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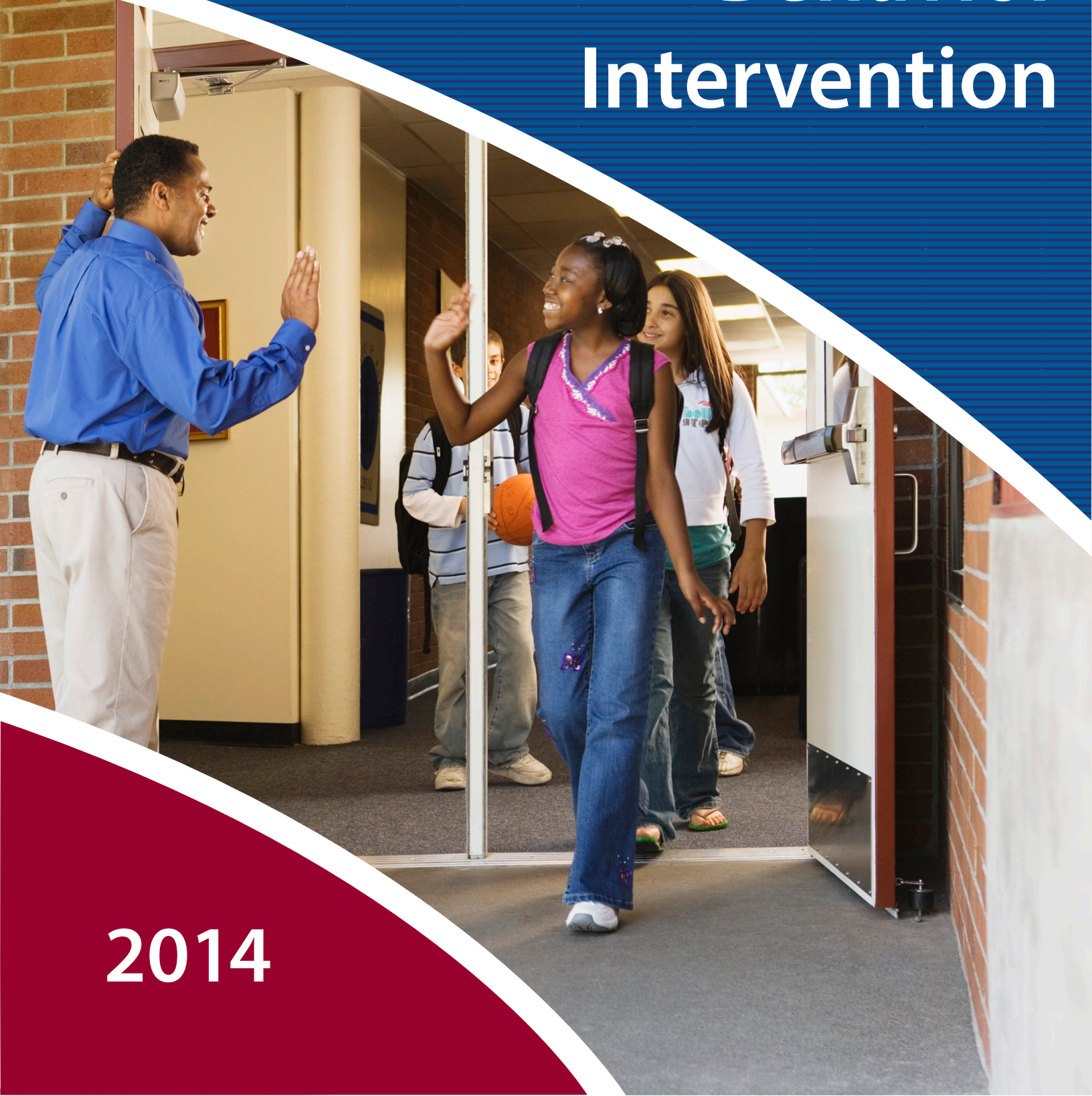
Guidelines for Behavior Intervention

2014

WAYNE RESA

Guidelines for Behavior Intervention

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Introduction

The 2013 edition of the **Wayne RESA Guidelines for Behavior Intervention** provides information and resources for student intervention plans grounded in a framework of Positive Behavior Interventions and Supports (PBIS). Since the last edition of these guidelines in 2008, many schools and districts within Wayne County have adopted PBIS practices for all students, whether at the elementary, middle, or high school levels, general and special education students, early childhood and center based programs. As of this writing, over 200 schools in Wayne County are implementing PBIS.

We have attempted to incorporate many of the best practices, positive interventions, and the evidence base that has developed within the field of PBIS over the last several years. These guidelines can still be used as a technical assistance document for developing more involved intervention plans, including those that may include restrictive safety procedures, such as seclusion or restraint. The Wayne RESA Guidelines for Behavior Intervention, 2014 continue to be consistent with the Michigan Department of Education standards for the use of seclusion and restraint (2006). All of the forms included in this document can be found in a downloadable format on the Wayne RESA website. **www.resa.net/curriculum/positivebehavior/**

This document has been developed as a collaborative effort involving representatives from several Wayne County districts and Wayne RESA. It is recommended that school districts utilizing these guidelines have them reviewed by their local Board of Education, and provide necessary resources to educational staff to ensure their proper implementation. The Michigan State Board of Education Positive Behavior Support Policy, 2006, called for positive behavior support for all students, at the school-wide and individual levels. It is our hope that these guidelines will be an aid to educators and parents as they continue that effort.

School-wide Positive Behavior Interventions and Supports

The focus of PBIS is more than simply responding to problem behavior. From a PBIS perspective, schools and parents should partner in teaching our students, our children, respect for themselves, others, and their surroundings; to learn to take responsibility for their actions, to behave in ways that are safe for themselves and others; and to become engaged and productive learners. At its core, PBIS is an educational approach to behavior intervention. Teaching, modeling, and acknowledging pro-social behaviors are the foundation of PBIS.

A unique feature of PBIS however, is that it includes systems and practices that are known to support and sustain good interventions. This includes teacher/staff/administrator collaboration at the individual school and district levels. School teams are encouraged to personalize their PBIS program so that it is the best fit for the culture and needs of that particular school. A strong use of data is also integral to effective implementation of PBIS. Data driven problem-solving and targeted interventions are essential to the PBIS process. In fact, the functioning of the school PBIS team, especially their use of data for decision making, has been found to have the strongest association with sustained implementation of PBIS (McIntosh, et. al., 2013).

Three-Tier Model of School-wide Positive Behavior Support

TIER THREE
- Functional behavior assessment and individual behavior plans
- Parent collaboration and education
- Collaboration with student's physician or mental health professional
- Intensive academic support

TIER TWO
- Target social skills instruction
- Simple behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support
- Newcomers club
- Check In/Check Out
- Take a Break

TIER ONE
- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management

Tier One: All students receive universal interventions

School-wide PBIS provides a model for implementing research-based behavioral support practices for all students in any school setting. It uses a three tiered system of intervention beginning with a set of best practices implemented with all students. Tier one includes:

- Establishing and directly teaching agreed upon positive behavior expectations in classroom and non-classroom settings.

- Providing a high rate of positive acknowledgments and reinforcement to all students for demonstrating the positive expectations.

- Providing consistent and predictable consequences for all students for behavior infractions.

- Providing effective classroom management and instruction.

- Using a collaborative, team-based approach to developing the school's unique PBIS program.

- Using data to guide the decision-making process and to help identify students who need additional support.

Tier Two: Some students receive targeted interventions

At the second tier, targeted interventions are developed to address students and small groups of students who are at-risk for escalating behavioral difficulty. Interventions at this level should be quickly accessed, easily implemented, and may be based on at least a simple level of functional behavior assessment (FBA). A school may develop a menu of Tier 2 interventions to address a variety of student needs. Some include:

- Check-In/Check-Out: a simple monitoring system whereby the student checks in with an adult upon arrival, gets a prepared written behavior tracking form, gets positive adult attention and pre-corrections for having a successful school day, and then checks out at the end of the day to tally his/her behavior record for the day. Incentives can be attached to this system.

- School-based mentors.

- Newcomers Club: a simple process for teaching the PBIS program to new students throughout the school year.

- Simple Home-School behavior plans: emphasizing creating consistency of behavior expectations between home and school.

- Social Skills Groups: small groups of students receive additional or specialized instruction around specific behavior issues.

- Increased academic support.

- Alternatives to suspension: restitution options, detention, time-out, in-school suspension.

Tier Three: Fewer Students Receive Intensive Positive Behavior Support

For a small number of students with more chronic and/or severe behavior problems, additional, intensive behavior support is needed. At tier three, students have an individualized team formed around them and more intensive FBA is conducted, typically leading to a multi-component Behavior Intervention Plan (BIP). Horner, Sugai, Todd, & Lewis-Palmer (1999-2000) summarized a few guiding principles in developing an individualized behavior support plan:

- Learn how the student perceives or experiences events in his or her environment.

- Invest in preventing occurrences of problem behavior.

- Teaching is the most powerful behavior support strategy available in schools.

- Avoid rewarding problem behavior.

- Reward positive behaviors.

- Know what to do in the most difficult situations.

- Monitor and evaluate the plan.

Some students can benefit from a Tier 3 wrap around planning process that includes the student, his/her family, mental health personnel, and other individuals that are natural supports to the student (Scott and Eber, 2003).

The resources described in this document provide a framework and guidelines for developing intervention plans for students at both Tier Two and Three.

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Federal and State Regulatory/Policy Considerations

Student behavior has been of increasing concern for departments of education and legislators at both the state and federal levels. Laws have been enacted to allow for and, in some instances, mandate student suspensions to help ensure that all students will be safe and have a positive learning environment. Michigan's school suspension regulations can be found under the school law section of the Michigan Department of Education's website.

www.michigan.gov/mde

There are additional regulatory and policy considerations that bear upon the day to day handling of problematic student behavior. These considerations have a significant focus on the prevention and reduction of problem behavior, and, in some cases, they pose limitations in the disciplinary responses by school staff/administration.

IDEA of 2004 (Federal legislation)

This special education law requires schools to be vigilant about the effects of problematic behavior. As an on-going practice, IEP Teams must consider behavioral factors when determining appropriate programs for students with disabilities. At the discretion of the IEP Team, behavioral strategies or the assignment of support personnel, such as a school social worker, may be recommended.

When a student's problematic behavior results in a high number of disciplinary removals, IDEA 2004 requires the school to conduct a functional behavior assessment, and to make a determination as to whether the behavior is a manifestation of the student's disability. A review of the disciplinary requirements can be found in the Wayne County Suspension/Expulsion Guidelines Regarding The Individuals With Disabilities Education Act of 2004.

www.resa.net/specialeducation/spedcomp

Corporal Punishment Act (Michigan Revised School Code—Sec. 380.1312, Act 451 of 1976)

This regulation prohibits school personnel from deliberating inflicting physical pain by hitting, paddling, spanking, slapping, or any other physical force as a means of discipline. When serious circumstances are involved, the regulation allows for the use of reasonable physical force to maintain order and control so as to provide an environment conducive to safety and learning.

Policy on Safe Schools (Michigan State Board of Education policy adopted 2000)

This policy encourages schools to undertake proactive, preventative approaches over reactive, punishment approaches in curbing violent student behavior. It also encourages schools to develop alternative educational opportunities for troubled youth who engage in serious misconduct.

Matt's Law—Public Act 241 (2011)

This law requires every school district in Michigan to pass a policy banning bullying. It provides a definition of bullying and specifies what a district's policy must include. It also encourages the adoption of prevention strategies and training for school employees.

Positive Behavior Support Policy (Michigan State Board of Education policy adopted September 12, 2006)

This policy encourages schools to adopt research-based positive behavior support systems for all students. These support systems provide a proactive, positive, skill-building, and data-based approach for the teaching and learning of successful student behavior throughout the school environment.

Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint (Michigan State Board of Education policy adopted 2006)

This policy has a primary focus of regulating the use of seclusion and restraint practices with students. The use of positive behavior practices on a system-wide basis is encouraged as a means of reducing serious behavioral problems or emergencies that can lead to the use of seclusion/restraint. The policy does not limit a school's ability to use reasonable physical force to maintain order and control as permitted under Michigan's Corporal Punishment Act.

> These Wayne RESA 2013 guidelines have been developed to reflect the above regulatory/policy considerations.

Functional Behavior Assessment

Definition and Purpose of Functional Behavior Assessment

Functional behavior assessment (FBA) is a method for identifying the variables that reliably predict and maintain problem behavior. Variables that predict, or trigger, behavior are called antecedents. Variables that maintain behavior are considered reinforcers.

FBA involves an examination of how the student interacts with the environment, and attempts to determine specifically where, when, and why problems arise. It includes an assessment of the student's strengths and interests. It also involves an assessment of how skill deficits may contribute to the problem behavior.

Information gathered through the FBA process is summarized, and hypothesis statements are developed regarding the factors that might be influencing the behavior of concern.

A behavioral intervention plan (BIP) is then designed based upon the information gathered in the functional assessment. Interventions should directly match the results of the FBA.

FBA is best considered an on-going process of problem solving conducted by the intervention team. FBA information should be continually gathered, and data should be summarized and reviewed by the team. Data should be used to evaluate the effectiveness of interventions, and the intervention plan should be modified as necessary.

Parental consent should be obtained prior to conducting the FBA.

Collaboration in Conducting the FBA

Determining the need for and conducting a FBA requires a collaborative team effort. The team should include the following:

- Student's teacher(s)
- Student's parents
- Student, if appropriate
- Support staff
- Administrators
- Persons who know the student well
- Staff who have expertise in positive behavior support

The school district should establish a process whereby instructional staff can receive assistance from support staff (e.g., social worker, psychologist, behavior specialist, or teacher consultant) in conducting the FBA and developing the BIP.

The behavior intervention team performs several planning functions including:

- Identifying and discussing problem behaviors
- Gathering background information
- Determining what additional information is needed
- What methods will be used to collect the information
- Who will be collecting the information

Simple FBA

Criteria for Conducting a Simple FBA

Functional Behavior Assessment can be either simple or complex, depending on:

• The methods used to gather information

• The number of people involved

• The range of possible variables considered in the assessment

A simple FBA may be appropriate under the following circumstances:

• In a school-wide PBIS system, if the student reaches 2-5 office discipline referrals (Tier 2) or some other established criteria regarding number of behavioral incidents.

• An individual teacher or other staff person may refer a student for a simple FBA based upon observed class behavior.

Methods for Conducting a Simple FBA

The first step in conducting a simple FBA is to complete an interview or information gathering form such as the one provided in the Appendix (*Simple FBA form, pg. 76*). More than one person can have input in this process. For example, the classroom teacher, counselor, and parent may all have input.

Simple data systems may involve the continued gathering of office referrals or some other incident reports. The team may decide to start a scatterplot or ABC recording of the target behaviors.

Some method of data collection should be established in order to provide on-going FBA information and to help evaluate the effectiveness of the intervention plan. The team should plan to review behavioral data periodically and make adjustments to the intervention if necessary.

Intensive FBA

Criteria for Intensive FBA

Using a school-wide PBIS model, the need for intensive FBA (Tier 3) is established when Tier 2 assessment and intervention (e.g., simple behavior plans) have been reliably implemented, and the student continues to have significant difficulty. A higher level of support is needed. Frequently at this level the student has been referred to special education and program issues are under consideration.

Intensive FBA should be utilized with students who demonstrate a pattern of behavior that is one or more of the following:

• Dangerous or potentially dangerous

• Extremely disruptive

• Severely negatively impacts the student's learning or quality of life

• Highly resistant to behavior change efforts

Methods for Conducting Intensive FBA

At an intensive level of FBA, typically both indirect and direct methods of assessment are used. A more in-depth interview process may be employed, with separate, detailed interviews of the teacher, student, and parents. In-depth histories and record reviews should be conducted. Scatterplot and/or ABC log recordings are conducted systematically over longer periods of time.

The composition of the intervention team may be expanded to include individuals with more specialized knowledge or skills, including a:

• Behavioral Specialist

• Psychologist

• School Social Worker

• Student's Physician

• Mental Health Workers

• Other outside agency personnel involved with the student

Behavior intervention plans that are based upon intensive FBA should typically be multi-component, incorporating strategies in the areas of:

- Prevention

- Replacement behavior instruction

- Positive reinforcement

- Planned consequences

- Emergency interventions, if appropriate

- Home/School collaboration

These plans can be complex, involving different aspects of the plan being implemented by different members of the team. One or two members of the team should assume the role of coordinators of the entire plan and intervention process.

Steps for Conducting an Intensive FBA

1. Define the problem behaviors.

   - Use observable terms, such as "talks out without raising hand." Definitions should pinpoint the problem behaviors.
   - Identify the behaviors that are the highest priority for intervention.
   - Cluster behavior definitions by category for conciseness. Teachers and others who work with the student should provide examples of the problem behavior based upon their observations. Some examples:
     — Aggressive: hits, kicks, pinches
     — Disruptive: blurts out, wanders classroom, bothers other's materials
   - Identify "chains of behavior" or specifically how the student escalates from low to high intensity behaviors.

2. Conduct indirect assessment.

   The most common method of indirect assessment is to interview teachers, parents, the student, and others who know the student well. The Simple FBA & Intensive FBA Guide include questions that can be used to gather information via structured interviews. These guides may incorporate information from one or more people.

   In addition to interviews, indirect assessment includes a review of the student's files, incident reports, office discipline referrals, assessments, evaluations, questionnaires, etc.

Both indirect and direct methods can be used to identify patterns of behavior and factors associated with the student's behavior.

3. Conduct direct observation assessment. This may include:

   - Scatter plot
   - ABC logs
   - Direct observation by a person with behavioral expertise.

   Design a data collection system that does the following:

   - Allows information to be easily summarized and/or graphed so that it can be shared with other team members. Remember, the purpose of data collection is to provide accurate information to guide the process of behavioral intervention.
   - Can be realistically implemented within the school environment.
   - Provides on-going information. Some students with chronic and severe problem behaviors require longitudinal FBA in order to ensure positive outcomes.

Summarize results of the FBA (simple or intensive) and develop a hypothesis

The summary can be in the form of a "summary statement" included in a behavior intervention plan, or it can be documented on a separate FBA form.

The summary may include:

- A description of the methods used to conduct the FBA

- A description of the student's target behaviors

- Antecedents found to trigger the behavior

- A hypothesis regarding consequences that appear to reinforce or maintain the behavior

- Identified replacement behaviors

- Potential reinforcers

To increase confidence in the hypothesis generated from the FBA, look for at least three sources that identify the same variable (triangulation of data).

Using Data Effectively / Behavior Review Process

Intensive behavior intervention plans should include a process for regularly scheduled review meetings. It is important to not wait until a crisis occurs to schedule a behavior review meeting. PBIS is a proactive approach. If a student has reached the level of requiring a tier 3 intervention plan, then the team should assume that on-going proactive planning meetings will be necessary until substantial and durable behavior change has been achieved by the student. As a general practice, meetings should be scheduled on at least a monthly to bi-monthly basis for Tier 3 plans or those with restrictive techniques.

Behavior review meetings should include the following:

•   Invitations to all team members.

•   An organized, efficient agenda of discussion points.

•   A written or graphic summary of the student's behavioral data presented to all team members in a clear and easy to understand manner.

•   A summary of pertinent staff and parent observations focusing primarily on recent patterns of behavior or incidents.

•   A review of the extent to which the behavioral strategies that were designed for the student have actually been implemented in a reliable manner.

•   A discussion regarding any changes that may be needed to the plan.

•   Written documentation of the meeting i.e., minutes shared with all participants.

•   Scheduling of the next review meeting.

Tools for Direct Observation Data Collection

The two most commonly recommended tools for direct observation for FBA are **scatterplot** and **antecedent-behavior-consequence assessment**.
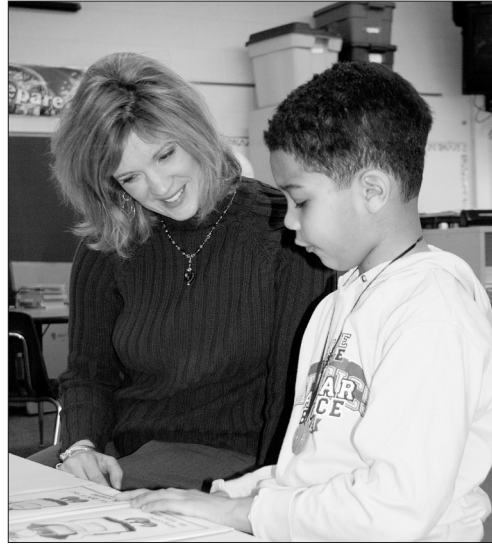

photo: © Kate de Fuccio, 2007

Check In/Check Out Data Summary: Daily Percentage of Points Earned

Individual Data Summary: Frequency of Major Disruptions
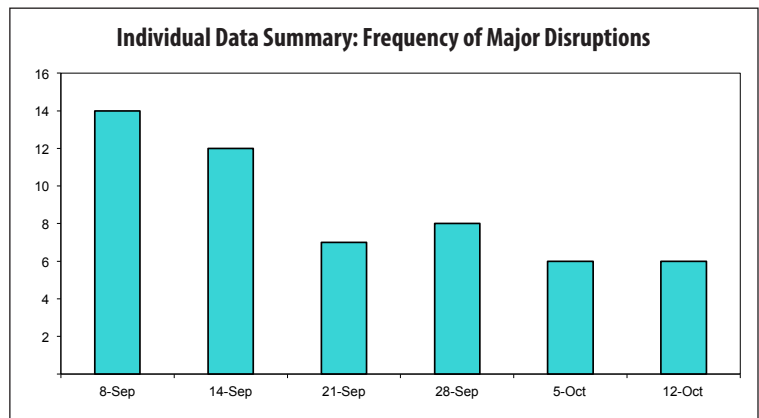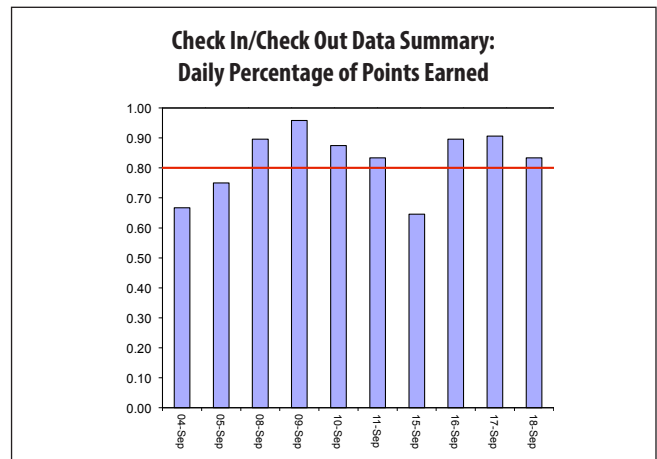
Scatterplot Assessment

Weekly Scatterplot

Student: _____ Week of: _____ Year: _____

Target Behaviors: Interventions:
1. _____   A. _____
2. _____   B. _____
3. _____   C. _____

TIME	MONDAY DATE:	TUESDAY DATE:	WEDNESDAY DATE:	THURSDAY DATE:	FRIDAY DATE:
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
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1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					
3:15-3:30					
Totals:					

Scatterplot assessment can be used to identify a relationship between a condition in the environment (e.g., math class) and the frequency of a behavior (e.g., tardy). Frequency information can be tracked using scatterplot intervals or episodes of behavior.

A scatterplot is usually 15 or 30-minute blocks, organized by week or month. See *Appendix pg. 87* for a sample form.

• Observers simply note occurrences of a target behavior and/or intervention, using a designated symbol, within the appropriate block of time or interval. If the target behavior does not occur, nothing needs to be recorded. If it is not possible to record every instance of a high frequency problem behavior, the team may decide, for example, to document only those occurrences that require a restrictive intervention, such as time-out or being sent to the office.

• More than one behavior and/or intervention may be tracked on a scatterplot. Limit collection to highest priority behaviors, not more than two or three.

• Data may be summarized by counting the number of intervals during which the behavior occurred (interval recording), or actual instances of the behavior (frequency recording).

• Data obtained via the scatterplot method may be used to establish a baseline rate of behavior. For example, average daily rate of behavior can be calculated on a weekly basis by dividing the total number of behavior episodes in a week by days that the student was present in school that week. In this case, the baseline rate would be a daily average by week.

• The scatterplot data collection method is then continued into the intervention phase, which allows for evaluation of the behavior plan.

• Scatterplot is designed to show patterns of behavior over time. If behavior is found to occur during specific time blocks, the classes, activities and conditions at those times should be examined using antecedent-behavior-consequence analysis.

• Generally, the staff member who is with the student during that time interval is responsible for collecting the data.

Antecedent-Behavior-Consequence Assessment

Antecedent-Behavior-Consequence (ABC) data recording would typically be used for high priority behaviors, in that it is generally more time-consuming than scatterplot data collection. ABC assessment involves descriptive accounts of events that precede, include, and follow the target behavior. ABC data collection can help identify the triggers to problem behavior and the events that may be reinforcing it.

Here are some guidelines for conducting ABC assessment.

- Use shorthand or abbreviations for the observed events.

- Report only actions (events) that are seen or heard.

- Record events that occur immediately before and after each response.

- Record the estimated duration of each behavioral event.

- Use a form or data sheet specifically designed for ABC information (see sample *Appendix pg. 88*).

ABC recording can be carried out by staff assigned to the student, or as part of an observation conducted by another person e.g., trained paraprofessional, support staff.

Consider the following when recording ABC data:

- Possible antecedents include the scheduled activity, people present or absent, background activity, conversation, noise level, or specific demands. Did the student appear confused, frustrated, bored, mischievous, or did he/she appear to want something? Given what you know about the student what seemed important about what was going on?

- Setting events are a type of antecedent that "sets the stage" for behavior. Examples include physical states such as hunger, sleep deprivation, illness, medication effects, etc. Other setting events include conditions that may not be immediately evident, but that still affect the student, such as a recent argument at home, separation of parents, death of a grandparent, etc. Interviews are usually necessary to identify setting events.

- In describing the student's behavior use observable terms and describe any lower intensity behaviors that preceded the target behavior e.g., "Paul frowned, lowered head, and refused to open his book when asked by teacher." Describe intensity, frequency, and duration, if possible.

- Consequences are details of what occurred after the behavior, including what was said to the student and whatever else happened e.g., teacher verbally redirected student to task. Any observable events and reactions should be recorded, including no response (e.g., ignoring) on the part of others.

- An additional category of student response may be added to describe the student's response to the consequence e.g., "P. complied with the teacher's redirection." It is important to note which consequences are effective in managing the behavior, and which have no effect or contribute to escalating the behavior.

ABC Log

Student: _____   Target Behaviors: _____

Date	Time	Activity	Antecedents	Exact Behaviors	Consequence	Student's Reaction

Motivation for Problem Behavior

Problem behavior usually serves a function for the individual. The student gains some type of reinforcement from the behavior. Consider the following when conducting a FBA.

- **Attention-seeking:** may be positive or negative attention, from adults or peers.

- **Communication:** the behavior may be an attempt to communicate a specific message, such as a desire to have something or to get the teacher to do something. Children with expressive communication deficits may find that problem behavior is a more efficient way of communicating their needs than through language.

- **Escape/avoidance:** the behavior may result in preventing or stopping something that is unpleasant to the student, such as an assignment he/she finds difficult, interacting with an unpleasant person, or being at school at all.

- **Gain access to things or activities:** problem behavior may be rewarded when it results in the child getting something that he/she wants.

- **Control:** some children use problem behavior as a way to exert control over other people or their environment e.g., to gain predictability or structure.

- **Automatic reinforcement:** some behaviors are intrinsically reinforcing in that they provide pleasure to the individual or they may alleviate an unpleasant condition.

- **Obsessive/compulsiveness:** some individuals exhibit repetitive or ritualistic behaviors that have no apparent function, or are internally driven by anxiety.

- **Fear or phobic responses to specific stimuli:** though uncommon, some students may exhibit an exaggerated response (rational or irrational) to certain stimuli or situations.

- **Revenge:** some behavior is motivated by a desire for retaliation.

A competing pathways diagram can help identify functional replacement behaviors.
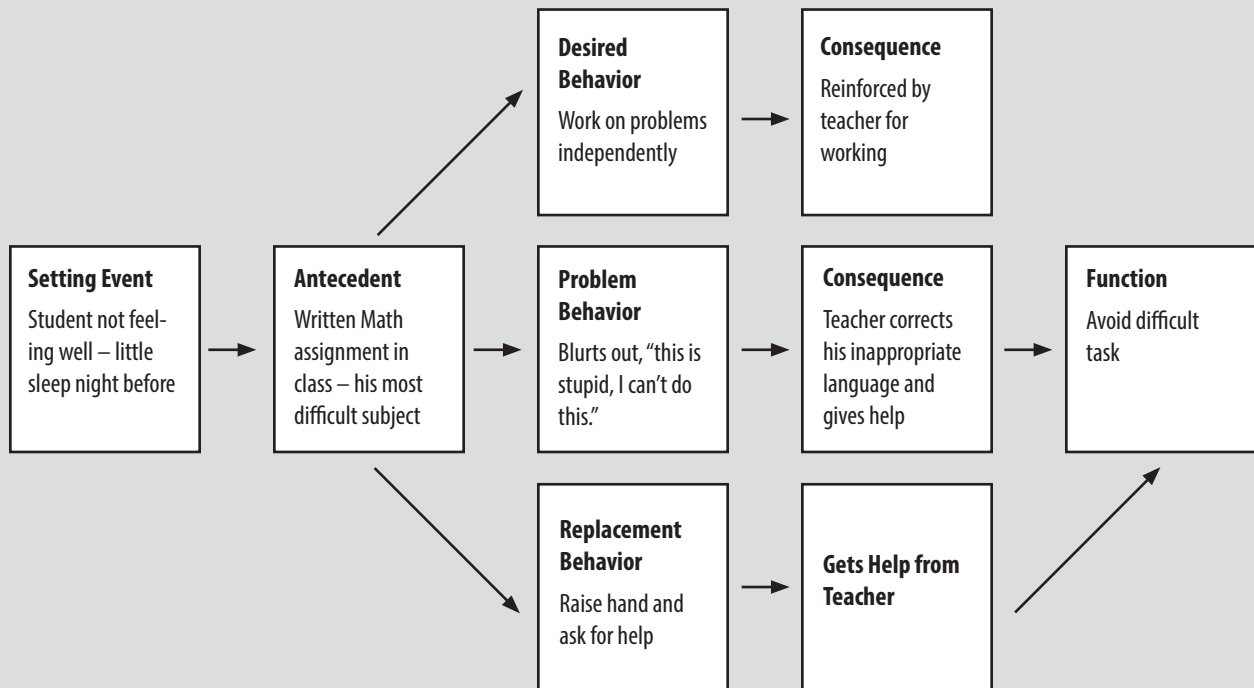
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Behavior Intervention Plans

Developing and Implementing the Behavior Intervention Plan

Behavior intervention plans should match the results of the FBA. If the FBA found that writing difficulties lead to problem behavior, then the BIP should include support strategies to the student in the area of writing. If the FBA found that the student's problem behavior was driven by poor functional communication skills, then the BIP should include functional communication training. If the FBA found that the student performed best with hourly reinforcement, then that schedule should be reflected in the BIP.

The behavior intervention team should meet to discuss the results of the FBA and develop the behavior intervention plan. Typically, one person on the team assumes the role of drafting the BIP, but the content should be discussed and agreed upon by all team members.

BIP Essentials:

- For behavioral practices to be effective, implemented widely, and sustained over time, they need to be manageable for teachers.

- The BIP provides important documentation regarding the student and represents an agreement between those involved in its development. One of its primary functions is to serve as an action plan for those who work directly with the student. Keep it simple and easy to read. Strategies should be written in clear language and enough detail for staff to know what to do.

- Strategies or interventions found in the BIP should be written specific to the student and the context of the school environment e.g., "Student will go to room 225 to take a break when needed."

- Do not use vague language e.g., "Student *may* receive a reward." Use language that specifies what will happen e.g., "Student will receive 3 sessions of replacement behavior instruction per week."

- The student should be informed and/or instructed regarding the plan, as appropriate.

- The plan should be discussed with all staff, as appropriate, prior to implementation.

- Any time a BIP is developed for a student, the parent should be informed and encouraged to partner with the school in the development of that plan.

- Every person who implements the BIP should have access to a copy of the plan.

- Any specialized training necessary to implement the plan should occur as soon as possible. Data collection procedures should be reviewed with staff.

- Unless otherwise indicated, behavior intervention plans should be implemented throughout the school day. Collaboration and effective communication between team members are essential to maintain a high level of consistency in implementing the plan.

- The review process should help determine how the plan is actually being implemented. This process should bring any problems to the attention of those responsible for monitoring the plan in a timely manner, so that modifications or adjustments can be made as soon as possible.

- Continue to use data collection and FBA to evaluate the interventions, and continue to collaborate as a team. Behavioral data should be summarized for members of the intervention team and be made available to assist the team in the decision-making process.

- Behavior intervention plans promote generalization when they involve all the individuals who interact with that child, both at home and school. The child should experience consistency from one environment to the next in terms of behavioral expectations, prompts and reinforcers, and consequences.

- Maintenance of behavior change can be enhanced through BIPs by ensuring that transitions to new classrooms, teachers, schools, programs, or other environments are done with adequate planning and training for new staff.

Simple behavior intervention plans typically involve one or a few interventions. The selection and design of these interventions should be based on some FBA. For example, the plan may consist of some specific replacement behavior instruction (e.g., anger control), or a positive reinforcement plan. It could involve changing something in the environment found to trigger the behavior e.g., put the student in a different group of students, or adding a specific consequence for a behavior. A simple home/school behavior intervention plan may involve creating common expectations around a target behavior, e.g., define acceptable and unacceptable language.

Within a school-wide PBIS model simple behavior plans, such as Check-in/Check-out are standardized in format, intended for small groups of students, are data-based, and are easily accessed by the student's teacher.

Intensive behavior intervention plans are typically multi-component, incorporating individualized strategies in the areas of:

- Prevention

- Replacement behavior instruction

- Positive reinforcement

- Planned consequences

- Emergency interventions, if appropriate

- Home/School collaboration

Specific interventions are more likely to be individually designed and detailed. For example, the exact manner in which a replacement behavior is taught, the specific prompting and reinforcement procedures may need to be detailed.

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Designing Behavior Intervention Plans

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Prevention Strategies

Prevention strategies usually involve altering an immediate antecedent or setting event that was found to trigger the problem behavior. **Setting events** are circumstances that may affect the likelihood of a behavior occurring, such as a student's health, use of medications, or an argument at home that morning. **Antecedents** are specific circumstances that occur immediately before the behavior.

The choice of antecedent interventions is driven by the results of the functional assessment. Generally, they could include:

- Modifications to the curriculum

- The manner in which activities or tasks are presented

- The length of time spent on a task

- Who works with the student

- What is said to the student when giving directions or correcting behavior

- How the student is grouped with peers

- Changes in instructional prompts

Other possible changes could involve:

- Seating arrangements

- Making changes to the student's schedule

- Increasing supervision in certain settings (e.g., during transitions or on recess)

- Providing increased practice at a skill (e.g., tutoring)

- Parent-teacher-student communication systems (e.g., assignment notebooks or e-mail correspondence) can be very effective antecedent interventions

- Re-teaching the universal behavioral expectations to the entire class or the individual student

- Giving increased opportunities for making choices

- Adult or peer mentoring

- Providing a time and place to engage in certain behaviors, e.g., hand-flapping

- Increasing the frequency of opportunities to respond (OTRs) to instruction. See Haydon, et. al., 2010. Providing high rates of OTRs has been found to increase academic engagement and reduce disruptions.

Medical or health conditions associated with problem behavior can be dealt with through antecedent interventions e.g., arranging for the student to take medication in school.

Antecedent interventions may involve adding or scheduling events that predict, or trigger desirable behaviors.

Antecedent interventions can produce an immediate reduction in problem behaviors. They can provide a window of opportunity to establish skill training, positive reinforcement, and consequences aimed at producing more enduring change.

Sometimes it is not appropriate to eliminate the antecedent condition entirely, but a temporary modification may be acceptable. For example, if the student becomes disruptive every time he is asked to read aloud in class, then perhaps this demand could be temporarily discontinued while efforts were made to increase his skills and confidence in reading. Gradually, the demand would be reintroduced. Ongoing antecedent-behavior-consequence data collection should provide information regarding possible antecedent interventions.

Modify the Program/ Provide Additional Support:
Description

This involves analyzing specific aspects of curriculum design and program scheduling in relation to the student's problem behaviors. Changes in activity selection, the teaching situation, or other components of the student's school day are implemented for the purposes of increasing effective instruction and reducing problem behaviors.

Procedures

- Conduct a functional assessment. Determine whether some aspect of instructional demands, scheduling, transitions, groupings of students, seating arrangements, the physical environment, or any other factor related to the student's educational program is consistently associated with problem behaviors.

- Determine whether this aspect of the program may be changed, so as to decrease the occurrence of the problem behavior. For example, this may involve reducing the length of tasks or providing activity reinforcers more frequently throughout the day. There are many different aspects of the instructional situation that the student may find difficult, leading to frustration and problem behaviors. Attempt to determine the specific difficulty and modify that aspect of the demand situation.

- In certain situations it may be necessary to temporarily remove the problem situation entirely. If this involves eliminating an important educational activity for the student, plan to reintroduce the demand situation after other interventions have been implemented, and the student is better prepared to meet the demands of the difficult situation.

Examples

A middle school student consistently becomes defiant and disruptive when confronted over missing homework assignments. His daily schedule is altered to give him individualized assistance in organization and completing his homework.

A high school student becomes defiant when he is continually prompted by his teacher to complete written class work. Instead, the teacher develops a contingency plan so that when the student finishes his work he can go on the computer. She no longer gives him verbal prompts to keep working.

Precorrection:
Description

This strategy involves discussing an activity and expectations for behavior with a student immediately prior to it taking place. The language used should be simple and to the point. Gestures, pictures, and objects may be used in this effort. The student should then acknowledge that he understands the behavior expectations of the activity.

By anticipating an event mentally, especially with associated rules for behavior, the student's focus on the essential demands of the task is increased, making him less susceptible to distraction or impulsivity. The inclusion of a reward at the end of the sequence of events may provide an additional focus of attention and motivation.

Procedures

- Identify the activity to be performed and break it down in parts that can be understood by the student when described. Provide these directions to the student, or preferably the entire class, immediately prior to doing the activity. Also, provide expectations for behavior. Keep it simple. If there is a reward involved in completing the activity, indicate that as well.

- Use verbal cues and reminders related to the original directions throughout the activity, as necessary.

- Reinforce the student at the conclusion of the activity by acknowledging successful completion of the task.

Example

Immediately before leaving the classroom for recess, the early childhood classroom teacher reviews how the students are expected to walk to the door, how they should line up to return when the bell rings, and that they are to keep their hands to themselves. She tells them she has a little surprise for all that follow these directions.

Exercise/Movement Breaks:
Description

Movement or exercise breaks can be implemented as a regular part of the behavior intervention plan. The activity takes place at scheduled times, or on an as-needed basis, not as a consequence for inappropriate behavior.

In addition to the obvious health benefits, regular exercise or movement can increase alertness and focus, and decrease problem behaviors.

Procedures

• Obtain parent permission prior to instituting an exercise program or movement breaks that result in the student leaving his class.

• Determine the appropriate type of movement activity for the child in the context of his school program. If possible, embed movement within an educational or functional activity, such as walking to the library or delivering a message to the office.

• Set a schedule of movement breaks based upon the needs of the student and evaluate its effectiveness. Is he/she more focused upon returning? How long does the effect last? Are there fewer behavior problems?

• Determine whether movement breaks will be scheduled, used as needed, or both. Also, determine whether to allow the student to request movement breaks.

Example

Regularly scheduled activities could include walking, jogging, roller skating, swimming, use of a treadmill, rowing machine or bike, or active physical education games.

Limitations

Exercise may not be appropriate for students with known medical problems, especially those with cardio-vascular, respiratory or motor impairments.

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Teaching Replacement Behaviors

Problem behaviors may occur because they provide reinforcement to the student and because the student has not learned an appropriate alternative to the behavior. They are often the result of specific skill deficits. Plans based on FBA emphasize the importance of teaching and strengthening desirable behaviors that should "replace" the problem behavior, behaviors that are "functionally equivalent" to the problem behavior. For a replacement behavior to be considered functionally equivalent, it needs to be more efficient than the problem behavior. It should:

- Require the same or less physical effort

- Result in the same degree of reinforcement as immediately and consistently as the problem behavior

Replacement behaviors identified as part of a behavior intervention plan should be given high priority for instruction. Specific teaching and reinforcement procedures should be detailed so that those implementing the plan have a clear understanding of when and how instruction should occur. Frequent teaching trials, both scheduled and incidental, should occur so that the student's opportunity to increase his/her proficiency is maximized.

Teaching Alternative Behaviors:
Description

This approach involves identifying and teaching essential skills (academic, functional, social, communication, play, and leisure) that will serve as appropriate alternatives to a problem behavior. The more a student demonstrates a wide variety of adaptive behaviors, the more likely he/she will receive positive reinforcement, and the less need he/she will have to engage in problem behaviors.

An important part of functional assessment involves assessing the individual's skills in critical domains. For example, if it is found that a student's most difficult time of the day is math class, then a detailed assessment of the student's math skills, in relation to the expectations of the class, should be conducted. If the student's problem is recess, then social and play skills would receive priority for functional assessment.

This approach broadens the person's adaptive behavioral repertoire. It also respects the functional quality of the problem behavior, and provides a socially acceptable approach to replacing it.

Procedures

• Identify the problem behavior and perform a functional assessment, focusing on whether the student has the essential skills necessary for being successful in the environment where the problem is occurring.

• Evaluate whether critical skills have generalized to the environment e.g., setting and people. For example, a student may have good conflict resolution skills in the classroom setting, but does not use those skills out of the classroom, or when the teacher is not present. Or a student may raise her hand and ask for help in the Resource Room, but does not ask for help in the regular classroom. In these situations the issue may be one of planning for generalization, more than teaching a new skill.

• Identify an appropriate skill that would serve functionally as an alternative to the problem behavior. This could include skills in the area of academics, self-care, leisure, play, or other functional adaptive skills.

• Develop a plan for teaching and reinforcing the alternative behavior. Specify the instructional cues, prompts, reinforcers, and when and where trials will occur. Plan to evaluate the student's acquisition of the skill periodically, and alter the instructional plan as necessary e.g., move from acquisition to generalization strategies.

Social Skills Instruction:
Description

Students with behavioral problems frequently lack the necessary social skills with adults and peers, for successful adjustment in school. Increasingly, educators have found that it is necessary to teach students explicitly the social skills they will need to function in a school setting. A number of curricula have been developed to this end, addressing the needs of a wide range of students from elementary to secondary levels.

In assessing a student's social skills deficits, it is important to distinguish between types of deficits. Gresham, Sugai, and Horner (2001) identified three different types of social skills deficits: **acquisition** (student lacks the skill), **performance** (student has the skill, but does not use it in context), and **fluency** (student knows how and wants to perform the skill, but is awkward in its performance). The authors point out that the type of intervention should depend on the type of deficit identified.

Procedures

- Conduct a functional assessment to identify the specific social skills deficit and type of deficit. Gresham, Sugai, & Horner (2001) stress the importance of using functional assessment technology to better match social skills instruction to a student's problem behaviors. The highest priority for social skills instruction should be given to those deficit areas that are most directly related to the student's problem behaviors.

- Develop a plan to teach and reinforce the target social skills. Strategies for teaching new social skills (**acquisition**) include:

  — Breaking it down into teachable parts
  — Demonstrating the behavior
  — Coaching the student through performing it
  — Repeated practice or rehearsal of the skill
  — And providing constructive feedback to the student regarding his performance

- An excellent way to teach social skills is to conduct brief lessons (10-15 minutes) with the student's entire class. This can be done as a collaboration between the teacher and a support staff e.g., so-

cial worker. Instruction can also occur in a small group setting, or may be done individually.

- Strategies for increasing social skills related to **performance deficits** involve arranging antecedents and consequences so as to increase the desired social behavior, and to decrease the competing problem behavior. These interventions would occur throughout the school day, wherever and whenever necessary to set the stage for the desired behavior to occur, and to decrease the likelihood of the problem behavior being triggered or reinforced.

- Students with **fluency deficits** need more practice and feedback on the desired behavior.

- Teaching social skills directly in the natural setting (e.g., classroom, playground, lunchroom) increases the likelihood that the student will actually use them in that setting. If the skills are taught to the entire class, then they are likely to be reinforced by other students.

- Gresham, et al., (2001) explain that problem behaviors will continue to be performed if they are more **efficient** and **reliable** than the desirable social skills.

  — Efficient means that the behavior produces immediate reinforcement with less effort than an inefficient behavior. For example, pushing into line may be more efficient for some students than waiting and asking politely to get into line. In this case, the behaviors of pushing and asking politely are said to be **functionally equivalent** behaviors i.e., they produce the same consequences.
  — Reliable means that the behavior produces more consistent reinforcement than an unreliable behavior. (p. 340-341)

- Students with autism may benefit from social skills instruction using **social stories**. According to Fouse and Wheeler (1997), social stories use the visual strengths of individuals with autism to teach desired behaviors, routines, expectations, and academic skills. They can also be used to address undesirable behaviors such as aggression, fears, or compulsions.

Functional Communication Training:
Description

Functional communication training involves teaching students the skills necessary to use appropriate communication behaviors as a replacement for problem behaviors. Horner and Carr (1997) describe functional communication training as teaching students a specific communication response that:

- Is socially appropriate

- Produces the same effect as the problem behavior e.g., escape for aversive situations or obtaining desired objects/activities

- And is as or more efficient than the problem behavior i.e., requires less time, effort, or repetitions

Procedures

- Conduct a functional assessment to identify the conditions that trigger and maintain the problem behavior (antecedents and consequences).

- Select a communication behavior that is functionally equivalent to the problem behavior (provides the same reinforcement as the problem behavior). The communication behavior could be one that the student has in her repertoire, but does not use effectively, or could be a new skill.

- The replacement behavior should be more "efficient" than the problem behavior in terms of requiring less physical effort and it being likely to be reinforced more immediately and more consistently than the problem behavior.

- Establish a program to teach the behavior. Consider using discrete trial training and incidental teaching i.e., any naturally occurring opportunities to teach the behavior, usually child-directed. See Discrete Trial technique. Be sure that the student has enough trials (practice) to ensure that she becomes proficient in using the behavior as rapidly as possible.

- Make sure that the functional communication behavior is taught and reinforced in all environments where the student needs to be able to communicate her need or want.

- Develop a plan for minimizing reinforcement for the problem behavior that the functional communication behavior is intended to replace.

Example

A 9-year-old boy with Asperger's Syndrome becomes frustrated with certain writing tasks, and "shuts down" by refusing to do the work and tearing his paper. He is taught to request assistance from the teacher by raising his hand and asking for help. The request for help is a functionally equivalent replacement behavior for "shutting down" or noncompliance, in that they both have the effect of reducing frustration with the task.

Take a Break:
Description

Break time is an opportunity for a student to calm down and/or refocus, so as to be able to return to the instructional situation ready to learn. Students may become agitated emotionally or physically for a variety of reasons. Problem behaviors often escalate as a result of this agitation. An appropriate use of break time can prevent more severe behavior problems from occurring. **Break time is different from time-out** in that its focus is to teach the student an important self-control strategy, whereas time-out is a predetermined consequence for rule-breaking behaviors. Some students may have both break-time and time-out in their behavior intervention plan, though these are different interventions.

Examples

Marc, a nonverbal high school student with autism, occasionally becomes explosive and may hit the staff that work with him. Marc is taught to request a break when he first starts to get agitated, using a voice output communication device, and he then goes to sit in a designated quiet area until he calms down. Marc's teacher has taught him exactly how to make the request and what to do in the break area. He practiced this procedure about once a day when it was initially introduced, until he became familiar with it.

Jeff is a middle school student who can be defiant and explosive with his teacher, when he is corrected for minor misbehaviors. Things can escalate with Jeff quickly and unpredictably. A plan has been agreed upon whereby, if Jeff starts to get really upset (before he curses at the teacher), he can leave the classroom and go the counselor's office to cool down and talk, if necessary.
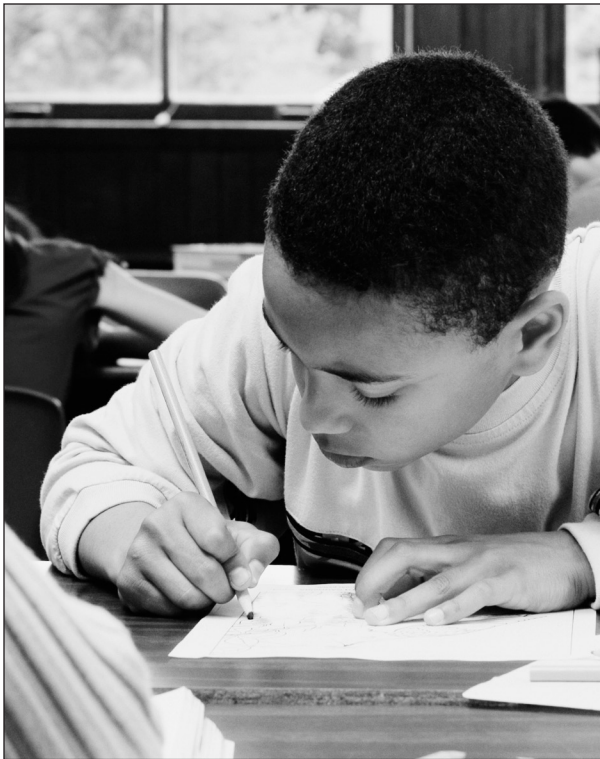
Procedures

- Conduct a functional assessment to determine if a break time is an appropriate strategy for the student. Generally, it is appropriate for students who have difficulty with anger, explosiveness, aggression, extreme hyperactivity, or agitation.

- Identify a break area either in the classroom or outside of it, as appropriate. The area should be neutral to the student in terms of reinforcing value. **It should not be confused with a reward area.**

- The student should be taught how to request the use of a break (see Functional Communication Training), and should be taught exactly how to take the break time. By requesting a break the student is being allowed to escape a potentially difficult situation. This is preferable to having to remove the student from the situation after he escalates into more severe behavior. Eventually however, the student should be taught other coping behaviors, such as how to request and accept assistance.

- Although uncommon, some students may overuse the opportunity to take a break. Monitor the frequency of the intervention, so as to prevent its overuse. The initial frequency of break requesting behaviors may be very high, but may quickly decrease as the student becomes more able to use breaks as necessary as the novelty wears off. When students continue to overuse a "break" strategy after about a week of consistent implementation, usually something has been missed in the data collection and hypothesis development. The student may be more motivated to escape demands than initially determined and not enough has been put in place to help the student increase his/her desire to perform.

- Allow the student to perform a neutral, but calming activity during the break and keep it as brief as possible.

Self-Management:
Description

Self-management strategies involve the student in taking responsibility for his or her behavior, including academic performance. Using these strategies increases the student's level of independence and can be very motivating to the student. Self-management strategies can be adapted for all ages of students. The following is taken from Alberto and Troutman's (2006) chapter on teaching student's to manage their own behavior. Three primary methods of self-management include **self-recording**, **self-reinforcement**, and **self-instruction**.

Procedures

To prepare the student for a self-management program teachers can:

- Explain to the student what behavior resulted in reinforcement.

- Ask the student to relate part or the entire contingency e.g., "Sam, you did 10 problems right. How many points did you earn?"

- Involve students in choosing reinforcers and in determining their cost in terms of behavior.

- **Self-recording systems** involve teaching the student to take data on his/her behavior. This may involve simply noting the occurrence or nonoccurrence of the behavior during a specific time period on an index card or simple tally sheet. A brief, clear description of the target behavior should be written on the data sheet and reviewed with the student. Students are generally honest and accurate in self-recording, if they have been trained in the system adequately. Self-recording systems can be designed to track desirable or undesirable behaviors.

- Self-recording systems can be used to provide **self-reinforcement**. Explain to the student what the target behavior for reinforcement is (consider asking for the student's input to the selection of the target behavior). Involve the student in selecting reinforcers and determining their cost in terms of behavior, as appropriate. Administration of reinforcers should begin under teacher control, until the student demonstrates a familiarity with the system. Eventually, students can be taught to self-administer reinforcement.

- **Self-instruction** involves providing prompts for oneself to guide one's learning. The teacher demonstrates to the student, who then rehearses the following skills:

  — Problem definition ("What is it I have to do?")
  — Focus attention and guide responses ("Go slow.... be careful.")
  — Self-reinforcement ("Good, I'm doing fine.")
  — Coping skills and error correction ("That's okay.... even if I make an error I can go on slowly.")
  — This basic strategy has been used effectively with a wide range of children with learning disabilities, attention deficit disorder, emotional, and mental impairments.

Procedures frequently used in the design of individualized behavior strategies include:

- **Task Analysis**
- **Prompting**
- **Shaping and Fading**
- **Generalization and Maintenance**

Task Analysis

Description

Task analysis is a description of the component behaviors needed to accomplish a goal behavior, given the student's current ability level. The components are sequenced into the order in which they occur.

Breaking a task up into smaller tasks provides the learner:

- More frequent opportunities for reinforcement

- A higher probability of producing correct responses

- And decreased probability of being overwhelmed

Task analysis is necessary prior to using shaping techniques.

Procedure

To determine the sequence of steps, staff may perform the task and write down each step. Recording tasks from memory, especially those done routinely, may lead to either grouping several steps into one behavior or forgetting steps altogether.

Example Skill: Introducing yourself

1. Look at the person. Smile.

2. Use a pleasant voice.

3. Say "Hi, my name is...."

4. Shake the person's hand.

5. When you leave, say, "It was nice to meet you."

Prompting

Description

A prompt is an additional stimulus that increases the likelihood that the student will respond correctly. Rules, instructions, and hints are examples of verbal prompts. Visual prompts include pictures or written rules or instructions. Pointing is an example of a gesture prompt. Demonstrations and modeling are another form of prompting. Physical prompts can range from a light touch to hand over hand instruction.

In general, when using prompts:

- Remember that prompts should help focus the student's attention on the task, not distract from it.

- Use the weakest prompts necessary.

- Plan to fade prompts as soon as possible. Students can become "prompt dependent" without effective prompt fading.

Example

A small visual cue is taped to the student's desk representing a prompt, e.g., "Raise hand when I need help." The teacher can point to the visual cue as needed without requiring a verbal prompt or interrupting the lesson.

Graduated Guidance:
Description

Graduated Guidance is a technique often used with young children or students with severe disabilities; in which physical prompting is used with gradual fading until the need for physical prompting is no longer necessary. The physical prompts are paired with verbal instructions or feedback, with reinforcement given during and after the procedure.

When a student does not display any imitation of the desired behavior, physical prompting may be necessary to begin teaching the skill. This is especially true for students who have difficulty understanding spoken language, or who have specific sensory impairments such as loss of hearing and/or vision. Some students learn best through their kinesthetic and tactile modalities. Graduated guidance has been found to be an effective teaching procedure for students who engage in problem behaviors (Demchak, 1989).

Procedures

• The object of this technique is to physically guide the student through a task with as little physical contact as is necessary to prompt him to continue it.

• The instructor should be alert to the student's muscle tone and movement initiations, and adjust the degree of physical contact accordingly, exerting more contact when the student's hands stop or move in the wrong direction.

• Verbal reinforcement is given as long as the student's hands are moving in the correct direction. Praise and verbal instruction are essential. Other forms of reinforcement (e.g., tactile) may be used with deaf-blind students. The student is also reinforced at the completion of the task.

Example

A teacher decides to teach a nonverbal student to use the manual sign for "help" to request assistance. Since the student will not imitate the sign when demonstrated, she decides to also use a graduated guidance prompt to teach the skill. Initially, she uses a complete hand over hand prompt, and reinforces the student immediately by providing praise and assistance with the task. Gradually, she fades the degree of physical assistance used, while continuing to present a gesture model for the sign.

Limitations

Some students may find physical contact very rewarding and resist self-initiation. Other students may find physical contact uncomfortable. For these students, consider consulting with an Occupational Therapist.

Shaping and Fading

Description

Shaping is the process of teaching goal behaviors by prompting and rewarding successive approximations of the desired behavior or skill. Components of a goal behavior are reinforced for the purpose of teaching the student the larger skill. Fading is the gradual reduction of the prompts and reinforcements used to teach the behavior.

Procedures

- Identify the goal behavior. Break it into steps using task analysis.

- Select a behavior the student currently performs that is an approximation of the goal behavior.

- Provide immediate reinforcement for the student's approximation behavior. Use prompts or guidance if necessary.

- Gradually increase the demand or requirement for reinforcement, such as achievement of the next behavior on the list of approximations.

- Once the goal behavior is well established, begin to fade the reinforcement to an intermittent schedule.

Example

Shaping strategies can be used to gradually increase the amount of work a student does in one sitting, or the length of time a restless kindergartener stays at circle time.

Generalization and Maintenance

Description

Generalization occurs when a skill or behavior learned in a specific setting, such as school, occurs in a different setting, such as home. The ultimate goal of instruction is for students to transfer the skills they have acquired at school to home and community settings. Generalization of behaviors can occur across environments, people, or other stimuli; or it can occur over time, after planned instruction has ended (maintenance).

Strategies to increase the likelihood of generalization

- Teach or modify the behavior in the setting where it is needed.

- Sequential modification involves modifying the behavior in one setting, and then evaluating whether the improvement generalized to other settings. If necessary, plan to modify the behavior in those other settings. For example, a token system is established for a student in the Resource Room to help reduce disruptive behaviors. It is effective there, but the student still has disruptive behaviors in Art Class. The token system is then implemented in the Art class to help decrease disruptive behaviors in that setting.

- Use many different examples of the same kind of instruction. For example, in teaching greeting responses to a student, a few different adults should plan to greet the child throughout the day.

- Increase the student's proficiency in the behavior through extensive practice. Schedule ample opportunities throughout the day for the student to practice the behavior.

- Teach the behavior in multiple settings e.g., different classrooms, hallways, playground, and home.

- Use common stimuli. For example, a visual schedule of the student's classes is used in 1st hour homeroom to help get him organized and ready for the day. The student takes this portable device (the schedule) with him to other classes to help remind him of his routine throughout the day.

- Train loosely involves deliberately incorporating diverse stimuli in instructional situations. This may also involve teaching skills concurrently (e.g., teaching communication skills within the context of academic or self-care instruction), and reinforcing the spontaneous occurrence of the target behaviors.

- Teach self-monitoring and self-reinforcement. See Self-Management technique.

Discrete Trial Instruction:
Description

Discrete trial instruction is a structured, behavioral procedure for teaching a variety of skills, including direction following. The following is taken from a description by Anderson, et. al. (1996) of the use of discrete trial methodology with young children with autism. Discrete trial methods can be used in direct instruction (individualized training), activity-based instruction, and incidental teaching.

Procedure

1. Giving Instructions

   — Before giving the instruction, get the child's attention by saying the child's name, making eye contact, or touching the child.
   — Phrase the instruction as a statement (not a question) clearly and concisely, and give it only once e.g., "Bob, open your book to page one." As opposed to: "Bob, quit playing with you pencil. Are you ready to work? Get out your book and open to the first page."
   — Initially, keep the wording of the instruction the same. After the child demonstrates an understanding of the instruction, vary the wording to encourage generalization of the direction following skill.

2. Child's Response

   — In general, allow 3-5 seconds for the child to start his response.
   — The child may respond in one of three ways: correctly, incorrectly (including avoidance behaviors such as attempting to leave), or not at all.

3. Consequences (Adult's Response)

   — For correct responses provide immediate reinforcement i.e., enthusiastic praise in combination with identified reinforcers such as stickers, high fives, tokens, etc.
   — For incorrect or no response provide mild verbal correction (e.g., "Wrong") or repeat the instruction and physically guide the child to respond correctly.
   — Do not repeat the instruction or prompts several times as this may teach the child he does not have to respond the first time you ask.
   — Less enthusiastic praise can be given during the correction trial. After the child demonstrates an understanding of what he is being asked to do, reserve reinforcement only for correct responses that occur following the first request.

4. Between-Trials Interval

   — An interval of 3-5 seconds will help the child understand that one instruction has ended and a new one is being given.
   — Begin each new instruction by gaining the child's attention.

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Teaching Replacement Behaviors/Social Skills Instruction

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Positive Reinforcement Strategies

Designing an Individualized Plan of Positive Reinforcement

Positive reinforcement is the presentation of an event that follows a behavior, which has the effect of increasing the frequency, duration, and/or intensity of that behavior over a period of time.

John Maag (2001) points out that,

> Reinforcement and punishment are naturally occurring phenomena—all behaviors are followed by certain consequences. If a behavior increased, then the consequence functioned as a reinforcer; if a behavior decreased, then the consequence functioned as a punisher. (p. 180)

Maag (2001) makes the following recommendations for using positive reinforcement in the classroom.

1. "Catching students being good" is one of the easiest and most effective ways of dealing with students with problem behaviors. He says that many teachers don't use positive attention more often because they believe that students "should" behave well, therefore only give them attention for inappropriate behaviors. He says that this belief is a prescription for failure and frustration, especially when working with students with behavior problems. Maag says that as a general rule, the second time a teacher gives a student a verbal warning should be a cue for that teacher to start "catching them being good." He points out that teachers only have to catch students being good occasionally because intermittent reinforcement can maintain high rates of desirable behaviors. In contrast, punishment is most effective when delivered continuously.

2. Think small. Plan to reinforce small units of behavior.

3. Use a group management plan of positive reinforcement for the entire class. These systems maintain high rates of appropriate behaviors for the entire class, and make it easier to implement individualized systems of reinforcement. Maag refers to Rhode et al. (1995) for ideas for classroom reward systems.

4. Use preventative strategies such as establishing clear rules and specifying rewards for displaying appropriate behaviors. Keep students academically engaged. Keep students with behavior problems away from each other. Walk around the room frequently to reinforce students in subtle ways. Maag points out those natural human behaviors of eye contact, smiles, kind words, physical proximity, and social interaction have powerful reinforcing value. Think about the 4 to 1 ratio of positive teacher attention to corrections for problem behavior used within systems of school-wide positive behavior support.

5. Use peer influence favorably. Be aware that the attention of peers may be more powerful than a punishment the teacher can deliver. Group management plans can help with using peer influence effectively.

Identify Target Behaviors

While all students need acknowledgment and/or reinforcement for a wide range of academic, social, and life skill behaviors, the use of positive reinforcement in a behavior intervention plan is focused on increasing critical replacement behaviors that should directly result in a decrease in problem behaviors.

Developing a plan of positive reinforcement first involves identifying the specific behavior(s) to be taught and/or strengthened. Refer to the results of the FBA to identify the target replacement behaviors or alternative behaviors. Operationally define the replacement behaviors. For example, in the FBA it might have been found that the student needed to learn how and when to gain the assistance of an adult. In developing the behavioral strategies however, the intervention team concludes that the specific behaviors for requesting adult assistance will differ depending on whether the student is in the classroom or on the playground. The target replacement behavior in the classroom involves raising his hand and waiting to be called on, whereas on the playground it involves finding the right adult and walking to that person.

Choosing Reinforcers

Choosing a reinforcer and determining how and when it will be used will affect the ultimate success or failure of a behavior intervention plan. Students who have learned how to gain control of powerful reinforcers in their environment by engaging in problem behaviors, may require careful analysis and a coordinated effort between school and home to ensure that only appropriate behaviors receive positive reinforcement. This can be easier said than done, especially with older students, or in situations in which adults have less ability to control the student's access to reinforcers. If a student is demonstrating frequent problem behavior, the intervention team should look closely at current reinforcement patterns using functional behavior assessment.

After identifying the specific behavior(s) targeted for planned positive reinforcement, the team should determine the types of reinforcement to be used and the schedules for providing it. For example, the target behavior might be following directions during the first 35 minutes of math class to be reinforced by a break, during which students can do an activity of their choice. Additionally, the teacher might provide the individual student with positive attention about every 10 minutes during the class, immediately after he has been observed to follow directions. Positive attention reinforcers could include acknowledgments such as, "thanks," a smile, thumbs up, etc. In this case, the behavior of following directions in math class is on two schedules of reinforcement, using two different types of reinforcers. Each of these schedules could be altered over time, as necessary.

Types of Reinforcers

Positive Teacher Attention: The best type of reinforcer is one that is readily available and appropriate to the environment, easy to deliver, can be controlled by the teacher, and which is powerful to the student. Positive teacher attention usually meets all of these criteria.

- Praise emphasizes social approval. "You have pleased me by what you did."

- Recognition is feedback to the individual that emphasizes the advantage of the behavior to that individual or others. It is more likely to foster independence and self-direction.

- Positive attention helps establish a relationship or rapport. It communicates to the student a caring and respectful attitude. Examples include asking a question unrelated to schoolwork, a personal greeting, or a smile.

Edibles..............Drinks, fruit, snack, etc.

Tangible...........Pencils, pens, markers, toys, gadgets, sports items, books, puzzles, etc.

Sensory............Music, hand lotion, swinging, movement, etc.

Activity.............Drawing, coloring, making things, taking care of a class pet, watching a video, computer time, free time, extra gym or recess, reading, etc.

Social................Socializing with friends, helping teacher, tutoring another student, being a leader in class, spending time with principal or favorite adult, etc.

Leisure..............Playing sports, playing an instrument, listening to music, hobbies, etc.

Secondary.......Tokens, points, or money used to buy other types of reinforcers

Several methods can be used to identify potential reinforcers for an individual student.

• Identify reinforcers that are currently available in the classroom and/or school environment and use those if possible.

• Ask the student about his/her preferences.

• Observe the student's choices and preferences.

• Ask those familiar with the student what she has been willing to work for in the past.

• Complete a reinforcement inventory (McCarney & Wunderlich, 1993, Fouse & Wheeler, 1997).

If a positive reinforcement intervention appears to be ineffective, the behavior intervention team should evaluate the appropriateness of the reinforcers being used. Be prepared to make adjustments in the selection of rewards.

Schedules of Reinforcement

Another potential problem is having an inadequate schedule of positive reinforcement. Replacement behaviors can remain weak if they are not reinforced with enough immediacy or consistency. The foundation of most successful classroom management systems is a high ratio (at least 4 to 1) of reinforcement (e.g., positive teacher attention) to corrections or reprimands. In determining the schedule of reinforcement for an individual student, some assessment of existing ratios (schedules) should occur. Generally, plan to increase the frequency of that schedule. This may involve scheduling more opportunities for reinforcement to occur throughout the school day e.g., every period, twice per day, once per day, etc.

The student may require many opportunities for teaching, prompting, and/or reinforcement of the target replacement behaviors in the process of acquiring the skill. He may also require more than one reinforcer. For example, both tangibles and praise could be used initially, with the tangibles faded after the behavior is strengthened. Eventually, the behavior should be maintained by intermittent (occasional) reinforcement, or by that which occurs naturally in the environment. In general, have a plan from the outset for fading the reinforcement schedule to more naturally occurring schedules.

The following are some examples of reinforcement schedules.

• Continuous: reinforcement is delivered after every occurrence of the target behavior. This should be used when teaching a new behavior.

• Intermittent: less frequent reinforcement is used to maintain and strengthen appropriate behaviors once they have been established through the use of continuous reinforcement.

• Fixed Interval (FI): reinforcement is delivered following the behavior, after a specified interval of time e.g., 15 minutes.

• Variable Interval (VI): Reinforcement is delivered following the behavior after the passage of varying intervals of time around a specified average. For example, the student is reinforced approximately every 30 minutes after he displays appropriate work behavior.

• Fixed Ratio (FR): Reinforcement is delivered after a specified number of responses. For example, the student receives a break after completing 25 package assemblies.

• Variable Ratio (VR): Reinforcement is delivered after a specified average number of responses. For example, a student may receive verbal recognition after completing an average of 3 questions in his workbook, with a range of 1-5 questions.

In the event that a student exhibits some inappropriate behavior just prior to his scheduled positive reinforcement, withhold the reinforcer for a short time (e.g., 1 minute), so as not to reinforce the inappropriate behavior.

Negative Reinforcement

Not to be confused with punishment, which has the effect of decreasing behavior, negative reinforcement increases the frequency of a behavior due to the removal of an unpleasant stimulus immediately following the behavior. When a child's whining or tantrum behaviors lead to the removal of a parent's demand to do homework, the tantrum behaviors have been negatively reinforced. That is, they are more likely to occur in the future when the child is expected to do homework. Negative reinforcement can result in the strengthening of undesirable behaviors, but can also result in increases in desirable behavior.

A teacher uses negative reinforcement to increase a desired behavior when he tells the group that there will be no homework for those that behave themselves in class. Avoiding a negative experience (homework) served to increase a desirable behavior in class. In terms of functional behavior assessment, this is called escape or avoidance motivated behavior. (See Teaching Replacement Behaviors.)

Token Economy:
Description

This is a procedure whereby certain items, such as poker chips, pennies, fake money, points, or check marks, are given to students for specific, appropriate behavior(s). The student then exchanges her tokens for a back-up reinforcer, usually high preference items or activities. Tokens take on the properties of generalized reinforcers, and this eliminates many of the problems associated with temporary satiation with a reinforcer. Token systems may be used effectively with individuals or groups of students.

Token economies should be tailored to the functioning level of the students, and should fit with the classroom situation. Some students may need to be trained in the use of the token system. The success of the program will depend heavily on the desirability of the back-up reinforcers and the interval between exchanges. Tokens should be portable, durable, and easy to handle.

Procedures

• Determine the target behaviors to be increased e.g., task completion, following class rules.

• Determine the value of the token in relation to the back-up reinforcers. Develop a menu of reward options from which the student(s) may choose. Different reward items may be assigned different values. Use a visual display of reward options.

• Determine the schedule for accessing the back-up reinforcers. Younger students, or students with more frequent behavioral problems, may require more frequent exchanges e.g., 4-5 times per day. The goal is to gradually lengthen the time between exchanges (i.e., once per day, week, or month) as the student's behavior improves.

• Provide the token to the student immediately after the behavior occurs or on a designated schedule e.g., at the end of every class period. Pair giving the token with social reinforcement i.e., tell the student why he has earned the token.

• In general, when a token system is designed as a behavioral intervention it should gradually be faded out when the objective has been accomplished, and control shifted to the delivery of natural consequences.

• Once tokens are given to the student they should not be taken away unless the plan specifically calls for token fines.

Visual Token System

I am working for

Contracting:
Description

A behavioral contract is an agreement between the student and others (e.g., teacher, parent) that describes reinforcement to be provided to the student for achieving identified goals or accomplishments. Contracts are negotiated between the parties involved, and should be as simple as possible. While some contracts may appropriately include consequences, the primary purpose of a contract is to promote positive behaviors. The use of consequences should be individualized i.e., they shouldn't simply restate the classroom management plan or school code of conduct.

A contract would typically be a subset of a behavior intervention plan, and would be signed by the student, as well as other parties involved in implementing the contract.

Procedure

Steps in Developing a Contract

1. Identify target behaviors e.g., completing assignments. Initially, plan to reward small approximations of behavior. Set the student up for success.

2. Negotiate a list of reinforcers that are easy to deliver and inexpensive. In negotiating reinforcers with the student, be open to a wide variety of options that might be available at home or school. Use bonus clauses for exceptional performance. Specify individualized consequences, if appropriate.

3. Set a timeline for earning rewards, usually daily, weekly or bi-weekly. Set a start date and schedule for renegotiation.

4. Write the contract in positive terms and have all parties sign it.

5. Contracts should be negotiated and should be fair to both parties.

6. Keep a record of the student's performance. Review it daily with the student.

7. Fade out written contracts after new patterns of behavior and reinforcement have been established.

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Positive Reinforcement

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Planned Consequences for Problem Behavior

Essentials

Planned consequences in a behavior intervention plan should:

- Make problem behaviors less useful

- Increase predictability for the student and staff

- Be instructional and teach responsibility

- Keep everyone safe

- Respect the dignity of others

A planned response or consequence to problem behavior should reduce or eliminate the reinforcement the student receives for the behavior, resulting in a weakening of the problem behavior.

Consequences should be designed so as to be humane, respectful, and effective in reducing the problem behavior. They should minimize the disruption to the classroom or school environment, and should be the least restrictive to the student.

When a student is experiencing behavioral problems it is important to ensure that he has been explicitly **taught** the behavioral expectations and rules. It may be necessary to re-teach specific expectations and let the student know that you will be monitoring his/her behavior. Re-teaching expectations can be done with the individual student, or the entire class.

It is important to teach consequence procedures e.g., how to take a time-out appropriately. If appropriate, use demonstration and role-playing, and provide practice for students in teaching them the behaviors that are expected in school.

If possible, it is best to intervene early in the typical sequence of problem behavior; do not wait until it escalates to use an effective intervention. For example, if the teacher observes the student becoming agitated and frustrated with a task, intervention should occur at that point (e.g., prompt the student to request assistance or take a break), before he becomes explosive, if it is known that is what is likely to happen without intervention.

Having an agreed upon procedure for responding to problem behaviors creates consistency for the student across environments and various adults with whom he/she interacts. It reduces the likelihood that someone will inadvertently reinforce the problem behavior.

Consequence procedures include techniques such as corrective feedback, extinction, redirection, time-out, and privilege loss. There are many ways of implementing these techniques and the manner in which they are designed for the particular student in the context of his/her school setting will greatly determine their effectiveness. If necessary, get the assistance of a person experienced in designing behavioral strategies in school settings.

Degree of Restrictiveness

All students have a right to education and behavioral intervention that is free from the use of unnecessarily restrictive procedures. The criteria for selection of an intervention requires that the least restrictive means be used, provided that it affords protection to the student and others, and that it is likely to achieve the desired result. The planned consequences and safety procedures described in the following section are arranged by degree of restrictiveness.

Non-Restrictive

A Behavior Intervention Plan may be developed, but is not necessary to implement these techniques.

Simple Correction Description

Correction is most effective when adults are consistent in their response to student behaviors and when students receive more positive attention for desired behaviors than correction for unacceptable behaviors. See Positive Reinforcement technique.

Procedures

Jenson & Reavis (1996) summarized 10 ways to increase direction following by using precision requests.

1. Direct requests are more effective than questions. For example, "Would you stop teasing?" is less effective than "I need you to stop teasing."

2. Make the request up close (one desk away), not from across the classroom.

3. Make eye contact. Ask the child to look into your eyes. (This may not be appropriate for students with autism.)

4. Only give the same request twice. Don't nag. Have preplanned back up consequences.

5. Use a soft but firm voice. Don't yell, cajole, plead, or humor.

6. Give the student time to comply. Don't keep talking.

7. Use start requests, more than stop requests. For example, "Please start your arithmetic assignment," is more effective than, "Please stop talking."

8. Control negative emotions. Use non-emotional requests. Yelling, name-calling, showing anger , or sarcasm can decrease compliance and make the situation worse.

9. Use descriptive, specific requests.

10. Reinforce compliance when it occurs e.g., "Thank you for doing that right away." Don't ignore the positive result.

Corrective Feedback:
Description

This procedure requires that the student practice an appropriate behavior following the occurrence of an inappropriate behavior i.e., "Let's try that the right way." It has an educational function for the student regarding appropriate behavior expectations. The ultimate objective is that the student would incorporate the appropriate behavior into his typical behavior patterns.

Procedures

- The student's inappropriate behavior is interrupted and identified, e.g., "Joey, stop; that was a disrespectful thing to say."

- State the positive expectation: "In our class, we speak respectfully to each other."

- Have the student practice. Joey practices saying it the right way.

- Teacher acknowledges the correction: "Thanks, Joey."

In general, corrective feedback should be used for target behaviors in which the student has previously demonstrated competence. If the appropriate behavior is not performed correctly after two or three trials in a single episode, then other techniques may need to be considered.

Physical force should not be used to implement this technique.

Examples

A student deliberately slams a door shut when leaving the room. The student is brought back into the room and instructed to walk out and close the door properly.

A young man walks by another student and touches him in a teasing manner. The student is required to retrace his steps with his hands to himself.

A student speaks rudely to the cashier in the cafeteria, demanding a certain food item. She is corrected and required to ask politely.

Restitution:
Description

Restitution requires that the student take actions that correct the results of his/her problem behavior. The student must return the environment to the same state it was in before the behavior. For example, the student who breaks a window must pay for a new one; the student who makes a mess must clean it up. Restitution is a good example of a logical consequence, where the punishment "fits the crime."

Social restitution involves making amends or trying to correct emotional harm to another caused by the problem behavior. Restitution promotes self-discipline and learning to take responsibility for one's actions. Making restitution is an important life skill that should be taught from a young age on through adulthood.

In a study of the perceptions of high school students assigned to community/court schools for disciplinary problems, restitution as a disciplinary procedure was viewed as more effective than suspension, which was perceived as ineffective in reducing recidivism (Houck, 2000).

Procedures

•   Generally, with a student who is upset at the time of the disruption, it is best to implement a time-out or "break" consequence first, to allow the person time to calm down and reflect on his actions, prior to implementing restitution.

•   Restitution with young children or those with limited language ability may require the teacher to coach the student through the entire process. For example, a child who hurt another child may need to be provided with the words to apologize and encouraged to shake hands with the other child.

•   Older students should be more involved in determining the specific form of restitution for their behavior. Apologies may still be appropriate, but the student may need assistance from an adult in understanding how they have harmed others, and possible options for providing restitution.

•   If appropriate, compensation for the misbehavior should be provided. This could involve a direct correction of the problem e.g., paint over graffiti or pay back stolen money. It could also involve additional compensation, such as work hours at home, at school, or community service.

Restitution (Non-Restrictive)

Redirection:
Description

Redirection attempts to shift the focus of the student's attention from a negative interaction to a positive behavior.

Procedures

- Ignore the problem behavior (or interrupt it) and direct the student to something you know he or she is more likely to do or comply with e.g., a more interesting task.

- Use behavioral momentum. Get the student started on the activity and give positive feedback to his or her initial efforts. Provide increased assistance to get the student started, if necessary. Plan to reward the student for compliance to the redirection.

- A possible risk associated with redirection can be reinforcement of negative behaviors. Consider redirection to a less rewarding or neutral activity if the problem behavior from which the student is being redirected continues or increases in frequency. The activity may be considered neutral if it is not difficult (the student can do it independently), but it is also not highly reinforcing (it should not be a reward activity). The neutral activity should have the effect of helping the student calm and refocus, if necessary. Once the student has completed the neutral activity, simply redirect him to the original task or the next scheduled activity.

Extinction/Reduction of Reinforcement:
Description

Extinction is the withholding of reinforcement for a behavior that was previously reinforced for the purpose of reducing the occurrence of the behavior.

Procedures

- It is first necessary to conduct a FBA to determine the reinforcer(s) maintaining the behavior e.g., escape from demand, seeking attention or something in the environment, or some kind of sensory stimulation.

- Next, plan to make that reinforcer unavailable to the student after the behavior. For example, if the FBA suggests that the student is being disruptive to gain adult attention, plan to ignore the student when he engages in the behavior.

- Plan to give the student the reinforcer (e.g., your attention) frequently when he is engaging in appropriate behaviors. Plan to teach the student alternative or functionally equivalent behaviors to gain the reinforcer he is currently obtaining through problem behavior.

- It is important that all people throughout the student's day carry out the extinction procedure, or else the problem behavior may be strengthened by intermittent reinforcement.

- The use of extinction may result in an initial increase in the problem behavior as the student increases his or her attempts to gain the reinforcement that used to be available for the behavior (extinction burst).

- Do not use extinction for behaviors that are dangerous, potentially dangerous, or disruptive to the school environment.

Differential Reinforcement:

Description

Differential reinforcement uses positive reinforcement to decrease inappropriate behaviors.

Differential Reinforcement for Other Behaviors (DRO)

DRO involves using positive reinforcement for the absence of inappropriate behavior during a specified interval of time e.g., a student receives points for not talking out during the class period. To determine how frequently to provide the reinforcement, measure how frequently the behavior occurs e.g., every 30 minutes on average. Then plan to reinforce the student twice as frequently for the behavior not occurring i.e., every 15 minutes without displaying the behavior.

DRO should generally be accompanied by an acquisition technique designed to teach the student appropriate alternative behaviors.

Differential Reinforcement of Alternative Behaviors (DRA)

There are two types of DRA.

- **Differential Reinforcement of Incompatible Behavior (DRI)** involves reinforcing a behavior that is physically incompatible with the target behavior. For example, DRI might be used to reinforce appropriate toy play in a child with autism who repetitively flaps his hands. He cannot hand flap and play with the toys at the same time, so the hand-flapping is reduced by way of increasing his toy play.

- DRA also involves positive reinforcement for a behavior that is a **functional equivalent** to the problem behavior. A functional equivalent is not necessarily physically incompatible with the problem behavior, but it accesses the same reinforcer as the problem behavior for the student. For example, each time Bob blurts out something to get the teacher's attention he is redirected to raise his hand. He is then reinforced by being called on, and given positive attention by the teacher. The goal is to reduce blurting out by reinforcing hand raising.

Procedures

The alternative behavior selected for reinforcement should be more efficient than the problem behavior in gaining what it is that the child wants.

- Generally, it should be a behavior the student already knows how to perform.

- Make sure that it serves the same function as the problem behavior.

- It should require less effort than the problem behavior and receive as immediate payoff or reinforcement.

Example

Sarah is a pre-schooler with an expressive language delay who grabs toys from other children during free play. Her teacher uses DRA by redirecting her when she does this, to "use her words" to ask for the toy from her classmate. Her teacher then facilitates Sarah being reinforced for appropriate asking.

Classroom Time-Out:
Description

Time-out is defined as the loss of positive reinforcement for a specified period of time following a problem behavior. In order for time-out to be effective, the classroom should be a place where the student receives plenty of positive reinforcement.

There are several types of time-out ranging in degrees of restrictiveness. Use the least restrictive form of time-out that is appropriate to the classroom/school situation and likely to be effective with the student. Non-exclusionary time-out and contingent observation time-out are examples of classroom time-out.

Non-exclusionary time-out involves the student losing reinforcers for a short period of time, usually for minor disturbances. Here are some examples:

- Students are told to put their heads on their desks for two minutes.

- A student is required to sit quietly at her desk for three minutes.

- Student loses access to a certain object or activity for a period of time.

Contingent observation time-out involves having the student sit apart from the group (e.g., a chair to the side of the room), but able to observe others in the class.

Duration of contingent observation time-out should be brief. Follow the procedures described below.

Procedures

In using any form of time-out, there are several important elements to consider.

1. Teach behavioral expectations and rules. Teach the consequences for following the rules (rewards) and for choosing not to follow the rules.

2. Establish an identified place for time-out. Keep it free from distractions. Time-out should be boring. Locate it somewhere that allows easy monitoring.

3. Teach the proper procedure for going to time-out, what to do while there, and what to do when it is over. Establish rules of time-out e.g., stay seated, be quiet, and hands to self.

4. Time-outs should be used for more significant rule-breaking behaviors e.g., minor aggression, disruptiveness (attention-seeking), or defiant behaviors. Generally, time-out should not be used for work avoidance or escape motivated behaviors, because it may reinforce the problem behavior. The use of time-out should be based upon an appropriate FBA.

5. Give directives briefly and calmly. State the rule that was broken and the consequence e.g., "The rule is no hitting, take a time-out."

6. When time-out is over, simply redirect the student back to his scheduled routine.

7. Keep it brief, generally 2-5 minutes for classroom time-outs. Brief classroom time-outs provide an immediate consequence for problematic behavior, and if implemented correctly allow the student to rejoin the class and resume his schedule in a relatively short period of time. Visual timers can be very effective in focusing the student's attention and to signal the end of the time-out period.

8. Generally, ignore minor disruptions or attention-seeking behaviors in time-out. For example, if the student stays in the time-out chair, but makes some sounds while there, ignore the sounds and carry on. If the student's disruptive behaviors can't be ignored, it may be necessary to use a back-up consequence.

9. If the student refuses to go to time-out or stay there, consider the following back-up consequences to encourage the student to cooperate with the procedure.

   • Restrict a school privilege (e.g., lose recess, free time, computer) if the student refuses to cooperate with time-out.
   • Send the student to do time-out outside of the classroom (not in the hallway), without giving a lot of attention to the misbehavior. This should be prearranged. See Exclusion Time-Out.
   • Re-teach time-out taking to the student.
   • Teacher situates herself near the student (proximity control) and/or uses physical prompts to redirect the student back to time-out (not for older students).
   • Plan a shorter duration time-out.
   • Start the time-out period when the student begins to cooperate.

   Some students, especially younger children, may have difficulty accepting consequences such as time-out and will escalate their problem behavior in order to avoid the consequence. It may be necessary to take a gradual approach to teaching the student how to accept consequences for his behavior e.g., use shaping techniques to reinforce approximations of compliance with time-out.

10. Variations on time-out include having students complete a writing task or "think sheets" (What did I do wrong? What can I do differently the next time?). These procedures generally take a little more time than contingent observation time-out.

Data Collection

The frequency and duration of time-out should be documented and monitored when used as part of a behavior intervention plan.

Sample Elementary Think Sheet

Privilege Loss/ Response Cost:

Description

This is a procedure in which a reinforcer is taken away from the student contingent upon the occurrence of a target behavior. This may involve the loss of a privilege, points, or tokens.

Procedures

- Define the target behavior in observable terms.

- Identify the reinforcer that may be lost. The simplest form of response cost is loss of a privilege e.g., lose a scheduled recess or free time. It is important to not have the student lose all opportunities for reinforcement. Consider subtracting portions of time lost as a consequence for the target behavior e.g., five minutes off recess.

- Loss of points or tokens involves establishing a point system or token economy for positive reinforcement of desired behaviors. Points and tokens are secondary reinforcers i.e., they acquire value to the student because they are associated with buying favored items or activities. Points and tokens are provided to the student throughout the school day in order to reinforce a variety of behaviors e.g., work completion, punctuality, following classroom rules, appropriate social behaviors, etc. Response cost can involve the loss of some previously earned points or tokens as a consequence for problem behavior.

- Prior to implementing response cost identify the amount of reinforcement that will be removed contingent upon the targeted response. Be sure to choose an amount that will effectively reduce the likelihood of the person's repeating the target behavior, without eliminating all motivation to continue to behave appropriately.

- Consider a hierarchy of costs, with more serious rule violations resulting in greater loss than minor infractions.

- Removal of the reinforcer should occur as a consequence for inappropriate behavior. The student should receive an explanation of why the privilege was lost.

- Response cost procedures should be closely monitored in order to prevent overuse. With a student who engages in many inappropriate behaviors, the possibility exists of removing too many reinforcers, thus creating a generally negative environment for the student.

- Careful consideration should be given not to withdraw activities or privileges that would adversely affect the student, given the nature of his/her disability e.g., excessive loss of recess for a student with ADHD.

Data Collection

Document the frequency of response cost procedures so as to monitor the effectiveness of the strategy.

Example

A student pushes another student to get ahead in the lunch line. He loses 5 minutes of recess after lunch.

Response Interruption:

Description

Some students manifest behaviors that are physically dangerous to themselves or others, or that severely impede learning, which may require physical interruption. Response interruption is a brief blocking or restriction of movement for the purpose of providing safety to the student and/or others.

The purpose is not to create an uncomfortable or aversive situation for the student, but rather to correct a specific student behavior and set the stage for learning new behaviors.

Procedures

- This technique involves a brief physical contact with the student, in which the instructor either blocks or holds the student i.e., five seconds or less.

- It may be necessary in some cases to carry out repeated interruptions. Verbal directives should always be considered for use in conjunction with this technique so that physical prompts can be faded and replaced by verbal directives.

- Interruption is followed by redirection to a desirable behavior.

- This technique may not be appropriate for those students who have severe negative reactions to physical contact.

Data Collection

Document frequency of target behavior and use of intervention.

Example

While playing a table game with another student, George, a 4th grade student with autism, becomes frustrated and begins to strike his face repeatedly. An instructor says "Relax, George" while she holds his hands down for a few seconds.

Exclusionary Time-Out/ Reponsibility Room:
Description

Exclusionary time-out (ETO) involves having a student leave the classroom or his regularly scheduled program, contingent on a problem behavior. ETO may be necessary to prevent significant disruption of the teaching situation. The student's loss of opportunities to receive reinforcement may decrease inappropriate behaviors in the future. ETO can defuse a volatile situation and allow the student an opportunity to calm down, before rejoining the scheduled activity. ETO generally is a longer duration than contingent observation time-out, and may be used as a back-up to a lower level time-out procedure i.e., if the student remains disruptive during in-class time-out.

Sample Middle School Think Sheet

Behavior Reflection

Name: _____ Date:_____ Hour: _____

1. This is the expectation I did not meet:
   _____
   _____
   _____
   _____
   _____
   _____

2. I should follow this expectation because: (Write at least 20 words here.)
   _____
   _____
   _____
   _____
   _____
   _____

3. This is what I could have done instead: (Write at least 20 words here.)
   _____
   _____
   _____
   _____
   _____
   _____

Stevenson Middle School Saints
Choose to be the best at SMS!

Procedures

- See procedures described in classroom time-out. Teach all students the rules and consequences, including how exclusion time-out should be taken, if necessary.

- If possible, give the student a warning prior to using exclusion time-out.

- If the student continues the disruptive or rule-breaking behavior, calmly inform him of the consequence and the reason for it. The duration of the time-out period should be specified and brief (generally 10 to 45 minutes, unless otherwise specified).

- Generally, it is recommended that in the exclusion situation the student first calm down for 5-15 minutes without adult interaction. Then, the student should do a written or verbal reflection, take responsibility for his/her actions, and develop a plan for re-entry to the classroom.

In-School Suspension:
Description

In-school suspension (ISS) is a common disciplinary action in many schools, which can in some cases be used effectively as part of an individualized behavior intervention plan. Typically, ISS is used as a consequence for severe behaviors such as disruptiveness, fighting, insubordination, arguing, property destruction, smoking, truancy, and other behaviors that are not necessarily dangerous or illegal.

Procedures

Stage (1997) describes three types of in-school suspension programs.

1. The first type is a time-out procedure, whereby the disruptive student is sent to a vacant classroom, with supervision, usually for one class period.

2. The second type usually takes longer than time-out, and requires the student to complete some academic work.

3. The third type uses some sort of counseling procedure that includes asking the student to identify what happened to get him in trouble, and generate alternatives that would result in more positive outcomes.

Sheets (1996) recommends an individualized approach to ISS, since the reasons for misbehavior vary from student to student. Furthermore, when used as part of a behavior intervention plan, the type of ISS may need to be individualized based upon the functional assessment and the student's individual needs.

In general, ISS will be most effective in reducing the student's problem behavior when:

• There are high levels of academic support and positive attention available in the classroom.

• "Chains" of problem behaviors are intervened with early on, before they escalate to more severe behavior. It is preferable to intervene with ISS early in the chain of problem behavior, keep the ISS period as brief as possible, and return the student to the classroom situation as soon as he is in control of his behavior, makes restitution, if necessary, and is ready to learn. Before increasing the duration of ISS, evaluate the frequency of its use and its impact on the target problem behavior over a period of time.

• The ISS procedure is used immediately following the misbehavior, not days later.

• And the ISS procedure does not provide reinforcement for the problem behavior. Adult and peer attention are potential sources of reinforcement in ISS. If ISS is being used as a time-out procedure, then it should be a boring period of time for the student. ISS may also reinforce misbehavior in the classroom by way of allowing the student to escape an unpleasant demand or situation.

Send-Home:
Description

Sending a student home from school for the day as a consequence for problem behavior can be used effectively in a behavior intervention plan as a type of time-out procedure. This requires a well-planned and cooperative effort between home and school.

Send homes should only be used for unsafe or highly disruptive behavior.

Procedures

Specify the behaviors for which the student will be sent home and predetermine what will happen at home. The student should not be rewarded at home. The remainder of that day should be boring. This could include restrictions on playing outside, watching television or playing games, talking on the phone, computer use, etc. Restrictions on privileges should be individually determined.

This could also include restrictions on the amount of interaction or attention the parent or caregiver gives to the child. Homework should be completed, if appropriate. Generally, consequences should be predetermined and implemented firmly, and with a minimum of emotion or verbal interaction. The duration of send-home time-outs should be one day only.

Send-home time-out can be an effective intervention with some students when the behavior demonstrated at school is very disruptive to the school setting. It can be an effective way of communicating to the child that his parents and teachers have consistent expectations and consequences. Send-home time-out should be monitored carefully, so as not to be overused or lose its effectiveness.

Data Collection

Document all uses of Exclusion Time Out, In-School Suspension, and send-homes.

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Restrictive

When restrictive techniques are included in a Behavior Intervention Plan a Functional Behavior Assessment, Peer Review and Informed Consent are required. These plans should be reviewed on a monthly to bi-monthly basis.

Physical Restraint:
Definition

Physical restraint involves direct physical contact that prevents or significantly restricts an individual's movements by holding the person's limbs, head, or body.

Appropriate Use

• Physical restraint should only be considered, as a last resort, when the student's behavior is a clear and imminent risk to the safety of himself/herself, or to others.

• Additionally, physical restraint should only be used in a BIP when less restrictive measures and techniques have been considered and deemed to be ineffective.

General Procedures for Use

• Physical restraint should be performed in a manner that is:

— Safe
— Appropriate to the student's:
  ° Severity of behavior
  ° Chronological and developmental age
  ° Physical size
  ° Gender
  ° Physical condition
  ° Medical condition
  ° Psychiatric condition
  ° Personal history, including any history of physical or sexual abuse

• Physical restraint should not be used any longer than necessary for the student to regain control of his/her behavior. Generally, it should not exceed 10 minutes.

• If restraint exceeds 10 minutes, or if at any point the student shows signs of physical distress, the school administrator and parent should be contacted. Obtain medical assistance, if necessary.

• If possible, an adult who does not participate in the restraint procedure should witness the restraint.

• The safety and comfort of the student should be maintained during the restraint procedure. Pressure should not be exerted against joints.

• Proper staff ratios should be maintained to effectively and safely implement a physical restraint procedure.

Limitations on Use

• Physical restraint should never be used as a punishment procedure, for the convenience of staff, or because of a lack of adequate staffing.

• Physical restraint should only be performed by staff that have been properly trained in strategies designed to prevent the need for restraint and the use of safe physical management techniques.

• Any use of a physical restraint procedure is potentially dangerous. Restraint related positional asphyxia (CPI, 2002) occurs when a person being restrained is placed in a position in which he cannot breathe properly and is not able to take in enough oxygen. This lack of oxygen can lead to disturbances in the rhythm of the heart, and death can result. Certain factors increase a person's risk for restraint-related positional asphyxia. These include:

— Obesity
— Extreme physical exertion or struggling prior to or during the restraint
— Breathing problems, such as asthma or emphysema
— Heart disease
— Use of alcohol or other drugs

• Staff must be aware of the physical dangers of a period of extended restraint with a student. Monitor the student's vital signs.

• No physical restraint procedure should be used that has a negative impact on the respiratory system of the student.

Documentation

Every use of physical restraint should be documented and include the following information:

• Description of the target behavior.

• If possible, description of the antecedent events to the behavior.

• A description of the specific restraint procedures used with the student.

• A description of the student's response to the physical restraint.

• The duration of the restraint procedure.

When used in an emergency this information should be shared with the student's parents as soon as possible and in writing within 24 hours.

Physical Restraint in a Behavior Intervention Plan

If a pattern of behavior emerges that may require physical restraint then the student's behavior intervention team should do the following:

• Consult appropriate medical personnel to advise whether there are medical or health contraindications for the use of restraint with the individual student.

• Conduct a FBA.

• Develop an intensive BIP including prevention strategies, replacement behavior instruction, positive reinforcement, consequence procedures, and specific procedures for the use of physical restraint. The BIP should be data-based and include monthly to bi-monthly reviews including the entire behavior support team.

• The BIP should receive peer review from knowledgeable staff.

• Obtain informed consent from the student's parent.

• Behavior intervention plans should provide a sequence of less restrictive interventions to be used before physical restraint.

• Specific physical restraint procedures written into a behavior intervention plan may need to be individually designed in accordance with the needs of the particular student. The specific behaviors for which the student will be restrained should be identified in the behavior intervention plan.

• Staff should be trained in the specific physical restraint procedures described in the behavior intervention plan.

• If physical restraint is incorporated into a student's BIP, then reporting to parents should occur at behavior review meetings, or more frequently if the parent requests.

Seclusion:
Definition

Seclusion is the confinement of a student alone in a secured room or other space from which the student is physically prevented from leaving.

Appropriate Use

- Seclusion should only be considered, as a last resort, when the student's behavior is a clear and imminent risk to the safety of himself/herself, or to others.

- For some students the use of seclusion time-out may present less of a risk of injury to the student and staff than physical restraint, when used as an intervention for extremely aggressive or dangerous behaviors.

- Additionally, seclusion should only be used in a BIP when less restrictive measures and techniques have been considered and deemed to be ineffective.

General Procedures for Use

- Seclusion should be performed in a manner that is:

    — Safe
    — Appropriate to the student's:
      ° Severity of behavior
      ° Chronological and developmental age
      ° Physical size
      ° Gender
      ° Physical condition
      ° Medical condition
      ° Psychiatric condition
      ° Personal history, including any history of physical or sexual abuse

- The student placed in seclusion time-out must be continuously visually monitored to ensure the safety and well-being of the student.

- The duration of seclusion should not be any longer than necessary to allow the student to regain control of his/her behavior. The following are some general guidelines:

    — Elementary School students – no longer than 15 minutes.
    — Middle and High School students – no longer than 20 minutes.
    — If the student is still not in control of his/her behavior at the end of the recommended timeline, extend the seclusion for a predetermined length of time (e.g., two minutes) and communicate to the student that he/she must be in control during the final portion of that time (e.g., last one minute) before exiting seclusion. Also, obtain additional support (e.g., administrative) as appropriate to deal with the situation. Contact the parent.

Limitations on Use

- Seclusion should never be used as a punishment procedure, for the convenience of staff, or because of a lack of adequate staffing.

- Seclusion should only be utilized by staff that have been properly trained in its use and strategies designed to prevent the need for seclusion.

- A room or area used for seclusion:

  — Must not prevent the student from exiting the area should staff become incapacitated or leave the area.
  — Must provide adequate space, lighting, ventilation, viewing, and the overall safety of the student.
- Seclusion time-out is generally not appropriate for students who are severely self- injurious or suicidal.

Documentation

Every use of seclusion should be documented and include the following information:

- Description of the target behavior.

- If possible, description of the antecedent events to the behavior.

- A description of the specific procedures used with the student.

- A description of the student's response to seclusion.

- The duration of the seclusion procedure.

When used in an emergency this information should be shared with the student's parents as soon as possible and in writing within 24 hours.

Seclusion in a Behavior Intervention Plan

- If a pattern of behavior emerges that may require seclusion, then the student's behavior intervention team should do the following:

  — Consult appropriate medical personnel to advise whether there are medical or health contraindications for the use of seclusion with the individual student.
  — Conduct a FBA.
  — Develop an intensive BIP including prevention strategies, replacement behavior instruction, positive reinforcement, consequence procedures, and specific procedures for the use of seclusion.
  — The BIP should be data-based and include monthly reviews including the entire behavior support team.
  — The BIP should receive peer review from knowledgeable staff.
  — Obtain informed consent from the student's parent.

- The means of directing the student to seclusion time-out should be carefully planned. Staff should be trained in appropriate guidance techniques so that the possibility of injury to student or staff is minimized.

- Less restrictive interventions should be utilized before seclusion time-out, if possible.

- If seclusion is incorporated into a student's BIP, then reporting to parents should occur at behavior review meetings, or more frequently if the parent requests.

Protective Devices:
Definition

Protective devices are equipment recommended by a physician or therapist for the purpose of providing safety for a student whose behavior (e.g., self-injurious head banging or self-biting) may present an imminent risk to the safety of himself/herself, or others.

It should be noted that the Michigan Department of Education policy document, "Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint", 2006, prohibits the use of mechanical restraints, but not adaptive or protective devices recommended by a physician or therapist (when used as recommended).

If a physician or therapist recommends a restrictive protective or adaptive device for behavioral purposes, and that device restricts movement or normal body function, these guidelines recommend that a FBA and BIP be developed for that student, in accordance with the procedures described below.

Students needing protective and adaptive devices are typically identified as eligible for special education. The use of an adaptive or protective device should be referenced in the IEP or 504 Plan of a student with a disability.

These guidelines do not apply to the use of safety equipment used as intended by the general student population e.g., seat belts, safety harness on school transportation.

Appropriate Uses of a Protective Device

- The behavior of some students may be of such a serious, even life-threatening nature that use of a protective device may be necessary. While for some students self-injurious behaviors may have a degree of physical or medical causation, frequently self-injury is also a learned behavior, and as such requires intensive behavioral intervention in combination with other approaches, for successful treatment. Because of the restrictions these devices may place on a student's freedom of movement, their use must be accompanied by a specific plan aimed at reducing and/or eliminating use of the device.

Procedures for Use in a Behavior Intervention Plan

- If a pattern of behavior emerges that may require a protective device, then the student's behavior intervention team should do the following:

   — Consult appropriate medical personnel, such as the student's physician and/or an occupational or physical therapist, to determine if there is a recommendation that the device be utilized in the school setting.
   — Conduct a FBA.
   — If appropriate, develop an intensive BIP including prevention strategies, replacement behavior instruction, positive reinforcement, consequence procedures, and specific procedures for the use of the protective device.
   — The BIP should be data-based and include monthly to bi-monthly reviews including the entire behavior support team.
   — The BIP should receive peer review from knowledgeable staff.
   — Obtain informed consent from the student's parent.

Limitations on Use

- Protective devices may develop highly reinforcing qualities for some students with self-injurious behavior. When the device is removed he/she may engage in self-injury in order to have the device re-applied. Protective devices may become a "signal" to the student that he/she may not receive the same level of demands, and removal of these devices may "signal" to the student that he/she faces increased demands. Specific procedures may need to be developed for fading or removal of the protective device.

- The behavior intervention team for a student whose behavior requires the use of a protective device should include experienced and qualified interventionists.

- The student must be visually monitored while wearing the protective device.

Documentation

Every use of the protective device should be documented and include the following information:

- Description of the target behavior.

- Description of the antecedent events to the behavior.

- A description of the protective device applied to the student.

- A description of the student's response to the device.

- The duration of use of the device.

Reporting to parents on the use of the protective device should occur at behavior review meetings, or more frequently if the parent requests.

Emergency Use of Restrictive Procedures:
Definition

An emergency is a sudden, unforeseen event which requires action to correct or to protect lives and/or property. Emergency circumstances in schools may require the use of physical force, including the use of restrictive behavioral techniques discussed in this document.

The Michigan Corporal Punishment Law, § 1312 of the revised school code establishes that,

> A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy may use reasonable physical force upon a pupil as necessary to maintain order and control in a school or school-related setting for the purpose of providing an environment conducive to safety and learning.

When a student exhibits a pattern of behavior that threatens the safety of him/her, or others, the school should conduct appropriate planning and develop interventions aimed at prevention of the problem behavior and guidelines for the safe management of the behavior should it occur again. Behavior intervention plans as described in this document can be developed for this purpose.

This section is intended to provide guidelines for schools in order to ensure that restrictive procedures are used only as a last resort and when absolutely necessary to provide for the safety of the student and others, and that they are used in a safe and appropriate manner.

General Guidelines

In general, when a student's behavior poses a physical threat in school, staff should attempt to follow preliminary procedures when possible. This includes reasonable attempts to implement alternatives such as:

- Calming the student through talk, determining what the student may be trying to communicate or obtain, or changing the nature of the demands on the student.

- Consider removing the troubled student, or if he/she is aggressive, all other students from the room or area.

- If the student cannot be calmed, seek additional help from other school personnel. At least two staff should remain present with a student during an emergency intervention, if at all possible.

- The building principal or designee should contact the student's parent or caregiver as soon as possible, informing them of the student's behavior, the use of an emergency intervention, and the student's response to the intervention.

- Schools should develop emergency response plans and have staff trained in crisis intervention.

Use of Restrictive Procedures in an Emergency Situation

When a student's behavior poses a threat to self and/or others, it may be necessary to utilize a restrictive behavioral procedure on an emergency basis. Should restrictive behavioral procedures be implemented in the absence of an approved behavior intervention plan, the following limitations on use should be observed.

• Any use of a physical restraint procedure is potentially dangerous. Restraint related positional asphyxia (CPI, 2002) occurs when a person being restrained is placed in a position in which he cannot breathe properly and is not able to take in enough oxygen. This lack of oxygen can lead to disturbances in the rhythm of the heart, and death can result. Certain factors increase a person's risk for restraint-related positional asphyxia. These include:

— Obesity
— Extreme physical exertion or struggling prior to or during the restraint
— Breathing problems, such as asthma or emphysema
— Heart disease
— Use of alcohol or other drugs

• During emergency physical restraint the student should be kept as safe as possible to prevent injury to self and others. In the event the student continues to struggle, observe for signs of physical distress, difficulty breathing, vomiting, or other physical changes. Do not use any procedure that may negatively impact known medical conditions or the student's breathing, such as applying pressure to the chest. Monitor the student's vital signs. Consult with the school nurse or other medical personnel immediately, including calling 911, if the student appears to be in distress or physical danger.

• Contact the student's parents as soon as possible. Provide written documentation of the event to the parents within 24 hours.

Emergency Restrictive Intervention Report

An Emergency Restrictive Intervention Report should be completed that includes the following information.

• The problem behavior(s) and the events (antecedents) that preceded it

• The student's behavior(s) that necessitated the emergency intervention

• The interventions used

• The length of time the emergency intervention lasted

• The student's response to the intervention

• A description of any student or staff injuries occurring as a result of the incident

• A description of pending action(s)

• Names of staff involved in the incident

Restrictive Procedures in a Behavior Intervention Plan

When restrictive procedures are included in a behavior intervention plan it is necessary to obtain peer review of the plan and the informed consent of the parent/guardian.

Informed Parental Consent

Informed parental consent should be obtained for behavior intervention plans that include restrictive interventions. Informed consent means that the parent has been fully informed of all relevant information and signs in agreement. Emergency circumstances may necessitate the use of restrictive interventions prior to the development of a BIP that incorporates their use.

Although rarely utilized, some restrictive procedures have the possibility of discomfort and other risks associated with their use. Parents must be fully informed of these possibilities. They must also be informed of other alternative interventions, with their advantages and disadvantages explained. School districts are strongly encouraged to document that parents have been informed of this information. The consent form found in the Appendix is an example of such documentation.

Peer Review

Behavior intervention plans that incorporate restrictive procedures should receive peer review by at least two professionals with demonstrated expertise in the area of behavioral intervention for students with severe behavioral problems. Peer review may also be considered for intervention plans designed for students with very severe or complex problem behavior.

- Individuals conducting a peer review should have:
    — Experience with the student's disability, and
    — Experience designing interventions for students who have displayed the target behavior.

Human Rights Committee Review

If a concern arises regarding the humaneness of a proposed behavior intervention plan that incorporates the use of a restrictive procedure, then a Human Rights Committee should be convened to review the matter. A local school district may access a HRC through Wayne RESA.

Membership

- The Wayne RESA HRC will consist of five (5) members, including the Coordinator, who will be from Wayne RESA.

- Members will be drawn from a cross section of professionals knowledgeable of students with behavior problems and school communities, such as educators, health care, and community mental health professionals. One member should be a parent or representative of an organization that serves individuals with disabilities and their families.

Committee Operations

- The committee will review proposed behavior intervention plans within the context of the guidelines set forth in this document.

- All materials and matters discussed by the Human Rights Committee will be considered confidential. Personally identifiable information will be redacted from the plans reviewed.

- At the discretion of the committee, outside child specific experts may be invited to clarify or discuss the proposed procedures and/or related issues.

- The Wayne RESA HRC will recommend an approval/disapproval using the plan review form. Their decision will be based on a consensus of the committee. The committee may recommend approval of a plan contingent on specific revisions.

- The decision of the HRC is advisory to the school district.

- The student's parent/guardian should be informed of the decision of the HRC.

References

Emergency Intervention

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School/Class Removals and Alternatives to Suspension

School districts develop "codes of conduct" as a means of clarifying behavioral expectations for students. Codes of conduct typically utilize school/class removals as one of the consequences for engaging in inappropriate behavior. These removals include issuing school suspensions ranging from one school day to total expulsion. They may also include sending the student to detention or in-school suspension.

It is important to note that while a few of the behavioral strategies/interventions described in this manual do involve removing the student from class and, less frequently, from school, their planned use as part of an individualized BIP should not be confused with code of conduct removals. They are not initiated as a standardized disciplinary response. Instead, the school/class removals are employed as a short-term means for preventing an anticipated escalation of inappropriate behavior or for removing the reinforcers that are maintaining the student's problem behavior. When properly implemented, such removals actually serve to help reduce the likelihood that the student will receive a code of conduct removal e.g., prevent minor disruptive behaviors from escalating to major infractions.

This distinction is particularly important when the student in question has a disability. IDEA's manifestation determination requirements make it necessary for school officials to keep track of each code of conduct removal issued to a student with a disability, and to ensure that certain procedural steps are followed when the removals exceed 10 days in accumulation.

To ensure that BIP removals are distinct from code of conduct removals, it is necessary that the send-home be written into the student's IEP.

In order for school/class removal to be an effective behavioral intervention strategy, care must be taken to ensure that the student's inappropriate behavior will not, in fact, be reinforced by the removal itself. Sending the student home can be particularly problematic in this respect. An example of unintended reinforcement would be the student who ends up watching television or playing with electronic devices all day as a result of the school removal. Staff will need to collaborate with the student's parents to help prevent the possibility of reinforcement.

Unintended reinforcement is a common problem for code of conduct school removals. School administrators can refer to the references below for resources in the area of alternatives to suspension.

References

Alternatives to Suspension

- "Alternatives to Out-Of-School Suspension." TeachSafeSchools.org. The Melissa Institute for Violence Prevention and Treatment, n.d. Web. July 31, 2012. <http://www.teachsafeschools.org/alternatives-to-suspension.html>.

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Additional Classroom Resources

- Abramowitz, A. J., & O'Leary, S. G. (1991). Behavior interventions for the classroom: implications for students with ADHD. *School Psychology Review*, 20, 220-234.

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Wayne RESA
Simple Functional Behavior Assessment

Student: _____ Date: _____

Sources of Data: ☐ Record Review ☐ Scatterplot ☐ ABC logs Other: _____

Interview information reported by: ☐ Teacher ☐ Parent ☐ Student ☐ Other: _____

Completed by: _____

DESCRIBE PROBLEM BEHAVIOR(S)

Describe in specific and observable terms. Prioritize 2-3, if more than one. What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

Estimated frequency:

TRIGGERS/ANTECEDENT

What typically occurs before or during behavior? Specific demands or situations?

Where is the behavior most likely to occur? What locations?

With whom? When?

Setting Events? Home difficulties, peer influence, etc.?

Describe any related medical, health, or medication issues.

CONSEQUENCE(S)

What typically actually happens immediately after problem behavior? Think about the last couple times it happened.

What does the student obtain? Attention? Something else?

What does the student avoid? Demands? Negative interactions?

CURRENT PLAN/STRATEGIES
Describe the current plan or strategies being used.

Describe parent/home involvement regarding the student's school behavior.

STUDENT INPUT
Has the student expressed concerns/difficulties that may relate to the problem behavior?

OTHER
Student's strengths:

Possible Motivators/Reinforcers:

Possible Replacement Behavior(s):

Summary/Hypothesis Statement:

Wayne RESA
Intensive Functional Behavior Assessment

Student: _____ Date: _____

Sources of Data: ☐ Record Review ☐ Scatterplot ☐ ABC logs Other: _____

Interview information reported by: ☐ Teacher ☐ Parent ☐ Student ☐ Other: _____

Completed by: _____

The following is a format for conducting FBA that considers a wider range of possible variables than simple FBA. It typically requires the input of a variety of informants and sources, using interviews, file review, questionnaires, and observations. Indirect and direct assessment methods may be used to gather this information.

After the initial information-gathering portion of the FBA is completed, a summary of variables, or hypothesis statement is developed, which is then used to design the student's behavior intervention plan.

DESCRIBE PROBLEM BEHAVIOR(S)

Describe in specific and observable terms. Prioritize 2-3, if more than one. What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

Estimated frequency:

MEDICAL/HEALTH

Health, medical, or psychiatric conditions:

Current medication(s):

Effects and side effects of medication(s):

Known traumatic events:

Current medical treatments, therapies, or services outside of school:

Any pattern or cycle to the individual's behavior? Explain:

INTERVENTION HISTORY

Write a brief history of the problem behavior and interventions. If available, describe effectiveness.

What rewards are currently provided to the student in school? For what? How often?

What consequences are currently used in school for problem behaviors? What is the typical student response to these consequences?

SKILLS ASSESSMENT

Student's academic strengths:

Academic needs:

Organizational needs:

Student's preferred learning styles:

Student's social strengths:

Social skills deficits with peers and adults:

Does the student have difficulty in expressing any of these basic communication functions?

- ☐ Gaining adult attention
- ☐ Gaining attention of peers
- ☐ Dealing with a difficult task
- ☐ Expressing frustration or confusion
- ☐ Requesting things of others
- ☐ Rejecting or protesting something

☐ Indicating preferences or making choices
☐ Requesting assistance

If the answer is yes to any of the above, use the communication summary below to think about and identify possible replacement behaviors for instruction.

COMMUNICATION SUMMARY

Target Problem Behavior	Possible Communication Function	Possible Replacement Behavior(s)

PARENT INPUT

Any significant changes or difficulties at home?

Is the behavior a problem at home? Are there other problems?

Disciplinary techniques or consequences used at home?

How effective are they?

Preferences and privileges at home?

Does the behavior interfere with the child's involvement in community social activities e.g., sports, religious, recreational? How?

How does the behavior affect the child's quality of life?

STUDENT INPUT

Where and when does the student think he/she has the most problems in school?

What are those problems?

Why does the student think he/she has those problems?

What changes could be made at school or home so that he/she would have fewer problems at school?

What kind of rewards would he/she like to earn at school?

What kind of activities would the student like to do that he/she is not able to do currently?

ANTECEDENT ANALYSIS

Places, routines, or subjects where behavior is likely to occur?

Places, routines, or subjects where behavior is unlikely to occur:

People/staff with whom behavior is likely to occur?

People/staff with whom behavior is unlikely to occur?

Particular demands or situations likely to trigger the behavior?

- ☐ transitions from a preferred activity
- ☐ being denied something
- ☐ being asked to do something
- ☐ other—describe:

Are other students usually involved?

Is the problem behavior likely to occur in structured situations?

Unstructured situations?

Does the student appear to understand the expectations for behavior in all environments?

Does the student seek out help from adults when needed?

CONSEQUENCE ANALYSIS

What typically actually happens immediately after problem behavior? Think about the last few times it happened.

Are demands typically altered after the target behavior?

Does someone usually intervene to help the student after the target behavior?

Does the student gain access to something that he/she appears to want?

Does the behavior appear pleasurable to the student apart from what else is going on around him?

Does the behavior appear to give the student control of others or the situation? Explain.

Does the behavior, or do related behaviors, appear to be compulsive i.e., repetitive, internally driven? Explain.

RESPONSE EFFICIENCY

Amount of physical effort involved in the problem behavior?

Does the behavior consistently "work" for the student i.e., by gaining others' attention, getting what he/she wants, etc.?

How much of a delay is there between the behavior and what usually follows it?

REINFORCEMENT SURVEY

Identify potential reinforcers by asking the student, observing preferences, or asking parents or other teachers.

Activity Reinforcers e.g., computer time, extra recess, drawing, reading, etc.

Tangible Reinforcers e.g., favorite items, toys, music, etc.

Social Reinforcers e.g., visiting favorite adults, extra time with peers, etc.

Academic Reinforcers e.g., display work, recognition or praise, stickers, etc.

Edible Reinforcers e.g., drinks, snack, etc.

Describe the student's money skills and interest in earning money.

How often does the student appear to need activity or tangible reinforcers in order to maintain appropriate behaviors?

☐ Weekly?
☐ Daily?
☐ More than once per day? Specify.

How often does the student receive positive attention from adults in school?

☐ Weekly?
☐ Daily?
☐ More than once per day? Specify.

OPPORTUNITIES FOR SUCCESS IN CURRENT SCHOOL ENVIRONMENT

What are the student's interests? Strengths?

Does he/she have opportunities at school to engage these interests or strengths? Explain.

Do adults and peers in the school setting recognize the student's strengths or interests?

SUMMARIZE RESULTS OF THE FBA

Include methods, major variables thought to be associated with problem behavior(s), antecedent patterns, setting events, motivational hypothesis related to reinforcement, and skills analysis.

Behavior Intervention Plan Format

Student: _____ Date: _____

Parents: _____ School: _____

Support Staff: _____ Teacher(s): _____

DESCRIPTION OF PROBLEM BEHAVIOR(S)

SUMMARY OF FUNCTIONAL ASSESSMENT/HYPOTHESIS STATEMENT

INTERVENTION PLAN (Describe objectives, procedures, and data to be collected.)

Prevention Techniques

Teaching Replacement Behaviors

Positive Reinforcement

Planned Consequences

Home Interventions

Schedule for Program Review

Signatures: _____ Date: _____

Behavior Review Form

Student: _____   Date: _____

Participants: _____   Period of Review: _____

_____   Date of BIP: _____

Review/Analysis of Data

Identify data sources:
- Graphic summaries
- Patterns of behavior identified from scatterplot, ABC recordings, etc.
- Updated observational and interview information

Evaluate the effectiveness of the interventions implemented

- Was the plan implemented reliably?
- What strategies were effective?
- What strategies were ineffective?

Summary of Recommendations

Date and time of next Review Meeting: _____

Weekly Scatterplot

Student: _____   Week of: _____   Year:_____

Target Behaviors: Interventions:

1. _____   A. _____

2. _____   B. _____

3. _____   C. _____

TIME	MONDAY DATE:	TUESDAY DATE:	WEDNESDAY DATE:	THURSDAY DATE:	FRIDAY DATE:
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
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12:45-1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					
3:15-3:30					
Totals:					

ABC Log

Student: _____ Target Behaviors: _____

Date	Time	Activity	Antecedents	Exact Behaviors	Consequence	Student's Reaction

Time Out Log

Student: _____ Target Behaviors: _____

Date	Antecedents	Target Behavior	Student's Reaction	Time In	Time Out	Total Minutes	Staff Initials

Emergency Restrictive Intervention Report

Student: _____   Date: _____

School: _____   Time of incident: _____

Staff involved: _____   Location: _____

Description of what was occurring prior to the problem behavior (antecedents):

Description of student's behavior requiring intervention:

Description of any interventions used prior to use of emergency restrictive procedures:

Description of use of restrictive intervention (include names of staff involved):

Duration of incident and use of restrictive procedure

Description of how the student responded to emergency procedures:

Was anyone injured or hurt during this incident? If yes, describe injury.

Description of pending action:

Signature: _____   Date: _____

Informed Consent Form for Restrictive Behavior Intervention

Student: _____   BIP Date: _____

District / School: _____

School District Representative: _____

    1.   The objectives and procedures of the intervention plan were clearly explained to me.

    2.   I was informed about possible discomforts or risks that could result from this intervention plan.

    3.   I was informed about the benefits to be expected from this plan.

    4.   I was informed about possible alternative strategies to this plan, with their advantages and disadvantages.

    5.   Any questions I had were fully answered.

    6.   I understand that I may withdraw my consent for this plan at any time, by providing the district with a written notice to that effect.

<div align="center">

I AGREE with the above statements and give my consent for the
attached behavioral intervention plan to be implemented.

</div>

Signature: _____   Date: _____
<div align="center">PARENT / GUARDIAN</div>

Signature: _____   Date: _____
<div align="center">PARENT / GUARDIAN</div>

Signature: _____   Date: _____
<div align="center">STUDENT (IF APPROPRIATE)</div>

Peer Review Evaluation Form

Student: _____   Date of Plan: _____

1. The background information is adequate.

   ☐ Yes ☐ No

   Comments:

2. The functional assessment of the problem behavior appears adequate.

   ☐ Yes ☐ No

   Comments:

3. The intervention plan appears adequate.

   ☐ Yes ☐ No

   Comments:

4. The data collection and review procedures are adequate.

   ☐ Yes ☐ No

   Comments:

5. Do the procedures proposed in the plan appear safe and humane for the student?

   ☐ Yes ☐ No

   Comments:

6. Additional recommendations:

Reviewer: _____   Date: _____

Wayne RESA Human Rights Committee
Plan Review Form

Student: _____   BIP Date: _____

Restrictive Technique: _____   HRC Review Date:_____

In judging the humaneness of a proposed restrictive procedure the Human Rights Committee should consider the following questions.

- Has informed consent been obtained?

- Has staff training occurred?

- Has peer review been completed?

- Are the behavioral objectives appropriate?

- Have less restrictive behavioral methods been attempted unsuccessfully?

- Will the student be stigmatized by the proposed procedures?

- Does the plan minimize restrictions on the student?

- Are the proposed procedures socially acceptable?

- Does the plan minimize the risk of injury to the student and others?

- Does the plan appear to have a reasonable chance of producing the desired change of behavior?

- Does the plan have a process for review and modification, if necessary?

- Would not using the proposed procedure be likely to result in harm to the student?

Consensus Recommendation:

☐ Plan approved ☐ Plan not approved
☐ Plan approved pending changes below:

_____

_____

_____

Committee Members   **Date**

_____   _____

_____   _____

_____   _____

_____   _____