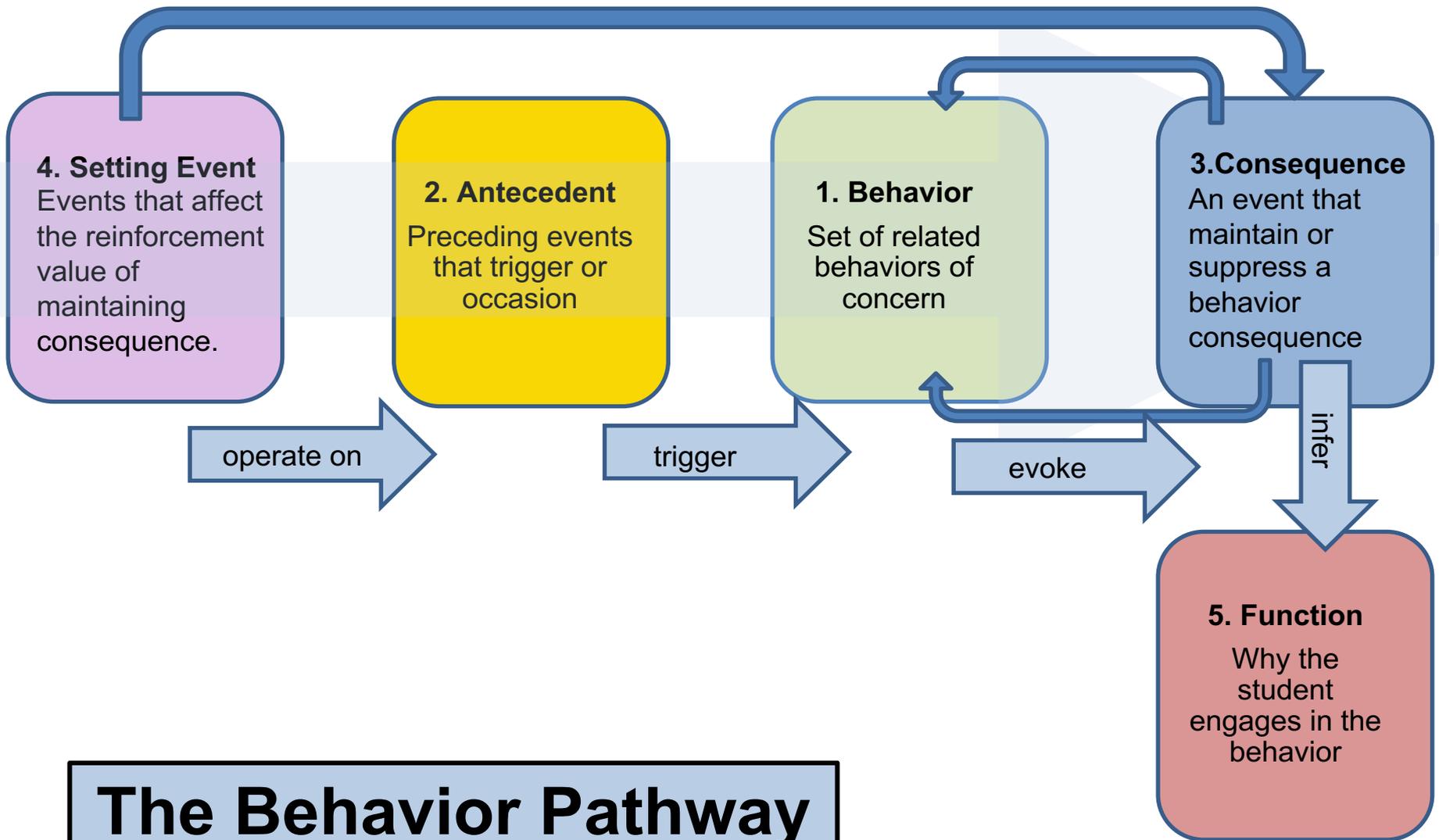


**Functional Behavioral Assessment
(FBA)**
and the
Behavioral Intervention Plan (BIP)
with
Progress Monitoring

Module 1

Review



The Basic FBA to BIP Process

1. Prerequisite – Fluent Understanding of the Behavior Pathway

2. Conduct Functional Behavioral Assessment

- **Review** student archival data and **collect** additional data as needed
- **Interview** staff and student about where, when, & why the behavior occurs and generate an *initial* summary statement
- **Observe** the behavior during specified routines
- **Generate/Develop** a final summary **statement** that identifies the environmental conditions that trigger and sustain the behavior

Today's
Goal

3. Design an individualized behavioral intervention plan (BIP)

- Ensure technical adequacy
- Ensure contextual fit

4. Ensure Fidelity of Implementation

5. Monitor Plan Impact on Student Behavior

Adapt BIP and
implementation as
needed based on on-
going monitoring

Adapted from Horner, Albin, Todd, Newton & Sprague, 2011

What data informs the FBA?

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:



- Direct observation of the student
 - The student, the student's teacher(s) and related service providers
 - A review of available information from the student's record and other sources including any relevant information provided by the student's parent.
-
- The FBA shall not be based solely on the student's history of problem behavior

What must a FBA provide?

200.22(a)(3) The FBA shall provide a **baseline** of the student's **problem behaviors** with regard to frequency, duration, intensity and/or latency across activities, settings, people and times of the day.



What must the FBA include?

200.1(r) The FBA shall include the formulation of a **hypothesis** regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

200.1(mmm) Include **global and specific hypothesis** as to why problem behavior occurs...



NYS Regulations Require Two Types of Hypothesis Statements

1. Global Hypothesis: A broad summary that describes the influence of lifestyle, medical issues and learning history among other factors on the student's problem behavior (Knoster & McCurdy, 2002).

2. Specific Hypothesis: A narrative summary of the behavioral pathway for a specific student's problem behavior.

Data Collection – Global Hypothesis

- 200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:
- A review of available information from the students record and other sources including any relevant information provided by the student's parent



Reviewing existing and collecting additional student data are the recommended means by which to develop the global hypothesis.

Archival Data Sources

to Inform **Global Hypothesis** Statements

- Academic Assessments & Supports
- Behavior Checklists & Supports
- Strengths Inventory
- Social Histories
- Office Discipline Referrals
- Health Records
- Rapport with Staff
- Ways Culture May Mediate Teacher/Student Interactions
- Home/School Relationship and the Ways Culture May Mediate It



Global Hypothesis: Curtis (from Knoster & McCurdy, 2002)

Curtis is 7 years old and has been identified as having a specific learning disability in reading coupled with records indicating increasingly problematic behavior. He receives most of his IEP services in the general education classroom with itinerant services for reading. Curtis enjoys physical activities (particularly soccer and baseball) as well as video games (e.g., Nintendo). Curtis performs best in a structured classroom environment. He seems to have the most difficulty in environments with less structure (e.g., cafeteria, playground). Curtis has had difficulties in establishing relationships with his peers since his arrival at King Elementary School 7 months ago. He lives with his mother and younger brother David. Curtis does have contact with his father (who lives nearby) on weekends and occasionally during the week, based on his father's work schedule. His mother and father are in the process of a divorce. Curtis' problem behaviors generally appear related to his difficulty in gaining attention and/or resolving or escaping difficult situations, disputes, or conflicts in a socially acceptable manner.



Global Hypothesis: Joe

Joe is 8 years old and has a reputation for displaying challenging behavior as a response to academic demand. He has a learning disability in the area of reading and attention deficit hyperactivity disorder. Joe is currently repeating the second grade. He was retained due to academic failure. Joe has not responded to the Tier 2 academic and behavioral supports. Joe receives classroom accommodations of preferential seating (up front and near the teacher), and break passes. Joe also attends group counseling facilitated by the school social worker. He has some mild behavioral concerns during ELA instruction related to difficulty paying attention for periods of 10 minutes or more, but these behaviors are reasonably managed via the Tier 1 classroom management plan. His most extreme challenging behaviors occur during Math. Joe reports enjoying and experiencing success in all special area classes (gym, music, etc.). Joe enjoys many activities including riding his bike, playing with friends and is popular with his peers. Joe lives with his parents and four older sisters. As a result of this retention, Joe's family is open to a Functional Behavioral Assessment and an Individualized Education Program. His youngest sister is in 4th grade and ensures Joe does well on the bus ride, personally takes him to class each morning and ensures he enters the classroom prepared. He reports to having positive relationships with his immediate family.



Hempstead Examples

- No evidence of global hypothesis were noted on sampling of FBAs

Another Example

Records indicate a history of behaviors such as hyperactivity, repetitive behaviors, noncompliance and elopement that sometimes increased when exposed to peers who engaged in similar behaviors. Michael began working in a Kumon after school program in 2018 where he reportedly performed well behaviorally and academically.

In June 2019, a neuropsychological evaluation was conducted by Albert Eistein, Psy.D. At the time of the evaluation, Michael's parents reported concerns regarding his social and language development. The examiner described him as a cooperative and happy child with language delays.

Michael lives at home with his mother, Jenny Doe, and father, John Doe. English and Spanish are the primary languages spoken in the home. English is Michael's primary language. Michael has a history of eczema and was identified as having lead in his system approximately four years ago, although his parents are uncertain where it may have come from. Michael is on a gluten and dairy free diet.

Module 2

Data Collection - **Specific Hypothesis**

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:

- The student, the student's teacher(s) and related service providers.....



Interviewing is the recommended means by which to collect data from the student, student's teacher(s) and related service providers

Specific Hypothesis Data Collection - Interviews

Interviews are part of the *assessment* process through which individuals who know the child well are supported in:

- operationally defining a target behavior and providing their impressions of the environmental conditions that trigger and maintain that behavior
- hypothesizing about the function of the target behavior
- creating an initial summary statement that is then confirmed/contradicted via student observations

Interview Instruments

- **School Personnel**

- Adapted Functional Assessment Checklist for Teachers & Staff (Adapted FACTS)
- Functional Assessment Interview (O'Neil, et al, 1997)
- Functional Analysis Screening Tool (FAST) Florida Center for Self Injury

- **Student**

- Student-Directed Functional Assessment Interview (Illinois PBIS Network, August 2008)*
- Functional Assessment Checklist for Students (Adapted FACS)

- **Family**

- Functional Assessment Interview Tool: Parent/Guardian Form

Functional Assessment Checklist for Teachers & Staff (the Adapted FACTS)

- Designed to be feasible for practitioners yet sufficiently rigorous to support the integrity of the FBA/BIP process
- The only FBA interview form for which there is empirical evidence that practitioners can be trained to use it with fidelity in order to achieve its intended purposes



Adapted Functional Assessment Checklist for Teachers & Staff (**The FACTS**)

Part A (Four Steps)

- Step A1: Defining the Problem Behavior
- Step A2: Topographically Describe the Behavior
- Step A3: Review Classroom Behavioral Supports
- Step A4: Archival Record Review

Part B (Four Steps)

- Step B1: Context Analysis
- Step B2: Antecedent Identification
- Step B3: Consequence/Function Identification
- Step B4: Setting Event Identification



FAQ: Interviewing with the FACTS

How long does it take to conduct an FBA interview?

- Depending on teacher responses & instrument selected, 30-60 minutes is typical

Whom should I interview?

- Interview the “referring teacher” or teacher that has been identified to receive support, and other staff who regularly work with the student and experience problem behavior.

What materials do I need?

- Bring a copy of the interview form for yourself and each team member being interviewed (so they can follow along)

Can I just drop it in the teacher’s box to complete?

- No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed

Interview Considerations

Before moving on from the interview to direct observation, ask yourself the following questions about the interview responses:



- Am I convinced that the various components of the behavior pathway are specific enough for me to observe?
- Are there follow-up questions I should ask to get a clearer understanding of the behavioral pathway components?
- Are the components of the pathway clear enough to develop specific interventions and supports?
- As a team, do we have high confidence in the summary statement we generated via the interview process?

Interview Tool

- Let's look at different interviewing tools
- Let's create one for Hempstead

Module 3

Data Collection

Global and Specific Hypothesis

Types of Observations

Data Collection - Specific Hypothesis

Direct Observation

200.22(a)(2) The FBA shall be based on multiple sources of data including but not limited to information obtained from:

- Direct observation of the student



Direct observation is conducted to confirm, or amend as necessary, the initial summary statement that resulted from the interview.

Types of Observations

- Student - ABC (Antecedent-Behavior-Consequence) Observation
 - Hypothesis/Summary Statement confirmation/contradiction
- Baseline/progress monitoring measurement
 - Frequency, duration, intensity, latency

ABC Observations

Collecting ABC data involves observing the student in contexts identified during the interview.

Purpose of ABC observation is to:

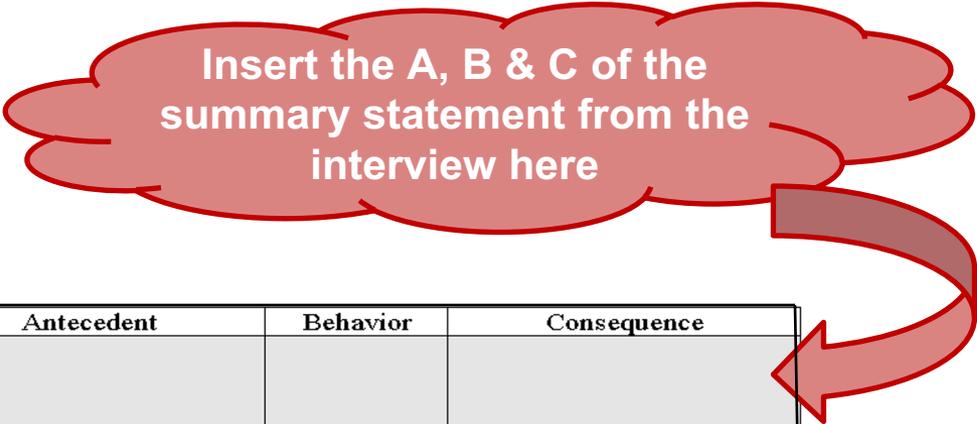
- confirm or refute the accuracy of the summary statement that emerged from teacher interviews
- verify the function of the student's behavior
- revise the summary statement if necessary in order to achieve high confidence

Direct Observation Instruments

- ABC (Antecedent-Behavior-Consequence) Observation Form
- Functional Assessment Observation Form



Direct Observation – ABC Recording Form



Setting	Time:	Activity/Task	Antecedent	Behavior	Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Sensation Obtained <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes
3		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes

Summarizing Direct Observation Data

Summary Statement				
More likely if:	During:	When:	Student will:	Because:
<u>Function</u>				
Positive reinforcement hypothesis: Get/Obtain → <input type="checkbox"/> Attention --- <input type="checkbox"/> Tangible --- <input type="checkbox"/> Sensory Stimulation				
Negative reinforcement hypothesis: Escape/Avoid → <input type="checkbox"/> Attention --- <input type="checkbox"/> Tangible --- <input type="checkbox"/> Sensory Stimulation				
Confidence that this Summary Statement accurately explains why the problem behavior occurs?				
Not sure		100% Sure		
1	2	3	4	5
				6

Direct Observation Considerations

- Who collects direct observation data?
 - A member of FBA/BIP team who is fluent in behavior theory and with experience collecting direct observation data
- How many times should I observe the student?
 - You should conduct observations on more than one day and be sure you are observing within times/settings where the target behavior is expected to occur AND not occur
- How many instances of the target behavior should be observed?
 - Record at least 12-15 occurrences of the target behavior to establish a pattern
 - Observe until you have sufficient data for a summary statement in which the team has “high confidence” (7 or higher on a scale of 1 to 10 with 10 being highest confidence)
- Can ABC observation data and baseline/progress monitoring data be collected simultaneously?
 - Yes. Most direct observation forms readily lend themselves to collecting frequency data but will need to be modified for duration, intensity and latency

Direct Observation Considerations

- **What if the target behavior doesn't occur while I'm there?**
 - Schedule another time to observe during the identified routine
 - If the target behavior does not occur, you may want to interview staff again to obtain more information
- **What if the student or students ask why I am there?**
 - You can tell them you are there to observe and learn
- **Where do I sit when I enter the room?**
 - Enter the room quietly, avoid interacting with students
 - Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him/her
 - If possible, arrange with the teacher where to sit in advance

What must the FBA do?

200.22(a)(3) The FBA shall form the basis for a BIP that addresses student antecedent behaviors, reinforcing consequences of the behavior, **recommendations for teaching alternative skills** and an **assessment of student preferences for reinforcement.**



ABC data collection

- Let's create ABC data collection

Module 4

Data Collection
Reinforcement Inventory

Data Collection – Specific Hypothesis

Reinforcement Inventories

200.22 (a)(3) The FBA shall provide...an assessment of student preferences for reinforcement.



Student reinforcement assessments:

- Forced-Choice Reinforcement Menu
- Reinforcement Inventory
- Student Reinforcement Survey



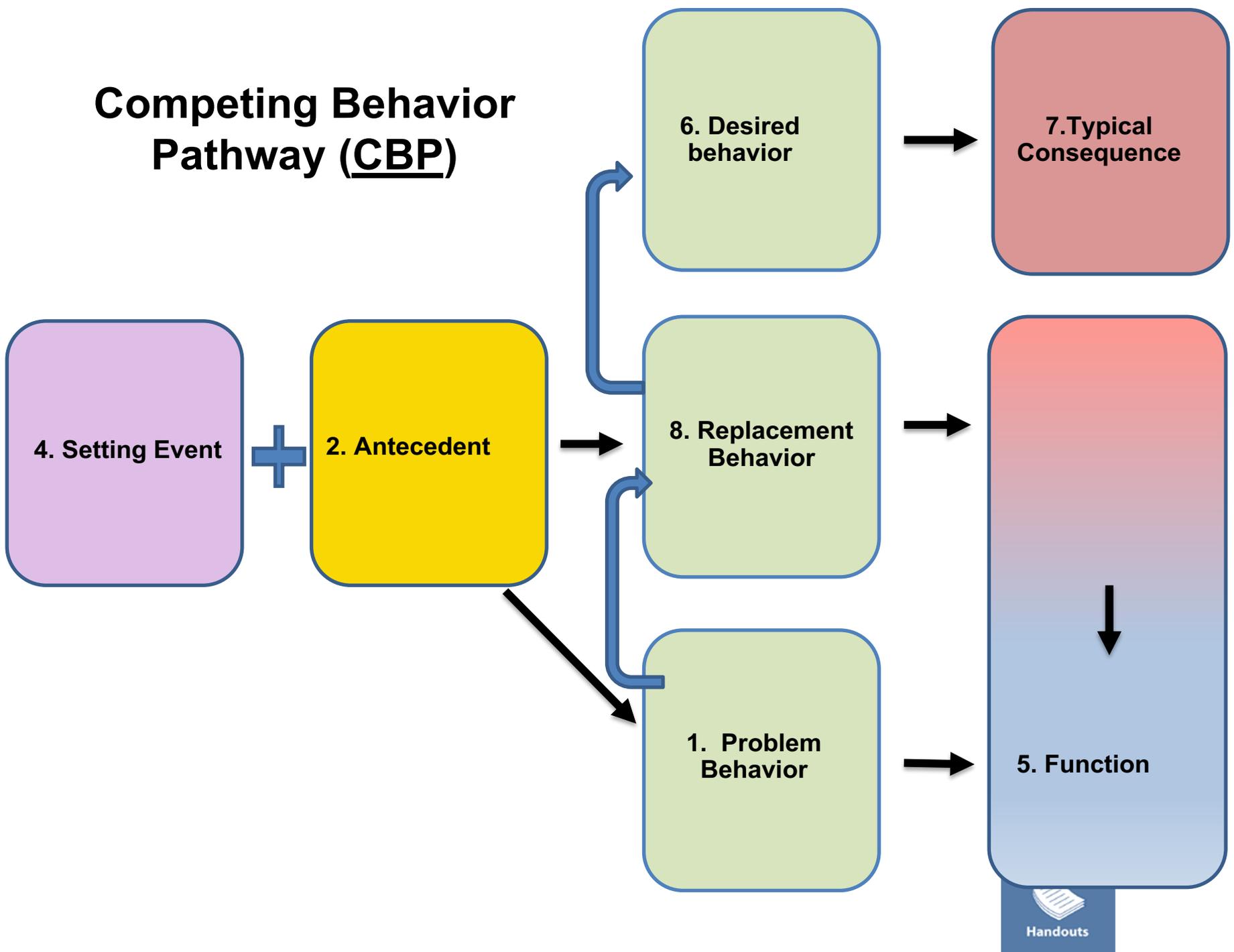
Reinforcement Preferences Assessment

- Who conducts the reinforcement assessment?
 - A member of the student's FBA team who has a positive relationship with the student.
- What if what the student finds reinforcing is something that cannot be offered?
 - Be clear with the student at the onset of the assessment that you may not be able to accommodate all preferences
 - Only offer reinforcements you can provide if you offer a menu of options
- Which assessment should I use?
 - Consider the developmental level of the student and if the student's home can play a role in the reinforcement plan

Module 5

Competing Behavior Pathway (CBP) Behavior

Competing Behavior Pathway (CBP)



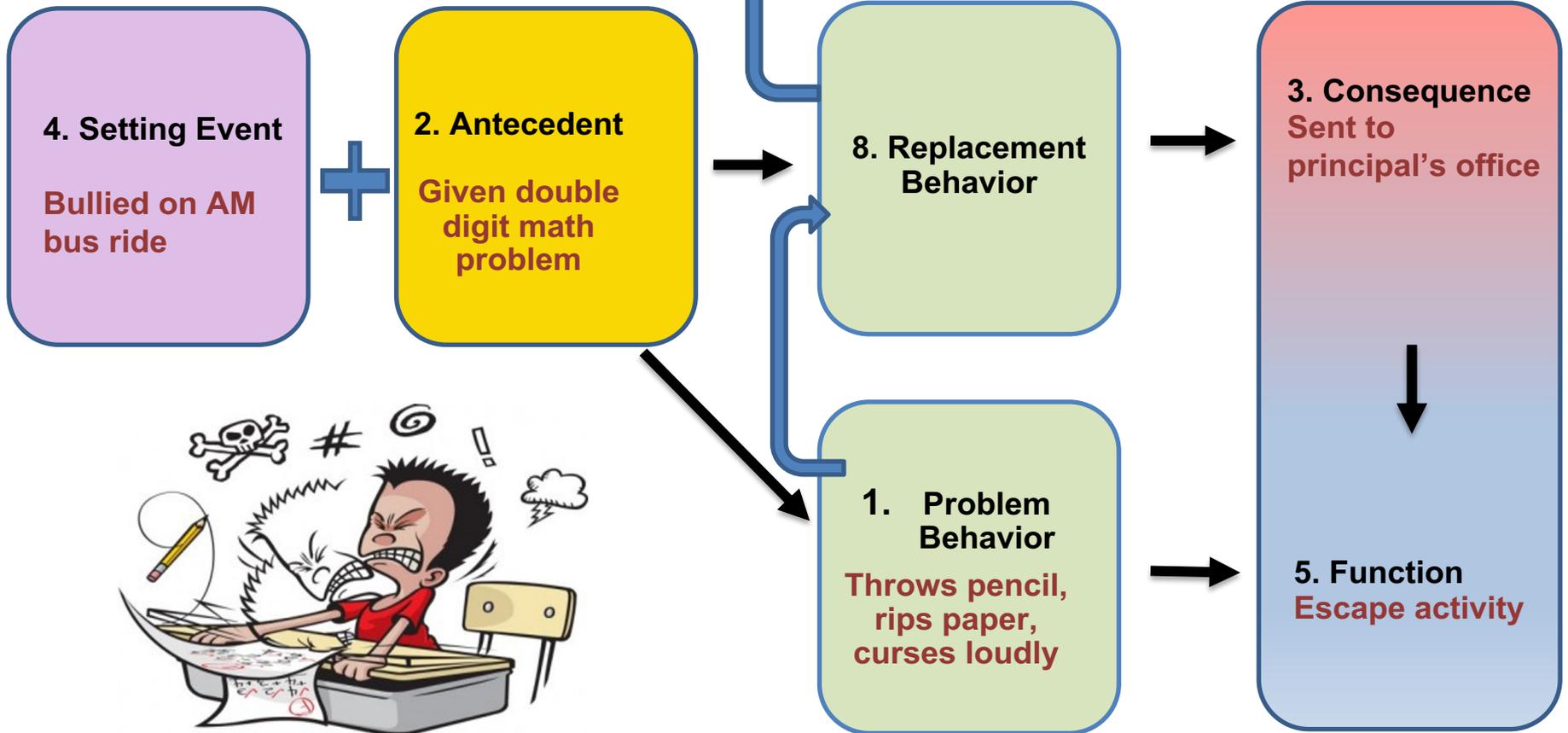
Desired Behavior

- Is what the team identifies as the ultimate goal for the student, the new action(s) the student will learn in response to the strategies and supports provided via the BIP.
- Should maximize the student's independent functioning in the Least Restrictive Environment (LRE).
- Is observable, acknowledgeable and teachable (OAT)
- Is often worked toward gradually (i.e., successive approximations)

Remember to ask yourself, whose needs are being met? Desired behaviors are about improving the student's social competence, functional independence and quality of life, not about improving teacher comfort.

Joe's Competing Behavior Pathway

Desired Behavior

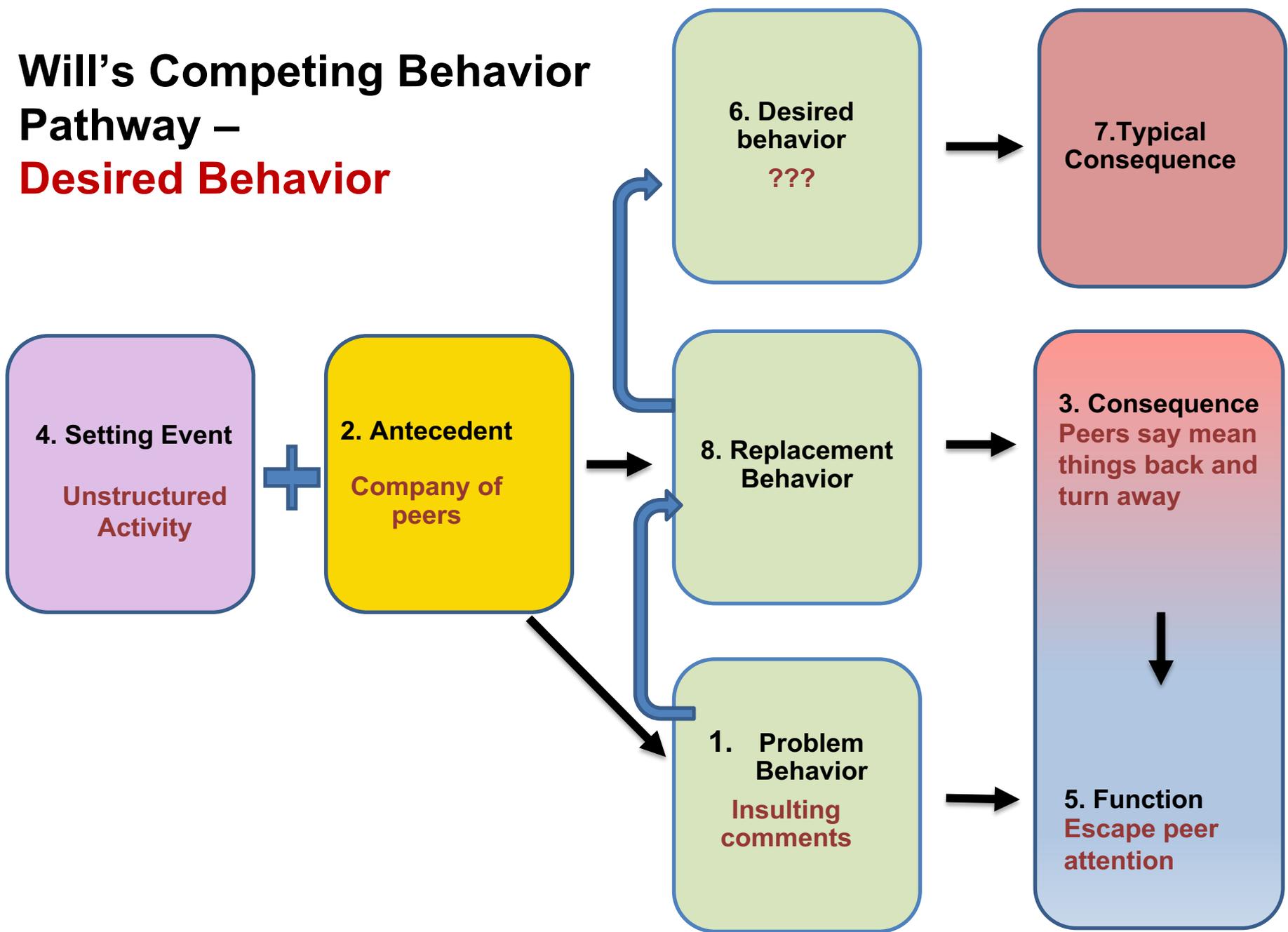


Typical Consequence

(for the Desired Behavior)

- Are consistent as possible with naturally occurring consequences that help sustain the normative behavior of all students.
- Are usually different from the consequence produced by problem behavior and, therefore, the BIP must include strategies for weening the student from the problem behavior sustaining reinforcement while gradually substituting reinforcement for the new behavior.
- Can be a variety of environmental responses including:
 - Verbal praise
 - Tangible reinforcement (e.g., a paycheck)
 - Positive interaction with peers/adults
 - Receiving a good grade
 - Avoiding negative interactions with peers/adults

Will's Competing Behavior Pathway – Desired Behavior



Alternative/Replacement Behaviors

- **Serve the same function** as the problem behavior and thus are called *Functionally-Equivalent Replacement Behaviors* (FERBs)
- Are more **efficient** than the problem behavior (i.e., are easier to perform - require less physical effort)
- Are more **effective** than the problem behavior in that they lead to reinforcement that is:
 - more desirable
 - more immediately available,
 - obtainable in greater magnitude
 - available more consistently
- Are more **socially acceptable** than the problem behavior because they are an attempt to immediately reduce disruptions & dangerous behaviors by teaching the student a more efficient, effective and **less intrusive** way to obtain the same reinforcement that has been sustaining the problem behavior, as identified during the FBA.

FERBs **compete** with problem behaviors,
thus the term Competing Behavior
Pathway

Why Start with a Replacement Behavior Instead of the Desired Behavior?

Joe's Behavior Pathway



1. This is what we are asking Joe to do at the conclusion of our intervention.

Complete math assignment

5. Joe must improve math skills before being able to do this like his peers.

4. Look how different the Typical Consequence is from what Joe gets now.

Success, teacher acknowledgment

6. So ... in the meantime we support Joe in using the replacement behavior

Use Break Card

3. This is what Joe is currently obtaining.

Teased on Bus

Given double-digit Math problems

Throws pencil
rips paper,
curses loudly

Consequence:
Sent to principal;
Function: escape task

2. This is what Joe is doing now, his problem behavior

FERBs - Examples

Teach the student to:

- signal a need for help appropriately
- use a “brain break” pass
- ask for reduced demands
- ask for more time to complete a task
- request the time away option
- speak with an “indoor voice”
- request an alternative activity
- complete shortened version of the task
- use verbal conflict resolution skills
- initiate social interactions
- respond to other’s social initiations
- take turns when you talk

What I could do instead of making noises in class.

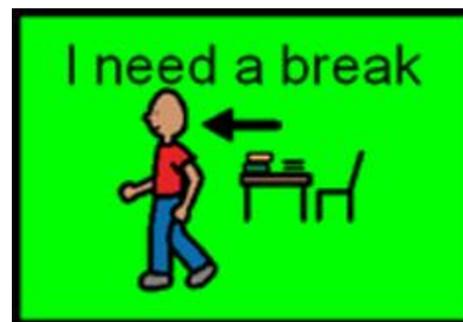


Replacement Behavior(s) - a series of successive approximations that gradually lead to Joe's *desired behavior*

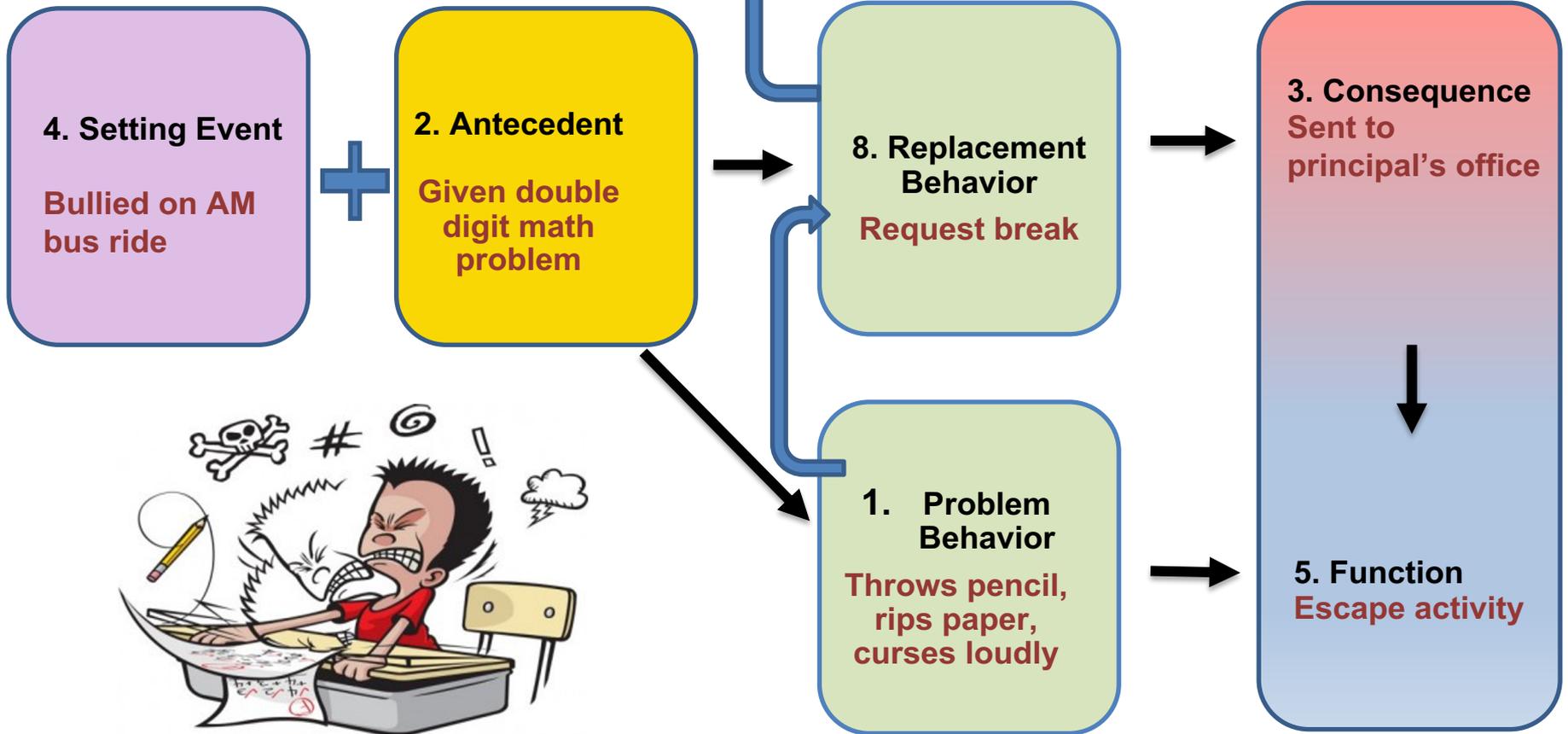
Remember Joe who misbehaved when given math worksheets?

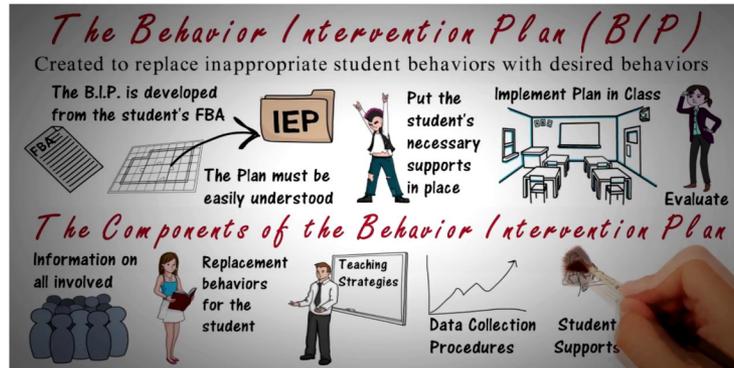
Successive approximations for Joe:

1. Joe will use his break card to opt out no more than three times for three minutes each time during the 30 minute instructional period.
2. Joe will use his break card to opt out no more than three times for two minutes each time during the 30 minute instructional period.
3. Joe will use his break card to opt out no more than three times for one minute each time during the 30 minute instructional period.
4. Joe will use his break card to opt out twice for one minute each time during the 30 minute instructional period.
5. Joe will remain engaged for 30 minutes without opting out (the desired behavior).



Joe's Competing Behavior Pathway - Replacement Behavior





Module 6

Using the Competing Behavior Pathway

to Build

Behavior Intervention Plans (BIPs)

What is a BIP?

200.1 (mmm)

Behavioral intervention plan means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.



When is a BIP appropriate?

200.22 (b) Behavioral intervention plan. (1) The CSE or CPSE shall consider the development of a behavioral intervention plan, as such term is defined in section 200.1(mmm) of this Part, for a student with a disability when:

(i) the student exhibits persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;

(ii) the student's behavior places the student or others at risk of harm or injury;

(iii) the CSE or CPSE is considering more restrictive programs or placements as a result of the student's behavior; and/or

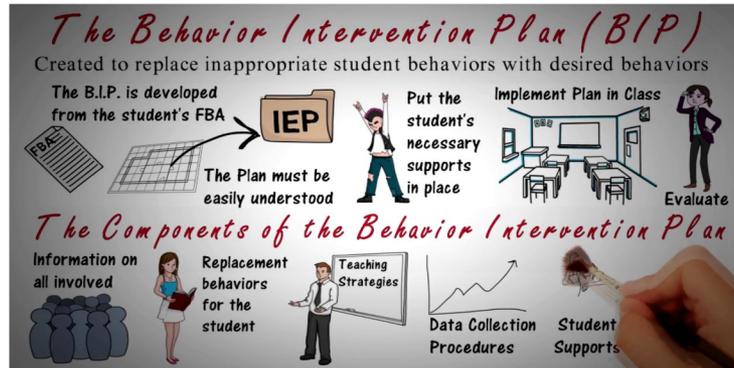
(iv) as required pursuant to section 201.3 of this Title.



What informs the development of a BIP?

200.22 (a)(3) The FBA shall provide a baseline of the student's problem behaviors with regard to frequency, duration, intensity and/or latency across activities, settings, people and times of the day and include the information required in section 200.1(r) of this Part in sufficient detail to form the basis for a behavioral intervention plan for the student that addresses antecedent behaviors, reinforcing consequences of the behavior, recommendations for teaching alternative skills or behaviors and an assessment of student preferences for reinforcement.

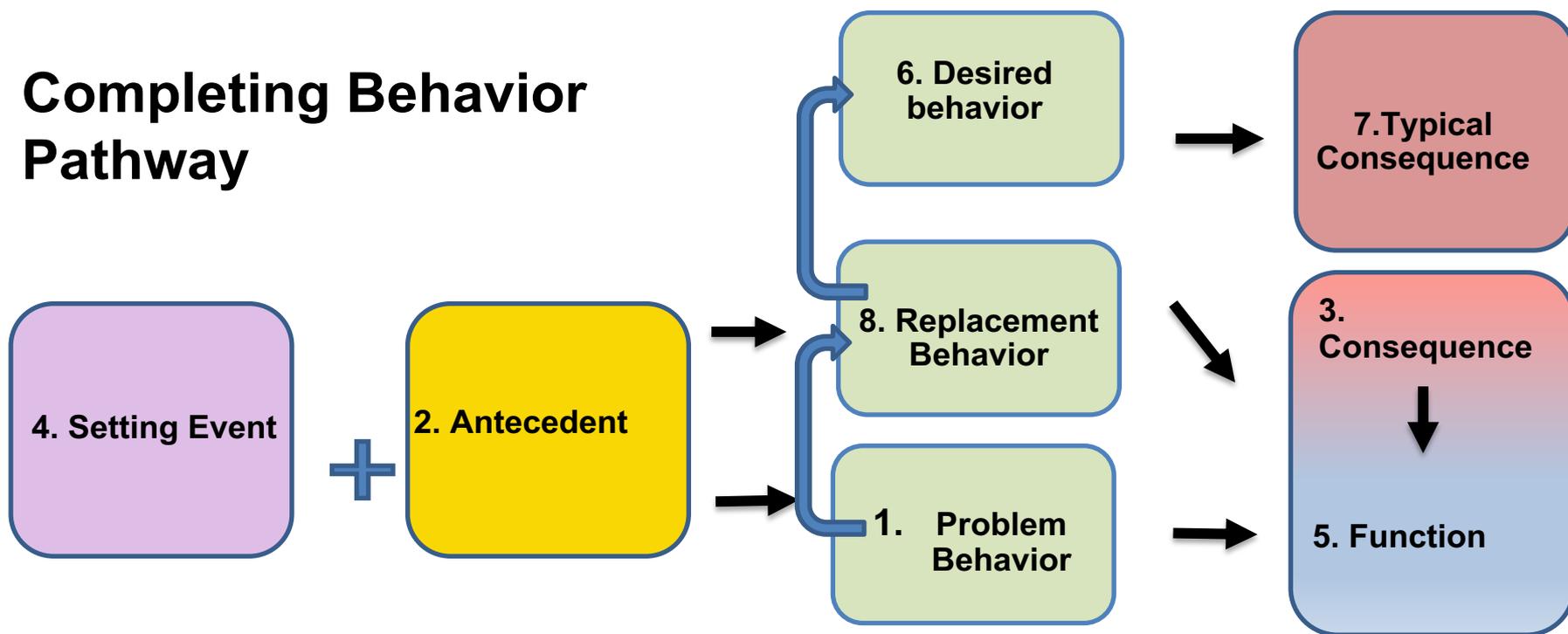




Module 7

Using the Competing Behavior Pathway Behavior Intervention Plans (BIPs): Teaching Strategies

Completing Behavior Pathway



Preventative Strategies		Teaching/Instructional Strategies	Consequence/Reinforcement Strategies
Setting Event Strategies	Antecedent Strategies		
<p>Make problem behavior irrelevant by:</p> <ul style="list-style-type: none"> - removing triggers for the problem behavior from the environment - introducing cues, prompts and pre-corrections for the replacement behavior into the environment 		<p>Teach replacement behaviors that are more efficient and effective in obtaining the maintaining consequence of the problem behavior</p>	<p>Reinforce the replacement behavior and prevent reinforcement for the problem behavior (i.e., extinction)⁵⁴</p>

Critical Features of BIPs

Teach *replacement* (and eventually *desired*) behavior using explicit instruction

Prevent problem behaviors by altering environmental conditions known to trigger the problem behavior and by adding explicit environmental triggers for *replacement* (and eventually *desired*) behavior

Reinforce *replacement* (and desired behavior) on a schedule that far exceeds any reinforcement still available for problem behavior

Extinguish problem behaviors by minimizing to the extent possible the source of reinforcement that sustains the behavior

Suppress future occurrences of B- by contingently introducing behavior weakening consequences into the environment

Teaching Strategies

These strategies are designed to:

- ensure the student is provided with explicit instruction that supports acquisition of a functionally equivalent replacement behavior

And

- ensure replacement behaviors are systematically shaped over time to increasingly approximate desired behaviors

<u>Alter Setting Event</u>	<u>Modify Antecedents</u>	<u>Teach Behavior</u>	<u>Manipulate Consequences</u>
<u>Eliminate or Neutralize Setting Events</u>	<u>Remove/Modify "Triggers" for the Problem Behavior</u>	<u>Teach Replacement Behavior</u>	<u>Reinforce Replacement or Desired Behavior</u>
	<u>Prompts for Replacement or Desired Behavior</u>	<u>Teach Desired Social Skills</u>	<u>Extinguish/Suppress Problem Behavior</u>

Teaching Alternative (and Replacement) Behaviors

Orient Student and Obtain Commitment

- Tactfully review with the student the gap between her current performance versus desired performance.
- Stress this is a performance or skill deficit, not a character flaw.
- Offer to teach the student new behaviors that will allow him to better comply with expectations
- Obtain student commitment to use the new behaviors (i.e., replacement behaviors) going forward



Use Explicit Instruction to Teach Replacement Behavior

1. Select a replacement behavior that
 - a) is easier to perform and more reinforcing than the problem behavior
 - b) is more socially acceptable than the problem behavior
 - c) serves the same function as the problem behavior

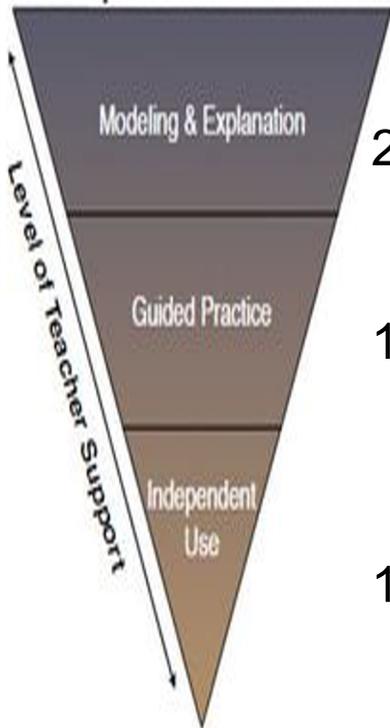
2. Plan in advance the types and sequence of examples and non-examples of the replacement behavior that you will use to teach what is, and is not, an acceptable response

1. Model several examples and non-examples of the replacement behavior while you verbally describe what it is about each behavior that makes it an example or a non-example (This is modeling.)

1. Lead the student through some more examples --- you model, but now it is the student who identifies the behavior as an example or non-example and says why (This is guided practice)

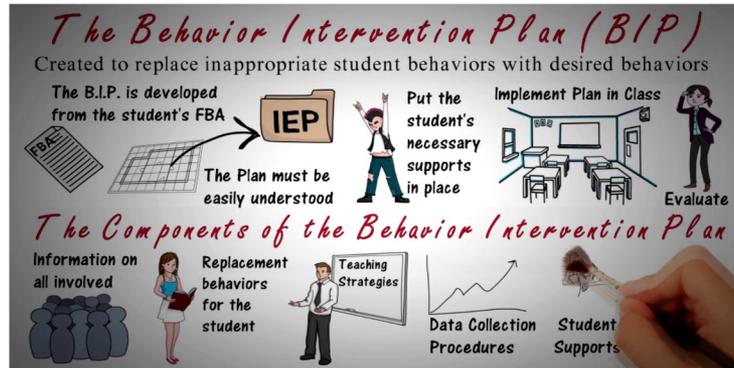
1. Role play having the student practice only examples (not non-examples) behavior as he will do it in the classroom (This is independent practice)

The Explicit Instruction Model



Planning for Generalization and Maintenance

- Have the student identify several (many?) instances that will arise to use the new behavior --- mindfully anticipate its use
- Review with the student the pre-correction you will provide in the applied setting (the classroom) to support the student's use of the new behavior
- Review the prompt, or correction procedure, you will use to support the student's use of the new behavior if they slip up.
- Review with the student the positive consequences that will ensue if he chooses to use the replacement behavior
- Review with the student the positive consequences he will choose to forfeit (i.e., extinction), and the punishment he choose, if he chooses to use the problem behavior (i.e., suppression)
- Re-emphasize student commitment to choose the replacement behavior
- Affirm the student enthusiastically and state your belief in him
- Be prepared to coach in the moment by:
 - providing the presets and prompts described above
 - following through contingently with the consequences described above



Module 8

Behavior Intervention Plans (BIPs):

Prevention:

Antecedent-Based Strategies

Setting Event Strategies

Critical Features of BIPs

Teach *replacement* (and eventually *desired*) behavior using explicit instruction

Prevent problem behaviors by altering environmental conditions known to trigger the problem behavior and by adding explicit environmental triggers for *replacement* (and eventually *desired*) behavior

Reinforce *replacement* (and *desired* behavior) on a schedule that far exceeds any reinforcement still available for problem behavior

Extinguish problem behaviors by minimizing to the extent possible the source of reinforcement that sustains the behavior

Suppress future occurrences of problem behavior by contingently introducing behavior weakening consequences into the environment

Antecedent Intervention Strategies

**Eliminating/
Modifying** antecedents that “trigger” the behavior

AND

Prompting
Replacement/Desired behavior (e.g., pre-correction)

<u>Alter Setting Events</u>	<u>Modify Antecedents</u>	<u>Teach Behavior</u>	<u>Manipulate Consequences</u>
<u>Eliminate or Neutralize Setting Events</u>	<u>Remove/Modify “Triggers” for the Problem Behavior</u>	<u>Teach Replacement Behavior</u>	<u>Reinforce Replacement or Desired Behavior</u>
	<u>Add Prompts for Replacement or Desired Behavior</u>	<u>Teach Desired Behavior/Academi Social Skills</u>	<u>Extinguish/Suppress Problem Behavior</u>

Make Problem Behavior Irrelevant: Eliminate or Modify Antecedent Triggers

When identifying preventive antecedent strategies, eliminate or alter the identified trigger so that the student will no longer encounter the environmental conditions in which the problem behavior is functional.

Evidenced-based examples include:

- Explicit rules and expectations directly taught and publicly posted
- Assessment-based differentiated instruction (instructional match)
- Opportunities to actively respond (correctly)
- Scheduled Praise and Attention (Adult and/or peer)
- Structure via predictable routines
- Change up tasks (task interspersal or behavioral momentum)
- Student Choice
- Effective Directives
- Teacher Proximity

Effective antecedent strategies must directly address both the specific antecedent and the function of the problem behavior identified in the FBA

During independent reading time in language arts, when several minutes have passed without teacher attention, Maria **makes noises, talks out, and walks around the room**. This behavior is maintained by adult attention.

Which is the best antecedent strategy?

Addresses:
1. Antecedent? 2. Function?

- ~~• Have peers remind the student to stay in her seat~~
- ~~• Give student more time to finish her reading assignment~~
- Teacher provides frequent praise for reading quietly and staying in her seat
- ~~• At the beginning of independent reading, explain to the class why it is important to sit quietly~~
- ~~• Provide student with readings on preferred topics~~

Eliminating or Modifying

Antecedent Triggers



A → B → C → F

Instead of asking Morgan to write an essay in order to tell us what she knows about how the two-party political system developed in this country, let's have Morgan dictate her answers into voice-to-text software.

*By allowing Morgan to dictate her response we have addressed both the **antecedent** (long writing assignments) and the **function** (escape from long writing assignments).

Antecedent Strategies: Prompting the Replacement or Desired Behavior

Prompts are *supplementary* antecedent stimuli used to evoke a desired response under specific environmental conditions

Two Types of Prompts:

- ***Stimulus Prompts:*** These prompts cue a desired response by amplifying the standard or normative antecedent conditions that typically trigger appropriate behavior for all students.
- ***Response Prompts:*** Response prompts support learning after the antecedent has been presented and while the student is attempting the desired response.

Stimulus Prompts

- Verbal Cues
- Movement cues
 - Pointing, tapping, touching, looking at
- Position cues
 - Place one stimulus closer to the student
- Redundancy cues
 - Stimulus or response dimensions (e.g., color, shape, size) are exaggerated and paired with correct choice (e.g., color coding correct answer)

Pre-correction Defined - A systematic approach to **preventing** identified chronic problem behavior that involves providing an explicit stimulus cue for the replacement or desired behavior

Pre-correction Critical Features:

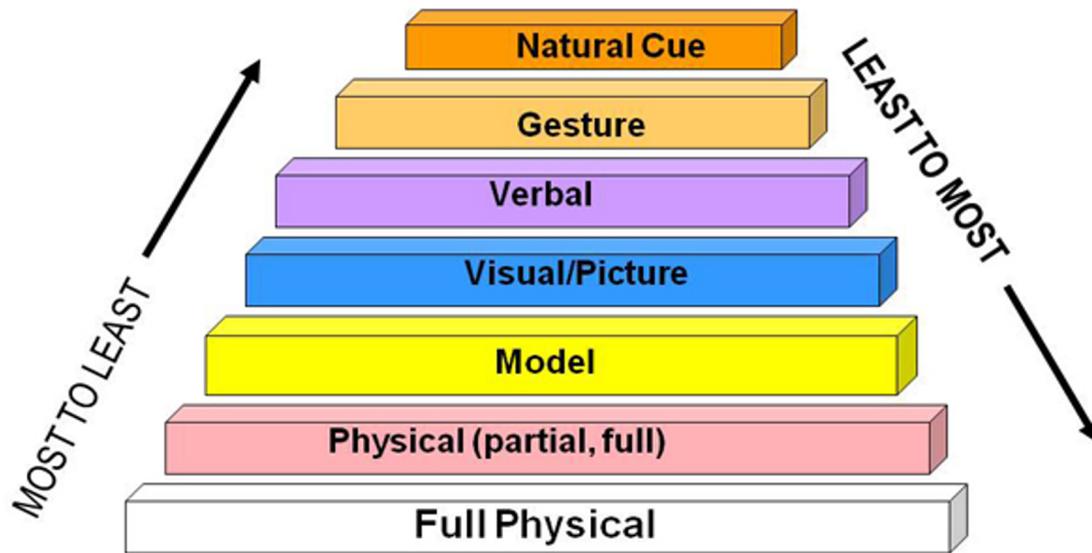
1. Pre- means before. Pre-corrections are **given immediately prior to the likely occurrence of the problem behavior**. The FBA has identified the environmental conditions that increase the probability problem behavior will occur so that we can anticipate and be prepared. To be forewarned is to be forearmed ... with a pre-correction.
2. Pre-Correct for what to do – **prompt for the replacement or desired behavior**, do not pre-admonish the problem behavior
3. Pre-correction should always be paired with identifying and removing from the environment antecedent triggers for identified problem behavior

Pre-Correction - Examples

- “Before we line up, remember walk in a straight line, quiet voices with hands to self”
- “Before we break into group work, if you need help -- remember you can ask a peer in your work group quietly for help, and if they don’t know the answer, go on to the next problem, and you can ask me at the break.”
- As students enter the classroom, the teacher points to a **visual schedule** that prompts students to pick up their folders, go straight to their desk, and to get started quietly on the warm-up activity on the board, while saying, “Make sure to follow the schedule.”
- Teacher raises hand above head as a visual prompt, saying, “If you know the answer to this question, quietly raise your hand.”

Response Prompts

Prompting Hierarchy



Prompting hierarchies provide a systematic method of providing students with precisely the amount of support they need, to learn and use new skills, as well as, a framework for teachers and TAs to communicate about a student's learning and level of independence.

Response Interruption & Redirection

At the earliest signs of problem behavior, quickly signal the student to stop and then immediately prompt the alternative behavior.

Example: During independent work, Darrell often talks out to get teacher attention. If ignored, Darrell begins yelling and throwing materials.

Intervention: When Darrell first starts talking out, his teacher *immediately, briefly and in a way that is not reinforcing* prompts him to use the appropriate behavior they have rehearsed during the explicit instruction component of the BIP. If/when Darrell uses this response prompt to choose the new replacement behavior, the teacher explicitly and significantly reinforces him more for doing so than any reinforcement made available by the prompt itself.

Prevention Strategies:

Manipulating Setting Events and Antecedents to Make Problem Behavior Irrelevant

- **Setting Events** increase the likelihood that the antecedent will trigger the problem behavior by **temporarily** changes the **reinforcement value** of the maintaining consequences.
- Whereas, **Antecedents**, occur immediately before the problem behavior and act as **“triggers”** for problem behavior

Example #1: Previous conflict at home with parents (*setting event*) increases the likelihood Alan will say “no” and argue (*problem behavior*) in response to a teacher directive (*antecedent*) because he will find being told to leave the classroom (*maintaining consequence*) especially rewarding.

Example #2: Independent seat work tasks more than 5 minutes in length (*setting event*) increase the likelihood that Jamal will complain about work, knock papers from his desk, and leave his area (*problem behaviors*) in response to the explicit direction to work quietly (*antecedent*) because he will find teacher redirection, encouragement and assistance with work (*maintaining consequence*) especially rewarding

Setting Event Intervention Strategies

These strategies are designed to:

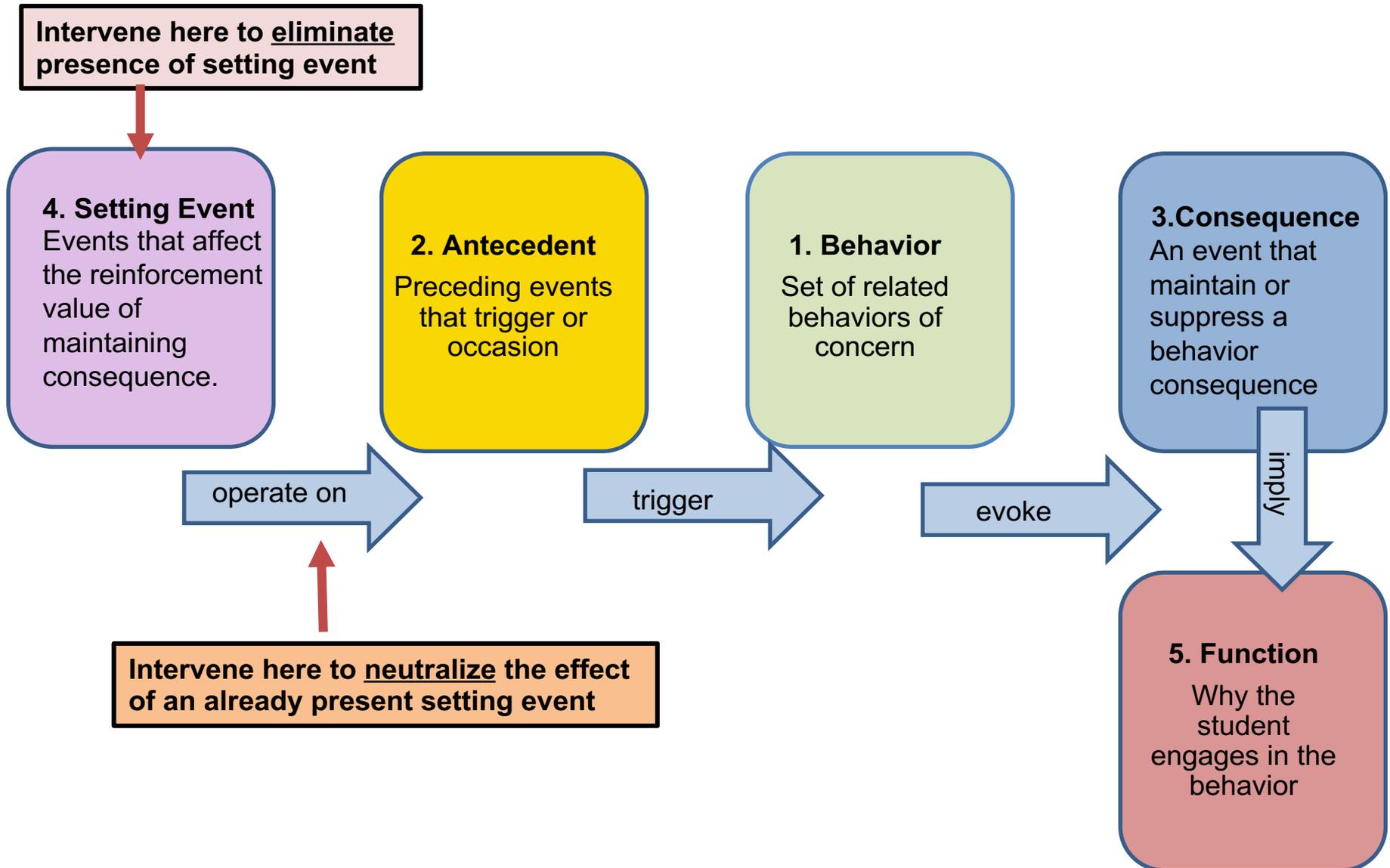
- Eliminate identified setting events

Or

- Build in a neutralizing routine to defuse the effects of a setting event

<u>Alter Setting Events</u>	<u>Modify Antecedents</u>	<u>Teach Behavior</u>	<u>Manipulate Consequences</u>
<u>Eliminate or Neutralize Setting Events</u>	<u>Remove/Modify “Triggers” for the Problem Behavior</u>	<u>Teach Replacement Behavior</u>	<u>Reinforce Replacement or Desired Behavior</u>
	<u>Prompts for Replacement or Desired Behavior</u>	<u>Teach Desired Behavior/Academi Social Skills</u>	<u>Extinguish/Suppress Problem Behavior</u>

Eliminating and Neutralizing Setting Events



Example: **Eliminating** Setting Events

When directed to write in his daily journal in first period, Sam complains verbally, crumbles the paper, and curls up on the floor. If teachers encourage him to reengage, he runs away to the coat room where teachers leave him alone. **These escape maintained** problem behaviors are more likely to occur on days that Sam forgets to take his medication before school.

Setting Event



Sam's team members (including his parents) have decided that Sam will go to the school nurse's office each morning to take his medication.

*By ensuring that Sam takes his medication, the team will be eliminating the setting event.

Example: **Eliminating** Setting Events

When asked to transition to a new activity, Tamika sometimes has tantrums (crying, screaming, flopping) that result in adult's interacting with Tamika to soothe, encourage, and redirect her. This teacher attention maintained behavior **is more likely when Tamika has had no individual contact with a teacher for more than 10 minutes.**

Tamika's team members have decided that she will:

- a) have her assignments divided into smaller "chunks." After the completion of each chunk, a teacher will review her work and give feedback and thus provide frequent intermittent teacher attention.

By ensuring Tamika never goes without teacher attention for more than 10 minutes (i.e., never experiences *deprivation*), the team **has eliminated the setting event.**

Neutralizing Routines



Setting Events □ Antecedents □ Behavior □ Consequence



Neutralizing Routines:

- Act as “separating events” that occur between a setting event that has already occurred and the triggering antecedent
- Diminish the effects of setting events that have already occurred by reducing the **reinforcement value** the maintaining consequences will offer were the student to engage in problem behavior.

Example: Neutralizing Routines

When given a directive to begin work on independent academic tasks, Ramona places her head on her desk and refuses to begin work until teachers ask her what is wrong and encourage her to get started. This teacher attention maintained problem behavior **is more likely to occur on days when she was teased on the bus on the way to school.**

Ramona's team has decided:

- to build in a morning "check-in" during which Ramona spends 5-10 minutes talking with a preferred adult about her bus ride and her readiness to make good choices in the classroom.

The purpose of this routine is to help neutralize the effects of having been teased on the bus. Ramona's need for teacher attention after getting teased will be proactively addressed.

Example: Neutralizing Routines

When given a directive to begin work on independent academic tasks, Bo places verbally refuse to do the work, tears up the assignment, leaves his desk area, refuses ensuing direction to return to his seat, and grows increasingly loud until he is sent to the office. This task avoidance problem behavior **is more likely to occur when the subject is Math**

Bo's team has decided:

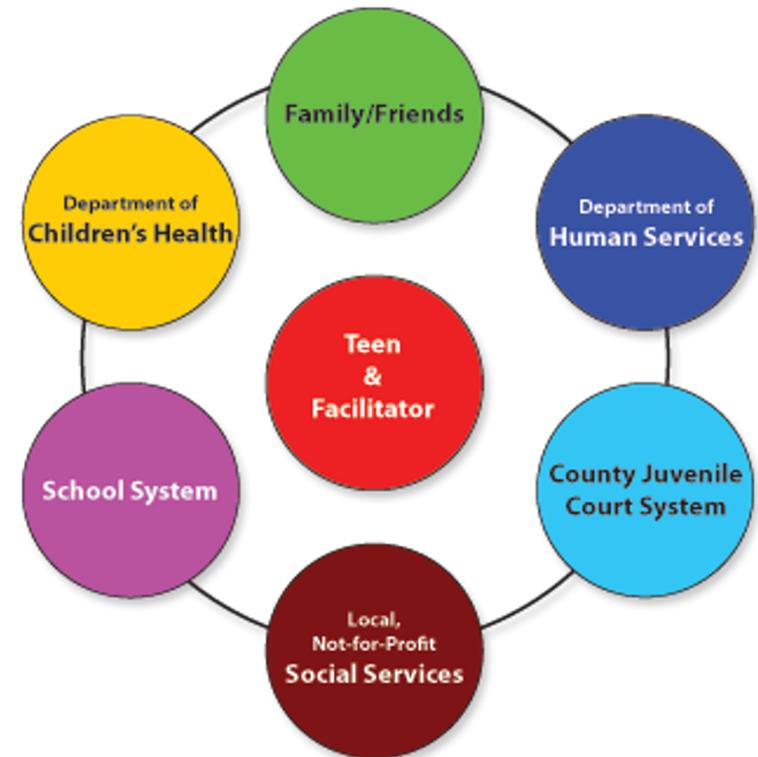
- that during math but prior to being given a directive to do independent work, Bo will be *pre-corrected* to use his escape card (the replacement behavior) if needed and reminded that he will earn extra time playing basketball if he does.

The purpose of this routine is to help neutralize the effects Math has on the problem behavior by reminding Bo he has a more efficient and effective way to escape that will also earn him time in the gym, something he values

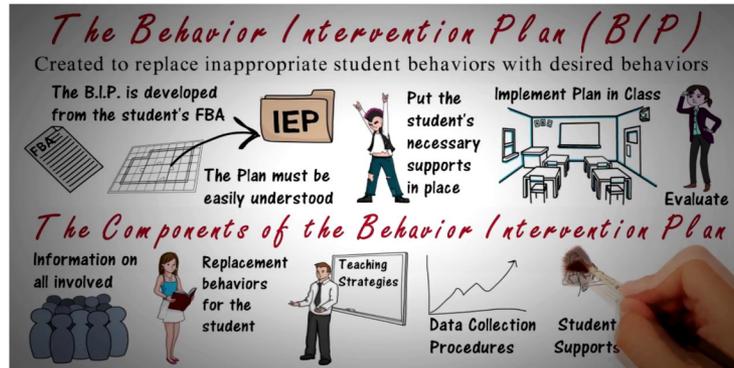
Working with Partners to Address Setting Events



Wraparound Concept



System of care Framework (From Stroul, B. & Friedman, R. (1986 rev ed)



Module 9

Behavior Intervention Plans (BIPs): Consequence Based: Reinforcement

Critical Features of BIPs

Teach *replacement* (and eventually *desired*) behavior using explicit instruction

Prevent problem behaviors by altering environmental conditions known to trigger the problem behavior and by adding explicit environmental triggers for *replacement* (and eventually *desired*) behavior

Reinforce replacement (and desired behavior) on a schedule that far exceeds any reinforcement still available for problem behavior

Extinguish problem behaviors by minimizing to the extent possible the source of reinforcement that sustains the behavior

Suppress future occurrences of problem behavior by contingently introducing behavior weakening consequences into the environment

Consequence Strategies

Consequence strategies are designed to:

systematically strengthen replacement or desired behaviors by reinforcing them with sufficient frequency

And

systematically weaken problem behavior by denying it access to reinforcement and/or responding to it with behavior suppressing consequences

<u>Alter Setting Events</u>	<u>Modify Antecedents</u>	<u>Teach Behavior</u>	<u>Manipulate Consequences</u>
<u>Eliminate or Neutralize Setting Events</u>	<u>Remove/Modify "Triggers" for the Problem Behavior</u>	<u>Teach Replacement Behavior</u>	<u>Reinforce Replacement or Desired Behavior</u>
	<u>Add Prompts for Replacement or Desired Behavior</u>	<u>Teach Desired Behavior/Academic Social Skills</u>	<u>Extinguish/Suppress Problem Behavior</u>

Consequence Strategies that Strengthen Behavior

Reinforcement Defined: The process by which a consequence that reliably follows (is contingent on) a behavioral response increases the future probability of that response under the same or similar environmental conditions.

Positive Reinforcement: A type of reinforcement in which the consequence for a behavior involves the contingent addition of a stimulus to the environment that the learner experiences positively or pleasurablely.

Example: The issuing of full points on a student's Check-In, Check-Out DPR contingent upon that student meeting the criteria for acceptable performance

Negative Reinforcement: A type of reinforcement in which the consequence for a behavior involves the contingent removal of a stimulus from the environment that the learner finds rewarding to see go.

Example: A student who misbehaves to escape completing math worksheet, is allowed to cross one problem out for every one problem he completes.

Reinforcing Replacement and Desired Behavior

Fundamental principle of BIPs - For behavior change to occur, the student's environment **must** deliver reinforcement for the replacement or desired behavior that is ...

- more desirable,
- more immediately available,
- obtainable in greater magnitude and
- available more consistently

... than the reinforcement that the environment makes available for the problem behavior.



If we do not put theory to work for us in this way in our interventions, behavior change will not occur.

Schedules of Reinforcement



- A. The **continuous** schedule of reinforcement involves the delivery of reinforcement every time that a desired behavior occurs; one-to-one correspondence.
- B. The **fixed ratio** schedule of reinforcement involves the delivery of reinforcement after a predetermined number of responses have been emitted.
- C. The **fixed interval** schedule of reinforcement involves the delivery of reinforcement after a predetermined amount of time has gone by.
- D. The **variable ratio** schedule of reinforcement involves providing reinforcement after a predetermined average number of responses have occurred. Reinforcement may be given after 5 responses, then after 3, then after 6 and then after 2, but the person issuing the reinforcement knows the average number of responses required is 4.
- E. The **variable interval** schedule of reinforcement involves providing reinforcement after a predetermined average amount of time has occurred. Reinforcement may be given after 7 minutes, then after 3 , then after 8 but the person issuing the reinforcement knows the average length of time between reinforcement is 6 minutes.

Strategies for Delivering Reinforcement

Differential reinforcement, at its most basic, is the application of reinforcement in the event of a correct response, and the withholding of reinforcement when there is not a correct response.

Differential Reinforcement of Higher Rates of Behavior (DRH) - In this intervention, the reinforcement is given only when the replacement behavior occurs at a higher rate than previously measured. This intervention serves to increase desirable behaviors which decrease the amount of time available for inappropriate behaviors.

Differential Reinforcement of Lower Rates of Behavior (DRL) - In this intervention, the reinforcement is given when the problem behavior occurs at a lower rate than previously measured. This intervention serves to directly decrease the rate of inappropriate behaviors.

Differential Reinforcement of Other Behavior (DRO) - In this intervention, the reinforcement is given as long as the problem behavior does not occur, no matter what else the student may or may not do. This serves to directly decrease the inappropriate behavior.

Differential Reinforcement of Alternative Behavior (DRA) - In this intervention, the reinforcement is given when the replacement or desired behavior is performed instead of the problem behavior. This intervention serves to both increase the appropriate behavior and decrease the inappropriate behavior.

Differential Reinforcement of Incompatible Behavior (DRI) - In this intervention, the reinforcement is given when a specific new behavior is performed that is literally incompatible with the problem behavior; that is the two behaviors are mutually exclusive of one another. For example, raising a quiet hand and waiting to be called on is incompatible with calling out. This intervention serves to both increase the appropriate behavior and decrease the inappropriate behavior.

Strategies for Delivering Reinforcement (DR) (con't)

2. Shaping - reinforcing successive approximations to the desired behavior

Steps:

- Define the desired behavior, the goal of the BIP
- Decide where to start (i.e., the 1st iteration of the replacement behavior determined by baseline data)
- Select the reinforcement and the type of DR you will use
- List successive approximations
- Systematically teach and reinforce 1st approximation as it occurs
- Shift to next environmental approximation when student can perform the behavior to criterion on a relatively thin, variable schedule of reinforcement

Shaping: Example

John never does his math homework. You would like to have him complete his homework on a daily basis. You realize that if you wait for him to complete his homework before you reinforce him, you may never (or infrequently) have the opportunity to administer a positive consequence.

Reinforcement: Earned free time to play preferred video game

Method: Differential reinforcement of higher rates of behavior (DRH)

Approximations:

- John will write his name at the top of the worksheet. (Where to start)
- John will complete one problem of his choice.
- John will complete five problems of his choice.
- John will complete either all the odd numbered problems or all the even numbered problems.
- John will complete all problems except one.
- John will complete all problems. (Where to stop)

Strategies for Delivering Reinforcement (con't)

3. Fading - reinforcing behavior that occurs during successive approximations of a target environment

Steps:

- define the target environment in which you want the desired behavior to occur (e.g., the general education classroom)
- decide where to start (i.e., the first iteration of scaffolded conditions under which you expect the behavior to occur)
- select the type of reinforcement to be used
- list successive approximations (i.e., gradual changes in environmental conditions that are increasingly similar to the target environment)
- systematically reinforce occurrence of desired behavior within the 1st approximation
- shift criteria for reinforcement when student can perform the behavior to criterion under these conditions on a variable schedule of reinforcement

Fading: An Example

Charles is able to attend to task 90% of the time in the resource room, but only 10% of the time in the general education classroom. The desired behavior for Charles is that he attend to task 90% of the time in the general education classroom.

Reinforcement: Tiger Bucks needed to shop in the school store.



Approximations:

- 90% on task in the resource room, in a carrel, far from peers, while listening to classical music under headphones and with teacher assistant prompting
- Same as above but while listening to low levels of classroom noise under headphones
- Same as above but while listening to higher levels of classroom noise under headphones
- Same as previous, but no headset
- Same as previous, but no carrel
- Same as above but closer to peers
- Same as above with delay in teacher assistant prompting
- Same as above, no token economy
- 90% on task in classroom for gradually increasing periods of time

Strategies for Delivering Reinforcement (con't)

4. Contingency Contracts - A contingency (or behavior) contract is an agreement between a student and teacher and a parent (perhaps), which states behavioral or academic goals the student is to achieve and the reinforcement or reward that the student will earn contingent upon achievement of these goals.

Steps:

- Baseline data: Collect baseline data on current level of student functioning
- Criteria: Use data to set initial criteria for the student behavior goal
- Contract Conditions: With the student, decide under what conditions the contract will be in effect (the times, classes, and activities), for example, in math class or on the playground.
- Contract Completion Criteria: Does the behavior need only be achieved once or will it need to be maintained for a period of time (i.e., “Student will complete 60% of math homework for eight days in a 10 consecutive day period”)?



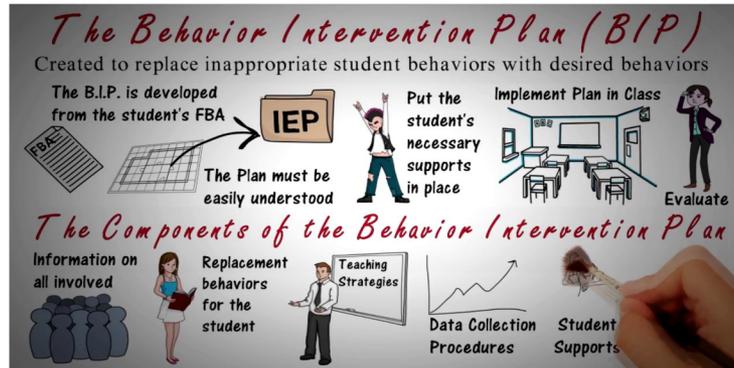
Contingency Contract Steps (Con't.)

- Reinforcement: The contract should include reinforcement that the student will earn upon meeting stated expectations. This should be something the student chooses, within reason. Edibles, small toys, free time, and “no homework” passes are examples of reinforcement that could be effective.
- Setting the Criteria - Remember, structure for student success by setting initial criteria for success slightly below what your baseline data indicates the student is capable of achieving. Increase expectations gradually over time.
- Review and Renegotiation: Include dates on which progress will be reviewed with the student. You may choose to review the contract daily or weekly with the student to help keep him or her on track and to evaluate progress. If you see no progress after a couple of reviews, it may be necessary to renegotiate the contract.
- Language and Signatures: The contract should be written in simple, clear language that the student can understand. For example, “reward” should be used instead of “reinforcement.” This will make the contract more relevant to the student. Both you and the student should sign and date the contract and, if working with parents, they should also sign it.

Strategies for Delivering Reinforcement (con't)

5. Token Economies - Token economies are programs in which students (entire classrooms or individuals) earn points or tokens for appropriate behavior and, at a later time, trade them for preferred activities, objects, or privileges.

- **Set goals for your token economy.** Take time to include the student(s) in setting and defining goals. Begin by targeting only one to three goals so that the student is not overwhelmed.
- **Set point or token values.** What amount of behavior will earn how many tokens or points? It is useful and appropriate to set criteria at an initial level where students are likely to succeed and experience the pleasure of the reinforcement (i.e., shaping).
- **Determine time intervals for assessment.** Setting the interval is a data-based decision. At first, the interval should be about half as long as the student can go without displaying the problem behavior. Gradually, time intervals may be increased.
- **Create a record-keeping system.** How will tokens or points be tracked; banks for tokens, Daily Progress Report for points?
- **What's for sale?** For what may the tokens or points be exchanged, preferred activities, edibles, tangibles from a school store?



Module 10

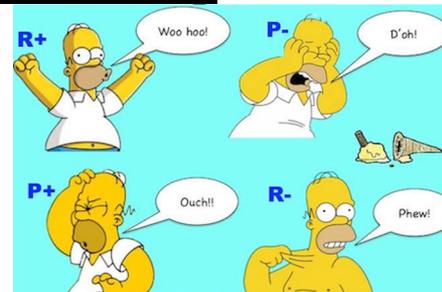
Behavior Intervention Plans (BIPs):
Consequence Based: Punishment

Strategies for Suppressing or Weakening Problem Behavior

1. **Punishment** - a reduction in the future probability of a specific response as the result of the contingent and immediate delivery of a consequence for that response.

Positive Punishment --- reducing the probability of a behavior occurring in the future by contingently introducing an aversive stimuli into the environment

Negative Punishment --- reducing the probability of a behavior occurring in the future by contingently removing a desirable stimuli from the environment



Conditions for Effective Punishment

- Punishment must be consistently response-contingent --- if this, then that --- and should be delivered immediately following the targeted behavior - do not use intermittently
- The consequence should be aversive enough to suppress future occurrences of the behavior without being inappropriately or unprofessionally harsh
- Punishments should be varied because students habituate --- grow comfortable with – the same punishment when they experience it repeatedly over time and so it ceases to have the desired effect
- Positive reinforcement for the behavior being punished needs to be minimized
- Always reinforce appropriate behavior that is incompatible with the behavior targeted for punishment
- Punishment procedures should avoid providing a discriminative stimuli for punishment (“wait till your father gets home”)
- Punishment procedures should avoid being a discriminative stimulus for positive reinforcement (only after punishment are certain types of reinforcement made available)
- Punishment procedures should not be used to suppress previously learned escape behaviors (research has shown that punishment can accelerate, rather than suppress, escape motivated behavior)

It is very difficult to get right all the conditions necessary for punishment to work. That is why punishment, especially punishment used in isolation of other preventive and positive strategies, is not terribly effective at changing behavior. But it is an evidenced-based strategy, that when blended into a complete BIP can help suppress problem behavior

Strategies for Suppressing or Weakening Problem Behavior (con't)

2. Extinction - systematically preventing reinforcement for a specific, previously learned (i.e., reinforced) behavior

Considerations:

- Be aware of the "extinction surge" - students will escalate their behavior when denied reinforcement they have grown accustomed to receiving in order to gain access to that reinforcement you are trying to deny them
- Typically requires a long time to affect change - the student continues to hope the behavior will “work” as it once did and so persists with the problem behavior
- Because extinction alone takes a long time to affect change, always combine extinction procedures with reinforcement of desired replacement behavior

Strategies for Suppressing or Weakening Problem Behavior (con't)

3. Response Cost - a behavior weakening procedure in which a specific amount of previously earned reinforcement is contingently withdrawn following a specific student response

Considerations:

- Inform student in advance of your intentions to use response cost and review the procedures. Including
 - which specific behaviors will trigger response cost?
 - how large will the penalty be?
 - how it is intended to underscore class-wide values, rules and expectations.
- Ensure the "cost" is sufficiently high to have the desired effect but not so high as to be readily construed as counter-aggression
- Apply the penalty objectively and without fanfare - indicate verbally what the student is losing and why she is losing it,
- Use words that emphasize the student made a choice --- the student chose to forfeit or return what had been earned by choosing that behavior, you did not choose to take it from her
- Use sparingly - only for especially egregious violations of classroom standards – e.g., aggression, property damage

Strategies for Suppressing or Weakening Problem Behavior (con't)

4. Overcorrection - involves having the student engage in repetitive behavior as a penalty for having displayed an inappropriate response

There are three types of overcorrection:

1. Restitutive overcorrection - requires the student to correct the effects of his/her misbehavior by restoring the environment to better than its original condition.

2. Positive overcorrection - requires the student to practice an appropriate behavior an abundant number of times.

3. Neutral practice overcorrection - has a student repeat an action that is neither restitution nor directly related to the desired behavior. This often takes the form of contingent exercise.

Considerations When Using Overcorrection

- Pair overcorrection with timeout from positive reinforcement
- Consider feasibility given time-consuming nature of following through
- Beware power struggles and student escalation
- Remain present and observe student's completion of assigned tasks

Strategies for Suppressing or Weakening Problem Behavior (con't)

5. Time-Out.... a procedure that temporarily excludes a student from the opportunity to earn reinforcement

A. Enriching the classroom environment - In general, *time-out* is the removal of a child from an apparently reinforcing situation or setting to a presumably non-reinforcing situation or setting for a specified and limited period of time.

- a reinforcement discrepancy that is meaningful to the student must exist between the time-in and time-out

B. Non-exclusionary Time-out

- Planned ignoring
- Temporarily removing objects the student values
- Timeout Blue Ribbon – each child wears, or has attached to his desk, a ribbon that can be removed to implement a time-out.
- Contingent Observation – the student sits away from the group, but can see and be seen by the group that is engaging in reinforcing activities

C. Exclusionary Time-out

- Exclusion - the student sits away from the group in a place where she can neither see or be seen by the group, behind a partition
- Isolation/Seclusion – timeout within a room created specifically for a time-out.

D. Time-Out Release Criteria –

- Fixed duration – TO is X number of minutes, regardless of student behavior during the TO interval
- Fixed duration plus extension till appropriate behavior occurs – student must only demonstrate readiness to follow directions upon release from TO
- Fixed duration plus fixed interval extension – student must demonstrate behavioral appropriateness for X minutes prior to release from TO, though not necessarily for the whole TO interval
- Release contingent on specified duration of appropriate behavior – TO clock does not run when the student is engaging in inappropriate behavior. Student must be appropriate for the entire TO interval

E. Legal Guidelines

- Know NY state and district regulations regarding use of TO
- Have written procedures for when and how TO is used
- Obtain permission from parent to use TO
- Use as only as one part of a broader individual or classroom management plan that incorporates prevention, teaching and reinforcement procedures
- Collect data to demonstrate TO is having the desired suppression effect on the problem behavior



When is a BIP reviewed?

201.3 If the conduct resulting in the suspension is determined to be a manifestation of (related to) the student's disability write a BIP to address the behavior, the school district implemented a BIP for the student, or if a BIP had already been developed, review the BIP and modify it as necessary to address the behavior.



Next Session

- Day 3
- Enter Date here
- Safe Travels