SECTION 15:

SCORING GUIDE

BEHAVIOR INTERVENTION PLAN QUALITY EVALUATION SCORING GUIDE II

To Evaluate Behavior Intervention Plans (See www.pent.ca.gov)

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HOW THE BEHAVIOR INTERVENTION PLAN QUALITY EVALUATION GUIDE CAME TO BE

This instrument was originally created by Diana Browning Wright, PENT Director (Positive Environments, Network of Trainers) and Dru Saren of the California Department of Education-Diagnostic Centers, with input from G. Roy Mayer, California State University, Los Angeles. It was designed to address the needs of the field for an instrument to evaluate the quality of behavior intervention planning across the state. Four hundred "successful" behavior plans submitted by the statewide PENT Cadre were analyzed by Wright and Saren in the development of this tool. It was then evaluated by the nine member PENT leadership team prior to field-testing across California by the PENT Cadre[1]. Following PENT Cadre finalization, 40 graduate students in behavior analysis and school psychology at California State University, Los Angeles under the leadership of G. Roy Mayer, scored the behavior intervention plans to further establish reliability and provide further insights in its use. This revised version has gone through a similar process, with Diana Browning Wright and G. Roy Mayer integrating further findings and comments from the field and 100 graduate student reviewers who have subsequently scored hundreds of plans in the three years following the original edition.

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[1] PENT Cadre is the 250-member network of trainers and consultants across California who were nominated by their SELPA directors. The Cadre attends annual advanced training and networking sessions, the PENT Forums.

USING THE BEHAVIOR INTERVENTION PLAN QUALITY EVALUATION

Diana Browning Wright

WHAT THIS QUALITY EVALUATION MEASURES

This scoring guide measures the extent to which the key concepts in behavior plan development appear in the plan being evaluated with this instrument. The key concepts were determined through a literature review of articles and texts on applied behavior analysis. Those concepts that permeated the literature were included in this evaluation instrument. The lines mentioned in this BIP-QE rubric relate to the Behavior Intervention Plan form downloadable at: www.pent.ca.gov If a different form without these line references is being used, the evaluator using the BIP-QE will need to determine which components of any alternate plan apply to the Areas A-L in this instrument. If not all areas are represented, the evaluator should recognize that key components identified in research are therefore missing. The authors would suggest revising the plan to incorporate all key components identified and evaluated in the BIP-QE. The Behavior Intervention Plan form(s) available at www.pent.ca.gov may be freely used provided author credit is maintained.

WHAT THIS QUALITY EVALUATION *DOES NOT* MEASURE

1. Developmental Appropriateness

This scoring guide does not evaluate whether the interventions to teach a replacement behavior, and the environmental changes to reduce likelihood of problem behavior are appropriate for the developmental age of the student.

- For example, the plan may beautifully specify how to teach a replacement behavior (e.g., verbally asking for a break from a non-preferred task) for a student who does not yet demonstrate the verbal ability to ask for a break when he is upset.

2. Accuracy of Identified Function of the Behavior

This scoring guide cannot evaluate whether the hypothesized function of the problem behavior is accurate and therefore whether all subsequent plan development is valid. When the hypothesis is made about the function of the behavior, the team is considering: the student's affect and the demonstrated behavior(s); everything that occurs as a consequence to the problem behavior; and all environmental events occurring right before, immediately past, and during the behavior. When a plan is unsuccessful, two possible reasons should be considered. First, there may be an inaccurate hypothesis about the function of the behavior. This would therefore result in a corresponding error in the identification of a Functionally Equivalent Replacement Behavior (FERB). Further data collection, observations and problem solving is therefore necessary. Second, although the function of the behavior may be accurate, if you have not identified a FERB and systematically taught and reinforced its use, the student may continue to revert to the problem behavior to meet his or her needs. Further plan revision would therefore be necessary to incorporate and teach the FERB.

- For example, escape was initially determined to be the function of the student's running out of the room and therefore a replacement behavior to allow an acceptable escape was being taught to the student. However, further analysis may have identified attention seeking as the true function of the running, rather than escaping from the task. Therefore the plan requires revision to incorporate an appropriate attention seeking skill to teach the student.

- Alternatively, the plan may have accurately identify the problem behavior's function as escaping a task, yet no FERB (escaping in a manner that is acceptable) is being taught to the student. The plan will require alteration to incorporate teaching of a FERB.

3. Whether this Plan was Implemented Consistently, as Described, with Skill

No plan can be written with enough detail to completely describe the full nuance of adult behavior to respond to problem behavior, every detail in teaching a new behavior, and the exact specifics of environmental change. Further observation may be necessary to see that what the team envisioned in their discussion is occurring as planned.

SIGNIFICANT CHANGES BETWEEN BIP-QE I AND THE REVISED BIP-QE II

Three years of collecting data and scoring plans from across California has yielded information as to common errors in plan development. Therefore, as the authors revised the instrument, additional explanations and hints were incorporated throughout the new rubric to address common errors. These changes included how to:

- Better describe the problem behavior
- Better analyze the environment to identify necessary changes
- Summarize necessary interventions more clearly
- Understand the purpose and function of a behavior and avoid statements that can NOT serve as functions, i.e., the contaminators: Revenge, Power, Vengeance, Control
- Identify, teach, and reinforce <u>true</u> functionally equivalent replacement behavior (FERB) that allows the student to gain the same outcome in a more socially acceptable manner
- Substantially improve reinforcement provisions for new FERB behavior, as well as general positive behavior, requiring it to be: specifically stated, contingently given, have effectiveness evidence for that student, specify frequency, offer choice-within-variety, determine immediacy requirements
- Require specification of how to manage the problem safely for every problem behavior
- Firmly require that no reactive strategy contaminators be present: catharsis for aggression (encouraging aggression such as hitting the doll instead of the person encourages all forms of aggression) or not having a strategy identified for managing verbal/physical aggression safely, if identified as the problem behavior
- How to effectively progress monitor response to intervention, clarifying three elements
  - Goals that can be effectively progress monitored: 6 and 9 goal formats
  - Team coordination: for implementers, monitors and information exchangers
  - Communication during the plan: who, conditions, manner, content, frequency and reciprocity—two way

SIX KEY CONCEPTS IN BEHAVIOR INTERVENTION PLANNING

Diana Browning Wright

❒ *Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function).*

- This behavior has worked in the past, or is currently working to get something the student desires, or avoids/protests something the student wishes to remove.
  - **The Behavior Intervention Plan (BIP) must identify the function of the problem behavior in order to develop a plan that teaches FERB.**

❒ *Behavior is related to the context/environment in which it occurs.*

- Something is either in the environment, or NOT in the environment which increases the likelihood the behavior will occur.
  - **The BIP must identify what environmental features support the problem behavior in order to know what environmental changes will remove the need to use the problem behavior.**

❒ *There are two strands to a complete behavior plan. Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND requires teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way.*

- **A complete BIP must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior. When a plan is implemented well and change is not occurring, evaluating whether both strands were addressed is a first step.**

❒ *New behavior must be reinforced to result in maintenance over time*

- BIP must specify reinforcement for new functionally equivalent behavior. (BIP may also wish to specify general reinforcement for positive behaviors.)

❒ *Implementers need to know how to handle problem behavior if it occurs again*

- BIP must specify reactive strategies ranging from prompting the alternative replacement behavior through distraction, redirection, progressive removals, school and district disciplinary required actions.

❒ *Communication needs to be between all important stakeholders, frequently enough to result in the continuous teaming necessary to achieve success*

- BIP must specify who communicates with whom, how frequently and in what manner.

BEHAVIOR INTERVENTION PLAN QUALITY EVALUATION SCORING GUIDE II

By Diana Browning Wright, M.S., G. Roy Mayer, Ed.D., with contributions from Dru Saren, Ph.D.
the PENT Research Associate Team, PENT Research Team, PENT Cadre and 2006 PENT Research Associates Team

Components to Evaluate	***Scoring***	***Examples:*** ***All examples below relate to the same student and same behavior***	***Key Concepts***
A. PROBLEM BEHAVIOR (line 1) Problem behavior(s) in observable and measurable terms ● *"Behavior impeding learning is…"* NOTE: It is best to limit a behavior plan to one or two distinct, separately-occurring behaviors (See bullet three in key concepts column for clarification.) However, if multiple behaviors occur in rapid sequence, all with the same function, they can be adequately addressed in one plan. In the process of developing a behavior plan, the team may decide to list multiple behaviors, but then proceed to address only one or a few. It can be helpful, then, to bracket the behaviors not covered, with a note stating : (Other problem behaviors not addressed in this plan include: xxx, xxx) For the purpose of scoring, it can be helpful to bracket behaviors identified on line 1 that are not covered later in the plan if that has not already been done by the writers.	2 = All identified problem behavior(s) are observable and measurable. If a behavioral category is listed, e.g., aggression, it is subsequently defined in observable, measurable terms. 1 = Some of the identified problem behavior(s) are not observable and measurable. 0 = No problem behavior is stated in observable and /measurable terms, e.g., The student's inner attributes are hypothesized instead of a description of behavior.	2 = "Defiance: Billy ignores teacher requests to independently complete a written assignment and continues self-selected activity" (this includes observable/measurable examples) Defiance sequence: Billy continues with a self selected activity, ignoring teacher requests to complete an assignment; when prompted, he shrugs his shoulders and does not comply, if prompted again, he swears and continues with his activity. (This sequence is in observable/ measurable terms) 1 = "Billy ignores teacher requests to independently complete a written assignment and continues with self-selected activity" is listed, but an additional behavior, "Aggressive behavior" is listed (but no further description is given) 0 = "Billy is defiant" (but no further description; therefore this is not observable or measurable); "Billy has a low self concept and he dislikes the subject" (attributes rather than behaviors are given).	● 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 everyone understands what the problem looks like when it occurs. ● If you are addressing more than one behavior, number each behavior to correlate with matched functions, matched interventions and reactive strategies later in the plan. It can be difficult to address more than two behaviors per each BIP form because the plan will become confusing and difficult to implement. However, if the behaviors form an escalation pattern that occurs in sequence (e.g., student swears under his/her breath, then rocks in chair, then tears paper, then pushes over the chair) they can be readily addressed in the plan.

Components to Evaluate	*Scoring*	*Examples:* ***All examples below relate to the same student and same behavior***	*Key Concepts*
B. PREDICTORS OF BEHAVIOR (line 5) ● *"What are the predictors for the behavior?"* Predictors occur in an immediate environment, or immediate past environment. **Physical setting** (i.e., sensory over/under stimulation: noise, crowding, temperature, etc.) **Social Setting** (i.e., interaction patterns with and around the student, people present/ absent **Instructional Strategies, Curriculum and Activities** (i.e. a mismatch between learner accommodation needs and instruction components). This is one of the most common predictors. Examine carefully. **Scheduling factors** (e.g., specific times, with or without sequencing and transition supports) **Degree of Independence** (e.g., reinforcement and/or prompting intervals- levels and types appropriate to foster independence; consider functional communication availability, etc.) **Degree of Participation** (e.g., group size, location, and frequency of participation) **Social Interaction** (i.e., social communication needs of the student matches participation opportunities and provision of necessary supports) **Degree of Choice** (i.e., amount of choice making and negotiation present in the environment)	2 = One or more predictors from immediate or immediate past environments are described with at least one detail about one or more of the environmental variables in column one 1 = One or more predictors from the environmental variable categories are given, but with no detail. 0 = No predictors of problem behavior from any of the categories are given, **or** predictors are from other environments and are not triggers in the current environment, **or** internal thoughts **or,** presence of an internal state **or** behavioral history **or** disability is described. Long range triggers are not specifically addressed in behavior intervention plans and if present, should be addressed through interventions such as counseling, mental health treatment, agency interventions, and so forth (see key concepts column).	2 = "Whenever Billy is requested to do work without peer support, occurring after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes." (Note: One or more details were given and this applies to categories: **social interaction and scheduling factors**.) 1 = "Whenever Billy is requested to do work" (Note: The category **Instructional strategies, curriculum and Activities** is mentioned, but with no details given about what type of work, or how appropriately the work match the learner skills and support needs. 0 = "Anytime," "Billy has AD/HD" (no predictors from categories are given) "Billy's parents won't take him to counseling," (This is not a predictor/trigger) "Billy refuses to do homework without an older sibling or parent present" (not a predictor for problem behavior in the current environment) "Billy has low self esteem about math skills." (This is a hypothesis about internal thoughts or states)	● When and where, and under what conditions can you most expect the behavior to occur? Be as specific and thorough in environmental analysis and examine all categories. ● The interventions described later in the plan address altering predictor variables to eliminate or reduce the student's need to use the problem behavior. Assessment thoroughness is required. ● Sometimes the predictors will be obvious to casual observations and interviews; other times formal on-going observational data collection will be necessary. ● If the behavior does NOT occur in some environments, and DOES occur in others, look at differences in the specified environmental variables in each environment to identify what is supporting problem behavior. ● Identifying WHY the behavior occurs requires consideration of what the student gets or what the student rejects (avoids, protests) by the behavior (i.e., the behavior's function) and what is in or not in the environment that prompts or inhibits the problem behavior's occurrence. Start formulating the functional hypothesis now. ● Consider how the identified environmental predictors contribute to the continuation of the problem behavior (mismatch of academic skills and expectations contributes to avoidance of academic tasks.)

Components to Evaluate	*Scoring*	*Examples:* *All examples below relate to the same student and same behavior*	*Key Concepts*
C. ANALYSIS OF WHAT SUPPORTS (PROMPTS) THE PROBLEM BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS IDENTIFIED FOR CHANGE (line 6 links to 5) **Identified antecedent environmental variables influencing behavior** Why does the predictor prompt the problem behavior? This lays the groundwork for what will be described in line 7, environmental change. *The analysis of why the identified variable(s) are supporting (prompting) the student's use of the problem behavior is described. "What supports (prompts) the student using the problem behavior: What is **in** or **missing in** the environment and/or in the instruction" you have identified for change (line 6). Compare this assessment conclusion to the specified predictors you have observed (line 5) i.e., "Any current predictors for behavior?" (See key concepts column for elaboration.)*	2 = Half or more of the environmental features targeted for change (line 6) are logically related, i.e., consistent with, one or more of the identified predictors (line 5) If only one feature (line 6) is given, it must be logically related. **"Logically related**" means identifying a relationship in which certain events or lack of certain events appear to lead to a particular outcome. For example, a **scheduling problem** is identified in the environmental analysis: Jill is requested to transition without transitional supports. The problem behavior then occurs (crawls under the table). This behavior occurs because of the teacher has not yet implemented a picture schedule specifically designed to match Jill's comprehension needs Line 6). A logical relationship between predictors (line 5) and analysis (line 6) is apparent. 1 = Less than half of the features of the environment targeted for change (line 6) are logically related to one or more of the identified predictors (line 5). If only one is given, and it is not logically related, score 0. 0 = **None** of the predictors (line 5) are logically related to the summary of why the problem behavior is occurring in the specific situation (line 6), OR if none of the Predictors (line 5), are related to the environmental factors (see Physical Setting, Social Setting, etc.) then no logical relationship can be determined and the environmental assessment analysis (line 6) is inadequate.	2 = Half or more are logically related. If only one is given (line 6) and it is logically related to line 5, score 2. Example of one logical relationship: **Missing in Environment:** **Something not being done that should be—add something:** requested to do work without peer support, occurring after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes." (line 5) is logically related to (line 6) Billy needs to be allowed to work with a peer buddy under the conditions described on line 5. (1 environmental feature is listed, and it is logically related) Example of another logical relationship: **Present in Instruction, Something being done that should not be—remove something:** **A different case:** "Jay expresses the desire to work on his own and increased independence and reduction in prompt dependence should occur" (line 6) is logically related to "the problem behavior occurs when an adult closely monitors each seatwork task Jay is assigned" (line 5) (One environmental feature is listed, and it is logically related to the predictor.) 1 = Example: Three variables are targeted for change (line 6) but two of the three are not logically related to predictors (line 5), but one variable is logically related. Score 1, (i.e., only 1/3 were logically related). 0 = No environmental change is logically related. Examples of non-logical relationships: "The teacher doesn't use peer buddies" (line 6) does not logically relate to any variable on line 5 ("after recess, during long assignments, during math"), i.e., absence of peer buddy was not a predictor variable listed on line 5. OR time out is listed (line 6), but it is not logically related to when asked to complete assignments independently (line 5).	It is not enough to describe the situation or predictors of problem behavior. (line 5) The team must analyze what it is about that situation that results in the likelihood of problem behavior. Something is in the environment that needs to be added or increased, eliminated or reduced. Line 6 is the summative statement that drives development of interventions to address environmental conditions. Teams may identify multiple predictors (line 5) but ultimately must select key supporting predictors (line 6) prior to specifying environmental changes. The purpose of environmental changes is to remove the need for the student to use this problem behavior. In developing a plan, hypothesizing the behavior function before deciding on environmental changes will help the team identify the most critical variables to change. Knowing what to change in the environment is critical and must be based on an environmental analysis of the following key variables: • **Physical setting** • **Social Setting** • **Instructional Strategies, Curriculum and Activities** If instructional strategies, curriculum and activities do not match learner needs, the student will require accommodation planning to support learning. An accommodation plan will need to be developed to support this student. • **Scheduling factors** Students with some disabilities require specific environmental structures to enhance comprehension of sequences and toleration of non-self selected activities. • **Degree of Independence** • **Degree of Participation** • **Social Interaction** • **Degree of Choice**

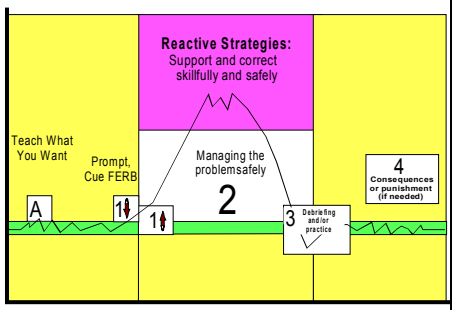
Components to Evaluate	*Scoring*	*Examples:* ***All examples below relate to the same student and same behavior***	*Key Concepts*
D. ENVIRONMENTAL STRUCTURE (FOR PROBLEM PREVENTION AND PROMOTION OF REPLACEMENT BEHAVIOR) IS LOGICALLY RELATED TO WHAT SUPPORTS (PROMPTS) THE PROBLEM BEHAVIOR (line 7 links to 6) **Specified environmental, curriculum and/or interaction changes to remove need to exhibit the problem behavior** *The environmental change(s) to be made to remove the student's need to use this behavior (line 7) is logically related to predictors on line 6: "What supports (prompts) the student using the problem behavior?"* *Note: Sometimes there is a logically related, consistent relationship between the identified predictors (line 5) and the specified predictors that need to be altered (line 6) which was analyzed in C above. But the team fails to logically relate that analysis to the interventions and changes on line 7. Therefore, in analyzing the strength and weakness of a plan, both are considered separately, i.e., C and D.*	2 = One or more environmental changes, i.e., changes in **time**, or **space**, or **materials**, or **positive interactions** are specified (line 7) and are logically related, i.e., consistent with, what was identified as supporting problem behavior (line 6) 1 = One or more environmental variable changes **(time**, or **space**, or **materials,** or **positive interactions**) <u>are</u> described (line 7) BUT they are not logically related to what was identified as supporting the problem behavior (line 6) 0 = No change in any of the following four environmental variable is described. No change in **time**, or **space**, or **materials**, or **positive interactions** are described. (line 7) Reactive strategies or interventions unrelated to the predictors are described.	2 = "Billy will be seated next to a peer buddy and they will receive instruction on peer supports for activities occurring after recess, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes." " (line 7) is logically related to predictor analysis: "Billy needs to work with a peer under specific conditions and he repeatedly states he dislikes working alone and wants to work with peers." (line 6) 1 = "Sam will be seated next to a peer buddy." (This is a change in **positive interactions** <u>and</u> **space** specified on line 7) BUT, this is not logically related to the environmental analysis given on line 6: "Sam is given long assignments and needs shorter assignments capable of being completed in a 30 min. period" (Sam's need for peer interactions in this example is not logically related to the identified predictor, long assignments.) 0 = "Teacher should give 2 warnings, then send the student to the office when he isn't on task." (Line 7 did not specify a change in time, or space, or materials or positive interactions.)	• One strand of positive behavioral support entails altering the environment to reduce or eliminate the student's need to use problem behavior. (line 7) • Successful support of positive behavior typically entails a variety of environmental changes in how **time** is structured, **space** is organized, **materials** are selected and **positive interactions** are increased. (line 7) • Understanding the student's learning profile, personality, and disability (if any) will be helpful in determining typical environmental supports to consider to eliminate or reduce problem behavior. (line 7) • When there is a logical relationship between environmental changes to be made (line 7) and the predictor summary of what is supporting problem behavior (line 6) the likelihood of addressing the correct variables is increased. The team can now move on to the strand: specifying how to teach FERB(s) Lines 8 and 9.

Components to Evaluate	*Scoring*	*Examples:* *All examples below relate to the same student and same behavior*	*Key Concepts*
E. FUNCTION OF BEHAVIOR IS LOGICALLY RELATED TO PREDICTORS (line 8 links to 5) **Identified function of the behavior** • *"Team believes behavior occurs because…" (line 8) is logically related to "What are the predictors for behavior." (line 5)* **Caution:** Simply identifying the function of the problem behavior, e.g., "the behavior is a protest" is not sufficient. **WHY** is there a protest? The behavior is a protest BECAUSE…. Dig deeper. E.g., Is the assignment too long for this student? Or is the assignment too difficult? Or, does the problem behavior occur to protest that the work looks long and/or hard? Or, has the student stated that he does not want others to see that he struggles? Thus, he chooses to state that he is protesting the length or difficulty of an assignment so as to prevent peers from knowing about his skill deficit. Careful functional analysis is critical if we are to identify an adequate Functionally Equivalent Replacement Behavior (FERB) and environmental intervention(s) to eliminate or reduce the student's use of the problem behavior.	2 = All identified function(s) on line 8 specify WHY the behavior occurs in terms of what the student: 1) **get**s or 2) **rejects**, i.e., escapes, protests or avoids AND each identified function on line 8 is logically related, i.e., consistent with, the predictor(s) on line 5 that address each of the problem behaviors on line one.) **Contaminators:** "revenge, vengeance, control, power". Score 0 if present. **Note**: There can be multiple functions for one behavior (e.g., student uses one behavior for attention and the same behavior to protest.) OR the student may use multiple behaviors for the same function (e.g., screams, kicks, bites, runs to avoid work) Number behaviors, functions and predictors to aid in scoring. **Note:** A plan may attempt to address multiple problem behaviors with multiple distinct functions. Score 2 points ONLY if each function is logically related to a predictor for each behavior. Number all behaviors and match to all functions and predictors. It makes it easier to evaluate. 1 = All identified function(s) are identified in terms of 1) getting something or 2) escaping, protesting, or avoiding something (line 8) but not all are logically related to identified predictors for behavior (line 5) AND no contaminators are present (see above). 0 = One or more identified function(s) are not specified in terms of either: 1) to get something or, 2) to reject something (escape, protest, or avoid) (line 8). Therefore, no comparison to line 5 can be made, OR contaminators are present (see above: revenge, power, control, vengeance).	2 = "Billy is avoiding independent paper-pencil assignments and protests termination of self-selected activity with profanity because he states he prefers working with a partner on requested activity (line 8)," when compared to predictors of avoidance on line 5: "Whenever Billy is requested to do work without peer support, occurring after recess, when he is by himself, when there is a substitute teacher, or for any seatwork that is longer than 10 minutes. This demonstrates a logical relationship between function and predictor(s). 1 = "Pat is avoiding doing all written assignments," (line 8) when compared to "When Pat is seated next to certain students" (line 5) This does not demonstrate a logical connection between function and predictor. (If a key predictor is the presence of certain students (line 5), line 8 should specify why he avoids written assignments when next to certain students. WHY should be observable and measurable, and not a hypothesis of internal states. e.g., …because Pat states he doesn't want others to see he struggles, NOT ….because Pat has low self esteem. 0 = "The function is to express a low self-concept" "The function of the behavior is to demonstrate his poor parenting." "The function of the behavior is to demonstrate he doesn't understand verbal directions." "The function is to gain power." "The function is revenge."	Although the Functional Assessment/FERB section of the behavior plan is written by the team after the environmental sections, one must have hypothesized the function before deciding on environmental changes. Hypotheses of function help guide examination of supporting environmental variables to identify causation and need for change. The function is a summative conclusion about sustaining variables and how the consequence of the behavior is related to the antecedents (A-B-C). All behavior is purposeful. When a behavior's purpose is understood, alternative FERB(s) can be identified and taught. Building a plan requires identifying positive behaviors we ultimately want, barriers we need to remove and/or supports we will need in order to achieve our goals, and any FERB that we can accept as an alternative to the problem behavior. This FERB still allows the student to get his/her desired outcome, yet now in a more adaptive and socially acceptable manner. Analyzing the function of the behavior requires examining what is happening right before, during and after the behavior. Look at the student's affect and his/her verbal and non-verbal responses in addition to staff and peer responses. This is a critical step in identifying potential predictors and developing a hypothesis about the function of the behavior. **Contaminators:** revenge, vengeance, power and control are not functions that can be used to develop a functionally equivalent replacement behavior (FERB) for conditional use in a plan, e.g., how to get vengeance in a better way would not have social validity. The function should be observable, and not a construct on internal feelings of the student. Consider alternatives: (a) instead of vengeance: function=protest past action of a peer; (b) instead of control: function=gain choice of activities and pacing of activities; (c) instead of power: function=gain sustained peer attention, etc.

Components to Evaluate	*Scoring*	*Examples:* ***All examples below relate to the same student and same behavior***	*Key Concepts*
F. REPLACEMENT BEHAVIOR(S) (line 9) SERVE THE SAME FUNCTION (line 8) AS THE PROBLEM BEHAVIOR(S) **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**	2 = **All** specified FERB(s) (line 9) serve the same function as the problem behavior (line 8) AND no functional contaminators are present (e.g., control, power, vengeance, revenge). FERB(s) (line 9) <u>must</u> serve the same function as the problem behavior(s) (line 8). There is no score of 1 on this component. 0 = No FERB is identified, OR The function was not accurately identified on line 8 in terms of 1) to get something or, 2) to reject something (escape, protest, or avoid) and therefore line 9 can not be evaluated. OR The function was not in behavioral terms (i.e., operationalized) so no FERB can be identified to match a non-behavioral function OR a functional contaminator is present (see above).	2 = "Billy will verbally request working with a peer buddy when he wishes to protest the teacher's requirement that he work independently on seatwork" (FERB for a protest of working alone-line 9) serves the same function as "Billy is avoiding independent paper-pencil assignments and protests termination of self-selected activity with profanity because he states he prefers working with a partner on requested activity" (profanity used to protest-line 8) For this component, score 2 or 0. There is no score of 1. 0 = "Student will do what staff requests." (line 9) (The function was avoiding work; this is not a replacement behavior allowing the avoiding of work in an accepted form) OR "The function of the behavior is low self-concept" (line 8) can not be compared to any replacement behavior (line 9) OR "He will get revenge in an appropriate way."	The FERB is a positive alternative that allows the student to obtain the function that the problem behavior provided. I.e., He/she either gets something or rejects something (protest/avoid) in a manner that is acceptable in the environment. The FERB should maximize the benefits (e.g., more positive feedback from staff and peers) and minimize the costs to the student and others in the environment (e.g., lost instructional time, punishment from staff and peers). Note: The student may eventually not need to use a FERB when other changes are achieved. For example, she will no longer need to escape because we have made significant changes in the environment that removes her need to escape. Or, she has improved her general skill acquisition and no longer seeks to escape. The FERB must serve the same function as the problem behavior and at least as easily performed as the problem behavior. A function must have been operationalized, e.g., put in behaviorally observable terms, and must have avoided contaminators (revenge, power, control, vengeance) if an adequate FERB for conditional use is to be identified, taught and reinforced as an alternative to the problem behavior.

Components to Evaluate	*Scoring*	*Examples:* *All examples below relate to the same student and same behavior*	*Key Concepts*
G. TEACHING STRATEGIES (line 10) ADEQUATELY SPECIFY HOW TO TEACH AND OR PROMPT FERB(S) (line9) **Specify how the FERB, that allows the student to meet functional need in an acceptable way, will be systematically taught.**	2 = Teaching strategies (line 10) for <u>all</u> FERB(s) (line 9) 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. (The statement can refer the reader to an attached document and need not be fully described on the plan for a score of two.) If **Contaminators are present, score 0**: (a) if a reactive strategy for the problem behavior is described here, (b) If cathartic strategies for aggression are described, e.g., punch a pillow, not your peer. 1 = <u>Some</u> 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 9) AND **no** contaminators are present 0 = No strategies with at least one detail are specified to teach <u>either</u> a FERB OR to teach general positive behaviors (line 10) OR contaminators are present (see above).	2 = "Teacher will instruct, provide practice sessions, and cue Billy to request peer buddy assignment assistance using the attached request language and the speech/ language teacher will practice these requesting skills in small group." (line 10) This includes some detail about requesting a peer buddy as an acceptable protest of the requirement to work independently (line 9). No other FERBs are present to evaluate and no cathartic strategy for aggression is described.. 1 = "Teacher will instruct Billy on how to request peer assistance." (This directly relates to protesting lack of assistance on seatwork (line 9) but does <u>not</u> have at least one detail on how to teach him to request assistance. OR, "Adam will be taught how to follow a schedule, (see attached document: Teaching of a Schedule Routine,) in order to increase tolerance for non-desired activities. A desired activity will occur periodically in the schedule. (approximately every 30 min." (No strategy for teaching a FERB to Adam for appropriate protesting is given, but an adequately written teaching strategy to increase general positive behaviors is provided with at least one detail and therefore scores 1.) 0 = "Student sent to the office when he protests inappropriately." (Not a teaching strategy for either a general positive behavior or for a FERB, OR "Sam will go to the play room to stab dolls, not peers, with a pencil." (cathartic strategy for aggression)	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 or to a specific curriculum available for plan implementers. The teaching section can include identification of strategies for increasing general positive behavior skills. Some credit is given for this, but full credit requires specific strategies for teaching FERB(s). FERB is a core component of any well designed behavior plan and therefore methods of teaching this should be specified with some detail. Contaminators: Reactive strategy specification is appropriate in component I, but should not be considered an environmental change to remove the need for the student to use the problem behavior which is section D. Cathartic strategies for aggression have been extensively researched and are shown to foster or promote further aggression and therefore contaminate the plan.

Components to Evaluate	*Scoring*	*Examples:* *All examples below relate to the same student and same behavior*	*Key Concepts*
H. REINFORCERS (line 11) **Specified reinforcers the student is known to seek** ● *Analysis: "Reinforcement procedures"* ***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: If X behavior occurs, Y consequence will occur; AND for which you have evidence that the student will use X behavior to get Y 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 exists that s/he will strive to attain the reinforcer.*	2 = Reinforcer for FERB is complete and any other reinforcer for positive behavior is also complete: (a) specifically stated, (b) contingently given, (c) effectiveness data (d) frequency, AND **one** additional variable is listed: (either (e) choice-within-variety or (f) immediacy), AND the following contaminator is not present: student loses or reduces access to some reinforcer if the FERB is used in lieu of the problem behavior. (a) **Specifically stated**: What the student will receive, e.g., verbal praise, NOT be positive during interactions. (b) **Contingently given**: If X behavior occurs, then Y reinforcer or token/point, etc. is given (c) **Effectiveness Evidence:** There is evidence that this reinforcer has frequently been sought by the student, **or** there is current evidence that s/he will actively seek this potential reinforcer. (See line on BIP: reinforcer based on_____). (d) **Frequency**: How often a reinforcer or token is to be given. (e)) **Choice-within-Variety:** two or more reinforcers for student selection are specified. (f) **Immediacy** = reinforcer(s) or token symbolizing a reinforcer are delivered immediately after the desired behavior(s) 1 = A through D is given (see H. 2 point scoring above)**, but** neither E or F is present OR no FERB reinforcer is identified BUT no contaminator is present: (see H. 2 point scoring above) 0 = Contaminator is present OR A, B, C, D (see H.2 scoring above) is missing	2 = **Specific and contingent:** "Billy will earn time on the new computer game for work completion and requesting peer buddy when needed." (both general positive and FERB are addressed.) 1) **Effectiveness (Power):** Selection of reinforcer based on: "Billy requests access to the computer to play games and expresses interest in this specific new game." "Billy also requests positive communication with parents and permission to sit next to certain peers." 2) **Frequency:** "Billy will earn computer time **at the end of each day**" or "Billy will receive a computer ticket for completing 10 minutes of seatwork. Each ticket earns one minute of computer time." Example for moderate to severe disability: "Jan will earn approximately 10 minutes of interspersed computer time in each teaching session for three 20 minute one on one teaching sessions per day." 3**) Immediacy***:* "Immediately after each episode of peer buddy requesting, Billy will be given a token or a bonus point on his tally sheet." 4) **Choice within Variety***:* Billy can select from the following reinforcers: a positive note home or permission to sit near a friend or computer time." 1 = **Specificity, Contingency, Effectiveness and Frequency** (see above) but no additional variable. OR reinforcement for asking for a peer buddy is absent (the FERB) 0 = **Specificity or Effectiveness or Contingency** or **Frequency** are missing. (see above)	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. Providing something we think the student will want without evidence is a "reward." How do you know the student seeks or will seek this reinforcer? **Considerations:** ● Can the student wait for this reinforcer, even if it is known to be a highly powerful one? 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 in doubt, increase immediacy and specify the conditions for earning the reinforcer (contingency) to the student more clearly. ● If you are using a token system, does the student understand the token symbolizes progress toward earning the reinforcer? If in doubt teach the association systemically. If s/he does not grasp the connection, a token system will not be effective. Is the student getting tokens as frequently as needed to maintain effort? If not, increase frequency and/or immediacy of token delivery. ● Who delivers the reinforcer can be important. From whom does the student most want to receive the reinforcer? Choose adult (teacher, principal, parent, counselor, etc.), or peer(s)

Components to Evaluate	*Scoring*	*Examples:* *All examples below relate to the same student and same behavior*	*Key Concepts*
I. REACTIVE STRATEGIES (line 12) **Reactive strategies are clearly communicated and understood by all implementers** • *Analysis: "Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again."* • *Four components are considered: Prompting, Managing Safely, Debriefing, and Consequences*  All implementers should be consistent in their approach when problem behavior occurs. All stakeholders, e.g., parents, teachers, therapists, specialists, should approve of the reactive strategies. If the student can comprehend the plan, s/he should be aware of all parts of the plan, including what strategies will be used for problem behavior across all problem behavior phases. Note: For scoring purposes if multiple behaviors are addressed, find one complete reactive sequence for a problem behavior on the plan to score.	2 = **A Strategy for Managing at least one Problem Safely** <u>must</u> be present, AND any two other components below are present for that behavior, AND no contaminators are present: (a) catharsis for aggression or (b) aggressive verbal or physical behavior is listed (line 5), but no strategy for managing safely given. 1 = **A Strategy for Managing at least one Problem Safely** must be present, but two additional reactive strategy components for that behavior are <u>not</u> given AND no contaminator is described on the plan: catharsis for aggression, or no managing safely strategy given on the plan for aggression listed (line 5). 0 = **A Strategy for Managing at least one Problem Safely** is absent OR a contaminator is present on the plan: (see above) **Reactive Strategy Components** 1) **Prompting** to the FERB, **or redirecting to task with additional supports:** **Key:** What staff actions are specified to (a) redirect student to the new behavior being taught and reinforced, or (b) staff actions to redirect to the task with additional supports (e.g., reminder of next break, desired activity earned, praise) 2) **A Strategy for Managing the Problem Safely** when problem behavior does not respond to redirection is described. Safety for the student, implementers and peers must be maintained. Caution: Never force compliance through a physical means. <u>Approved</u> physical restraints are <u>only</u> used to maintain safety of student, peers or adults, <u>never</u> for any other reason. 3) **Debriefing** and/or additional practice of the FERB after the problem is over. **Key:** What should staff do after the problem behavior episode to process or practice with the student what happened? Information on further plan alterations may be gleaned in this process. 4) **Consequences or punishment** may or may not be required or desired. **Key:** What staff actions will occur because of school discipline policy, or a team's decision about a contingent logical consequence's instructive value?	2 = 2) **Managing the Problem Safely:** "During Billy's problem behavior episode (task refusal and profanity) the teacher will sit very close to him, present two choices of which work folder to complete with a peer, using a non-emotional tone, waiting for swearing to end and Billy to choose a task." AND **Other components for that problem behavior are described (2 or more required):** **1. a) Prompting FERB:** "Teacher will non-verbally cue Billy to switch to the FERB, a peer assistance request, using the five hand signals of "stop," "think," "you can make a good choice," "you can make a bad choice" "what will you do?" as taught to the student and practiced previously and followed by hand signals "pat yourself on the back" if student signals "good choice" and switches behavior. **OR 1. b) Prompting to Redirect, e.g.,** severe disability example: "If Mary begins to rock, (a weak protest, typically occurring prior to screaming and running, show her the "what I'm working for card", then redirect her gesturally to finish only the immediate task before terminating instructional session and providing desired activity." **3) Debriefing method(s):** "Teacher and Billy will analyze the problem behavior occurrence using the attached 'My Inappropriate Behavior Worksheet. Process will occur <u>after</u> student is observed to be calm and ready to talk." **4) Consequences or Punishment:** "Billy will not receive tokens for the period due to lack of completing the task which would have earned approximately 5 toward the computer game." or, "If Billy engages in dangerous behavior, such as pushing, hitting or throwing furniture during the protest, he will be referred for immediate school disciplinary response." 1= **Managing problem safely strategy** for at least one problem behavior is <u>present</u>, but two additional components for that behavior are not present. 0 = **Managing problem safely strategy** is absent, e.g., student threatens others but no strategy to handle safely if observed; student hits peers, no strategy to address.	Well designed reactive strategies consider the progression phases in specifying how to respond to a problem behavior. 1. **Prompting** - Can continuation or escalation of problem be averted by using a prompt? Remind the student of how to get desired outcome with the FERB? 2. **Managing safely** - How will staff maintain safety of everyone during escalated behavior? This is critical. 3. **Debriefing** - What procedures, after calm is restored, help identify how 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 entail 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 depicting alternative behavior steps or other teaching procedures designed to achieve skill fluency, if that is in question, after the behavior episode. **Punishment** is a consequence the student finds aversive and results in elimination or reduction in problem behavior because the student is motivated to avoid that consequence in the future. Caution: Avoid reinforcing the problem behavior. Sending a student to the office may be thought to be punishment, but the student may actually find it reinforcing! **Hint: A student screams (function of scream determined to be to escape a task). If student's task is terminated by the scream, this behavior will become reinforced. Do not allow escape following the scream. Instead, require a very brief compliance prior to the escape ("Raise your hand to leave, Peter.")**

Components to Evaluate	*Scoring*	*Examples:* *All examples below relate to the same student and same behavior*	*Key Concepts*
J. PROGRESS MONITORING, ELEMENT ONE: **GOALS AND OBJECTIVES (line 13 compared to line 1)** **Every goal requires six components to enable adequate progress monitoring. Components can be in any order & grids & tables are acceptable. FERB goals minimally have six parts as well. However, a FERB goal must also show a clear connection to how this behavioral goal achieves similar functional outcomes to the problem behavior under similar conditions. A nine component format can be used to clearly identify that the FERB is addressed. (See example & key concepts columns.)** To be observable & measurable, the goal description must clearly state what the behavior looks like with no ambiguity on what is to be measured. 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. **►IEP? 504 plan?** Goals may be listed only on a behavior plan if the student does not have an IEP/504 plan. However, if the student has an IEP, goals should be stated on both the behavior plan and the IEP. All IEP goals must be monitored and reported to family members "at least as often as is reported for students without disabilities" (i.e., at report card periods). Behavior plans should be attached to any 504 plan. **Caution:** If this behavior plan is part of an IEP/504, plan revisions require following IEP/504 team reporting and monitoring procedures.	2 = One FERB goal, using 6 or 9 component format that clearly represents a FERB, that is not simply a general positive behavior. **Key Concept**: Progress monitoring of the FERB is critical and requires all components to be an example of full adequacy. 1 = One complete monitoring goal, either "increase general positive behavior", or "decrease problem behavior goal" is present AND a FERB is targeted in the BIP to be specifically taught, though no complete FERB goal is present for monitoring. **Key Concept:** Progress monitoring capability is essential for at least one goal and presence of FERB is minimally required to be a partial example adequacy. 0 = No complete goals of any type. **Key Concept**: Progress monitoring capability is not adequately present. **►Scoring for more than one behavior on the plan?** • **Multiple behaviors, different functions**: There must be a FERB goal for each behavior for a score of two. • **Multiple behaviors, same function:** One complete FERB goal required for a score of two.	2 = FERB: "By 6/03, on 3 out of 4 weeks, Billy, instead of being defiant (i.e., ignoring teacher request to complete a written assignment independently and continuing a self selected activity or using profanity--words related to toileting, sex or diety) for the purpose of escaping written work required to be performed independently will use a FERB. He will verbally request a peer buddy for the purpose of avoiding independent work. This behavior will occur when there is a substitute teacher, or for seatwork longer than 10 minutes, or after recess when he is by himself. Event behavioral data, using the attached form, will be collected daily during these conditions, by the teacher or aide, with weekly summary sheets distributed to counselor and parent. DECREASE: By 6/03, on 4 out of 5 daily behavior report cards, Billy will have exhibited no task refusals, including profanity (defined as above in FERB) under conditions, measurement method and personnel described in FERB goal above. (These are not repeated in this example due to space limitations.) INCREASE: "By 6/03, as reported on 3 out of 4 weekly summaries, Billy will have demonstrated completion of 95% of all written assignments for all subjects, times of day and all teachers, with or without peer assistance, with no cueing or defiance….. (See above FERB for definitions, measurement methods, and personnel which are not repeated in this example due to space limitations.) 1 = One complete 6 component goal is related to problem behavior. (see above) 0 = "Billy will stop wasting time." "Billy will feel less frustrated." (Analysis: No goal contains all 6 parts)	**Six required components for goals-in any order:** **1. By when?** (final date to achieve desired results) **2. Who?** (the student) **3. Will do or not do what?** (must be observable, measurable, specific behaviors desired, or not desired by team) **4. Under what conditions/situations?** (e.g., location, circumstances, presence or absence of certain people or materials) **5. At what level of proficiency?** (e.g., skill accuracy, frequency-number of times in a time period, degree of prompting, duration- number of minutes, intensity) **6. How measured and by whom?** (e.g., observation, data recording: event or duration recording, permanent product, momentary time sampling; measured by a specific person) **A Sample FERB goal format to make behavioral functional equivalency readily apparent (note capitals):** **1. By when** **2. Who?** **3. INSTEAD OF WHAT PROBLEM BEHAVIOR?** **4. FOR WHAT HYPOTHESIZED PURPOSE OR FUNCTION?** **5. WILL DO WHAT? (the FERB)** **6. FOR WHAT HYPOTHESIZED PURPOSE OR FUNCTION?** (Repeat the hypothesized function here to make the functional relationship clear.) **7. Under what conditions/situations?** **8. At what level of proficiency?** **9. How measured and by whom?** Note: A FERB may have only 6 parts if analysis demonstrates the desired behavior IS a FERB.

Components to Evaluate	*Scoring*	*Examples:* ***All examples below relate to the same student and same behavior***	*Key Concepts*
K. PROGRESS MONITORING, ELEMENT TWO: **EVIDENCE OF TEAM COORDINATION IN STRATEGY IMPLEMENTATION, MONITORING SYTEM, COMMUNICATION PROVISIONS (lines 7, 10, 11, 12, 14)** **The plan identifies all personnel to implement, monitor and exchange information (lines 7, 10, 11, 12, 14)**	2 = All implementers (and those who will be monitoring and exchanging information) are identified AND their responsibilities are discernable in each section of the plan. (Examine lines 7, 10, 11, 12, 14) 1 = Not all implementers (and those who will be exchanging information) are identified or not all responsibilities are discernable in each section of the plan. (Examine lines 7, 10, 11, 12, 14) 0 = No team member responsibilities are identified in each section OR no team members are identified. (Examine lines 7, 10, 11, 12, 14)	Examine for completeness: lines 7, 10, 11, 12, 14 Examine to determine if interventions or duties are described and all are correlated with specific assigned team members. For example, line 10, teaching strategies clearly states who is responsible for each action : "The **teacher** will instruct, provide practice sessions, and cue Billy to use peer assistance requests using the language she has taught, and the request strategies will also be taught by the **speech/ language specialist** who will practice these skills in a weekly small group." (line 10)	All implementers must be clear on their responsibilities which are infused throughout the plan (lines 7, 10, 11, 12, 14) For each intervention or duty, consider adding team member's initials, names or positions throughout the description so responsibilities can be clearly determined. Sample responsibility designation types: 1. Initials: DBW, GRM 2. Names: Diana Browning Wright, Roy Mayer 3. Roles: Teacher, Aide, Consultant

Components to Evaluate	*Scoring*	*Examples:* *All examples below relate to the same student and same behavior*	*Key Concepts*
L. PROGRESS MONITORING ELEMENT THREE: Communication (line 14) **The communication segment of the BIP details progress monitoring during the plan's implementation:** 1. **Who** will participate in exchanging information? 2. **Reciprocally** exchanging information to monitor progress. Different communication partners (exchange dyads) may require different communication content. 3. **Under what conditions? Conditional or Continuous?** Each exchange dyad can require data about behavior under different conditions, e.g., Conditional- if a dangerous behavior occurs, w and x communicate; Continuous-summaries of daily or weekly on-task behavior, requires y and z to communicate, etc. 4. **Manner** of exchange of student progress and staff implementation data (how will data go back and forth?) 5. **Content** of data to exchange about student progress and staff implementation: Include what **outbound data** to exchange, under which conditions, and what **inbound response to that data** should occur. Two way communication is critical. Communication section must include monitoring of student mastery of the FERB. 6. **Frequency** of exchange. Can be time referenced, e.g., each day, each week, or can be conditional, e.g., if X behavior, Y communication exchange occurs.	2 = FERB data exchange with all components must be present ((a) who, (b) conditions, (c) manner, (d) content, (e) frequency, (f) reciprocal-two way—which is not simply a signature of receipt of information) (see column one) ►**Key Concept: Two-way exchanges** for all communication specify both **outbound** data to exchange and expected **inbound** response to the data. It can not be simply a signature signifying a receipt of data. ►**Key Concept to assure implementation:** Well designed and specific communication exchanges result in more consistent implementation of a behavior plan and provide for enhanced on-going progress monitoring and adequate determination of response to the interventions. 1 = One data exchange for any one specified goal includes all components (who, conditions, manner, content, frequency, reciprocity-two way beyond receipt signature) but a complete exchange for a FERB is absent. 0 = No complete data exchange (who, conditions, manner, content, frequency, reciprocity-two way, beyond receipt signature) for any goal is present.	2 = FERB: "Billy's handwritten daily report card will be reviewed by parent and student nightly and will include report on Billy's use of protesting solo written work through peer assistance requesting (FERB for protesting by profanity). (see attached sample card) Parents will return daily report with summary of Billy's response to reinforcer given for adequate progress to the teacher issuing the report. INCREASE GENERAL, Continuous: All written daily report card copies will be distributed to the counselor weekly and contain information on task completion rate (see IEP attachment). Parents will report back to school on Billy's independent homework completion and teacher will report to parents on daily report that homework was received and evaluated; IEP team will review all data at next meeting in 3 months." DECREASE, Conditional: "If Billy has one episode of throwing furniture or continues profanity past two minutes in refusing tasks, principal and parent will be notified by phone within one day and a face to face conference held between teacher, principal and parents to analyze and problem-solve additional or other interventions." 1 = "Student will take home a daily report card about FERB behavior (see attached sample card)." (Analysis: no 2-way communication, frequency, manner, and content is specified) 0 = "Teacher will send home notes." (No information on FERB, no conditions, no manner, no content or frequency given)	Establishing effective communication requires a team approach among all stakeholders, people who desire to support positive outcomes for the student, e.g., school staff, family, agencies and support groups, the students themselves, and others. Active exchanges among all stakeholders require each partner to provide information to one another, no one member supplying information to a passive recipient. (line 14). Exchanges can occur through phone calls, email, notes home, data log copies, etc. Behavior plans frequently fail when ongoing communication is not well designed. Simply waiting for a quarterly report or until an annual IEP meeting is not sufficient to assure the plan is being completely implemented. Continuous 2 way communication on goal progress is necessary to assure all stakeholders have input and continuous teaming occurs. Whenever there are many stakeholders, or when there is doubt that all implementers will continue interventions for the time required to change the behavior, it is especially necessary to fully describe how the communication will occur and how each player will respond to the communication when received. For example, what communication will the parent send back to the teacher after reviewing a daily report card? How will the administrator respond back to the counselor when a report of problem behavior is received? This requires considering the communication dyads, method, frequency, content and manner of the exchange. This well designed system provides prompting and reinforcement for continued program implementation.

BIP-QE II SCORING GUIDE BRIEF SUMMARY *(**Do not** use this guide without prior extensive practice on the full BIP-QE II Manual)*

Components to Evaluate	Line	*2 Points*	*1 Point*	*0 Point*
A. Problem behavior	1	**All** identified problem behavior(s) are observable and measurable.	**Some** of the identified problem behavior(s) are not observable and measurable	**No** problem behavior is stated in observable and /measurable terms
B. Predictors/ triggers of problem behavior(s):	5	One or more predictors, (from immediate or immediate past environments), are **described with at least one detail about** one or more of the environmental variables: (a) Physical setting, (b) Social Setting, (c) Instructional Strategies, (d) Curriculum and Activities, (e) Scheduling factors, (f) Degree of Independence, (g) Degree of Participation, (h) Social Interaction, (i) Degree of Choice.	**One or more predictors** from environmental categories are given, **but with no details.**	**No predictors** of problem behavior from any of the environmental categories are given, **or** predictors are from other environments and are not triggers in the current environment, **or** internal thoughts **or,** presence of an internal state **or** behavioral history **or** disability is described.
C. Analysis of what supports the problem behavior is logically related to predictors	6 to 5	**Half or more** features of the environment targeted for change (line 6) are logically related to one or more identified predictors (line 5)	**Less than half** of the features of the environment targeted for change (line 6) are logically related to one or more identified predictors (line 5).	**None** of the predictors (line 5) are logically related to (line 6) the summary as to why the problem behavior is occurring in the specific situation.
D. Environmental change is logically related to what supports the problem behavior	7 to 6	One or more environmental changes, i.e., changes in **time**, or **space**, or **materials**, or **positive interactions** are specified (line 7) and are logically related to what was identified as supporting problem behavior (line 6)	**One or more** environmental variable changes **(time**, or **space**, or **materials,** or **positive interactions**) are described (line 7) BUT they are not logically related to what was identified as supporting the problem behavior (line 6)	**No** change in any of the following four environmental variables is described. in **time**, or **space**, or **materials**, or **positive interactions**
E. Predictors related to function of behavior	8 to 5	All identified function(s) on line 8 specify why the behavior occurs in terms of either what the student: 1) gets or 2) rejects, i.e., escapes, protests or avoids AND each identified function on line 8 is logically related to the predictor(s) on line 5 that address each of the problem behaviors on line 1). Score zero if one or more functional contaminators are present (a) revenge, (b) vengeance, (d) control, (e) power	**All** identified function(s) are identified in terms of 1) getting something or 2) rejecting: escaping, protesting, or avoiding something (line 8) **But** not all are logically related to identified predictors for behavior (line 5). **AND** No functional contaminators are present.	One or more identified function(s) are not specified in terms of either: 1) to get something or, 2) to reject something (escape, protest, or avoid) (line 8). Therefore, no comparison to line 5 can be made. **OR,** one or more functional contaminators present
F. Function related to replacement behavior	9 to 8	**All** specified FERB (line 9) serve the same function as the problem behavior (line 8), **AND** no functional contaminators are present (a) revenge, (b) vengeance, (d) control, (e) power	No score of One	**No FERB** identified, **OR** the function was not accurately identified on line 8 in terms of 1) to get something or, 2) to reject something (escape, protest, or avoid) and therefore line 9 can not be evaluated, **OR** function was not in behavioral terms, **OR** functional contaminators present

G. Teaching strategies specify teaching of FERB	10 to 9	Teaching strategies (line 10) for all FERB(s) (line 9**) 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. (The statement can refer the reader to an attached document and need not be fully described on the plan for a score of two.) **BUT** If **Contaminators are present, score 0**: (a) if a reactive strategy for the problem behavior is described here, (b) If cathartic strategies for aggression are described, e.g., punch a pillow, not your peer.	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 9) **AND** **no** contaminators are present	No strategies with at least one detail are specified to teach either a FERB OR to teach general positive behaviors (line 10) **OR** contaminators are present
H. Reinforcers	11	Reinforcer for FERB is complete AND if any other reinforcer(s) for positive behavior, must also be complete: (a) specifically stated, (b) contingently given, (c) effectiveness data (d) frequency, AND **one** additional variable is listed, either: (e) choice-within-variety or (f) immediacy), AND no reinforcement contaminator is present: student loses or reduces access to some reinforcer if the FERB is used in lieu of the problem behavior. (score 0 if contaminator)	A, B, C, D, complete for at least one desired behavior AND No contaminator is present BUT no additional variable listed (e) choice within variety or (f) immediacy), OR no FERB reinforcers are identified at all.	A, B, C, or D completeness is not present for at least one desired behavior OR Reinforcement contaminator is present
I. Reactive strategies	12	**Strategy for Managing at least one Problem Safely** present, AND any two other components (prompting FERB or redirecting, debriefing or consequences), **AND** No reactive strategy contaminators are present: (a) catharsis for aggression or (b) aggressive verbal or physical behavior is listed (line 5), but no strategy for managing safely given.	**Strategy for Managing at least one Problem Safely** present, but two other components for that behavior are not given **AND** No reactive strategy contaminator is described on the plan: catharsis for aggression, or no managing safely strategy given on the plan for aggressive verbal or physical behavior listed (line 5).	Managing problem safely for at least one behavior is absent, **OR** Reactive strategy contaminator is present
J. Goals and objectives	13	**One complete FERB goal**, using a 6 or 9 component format that clearly represents a FERB, not simply a general positive behavior.	**One complete 6 component goal**, either "increase general positive behavior", or "decrease problem behavior goal" is present **AND a FERB** is targeted in the BIP to be specifically taught, though no complete FERB goal is present for monitoring.	**No** complete goal of any type
K. Team coordination in implementation	7, 10, 11, 12, 14	**All** implementers and information exchangers are identified **and** all responsibilities are specified.	**Not all** implementers or information exchangers are identified OR not all responsibilities are noted for each.	**No** team members' responsibilities identified OR no team members are identified.
L. Communication	14	**Complete FERB** exchange with all 6 components (who, condition, manner, frequency, content, reciprocal- 2-way communication-beyond signature of receipt) for FERB is present	At least one exchange for a listed goal is complete (who, conditions, manner, content, frequency, reciprocal-two way-beyond signature of receipt) but a complete FERB exchange is absent.	**All exchanges** for a goal are incomplete.

SCORING AID FOR COMPLETE GOALS

6 Format for (a) Increase General Positive OR (b) Decrease, or Stop Problem Behavior

1. By when?	2. Who?	3. Will do what? Or will stop/decrease doing what?	4. Under what Condition(s)?	5. At what level of proficiency?	6. As measured by whom, and how measured?
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the behavior will look like (a) an increase in desired (b) a decrease or stop undesired Do not use self-esteem enhanced, feelings of anger reduced which are difficult/impossible to accurately measure.	**Considerations:** **Location(s**): at desk, during assemblies **Person(s) present or absent**: with peers, with aide **Activity requirement(s**): given a written assignment, when told to begin **Prompting and degree of prompts:** with no prompts/reminders, with gestural cue Etc:	**Considerations:** How well will the behavior be performed: Using 4/5 steps taught? With what degree of success: 4/5 items?	**Who**: Teacher? Aide? **Considerations:** **Data collection:** Recording in record book, teacher-made rating sheet, random/continuous time sampling,? etc. **Observation techniques:** 3/5 observations in 3 weeks of observations,

9 Format for a Functionally Equivalent Replacement Behavior

1. By When?	2. Who?	**3. Instead of what problem behavior?**	**4. For the purpose or function of what?**	5. Will do what?	6. For the purpose or function of what (repeat)	7. Under what <u>contingent</u> condition(s)?	8. At what level of proficiency?	9. As measured by whom, and how measured
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the non-desired problem behavior looks like	Specify the hypothesized function of the non-desired problem behavior this FERB is in lieu of: 1. to gain what? OR 2. to reject (protest, escape, avoid) what?	Specify in observable, measurable terms, the new, socially more acceptable behavior that achieves the same outcome for the student as the problem behavior	**Repeat the hypothesized function:** 1. to gain what? OR 2. to reject (protest, escape, avoid) what?	**Specify the conditions when the student would likely use a problem behavior, but will now select the FERB to achieve the desired outcome.** **Considerations:** See above 6 format description of possible contingent conditions	**Considerations:** How well will the behavior be performed: Using 4/5 steps taught? With what degree of success: 4/5 items?	**Who**: Teacher? Aide? **Considerations:** **Data collection:** Recording in record book, teacher-made rating sheet, random/continuous time sampling,? etc. Observation techniques: **3/5 observations in 3 weeks of observations,**

SCORING AID FOR COMPLETE COMMUNICATION SIX COMPONENTS

1. Who ?	2. Under what condition(s)	3. Manner?	4. Expected Frequency?	5. Content?	6. Two-way specification
Specify all persons for each data exchange (e.g., **Behavior Data Monthly Summary**: psychologist/physician, **Daily report card**: teacher/parent; **Problem incident report**: principal/teacher/counselor; **Serious threats to harm self**: Therapist/teacher/counselor/parent)	**(a) Continuous?** Often daily reports, weekly or monthly summaries expected for duration of the plan **(b) Conditional?-**if X behavior occurs? Often if a problem is at a particular level of severity, or a positive behavior is beyond expectations	**Transmittal Considerations**: paper to office file, email, paper student carries, telephone direct, telephone answering machine	Hourly, daily, bi-weekly, weekly, monthly, every report card, every IEP meeting (frequency and conditions can be merged or separate)	Conditional use of a FERB when a problem behavior might have been used; General positive behavior increase or problem decrease; Summaries of goal progress from data reports (event, time sampling, etc.); Incident reports; Critical student information, e.g., potential medication reactions or changes; if injured during behavior, etc.	Exchange partners expectations on how each will respond BACK to the other as a result of a report, sending information facilitating on-going progress monitoring and teaming. Expected responses can vary, e.g., reflections on progress; new medication doctor will now give/or not give; reports on outcome of a discussion or counseling session on the behavior; new ideas recipient wishes to express; student's response to a reinforcer given contingently in another environment; A signature of receipt of information is NOT a reciprocal exchange, nor effective on-going teaming.

Behavior Intervention Plan Contaminators

Components to Evaluate	Contaminators to Avoid: Results in Automatic Scores of 0	Rationale
E. Function (line 8) Related to Predictors (line 5) AND **F.** Replacement behavior (line 9) serves same function (line 8)	Revenge, vengeance, control, power	A functionally equivalent replacement behavior (FERB) for these behaviors will be socially unacceptable, e.g., getting vengeance in another way? Consider alternatives described in the BIP-QE II
G. Teaching Strategies (line 10) specify how to teach and/or prompt FERB (line 9)	1.) If reactive strategies are described in section: G. Teaching Strategies OR 2.) If cathartic strategies are taught or used to address aggression	Reactive strategies are for the presence of the problem, thus by definition, "reactive." Teaching strategies are for supporting new behaviors prior to problem behavior, thus "proactive." Aggression, however benignly expressed, has been demonstrated to beget further aggression
H. Reinforcers (line 11)	Student loses or reduces access to a reinforcer if a FERB is used	FERB is an acceptable behavior we are teaching and reinforcing; pairing with an aversive destroys efficacy of the plan
I. Reactive Strategies (line 12)	Cathartic strategies are described for aggression OR a verbal or physical aggressive behavior does not have the reactive strategy component: managing the problem safely	Aggression begets more aggression; staff, peer and student safety is compromised if how to handle the problem safely is missing

Contaminators Defined

Elements included in a behavior plan, that by their very nature sabotage the integrity of the plan and the possibility that the plan will likely improve outcomes for the student, even if other elements are described that could be effective. –Browning-Wright and Mayer
Thus, in the BIP-QE II, if a contaminator is present in a component, an automatic score of 0 is given for that component.

SUMMARY OF BEHAVIOR INTERVENTION PLAN QUALITY EVALUATION

_____ A. Problem Behavior

_____ B. Predictors of Behavior

_____ C. Analyzing What is Supporting Problem Behavior

_____ D. Environmental Changes

_____ E. Predictors Related to Function

_____ F. Function Related to Replacement Behaviors

_____ G. Teaching Strategies

_____ H. Reinforcement

_____ I. Reactive Strategies

_____ J. Goals and Objectives

_____ K. Team Coordination

_____ L. Communication

_____ ***Total Score (X /24)***

A well developed plan embodies 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 12 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.

- ***13 – 16 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 embody best practice. Consider alterations.

- ***17 – 21 points = Good Plan***
  This plan is likely to affect a change in problem behavior and elements of best practice are present.

- ***22 – 24 points = Superior Plan***
  This plan is likely to affect a change in problem behavior and embodies best practice.

BIP QUALITY EVALUATION RECORD SHEET

Student: _____ Date of Plan: _____

BIP-QE II Evaluator: _____ Date of Evaluation: _____

_____ A. Line 1 ..... Problem Behavior

_____ B. Line 5 ..... Predictors of Behavior

_____ C. Line 6 links to 5 ..... Analyzing What is Supporting Problem Behavior

_____ D. Line 7 links to 6 ..... Environmental Changes

_____ E. Line 8 links to 5 ..... Predictors Related to Function

_____ F. Line 9 links to 8 ..... Function Related to Replacement Behaviors

_____ G. Line 10 links to 9 ..... Teaching Strategies

_____ H. Line 11 ..... Reinforcement

_____ I. Line 12 ..... Reactive Strategies

_____ J. Line 13 ..... Goals and Objectives

_____ K. Lines 7, 10, 12, 14..... Team Coordination

_____ L. Line 14 ..... Communication

_____ ***Total Score (X /24)***

Suggestions for improving this plan: _____

_____

_____

_____

A well developed plan embodies 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.

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  This plan is likely to affect a change in problem behavior and embodies best practice.

GUIDANCE FOR DEVELOPING A BEHAVIOR INTERVENTION PLAN

The following considerations are important to review after scoring the plan. The team may find it helpful to use the BIP Quality Evaluation Scoring Guide during plan development. The following additional points will enhance clarity and quality of the written product.

- ❒ Does the plan score in the good or superior range, with evidence that the plan was a team effort and consensus was achieved on plan contents?

- ❒ Are all interventions developmentally appropriate for this student?

- ❒ Has the plan been written with enough clarity and detail for any new staff to understand and implement it?

- ❒ Is the plan relatively free of extraneous details that hinder clarity?
    - If the team suggests many good environmental and teaching strategy changes that will generally benefit the student, consider including these in a separate accommodation plan or a separate list of derived interventions.

- ❒ If the behavior is complex, were strategies used to simplify a complexly written plan?

    - ❍ **Multiple Behaviors, Same Function**
      If the plan attempts to address multiple behaviors (e.g., pinch, elope, scream) that have the same function (e.g., protest/escape) teaching strategies specific to each behavior must be discernable but environmental changes may be the same.
      - Consider numbering behaviors with corresponding interventions.

    - ❍ **One Behavior, Multiple Functions**
      If the plan attempts to address one behavior (e.g., screaming) that serves multiple functions, (e.g., attention and protest/escape) strategies specific to each function must be discernable.
      - Consider numbering behaviors with corresponding interventions

    - ❍ **Multiple Behaviors, Multiple Functions**
      If the plan attempts to address multiple behaviors with multiple functions, writing the plan with clarity and achieving consistent staff implementation becomes extremely difficult.
      - Consider identifying the behavior or behaviors that most interferes with learning and have the same function. When successful, proceed to develop plan(s) for remaining problem behaviors. Alternatively, consider addressing each selected behavior with each function on separate plans.

BIP QUALITY EVALUATION SCORING CONSIDERATIONS

Diana Browning Wright

❒ **What if the plan is NOT successful and scores in the "weak" range?**
Success is not likely to be attained with a plan scoring in this range. All team members should develop a new plan using the BIP quality evaluation as a guide for each section.

❒ **What if the plan was NOT successful and scores in the "underdeveloped" range?**
The team should meet and review the plan to find which part(s) is not effective. Underdeveloped plans often contain incomplete or vaguely described interventions sometimes not consistent with the analysis of the problem.

- ☑ Reexamine the function of the behavior
- ☑ Reexamine the match between the developmental level of the student and the interventions.
- ☑ Consider insights from the student. When the student is capable of discussing on-going problem behavior, a student's perspective during debriefing may influence future BIP changes. Debriefing includes getting the student's perspective on the behavior.
- ☑ Be sure the team includes all future implementers
- ☑ As you rewrite the plan, consider the quality evaluation guide so that all sections earn the maximum points

❒ **What if the plan is successful, but scores in the "underdeveloped" range?**
Other variables are likely to be responsible for the plan's success, such as:

- Team effort
- Focused attention on replacement behavior
- Reinforcement is increased in general
- Environmental changes have been effective
- Although all plans should incorporate a complete approach to solving the problem, sometimes even a portion of the plan well implemented will result in some change. For example, though a thorough plan includes both teaching a replacement behavior and changing environmental variables, sometimes even partial planning influences behavior.

Although the team evaluates the plan as "successful", in the on-going review process which occurs to monitor student achievement of the goals and objectives, the team should determine if changes to the plan are needed to increase the likelihood of maintaining the new replacement behavior or generalizing it to multiple environments as well as decreasing environmental supports (if warranted) because the student has developed new positive behaviors requiring less support.

❒ What if the plan is NOT successful, but scores in the "good" or "superior" range?

Other variables beyond the scope of a quality evaluation of the BIP key concepts are likely to be responsible for the plan's failure, such as:

- Inconsistent use of interventions, or interventions delivered differently than described
- Interventions delivered with additional features not described (e.g., a scowling face while delivering a reinforcer delivers both a reinforcer and a possible punisher)
- The interventions may be impossible for the student for a variety of reasons, e.g., the developmental characteristics of the student mismatched with interventions; the need for interventions and the frequency of reinforcement are higher than the plan delivers; reinforcement changes needed (i.e., changes in power, frequency, variety, immediacy); curriculum accommodations not in place
- **Function Strand Problem:** The function of the behavior was not accurate, and therefore the student's reason for using the behavior continues because an inaccurate replacement behavior was developed
- **Environment Strand Problem:** Environmental changes that were made were not substantive enough to remove the need for the student to use this behavior

❒ What if the plan is PARTIALLY successful, or PARTIALLY unsuccessful, regardless of the score?

Examine all of the points made above. One of these points may account for variability. Also consider:

- Typically, the BIP resulted in just enough change to reduce the problem sometimes, but not enough change was made to sustain the use of a replacement behavior or consistent environmental change.
- Staff inconsistency in using interventions can also account for the variability of outcomes.
- Students with fluctuating states often require a fine-tuned plan with specific environmental changes specified in the plan to match the student's affect at a particular time, increase or decrease task difficulty or access to reinforcers to match state fluctuation.

SOLVING BIP QUALITY EVALUATION SCORING PROBLEMS

❒ **General Purpose of Scoring A Behavior Plan**

- This guide was created to improve the quality of behavior plans while they are being written. Using the guide during the meeting allows anyone playing a consultant or leadership role to focus the team on writing the best plan they can without being the "expert" dictating what should be included. The consultant can engage the entire team in "scoring" what they have written and facilitate a collaborative attempt to rethink and rewrite when inadequacy is discovered. Eventually, teams will be better able to write plans without leadership guidance if they have initial successes and the guide as a reminder of what the plan should embody.

- This guide can also be used when a plan is not successful. The team must meet to reevaluate and strategize changes. This guide can help focus the team on what areas to address.

- A behavior plan will include positive behavioral supports (teaching a replacement behavior, making environmental changes) and effective reactive strategies which include consequences, including punishment and/or disciplinary actions when necessary. By using the guide throughout plan development and review, the appropriate balance between positive behavioral interventions and disciplinary considerations can be achieved.

❒ **Sometimes the team may have written a lot of extraneous information, making scoring difficult.**

The team has identified general environmental changes that would benefit the child, curriculum accommodations and remediation plans not relevant to the behavior in question, etc.

☑ Ignore extraneous information for the purpose of scoring and search for the information that is to be scored. Use a highlighter to make the process easier.

❒ **Establishing the logical relationships between areas to be scored can be difficult, yet this is key to establishing internal validity.**

"Logically related" means you can either directly, or by inference, grasp the connection between the items in question.

☑ Do not be overly analytical. Not everything will be so clearly written that you can immediately determine the score especially when interrelating items. Move on. Proceed to the next item if you are unsure whether the item is a "0, 1 or 2". Often moving on allows the evaluator to determine overall consistency in addressing the key concepts. Whether the item scores a "1", a partial or incomplete attempt at the key concept, or a "2" will not be as critical as whether the key concept has not been addressed at all, a "0". You can then return and more easily determine the score.

❒ **Scoring can be time consuming if you use a bottom-up method (looking at "0" and "1" criteria first), and can take much less time with a top-down method (looking at "2" criteria first).**

During the field trial of this instrument, the 9 member PENT Cadre Leadership Team and the 191 PENT Cadre members discovered that first examining the complete exemplar ("2") aided the evaluator by making the key concept clear and decreased scoring time.

☑ Proceed in sequence on each item. 1) Score "2" if the key concept was fully present, 2) score "0" because it was clearly not present, or 3) analyze the difference between a "2" (complete), or a "1" (partially complete) and match to the item you are evaluating.

❒ **Is it better to score stringently or leniently?**

If you can tell the key concept is there, even if it could be better phrased, award the score. If you must really stretch to determine the key concept is present, look at the rest of the plan to determine if, as a whole, this plan addresses the strands adequately. Then go back and score with this in mind.

❒ **Sometimes the plan includes multiple behaviors. This makes scoring difficult. How should this be addressed?**

- **Same Function-Multiple Behaviors**

  If the plan attempts to address multiple behaviors (e.g., pinch, elope, scream) that have the same function (e.g., protest/escape), strategies specific to each behavior must be discernable (e.g., numbered and correlated).

  ☑ Go through and number the behaviors, then search for the correlate intervention and assign the same number as the behavior. In the future, do the numbering as you develop the plan.

- **Different Functions-Multiple Behaviors**

  If the plan attempts to address multiple behaviors (e.g., hitting, refusing work, late for school, profanity, etc.) with multiple functions (e.g., attention for some behaviors, protesting/avoiding or escaping for other behaviors), writing the plan with clarity and proceeding to achieve consistent staff implementation becomes extremely difficult. The key question is: What method of writing what we intend to do will result in implementers knowing exactly what to do for each behavior? The team may wish to meet again and either:

  ☑ Identify the behavior or behaviors that most interferes with learning and have the same function. Write a plan to address this problem. When successful, proceed to develop plan(s) for remaining problem behaviors.

  ☑ Alternatively, consider addressing selected behavior(s) with each corresponding function on separate plans. Although this results in more pages, it may be more helpful for the implementers. Consult with the entire team on what would be most beneficial.

- ❒ **Sometimes the plan is for a student who uses one behavior for multiple functions. How should this be addressed?**

  If the plan attempts to address one behavior (e.g., screaming) that serves multiple functions, (e.g., attention sometimes and protest/escape at other times) strategies specific to each function must be discernable to the implementers (e.g., numbered and correlated). Applying a strategy to reduce attention seeking or teach attention seeking in an appropriate way does not address a behavior that is being used to protest or escape something, and visa versa. Again, consult with the entire team on what would be most beneficial.

POSITIVE BEHAVIOR SUPPORT: PRINCIPLES RELATED TO BEHAVIOR INTERVENTION PLANS

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

"Positive Behavior Support" is a conceptual approach that is rapidly changing how we approach problem behavior. By focusing on the following approaches and key concepts, even behaviors that have been occurring for a long time can be changed. These concepts are radically different from reduction approaches that simply try to either punish the student for the behavior, or reward the student if s/he stops the problem behavior. The "Positive Behavior Support" approach is data-driven, based on carefully looking at the context of the behavior to understand why the behavior is occurring. This is followed by implementing an individualized behavior plan, not just to eliminate problem behavior, but to teach the student new skills and change environments and interactions to support a wide range of positive behaviors. The following outline describes what needs to be considered, when developing a behavior plan based on an understanding of the function of the behavior, i.e. a functional behavior assessment.

❒ ***Positive Behavioral Support Principle:*** *Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function). Although all functions are legitimate and desirable, the method or form of the behavior may require alteration.*

- **Key Concept:** This behavior has worked in the past, or is currently working to either, 1) get something the student desires, or 2) avoid or protest something the student wishes to remove.

  - **Requirement:** A behavior plan must identify the function of the problem behavior in order to develop a plan that teaches an alternative replacement behavior that serves the same function**.**

  - **Method:** Observing the student in the problem situation and interviewing others who are frequently present when the problem occurs is required. Focusing on the student's facial expression and the response of others often yields cues as to what the function of the behavior may be.

  - **Examples of functions of behavior:**

    1. Billy throws his work on the floor because it is hard work for him and his face shows anger and frustration. **His actions are a protest.**

    2. Jane giggles and disrupts peers around her because she enjoys the attention and reactions she gets and her face shows pleasure and excitement. **Her actions are to get social attention**, even when that attention from peers is one of displeasure and disapproval.

3. Renee uses profanity not related to what is going on around her. Her face shows pleasure and excitement and she uses these words as a method of starting a conversation, e.g., her peers immediately tell her not to use these words and start conversing with her about the use of appropriate language. **Her actions are to get social interactions started.**

❒ ***Positive Behavioral Support Principle:*** *Behavior is related to the context/environment in which it occurs.*

- **Key Concept:** Something is either present in the environment, or NOT present in the environment which increases the likelihood the problem behavior will occur.

  - **Requirement:** The behavior plan must identify what environmental features support the problem behavior in order to know what environmental changes will remove the student's need to use the problem behavior to achieve something desired.

  - **Method:** Observing the student in the problem situation and interviewing others who are frequently present when the problem occurs is required. Focusing on everything going on around the student, the nature of the instruction, interactions with and around the student, and the work output required by the curriculum is necessary to understand why the student uses this problem behavior.

  - **Examples of context/environment impact on problem behavior:**

    1. Billy has NOT YET received support to complete difficult work. He only throws math or reading worksheets that appear long and hard to him.

    2. Jane has NOT YET received direct instruction on how to appropriately make and keep friends. Her peers reinforce her behavior inadvertently by their strong responses. Her peers have neither learned how to reinforce her for appropriate behavior, nor learned how to change their loud expressions of disapproval in response to Jane's behavior.

    3. Renee has NOT YET received instruction on how to initiate social conversation without the use of her attention-getting swear words. Her peers have not learned how to direct Renee to use the alternative method of attention-seeking rather than correcting her for attempting to get their attention.

❒ ***Positive Behavioral Support Principle:*** *There are two strands to a complete behavior plan.*

- Key Concept: Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND developing a replacement behavior (teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way).

- **Requirement:** A complete behavior plan must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior.

- **Method:** Writing an effective two strand plan requires a collaborative team that includes plan implementers and other important, supportive people in the student's life such as family members, any agency personnel (e.g., social workers, mental health providers, probation officers) and of course the student if his/her participation is possible.

- **Examples of two strand, complete approaches:**

  1. Billy's teacher will alter his assignments so that hard work will not appear overwhelming to him (remove need to protest). Billy will be taught an acceptable protest for work that appears difficult, such as calling the teacher over and telling her the work appears long and hard (functionally-equivalent alternative behavior).

  2. Jane will receive instruction on how to make and keep friends and her peers will receive instruction in how to calmly redirect her to use appropriate interactions to achieve their brief expressions of approval (remove need to get social attention in maladaptive ways). Jane will learn brief interactions during work periods that result in social approval from her peers, yet do not disrupt others (get social attention with functionally-equivalent alternative behavior).

  3. Renee's teachers will provide collaborative learning opportunities that allow Renee to be in sustained social interactions with her peers (removes need to use swear words to start a social interaction). Renee will be taught specific social interaction initiation techniques and her peers will be taught how to prompt her to use these techniques (functionally equivalent ways of starting a social dialogue).

❒ ***Positive Behavioral Principle:*** *New behavior must get a pay-off as big or bigger than the problem behavior.*

- **Key Concept:** To achieve maintenance of a new behavior, it must be reinforced. Reinforcement is actions we take, privileges or tangibles we give, that the student really wants to get, and therefore he/she does the behavior again and again to get that reinforcement.

  - **Requirement:** The behavior plan must specify reinforcement for the new functionally equivalent behavior. The behavior plan may also wish to specify general reinforcement for positive behaviors as well. Often a general lack of reinforcement available for following class rules will increase a wide range of problem behaviors. When reinforcement is given to all students for a wide range of positive behaviors dramatically decreases in problem behaviors occurs.

- **Method:** Find out what the student typically seeks in the environment. Ask the student and observe him/her in the situation or have the student complete a "reinforcement survey" of things s/he would want to earn. Does she like computer games? Adults to praise her work? Opportunities to be first in line? Make access to the reinforcer you discover contingent on performing the desired behavior.

- **Examples of Reinforcement of Replacement Behavior:**

  1. Billy's teacher will praise his use of the new form of protest behavior his behavior plan suggests, i.e., calling her over to tell the teacher the work looks hard. (**Efficacy evidence:** Billy's classroom and home behavior shows he is really pleased by any positive attention from adults.) She will also send home daily report cards describing his use of the new behavior and Billy's parents will amply praise his new skill at home.

  2. Jane's circle of friends will meet daily for 5 minutes at recess to praise Jane for her quiet, quick checking in with them during a work period that does not disrupt work. Jane and her friends will all receive points toward lunch with the teacher for their teamwork and support of each other. (**Efficacy evidence:** Jane and her friends chose this reinforcer at the beginning of the intervention, telling the teacher how much they wanted the opportunity to be in the "lunch crew" they had observed other students earning).

  3. Renee's friends will award her "friendly talking" points and a "high five" gestural acknowledgement each time she tries to start a conversation using the language scripts she has been taught. The teacher will allow Renee to choose from a menu of tangible and activity reinforcers for every 10 points earned. (**Efficacy evidence**: Renee loves the high fives from adults and peers and says she wants to earn the variety of reinforcers on the list).

❒ ***Positive Behavioral Principle:*** *Implementers need to know how to handle problem behavior if it occurs again.*

- **Key Concept:** The behavior plan must specify reactive strategies ranging from: 1) **Beginning stage:** Prompting the alternative replacement behavior; 2) **Mid-behavior stage:** The problem behavior is fully present and now requires staff to handle the behavior safely through an individualized, careful deescalating of the behavior. This might include specific techniques, calming words, presenting of choices, distraction, and redirection. Each technique will likely be unique to the student. What has worked in the past is important to discuss. Some staff deescalate the student better than others and this should be considered. 3) **Problem-solving/Debriefing stage:** Debriefing with the student is to review what happened, practice the alternative behavior again, and plan what to do next. 4.) **Required consequences stage:** Clearly written consequences or other team determined actions because of the behavior are important, e.g., school and district disciplinary required actions; calling parents; notifying probation department; attendance at special seminars, detention, and so forth.

- **Requirement:** All implementers must be clear on specifically how to handle behavior to assure safety of all and that the intervention matches the stage of escalation.

- **Method:** The behavior team will need to discuss what has worked in the past to alter the problem behavior, and what interventions are required at all four stages of problem behavior.

- **Example of reactive strategies:**
  Billy's Behavior Support Plan includes the four stages of reactive strategies as follows:

  1. **Beginning behavior Stage:** Use gestures Billy has been taught that are cues to Billy to use the alternative protest, i.e., call them over to protest hard work. Follow the "Stop and Think" gestural system taught to teachers and students at this school.

  2. **Mid-behavior Stage:** Increase proximity to Billy, point to the work on the floor, use calm voice requiring work to be replaced on desk, wait patiently for compliance and praise in accordance with the teacher training on "One Minute Skill Building." If Billy is too agitated to work, invite him to take a "Time Away" in a specified classroom area. Praise his return when he is ready to work.

  3. **Debriefing Stage:** Ask Billy why he chose the old form of protest rather than his new alternative. Have Billy help fill out the daily report card communicating the poor choice he made and what Billy and the teacher will do next time to help assure the new behavior to protest is selected.

  4. **Consequences Stage:** If the behavior escalates to loud swearing, Billy will be sent to the counselor to complete a written process, "My Inappropriate Behavior," which may or may not result in a suspension or other school disciplinary procedures given by the Vice Principal for the disruptive behavior.

❒ ***Positive Behavioral Principle:*** *On-going communication needs to be between all important stakeholders in the student's life.*

- **Key Concept:** The behavior plan must specify who communicates with whom, how frequently and in what manner. Two-way communication between message senders and recipients is important.

  - **Requirement:** The communication needs to be frequently enough to result in the continuous teaming necessary to achieve success.

  - **Method:** Communication can be sent home in writing, through messages on email or voice mail, through posting (if information can be communicated in codes to assure confidentiality) or face-to-face.

- **Example of Communication between important stakeholders:**
  Billy's team decided on the following communication provisions:

  1. **Communication between:** parents, teacher, school counselor, therapist from Department of Mental Health, school principal

  2. **Frequency:**
     a. **Daily:** Report card on use of replacement behavior will be sent home; parents report back on praise or other reinforcers for accomplishment they gave Billy each day.
     b. **Weekly:** Teacher will send weekly summary of Billy's behavior to principal, school counselor, parents and therapist
     c. **Per Incident:** Episodes of protest that include throwing furniture or loud swearing will be reported to the school counselor, who will debrief and send "My Inappropriate Behavior" analysis sheet to the principal, therapist, family, teacher. Therapist and parents will communicate any discussions with Billy about the incident which have yielded important insights about future interventions to counselor, who will inform others as needed.

  3. **Manner:**
     a. **Daily:** written report hand carried by Billy to parents
     b. **Weekly**: email summaries using a report chart
     c. **Per Incident:** paper copy to principal, teacher. Email copy to therapist, family

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