

**You Have to Build the
Plane as You Fly It!:
Core Components of an
Evidence Based Behavior
Support Program**



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What to Expect From This Series. . .

- Today mostly content-You have to have all the engineering principles to build a strong foundation
- Next three sessions will get YOUR input on what are your priorities
- Support from experienced teachers
- Contact information and free resources for ongoing support



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Core Components

- Function Based Thinking Concepts and Guiding Principles
- Prioritizing Safety
- Procedures and Routines
- Scheduling for Active Engagement
- Prevention Strategies
- Instructional Strategies
- Reinforcement Strategies
- Responding to Challenging Behavior
- Avoiding Power Struggles
- Progress Monitoring
- Least Restrictive Environment Plan
- Developing an Effective Team



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**Don't
reinvent the
wheel. . .
Make it
better!**

- Engineering vs. architecture-what are the crucial components needed
- Don't fall for the "buying a new curriculum or program will be the magic bullet" trick
- Good practice has been around for a long time-different people just reinvent/repackage the wheel and market it
- Work smarter, not harder!
- Ask other TEACHERS!

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You are NOT Alone!!! We've Got This!!!



Ali Switzer



Jodie Tagel



Carrie Fairbairn



Ashley Olson



Kelli Heller



Steph Kopecky and
Kristen McKearney



Sallye Lee



Barb Gross



Anne Baptiste

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Crash Course in Function Based Thinking (FBT)

<u>A</u> ntecedent (Happen Before)	<u>B</u> ehavior	<u>C</u> onsequences (Happen After)
Setting Events Triggering Antecedents		Maintaining Consequences= Reinforcement



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Setting Events

Happens before the problem behavior and exaggerates the likelihood of the problem behaviors but usually doesn't happen *immediately* before.

(You know it is going to be a bad day when. . .)

Examples

- Hunger
- Lack of sleep
- Lack of medication
- Weather
- Illness



What “shakes up the coke can”?

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Triggering Antecedents

“Trigger” the problem behavior

What happens *immediately* before?

(Straw that broke the camel's back)

Examples

- Change in routine
- Demand/request
- Sensory stimulation
- Conflict with a peer



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Maintaining Consequences=Reinforcement

What happens after (both positive and negative) that *reinforces* the behavior

What do they get out of it?

“The pay off”

Examples

- Attention from peers (laughter)
- Attention from adults (lecture)
- Escape from task/demand (remove worksheet)
- Escape from environment (sent to the office)



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The C in the A-B-C Model: Consequences

- Consequence concept is often misunderstood.
- Most people only use the word when referring to punishment but it can also be reinforcement.
- Bottom line - the way educators respond to both desirable and undesirable behavior can increase or decrease the probability of that behavior's future occurrence.
- It is crucial that educators understand the behavior science of both reinforcement and punishment.

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Understanding the Science: Reinforcement

- Reinforcement is something that happens after the behavior resulting in the behavior maintaining or increasing in the future.
- Behavior does NOT continue or increase if there is not some type of reinforcer present.
- Reinforcement can be something added (positive) or something removed (negative).

<p>A behavior is <u>positively reinforced</u> if something that the person values or desires is <u>added</u> after the behavior making the situation better from <u>their perspective</u>.</p>	<p>A student gets a good grade after they study for a test. He/she is likely to study again in the future (assuming grades are important to that student).</p>
<p>A behavior is <u>negatively reinforced</u> if something that the person does not like is <u>taken away</u> after the behavior therefore making the situation better from <u>their perspective</u>.</p>	<p>A student is suspended after refusing to follow a teacher's directions. He /she does not like school and spent the day playing video games. He/she is likely to be defiant again to escape school and access a more preferred activity.</p>

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Understanding the Science: Punishment

- Punishment happens after the behavior resulting in the behavior decreasing in the future.
- Punishment can be something added (positive) or something removed (negative).

<p>A behavior is <u>positively punished</u> if something that the person does not like is <u>added</u> after the behavior making the situation worse from <u>their perspective</u>.</p>	<p>A student has to write the sentence "I will not disrupt the classroom" 100 times after talking in class. He/she is likely to decrease talking in class in the future (assuming the student does not like writing sentences).</p>
<p>A behavior is <u>negatively punished</u> if something that the person does like is <u>taken away</u> after the behavior therefore making the situation worse from <u>their perspective</u>.</p>	<p>A student has to stay in from recess to finish work because he/she was off task. He/she is likely to decrease being off task in the future (assuming the student likes recess).</p>

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Important Understanding About Punishment!

Negative punishment can be proactively reframed as positive reinforcement

“If you don’t finish your work, you will lose or be late for recess.”

vs.

“If you stay on task and finish your work you can go out for recess on time.”

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Think Functionally!

4 Functions of Behaviour

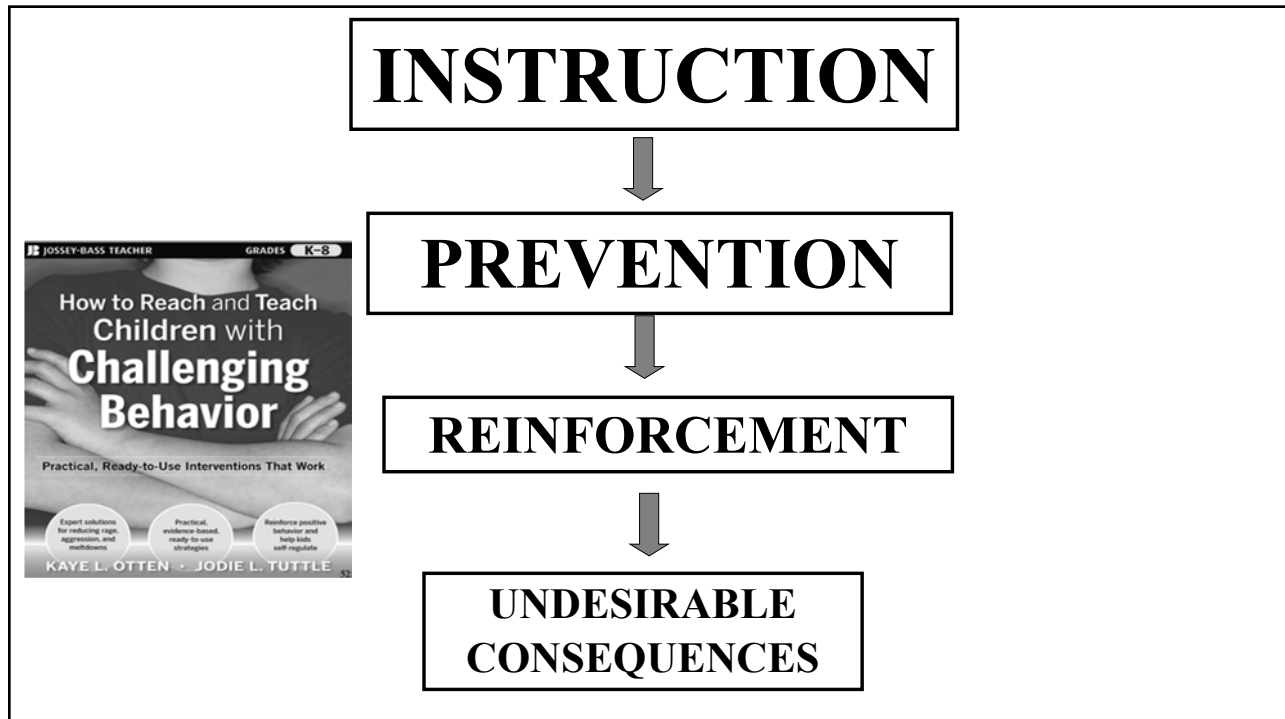
Attention	Escape
Access to Tangibles	Sensory



Never Say No without a Go!



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FBT Guiding Principles-Instruction

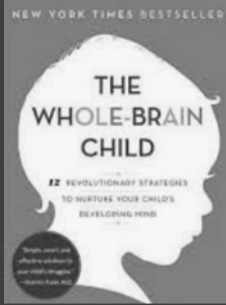

- Students do not learn better ways of behaving when only given aversive consequences.
- To learn better ways of behaving, students must be directly taught.
- To retain new behaviors students must be given specific, positive feedback and opportunities to practice in a variety of settings.
- What they should do at school and why it's important-not just so they don't get in "trouble."
- How to get their wants/needs met (replacement behavior):
 - Appropriate ways to get attention.
 - What to do instead of protesting/avoiding/escaping (ask for help, take a break, use appropriate words to express themselves).
- Teach/drill before the "game" and coach during the "game."



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Too often we forget that discipline really means to *teach*, not to punish. A disciple is a student, not a recipient of behavioral consequences.

- Dr. Dan Siegel, *The Whole-Brain Child*

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FBT Guiding Principles-Prevention

- Focus on setting events and triggering antecedents
- Sometimes can remove or control
- Sometimes can not or should not remove-will need to validate and increase support (structure, supervision, encouragement, reinforcement, etc.)

“I know this is hard. How can I help?”



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FBT Guiding Principles-Reinforcement

- Behavior science has proven that attention is a generalized reinforcer (money is the other). Almost everyone is reinforced by and does not satiate on it.
- ANY attention can be reinforcing - negative attention is better than being ignored.
- Give as much attention as possible to appropriate behavior.
- Give as little attention as possible to inappropriate *behavior* - but don't ignore the student-look for positives to reinforce!
- A 4:1 positive/negative ratio provides the most productive environment-also true across business, sports, and relationships.
- Need to make enough deposits before you can take a "withdrawal"
- Builds positive relationships.
- Simple intervention that is free and requires no time or preparation.
- Prevents common escape/avoid function of problem behavior.

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FBT Guiding Principle: Respond to Problem Behavior in a Way that Teaches Missing Skills

- What happens after problem behavior needs to be neutral or not reinforcing but also needs to teach missing skills.
- Overall focus is instructional and not punitive-No one is in "trouble" but need to practice missing and/or weak skills .
- Key message is "I care too much about you to not teach you skills you will need to be successful".
- Make sure students have all the information needed to make an informed choice-They choose the behavior, then choose the consequences.
- Students need to understand what behaviors are considered precursor or "gateway" behaviors and why.

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FBT Guiding Principle: Develop the Cause/Effect Connection

- Ultimate goal to help students realize that there is a connection between behavior and consequences and develop self responsibility.
- Adults are not imposing consequences to control students (which often results in power struggles) but rather to teach them how they world works.
- Should take the form of natural consequences and logical consequences-The Three R's
 - Related: Mirror real life
 - Respectful: Delivered calmly and as privately as possible
 - Reasonable: "Fits the crime" and is enforceable (and you are willing to enforce!)

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Prioritize Safety!

- Develop a foundation that will establish *instructional control*
- Focus on teaching, and reinforcing behaviors that will provide a SAFE and orderly learning environment for EVERYONE
- Daily school/home communication for *celebrations* on safe days
- Safety club with weekly or monthly celebration events
- Proactive preparation for other students to continue with their day productively if a crisis occurs



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Explicitly Taught Agreements, Procedures/Routines, and Foundational Skills

- Teach through active student engagement-not just lecture.
- Define by breaking into steps.
- Describe what it looks and sounds like.
- Give a rationale about why it is important.
- Model.
- Provide guided practice.
- Give specific feedback.
- Reinforce frequently at the beginning.
- Shift reinforcement to random or unpredictable to promote maintenance.
- Review, reteach, and practice with booster sessions as quarterly.
- Weekly class meetings to problem solve as a group

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Program Procedures and Routines

- Starting the day
- What to do when stuck/done
- Attention signal
- Group behavior
- Transitions
- Handing in assignments
- Bathroom/drink procedures
- Hall behavior
- Cafeteria behavior
- Recess behavior
- End of the day

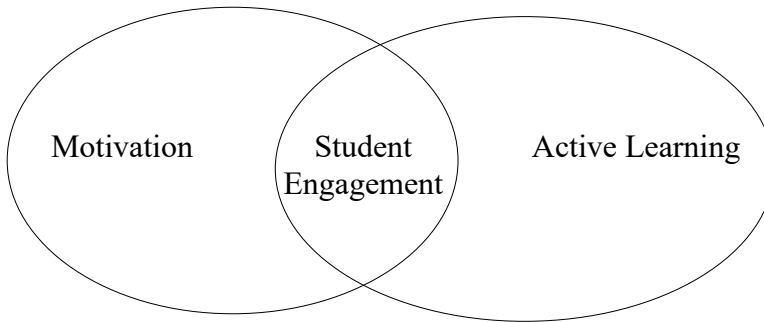
At the end of the day I need to:

1. Fill out my planner
2. Highlight what needs to be done as homework
3. Check that I have enough detail to do it at home
4. If not, ask the teacher for clarification
5. Make a list of what I need to complete my homework.
6. Put each needed item in my backpack
7. Check out with Mr. Jones

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Instructional Engagement

- Particularly important for public school teachers-students have to WANT to be in the classroom or they engage in escape motivated problem behaviors
- Students who are actively engaged are much less likely to engage in problem behavior-the two are incompatible



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Stages of Learning	Focus of Instruction
Acquisition	<ul style="list-style-type: none"> • 0-90% accuracy • Focus on the student performing the skill accurately • Shaping • Cueing and prompting • Errorless learning • Error correction
Proficiency	<ul style="list-style-type: none"> • 90-100% accuracy • Focus on increasing performance speed • Self-management
Maintenance	<ul style="list-style-type: none"> • Maintain high level of performance • Retain accuracy and fluency when direct instruction and reinforcement are removed • Needs periodic practice

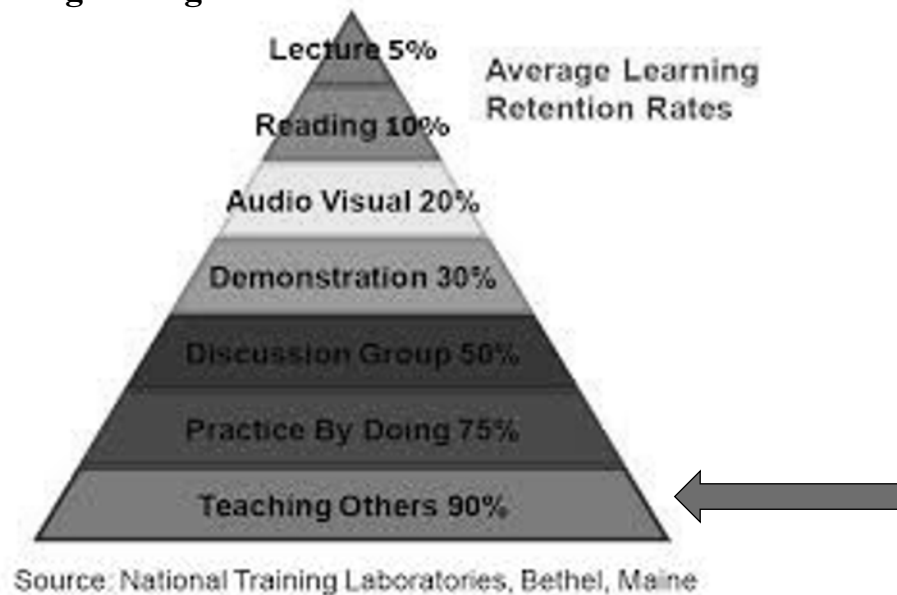
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Scheduling

- Everyone should know exactly what to do every moment of the day to maximize academic learning time
- Schedule things that are absolutely inflexible first (e.g. therapies, grade level specials)
- Group according to different types of tasks
 - Direct instruction with teacher (I Do)
 - Guided practice with teacher's aide such as para, volunteer, or peer (We Do)
 - Independent practice (You Do)

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Effective teaching strategies. . .



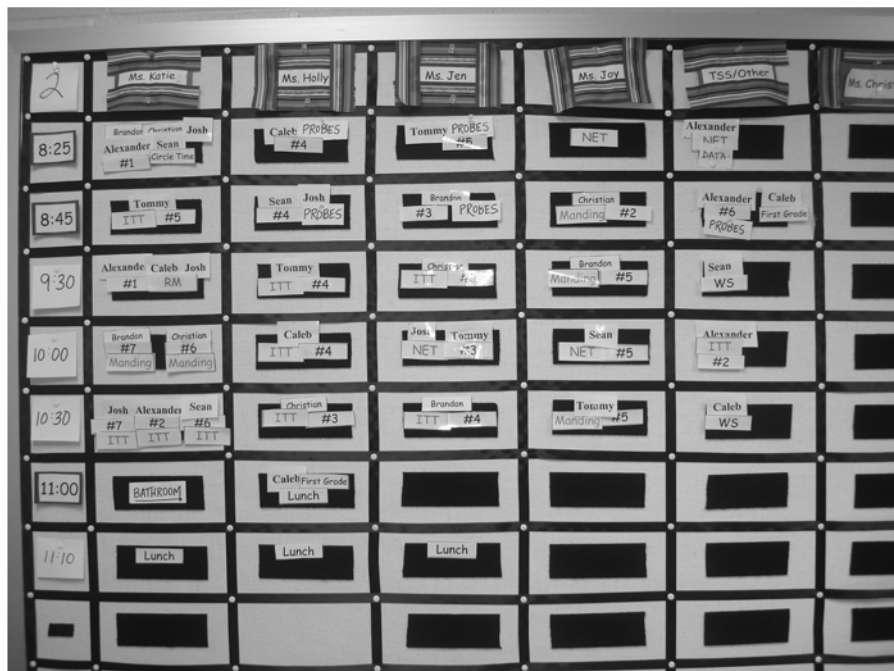
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Schedule Format

Student	Dylan (2)	Paul (3)	Quinn (4)	Danny (4)	Justin (5)	Tyler (6)
Period						
8:30-9:00	Social Skills Tuttle	Social Skills Tuttle	Social Skills Tuttle	Social Skills Tuttle	Social Skills Tuttle	Social Skills Tuttle
9:00-9:30	Reading w/ Mrs. Tuttle	Edmark w/ Mrs. Cramer	Math Work/ Cursive Practice (Ind)	Math Work/ Cursive Practice (Ind)	Math Work/ Cursive Practice (Ind)	Edmark w/ Mrs. Potrzeba
9:30-10:05	Edmark w/ Mrs. Cramer	Reading W/Mrs. Tuttle	Reading w/ Mrs. Potrzeba	Reading W/Mrs. Tuttle	Reading w/ Mrs. Potrzeba	Inclusion for Social Studies

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Explicit Instruction with Teacher

- This is where initial learning of new skills takes place
- Student should demonstrate near mastery before transferring to guided practice with a para, peer, or volunteer



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Guided Practice with Teacher's Aides

- Research shows use of paraprofessionals and volunteers had significant positive results as it increased engaged learning time.
- Could also potentially use peers with strong mastery of the particular concept.
- Teacher **MUST** teach these individuals effective instructional strategies the importance of the errorless learning procedure and give explicit instructions for what takes place during this time.



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Errorless Teaching

- **Model** the correct response (I Do)
- **Prompt/Transfer** the responsibility of giving the correct response to the learner (We Do)
- **Distract** (Time delay, insert another concept)
- **Check** (You Do)
- **Reinforce** correct response OR **reteach** if incorrect response
- **Repeat** until there is no longer incorrect responses
- **Maintain** the skill mastery with frequent practice so they don't forget!
- **Generalize** to real life application activities

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Errorless Teaching

- All teacher's aides can be taught this process.
- Appropriate for basic skills such as spelling words, math facts, sight words, vocabulary, etc.
- 80% of the learning targets presented should be "easies" or previously mastered using the "correct for three consecutive cold probes" criteria
- 20% of the learning targets presented should be unmastered or "new" learning targets.
- Teach new learning targets using the errorless teaching procedure.
- If the student makes an error on an "easy" learning target use the error correction procedure.

**Prompt
Transfer
Distractor
Check**

Error Correction

**End
Prompt
Transfer
Distractor
Check**

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Weekly Cold Probe Data Sheet


Student: _____ **Week Of:** _____

# of days active (cold probe data has been taken)	Learning Target	Previous Yes's	M	T	W	TH	F
5	Verbally label capital D	1	Y	Y			
7	Touch capital B	2	Y				
3	Verbally read sight word "and"	1	N	Y	N	Y	Y
2	Verbally label the color red	2	N	Y	Y	Y	
1	Touch the color yellow	0	Y	Y	Y		

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Independent Practice

- Need to first teach independent learning skills, routines, and procedures
- Use of self correction activities
- What to do when stuck
- What to do when done



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If I get stuck I can . . .

- Give it my best guess.
- Skip the problem and go to the next one.
- Ask a peer for help.
- Raise my hand and wait for the teacher to call on me.
- Put my yellow or red cup on top to let my teacher know I need help.



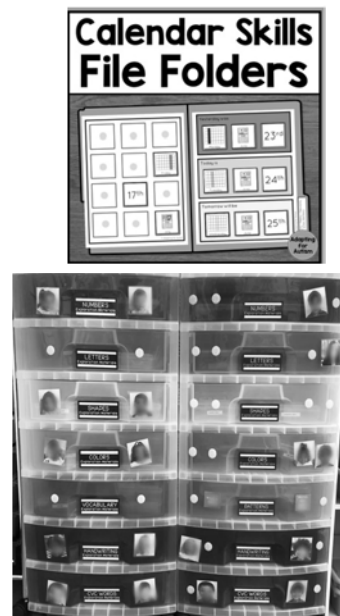
When I am done I can. . .

- Read to a partner, into a whisper phone, or silent read.
- Study spelling words (dry erase board, magnetic letters, magnadoodle type).
- Math flashcards.
- Pre-taught math games.
- Computer games.
- Practice handwriting.
- Self-correcting activities.
- My independent learning project.


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Maintenance Ideas

Within Instruction	<ul style="list-style-type: none"> • Math Boxes • Morning Calendar With Individual <u>File Folders</u>
Guided	<ul style="list-style-type: none"> • Errorless Teaching Process
Independent	<ul style="list-style-type: none"> • Learning Free Time Menu Items • <u>Independent Work Station</u>




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- Immediate performance feedback (Star, initial, sticker)
- Self graph progress (A great math lesson!)
- Neutralizing routines (Pair something they like with something they don't)
- Peer support/tutoring-Pairs with social attention
- Reinforcing learning free time menu items for completing task that have academic and/or social value (e.g. Independent learning project)
- Recognition through a weekly honor roll

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Recognized weekly and quarterly	Criteria flexible based on need (Completed work at above 80% the first time, improvement, etc.)	Reinforcement flexible (choose off reward menu, treasure box, free assignment coupon, etc.)
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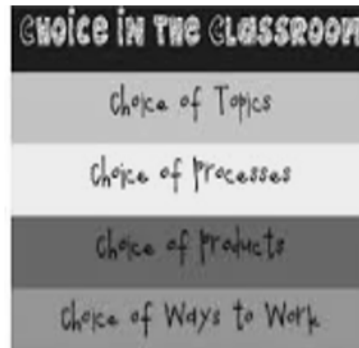
Embed Interests and Preferences



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Embed Choices

- Research shows reduces problem behavior even when both are non-preferred
- Provides a feeling of some control
- Task/activity, sequence, materials, whom to work with, place to work, when to complete work, etc.



Question vs. Choice Statements

- If you give a direction as a question, the child assumes they have a choice
- Instead, give two acceptable choices

Question	Choice Statement
Are you ready to sit in circle?	Would you like to sit by Sally or Jimmy in circle?

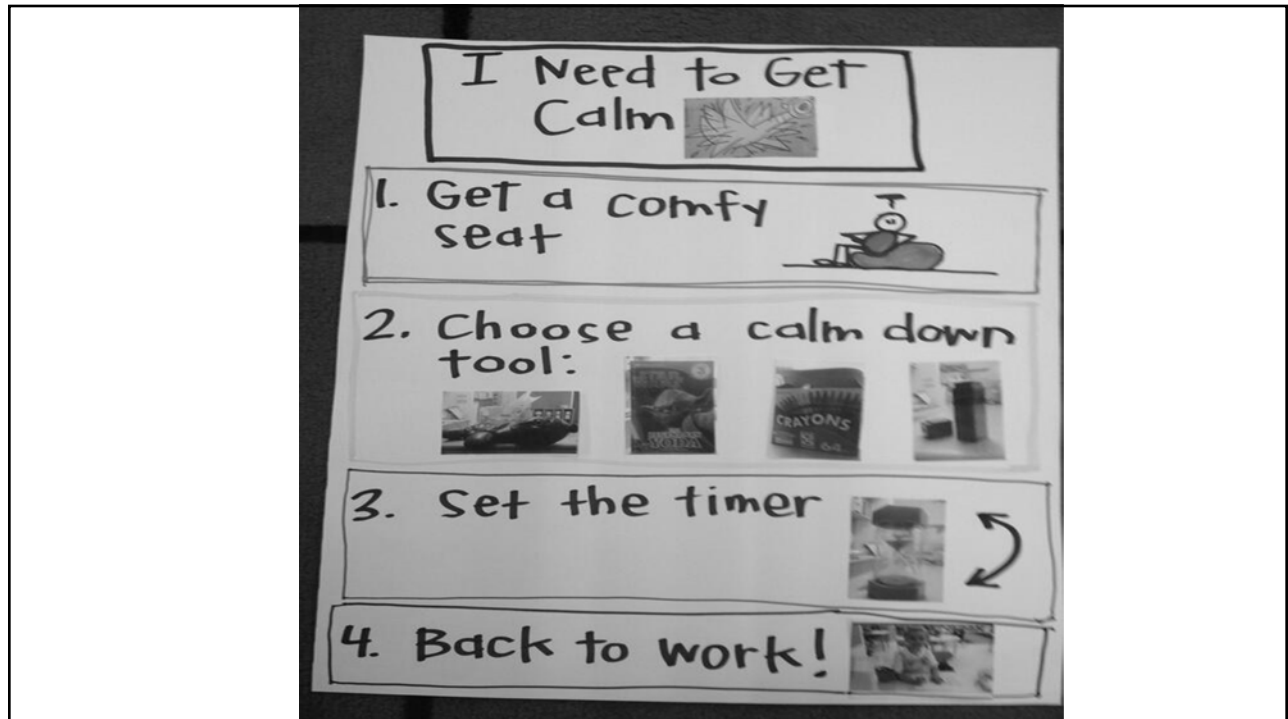
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Replacement Behavior Strategies-Allow Structured Escape

- Do one, skip one
- You do one, I'll do one with adult or peer
- Short break system
- Punch cards

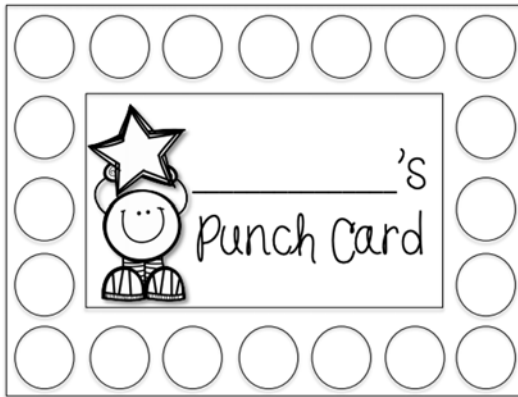


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Punch Cards







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On Task Self-Monitoring

- Specifically define and practice what it means to be on task
- Provide a visual reminder
- Develop a chart to track the student's performance
- Set the cuing system at random intervals
- When there is a cue, the student self-reflects and records

Stay on Task

1. Look at the task. 
2. Think about the task. 
3. If you do not understand, ask a question politely. 
3. Do it! 

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Repeat Timer (Free)

<https://itunes.apple.com/us/app/repeat-timer-free-repeating/id481229967?mt=8>

Can be set to play a tone at regular intervals from 1 second to 23 hours long and repeat up to 5 times.



MotivAider (\$2.99)

<https://itunes.apple.com/us/app/motivaider-for-mobile/id562217364?mt=8>

Can be set to play a brief audible tone, vibration signal, or combination on either set or random intervals ranging from 1 second to 999 minutes.

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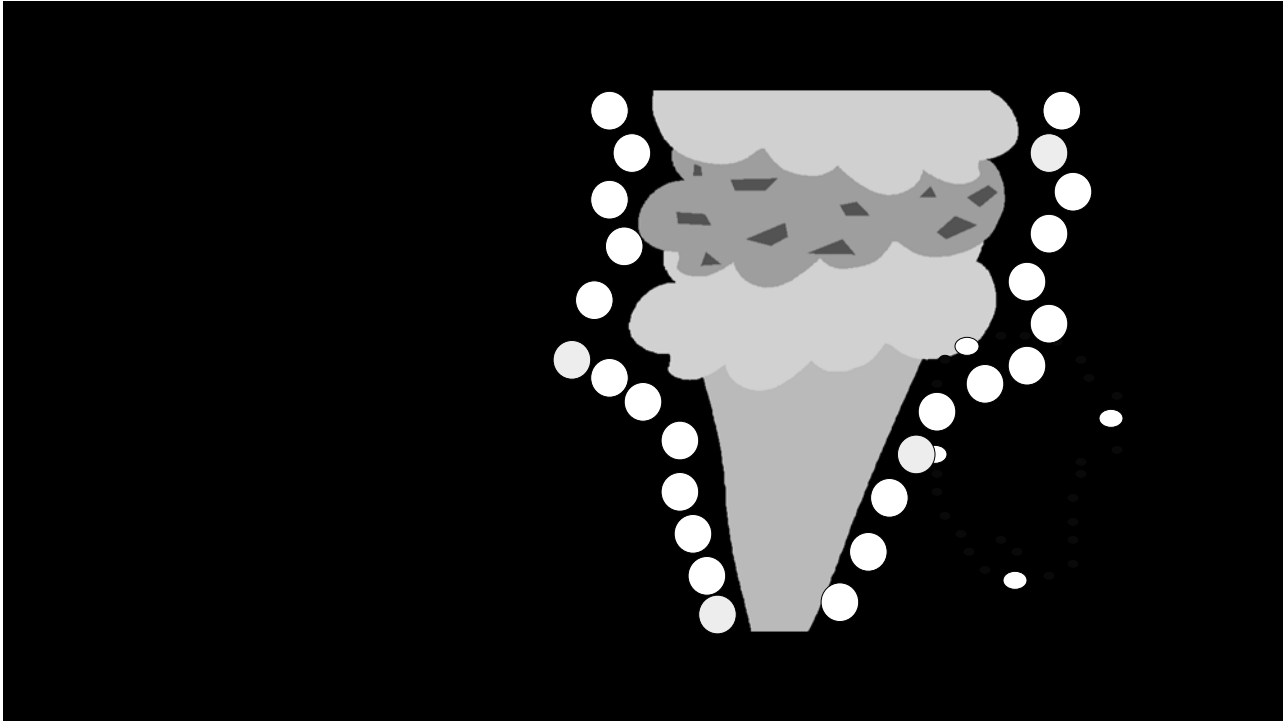


Gymboss (\$19.95)

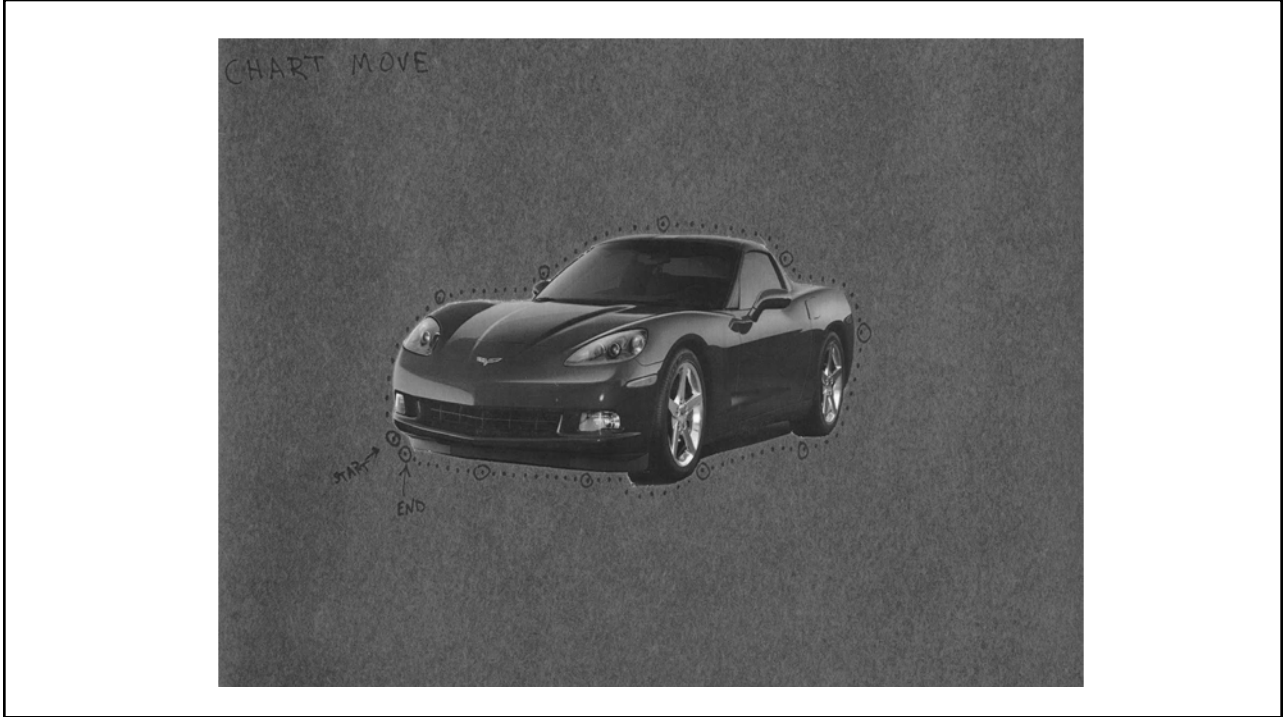
<http://www.gymboss.com/gymboss-classic/>

Device that can be clipped to your clothing and set to beep and/or vibrate at 1 or 2 intervals ranging from 2 seconds to 99 minutes. Alarm durations can be set from 1 to 9 seconds.

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A Common Antecedent to Challenging Behavior-Writing!

- Provide alternatives when possible and appropriate
- Use technology
- Make paper/pencil tasks more reinforcing
- Provide structure/assistance with longer tasks

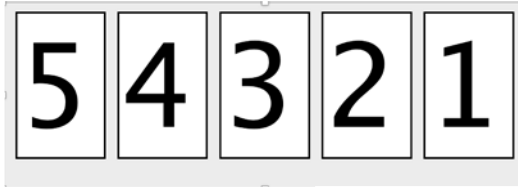


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<p>Make Paper/Pencil Tasks More Reinforcing</p>	<p>Provide Structure/Assistance with Longer Tasks</p>
<ul style="list-style-type: none"> • Allow “text speak” when appropriate • Provide a variety of writing utensils if possible (wiki sticks, markers, different colors of pens/pencils) • Provide a variety of writing surfaces (plastic sleeve, dry erase board) 	<ul style="list-style-type: none"> • Start small and build success-focus on one aspect of writing at a time • Talk through idea first • Require sentences to have more than seven words • Chunk and check • Handwriting self-monitoring

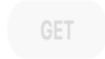
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Transition Helpers



Time Timer

Visual time management
Designed for iPhone



Countdown Timer
You can change the picture!

www.timetimer.com

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Behavioral Skills Training (BST) Dogan et al, 2017	Teaching Interaction Procedure (TIP) Leaf, et al, 2010	Social Skills Lesson Plan Otten & Tuttle, 2011
1) Rationale 2) State all steps 3) Skill demonstration 4) Opportunity for rehearsal 5) Immediate feedback	1) Describe the behavior 2) Provide a rationale of why the behavior should be used 3) Provides cues and characteristics of when the behavior should be displayed 4) Demonstrates the behavior 5) Role play the behavior 6) Give feedback	1) Break the desired skill into specific steps. 2) Describe each step (What does it like and sound like?) 3) Provide a rationale for the importance of the skill for each student specifically based on their personal goals. 4) Provide modeling through video or role plays. 5) Provide guided practice through additional role plays and activities 6) Give specific feedback. 7) Put the student in situations, natural or created, where the skill can be applied and generalized. 8) Highly reinforce the student for exhibiting the skill

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Otten Teaching Process

- Break into clear steps that everyone understands (task analysis)
- Have the student make their own visual by writing/typing/scribing steps and providing a visual for each one (e.g. google images, drawing)
- Role play, video tape, take pictures on how to do it **CORRECTLY**
- Discuss non-examples if needed
- Keep visuals in a notebook and/or videos in a file for future review and reference

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Priority Behavioral Skills for Instructional Control

- Safety
- Coping Skills
- How to Help in a Crisis
- Class Meeting Behaviors (Compliments, Constructive Feedback, Being a Good Listener)
- How to Get Attention From Both Adults and Peers
- Taking a Break
- Accepting No
- Setting and Reaching Goals-How Do You Get What You Want?
- Expected and Unexpected Behaviors
- Other?

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Things I can do when I am at a 4 or 5...

- take deep breaths
- count to 10 slowly
- ask to get a drink
- sit in a quiet place
- read a book
- listen to music
- think of something peaceful and positive

	Feeling words for this...	Looks/Feels Like...	I can...
5	Furious or Shutdown		I feel very angry and stop talking. I choose not to follow directions.
4	Frustrated or Confused		I feel mad or upset. I feel like I might shutdown. I need to take a break for 3-5 minutes.
3	Angry, Mad, or Upset		I feel stuck. I don't know what I am supposed to do, or the job is really hard for me.
2	OK		I feel OK. I am doing work that is kind of hard for me, or I am doing work that I don't really want to do.
1	Happy or Comfortable		I feel happy and ready to do work. I follow the directions.

Concept Source: Kari Dunn Buron & Mitzi Curtis

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EXPECTED 😊	UNEXPECTED 😞
sit crisscross applesauce	laying on carpet
quiet voice and body	voices too loud
raise your hand for ?s	blurting out/not raising hand
hands and feet to self	hands and feet on others
shoes and socks on	shoes and socks off

Expected 😊	Unexpected 😞
• use manners	• not using manners
• eat politely	• being noisy
• use nice words	• being too silly
• sit in your chair	• walking around
• take turns to talk	• blurting/interrupting others
• wait until everyone has their snack to eat	• eating before everyone has been served

Expected and Unexpected Visual with removable icons

Concept Source: Michelle Garcia Winner

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Distributed Practice Across People and Settings

Ask me to recite my coping skills!

Date/Initials



Some good choices I can make to help me calm down and feel better are:

1. I can use my words to tell an adult how I feel.
2. I can ask for a break.
3. I can take deep breaths.
4. I can think about things that I like to do and that make my happy.

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Skillstreaming: Teaching Replacement Behaviors!

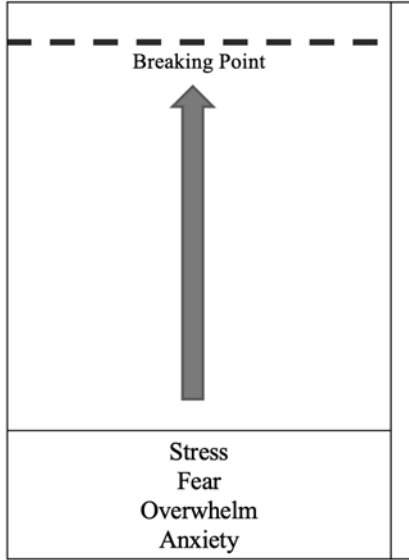
1. Modeling (Shows you what to do)
2. Role-Playing (Helps you try it)
3. Feedback (Helps you do better)
4. Transfer (Helps you know when, where, and with whom to use the skill)



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(Amy Buie)

- Skills must be taught and practiced when the students is calm before stressful triggers are present
- Prompt in space between stress and breaking point when student is still rational
- Drill during practice, coach during the “game”



Breaking Point
 ↑
 Stress
 Fear
 Overwhelm
 Anxiety

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4:1 Positive/Negative Ratio

- Simple intervention that is free and requires no time or preparation
- Research supports 4:1 to 5:1
- Provides a positive, encouraging environment that students typically do not want to escape
- How motivated would you be if you mostly received negatives from your supervisor?
- Consider having a colleague take data or take data yourself through videotaping

*Reproducible 1:
Positive-to-Negative
Ratio Data sheet*

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Positive Narration

- Behavior specific feedback or “praise”
- Immediate as possible without interrupting the flow of instruction
- Sincere
- Specifically describe what was appropriate and how it is making a positive impact rather than making general praise statements
- Just describe something positive that is happening provides reinforcing attention!

“Walking quietly down the hall shows respect for those are working.” ”
 vs. *“You are doing a good job.” ”*

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How Do You Know What is Reinforcing?

Interviews and Surveys	<ul style="list-style-type: none"> • Formal or informal conversational format • Surveys are what other students have chosen and may suggest creative options • <u>Jackpot! Reward Finder</u> • Ask parents and other caregivers
Observations	<ul style="list-style-type: none"> • What do they choose when they have free access • How much time is spent with each item/activity • What do they never choose or avoid
Reinforcement Journals	<ul style="list-style-type: none"> • Brainstorm • Can take the form of simple spiral notebook • Add to on ongoing basis as think of or notice things that appear reinforcing

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Individualized Reinforcement Menus

*Reinforcement Menu
Favorites pp. 124-126*

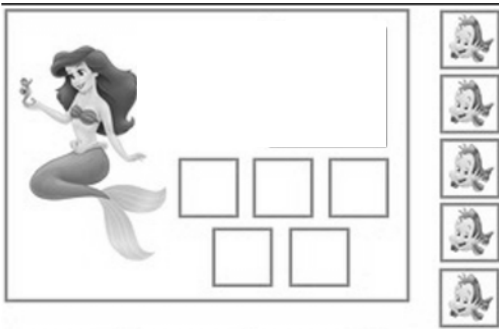
- Allow students to have some ownership of reinforcers
- Teaches students to self-reinforce
- Allows students to choose what is reinforcing that particular moment (No one is reinforced by the same thing all the time!!!)
- Should include activities that allow for practice of academic and social skills
- Can be individualized based on the strengths/interests of the students
- Can easily change as students' strengths/interests change
- Ideally cheap or free-structure what you already give away!

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Leveled Individualized Reinforcement Menus


A Level	Student will do almost anything to obtain these.
B Level	Student likes these items but are secondary thoughts compared to 'A' list reinforcers.
C Level	This is better than nothing.

68












I can pay attention and listen.

This means...
LOOKING at the speaker 
THINKING about what the speaker says 
 keeping my **BODY STILL** (or using a fidget) 




Token Boards

- Commonly used with young students
- Chips, pennies, icons attached to portable strip
- Visually shows progress towards reinforcer
- Paired with behavior specific feedback
- Easily travels with the student for consistency among adults

listen to music 	Skittles 	squish toy 
fish crackers 	alligator 	push buttons 
computer 	ball run toy 	snowglobe 

Austin




Lee, 2006

69

More for More

Less for Less



70

**Differential Reinforcement:
Accentuate the Positive to Reduce the Negative**

<p>Differential Reinforcement of Zero Rates of Behavior (DRO):</p> <p>Student is reinforced if they do not exhibit the problem behavior at all during a set time.</p>	<p>A student who exhibits aggression is reinforced for every hour they remain safe regardless of any other problem behavior exhibited.</p>
<p>Differential Reinforcement of Incompatible Behavior (DRI):</p> <p>Student is reinforced for behavior that is incompatible with the undesired behavior-they can not do both at the same time</p>	<p>A student is reinforced for sitting in his or her seat rather than having a consequence for being out of his or her seat</p>

71

**Differential Reinforcement:
Accentuate the Positive to Reduce the Negative**

<p>Differential Reinforcement for Lower Rates of Behavior (DRL):</p> <p>Student is reinforced for exhibiting progressively lower rates of the undesired behavior</p>	<p>A student is reinforced every day they talk out fewer times than the day before.</p>
<p>Differential Reinforcement for Higher Rates of Behavior (DRH):</p> <p>Student is reinforced for exhibiting progressively higher rates of the desired behavior</p>	<p>A student is reinforced every day they are on task for more minutes than the day before.</p>

72

Random Positive Reinforcement Systems

School Store

- Students earn currency (check book, play money) for positive behavior choices and can shop in school store for reinforcing items/activities

Random systems are great tools when you need a little something extra such as on substitute days, field trips, etc.

Lottery Systems

- Random tickets given and put in lottery when “catch students being good”
- Lottery at end of day/week for reinforcers

73

Example Reinforcer Menu or School Store Items

- Extra preferred activity time
- Positive phone call, e-mail or note home
- Talk or read over school loudspeaker
- Read to younger students
- Help principal or other adult at school
- Free assignment coupon
- Sit in preferred place to work (teacher’s desk, with a friend)
- Special snack
- Special lunch visitor
- Lunch from take out or fast food
- Gift certificate from a community partner
- Bring a preferred activity from home
- Treasure box item

***Reinforcement
Menu Favorites
pp. 124-126***

74


• Long Term Goals •

- P.J., Slipper, and Stuffed animal party
- Wii Party
- Electronics Party
- DS Party
- Lego Party
- Building Party
- Nano Bug Party
- Geo Trax Party
- Pizza Party
- Carnival Party
- Picnic


Group Bonus Point System

- Earned for exceptional behavioral choices (may be an area of difficulty, honesty on pointcard, social skill that is being focused on, etc.)
- A chart is posted that visualizes number of bonus points needed to earn group reward.
- Students vote on the reward.
- Students are given a bonus point when they display the targeted skill.
- Everyone earns the bonus point reward if they have earned a bonus point.


75



Puzzle Pieces



- You need a picture of the reinforcer the student/class is working for
- Students earns piece of the puzzle for the desired behavior
- Puzzle complete....Reward Earned
- Great for students needing visual cues



76

Target Behavior Sheets: Basis Process

- Triages at beginning of day with a mentor , picks up target behavior sheet, and sets daily goal
- Marks with mentor at regular intervals throughout the day
- Checks out and received reinforcement at the end of the day if daily goal was met-definitely natural (praise/attention) and possibly concrete



77

Target Behavior Sheets: Pros

- Can also be used as data collection
- Good for students who enjoy attention
- Can be use to track antecedent patterns (morning, during certain subjects, after recess, etc.)
- Embeds direct instruction time throughout the day



78

Target Behavior Sheet Tips

- Should be used to track student SUCCESS-if they are not improving stop using it
- Use positive language-what do you want them to do rather than not to do
- Limit number of skills targeted for change (1 to 2)
- Be specific-can the student tell you exactly what they need to do to be successful
- Individualize skills for each student
- Set realistic criteria for success (5-10% above baseline)
- Let the student keep with him/her if they want to
- Review regularly with student and give positive feedback



79

Target Behavior Sheets Tips-Cont.

- Let the student help develop
- Embed visual supports
- Embed special interests
- Use “turn around” points
- If sent home, communicate with caregivers what is a “good” day



80

Turn Around Points

Turn Around Points

- Received for “turning behavior around” after making an inappropriate choice
- Incentive to get back on the positive track and not spiral downward (I’ve blown it so I might as well keep going!)
- A turn around point cancels out a missed point when figuring daily percentage but original data may still be helpful to discover patterns that can lead to better prevention strategies

81

81

Name:		Options: #1 Teacher Option						
Date:		#2 Think Time						
Skills/ Schedule	IEP Goal #1	IEP Goal #2	Follow Directions	Stay on Task	Treat Others Nicely	Option/ Staff Initials	Turn Around Pts.	Bonus Pts
8:15-8:45								
8:45-9:15								
9:15-9:45								
9:45-10:15								
10:15-10:45								
10:45-11:15								
11:15-11:45								

82

Daily Level System

- 20 minutes at the end of each day preferred activity time
- Based on percentage of daily points earned
- Students choose activity from leveled reinforcement menu designed by the class and individualized for each student as necessary to ensure the choices are reinforcing
- Adults in classroom available to spend time with students
- Provides supervised time to practice social skills (possible opportunity for reverse inclusionary experiences)
- Everyone earns reward time, but their behavior that day determines what level

83

83

Leveled Daily “Preferred Activity Time”

Level I:

- 90% of daily points earned
- Most desirable menu items (computer, class pets, etc.)
- May play with other students on level one and/or adults

Level II:

- 80% of daily points earned
- Menu items desirable, but not most popular
- Student plays alone in designated area

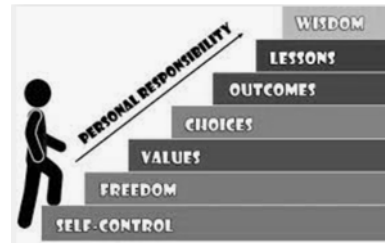
Level III:

- Below 80% of daily points earned
- Limited choices: reading, drawing, or small puzzles at desk

84

Long Term Level Systems

- Long term organizational framework for managing behavior
- Students access greater independence and more privileges as they demonstrate increased behavioral control-mirrors real life
- Clearly defined and consistent behavioral expectations
- Clearly defined and consistent privileges and logical consequences linked to expectations
- Clearly defined and consistent criteria for advancement to the next level where they enjoy more desirable contingencies
- Focus on skill development, self-management and personal responsibility



85

Green Level

- Leads own IEP
- Starts Least Restrictive Environment Transition Plan Process

Orange Level

- Starting level for all students
- Time interval target behavior sheet
- Adult fills out with student input
- Student chooses how to mark (yes/no, plus/minus, stickers, stamps)
- Adult and student enters data together at end of the day and reviews graph
- Daily leveled preferred activity with access to reinforcement menu
- Supervised at all times by adult
- Four consecutive weeks of 90% or above to move to yellow level

Yellow Level

- Student self-monitored time interval target behavior sheet with adult marking agreement
- Unsupervised restroom/drink breaks with permission
- Unsupervised special class
- Lunch away from immediate auditory proximity of adults
- Access to scheduled off-campus activities
- Helper duties and special privileges (pass out papers, run errands, etc.)
- Four consecutive weeks of 90% or above to move to green level

86

Low Level Early Intervention

Use low level fairly private redirection strategies first:

- Proximity
- Teacher look
- Attention getting signal if multiple problems
- Visual reminder
- Gesture reminder



87

Logical Undesirable Consequences

- Error Correction/
Three Strikes
- Behavior Tutoring
- Time Away



The Key Is To Consider the Function of the Behavior!!!!

88

Logical Undesirable Consequences

Error Correction/ Three Strikes	<ul style="list-style-type: none"> • Informative statement of what's the problem, why, and what to do instead. • Neutral and empathic tone. • Baseball analogy. • Three strikes and you're in need of more teaching and support. • Provides a consistent, predictable number of redirects rather than basing it on mood. • Students can make a fully informed choice. • Can be done non-verbally with predetermined visual or gesture. • After the third strike, there is a higher level of undesirable consequence.
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Commonly Used Logical Undesirable Consequences

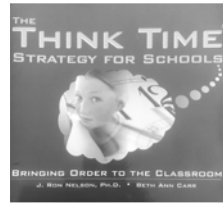
Behavior Tutoring	<ul style="list-style-type: none"> • Combination of response cost and positive practice procedures. • Mirrors academic intervention. • When student is exhibiting an inappropriate behavior, he or she is given the choice of demonstrating they have learned the appropriate behavior. • If they do not, it is assumed that they have forgotten how to do it and need extra practice. • An extra practice session is scheduled during a more preferred activity.
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90

Time Away

Time Out

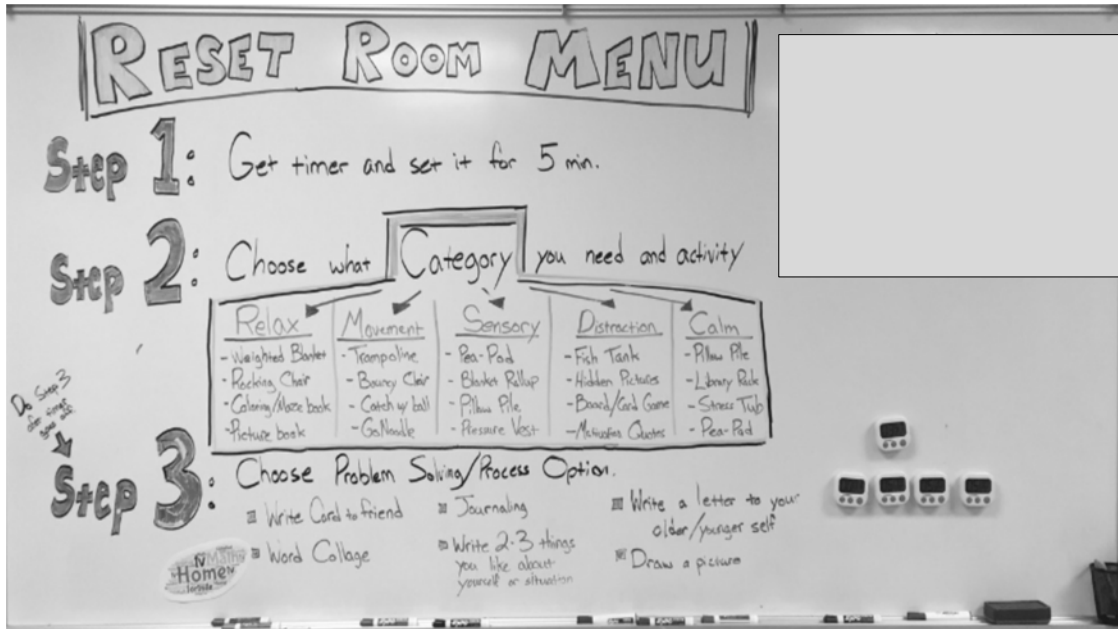
- Student is removed from a more reinforcing environment to a less reinforcing environment.
- Only works if the learning environment is engaging and appropriate.



Think Time

- Interrupts the chain of inappropriate behavior and negative interaction with the educator early.
- Student takes a break away from distraction and stimulus of other students to think about choices and their possible consequences and make a plan for the future.
- Steps includes "timeout from reinforcement"
- More instructional focus than the traditional timeout

91



Morton, 2019

92

Focus on Instruction: Processing Before Returning to the Typical Environment

Can be done through writing, talking, role playing or visuals

- Let's talk about what happened.
- Why was it a problem? Who did it hurt or bother?
- What feeling(s) were you experiencing?
- What could you do differently next time to result in moving closer to your goals?
- How can others help you to try that next time?
- Is there anything you need to do to fix things now like make-up assignments, clean-up, and/or apologize?

93

COLLABORATIVE PROBLEM SOLVING

SKILL DEFICITS DEMANDS OF ENVIRONMENT

UNSOLVED PROBLEMS

PLAN A: MAKE THEM PLAN B: COLLABORATE PLAN C: DROP IT

1. EMPATHY
Fully understand their concerns and their perspective.
"I've noticed that (observation), what's up?"

2. PROBLEM DEFINITION
Place your concern on the table.
"The thing is... (describe your concern)?"

3. INVITATION
Support them in exploring solutions that are workable and mutually satisfactory.
"I wonder if there's a way (to address both concerns)?"

BC Interior ADHD Clinic

livesinthebalance.org

94

Empathy

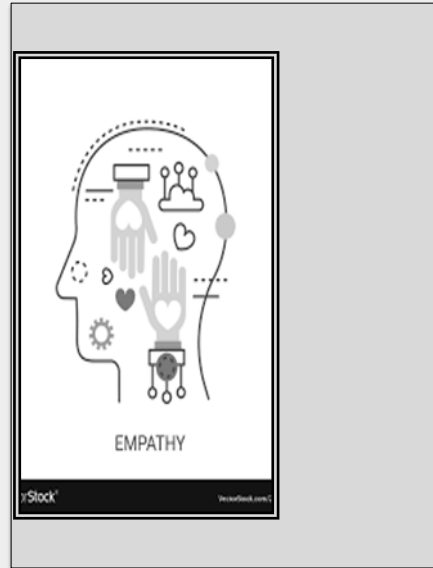
- Demonstrates fairness and concern for the student
- Used to validate the student's feelings

It sounds like you are.....

Looks like this is tough for you..

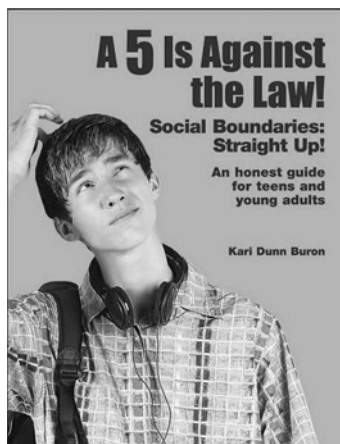
I understand it can be difficult when....

I get that you are _____ right now...

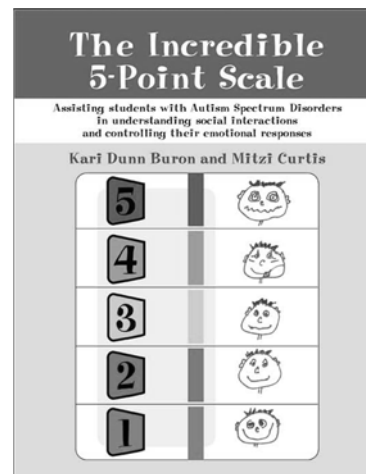


95

Teach The Continuum of Problem Behavior-Connections to Consequences



www.5pointscale.com

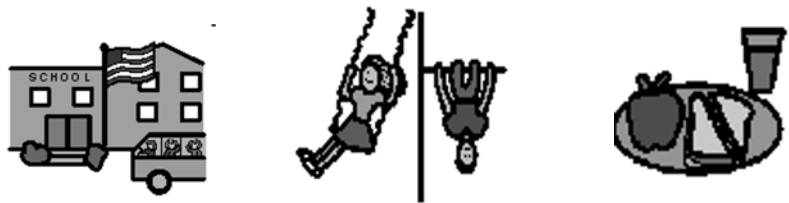


96

Teach and Protect Schedule

- Alternative to suspension
- Two most important behaviors at school
 - 1) Be safe
 - 2) Partner with adults
- Intensive “behavior tutoring” practicing these skills as the foundation for all others
- Must meet defined criteria to return to normal schedule
- Sits in defined area and remains there for the day unless escorted by adult (e.g. drink, bathroom)
- Specials activities occur alone in the defined area (e.g. P.E., Art, Music)
- Choices made by supervising adult (materials, order of assignments, etc.)
- Interaction with adults only and ideally only one with expertise in minimizing reinforcement (e.g. limited and neutral attention and interaction)

97



Almost every day, we go to school to learn, and see our friends and teachers. We get to do lots of fun things at school like have recess, eat lunch in the lunchroom, and spend time with our friends.

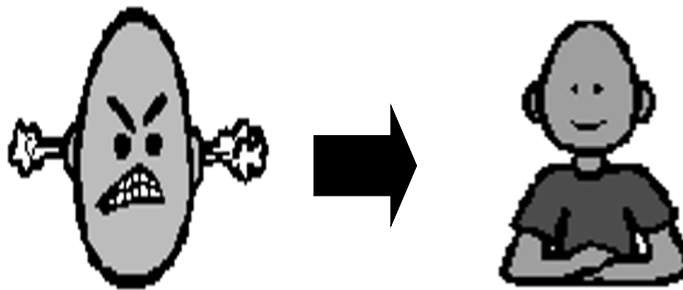
98

98



At school the most important thing is that we stay safe. This means that we keep our hands and feet to ourselves.

99



Sometimes things happen at school that I don't like and I start to feel bad. It is okay to feel bad. I can still stay safe when I feel this way if I make good choices to help me calm down and feel better.

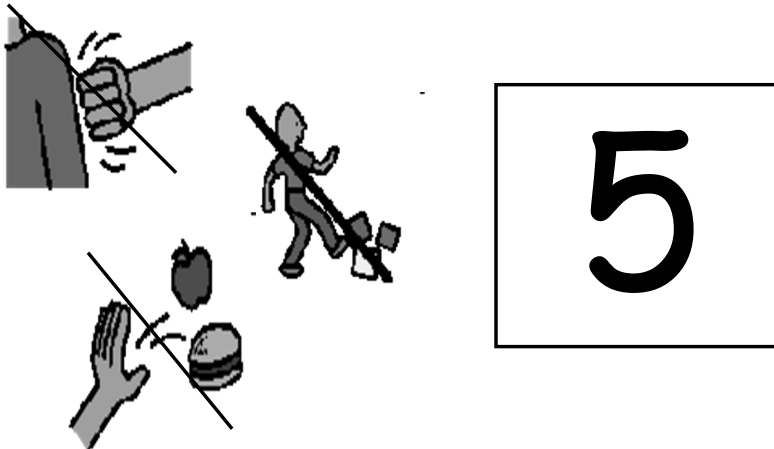
100



Some good choices I can make to help me calm down and feel better are:

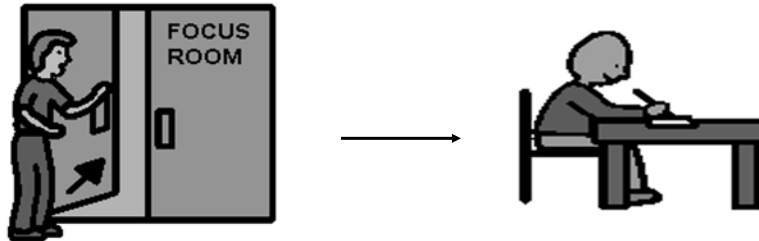
1. I can use my words to tell an adult how I feel.
2. I can ask for a break.
3. I can take deep breaths.
4. I can think about things that I like to do and that make my happy.

101



It is okay to feel bad at school. It is NOT okay to hit, kick, spit, destroy or throw things when I feel this way. This hurts other people's feelings and may scare or bother them. These are called LEVEL 5 behaviors and are against the law for adults!

102



If I choose to do a LEVEL 5 behavior at school, I will need to go on Teach and Protect Schedule. This means I will go into a classroom by myself with a teacher and practice staying safe and following directions. No one is angry with me. My teachers care about me too much to not teach me what I need to do to help everyone stay safe. When I can do these things, I will be able to return to my normal schedule and do fun things with my friends and other teachers.

103



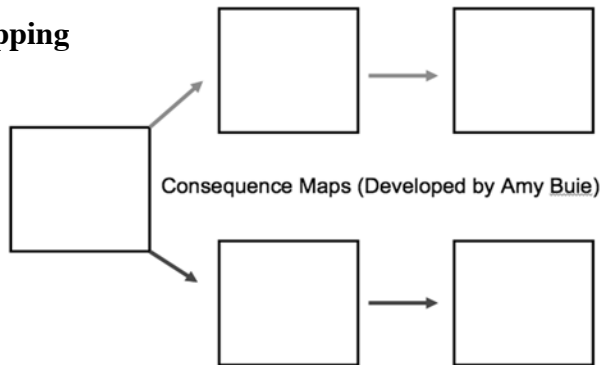
When I stay safe at school, I can stay with my friends and teachers and do fun things. My parents and teachers are very happy when I stay safe at school. I feel good about myself when I stay safe at school.

104

MAKE SURE THEY HAVE ALL THE INFORMATION BEFORE MAKING A CHOICE

Reproducible 6: Consequence Map Template

www.behaviormapping
maker.com



105

Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem solvers, focus on solutions not retribution. - L. R. Knost

nourishingourchildren.org



106

Avoiding Power Struggles-Develop Positive Relationships

Assist student(s) in setting personally meaningful goals	<ul style="list-style-type: none"> • Short and long term-what do they want? • Assist them in making connections between their choices and reaching their goals • Involve mentors and community leaders
Two by Ten Strategy	<ul style="list-style-type: none"> • Spend two minutes for ten days in the row talking to the student about something in their life other than school

107

Avoiding Power Struggles-Develop Positive Relationships

Be consistent	<ul style="list-style-type: none"> • Consistency breeds trust • “Push back” is common-all humans test limits
The adult is not the “boss”	<ul style="list-style-type: none"> • You can not MAKE anyone do anything! • You can’t “fire” kids, from school • Your job is to provide the structure and assist the student in recognizing that their choices and the consequences they experience are connected and is THEIR responsibility • If they make a poor choice, allow them to experience the undesirable consequence-you didn’t fail, they are learning!
We are ALL in the same boat	<ul style="list-style-type: none"> • Adults also often experience undesirable consequences when we make poor choices • Giving children real life adult examples shows that they are not being singled out, that is simply how the world works! • Teaches life skills and personal responsibility

108

Staying Out of Power Struggles-How to Respond

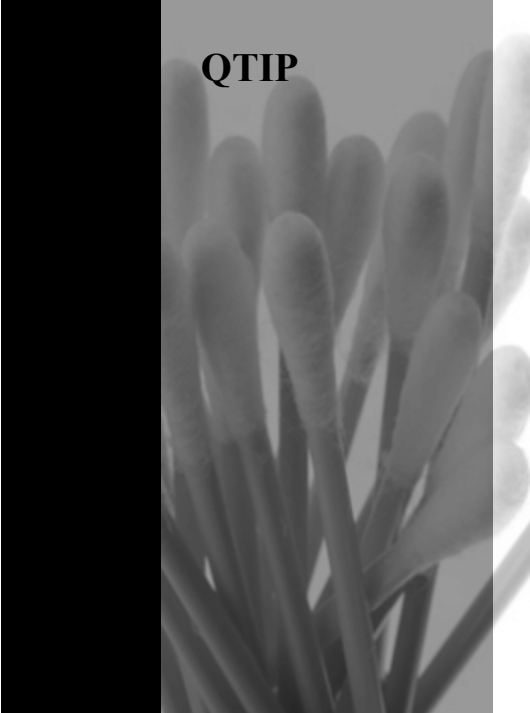
Avoid	<ul style="list-style-type: none"> • A power struggle takes two people-Don't be one of them! • Don't verbally defend yourself. • Act as if negative statements have no effect on you-Find your happy place and don't take the bait! • Politely refuse their power struggle invitation with your actions. • Walk away if you are stuck or your energy is low
Listen	<ul style="list-style-type: none"> • Tell me more about that? • Focus on the WORDS and not how they are saying them. • Ask who, what, when, and where questions but avoid "why"-it tends to trigger defensiveness
Agree	<ul style="list-style-type: none"> • "I can't make you." • "I wouldn't like to do that either." • "I hate when I have to do boring things at MY job too!"
Acknowledge	<ul style="list-style-type: none"> • "I know you don't like to write." • "I am sorry you are having a rough day."

109

Staying Out of Power Struggles-How to Respond

Direct	<ul style="list-style-type: none"> • Use a calm and neutral voice tone-showing anger, frustration, or other negative emotion can reinforce the behavior • Broken record technique-Give the direction again in a non-threatening way • When. . . Then • "The answer is yes but later." • "How can I help you make a choice that will work for both of us?" • State 2 or 3 options briefly and clearly. • "Would it work for you to you _____ or _____?" • Use behavioral momentum-Have student help you with something (high probability) and then give the un-preferred task (low probability).
Diffuse/ Distract	<ul style="list-style-type: none"> • Remove the audience-Give them a way to "save face" • "Let's talk about it a little later in private." • Send them on an errand • Suggest a break but don't force it on them ("We know we think a lot better when we are hydrated. Do you need a quick drink of water?") • Use humor • Talk about something more positive ("What did you do with your cousin this weekend?")
Encourage	<ul style="list-style-type: none"> • "Let's get it done so we can move on to something you would rather be doing?" • "How can we make this a little easier or more fun?" • "I would be happy to help you when you are in your seat."

110



QTIP

Quit

Taking

It

Personally

The ability to maintain control of one's own behavior, and not take the acting out behavior personally.

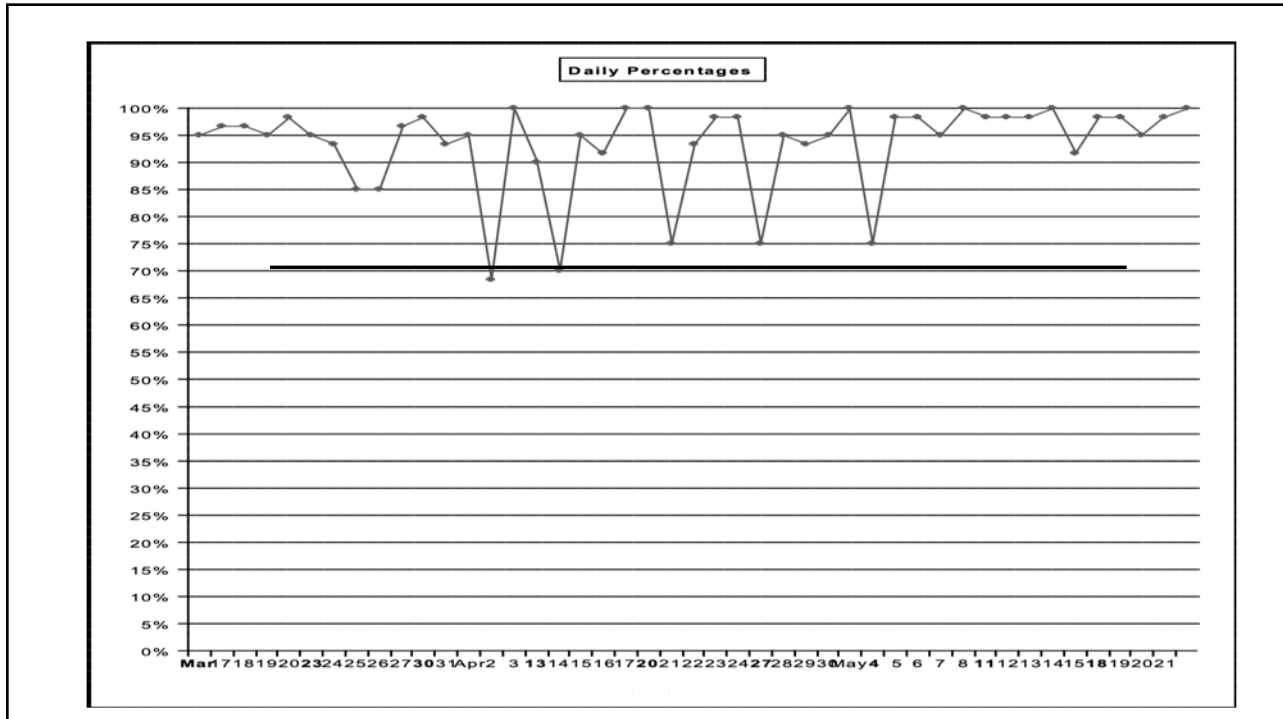
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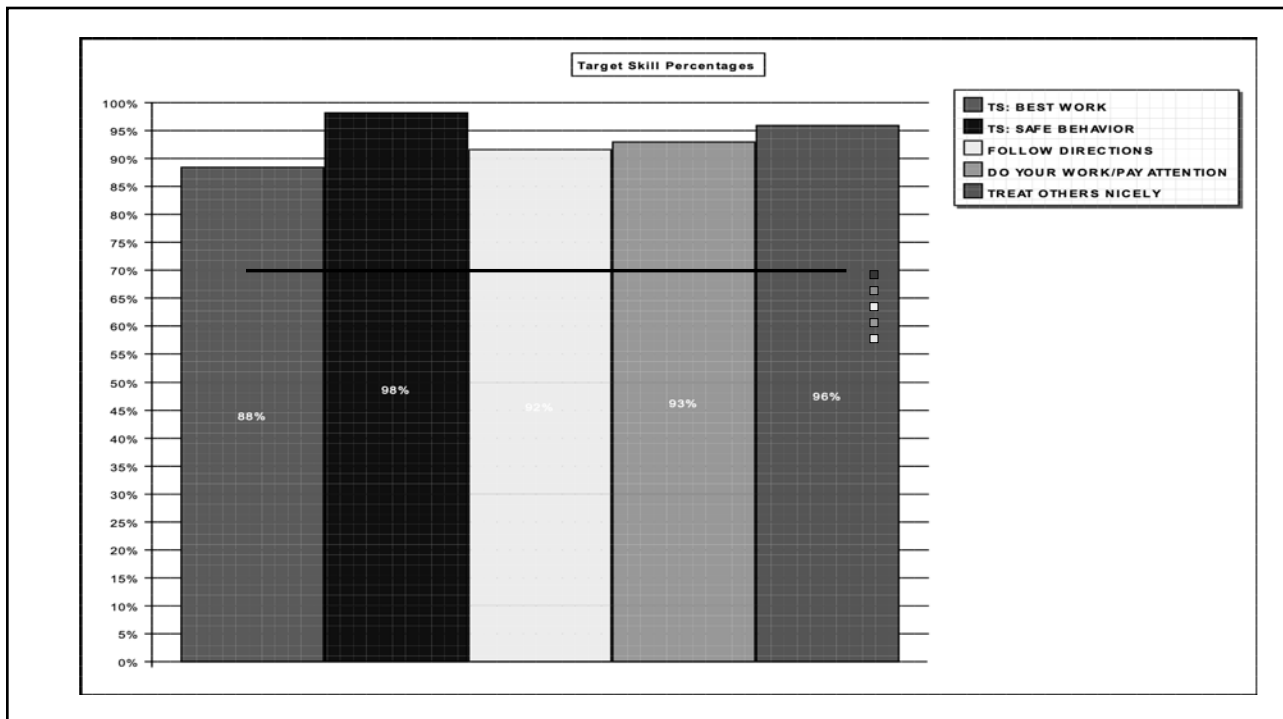
Progress Monitoring

- Individual student behavior data taken daily through the target point sheet and entered electronically DAILY-Consider involving the students
- Overall program data on “against the law” behaviors/interventions (prioritize safety!)
- Overall program data on length of time in the program (focus on least restrictive environment and full continuum of services)
- Fidelity data on overall program and individual support plans
- Monthly meetings occur with teacher, administrator, and program support personnel (district and/or regional) to analyze patterns and trends and brainstorm interventions.

112



113



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Progress Monitoring



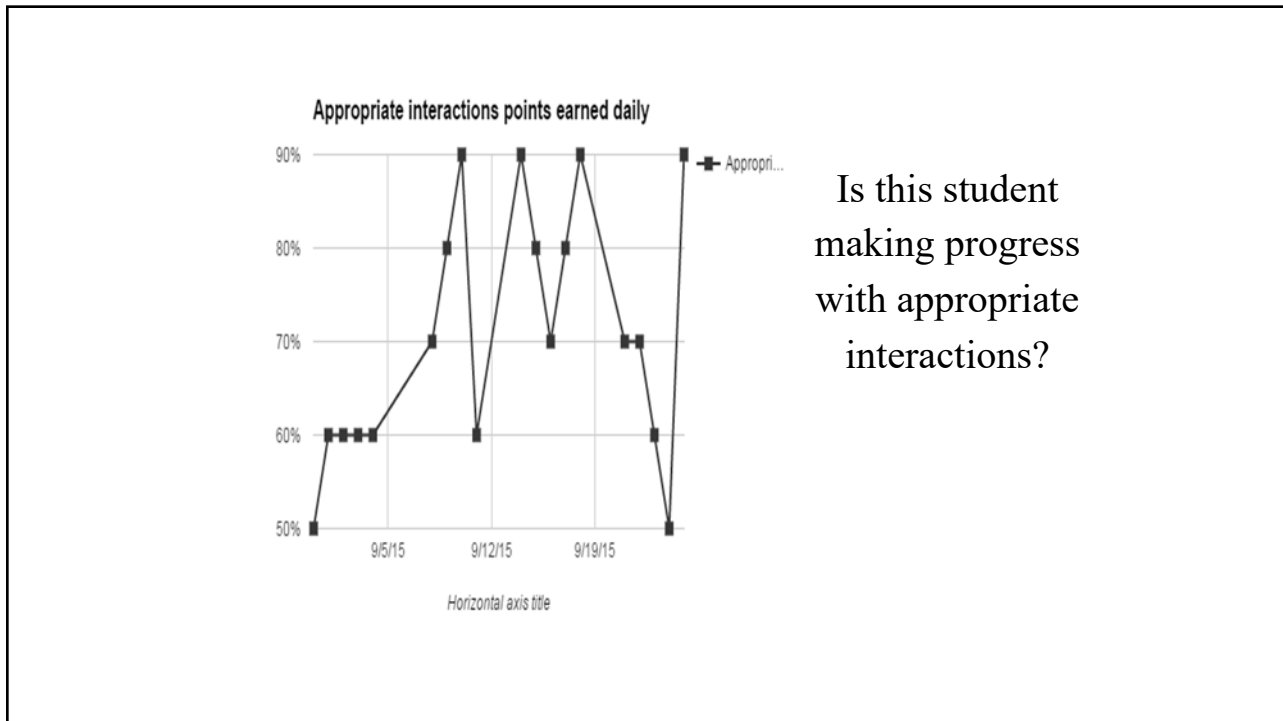
Is this student making progress with following directions?

115



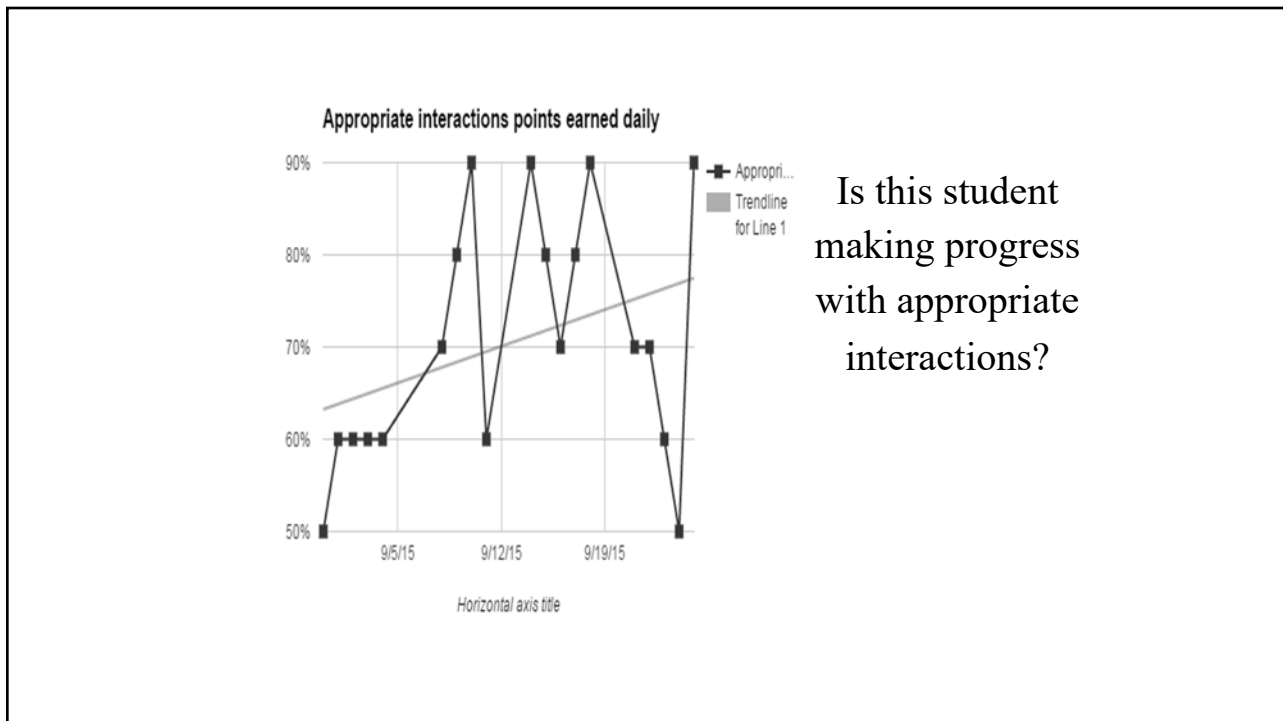
Is this student making progress with following directions?

116



Is this student making progress with appropriate interactions?

117



Is this student making progress with appropriate interactions?

118

Week of: _____ Staff: _____

_____’s BIP Fidelity Checklist

Instructions: Copy and Paste each strategy from the BIP into this document. Each team member implementing the BIP should record their data at one time per day as a + if they implemented the strategy correctly and consistently, a - if they did not implement the strategy correctly consistently, or N/A if they did not have the opportunity to use the strategy.

Strategy	Did I implement it correctly and consistently? (+ / - / NA)					Notes
	Mon	Tues	Wed	Thur	Fri	
Strategies for Setting Events						
Strategies for Antecedents (Proactive)						

119

Total i66 Enrollment 19-20	Total i66 Enrollment 20-21				Total i66 Enrollment
9	10				16
# of Students Exited	# of Students Exited				# of Students Exited
7	1				8
% Students Exited	% Students Exited				% Students Exited
78%	10%				50%
# Students who did some transition to Home School	# Students who did some transition to Home School				# Students who did some transition to Home School
7	3				10
% of Students Participating in Transition	% of Students Participating in Transition				% of Students Participating in Transition
78%	30%				63%
Average # of Days to Begin Transition	Average # of Days to Begin Transition				Average # of Days to Begin Transition
66					66
Average length of Transition in School Days	Average length of Transition in School Days				Average length of Transition in School Days
53					53
Average # of School Days in i66	Average # of School Days in i66				Average # of School Days in i66
123					123
Average # of Weeks	Average # of Weeks				Average # of Weeks
18					18
					Fastest Exit in School Days
					Fastest Exit in School Weeks
					64
					9/14
					Longest in Program in School Days
					Longest in Program in School Weeks
					330
					47/14

Overall Program Progress Monitoring Data

120

Least Restrictive Environment-Transition Plan

- Students will add a general education class when they have weekly averages of 90% for 3 weeks.
- Once in a curricular area with support, if student averages 80% for 3 weeks, student will go independently to that class.
- Another 3 weeks at 80% or above average add another strength based curricular area.
- This will continue until the student is in the general classroom around 70% of his or her day. The student will then be moved onto the transition roster.

121

Least Restrictive Environment-Transition Plan

- Through phasing out support, staff will promote student independence at school.
- If the student earns 80% average for 3 school weeks, adult support will phase out of 1 class period based on student strength.
- This will continue until adult support is phased out all the way. At that time student would be moved to regular special education roster.
- If the student does not meet the 80% criteria for two 3-week evaluation cycles despite additional interventions put in place, the student would attend a self-contained setting for 1 period. The class will be chosen based on determination of the general education class he or she is having the most difficulty in.

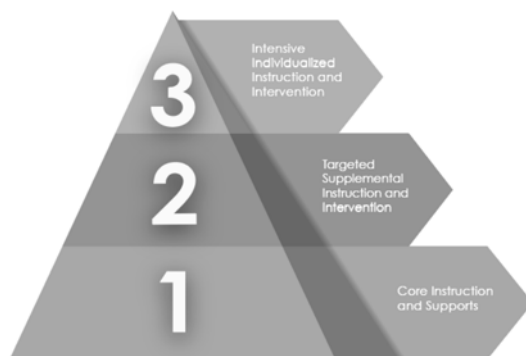
122

Least Restrictive Environment-What Should Happen Before a Behavior Support Program is Considered?

- 4-6 weeks of evidence-based tier two plan
- 4-6 weeks of formalized BIP based on an FBA with both fidelity and progress monitoring data graphed with a trendline
- Scores one standard deviation above the mean on at least one standardized behavior rating scale (e.g. Social Skills Improvement System)
- Unanimous sending and receiving team confirmation
- Intake process that orients student and parents to the program and reviews written handbook
- Override for serious dangerous behavior and/or mental health concerns

123

Resist the “Dumping Ground” By Promoting Function Based Thinking Multi-Tiered Systems of Support



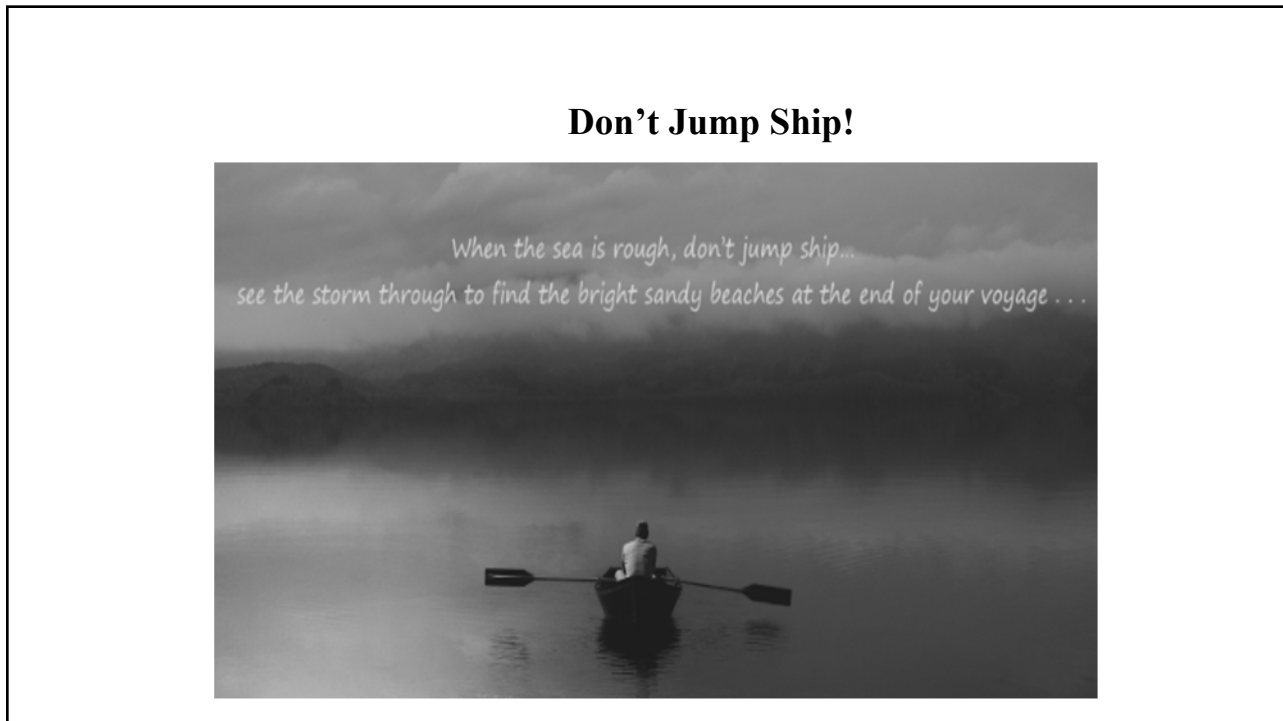
Training opportunities throughout the year
provided by
Advanced Behavior Collaborations

KAYE OTTEN

PHD • BCBA

Advanced Behavior Collaborations™

124



125

Assertive and Authentic Communication

Passive
Communication
Style

Aggressive
Communication
Style

←—————→

Facts
Assertive
from your
head

Balanced
Communication
Style

Feelings
Authentic
from your
heart

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The Mandt System

**Professionally Advocate
for You and Your
Students!**

- Plan time
- Appropriate curriculum for all the grade levels/skill levels you teach
- Regular time to meet with paraprofessionals

Respecting
your point
of view

While also
respecting
others' point
of view

126

Goals Before Next Time!

- What two things do you want to implement?
- Who can you contact for support?

