FROM PAPER TO PRACTICE:
Making Your Behavior Intervention Plans Actually Work!

IDAHO SESTA PURPOSE

Idaho SESTA provides resources, technical assistance, and training for educational partners to improve outcomes for students with disabilities throughout Idaho.

Special **E**ducation **S**upport and **T**echnical **A**ssistance

ABOUT US

Idaho SESTA is a collaborative project at Boise State University and the University of Idaho and is funded by the Idaho Department of Education, Special Education Department.

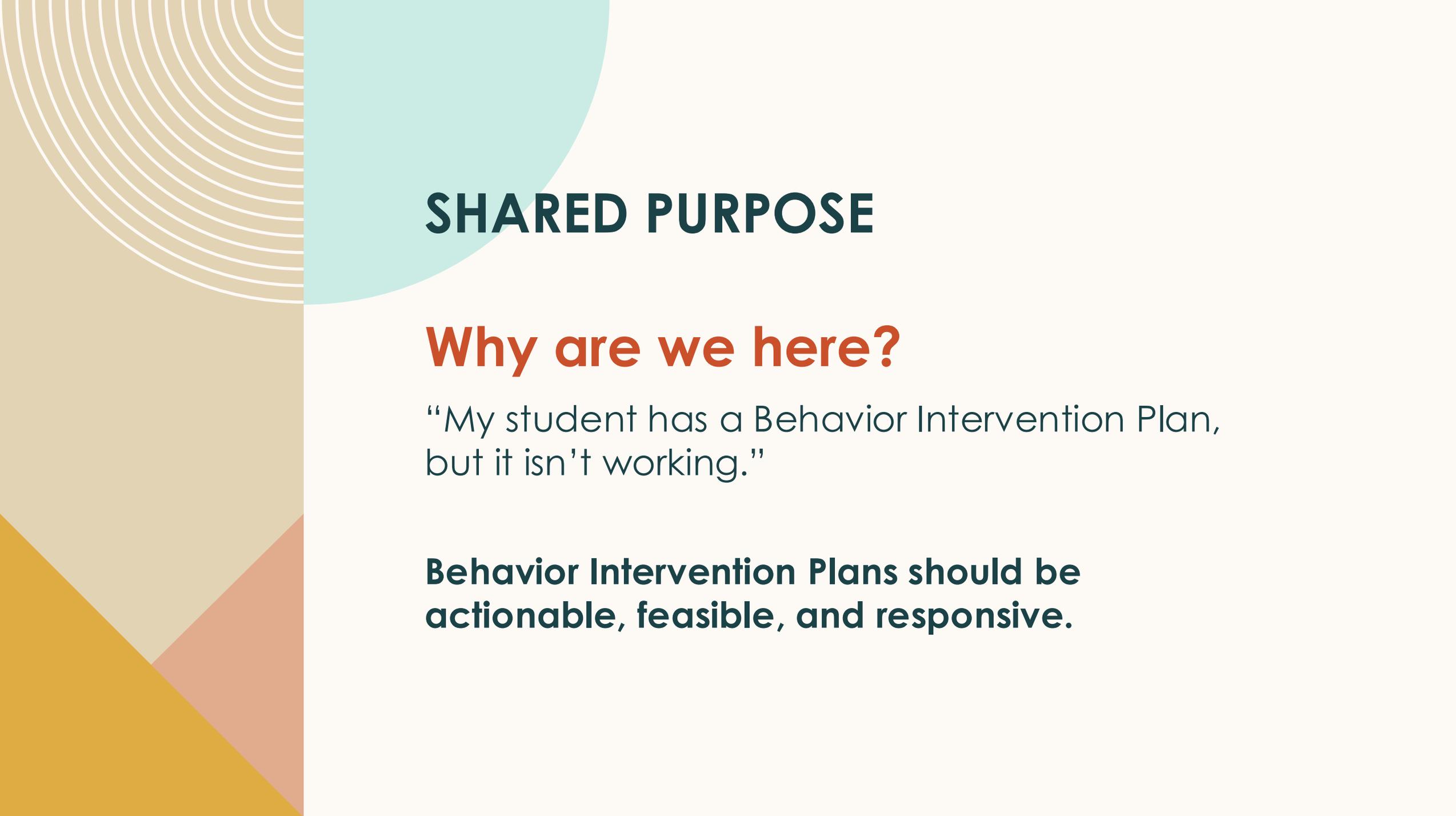# OUR TEAM

TRAINING NORMS

S Safe

E Engaged

S Silent Devices

T Task-oriented

A Accountable

SHARED PURPOSE

Why are we here?

"My student has a Behavior Intervention Plan, but it isn't working."

Behavior Intervention Plans should be actionable, feasible, and responsive.
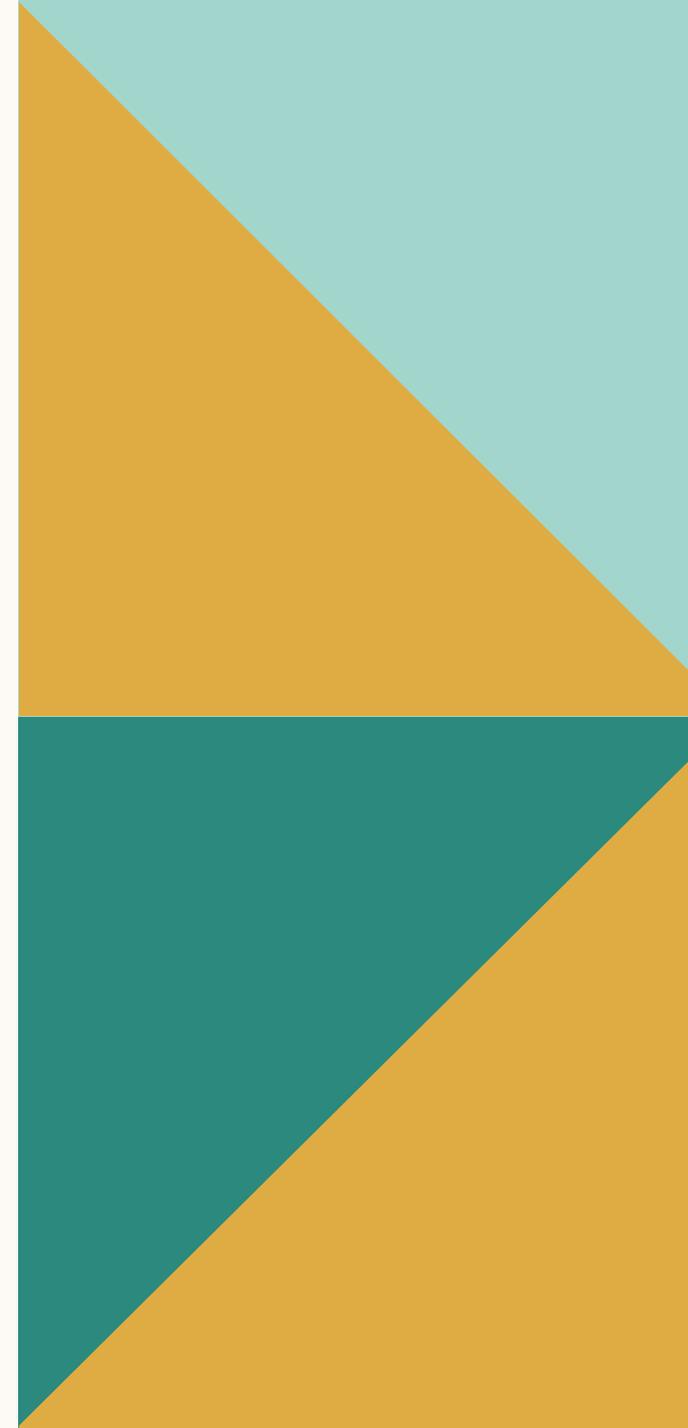
LEARNING TARGETS

- **Strengthening Behavior Intervention Planning (BIP)**

- **Strengthening Staff Implementation**

- **Strengthening Staff Problem-Solving**

LEARNING TARGET

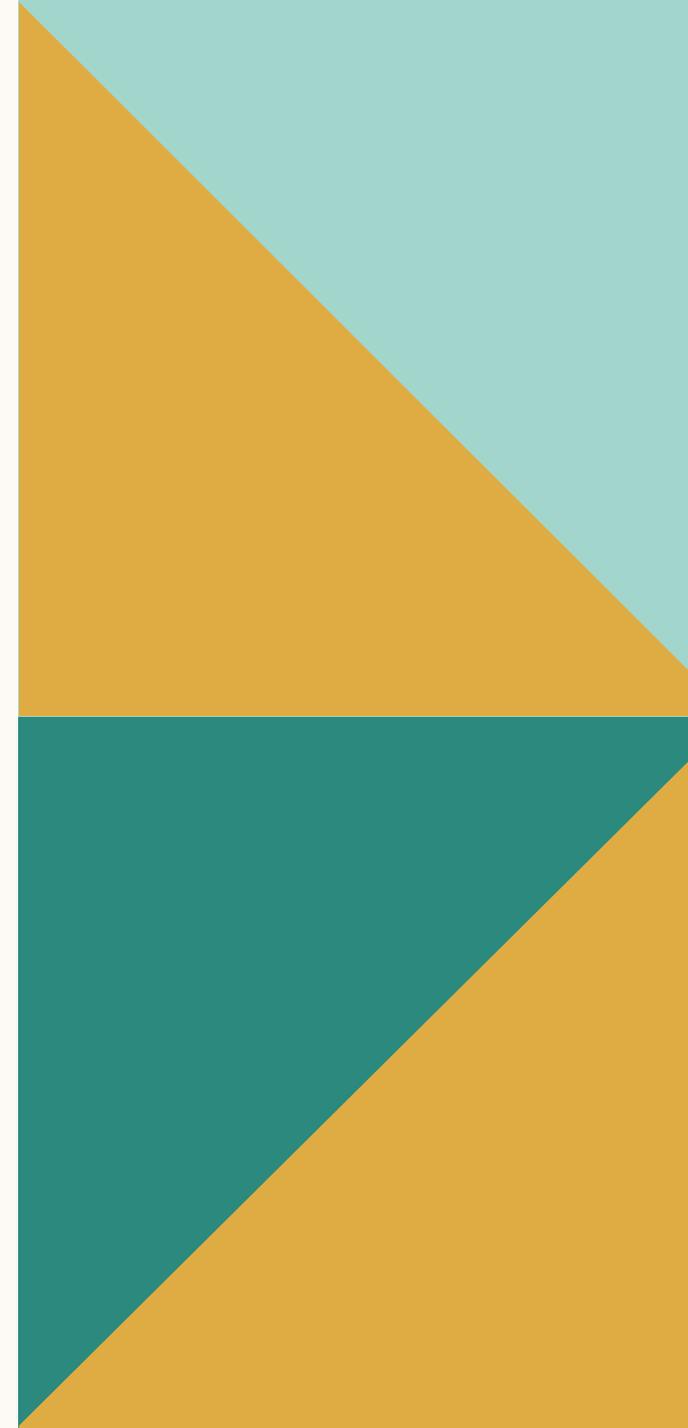**1** Strengthening Behavior Intervention Planning

**Ensuring the
Behavior Intervention Plan
is actionable**

One Target Behavior

- Determine if it is a single behavior versus a chain of behaviors
- Use objective descriptions versus subjective descriptions
- Create a behavior label
- Go forth and gather data

Hierarchy of Behavior for FBA Consideration

Impact on Safety

Impact on Learning
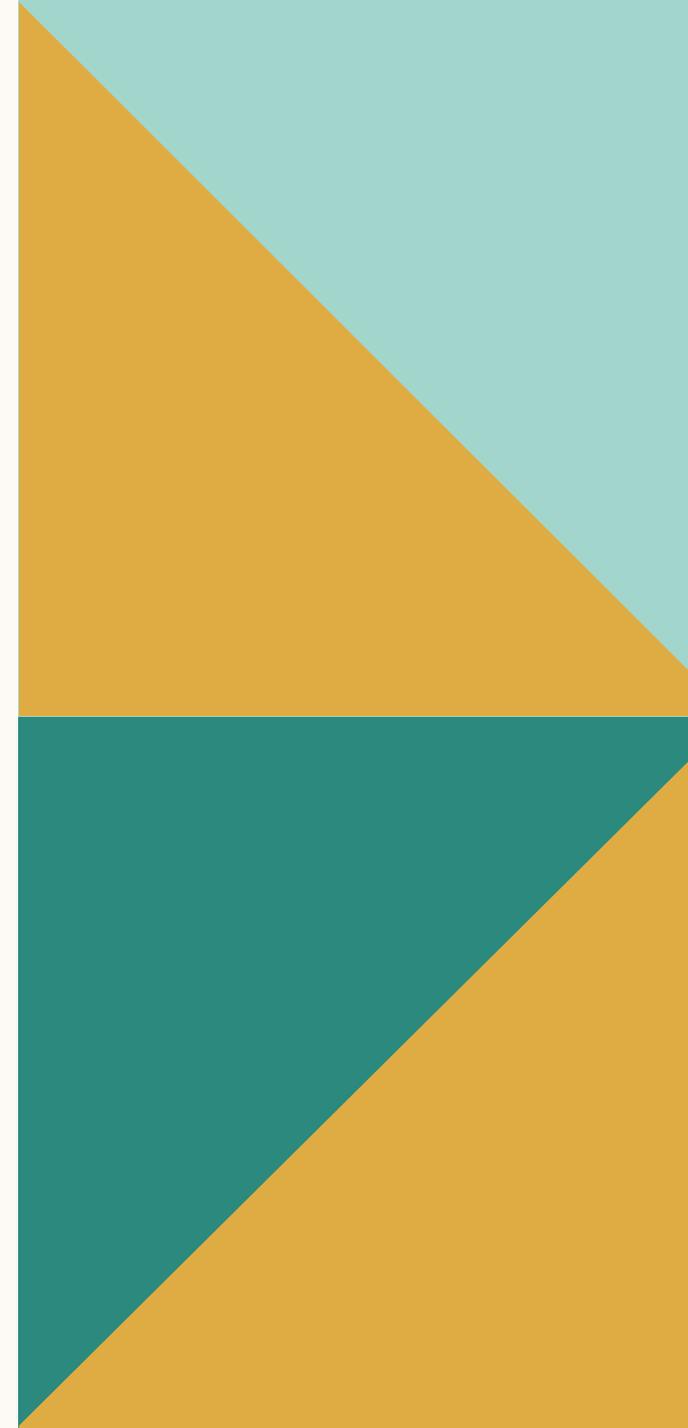
Frequency and Intensity

Interference with Social Interactions

Potential for Quick Improvement
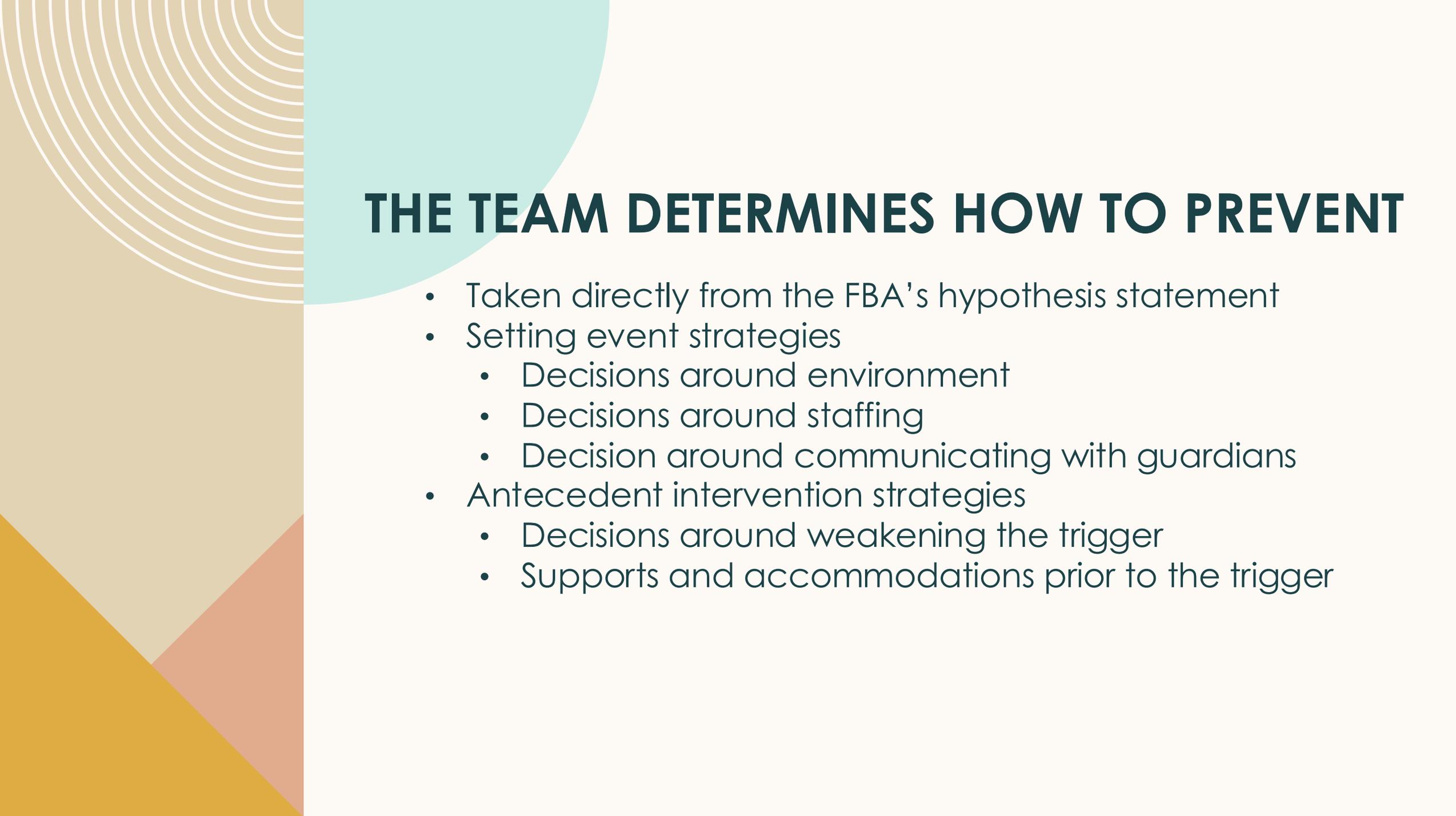
Interrelation of Behavior

One Function

- Analyze the data by grouping the consequences
  - Identify the most common consequence
  - This is the need of the student
  - They have learned to get that need met using the target behavior

TAKE NOTE

The Functional Behavior Assessment's hypothesis statement states the function.

THE TEAM DETERMINES HOW TO PREVENT

- Taken directly from the FBA's hypothesis statement
- Setting event strategies
    - Decisions around environment
    - Decisions around staffing
    - Decision around communicating with guardians
- Antecedent intervention strategies
    - Decisions around weakening the trigger
    - Supports and accommodations prior to the trigger
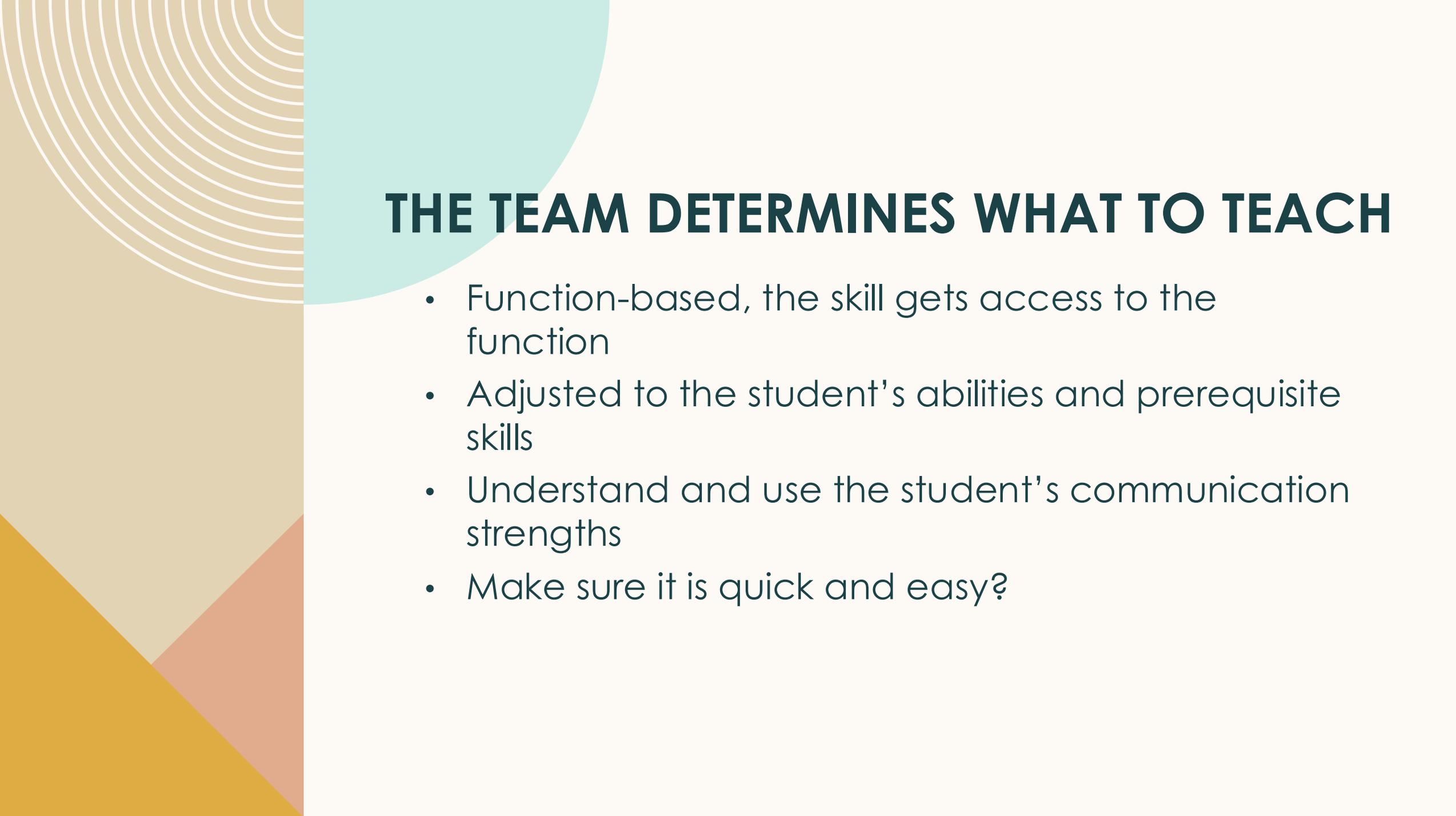
THE TEAM DETERMINES WHAT TO TEACH

- Function-based, the skill gets access to the function
- Adjusted to the student's abilities and prerequisite skills
- Understand and use the student's communication strengths
- Make sure it is quick and easy?

Tool to Support BIP Development

Behavior Intervention Strategies (BIS) Tool

The purpose of this document is to serve as a guide to teams across the tiers of behavior support. The strategies and interventions in this document are intended to provide ideas and examples; ultimately it is up to each team (e.g., Tier 3 student-level team, 504 team, IEP team) to determine what strategies and interventions may be most effective for each student.

This document contains behavior intervention strategies consistent with Positive Behavioral Intervention Supports (PBIS) across the three tiers of support (Tier 1 – universal proactive supports for all students, Tier 2 – targeted intervention for some students, Tier 3 – intensive and individualized intervention for a few students) The Universal section provides a general list of strategies that could be used with PBIS Tier 1 Practices. The General Function-based section provides strategies organized by the function of behavior, across five different sub-categories: environment, predictability, motivation, appropriate instruction, and proactively meet students' needs, that could be incorporated with PBIS Tier 2 Practices. The Function-based Replacement Behavior and Supports section includes a list of commonly occurring problem behaviors along with associated strategies by function for: appropriate replacement behavior, antecedent-based strategies, strategies for teaching or increasing the replacement behavior, response strategies to increase replacement behavior, and suggestions for a plan to respond to problem behavior.
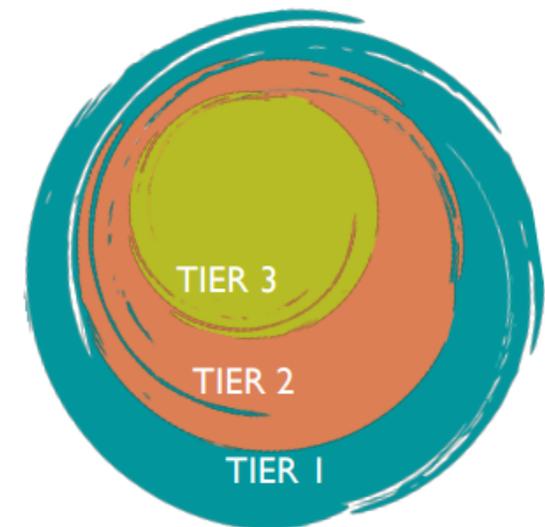
"We do" ACTIVITY

- Use the Behavior Intervention Strategies (BIS) Tool and the provided FBA hypothesis statement.

- Select one antecedent/preventative strategy related to the target behavior and function.

STEP 3: HYPOTHESIS STATEMENT *(Summary statement)*

Given

Lack of peer attention and/or instructional engagement.

Warden Davis _____ engages in

Rude or disparaging language targeted towards adults, typically includes statements of discontent and verbal refusal (ex: "This is stupid" "Why would I do this?"). It can also include profanity (any vocalization consisting of expletives such as the F-word, S-word etc.) and threatening statements (any written or verbal comment directed towards others that indicates any form of destroying property).

which most frequently results in:

Peers providing attention by either watching or laughing.

it is more likely when:

Warden is aware of his parents having a confrontation or argument.

This results in: *(must select one)*

☐ Sensory/Automatic reinforcement of problem behavior

☐ Escape/Avoidance of non-preferred/perceived aversive

☑ Attention/Social reinforcement

☐ Tangible/Access to preferred item or activity

"You do" ACTIVITY

- Use the Behavior Intervention Strategies Tool and the provided FBA hypothesis statement.

- Select one replacement behavior related to the target behavior and function.

STEP 3: HYPOTHESIS STATEMENT *(Summary statement)*

Given

Lack of peer attention and/or instructional engagement.

__Warden Davis_____ engages in

Rude or disparaging language targeted towards adults, typically includes statements of discontent and verbal refusal (ex: "This is stupid" "Why would I do this?"). It can also include profanity (any vocalization consisting of expletives such as the F-word, S-word etc.) and threatening statements (any written or verbal comment directed towards others that indicates any form of destroying property).

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☐ Tangible/Access to preferred item or activity

LEARNING TARGET

2 Strengthening Staff Implementation

Ensuring the Behavior Intervention Plan is Feasible

Who Is Teaching?
How Are They Teaching?

- Determine the staff that will be teaching the skill
  - Are they trained?
  - How will they be trained?
  - Is there a system for feedback?

- Identify the time
- Identify the place
- Identify the materials
- Outline the lesson plan

TAKE NOTE

Identifying who is responsible is part of the planning process.

Identifying the "plan to teach" is part of the planning process.

Replacement Behavior
This is located in box 7 of your CBP and Step 2B.

What can the team teach immediately, that matches function of behavior?

Vern will ask an adult (using his AAC device) to go to a preferred location (Mrs. Robinson's class).

Plan to Teach
How will behavior be modeled? How will behavior be practiced?
How will behavior be prompted (if needed) in the moment until mastery?

Step 1: Introduce new phrase on the device.
Step 2: Introduce social story and Model use of new phrase during quiet hallway time or prep time in classroom.
Step 3: Provide an academic task request.
Step 4: Immediately provide Least to Most prompting during class time to prompt use of new phrase.
Step 5: Provide immediate reinforcement for use of new phrase (access to Mrs. Robinson's class to access his things), set a timer for specified time.
Step 6: Provide token for successful transition from Mrs. Robinson's to general education classroom.

ed time delay.

Robinson's class button" or "want Mrs. Robinson's class

Responsible team member
Who is responsible for teaching replacement behavior?

Special Education Teacher

Plan to reinforce replacement behavior
be reinforced? How will the student get their need met right away?

If Vern requests to go to Mrs. Robinson's classroom either using his new phrase or verbally, he will be acknowledged and his request agreed to. Para will escort Vern to Mrs. Robinson's class right away. Vern will have 10 minutes on his iPad or with his sketchbook before transitioning to a neutral activity. He will also receive a token reinforcer (1 token=2 minutes) earning him additional free time at the end of the day once he has returned back to his general education classroom from Mrs. Robinson's room.

Responsible team member
Who is responsible for teaching replacement behavior?

Plan to Teach

How will behavior be modeled? How will behavior be practiced?
How will behavior be prompted (if needed) in the moment until mastery?

Step 1: Introduce new phrase on the device.
Step 2: Introduce social story and Model use of new phrase during quiet hallway time or prep time in classroom.
Step 3: Provide an academic task request.
Step 4: Immediately provide Least to Most prompting during class time to prompt use of new phrase.
Step 5: Provide immediate reinforcement for use of new phrase (access to Mrs. Robinson's class to access his things), set a timer for specified time.
Step 6: Provide token for successful transition from Mrs. Robinson's to general education classroom.
Step 7: Generalize to other classes.
Step 8: Begin fading prompts with increased time delay.

Least to Most Prompt Hierarchy:
Gesture toward AAC
Point to specific button on AAC
Verbal with point "Touch the "I want Mrs. Robinson's class button" or "want Mrs. Robinson's class

Replacement Behavior
This is located in box 7 of your CBP and Step 2B.

...e team teach immediately, that matches function of behavior?

...ult (using his AAC device) to go to a preferred location (Mrs.

Plan to Teach
...ill behavior be modeled? How will behavior be practiced?
...havior be prompted (if needed) in the moment until mastery?

Plan to reinforce replacement behavior
How will this behavior be reinforced? How will the student get their need met right away?

If Vern requests to go to Mrs. Robinson's classroom either using his new phrase or verbally, he will be acknowledged and his request agreed to. Para will escort Vern to Mrs. Robinson's class right away. Vern will have 10 minutes on his iPad or with his sketchbook before transitioning to a neutral activity. He will also receive a token reinforcer (1 token=2 minutes) earning him additional free time at the end of the day once he has returned back to his general education classroom from Mrs. Robinson's room.

Responsible team member
Who is responsible for teaching replacement behavior?

Special Education Teacher

Implementation Checklist

Student Name: _____ **Date:** _____

Observer: _____ **Implementer:** _____

Goal:

Step	Activity/Adult Behavior	Yes or No
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

B. Antecedent Interventions/Strategies
Provide a minimum of one strategy that will remove or minimize/neutralize the strength of the antecedent. The antecedent (trigger) is located in box 2 of your Competing Behavior Pathway Matrix.

What will the adults in the environment do to prevent the problem behavior?		
Identified Antecedent (trigger) *Identified in box 2 of the CBP. What happens immediately before problem behavior?*	**Plan to remove or minimize/ neutralize**	**Who is responsible?** *Who is in charge of making sure this happens?*
Irritants (e.g., being bored, being asked to wait, something not going "right)	Private, quiet corrections, provide a consistent classroom structure and routine, use behavior momentum to increase chance of compliance (e.g., starting with easier tasks and building to harder ones), respond early to precurso behaviors (suggest a break, prompt skills, present options), reminders of schedule changes.	Case Manager

Replacement Behavior
This is located in box 7 of your CBP and Step 2B.

What can the team teach immediately, that matches function of behavior?

Student will appropriately request assistance or a short break when a task is difficult or not going as expected.

Plan to Teach
How will behavior be modeled? How will behavior be practiced?
How will behavior be prompted (if needed) in the moment until mastery?

Behavior will be modeled and practiced daily in a social skills group: student will be able to learn and practice behaviors in this low stake setting to experience success and build fluency to be better prepared for more difficult times; behaviors will be role modeled by behavior support staff as well as peers; opportunity to role play with behavior support staff as well as peers; video modeling may be utilized; focus will be on teaching, modeling and practicing self-regulation strategies, problem solving skills, and social skills. Behavior will be prompted as follows: visual supports will be utilized; non-verbal/gestural prompts will be implemented to help student engage in the replacement behavior instead of the problem behavior; previously taught skills will be prompted and modeld throughout the day in all school settings by all support staff.

![10:00 timer over blue jellyfish background]

ACTIVITY

Using the Implementation Checklist, write a step-by-step lesson plan for one of these in a <u>general education setting</u>:

- your preventative strategy
- your replacement behavior

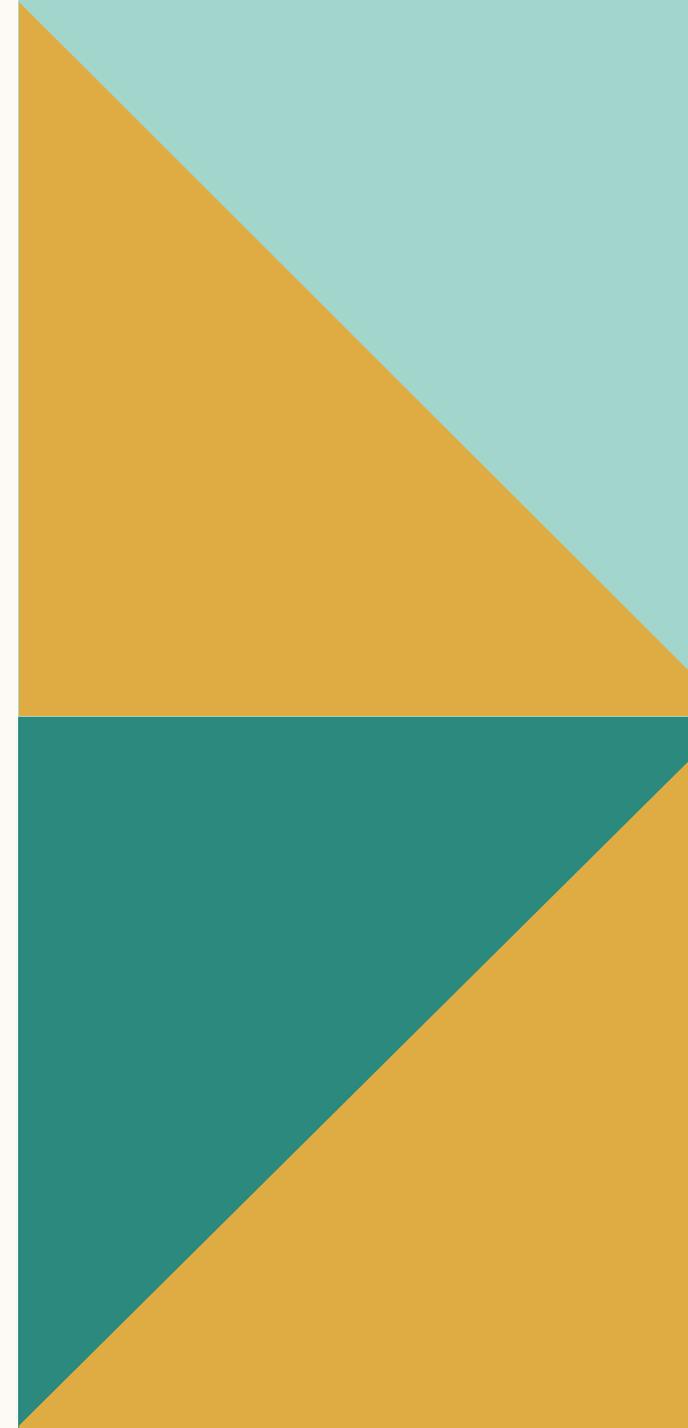# DISCUSSION

How do you create opportunities for communication between staff in developing the "plan to teach" to avoid barriers?

LEARNING TARGET

3

Strengthening Staff
Problem-Solving

Ensuring the Behavior Intervention Plan is Responsive

Who Is Reviewing and How Often? What Are They Reviewing?

- Typical roles: special education teacher, consulting teacher, behavior interventionist

- Regular teaming

- Reviewing data from progress monitoring

- Pre-planned data collection to help with review

STEP 6: PLAN FOR PROGRESS MONITORING

A. Annual IEP Goal
Annual goal(s) that will be addressed through this Behavior Intervention Plan.
Annual goal should be created based on needs identified through the FBA and/or BIP process.
The IEP goal should address the identified Replacement Behavior.
The Annual goal should match the goal listed in the IEP. Amendment to the IEP may be necessary.

Given

a scheduled academic activity in the general education classroom

Vern   will

ask an adult for permission to leave the classroom, wait and engage in the task for 10 minutes before exiting the classroom

in *(insert mastery criteria)*

80% of the opportunities across 4 consecutive weeks.

Objective/Benchmark 1	Objective/Benchmark 2	Objective/Benchmark 3
Given a scheduled activity in the general education classroom, Vern will ask an adult for permission to leave the classroom before exiting the class in 80% of opportunities across 4 consecutive data collection probes.	Given a scheduled activity in the general education classroom, Vern will ask an adult for permission to leave the classroom, wait 3 minutes (with use of visual timer) and engage in the task before exiting the class in 80% of opportunities across 4 consecutive data collection probes.	Given a scheduled activity in the general education classroom, Vern will ask an adult for permission to leave the classroom, wait 8 minutes (with the use of a visual timer) and engage in the task before exiting the class in 80% of opportunities across 4 consecutive data collection probes.

STEP 6: PLAN FOR PROGRESS MONITORING

B. Data Collection
Teams should consider collecting data on both reduction of the Problem Behavior and the increase in Replacement Behavior.

How will behavior be measured? *Frequency, duration, rate, etc...*

Trial-based per opportunity

When will behavior be measured? *Daily, weekly probe, 10 min intervals, etc...*

Daily

Who will collect data and in what settings? *Who is responsible for collecting?*

Special education teacher or paraprofessional

What are mastery criteria? *What does it look like when this goal is met?*

Vern is able to ask for permission to leave the classroom, wait and engage in the activity for 10 minutes before exiting the classroom in 80% of opportunities across 4 consecutive weeks.

C. Implementation Monitoring
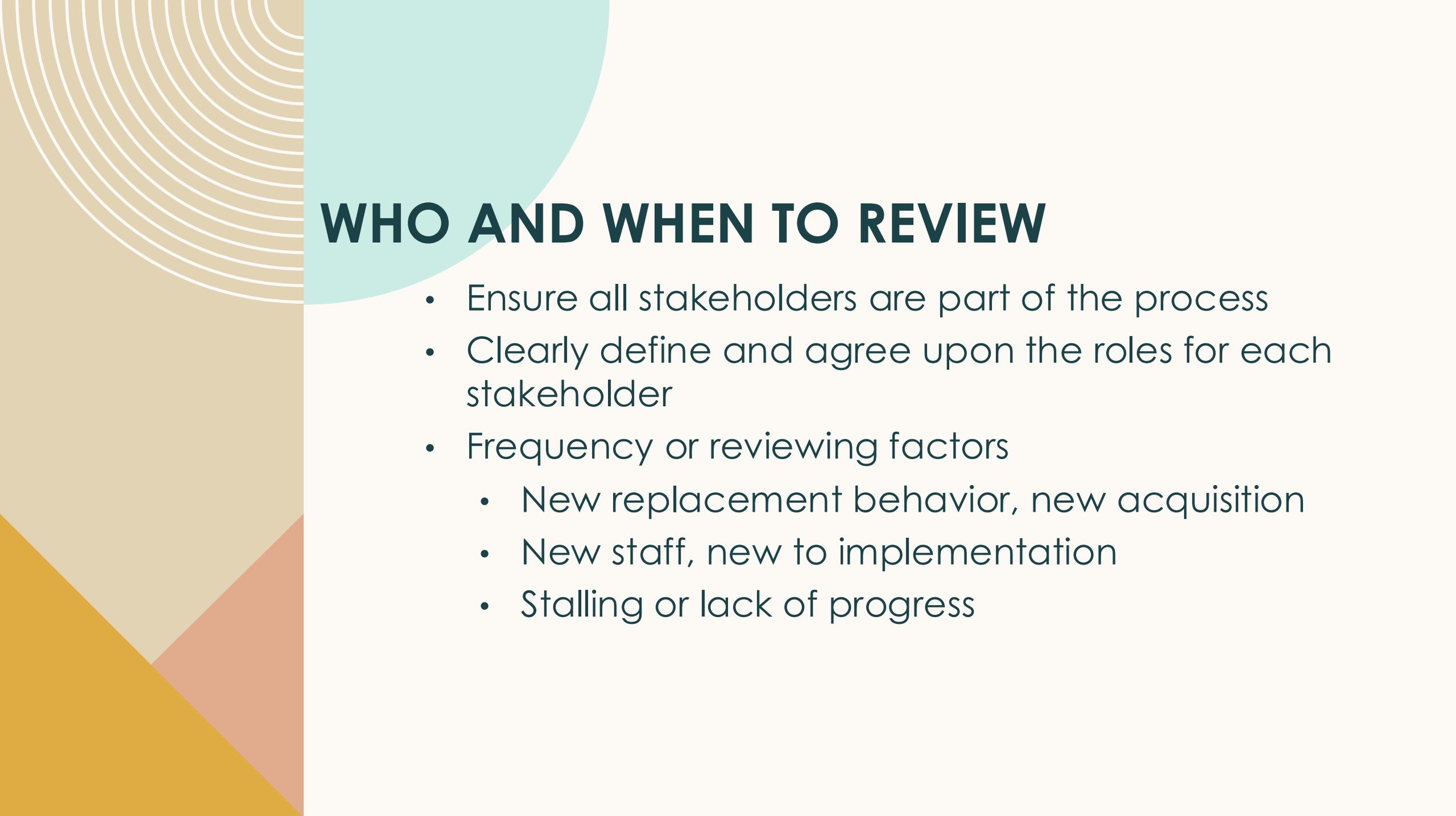*What is the team's plan for monitoring fidelity in implementation?*

The team will be using an implementation checklist.

TAKE NOTE

Planning includes who is reviewing and how often.
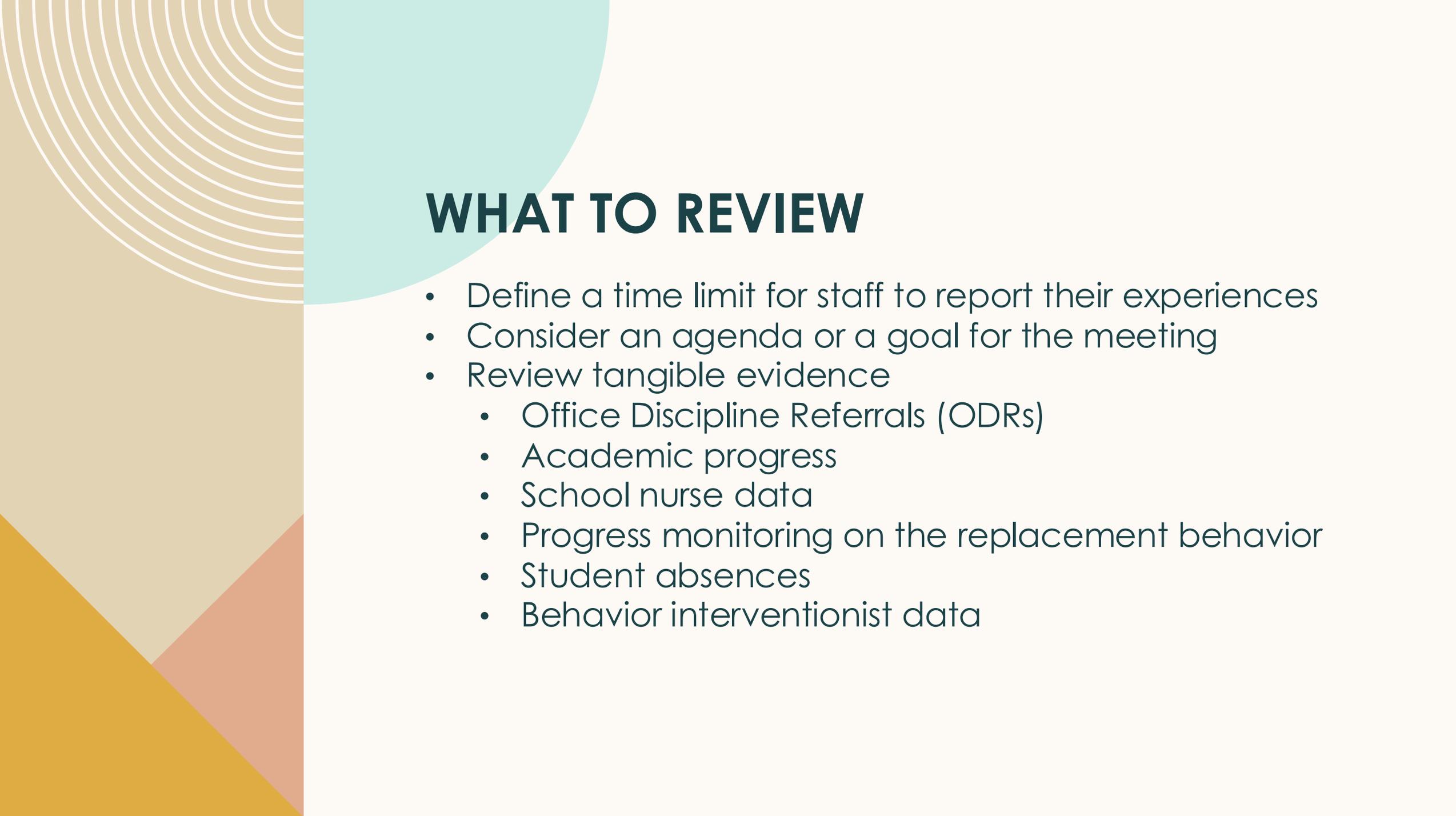
Teams should have evidence, or data, to review.

WHO AND WHEN TO REVIEW

- Ensure all stakeholders are part of the process
- Clearly define and agree upon the roles for each stakeholder
- Frequency or reviewing factors
  - New replacement behavior, new acquisition
  - New staff, new to implementation
  - Stalling or lack of progress

WHAT TO REVIEW

- Define a time limit for staff to report their experiences
- Consider an agenda or a goal for the meeting
- Review tangible evidence
  - Office Discipline Referrals (ODRs)
  - Academic progress
  - School nurse data
  - Progress monitoring on the replacement behavior
  - Student absences
  - Behavior interventionist data

ACTIVITY

Identify 2-3 questions or team decisions by using the Behavioral Data-Based Decision-Making Quick Guide to review the student data and graph

STUDENT DATA AND GRAPH

10:00

Date: 10/15/24   **Observer:** Mrs. Robinson   **Start:** 10:05   **End:** 11:00

1	2	3	4	5	6	7	8	9	10	% of target behavior occurrence
-	-	-	-	-	-	-	-	-	-	0%

Date: 10/16/24   **Observer:** Mrs. Robinson   **Start:** 10:00   **End:** 11:55

1	2	3	4	5	6	7	8	9	10	% of target behavior occurrence
-	-	-	-	-	-	-	-	-	-	0%

Date: 10/17/24   **Observer:** Mrs. Robinson   **Start:** 10:05   **End:** 11:00

1	2	3	4	5	6	7	8	9	10	% of target behavior occurrence
-	-	-	V	-	V	V	-	-	-	0%

Date: **Observer:**   **Start:**   **End:**

1	2	3	4	5	6	7	8	9	10	% of target behavior occurrence
-	V	V	V	+	-	-	-	-	-	10%

Date: 10/19/24   **Observer:** Para   **Start:** 10:00   **End:** 10:30

1	2	3	4	5	6	7	8	9	10	% of target behavior occurrence
V	+	-	-	-						couldn't finish b/c escalated
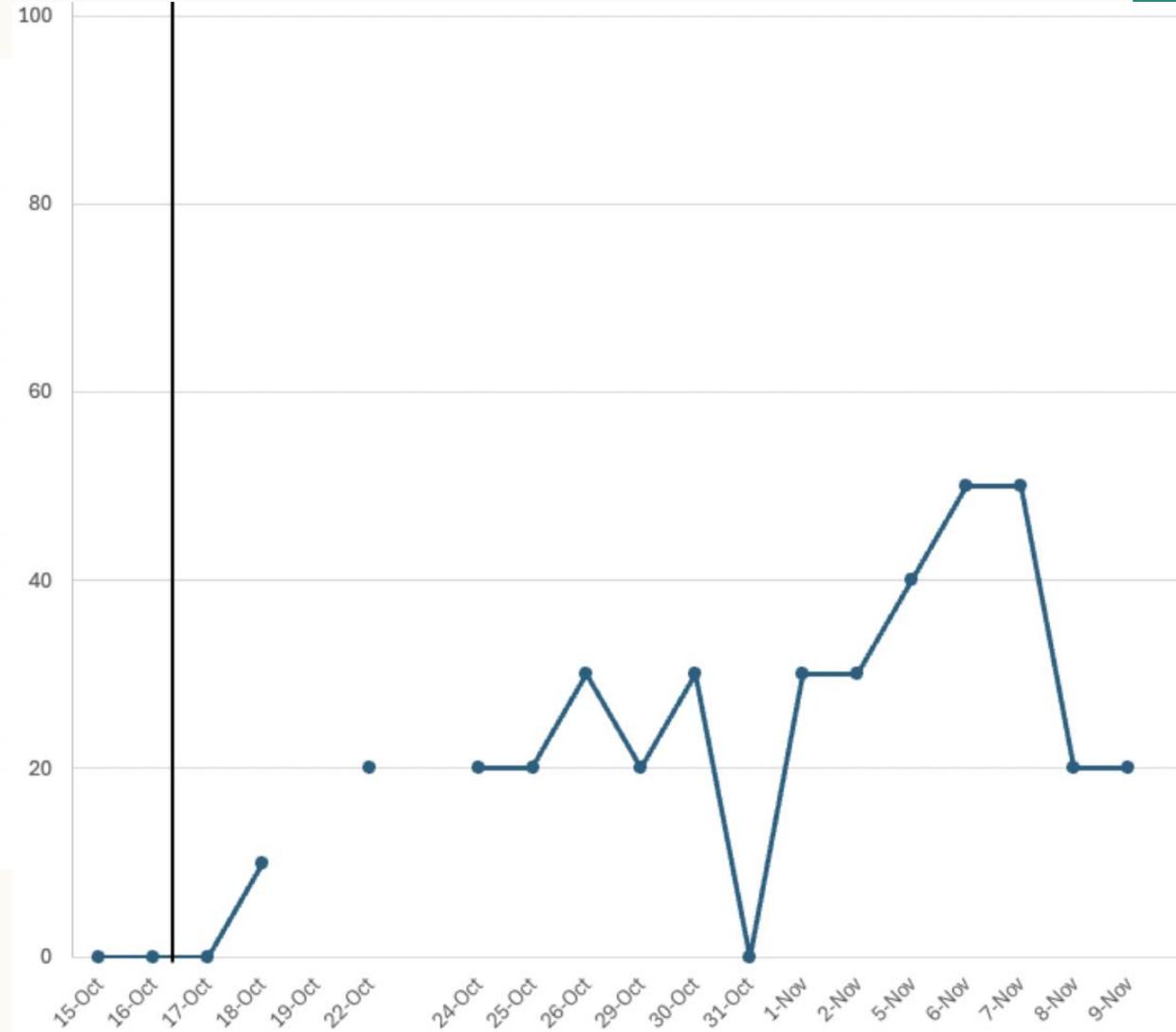
DISCUSSION

- Which data or graph indicators prompted questions or actions for your team to consider?
- How can that indicator be turned into an opportunity for the team?
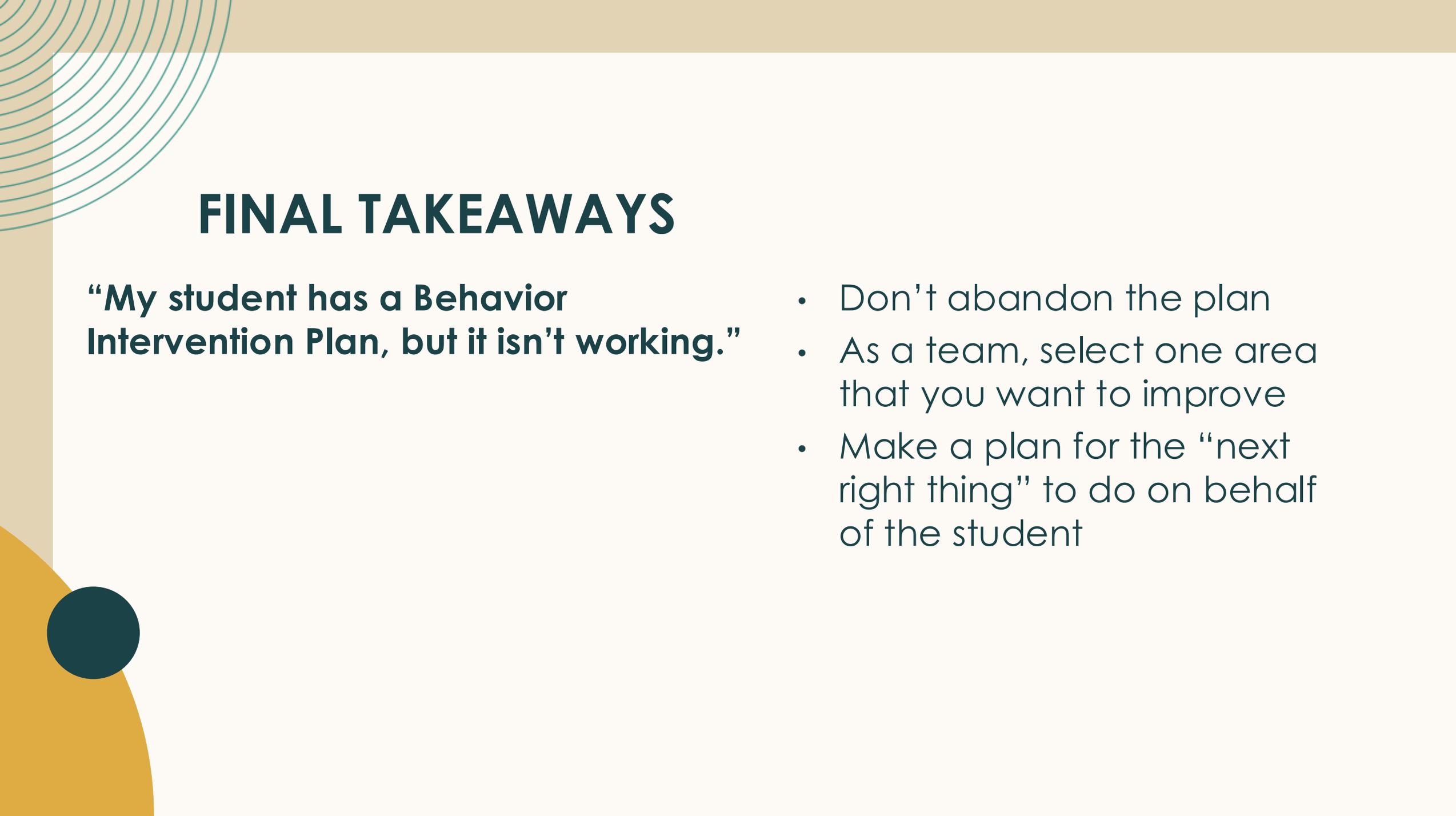
FINAL TAKEAWAYS

"My student has a Behavior Intervention Plan, but it isn't working."

- Don't abandon the plan
- As a team, select one area that you want to improve
- Make a plan for the "next right thing" to do on behalf of the student

THANK YOU

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