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Understanding and Addressing Challenging Behaviors:
Expect Success

Webinar 11
Behavior Intervention Plan:
Procedures in Response to Target Behavior and
Procedures to Teach Replacement Behavior

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How will staff respond when the individual engages in the target behavior?

The target behavior most likely will not disappear right away, so staff need to respond in a consistent manner

- Team members need to recognize and know how to respond to the identified precursor behaviors

- Team members need to know how to respond to the first occurrence of the target behavior and then what to do if the target behavior continues
  - This involves introducing the replacement behavior with prompting and using the reinforcement plan as written in the BIP

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Reinforcement as Part of the BIP

Reinforcement may be discussed in two ways.

- As a factor that increases a challenging behavior

- As a tool teams use to teach new behaviors

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Positive Reinforcement Ratio

Truly Successful Teachers Reinforce Students at a Ratio of:

_____ to 1

(This number includes verbal and non-verbal positive reinforcement)

Tim Lewis, PBIS Presentation 10/1/13

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Rules for Reinforcement

Must be **individually** determined	Reinforce **new** behavior **frequently**	Needs to be **consistent**

Need to see **change** in behavior	Must **directly** follow behavior that is to be reinforced

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Reinforcement: Satiation

- Too much of the same reinforcer may result in loss of effectiveness

- Keep looking for new reinforcers

- Rotate identified reinforcers to avoid satiation

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Procedures in Response to Target Behavior: Molly

1. When Molly starts to rock in her chair and/or flap her hands (precursor behavior), a staff person presents her with the switch. If Molly presses the switch, she gets a break. If Molly doesn't press the switch, staff models and Molly gets a break.

2. If Molly screams loudly enough to interrupt teacher instruction, the closest staff member will point to the switch that indicates "I need a break". If Molly presses the switch, she gets a break. If Molly doesn't press the switch, staff models how to press the switch and Molly gets a break.

3. Molly will receive positive feedback (high five, fist bump, "you want a break", etc.) for prompted and unprompted pressing of the switch.

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Procedures in Response to Target Behavior: Joe

1. When staff are giving directions and Joe looks away (precursor behavior), staff will present the home base pass to Joe. If Joe takes the pass and starts walking to his home base, he gets to put 3 marks on his self-monitoring chart.

2. When staff are giving directions and Joe looks away and pushes books off the desk, staff will present the home base pass to Joe. If Joe takes the pass and starts walking to his home base, he gets to put 2 marks on his self-monitoring chart.

3. When staff are giving directions and Joe looks away, pushes books off the desk, and kicks, staff will present the home base pass to Joe. If Joe takes the pass and starts walking to his home base, he gets to put 1 mark on his self-monitoring chart.

4. When staff are giving directions and Joe looks away, pushes books off the desk, kicks, and bolts, staff will start Safety Procedures listed below.

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Procedures in Response to Target Behavior: Rubin

1. If Rubin looks away and/or puts his head down when given an assignment (precursor behaviors), he will be given a reminder card to go to the help desk. If Rubin goes to the help desk, he earns 2 tokens.

2. Wait 5 minutes. Rubin will be given another reminder card. If he goes to the help desk, he earns 1 token.

3. If Rubin threatens a staff member or punches furniture/wall/lockers, see Safety Procedures below.

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Procedures to Teach Replacement Behavior

In this section of the BIP, your team will address:

• How the team will teach the replacement behavior

• What strategies will be used

• How the strategies will be implemented

• When the replacement behavior is used by the individual, how will reinforcement be given

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Procedures to Teach Replacement Behavior: Molly

1. Direct one-on-one instruction using discrete trial training with least to most prompting to teach Molly how to press the switch with the recorded message "I need a break". (See DTT AIM for instruction on this practice.)

2. Direct one-on-one instruction using discrete trial training with least to most prompting to teach Molly how to use the gesture to back away and don't touch me.

3. During one-on-one instruction, Molly will receive positive feedback (high five, fist bump, "you want a break", etc.) for prompted and unprompted pressing of the switch.

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Procedures to Teach Replacement Behavior: Joe A.

1. Direct instruction about home base: how to request the pass to go to home base; when in home base, how to use list of calming strategies, how to ask for clarification of directions to complete the assignment, how to verbalize it is too loud and how to return to gen ed class.

2. When calm:
a) Practice using the home base pass
b) Teach and practice the calming strategies (deep breathing, yoga moves, listening to music)
c) Practice asking for clarification of directions and to verbalize when it is too loud
d) Practice how to return to gen ed class

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Procedures to Teach Replacement Behavior: Joe B.

3. Teach self-monitoring chart tracking positive behaviors: (a) when he follows the directions independently in the gen ed classroom; (b) when he calmly asks for help and then starts his work in the gen ed classroom; (c) when he uses the pass to go to home base to calm and have directions clarified. When he gets 5 marks, Joe can choose a reinforcer (music time, computer time, book time).

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Calming Strategies

Teaching individuals a variety of calming strategies is part of Positive Behavior Intervention and Supports

Strategies include:

• Yoga

• Mindfulness

• Meditation

• Breathing techniques

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Self-Monitoring

• Teach individuals how to track their own positive behaviors

• Develop system for tracking and teach to the individual

• Remember to reinforce progress

• Use check-ins to monitor progress

I Will Remember To:
Put my hand up
Work quietly
Remain seated
http://specialed.about.com

Daily Goal Report:
Date:_____ Name:_____

Time	Behavior	Schoolwork
Morning Bell to Recess		
Recess to Lunch		
Lunch to Recess		
Recess to Home Bell		

Behavior Goals:_____
Schoolwork Goals:_____
http://specialed.about.com

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Procedures to Teach Replacement Behavior: Rubin 1

1. Starting in the ED classroom, the whole class will be taught about the class help desk that can be used when any student has a question or needs additional assistance. (This is to take the stigma away so Rubin will not feel he is specifically targeted as the only student going to the help desk). Class Help Desk Procedure:

a) Go to help desk
b) Get individual choice work folder to work on until a staff member can help with a difficult assignment
c) Interact positively with staff member by asking your question and working through the challenge
d) Return to the large/small class group and continue working

2. Using modeling, role play, prompting, and visual supports to teach about the help desk.

3. At the beginning of each ED class period, remind all students about the help desk.

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Procedures to Teach Replacement Behavior: Rubin 2

4. Whole class reinforcement plan:

a) The class chooses a reinforcer to earn (movie, pizza party, fast food lunch brought in, etc.)
b) Each time any student uses the help desk positively, a token is added to the token board.
c) When the target number of tokens is earned, the reinforcer is given to the whole class.

5. Rubin's reinforcement plan (in addition to the class plan):

a) Rubin chooses a reinforcer to earn (time to research cars and being a mechanic, time to design and build items, time to listen to music, computer time, etc.).
b) Each time Rubin uses the help desk (1) with a prompt, he earns 2 tokens or (2) independently, he earns 3 tokens.
c) When the target number of tokens is earned, Rubin is given the reinforcer.

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Behavior Steps Plan Chart: BIP Procedures to Teach Replacement Behavior

Behavior Plan Steps Chart

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Your Team's Turn: Procedures in Response to Target Behavior

FBA & BIP Form

12. Behavior Intervention Plan	(Use Guiding Questions document)
Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)	[Leave Blank]
Objective to Decrease Target Behavior (Based on baseline data)	
Objective to Increase Replacement Behavior	
Data Collection Procedures	
Antecedent Procedures (Look back to Items 1, 3, 7, and 8)	
Procedures in Response to Target Behavior (including reinforcement plan)	

Guiding Questions Document

Determine:
- **If the individual engages in the target behavior, what will the staff do?**
- **If the individual stops the target behavior, what and how will reinforcement be given?**
- **If the individual continues the target behavior, what will staff do?**

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Your Team's Turn: Procedures to Teach Replacement Behavior

FBA & BIP Form

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Data Collection Procedures	
Antecedent Procedures (Look back to Items 1, 3, 7, and 8)	
Procedures in Response to Target Behavior (including reinforcement plan)	
Procedures to Teach Replacement Behavior (including reinforcement plan)	

Guiding Questions Document

Determine:

- **How will the replacement behavior be taught?**

- **What strategies will be used to teach the replacement behavior and how will the strategies be implemented?**

- **When the individual uses the replacement behavior, what and how will reinforcement be given?**

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