

# **SECTION 7:**

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## **TEACHING AND REINFORCEMENT**

# TEACHING AND REINFORCEMENT: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR AND GENERAL POSITIVE BEHAVIORS Lines 10, 11

## The Big Idea

- New functionally equivalent replacement behaviors must be specifically taught and reinforced
- General positive behaviors must also be taught and reinforced
- Teaching requires progressively shaping, modeling, cueing and eventually fading to increase the independent use of the problem behavior
  - Shaping: reinforcing closer and closer approximations to desired behavior
  - Modeling: demonstrating the desired behavior
  - Cueing: showing the student under what conditions the behavior should be performed
  - Fading: gradual decreasing of prompting, cueing and reinforcing new behavior while maintaining desired behavior
- An outcome (activity, tangible, attention, etc.) becomes a reinforcer when it has been shown that the student will perform X behavior to achieve Y outcome. A “reward” is an outcome we believe the student would strive to earn, but for which we do not yet have evidence that it has worked in the past.
- Reinforcement designated on a BIP must be:
  - Specifically stated
  - Contingently given
  - Have Effectiveness Evidence: i.e., be desired by the student
  - Given frequently enough to maintain the behavior
  - Consider additional variables when needed:
    - Give choice-within-variety
    - Give immediately after the behavior

## BEHAVIOR INTERVENTION PLAN

for Behavior Interfering with Learning of Student's Learning or the Learning of His/Her Peers

### ALTERNATIVES PART 2: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH & SUPPORT

#### Intervention

**Line 10. What Teaching Strategies/Necessary Curriculum/Materials are needed to teach the functionally equivalent replacement behavior? *Teaching of underlying pivotal skills that will increase the student's ability to perform general positive behaviors should also be considered. (See following page for how to teach a new behavior.)***

**Key Concept:** Teach in a systematic way, model, prompt, cue and reinforce successive approximations of the desired behavior, i.e., "shape" the behavior. The plan must capture the team's teaching plan, specifying at least one detail about how this will be done, e.g., materials listed, strategy described or attached, list of skill steps referenced, etc.

**The intervention selected by team must be logically related to the assessment:**

- What was determined to be the function of the behavior? (line 8);
- What the team believes the student should do instead of the behavior? (line 9);
- What is supporting the problem behavior in the environment? (line 6).

**Distinctions:**

- General, positive behavior instruction teaches the student underlying skills, often useful in problem situations.
- Functionally equivalent replacement behavior specifically allows the student to get or reject something in a more socially acceptable manner as compared to the problem behavior method.

- **Protest:** Instead of swearing, use simple, acceptable protest language taught by teacher to express a displeasure or disagreement (acceptable language selected by teacher and student would then be attached).
- **Escape:** Instead of running out of room, use a break card and go to a designated "time away" area as taught by teacher, using the teaching a new behavior method attached. **(See section 12, Resources for Environmental Factors on Time Away)**
- **Avoid:** Instead of kicking a non-preferred staff member to avoid working with him, teach student to hand non-preferred staff members a "I'm finished working with you" card using the "teaching a new behavior" method (See "Teaching a New Behavior," Section 7, Page 3.)
- **Get attention:** Instead of poking peers with a pencil to gain peer attention, gently tap on the arm as taught by teacher.
- **Requesting access to a preferred activity:** Instead of grabbing desired materials, teach student to hand picture of desired activity to staff using methods as described in a picture exchange system used in the classroom.

**Examples of potential general, pivotal, positive behaviors to teach (These need to be in addition to a FERB for the problem behavior):**

- General positive (problem: not turning in work): The RSP teacher/counselor will teach organizational skills—how to write down assignments, organize papers, make to-do lists, etc. using teacher made materials - three times a week with daily general education monitoring.
- General positive (problem: fighting in group games at recess): Teach (shape/model/cue/prompt) the steps of how to solve a conflict; Roleplay techniques for avoiding a fight or conflict 2x week. (Team references steps in attached list.)
- General positive (problem: crying, foot stomping, head banging in response to stressors): Teach coping strategies for 1.unexpected interruptions, 2. being assigned work that is too difficult, 3. being teased 4. missing the school bus, 5. forgetting lunch money, using attached visuals and social story method.
- General positive (problem: student has frequent peer altercations, no friends): Teach student how to access an adult "mentor" selected by the student to assist in problem solving situations. (teach through role play of examples and non-examples, prompt, reinforce. Teacher will instruct 3x and repeat until mastered.)

# TEACHING NEW BEHAVIORS

## *Social Skills, Classroom or Playground Desirable Behavior, Conflict Resolution, etc.*

There are four basic steps to follow when teaching any new behaviors:

1. **Modeling:**  
Students are shown examples of competent use of the behavior;
2. **Role-Playing:**  
Students are requested to practice the behavior;
3. **Performance Feedback:**  
Students are provided with constructive feedback regarding the adequacy of their performance;
4. **Generalization and Maintenance:**  
Students are encouraged to use their newly learned behaviors in many settings. Support in the classroom, at home, and in peer groups optimizes outcomes.

*Each step is discussed below.*

### **Modeling**

“learning by imitation”

Characteristics of the selected models:

- a. Skilled at the behavior
- b. High status with peers
- c. Same sex, approximate age, social status
- d. Friendly and helpful
- e. Rewarded for modeling (\*very important)

Modeled behavior:

- a. Keep simple - one skill at a time
- b. Minimize irrelevant details
- c. Use repetition
- d. Use several different models

At least two examples should be modeled for each behavior so that the students are exposed to examples in different situations.

### **Role Playing**

Students need to learn to only **what** to do, but **how** to do it.

Works best when student:

- a. Chooses to participate
- b. Has commitment to behavior role playing

### **Feedback**

Positive reinforcement for enacting role-playing behavior. Forcing role-playing is not recommended.

### **Generalization**

Training sessions should be conducted in settings that most closely resemble the application setting. For social skills, assign “homework” in which students try out the social skills they have role-played, in real life situations and report back on success. Sometimes pairs of students can agree to observe each other trying it out in other settings.

Encourage staff, relatives, and friends to provide verbal praise to students. Train students to reinforce themselves when practicing a new skill as well.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

## STRATEGIES

<b><u>SKILL DEFICITS</u></b> <b>BEHAVIORAL EXCESSES</b>	<b>YES</b>	<b>NO</b>	<b>Schedules</b>	<b>Rules &amp; Procedures</b>	<b>Transitions</b>	<b>Active Group Participation</b>	<b>On-Task Behavior</b>	<b>Instructional Language</b>	<b>Space &amp; Materials</b>
1. Listening when needed.									
2. Becoming easily distracted.									
3. Concentrating when asked to work independently.									
4. Calling out responses in class.									
5. Responding correctly to teacher-directed questions in class.									
6. Volunteering to answer questions in class.									
7. Remembering rules and/or applying them in the classroom.									
8. Being left out of class discussions.									
9. Following directions.									
10. Starting or stopping activities.									
11. Knowing what to do with papers, homework, etc.									
12. Understanding teacher instructional language.									
13. Making transitions from activity to activity.									
14. Remembering procedures about restroom visits, passes, etc.									
15. Becoming upset when the regular routine is changed.									
16. Missing important information.									
17. Looking or acting confused.									
18. Asking for help when not really needed.									

Adapted from: Diann Grimm, M.A., Ed.S., 9/01

# STUDENTS WITH THESE SKILL DEFICITS/BEHAVIORAL EXCESSES CAN BENEFIT FROM THESE STRATEGIES:

	SKILL DEFICITS/BEHAVIORAL EXCESSES				STRATEGIES		
	Schedules	Rules & Procedures	Transitions	Active Group Participation	On-Task Behavior	Instructional Language	Space & Materials
1. Listening when needed.	X	X		X	X	X	X
2. Becoming easily distracted.	X	X		X	X	X	X
3. Concentrating when asked to work independently.					X	X	X
4. Calling out responses in class.				X		X	
5. Responding correctly to teacher-directed questions in class.				X		X	
6. Volunteering to answer questions in class.				X		X	
7. Remembering rules and/or applying them in the classroom.	X	X	X			X	
8. Being left out of class discussions.				X		X	
9. Following directions.	X	X	X			X	
10. Starting or stopping activities.	X	X	X			X	
11. Knowing what to do with papers, homework, etc.		X			X	X	X
12. Understanding teacher instructional language.	X	X				X	
13. Making transitions from activity to activity.	X	X	X			X	
14. Remembering procedures about restroom visits, passes, etc.		X	X			X	
15. Becoming upset when the regular routine is changed.	X	X	X				X
16. Missing important information.	X		X		X	X	X
17. Looking or acting confused.	X	X	X		X	X	X
18. Asking for help when not really needed.		X			X	X	

Adapted from: Diann Grimm, M.A., Ed.S., 9/01

## BEHAVIOR INTERVENTION PLAN

for Behavior Interfering with Learning of Student's Learning or the Learning of His/Her Peers

### ALTERNATIVES PART 2: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH & SUPPORT

Intervention

#### Line 11. What are reinforcement procedures to use for establishing, maintaining and generalizing the new behavior?

*Distinction: A reinforcer is something proven to increase the behavior. A reward is something we hope the student will strive to earn, but there is no current evidence supporting that conclusion.*

#### Key Concepts:

- **Specificity:** Team must specify exactly what the student will earn.
- **Contingency:** Reinforcers must be contingently given following the desired behavior
- **Efficacy Evidence:** There must be evidence the student WANTS the reinforcer
- **Frequency:** The frequency of earning either the reinforcer or the token towards the reinforcer, must match the students ability to delay gratification. Approximately every 10 minutes? 2x per week? After every third correct response? (High frequency is an especially important consideration for students with a limited history of reinforcement for desired behavior.)
- **Immediacy:** The reinforcer is delivered IMMEDIATELY after each desired behavior. (This is especially important for developmentally young students who need assistance in understanding which behaviors result in accessing the reinforcer, and sometimes in initial efforts to change a long standing problem behavior.)
- **Choice-within-Variety:** Offer more than one reinforcer and allow the student to pre-select what s/he will strive to earn OR allow student to select after the behavior, or both.

#### Reinforcer Examples:

**See Section 12: Environmental Resources for questions and answers on why we use reinforcement, the reinforcement continuum, surveys, & lists**

- **Physical:** High-five/low-five, pat-on-the-back, or hand shake coupled with adult smiling at the student, delivered immediately following each task completed.
- **Verbal:** Use specific praise, e.g. "I bet you are proud of this work!" "You Made a Good Choice! You worked very carefully on that assignment"; Teachers and aides will recognize (praise) the student's strengths and talents in front of peers; Employ a peer-recognition system where peers praise progress, such as "Pit Crews." (see [www.pent.ca.gov](http://www.pent.ca.gov))
- **Activity Access:** Desired activities contingently available following the completion of less preferred activities, e.g., time on the computer; free time; listening to music; sitting at teacher's desk; first to leave at break time; headphones for five minutes.
- **Tangibles:** Positive phone calls or notes or certificates sent home; small toys.
- **Tokens and points:** Design a system to frequently recognize student for using positive behavior through delivery of a symbol standing for progress toward accessing desired outcomes: activities, tangibles, privileges and other reinforcers.
- **Privileges:** Passes or immediate verbal permission to: exempt an assignment; get an extra point on the quiz of your choice; permission to sit where you want for one period.



<i>Components to Evaluate</i>	<i>Scoring</i>	<i>Examples:</i> <i>All examples below relate to the same student and same behavior</i>	<i>Key Concepts</i>
<p><b>G. TEACHING STRATEGIES (line 10) ADEQUATELY SPECIFY HOW TO TEACH AND OR PROMPT FERB(S) (line9)</b></p> <p><b>Specify how the FERB, that allows the student to meet functional need in an acceptable way, will be systematically taught.</b></p>	<p>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 <b>Contaminators are present, score 0:</b> (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.</p> <p>1 = <u>Some</u> teaching strategies with at least one detail are specified for one or more general positive behaviors</p> <p>OR</p> <p>Teaching strategies with at least one detail for one, but not all, FERB listed(line 9)</p> <p>AND</p> <p><b>no</b> contaminators are present</p> <p>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).</p>	<p>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..</p> <p>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.</p> <p>OR,</p> <p>“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.)</p> <p>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)</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

Components to Evaluate	Scoring	Examples: All examples below relate to the same student and same behavior	Key Concepts
<p><b>H. REINFORCERS (line 11)</b></p> <p><b>Specified reinforcers the student is known to seek</b></p> <ul style="list-style-type: none"> <li>Analysis: “Reinforcement procedures”</li> </ul> <p><b>A reinforcer is a consequence that increases or maintains a behavior. It “reinforces” the probability of the behavior being repeated.</b></p> <p><b>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.</b></p> <p><b>A reward is a tangible or an event delivered conditionally for which you <u>hope</u> 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 <u>not</u> currently exist that s/he will strive to attain the reinforcer.</b></p>	<p>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 <b>one</b> 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.</p> <p>(a) <b>Specifically stated:</b> What the student will receive, e.g., verbal praise, NOT be positive during interactions.</p> <p>(b) <b>Contingently given:</b> If X behavior occurs, then Y reinforcer or token/point, etc. is given</p> <p>(c) <b>Effectiveness Evidence:</b> There is evidence that this reinforcer has frequently been sought by the student, <b>or</b> there is current evidence that s/he will actively seek this potential reinforcer. (See line on BIP: reinforcer based on_____).</p> <p>(d) <b>Frequency:</b> How often a reinforcer or token is to be given.</p> <p>(e) <b>Choice-within-Variety:</b> two or more reinforcers for student selection are specified.</p> <p>(f) <b>Immediacy</b> = reinforcer(s) or token symbolizing a reinforcer are delivered <b>immediately</b> after the desired behavior(s)</p> <p>1 = A through D is given (see H. 2 point scoring above), <b>but</b> neither E or F is present OR no FERB reinforcer is identified <b>BUT</b> no contaminator is present: (see H. 2 point scoring above)</p> <p>0 = Contaminator is present OR A, B, C, D (see H.2 scoring above) is missing</p>	<p>2 = <b>Specific and contingent:</b> “Billy will earn time on the new computer game for work completion <u>and</u> requesting peer buddy when needed.” (both general positive and FERB are addressed.)</p> <p>1) <b>Effectiveness (Power):</b> 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.”</p> <p>2) <b>Frequency:</b> “Billy will earn computer time <b>at the end of each day</b>” or “Billy will receive a computer ticket for completing 10 minutes of seatwork. Each ticket earns one minute of computer time.”</p> <p>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.”</p> <p>3) <b>Immediacy:</b> “Immediately after each episode of peer buddy requesting, Billy will be given a token or a bonus point on his tally sheet.”</p> <p>4) <b>Choice within Variety:</b> Billy can select from the following reinforcers: a positive note home or permission to sit near a friend or computer time.”</p> <p>1 = <b>Specificity, Contingency, Effectiveness and Frequency</b> (see above) but no additional variable. OR reinforcement for asking for a peer buddy is absent (the FERB)</p> <p>0 = <b>Specificity or Effectiveness or Contingency or Frequency</b> are missing. (see above)</p>	<p>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 <u>we</u> think the student will want without evidence is a “reward.” How do you <u>know</u> the student seeks or will seek this reinforcer?</p> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>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?</li> <li>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.</li> <li>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.</li> <li><u>Who</u> 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)</li> </ul>