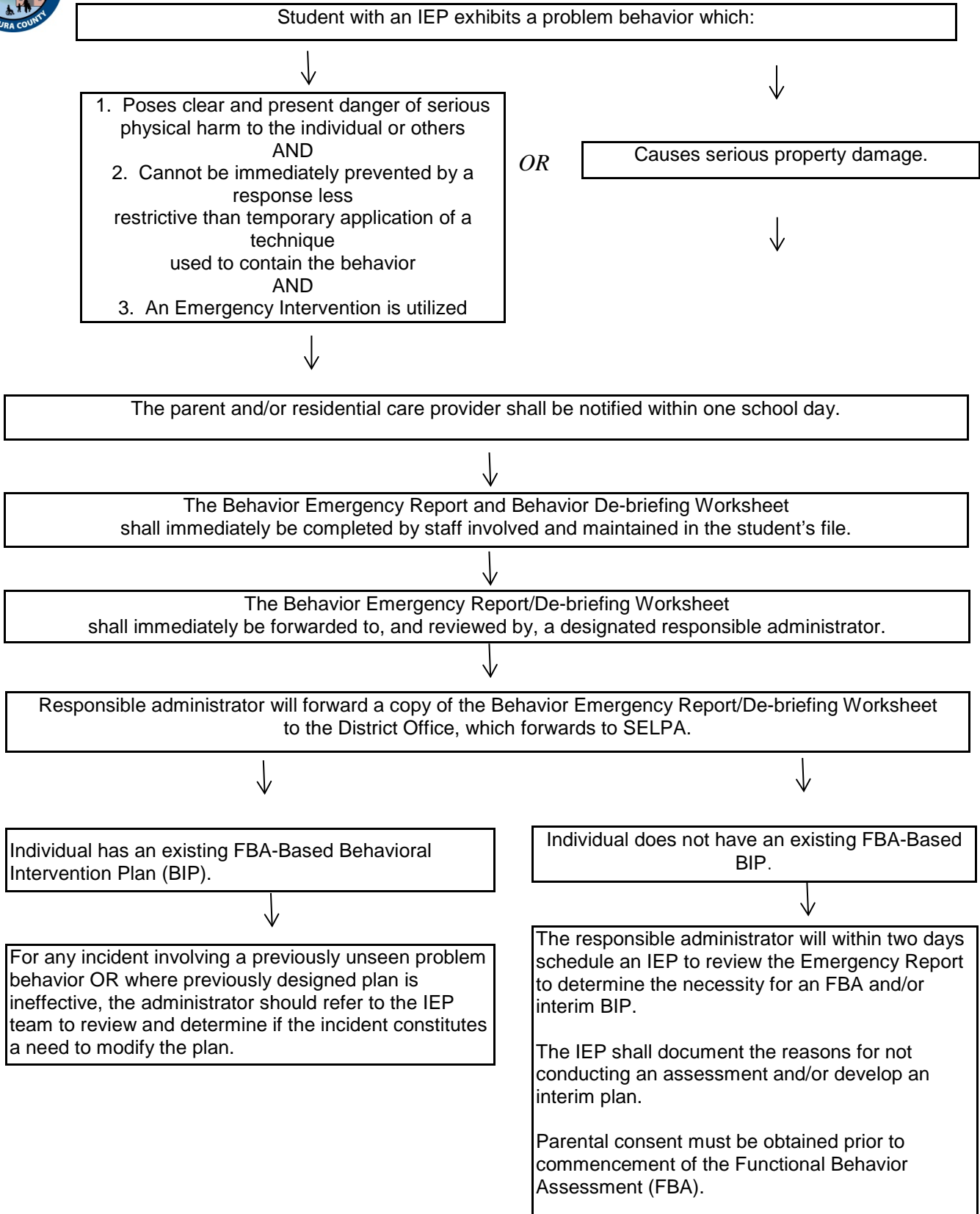
The 2-page form must be completed when a behavior emergency occurs. Staff involved should complete both pages as a group, to discuss the effectiveness of the team's response.

A copy goes in the student's file, and a copy is to be forwarded to a designated responsible administrator, who will forward a copy to SELPA. Use the **Behavior Emergency Report Checklist** to document necessary steps have been taken.

If the Behavior Emergency involves a student without an FBA-based BIP (PBIP or CBIP), an IEP should be scheduled within two days to decide whether an FBA and/or interim BIP are necessary. If the Behavior Emergency Report is for a student who has an FBA-based BIP and the incident involves a previously unseen serious behavior or an identified behavior for which the intervention was ineffective, the IEP team should review the report and determine if the incident constitutes a need to modify the plan/schedule an IEP.



Ventura County SELPA Behavior Emergency Flowchart



Tabbed Divider "Appendices"

APPENDICES

Strategies to increase “Quality of Life”/Adaptive Skills and Reduce Some Problem Behaviors

- Encourage participation in school sports and other extracurricular activities.
- Establish non-verbal signals between teacher and student.
- Establish regular teacher/parent communication (e.g., email, log, home or school contract, weekly progress report, face to face meetings).
- Give leadership responsibilities.
- Give student important jobs.
- Give student opportunities to show off good work.
- Have a paraeducator or parent volunteer work one-on-one with student.
- Have a peer model appropriate behavior.
- Help parent/caregiver set up home reward/management system.
- Ignore negative behavior when possible.
- Immediately recognize positive behaviors.
- Implement reinforcers in the classroom/home.
- Introduce supportive school staff (e.g., counselor, nurse, psychologist).
- Invite parent/caregiver to visit or spend time in classroom.
- Match learning tasks with learning style strengths.
- Model positive thinking and attribution statements.
- Model, teach and reinforce anger management strategies.
- Move seat to optimal learning location.
- Offer choices of ways to perform work.
- Organize playground activities and passing periods to reduce fighting or inappropriate behavior.
- Pair with older or younger students for structured activity, with emphasis on social skills.
- Post, model and practice expected behavior.
- Praise others for appropriate behavior.
- Provide assignments that match instructional level.
- Provide frequent breaks for relaxation or small-talk.
- Remind to use words, not aggression.
- Role-play social interactions.
- Schedule lunch time with principal.
- Showcase student strengths in group learning situations.
- Survey/interview to determine interests, then capitalize.
- Teach effective learning behavior (e.g., eyes on teacher, working to completion, ask for help, on task behaviors).
- Teach how to identify feelings.
- Teach how to set short-term daily goals.
- Teach relaxation techniques.
- Teach self-monitoring/self-management.
- Teach self-talk strategies.
- Teach the link between effort and outcomes.
- Use creative formats to engage students in learning.
- Use high-interest activities.
- Use music to help class focus during independent work activities.
- Use “wait time” after giving a request, to avoid power struggle.
- Utilize site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist).
- Work cooperatively to create group expectations

Strategies Organized by Communicative Function

Once the team has made a hypothesis about *why* the behavior is happening, there are specific strategies that may help to address that underlying *need*. They are organized here by the four primary causes of behavior. (Escape, Attention, Sensory, Tangible)

Escape:

Changes to Assignment

- 1. Adapt length of lesson.
- 2. Allow choice of activities within subject.
- 3. Break assignments into segments.
- 4. Provide more challenging work.
- 5. Ask student what adaptations would be helpful to make it easier/more interesting.
- 6. Change level of task/number of demands.
- 7. Create more visual structure.
- 8. Simplify task, reduce difficulty, shorten length.
- 9. Check student's work frequently for understanding.
- 10. Draw connection between the work and the student's life; e.g., CAHSEE, college requirements, job responsibilities.
- 11. Alternate assignments between easy/more difficult.
- 12. Assess to determine if student has pre-requisite skills to complete task.
- 13. Provide different modes of completing work (oral, written, pictures, graphs).
- 14. Provide more interesting, simple work. Include student interests in assignment.
- 15. Provide student a list of all work that must be completed in the hour/period/day and let him/her choose the order (and the reinforcement).
- 16. Provide student with checklist of steps to be completed.
- 17. Use high interest lessons at ability level.
- 18. Allow student to type or tape responses.
- 19. Provide multiple choice assignments/assessments.

Changes to Configuration/Proximity

- 20. Allow student to move seat away from non-preferred peer.
- 21. Allow students to select groups to work in.
- 22. Allow to work alone, if appropriate
- 23. Allow to work in another teacher's room, library, etc.
- 24. Change proximity to other people.
- 25. Reduce the number of people in group.
- 26. Pair with strong peer for support.

Changes to Schedule

- 27. Change class schedule.
- 28. Provide a timer to set for short periods to structure work.
- 29. Provide self-monitoring checklist.
- 30. Provide schedule of activities.

Changes to Emotional Supports

- 31. Encourage student to write down feelings
- 32. Maintain a safe classroom where it is okay to make mistakes.

- 33. Offer rewards for completion of non-preferred task.
- 34. Offer support if requested.
- 35. Prompt student prior to a stressful situation letting them know that this may be challenging, but they can ask for help.
- 36. Provide a limited number of "escapes" per day/week.
- 37. Provide appropriate escape (break, change) if requested appropriately.
- 38. Give feedback for effort.
- 39. Develop work completion contract with access to reward/preferred activities for following contract.
- 40. Provide rewards for finishing all assignments.
- 41. Provide safe way for students to let the teacher know if they feel uncomfortable with an assignment.
- 42. Reinforce other students who are working.
- 43. Teach breathing/relaxation techniques to reduce tension.
- 44. When student requests escape, acknowledge as soon as possible and respond/mediate.

Attention:

Attention from Students

- 1. Allow student to lead lessons, discussions.
- 2. Give time for students to "check in" with each other.
- 3. Encourage other students to respond to appropriate attempts for attention.
- 4. Pair with peer.
- 5. Plan supervised socialization period in schedule.
- 6. Provide opportunities to shine by sharing particular talents/interests.
- 7. Use classroom buddies to provide appropriate attention.
- 8. Use socially competent peers to model and reinforce appropriate behavior.

Positive Attention from Adults

- 9. Allow each student opportunities for recognition and leadership.
- 10. Provide opportunities to be involved in lesson; e.g., hold or pass out materials, be a leader.
- 11. Provide student opportunity to get attention at end of lesson.
- 12. Reduce size of groups so student gets more frequent turns.
- 13. Assign class jobs on a rotational basis.
- 14. Promptly respond to request for leadership or remind of upcoming turn.
- 15. Allow students to request counseling time.
- 16. Call home on a good day.
- 17. Establish communication procedures with family/parents.
- 18. Increase amount of attention/praise.
- 19. Frequent, "high fives", hand shakes.
- 20. Greet student each day.
- 21. Provide a daily check-in with student.
- 22. Provide extra time with teacher to connect.
- 23. Provide frequent feedback on positive behavior. (3 positives to 1 correction)

Corrective Attention from Adults

- 24. Allow choices to address anger issues.
- 25. Correct calmly, immediately and respectfully.

- 26. Interact in a welcoming manner.
- 27. Provide opportunity to check-in with counselor/principal.
- 28. Include principal, counselor, preferred adults in sharing success.
- 29. "Walk away" from student rather than engage in power struggle.
- 30. Give "wait time" after making a request.
- 31. Provide opportunity to take a break, and then set time to check-in with student.

Sensory:

Avoiding Sensations

- 1. Allow opportunities for students to adjust their seats, positions, etc., if needed for sensory reasons.
- 2. Allow scheduled stretch breaks.
- 3. Allow to stand to work.
- 4. Allow use of "wobble cushion", heavy rubber bands, "squish balls", weighted lap pad, tilted chair, slant board, bean bag chairs.
- 5. Be conscious of sensory elements in the environment that may be overwhelming and attempt to regulate (lower lights, less noise, machine sound, less things on walls, students in smaller groups, etc.)
- 6. Mediate the sensory need when student asks appropriately, (remove it, provide headphones, change of seating, reduce volume, etc.)
- 7. Move desk away from noxious stimuli.
- 8. Provide break to re-group.
- 9. Provide immediate relief when student indicates that he is overwhelmed, (i.e., allow student to go to quiet area, walk with adult, turn off lights, ask student to quiet down, provide earphones, etc.).
- 10. Provide kinesthetic involvement (i.e., "desk aerobics").
- 11. Provide large motor activity, have students run laps in morning, or walk on playground before class, or hang on monkey bars, wall push-ups, desk aerobics, etc.
- 12. Provide opportunities in gym for rolling.
- 13. Start the day with some floor calisthenics for students to get some deep pressure in joints.
- 14. Provide reinforcement for tolerating sensory issues in longer intervals.
- 15. Provide sensory materials in regular routine to maintain optimum learning level.
- 16. Reduce distractions.
- 17. Talk to the student about the next environment (which he dislikes) and how soon it is coming.
- 18. Use multi-sensory instructional strategies.
- 19. Allow student to run an errand involving heavy work; take a box of books or wear a backpack.

Obtaining Sensations

- 20. Allow student to walk around while reading.
- 21. Allow to move seat toward desired element (light, heat, good smell).
- 22. Allow younger students to do some class work while laying on the carpet.
- 23. Give opportunity to "work off" energy when requested.
- 24. Give student opportunities for preferred sensory stimulation (i.e., music, object while on task, weighted vest, etc.).

- 25. Give student preferred item to hold during lessons (younger child – small toy).
- 26. Provide access to bathroom pass.
- 27. Provide healthy snacks (if hungry).
- 28. Provide selection of activities for student to choose from when bored/overwhelmed (drawing, classroom chore, stretch in back of the room).
- 30. Try to provide the same sensation (tactile, brightness, smell, sounds) that student is trying to maintain in non-obtrusive ways.
- 31. Allow student to leave jacket hood “up” if on-task.

Tangible:

Obtaining Objects

- 1. Acknowledge appropriate requests for items.
- 2. Attempt to provide comparable tangible items (e.g., toys pens) if requested appropriately.
- 3. Consider seating and proximity of possible desired items.
- 4. Encourage other students to put items away.
- 5. Have more than one popular item available.
- 6. Keep items out of sight/reach.
- 7. Provide access to desired item, when appropriate.
- 8. Provide supervision/guidelines for use of items which may come under dispute.
- 9. Use a timer to structure access to preferred items.
- 10. Use a visual schedule to let students know when their turn will come.

Obtaining Food

- 11. Provide ready access to inexpensive food items (crackers, water).
- 12. Give opportunity to finish lunch or snack before starting class/lesson.
- 13. Give opportunity to purchase snack on campus.
- 14. Remind him/her of upcoming lunch, etc.

General Strategies for Teaching or Increasing Positive Replacement Behaviors (PRB)

If the student already uses the PRB, but uses it inconsistently or inappropriately, the skill will need to be encouraged or reinforced in the following ways:

- Develop and implement contract with student to reinforce skill.
- Reinforce for attempts to use the skill.
- Reinforce for increased use of the skill.
- Prompt to use more often.

If the student does not demonstrate the PRB, refer to the following list of suggestions for systematically instructing the PRB.

- Teach, model, practice, and reinforce the PRB in the school setting (class, cafeteria, playground, etc.) with the individual student on a regular basis (e.g., daily or weekly) or as a whole class lesson followed by practice within the whole group.
- Create a network of support through an integrated school and community approach, such as the Student Assistance Program, to address self-management, social skills, a new skill, and/or an underlying need. Support networks include (but are not limited to) the following:
 - weekly individual or small group sessions where the student can observe modeling and will role play and/or practice the PRB
 - small group facilitation, per district protocol, implemented by an appropriately trained person (teacher, counselor, speech-language pathologist, school nurse, occupational therapist, school psychologist, school administrator, paraeducator, etc.)
 - individual counseling provided by an appropriately qualified professional who addresses acquisition of desired skills
- Model and practice desired skills by using programs such as Peer Helping, Peer Leaders, or Mentoring.
- Expand learning opportunities through forums such as After School programs or clubs where desired skills can be practiced.

Addressing 18 Common Challenging Behaviors

A guide for figuring out **FUNCTION** and
REPLACEMENT BEHAVIORS



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Introduction to this guide

This guide was developed to provide assistance to staff who are analyzing the problem behavior of a student. It will help to figure out a possible *function* of the behavior, or *reason* the student uses the behavior. The functions are organized into two categories: to **GAIN or ACCESS** or to **ESCAPE or AVOID** something.

Once a possible function is identified, ideas for *replacement behaviors* are provided. A replacement behavior is the new, socially appropriate behavior that will be taught and reinforced so that it eventually becomes more useful to the student than the problem behavior.

Keep in mind that this is just a list, to help the user to get started in identifying possible functions and replacement behaviors for the particular student with whom you are working.

The Problem Behaviors that are included here are:

| Behavior | Page |
|--|-------------|
| Attendance | 2 |
| Biting | 4 |
| Difficulty Organizing and Caring for Materials | 6 |
| Difficulty Focusing on/Completing Task | 8 |
| Dishonesty | 10 |
| Drops to Ground | 12 |
| Elopement/Runs Away | 14 |
| Inappropriate Social Interactions with Peers and/or Adults | 16 |
| Minor Fine Motor Annoyances | 18 |
| Non-Compliance to Teacher and Other Adults' Requests | 20 |
| Out of Seat | 22 |
| Physical Aggression | 24 |
| Resists Transitions Between Activities or Places | 26 |
| Spitting | 28 |
| Stealing | 30 |
| Talking Out/Back/Inappropriate Comments | 32 |
| Throwing Objects | 34 |
| Verbal Aggression | 36 |

1. ATTENDANCE

Definition:

Poor attendance. "Ditching classes". School refusal.

| Gain/Access | | Escape/Avoid | |
|-------------------------|--|---|---|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks status from peers | <ul style="list-style-type: none"> - Ask to work with a peer - Request opportunity to lead lesson, or be in charge of activity - Join a school activity | Wants to avoid work demands | <ul style="list-style-type: none"> - Ask for help if the work is too difficult - Speak with counselor to discuss work expectations |
| | | Wants to avoid social situations at school | <ul style="list-style-type: none"> - Speak with adult about concern with specific social situation - Request time to talk with a trusted friend about situation |
| | | Wants to avoid attention from staff or students | <ul style="list-style-type: none"> - Ask to work in office area/library - Ask to change class - Ask to not be called on in class - Ask for alternatives to oral reports |
| | | Wants to avoid problems on bus or walk to school | <ul style="list-style-type: none"> - Speak to bus driver or other school adult about specific concern - Ask to change seat on bus - Ask for escort when walking to school/home |
| | | Wants to avoid getting up out of bed | <ul style="list-style-type: none"> - Request later start time for school |
| | | Wants to avoid some environmental stimuli at school | <ul style="list-style-type: none"> - Ask to change class or seat - Ask for headphones - Ask for private study carrel - Ask for change in materials which are overwhelming |

Strategies for reducing problem behaviors

Gain/Access

- Give lots of attention to all students who are in attendance when student is present
- Give rewards for good attendance
- Display a chart comparing school wide attendance across school terms
- Acknowledge mentoring other students

Avoid/Escape

- Reward for lack of absence
- Arrange for peer or relative to call in the morning to assist with waking up
- Develop a contract for attendance
- Speak to parents about other transportation options
- Speak to bus driver about issues on bus
- Pair with a peer for walk to/from school or riding on bus
- Allow to use headphones on the bus
- Interact in a welcoming manner
- Organize assignments in class activities to be less overwhelming (eg. Change desk groupings, monitor noise level, adjust lighting)
- Start day off with more preferred, less challenging activity

2. BITING

Definition:

Biting with teeth of self, others or objects

| Gain/Access | | Escape/Avoid | |
|--|--|--|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks to socialize with peers | <ul style="list-style-type: none"> - Ask to work or play with a peer | Wants to avoid work demands | <ul style="list-style-type: none"> - Ask for help if the work is too difficult - Ask for alternate task - Ask for less of a task - Ask for change of order of task - Ask for a break before finishing task |
| Seeks attention from adults | <ul style="list-style-type: none"> - Raise hand to gain adult's attention - Tap adult on shoulder to gain their attention - Call adult's name to gain their attention | Wants to avoid social situation | <ul style="list-style-type: none"> - Request to work away from the group - Walk away to a different area of the classroom/environment - Request that other students give you space - Tell others you don't like what they are saying/doing |
| Seeks deep pressure/oral sensory input | <ul style="list-style-type: none"> - Request appropriate item (food or other sensory object) | Wants to escape denial of access to desired object | <ul style="list-style-type: none"> - Ask politely for object - Ask for object later |
| Seeks taste | <ul style="list-style-type: none"> - Request specific category of taste item (sweet, sour, bland, salty) | Wants to avoid specific environmental stimuli | <ul style="list-style-type: none"> - Ask for headphones - Ask for dimmed lights - Ask to work in a quiet/different place |

Strategies for reducing problem behaviors

Gain/Access

- Provide healthy snack for student to access to address identified (sweet, sour, salty, crunchy)
- Allow students to bring appropriate snacks per classroom/school rules
- Role play and support how to appropriately initiate play with other children
- Allow student to be “leader”
- Give lots of positive attention
- Have appropriate sensory items available (chew items, pressure gloves for hands, etc.)

Avoid/Escape

- Create an “If/Then” card for work completion
- Give student choice of 2 or more appropriate tasks
- Decrease proximity to peers and adults
- Provide quiet space where student can work if requested
- Provide more than one of object popular to students
- Provide alternative communication systems

DIFFICULTY ORGANIZING AND CARING FOR MATERIALS

Definition:

Student does not bring, store or care for materials such as books, papers, writing implements.

| Gain/Access | | Escape/Avoid | |
|--|---|---|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Wants others to take care of him/her | <ul style="list-style-type: none"> - Ask for assistance - Raise hand | Wants to avoid a task perceived to be too difficult | <ul style="list-style-type: none"> - Let teacher know concerns - Request help with task - Ask for choice of alternate activity - Use help indicator (visual card, etc) |
| Cry for help ("I need someone to pay attention") Wants attention | <ul style="list-style-type: none"> - Ask peer for help organizing - Ask teacher for help - Offer to share materials with others - Ask to lead group in organizing materials | Wants to avoid feelings of embarrassment due to lack of organizational skills | <ul style="list-style-type: none"> - Ask teacher for a list of required materials - Ask teacher for help organizing |
| Wants items others have | <ul style="list-style-type: none"> - Ask teacher to call home or write parents a note about desired materials - Ask to share materials | Unwilling to make time to organize | <ul style="list-style-type: none"> - Use a checklist of required materials - Ask teacher for extra set of materials |
| | | Dislikes pens, pencils or paper provided due to sensory issues | <ul style="list-style-type: none"> - Ask for alternate materials - Let teacher know concerns - Bring alternate materials |

Strategies for reducing problem behaviors

Gain/Access:

- Give specific positive feedback for bringing materials or for being organized
- Allow student to share materials with others
- Avoid giving attention when student is not organized
- Give extra responsibilities or privileges when student come prepared to class
- Give opportunities to earn desired materials
- Communicate with parents about providing desired materials

Avoid/Escape:

- Assist student in organizing materials prior to activity
- Give student time to organize materials at end of each activity
- Draw direct connections between being organized and the student's future (e.g. college requirements, job responsibilities)
- Provide necessary materials
- Provide preferred/alternate materials (pens, pencils, pencil adapters, type of paper, etc)
- Provide extra set of materials
- Provide checklist of materials to bring each morning
- Assign peer to help with organizing materials

DIFFICULTY FOCUSING ON/COMPLETING TASK

Definition:

Student often does not stay focused on or complete task within time allowed. Student does not participate in classroom activities and discussions. Does not complete tasks that he/she is capable of.

| Gain/Access | | Escape/Avoid | |
|--|---|--|---|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Wants reassurance | <ul style="list-style-type: none"> - Raise hand to check in with teacher - Ask to discuss answers with a peer | Task perceived to be too difficult or too easy | <ul style="list-style-type: none"> - Let teacher know of his/her concerns - Ask for help with the assignment |
| Needs more stimulation for alertness | <ul style="list-style-type: none"> - Ask to be a leader or helper - Ask for alternate way to complete assignment | Task perceived to be not interesting or relevant | <ul style="list-style-type: none"> - Negotiate with teacher for more interesting assignment in same subject area |
| Needs movement | <ul style="list-style-type: none"> - Ask to take a movement break - Ask for an accommodation for seating (move and sit cushion, ball chair, etc) - Ask to work standing up - Ask to take a quick walk to an approved location | Task perceived to be too embarrassing | <ul style="list-style-type: none"> - Let teacher know of his/her concerns |
| Interested in irrelevant environmental stimuli | <ul style="list-style-type: none"> - Negotiate steps of task to include access to the environmental stimuli or interest at end | Feels overloaded with environmental stimuli | <ul style="list-style-type: none"> - Indicate that he/she wants to work in a different location (quiet work space or office) - Indicate that he/she would like to be allowed to not participate for a specific amount of time - Ask to use headphones - Ask to use cardboard desk partition |
| Wants physical or social contact | <ul style="list-style-type: none"> - Ask to work with a peer | | |

Strategies for reducing problem behaviors

Gain/Access:

- Intersperse movement breaks
- Provide alternate locations and seating for movement access
- Utilize small group instruction
- Allow students to share completed work with class or partner
- Establish signals/methods to request reassurance
- Provide activities for students to be the leader
- Alternate individual and group activities
- Establish agreed upon locations for movement breaks/walks
- Acknowledge participation frequently

Avoid/Escape

- Provide tasks at students' skill level
- Plan instructional around students' interests
- Have a variety of modalities with which students may complete assignments
- Provide choices of alternate assignments
- Provide choices for places for students to complete work
- Remove competition
- Establish signals/methods to request help
- Provide checklist for task expectations
- Use proxemics to support on task behavior
- Reduce auditory and visual distractions in classroom
- Provide quiet area/private office to use as needed
- Change schedule to promote success; alternate preferred with nonpreferred tasks
- Use if/then strategy
- Train students to keep only necessary materials on desk
- Provide carrel or divider to decrease stimulation

DISHONESTY

Definition:

Not telling truth to adults or peers.

| Gain/Access | | Escape/Avoid | |
|--|--|--|---|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Wants to get someone else in trouble | <ul style="list-style-type: none">- Ask to discuss with an adult to explore better options | Wants to avoid consequences for inappropriate behavior | <ul style="list-style-type: none">- Ask an adult to talk over the issue |
| Seeks attention by gossiping about others or bragging about self | <ul style="list-style-type: none">- Use interesting conversation starters to gain a peer's attention- Compliment peers to gain their attention- Tell funny stories about self to gain peers' attention | Wants to hide a problem to avoid embarrassment | <ul style="list-style-type: none">- Request counseling time |
| Wants to keep an item that he/she is not supposed to have (toy, food, etc) | <ul style="list-style-type: none">- Ask to keep the item for 5 more minutes- Ask to have the item later- Ask to have the item first thing next time | | |

Strategies for reducing problem behaviors

Gain/Access:

- Reward other students for ignoring gossip
- Use socially competent peers to model and reinforce socially appropriate conversation that is not hurtful to others
- Have student practice remembering/telling funny stories about themselves
- Keep items student is not supposed to have out of reach/sight
- Acknowledge appropriate negotiations for items
- Use a check in system to be sure that all items are turned in
- Honor request for more time if appropriate
- Use a visual schedule to let students know when their turn will come for an item
- Encourage student to speak up about his/her needs
- Offer extra time for honesty
- Provide an array of desired items from which student can make choices

Avoid/Escape:

- Use positive reinforcement for truthful acts/honesty
- Use behavior chart to reward for periods of truthful behavior
- Give fair consequences and opportunity for fresh start following an incident of dishonesty
- Explain consequences and opportunity for fresh start
- Agree to negotiate consequences if student discusses their concern
- Reinforce other students who tell the truth in difficulty situations
- Model/discuss honesty

DROPS TO GROUND

Definition:

Student drops when asked to do something or go somewhere.

| Gain/Access | | Escape/Avoid | |
|--|---|---|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks attention from adult | <ul style="list-style-type: none"> - Ask to talk to an adult - Ask to be a leader or helper | Wants to avoid work | <ul style="list-style-type: none"> - Indicate need for an alternate assignment/work - Let adult know that he/she needs more time, help, support, etc. |
| Seeks attention from peers by being "class clown" | <ul style="list-style-type: none"> - Ask to pass out materials - Ask to work with a peer - Request time to entertain peers | Wants to avoid people | <ul style="list-style-type: none"> - Ask to take a break in a different location for a specified amount of time - Ask to work with a different adult - Ask to work in a different location - Ask to work with a different group of students - Use an opt out card on a time limited basis |
| Seeks deep tissue input by rolling or laying on the ground | <ul style="list-style-type: none"> - Ask to access sensory time using materials such as squeeze machine, therapy balls, mats, weighted vest, etc | Wants to avoid destinations | <ul style="list-style-type: none"> - Indicate request to work in a different location - Indicate an accommodation to increase desirability of destination |
| Wants access to specific object/activity | <ul style="list-style-type: none"> - Indicate desire to have time with an object or activity | Wants to avoid a sensory element in the environment | <ul style="list-style-type: none"> - Indicate request to work in a different location - Communicate what it is that is overwhelming |

Strategies for reducing problem behaviors

Gain/Access:

- Allow student to be line leader or give responsibility such as turning out lights
- Have students pass out materials for an activity
- Pair with positive or preferred peer
- Provide opportunities to be the center of attention (e.g. presentations, jokes, sharing, talent, etc)
- Provide schedule of times for access to preferred items/activities
- Provide fun activities during wait time
- Provide opportunities for individual attention to students
- Minimize attention from bystanders during times of dropping to the ground

Avoid/Escape:

- Shorten work
- Allow separate location for student to complete work
- Set up another time for student to continue or finish activity
- Give warning before transitions
- Use timer or countdown clock/strip to signal end of activity/turn
- Ask student to be a helper by carrying important items to the next activity
- Provide opportunities for sensory input prior to requested activity
- Have students put chairs on desk for sensory input
- Minimize overstimulation in locations
 - o If cafeteria is too loud or crowded, have peer get lunch and meet student outside
 - o For assemblies, create special seat at back and have student enter last
 - o If carpet time is too unstructured, allow student to sit on chair to the side or on designated square, beanbag or cushion
 - o If student is uncomfortable in line, allow to be at front or end of line or to transition separately

ELOPEMENT/RUNS AWAY

Definition:

Student runs out of classroom, playground area, or school. Student leaves class without permission.

| Gain/Access | | Escape/Avoid | |
|---|---|--|---|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks attention from teacher | <ul style="list-style-type: none"> - Indicate need for attention from teacher | Wants to avoid a task | <ul style="list-style-type: none"> - Request help - Request alternate task - Request to complete work at a later time - Request alternate method for task completion - Request to work with a peer |
| Seeks large motor activities such as running or walking | <ul style="list-style-type: none"> - Indicate need to talk a walk to an approved area - Request to stand while working - Request whole class desk aerobics | Wants to avoid a social situation | <ul style="list-style-type: none"> - Request assistance with situation - Request to work in study carrel - Request a time away from the situation - Request to talk to a counselor |
| Seeks food or other item on campus | -Request desired food/item | Wants to avoid people | |
| | | Wants to avoid an overstimulating element in environment | <ul style="list-style-type: none"> - Indicate to an adult element which is a concern - Request access to an accommodation such as a quiet area, study carrel, headphone, etc |

Strategies for reducing problem behaviors

Gain/Access:

- Provide attention to all students for remaining with the group
- Do not run after student unless necessary for safety; observe from an appropriate distance
- Request bystanders to do provide attention during elopement
- Provide fun activities for students who are with the group
- Remind student of next turn to be in leadership role
- Provide choice of preferred food items
- Allow students to purchase needed food on campus and return to class

Avoid/Escape:

- Reinforce remaining in group
- Reinforce absence of elopement behavior

INAPPROPRIATE SOCIAL INTERACTIONS WITH PEERS AND/OR ADULTS

Definition:

Inappropriate social interactions such as inappropriate touching, invasion of personal space, interrupting, bizarre comments.

| Gain/Access | | Escape/Avoid | |
|--|--|---|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks to socialize with peers | <ul style="list-style-type: none"> - Use socially appropriate words - Request to join a structured activity (such as club) during unstructured time - Use a cool conversation starter - Make a plan for social activities - Shakes hands, high five or fist bump to greet | Wants to avoid overstimulating environments | <ul style="list-style-type: none"> - Request a less stimulating space (eg back of the line or at the table alone) |
| Seeks to play with others | <ul style="list-style-type: none"> - Initiates an activity asking peers to join | Wants to avoid non-preferred activities | <ul style="list-style-type: none"> - Request time in an alternate activity |
| Seeks physical input (hugging, pushing, smacking people) | <ul style="list-style-type: none"> - Indicate need for a sensory activity which provides physical input (eg climbing on play structure, delivering heavy items) - Give high fives | Wants to avoid social contact situations | <ul style="list-style-type: none"> - Let teacher know - Excuse self from social group - Walk away - Ask for a library pass - Seek out a trusted friend in another group |
| Seeks an item that another student has | <ul style="list-style-type: none"> - Indicate request for a turn - Let teacher know to help with mediation - Negotiate with peer to share a toy | Wants to avoid specific people | <ul style="list-style-type: none"> - Indicate desire to work/be with another person |

Strategies for reducing problem behaviors

Gain/Access

- Teach stop and think strategy (ask self “what are you going to do good choice/bad choice”)
- Use Mind Gap Map strategy
- Teach and model appropriate space
- Teach and model appropriate touching
- Practice appropriate social interactions
- Teach social greetings as part of the curriculum
- Pair with a peer of high social status
- Provide frequent reinforcement of positive social interactions
- Arrange work space so that there is appropriate adult supervision
- Provide sensory input prior to social situations (eg jumping, rolling or crashing on soft items)
- Arrange furniture to discourage inappropriate social touching
- Remind of appropriate and inappropriate “hugs”
- Encourage peers to acknowledge appropriate interactions
- Consider accessibility of desired objects
- Use visuals to let student know when it is their turn
- Ask parent if student can earn desired item at home
- Review rules for sharing whole class

Avoid/Escape

- Prime, prepare and prompt student prior to possible stressful situations or overwhelming environments
- Honor request for escape from overstimulating/stressful situations or environments
- Honor request to escape from non-preferred activities for limited duration and frequency
- Reduce number of people in a group
- Allow student to choose group in which to work
- Allow scheduled stretch breaks

MINOR FINE MOTOR ANNOYANCES

Definition:

Any mildly disruptive, in seat behavior such as pencil tapping, tics, finger drumming, toe tapping, chair rocking, etc.

| Gain/Access | | Escape/Avoid | |
|-------------------------------------|---|---|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks attention from teacher | - Request leadership role (handing out papers) | Wants to avoid non-preferred activity | - Let teacher know - Indicate a need for an alternative activity - Indicate need for a break - Indicate need for assistance |
| Seeks attention from peers | - Indicate desire to tell a joke or story | Wants to avoid uncomfortable feelings | - Let teacher know - Indicate need to go to a preferred adult (counselor) |
| Seeks physical activity/stimulation | - Indicate need for an activity which provides tapping, drumming - Indicate need for an activity to increase alertness | Wants to avoid boredom | - Indicate need for alternative activity |
| | | Wants to avoid feeling of being overwhelmed | - List steps needed to complete a task and check with peer or teacher |

Strategies for reducing problem behaviors

Gain/Access

- Reinforce decreased incidents of problem behaviors
- Teach strategies to adjust alertness level
- Allow student to stand up to do work
- Provide opportunities for vigorous exercise before tasks which require long periods of sitting and attending
- Use rubber eraser on top of pencil to decrease noise
- Provide fidget items to keep hands busy
- Provide access to food items which increase alertness
- Provide opportunities to work in an area in which behaviors are not annoying to others
- Teach student to doodle or take notes

Avoid/Escape

- Provide daily/weekly opt out card to avoid specific activity or task
- Give opportunities to change seat to a less stimulating area
- Give movement breaks after acceptable amount of on task behavior
- Teach relaxation/stress reduction techniques
- Provide selection of activities for student when bored or overwhelmed

NON-COMPLIANCE TO TEACHER AND OTHER ADULT'S REQUESTS

Definition:

Refusing to comply with requests of teachers or other adults in authority

| Gain/Access | | Escape/Avoid | |
|---|---|--|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks attention from teacher | <ul style="list-style-type: none"> - Indicate desire to be teacher's helper | Wants to avoid something in the environment in the upcoming activity | <ul style="list-style-type: none"> - Request teacher's help - Request to work on an alternative assignment or with alternative materials |
| Seeks attention from peers | <ul style="list-style-type: none"> - Indicate desire to share completed work - Indicate desire to work with specific peer | Wants to avoid work activities or people | <ul style="list-style-type: none"> - Ask to be in a different group - Request to move to a more private area - Request to work in another group |
| Seeks to maintain an element in the current environment | <ul style="list-style-type: none"> - Indicate need to teacher - Indicate need to utilize preferred item in next activity | Wants to avoid situations which may feel embarrassing | <ul style="list-style-type: none"> - Let teacher know specific task/activity which may be embarrassing |
| Seeks to keep an item the teacher is asking him/her to return | <ul style="list-style-type: none"> - Negotiate a plan to get item back at another time - Develop a plan to earn the item | Feels angry, sad or frustrated about a different situation | <ul style="list-style-type: none"> - Request to talk to an adult about feelings - Write out feelings |
| | | Feels overloaded by environmental or work demands | <ul style="list-style-type: none"> - Request assistance in breaking task down into more manageable steps - Request help from a peer - Request sensory accommodation such as using headphones to block sound |

Strategies for reducing problem behaviors

Gain/Access

- Teach relaxation strategies such as deep breathing, progressive relaxation, creative visualization
- Allow younger students to bring preferred item with them during transition to the next activity
- Allow students to bring object from one activity to the next which is needed
- Give early warning for time to return tangible items
- Delay privileges until item is returned
- Reinforce other students for returning items
- Control access to tangible items
- Refer to a visual schedule to let student know when it will be his/her turn
- Sit close to adult for support and frequent positive feedback
- Seat next to positive role models
- Allow students who have finished work to share/show what they have done
- Allow student to hand out papers, help someone having difficulty understanding material, or be a peer tutor if own work is done
- Ignore student when noncompliant
- Give lots of attention when student is compliant

Avoid/Escape

- Teach student to identify feelings (embarrassment, anger, sadness etc)
- Provide clear, specific expectations for assignments
- Develop behavior contract with student to include both specific reinforcement for compliance and consequences for noncompliance
- Allow student not to participate, resulting in lower grade or loss of possible reward
- Repeat the request then walk away to allow for processing time and reduced power conflicts
- Provide appropriate time away area
- Provide counseling time or time to talk to a trusted adult
- Acknowledge student's feelings and attempt to assist to resolve if possible
- Work with student to identify what is uncomfortable in a setting and develop a plan to address
- Assist student in developing a checklist for work completion

OUT OF SEAT

Definition:

Getting out of seat or out of desk and leaving group.

| Gain/Access | | Escape/Avoid | |
|--------------------------|--|---|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Wants space | <ul style="list-style-type: none"> - Ask to work in another area - Ask for people to move away | Wants to avoid a specific person | <ul style="list-style-type: none"> - Ask person to move away - Request to work with a different staff, peer or group |
| Wants a break | <ul style="list-style-type: none"> - Use a break card that allows for a time limited break | Wants to avoid a situation | <ul style="list-style-type: none"> - Put head down - Ask to work away from specific situation |
| Wants attention | <ul style="list-style-type: none"> - Raise hand - Let teacher know he/she would like to be a leader - Ask to work with a peer | Wants to avoid a task perceived as too difficult | <ul style="list-style-type: none"> - Ask for help - Ask for peer to help |
| Wants stimulation | <ul style="list-style-type: none"> - Let teacher know of need | Wants to avoid a task perceived to be non-interesting or irrelevant | <ul style="list-style-type: none"> - Ask for alternative assignment |
| Needs to use restroom | <ul style="list-style-type: none"> - Use one of a limited number of bathroom passes | | |
| Needs to stretch muscles | <ul style="list-style-type: none"> - Use one of a limited number of take a stretch break card | | |
| Wants an item or food | <ul style="list-style-type: none"> - Request access to item - Let teacher know if hungry | | |

Strategies for reducing problem behaviors

Gain/Access

- Use checklist to gather all needed supplies prior to lesson
- Have acceptable materials/items in desk
- Reward for increased tolerance to wait for desired items
- Publicly acknowledge increasing time in seat
- Interact frequently with student
- Establish specific times for access to preferred objects/people/activities
- Allow limited access or remind of upcoming access when food is requested
- Provide wait card

Avoid/Escape

- Consider length of challenging activities
- Provide activities at interest level
- Consider age and expectations
- Prevent lag time between activities
- Reduce competitiveness
- Provide high interest tasks
- Allow to sit on edge of group if sensitive to people, space, noise issues

PHYSICAL AGGRESSION

Definition:

Any instance of hitting, kicking, scratching, pinching of adults or other students, instigating fights, or sexually provocative touching.

| Gain/Access | | Escape/Avoid | |
|--|--|--|---|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Wants attention | <ul style="list-style-type: none"> - Ask to be a leader - Ask teacher for help - Raise hand - Ask to run errands | Wants to protest/avoid a non-preferred demand | <ul style="list-style-type: none"> - Ask for help - Ask for an alternate assignment - Ask for a break (limited in time and number) |
| Attempt at social interaction | <ul style="list-style-type: none"> - Ask peer or adult to play - Show play card | Wants to escape feelings of frustration or anger | - Indicate feelings on feeling chart and appropriate problem solving strategies |
| Wants to show control or domination over others | <ul style="list-style-type: none"> - Ask to be a leader - Ask to be a peer tutor | | |
| Wants to obtain and item another person has | <ul style="list-style-type: none"> - Ask for a turn | | |
| Seeks sensory stimulation through physical contact | <ul style="list-style-type: none"> - Request to hit a pillow, beanbag, musical instrument - Ask to use weight room or gym | | |

Strategies for reducing problem behaviors

Gain/Access

- Reinforce appropriate attempts to get peer or adult attention
- Make desired items more readily available if appropriate
- Ensure student gets item when appropriately requested or acknowledge appropriate request and indicate when it will be available
- Reinforce increasing ability to delay access to items
- Provide sensory based activities throughout the day
- Provide appropriate items for physical contact (pillows, beanbags, etc)
- Provide deep tissue sensory input (high fives, rolling, pulling)
- Provide vestibular sensory input (swinging, spinning)

Avoid/Escape

- Reduce activities which are perceived as challenging
- Reinforce participation versus perfection or accuracy
- Allow access to counselor when student appears upset
- Consider age and abilities when planning activities
- Make activities interesting
- Balance preferred and nonpreferred activities

RESISTS TRANSITIONS BETWEEN ACTIVITIES or PLACES

Definition:

Student shows misbehavior when asked to stop one task or activity and begin another or going from one setting to another.

| Gain/Access | | Escape/Avoid | |
|---|--|--|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks to prolong peer interactions during transition | <ul style="list-style-type: none"> - Make plans with friends to interact at a different time | Wants to avoid new task or activity | <ul style="list-style-type: none"> - Let teacher know of concerns - Ask for an alternative task in the same subject area in the new setting |
| Seeks to prolong attention from adult or peer in previous setting, activity | <ul style="list-style-type: none"> - Ask to be a leader in the next activity - Ask for attention from an adult in new activity/environment - Ask to work with peer in new environment | Wants to avoid sensory aspect of new task | <ul style="list-style-type: none"> - Let teacher know of concern - Ask to use headphones - Negotiate supports to manage sensory input |
| Seeks to keep playing with or using item in current environment | <ul style="list-style-type: none"> - Ask for more time | Is wary of new environment | <ul style="list-style-type: none"> - Let teacher know of concerns - Ask to perform activity in different environment - Request comforting item to carry to next environment |
| Wants to keep participating in current activity | <ul style="list-style-type: none"> - Ask for more time - Ask to participate in the activity at a later time | Wary of factor in transitional environment (hallway) | <ul style="list-style-type: none"> - Ask for a peer or adult escort - Ask to go earlier or later - Ask to use headphones - Ask for an alternate route |

Strategies for reducing problem behaviors

Gain/Access

- Use schedule to determine next turn
- Provide opportunities for peer or adult interactions in next environment
- Provide similar activities or materials in subsequent environment

Avoid/Escape

- Prompt when end of task is near
- Use timer to indicate transition
- Prepare materials for closure and change
- Have students put all items away in advance of transition
- Provide checklist of schedule
- Provide support for transition
- Allow to leave early to avoid uncomfortable components of transition
- Allow to take an alternate route for transitioning
- Make sure task in new environment is at appropriate instructional level
- Provide list of activities in new environment
- Change order of activities; preferred following nonpreferred
- Provide transitional objects for student to carry during transition
- Allow student to work in preferred environments
- Change unpleasant sensory aspects of new environment
- Clearly marked spots for students to stand while waiting
- Adjust line up area to be less noisy or crowded

SPITTING

Definition:

Spitting of saliva, regurgitation, food items or water.

| Gain/Access | | Escape/Avoid | |
|---------------------------------------|--|---|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks attention from adults and peers | <ul style="list-style-type: none">- Appropriately ask for attention using words or other communication system- Ask another student to play or engage in a social interaction- Request to be a leader or helper | Wants to avoid non-preferred activities | <ul style="list-style-type: none">- Use appropriate communication to request alternative activity/task- Use a break card for limited number of breaks |
| Seeks sensation of spitting | <ul style="list-style-type: none">- Ask for a drink- Ask for or get a tissue to spit into- Ask for a chewy item- Spit into trashcan | Wants to avoid specific people | <ul style="list-style-type: none">- Request to work with a different adult or group |
| Seeks desired item | <ul style="list-style-type: none">- Use appropriate communication to request item (words, communication system)- Ask teacher to help get desired item | | |

Strategies for reducing problem behaviors

Gain/Access

- Prompt to swallow
- Remind to use words or appropriate communication to make requests
- Encourage student to gain attention by helping others or leading a group
- Change groups so that student can “shine’ or gain positive attention in a group
- Allow free access to water fountain
- Allow student to have water bottle at desk
- Provide appropriate items for oral stimulation at desk (gum, chewy candies, etc) and prompt use
- Provide tissues and prompt student to use them
- Teach student health and social implications of spitting
- Remind student to take a drink
- Schedule regular drink breaks
- Allow student to go to restroom to spit in sink or toilet
- Provide small healthy snacks
- Allow student to bring acceptable snacks to eat according to classroom rules

Avoid/Escape

- Teach student to ask for help when frustrated by a nonpreferred task/activity
- At beginning of lesson or period remind student of reinforcement for absence of spitting
- Remind student appropriate methods of seeking escape when he/she appears to be escalating
- Teach student to select preferred group
- Provide student with choice of group or staff to work with
- Provide choice of activities
- Alternate preferred and nonpreferred activities starting and ending with preferred
- Make sure activities are appropriate level of ability and interest

STEALING

Definition:

Taking something that belongs to somebody else, illegally or without the owner's permission.

Presenting someone's work as own.

| Gain/Access | | Escape/Avoid | |
|--------------------------------------|---|--------------|----------------------|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks attention from adults or peers | <ul style="list-style-type: none"> - Ask to be a leader, share a story, tell a joke - Let teacher know of need - Use appropriate communication to ask a peer to play or interact - Ask in an appropriate way to be included in an activity - Scan area for someone who is alone and ask them to play or engage that person | | |
| Seeks desired item | <ul style="list-style-type: none"> - Ask person if the item can be borrowed for an agreed upon amount of time - Ask teacher for assistance in obtaining desired item | | |
| Wants to keep an item that they want | <ul style="list-style-type: none"> - Ask teacher for a turn in the future - Ask teacher for more time - Ask for a plan to earn the item at a later time if returned appropriately | | |

Strategies for reducing problem behaviors

Gain/Access

- Encourage student to engage other students in play or joint activity'
- Encourage student to seek adult assistance if needed
- Teach signal for obtaining attention
- Allow student to bring own item to school which meets their needs
- Provide limited access to desired items at appropriate time
- Encourage other students to keep items put away
- If item is for sensory needs, teach student other ways to get that need meet (stretching hands, doodling, holding a pen or pencil)
- Give advanced warning before items need to be turned in
- Check in items to be sure everyone has turned theirs' in
- Reinforce for expressing their needs by providing access to requested item when appropriate
- Keep items out of reach and sight
- Make a chart that limits the amount of time student can have specific item

TALKING OUT/BACK/INAPPROPRIATE COMMENTS

Definition:

Talking out of turn during class time, talking back in rude manner to adults, inappropriate comments in class.

| Gain/Access | | Escape/Avoid | |
|-------------------------------------|---|---|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Showing off for peers | <ul style="list-style-type: none"> - Request to be a leader or helper - Ask to tell joke or story | Wants to avoid waiting | <ul style="list-style-type: none"> - Record ideas, questions or comments he/she would like to make - Count silently to 10 - Put head on desk and breathe deeply |
| Seeks attention from adults/teacher | <ul style="list-style-type: none"> - Raise hand or use predetermined signal to gain teacher's attention - Use a card to indicate desire to speak - Ask for time to speak with person privately if there is an issue - Ask for a problem solving session with an adult mediator if there are issues with another student | Wants to avoid demand or non-preferred activity | <ul style="list-style-type: none"> - Let teacher know and request alternative assignment |
| | | Wants to avoid non-preferred person | <ul style="list-style-type: none"> - Request to work with a different group or person |

Strategies for reducing problem behaviors

Gain/Access

- Provide activities that require talking or reporting back to large group
- Ignore if not too disruptive
- Remind student of classroom rules for speaking
- Remind student of rewards and consequences for inappropriate behavior
- Reward others who are not talking out
- Give students a visible means of requesting attention such as sticky note on desk, flag or predetermined "secret" symbol
- Do not respond to blurted out remarks
- Acknowledge when student talks out but remind student to raise hand or use other system for getting attention
- Provide opportunities to talk, be noisy and express self in an appropriate place
- Allow student to state remarks quietly to an elbow partner if not disruptive to the whole group

Avoid/Escape

- Teach student to wait
- Reward gradual improvements in waiting time
- Provide paper or dry erase board to jot questions or comments he/she would like to make
- If request to escape is made inappropriately, prompt student to rephrase request appropriately
- If request is phrased appropriately, acknowledge and attempt to mediate (eg provide alternatives other means of participating, other ways to complete work)
- Teach, model, practice, role play appropriate way of disagreeing
- Ask another student to model an appropriate way of disagreeing

THROWING OBJECTS

Definition:

Any instance of throwing objects whether aimed at people or not.

| Gain/Access | | Escape/Avoid | |
|--|--|---|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks attention from adults or peers | <ul style="list-style-type: none"> - Ask to be a leader, read story aloud, help others, etc - Write down ideas or questions | Wants to avoid non-preferred task | <ul style="list-style-type: none"> - Use a break card - Ask for an alternate task |
| Seeks proprioceptive input from throwing | <ul style="list-style-type: none"> - Request appropriate activities such as shooting baskets, playing nerf target games, beanbags etc | Wants to avoid specific people | <ul style="list-style-type: none"> - Ask to work with different group or person |
| Seeks sound of items hitting target | <ul style="list-style-type: none"> - Request appropriate activities such as beating a drum, playing target games | Wants to retaliate against another person | <ul style="list-style-type: none"> - Use appropriate communication to discuss your concern - Ask for time to talk with an adult about solutions to the situation - Write down "I feel" statements |
| Seeks reaction from other people | <ul style="list-style-type: none"> - Ask someone else to engage in an appropriate game or activity | | |

Strategies for reducing problem behaviors

Gain/Access

- Model and practice appropriate strategies for gaining attention
- Provide choice of roles that promote positive attention (leader, reader, helper, etc)
- Provide appropriate games and activities that include throwing
- Incorporate active games into the curriculum as appropriate
- Play music as appropriate to meet auditory needs
- Provide percussion instruments

Avoid/Escape

- Prompt student to request time to talk with a preferred adult about issue
- Encourage student to speak to teacher to request an alternative assignment
- Provide choice of assignments
- Limit access to items which can be thrown

VERBAL AGGRESSION

Definition:

Any instance of swearing, rudeness, sexually provocative language or outburst which feels threatening to the listener

| Gain/Access | | Escape/Avoid | |
|--|--|---|--|
| Function | Replacement Behavior | Function | Replacement Behavior |
| Seeks to appear "cool" to peers | <ul style="list-style-type: none"> - Request to work with a peer of choice - Request to help others - Request to lead a lesson - Request to tell an appropriate joke | Wants to avoid non-preferred activities | <ul style="list-style-type: none"> - Use a break card - Request to go to a predetermined quiet area when feelings are escalating - Use acceptable ways to communicate displeasure - Ask for an alternative assignment/activity |
| Seeks attention from an adult | <ul style="list-style-type: none"> - Raise hand - Approach teacher's desk quietly - Show help card - Let the teacher know that he/she wants to share his/her work | Wants to avoid specific people | <ul style="list-style-type: none"> - Ask to work with a different group or adult - Request to work alone |
| Seeks self-stimulation (sound or vibration of raised voice) | <ul style="list-style-type: none"> - Ask to sing or rap for group - Ask to step outside to vocalize | Wants to avoid "down time" | <ul style="list-style-type: none"> - Request to write, draw or read - Select "free time" activity |
| Seeks to obtain access to a desired object by threatening or intimidating another person | <ul style="list-style-type: none"> - Ask for a turn - Ask teacher to help mediate - Ask for more time - Ask for access to the item at a later time | | |

Strategies for reducing problem behaviors

Gain/Access

- Provide socially appropriate ways for student to “shine” by demonstrating work or accomplishments to peers
- Allow student to voice opinion in socially appropriate ways
- Separate student from person who is their primary focus
- Avoid engaging in an argument with student
- Avoid embarrassing student in front of others
- Try various groupings for student success
- Pair with a peer
- Provide verbal activities such as choral reading, drama, role playing, chanting of facts, etc
- Encourage peers to share when student appropriately requests an item
- Provide frequent access to desired objects
- Provide limited access to desired items
- Encourage other students to seek adult’s help if feeling intimidated
- Develop a schedule for use of the preferred item

Avoid/Escape

- Plan schedule to prevent lag time between activities
- Remind student of appropriate method of seeking escape when he/she begins to verbally escalate
- Teach, model, practice appropriate methods for expressing displeasure’
- Remind student at beginning of lesson or period of rewards for not using verbal aggression
- Teach student to recognize internal feelings of frustration
- Teach student to remove self when frustrated
- Provide quiet area for student to use when frustrated
- Provide acceptable choices
- Allow some work to be finished at home

Behavior Intervention Plan (BIP) Scoring System

The Scoring Rubric was originally designed by Diana Browning Wright, PENT Director, as an instrument to help evaluate the quality of BIPs. The scoring guide measures the extent to which components which have been shown within the research as key concepts in behavior plan development appear within a specific plan, and whether these components are logically related. The scoring guide only evaluates whether these key concepts are included in the plan, not whether they are appropriate or effective. The scoring guide cannot evaluate the developmental appropriateness of teaching strategies, the accuracy of the determined function of the problem behavior, the integrity of the plan implementation nor the plan validity. The scoring guide can, however, evaluate whether the key components link together in the appropriate way to help develop an effective and legally defensible behavior plan that will assist staff in changing the behavior of students.

Considerations for the development of BIPs:

- All behavior serves as communication for the student and allows the student to get a need met; behavior serves a function
- All behavior is related in some form to the context and/or environment within which it is demonstrated
- Behavior planning involves both the teaching of new functionally equivalent behaviors that are positive and socially adaptive as well as changing environmental features so that the need to use the problem behavior diminishes
- New behaviors cannot be maintained within a student's repertoire without reinforcement
- There must be a strategy to handle problem behaviors safely should they occur
- All stakeholders must communicate with each other to promote lasting change in a student's behavior

The scoring guide serves to identify whether the BIP:

- Describes problem behavior in observable, measureable and specific terms
- Indicates changes in the environment to support changes in problem behavior
- Clearly summarizes interventions
- Defines/describes the function of problem behavior
- Identifies, teaches, and reinforces functionally equivalent replacement behaviors (FERBs)
- Describes reinforcement provisions to support the use of the FERB
- Specifies the reactive strategies to manage the problem behavior safely
- Monitors progress
- Encourages communication between all stakeholders of plan implementation

The scoring guide consists of four parts:

1. The BIP form with lines labeled for each component to be evaluated
2. A description of the components within the plan and corresponding key concepts to assist with clarification
3. A scoring rubric which includes the components of the plan to evaluate and the lines for each component. The rubric also provides descriptions of what constitutes scores of 2, 1, or 0 for each written component
4. A scoring sheet on which to enter the scores for each component with a summary score indicating whether the written plan is well developed and likely to be effective in changing the stated behavior

Positive Behavior Intervention Plan Key Concepts

Components

Key Concepts

| | |
|---|---|
| <p>Problem Behavior <i>* Behavior impeding learning is...</i></p> | <ul style="list-style-type: none"> • Define the problem behavior clearly so you can measure progress. • If you use general behavioral category terms such as “defiance,” give examples of what the student actually does so that everyone understands what the problem looks like when it occurs. |
| <p>Replacement behaviors serve the same function as the problem behaviors.</p> <p>Functionally Equivalent Replacement Behavior (FERB) must be identified that will be taught and reinforced to allow the student's need (function) to be met in an acceptable manner</p> | <ul style="list-style-type: none"> • The FERB is a positive alternative that allows the student to obtain the function that the problem behavior provided– He or she gets something or rejects something (protest/avoid) that is acceptable in the environment. • The FERB should maximize the benefits (more positive feedback) and minimize the costs to the student and others in the environment (lost instructional time, punishment). |
| <p>Teaching strategies adequately specify how to teach and or prompt FERBs.</p> <p>Specify how the FERB, that allows the student to meet functional need in an acceptable way, will be systematically taught.</p> | <ul style="list-style-type: none"> • A plan to teach or prompt the FERB must be carefully thought out, with materials or strategies given with enough detail so that all team members will remember what they have decided to do. • It is acceptable to minimally mention the teaching strategy and then refer the reader to an attached skill teaching sequence. • The teaching section can include identification strategies for increasing general positive behavior skills. Full credit requires specific strategies for teaching FERBs. FERB is a core component of any well designed behavior plan and therefore methods of teaching this should be specified with some details. |

Components

Key Concepts

Reinforcers are specific to student and are known objects, activities and/or people that the student seeks.

A reinforcer is a consequence that increases or maintains a behavior. It “reinforces” the probability of the behavior being repeated.

- A reinforcer can be a tangible or an event delivered as a conditional consequence.
- A reward is a tangible or an event delivered conditionally for which you hope the student will strive to earn it, but for which you do not yet have evidence that this has worked in the past or for which evidence does not currently exist that the student will strive to attain the reinforce.
- Students will not likely change or maintain new behaviors without reinforcement. Determine if a true “reinforcer” has been selected, rather than a “reward.” For a reinforcer there is evidence of the student seeking this event or tangible.
- Can the student wait for the reinforcer, even if it is known to be highly powerful? Can less powerful reinforcers be delivered more frequently or can increasing variety maintain effort?
- Does the student grasp the connection between the reinforcer and the behavior?
- If using a token system, does the student understand the token symbolizes progress toward earning the reinforcer? Is the student getting tokens as frequently as needed to maintain effort? If not, increase frequency and/or intensity of token delivery.
- Who delivers the reinforcer can be important. From whom does the student most want to receive the reinforcer?

Components

Key Concepts

| | |
|--|--|
| <p>Reactive strategies are clearly communicated and understood by all implementers of the plan.</p> <p>All plan implementers should be consistent in their approach when problem behavior occurs.</p> | <ul style="list-style-type: none"> • Well designed reactive strategies consider the progression phases in specifying how to respond to a problem behavior: <ol style="list-style-type: none"> 1. prompting – can continuation or escalation of problem behavior be averted by using a prompt? 2. managing safely – how will staff maintain safety of everyone during escalated behavior? 3. debriefing – what procedures after calm is restored help to prevent further occurrences and restore rapport and rule following behavior? 4. consequences – may or may not be required or recommended. Do school safety requirements, outside agency or parent requests require specific consequences? Does the team believe a consequence will result in the student avoiding using the problem behavior in the future? • Debriefing can be a dialogue or a written process or a behavior practice session. For younger or less cognitively able students, where verbal problem solving has not yet proven successful, debriefing can involve a session to model replacement behavior, or guided practice with the student of how to use the FERB, or a review of a picture sequence of alternative behavior steps. |
|--|--|

Positive Behavior Intervention Plan Evaluation Scoring Rubric

| Components to Evaluate | Line | 2 Points | 1 Point | 0 Points |
|---|-------|---|--|---|
| A. Problem Behavior | 1 | All identified problem behaviors are observable and measurable. | Some of the identified problem behaviors are not observable and measurable | No problem behavior is stated in observable and measurable terms |
| B. Strategies and supports for decreasing inappropriate behavior link to function | 4 & 2 | One or more teaching strategy or curricular, material or environmental modification (line 4) and they are linked to the communicative function (line 2) | One or more teaching strategy or curricular, material or environmental modification (line 4) but they are not logically related to function (line 2) | No change in any strategy or the following four environmental variables is described: time, space, materials or positive interactions. |
| C. Function related to replacement behavior | 2 & 3 | All specified FERBs (line 3) serve the same function as the problem behavior (line 2) | FERB must serve the same function as problem behavior but lacks specificity. | No FERB is identified OR the function was not accurately identified on line 2 in terms of to get something (obtain) or to reject something (escape, protest or avoid) and therefore line 3 cannot be evaluated OR function was not stated in behavioral terms |
| D. Teaching strategies specify teaching of FERB | 5 & 3 | Teaching strategies (line 5) for all FERBs (line 3) include at least one detail about how this will be done; for example, materials are listed, a strategy is described, a list of procedures or skill steps is referenced. | Some teaching strategies with at least one detail are specified for one or more general positive behaviors OR teaching strategies, with at least one detail for one, but not all, FERBs listed (line 3). | No strategies with at least one detail are specified to teach either a FERB or to teach general positive behaviors (line 5). |

| Components to Evaluate | Line | 2 Points | 1 Point | 0 Points |
|---|------------|---|---|---|
| E. Reinforcers | 6 | Reinforcement for decreasing inappropriate behavior and for FERB is complete AND if any other reinforcers for positive behavior, must also be complete: <ol style="list-style-type: none"> 1. specifically stated 2. contingently given 3. frequency | Reinforcement listed but 1, 2, or 3 missing. | No reinforcement listed. |
| F. Reactive strategies | 7 | Strategy for managing at least one problem safely is present, and any two other components (prompting FERB or redirecting, debriefing or consequences). | Strategy for managing at least one problem safely is present, but two other components for that behavior are not given. | Managing problem safely for at least one behavior is absent. |
| G. Goals and objectives | 9 | One complete FERB goal is included within the IEP. | Goal for FERB is incomplete. | No complete goal is included. |
| H. Personnel responsible for overseeing plan / implementers | 4, 5, 6, 8 | All personnel responsible for overseeing plan and implementers are specified. | Not all implementers are specified | No responsible personnel responsible for overseeing the plan or implementers are identified |

POSITIVE BEHAVIOR INTERVENTION PLAN – Scoring Key
Ventura County SELPA

Student Name _____ D.O.B. _____ Meeting Date _____

Behavior interfering with learning (Problem Behavior): *(include frequency, duration and/or intensity as appropriate)*

Line 1

Communicative function of behavior: **Line 2**

- Escape Attention Sensory Tangible

Describe: *(include antecedents/consequences as appropriate)*

Positive/Replacement Behavior: *(serves the same function as the problem behavior – not simply the absence of the problem behavior)*

Line 3 *links to Line 2*

Reduction of Problem Behavior: *(note strategies, who will implement and when)*

Line 4 *links to Line 2*

Increase of Positive/Replacement Behavior: *(note strategies, who will implement and when)*

Line 5 *links to Line 3*

Reinforcement: *(note reinforcers, who will administer and when)*

Line 6

Reactive Strategies: *(if problem behavior occurs):*

Line 7

Personnel responsible for overseeing plan: _____ **Line 8**

See IEP goal(s) related to this plan. Goal number(s) **Line 9**

Positive Behavior Intervention Plan Evaluation Scoring Sheet

- ___ A. Line 1.....Problem Behavior
- ___ B. Line 4 links to 2.....Strategies for decreasing Problem Behavior
link to function
- ___ C. Line 2 links to 3.....Function related to Positive/Replacement Behavior
- ___ D. Line 5 links to 3.....Teaching strategies for Positive/Replacement Behavior
- ___ E. Line 6.....Reinforcement
- ___ F. Line 7.....Reactive strategies
- ___ G. Line 9.....Goals and Objectives
- ___ H. Lines 4, 5, 6, 8.....Personnel responsible for overseeing plan

A well developed plan represents best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove elements in the environment associated with problem behavior.

- Fewer than 8 points = Weak plan
This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.
- 8 - 10 points = Underdeveloped plan
This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly represent best practice. Consider alterations.
- 11 - 14 = Good plan
This plan is likely to affect a change in problem behavior and elements of best practice are present.
- 15 - 16 = Superior plan
This plan is likely to affect a change in problem behavior and represents best practice.

Adapted from Diana Browning Wright PENT Research Team

Comprehensive Behavior Intervention Plan Key Concepts

Components

Key Concepts

| | |
|---|---|
| <p>Problem Behavior <i>* Behavior impeding learning is...</i></p> | <ul style="list-style-type: none"> • Define the problem behavior clearly so you can measure progress. • If you use general behavioral category terms such as “defiance,” give examples of what the student actually does so that everyone understands what the problem looks like when it occurs. |
| <p>Replacement behaviors serve the same function as the problem behaviors.</p> <p>Functionally Equivalent Replacement Behavior (FERB) must be identified that will be taught and reinforced to allow the student's need (function) to be met in an acceptable manner</p> | <ul style="list-style-type: none"> • The FERB is a positive alternative that allows the student to obtain the function that the problem behavior provided– he or she gets something or rejects something (protest/avoid) that is acceptable in the environment. • The FERB should maximize the benefits (more positive feedback) and minimize the costs to the student and others in the environment (lost instructional time, punishment). |
| <p>Teaching strategies adequately specify how to teach and or prompt FERBs.</p> <p>Specify how the FERB, that allows the student to meet functional need in an acceptable way, will be systematically taught.</p> | <ul style="list-style-type: none"> • A plan to teach or prompt the FERB must be carefully thought out, with materials or strategies given with enough detail so that all team members will remember what they have decided to do. • It is acceptable to minimally mention the teaching strategy and then refer the reader to an attached skill teaching sequence. • The teaching section can include identification strategies for increasing general positive behavior skills. Full credit requires specific strategies for teaching FERBs. FERB is a core component of any well designed behavior plan and therefore methods of teaching this should be specified with some details. |

Components

Key Concepts

Reinforcers are specific to student and are known objects, activities and/or people that the student seeks.

A reinforcer is a consequence that increases or maintains a behavior. It “reinforces” the probability of the behavior being repeated.

- A reinforcer can be a tangible or an event delivered as a conditional consequence.
- A reward is a tangible or an event delivered conditionally for which you hope the student will strive to earn it, but for which you do not yet have evidence that this has worked in the past or for which evidence does not currently exist that the student will strive to attain the reinforce.
- Students will not likely change or maintain new behaviors without reinforcement. Determine if a true “reinforcer” has been selected, rather than a “reward.” For a reinforcer there is evidence of the student seeking this event or tangible.
- Can the student wait for the reinforcer, even if it is known to be highly powerful? Can less powerful reinforcers be delivered more frequently or can increasing variety maintain effort?
- Does the student grasp the connection between the reinforcer and the behavior?
- If using a token system, does the student understand the token symbolizes progress toward earning the reinforcer? Is the student getting tokens as frequently as needed to maintain effort? If not, increase frequency and/or intensity of token delivery.
- Who delivers the reinforcer can be important. From whom does the student most want to receive the reinforcer?

Components

Key Concepts

| | |
|--|--|
| <p>Reactive strategies are clearly communicated and understood by all implementers of the plan.</p> <p>All plan implementers should be consistent in their approach when problem behavior occurs.</p> | <ul style="list-style-type: none"> • Well designed reactive strategies consider the progression phases in specifying how to respond to a problem behavior: <ol style="list-style-type: none"> 1. prompting – can continuation or escalation of problem behavior be averted by using a prompt? 2. managing safely – how will staff maintain safety of everyone during escalated behavior? 3. debriefing – what procedures after calm is restored help to prevent further occurrences and restore rapport and rule following behavior? 4. consequences – may or may not be required or recommended. Do school safety requirements, outside agency or parent requests require specific consequences? Does the team believe a consequence will result in the student avoiding using the problem behavior in the future? • Debriefing can be a dialogue or a written process or a behavior practice session. For younger or less cognitively able students, where verbal problem solving has not yet proven successful, debriefing can involve a session to model replacement behavior, or guided practice with the student of how to use the FERB, or a review of a picture sequence of alternative behavior steps. |
|--|--|

Components

Key Concepts

| | |
|--|--|
| <p>Goals and Objectives are specified to enable adequate progress monitoring.</p> <p>To be observable and measureable, the goal description must clearly state what the behavior looks like with no ambiguity on what is to be measured</p> <p>To effectively measure progress on improving behavior, in addition to a FERB goal, one or more additional goals for either reduction in problem behavior and/or increase in general positive behaviors should be developed by the team.</p> | <ul style="list-style-type: none"> • A complete goal consists of components including: <ul style="list-style-type: none"> By when By whom Will do or not do what Under what conditions/situations At what level of proficiency How measured and by whom • The FERB goal must show a clear connection to how this behavioral goal achieves similar outcomes to the problem behavior under similar conditions |
|--|--|

Comprehensive Behavior Intervention Plan Evaluation Scoring Rubric

| Components to Evaluate | Line | 2 Points | 1 Point | 0 Points |
|---|-------|---|---|---|
| A. Problem Behavior | 1 | All identified problem behaviors are observable and measurable. | Some of the identified problem behaviors are not observable and measurable. | No problem behavior is stated in observable and measurable terms. |
| B. Strategies and supports for decreasing inappropriate behavior link to function | 6 & 4 | One or more teaching strategy or curricular, material or environmental modification (line 6) and they are linked to the communicative function (line 4). | One or more teaching strategy or curricular, material or environmental modification (line 4) but they are not logically related to function (line 2). | No change in any strategy or the following four environmental variables is described: time, space, materials or positive interactions. |
| C. Function related to replacement behavior | 4 & 5 | All specified FERBs (line 5) serve the same function as the problem behavior (line 4). | FERB must serve the same function as problem behavior but lacks specificity. | No FERB is identified OR the function was not accurately identified on line 2 in terms of getting something (obtain) or rejecting something (escape, protest or avoid) and therefore line 3 cannot be evaluated OR function was not stated in behavioral terms. |
| D. Teaching strategies specify teaching of FERB | 7 & 5 | Teaching strategies (line 7) for all FERBS (line 5) include at least one detail about how this will be done; for example, materials are listed, a strategy is described, a list of procedures or skill steps is referenced. | Some teaching strategies with at least one detail are specified for one or more general positive behaviors OR teaching strategies, with at least one detail for one, but not all, FERB listed (line 3). | No strategies with at least one detail are specified to teach either a FERB or to teach general positive behaviors (line 5). |

| Components to Evaluate | Line | 2 Points | 1 Point | 0 Points |
|---|------------------|--|--|--|
| E. Reinforcers | 8a & 8b | Reinforcement for decreasing inappropriate behavior and for FERB are complete AND if any other reinforcers for positive behavior are listed, they must also be complete: 4. specifically stated 5. contingently given 6. frequency stated | Reinforcement listed but 1, 2, or 3 missing. | No reinforcement listed. |
| F. Reactive strategies | 10 | Strategy for managing at least one problem behavior safely is present, and any two other components (prompting FERB or redirecting, debriefing or consequences). | Strategy for managing at least one problem behavior safely is present, but two other components for that behavior are not given. | Managing problem behavior safely for at least one behavior is absent. |
| G. Goals and objectives | 11 | One complete FERB goal is included within the IEP. One complete goal for reduction in problem behavior and/or increase in general positive behaviors. | Goal for FERB is incomplete, or additional goals missing | No complete goal is included. |
| H. Personnel responsible for overseeing plan / implementers | 6, 7, 10, 12, 14 | All personnel responsible for overseeing plan and implementers are specified. | Not all implementers are specified. | No responsible personnel responsible for overseeing the plan or implementers are identified. |
| I. Communication | 12 | Complete exchange of communication with all implementers and responsible parties specified. | Not all implementers or responsible parties are specified. | No implementers or responsible parties are specified; no communication provisions are noted. |

COMPREHENSIVE BEHAVIOR INTERVENTION PLAN – Scoring Key

Ventura County SELPA IEP

(For students whose behavior impedes learning of self or others, or disciplinary action is resulting in a change of placement)

Student Name _____ D.O.B. _____ Meeting Date _____

This Positive Behavior Support Plan is based upon:

- Team meeting
- Observational data
- Student interview
- Staff interview(s)
- Behavior Analysis/Review Worksheet
- Functional Behavioral Assessment

Description of INAPPROPRIATE BEHAVIOR which interferes with learning (PROBLEM BEHAVIOR – must be observable/measurable):

Line 1

Current frequency/intensity/duration of problem behavior:

Current predictors (ANTECEDENTS) for problem behavior:

Line 2 links to 1, 4, 6

Most typical outcomes (CONSEQUENCES) of problem behavior:

Line 3 links to 1, 4

IEP team believes behavior occurs because (hypothesis of function) Escape Attention Sensory Tangible Describe:

Line 4

Description of POSITIVE BEHAVIOR/REPLACEMENT BEHAVIOR (what student should do to gain the same outcome as the problem behavior in an acceptable way; NOT simply the absence of the problem behavior; should be something the student is capable of learning/doing):

Line 5 links to 4

Current frequency of positive/replacement behavior:

TEACHING/ACTION PLAN

REDUCTION OF PROBLEM BEHAVIOR

| | |
|---|---|
| <p>Interventions: (Eg, Altering teaching strategies; making curricular, material or environmental modifications; changing antecedents; giving choices; preventing “triggers”.) Specify frequency and responsible personnel.</p> | <p>Reinforcement: (Indicate behavior, rate of behavior, interval, reinforcer, and responsible personnel for reduction of problem behavior)</p> |
|---|---|

Line 6 links to 4

Line 8a links to 6

Plan for fading interventions and reducing reinforcement for problem behavior:

Line 9a links to 8a

INCREASE OF POSITIVE/REPLACEMENT BEHAVIOR

Interventions: (Eg, Teaching, practicing or modeling; providing communication means; teaching social skills, assertive skills or problem solving.)
Specify frequency and responsible personnel for each strategy.

Reinforcement: (Indicate behavior, rate of behavior, interval, reinforcer, and personnel to increase positive/replacement behavior):

Line 7 links to 5

Line 8b links to 5

Plan for fading interventions and reducing reinforcement for positive/replacement behavior:

Line 9a links to 5

REACTIVE STRATEGIES TO EMPLOY AND DEBRIEFING PROCEDURES TO USE IF THE PROBLEM BEHAVIOR OCCURS:

Line 10 links to 3

At precursor/first sign of problem behavior (e.g., prompt to use replacement behavior, offer choices, proximity, redirect):

- Personnel who will implement: _____

If problem behavior continues or escalates (include staff response to maintain safety if needed):

- Personnel who will implement: _____

Debriefing/follow up with staff and/or student if necessary:

- Personnel who will implement: _____

See IEP goal(s) related to this plan: Goal Number(s):

Line 11

- The above goal(s) are intended to: increase positive replacement behavior decrease problem behavior general skill development

Communication:

- Family/Caregiver School staff Outside providers Service providers Other Describe:

Line 12

Data Collection:

- Progress toward goals Problem Behavior Positive/Replacement Behavior Interventions Reinforcement Other Describe:

Line 13 links to 1, 5, 6, 7, 11

Personnel Responsible for Monitoring Plan Implementation:

- Principal School Psychologist Behavior Specialist Case Manager Behavior Support Staff Other Line 14

Comprehensive Behavior Intervention Plan Evaluation Scoring Sheet

- ___ A. Line 1.....Problem Behavior
- ___ B. Line 6 links to 4.....Strategies for decreasing Problem Behavior
link to function
- ___ C. Line 4 links to 5.....Function related to Positive/Replacement Behavior
- ___ D. Line 7 links to 5.....Teaching strategies for Positive/Replacement
Behavior
- ___ E. Line 8a & 8b.....Reinforcement
- ___ F. Line 10.....Reactive strategies
- ___ G. Line 11.....Goals and Objectives
- ___ H. Lines 6, 7,, 10, 12, 14.....Personnel responsible for overseeing plan/
Implementers
- ___ I. Line 12.....Communication

A well developed plan represents best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove elements in the environment associated with problem behavior.

- Fewer than 9 points = Weak plan
This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.
- 9 - 11 points = Underdeveloped plan
This plan may affect some change in problem behavior but would require a number of alterations for the written play to clearly represent best practice. Consider alterations.
- 12- 15 = Good plan
This plan is likely to affect a change in problem behavior and elements of best practice are present.
- 16 - 18 = Superior plan
This plan is likely to affect a change in problem behavior and represents best practice.

Adapted from Diana Browning Wright PENT Research Team

Ventura County SELPA
 Special Education Teaching Staff
 Behavior Plan Implementation Checklist

Teacher Name: _____
 Observer: _____ Title: _____ District: _____
 Dates of observation/verification: _____

Changing or Eliminating Non-Desired Behaviors

1. All staff are well-versed in the details of Behavior Intervention Plan (BIP) (PBIP or CBIP)

| Not Evident 1 | Somewhat Evident 2 | Full Implementation 3 | N/A |
|------------------|-----------------------|--------------------------|-----|
| | | | |

To increase use of the replacement behavior:

2. Student is taught the replacement behavior (s).
3. Staff intentionally model the replacement behavior to allow the student to practice to ensure learning.
4. Student is instructed to practice using the replacement behavior in non-stressful times and settings.
5. At the beginning of the instructional period, student is reminded to use the replacement behavior to get his/her needs met, if appropriate.
6. Student is reminded (e.g., verbally, in pictures) at the beginning of instructional period of reinforcers to be earned for appropriate use of replacement behavior, if appropriate.
7. If student begins to show signs of using the non-desired behavior, student may be prompted to use the replacement behavior. (Verbal, pictures, modeling)
8. Staff ensure that tools or supports the student may need for replacement behavior (Eg, communication boards or cards, weighted vest, access to calming area) are readily available.

| Not Evident 1 | Somewhat Evident 2 | Full Implementation 3 | N/A |
|------------------|-----------------------|--------------------------|-----|
| | | | |
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| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Total checks in column _____

Ventura County SELPA
 Special Education Teaching Staff
 Behavior Plan Implementation Checklist

9. If student attempts to use the replacement behavior, staff immediately reinforces, prompts or encourages according to the plan.
10. If student uses the replacement behavior, reinforcement is given as specified in the plan.
11. Staff chart incidence of prompting and interventions to increase the replacement behavior, as specified in the plan.
12. Staff chart incidence of the use of the replacement behavior, as specified in the plan.
13. Staff chart incidence of reinforcement given for use of the replacement behavior, as specified in the plan.
14. Team continues to evaluate effectiveness of the reinforcer (to ensure that student continues to be motivated by that reinforcer).
15. Team meets regularly to review progress toward use of the replacement behavior.
16. If student is increasing in successful use of the replacement behavior, a plan is made for fading the number of interventions and/or reinforcement.

| | Not Evident 1 | Somewhat Evident 2 | Full Implementation 3 | N/A |
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Total checks in column _____

Ventura County SELPA
 Special Education Teaching Staff
 Behavior Plan Implementation Checklist

| | Not Evident 1 | Somewhat Evident 2 | Full Implementation 3 | N/A |
|--|------------------------------|-----------------------------------|--------------------------------------|------------|
| 9. Staff collect data on the incidence of reinforcement earned for reducing or eliminating the use of the non-desired behavior. | | | | |
| 10. Team meets regularly to analyze the data. | | | | |
| 11. If student is improving in reduction of the non-desired behavior, fading may begin to reduce the level of prompting and/or reinforcement needed. | | | | |
| 12. If student is improving in the reduction of the non-desired behavior, staff may be rotated to assure generalization. | | | | |
| 13. If the behavior increases again, the interventions and reinforcement may be increased to readdress. | | | | |

Column Totals: ___x1= ___x2= ___x3=

Total _____
Average _____
 (divide total by number of items scored, do not include "N/A's")