

# Assessing, Addressing and Supporting Students at TIER 3



## **Part 2: Behavior Support Plan Development and Fidelity Measurement**

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UNIVERSITY OF DELAWARE  
POSITIVE BEHAVIOR SUPPORT PROJECT**

# Select role and take corresponding role card



- Specific roles for today:
  - ✦ **Facilitator - Guides the meeting process; remains objective**
  - ✦ **Timekeeper - Keeps track of time spent on issue; prompts group when allotted time is up**
  - ✦ **Recorder/Note taker - Takes notes; keeps track of decisions made**
  - ✦ **Reporter - Uses recorder's notes to share with the group as needed**

# Our Agenda

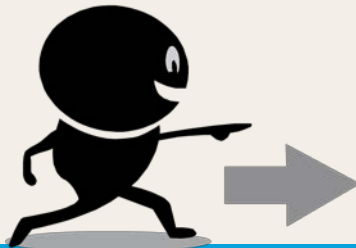


- Review of FBA system and processes
- Competing Behavior Pathways
- Facilitation of BSP Process – step by step guide
  - Teach interventions
  - Prevent interventions
  - Reinforce interventions
- Developing a Fidelity Plan
- Continuum of supports from TIER 1-TIER 3

# Let the FORMS be your guide.



- Team Facilitator Step by Step FBA/BSP Process
- Forms (A-E) cover through Meeting 1
- Forms (H-J) cover Meeting 2 and monitoring.



## Tier 3 - Functional Behavioral Assessment and Behavior Support Plan Team Facilitator Step by Step Process

- Referral is made from TIER 2 (*Form A, given at first training*)
- Facilitator meets with teacher:
  - Complete increase and decrease behavioral form (*Form B, given at first training*)
    - Operationalize behaviors to increase and decrease
  - Give PTR assessment questionnaires (*Form C, given at first training*)
    - All teachers
    - Family
  - Create data sheet for teacher to keep preliminary data
  - Teacher complete reinforcement interview/inventory with student

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- Get PTR assessment questions back and summarize assessment questionnaires
- Draft hypothesis
- Meeting 1 - (*Form D, given at first training*)
  - Student strengths are highlighted
  - Operationalize targeted behaviors for change
  - Pick the most salient targeted behaviors for change
  - Pick the most appropriate (replacement) behaviors
  - Review summary of PTR assessment data
  - Discuss the slow, fast triggers
  - Discuss the consequences
  - Discuss the probable function
  - Facilitator reviews hypothesis
  - Create behavioral rating scale or other data collection tool (*Form E-Page 2*)

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- Keep behavior data for one to two weeks (Baseline data)

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- Meeting 2
  - Review hypothesis
  - Review trends in baseline behavioral data
  - PTR Plan Checklist (*Form F-Page 3*)
  - Teach ideas (*Form G-Page 4*)
  - Prevent ideas (*Form G-Page 4*)
  - Reinforce ideas (*Form G-Page 5*)
  - Fidelity Plan
    - PTR Plan Assessment (*Form H-Page 6*)
    - Weekly Behavior Support Plan Assessment (*Form I-Page 8*)

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- 2 week follow up meeting
  - BSP Review Form (*Form J-Page 9*)

# Step 1 – Facilitator meets with teacher



**GOAL SETTING (adapted from the PTR process)**  
*This form is completed in a meeting with the facilitator and teacher(s).*

\_\_\_\_\_ (Student's Name)

	Behavior
Decrease	
Increase	

- Review behavioral referral (*Form A-p. 1*)
- Review increase and decrease targeted behaviors (*Form B-p. 2*)
- Give out PTR assessment forms (*Form C-p. 3-7*)
  - Teachers
  - Family
- Create with teacher data sheet for teacher to keep preliminary data

\* Conduct student interview form/reinforcement inventory

# Defining the Target Behaviors



- Are the behaviors described in specific, observable, concrete terms?
- Are behaviors defined such that they can be measured?
- Can two people agree reliably that a behavior has occurred?

<b>Non-Example</b>	<b>Example</b>
angry, hostile, resentful	kicks over chairs
makes inappropriate noise	high pitched screams

# Were we specific enough with Robbie?



## ROBBIE EXAMPLE

### GOAL SETTING (adapted from the PTR process)- (Form B)

*This form is completed in a meeting with the facilitator and teacher(s).*

Robbie

(Student's Name)

	Behavior
Decrease	Angry outbursts – any behavior defined as yelling, talking back, angry words directed at teacher, grunts – measured in times of occurrence per day  Going to the nurse – times that Robbie requests to go to the nurse per day
Increase	Stating feelings – anytime that Robbie expresses how he feels (i.e. nervous, scared, worried, anxious, angry, mad) either using picture cues or words. This is also measured in times per day.  Requesting a break – the number of times Robbie requests a break either by words or picture

## Step 2 – Facilitator summarizes preliminary information and prepares for meeting



- Facilitator summarizes PTR assessment forms
- Facilitator drafts Initial Line of Inquiry  
*(Form D-p. 8-10)*
- Facilitator drafts hypothesis



# Step 3: Meeting #1 with team



## Agenda overview -

- Review student strengths
- Agree upon behaviors to increase and behaviors to decrease
- Summarize PTR assessment information
- Agree upon slow triggers, fast triggers, consequences and possible functions of behaviors
- Agree upon hypothesis
- Draft a data collection sheet

# Robbie's FBA

**Student:** Robbie

**FBA Meeting Date:** 1.8.2014

**Participants:** Eileen, Melissa, Lynn, Debby

**Revision/Revisit** 1.28.2014

**Strengths:** Good attendance, enjoys some peers (friends, Johnny), enjoys movies/Netflix w/ Mom & basketball, Able to share his needs/expresses himself, and completes tasks 1 on 1.

PREVENT DATA <i>(refer to 1a, 2a, 3a, 4, 5, 6 on PTR Prevent assessment)</i>		TEACH DATA	REINFORCE DATA <i>(function- refer to PTR assessment Teach 1-6); (consequences – refer to PTR assessment Reinforce 1-5)</i>	
SLOW TRIGGERS	FAST TRIGGERS	Targeted Behaviors	PERCEIVED FUNCTION	ACTUAL CONSEQUENCES
<ul style="list-style-type: none"> <li>Parents are divorced</li> <li>No contact with Dad</li> <li>Blaming Mom for Dad leaving</li> <li>Social skill deficits</li> <li>Takes a mood stabilizer</li> <li>IEP for Emotional Disturbance</li> </ul>	<ul style="list-style-type: none"> <li>Taking tests</li> <li>Writing – fine motor tasks</li> <li>Socializing at lunch</li> <li>Unstructured times</li> <li>Tasks requiring extended responses</li> <li>Going to school</li> <li>Noise in cafeteria</li> </ul>	<p>BEHAVIORS TO DECREASE</p> <ul style="list-style-type: none"> <li><b>Angry outbursts</b> – any behavior defined as yells out, talking back, angry words directed at teacher, grunts – measured in times of occurrence per day</li> <li><b>Going to the nurse</b> – times that Robbie requests to go to the nurse per day</li> </ul> <p>Trouble at lunch Throwing up</p> <p>BEHAVIORS TO INCREASE (</p> <ul style="list-style-type: none"> <li><b>Stating feelings/ Self-control strategies</b> – anytime that Robbie expresses how he feels (i.e. nervous, scared, worried, anxious, angry, mad) either using picture cues or words. This is also measured in times per day.</li> </ul>	<ul style="list-style-type: none"> <li>Escape – social environments</li> <li>Avoiding tasks/work;</li> <li>Avoiding situations that contribute to anxiety</li> <li>Gain 1-1 contact from nurse</li> </ul>	<ul style="list-style-type: none"> <li>Send Robbie to office/not completing the task</li> <li>Teacher/peer ignoring</li> <li>Loses recess</li> <li>Time at nurses office – 1-1 attention</li> <li>Not facing social situations</li> <li>Loss of friends</li> <li>Loss of instruction time</li> <li>Suffering grades</li> </ul>

# Robbie's FBA

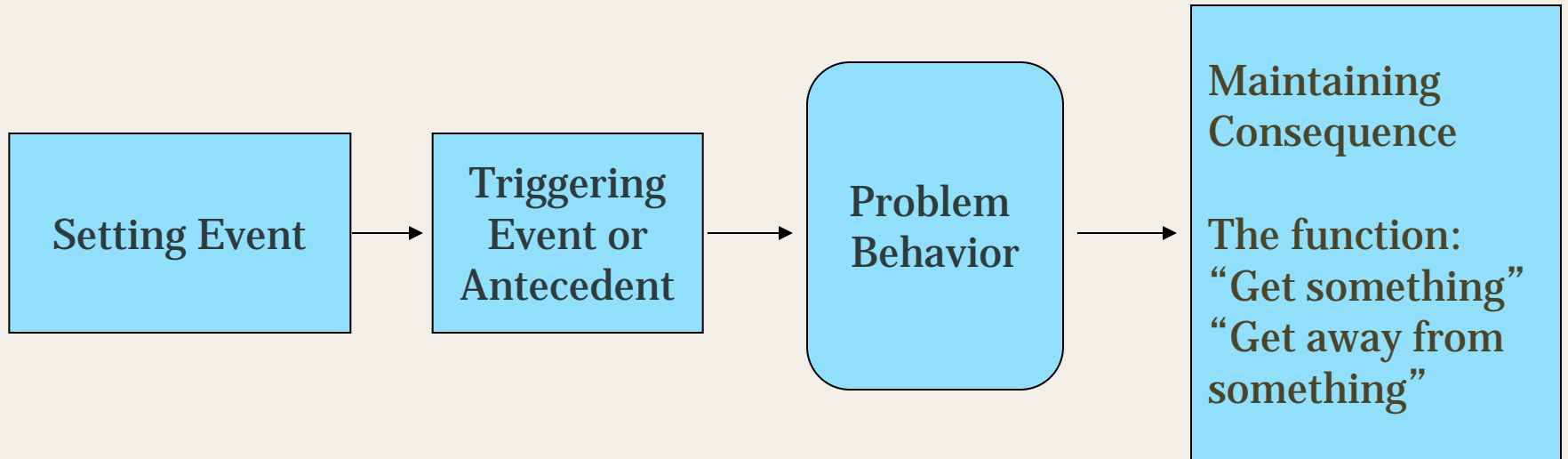


		<ul style="list-style-type: none"><li>• Requesting a break – the number of times Robbie requests a break either by words or picture</li><li>• Self-control; breathing strategies, relaxation strategies</li><li>• Staying in class</li></ul>		<ul style="list-style-type: none"><li>• Gets out of doing independent work</li></ul>
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**Less Likely To Occur:** *(refer to 1b, 2b, 3b on the PTR assessment)*

Does not get sick on weekends; transitions are fine overall except to unstructured settings and writing tasks

# Functional Assessment Pathway





**FUNCTIONAL BEHAVIOR ASSESSMENT**  
**INITIAL LINE OF INQUIRY (Continued) -(Form D)**

Student: Robbie FBA Meeting Date: 1.8.2014  
Revision/Revisit Date: 1.28.2014

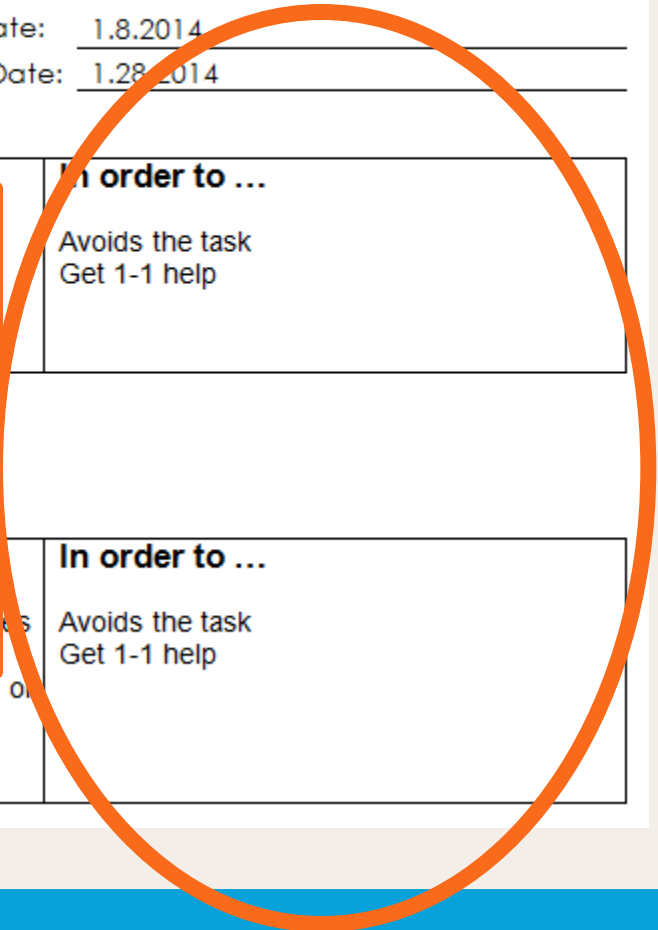
**Specific Hypothesis (targeted behavior to decrease):**

When this happens ...	Student does this	In order to ...
A writing task is presented A test occurred In an unstructured setting		Avoids the task Get 1-1 help

**Specific Hypothesis (targeted behavior to increase):**

When this happens ...	Student does this	In order to ...
A writing task is presented A test occurred In an unstructured setting	Robbie asks for help using picture cues or words	Avoids the task Get 1-1 help

Consequences are the same for Robbie doing the target behavior OR replacement target behavior.



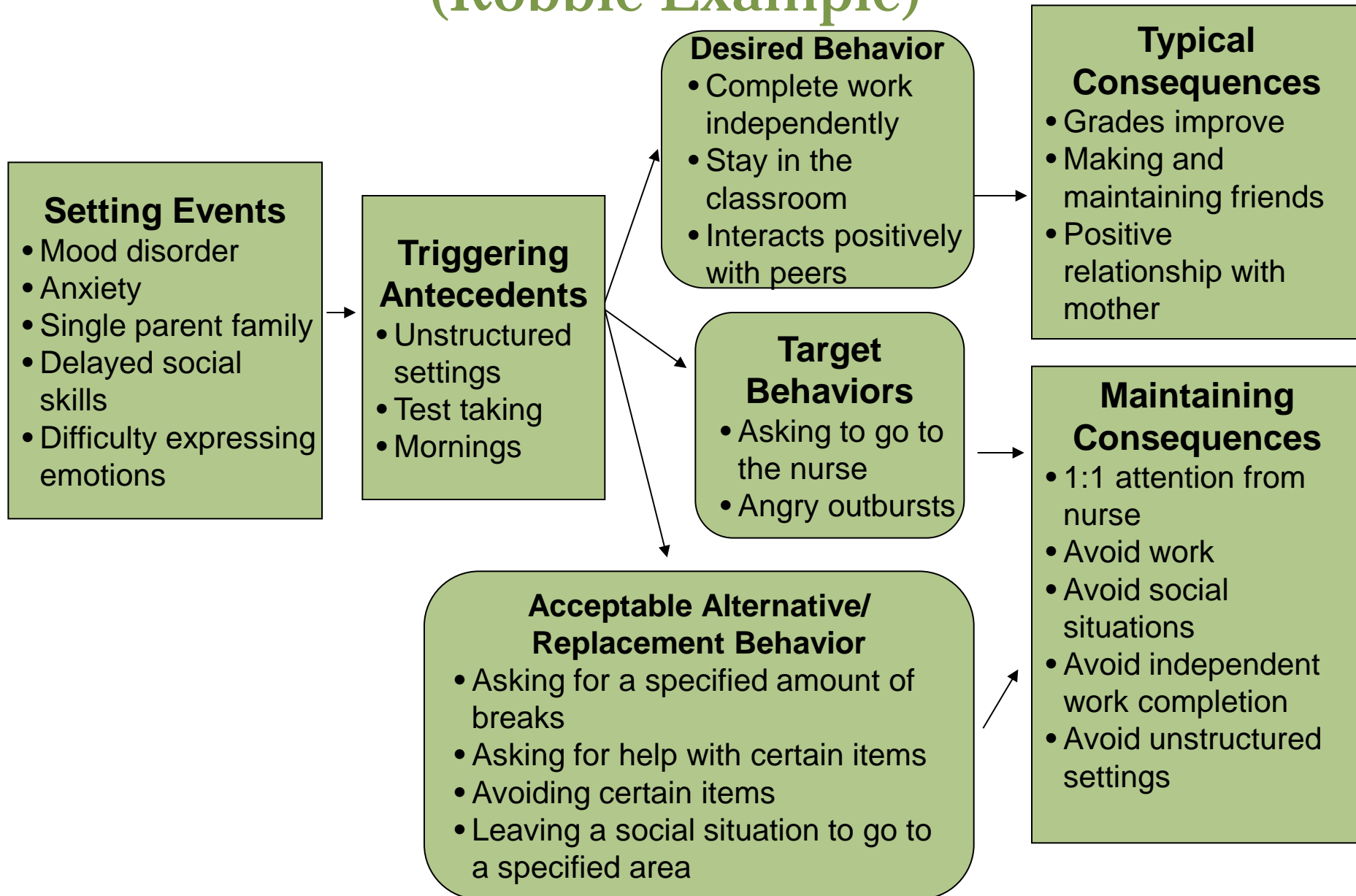
# Competing Behavior Pathways



- **Competing Behavior Pathway chart is a visual representation of the problem behavior, the desired alternative behavior, and the functional alternative behavior.**
- **The chart includes the confirmed functional assessment summary statement for the problem behavior.**
- **Alternative or competing behaviors, and the contingencies associated with them, are charted.**
- **The chart is used for selection of intervention procedures, with full team buy-in, prior to developing behavior plan.**



# Competing Behavior Pathway (Robbie Example)





# Team time – Let's reflect



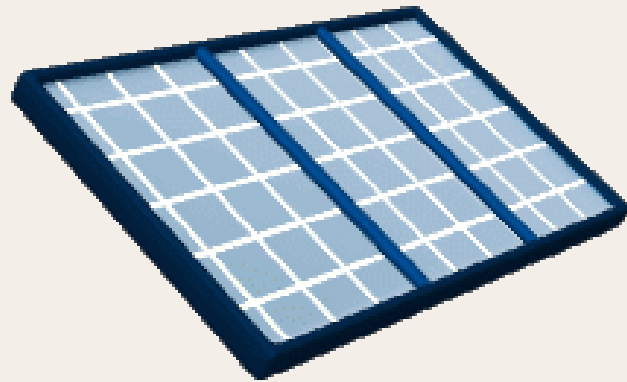
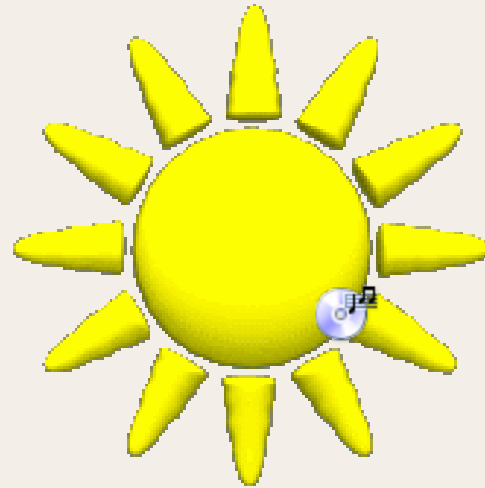
- **What went well with the FBA meeting for your student?**
- **What was a challenge with the FBA meeting or any part of process?**
- **Looking at data collected as part of the FBA, develop a summary statement to inform BSP development.**
  - e.g., BRS confirmed targeted behaviors for change (angry outbursts & going to the nurse) are occurring at consistent high rate. R does not currently use replacement behaviors (stating feelings & requesting a break) with any consistency.
- **Fill in a Competing Behavior Pathway for your student.**

# Functional Behavioral Assessment (FBA)



- FBA is a process for gathering information to understand the function (purpose) of behavior in order to develop an **effective intervention plan**.

# Energy Flows Where Attention Goes



# The Three I's



Function-Based Support Plans will be effective when:

**IRRELEVANT**

A prevention intervention that modifies the context so that the problem behavior is no longer necessary to perform is included.

**INEFFECTIVE**

The replacement behavior serves the same function (obtains the same outcome) as the problem behavior - if it doesn't work, the student won't do it.

**INEFFICIENT**

The replacement behavior works at least as quickly and easily as the problem behavior - if it works but is harder to perform, the student won't do it.

# Team Meeting #2 – Behavior Support Plan Meeting: Role of the Facilitator



- Review PTR assessment forms and patterns
- Review FBA and Hypothesis (both for targeted behaviors to decrease and increase)
- Review of PTR checklist interventions
  - Agree on Teach interventions
  - Agree on Prevent interventions
  - Agree on Reinforce interventions
- Create your fidelity check
- Plan for continued data collection

# Team Meeting #2: Tips for the facilitator



- **Keep it simple!**
  - Pick one behavior to target that is most crucial to the child's success!
- **Make it manageable!!!!**
- **Get specific!!!!**
  - Make the plan a step by step for the teacher:
    - ✦ How will you teach the student the needed behavioral skill?
    - ✦ How will you reinforce?
    - ✦ What will you do when the student engages in the behavior? What will the teacher say?

# Step 4: Team Meeting #2

## Prevent, Teach, Reinforce Interventions



- Teach interventions - *Tie to the targeted behavior*  
- *Remember the replacement behavior must serve same function as problem behavior*
- Prevent interventions – *Tie to Antecedents/Triggers identified through FBA*
- Reinforce interventions – *Tie to Consequences identified through FBA*

**BEHAVIOR SUPPORT PLAN:****PTR Intervention Checklist (Form F)****Form F**Student: School: Date: Completed by: Hypothesis: 

<b>Prevention Interventions</b>	<b>Teaching Interventions</b>	<b>Reinforcement Interventions</b>
<input type="checkbox"/> Providing Choices	<b>**Replacement Behavior</b> ( <i>What appropriate behavior will be taught</i> ) <input type="checkbox"/> Functional <input type="text"/> <input type="checkbox"/> Incompatible <input type="text"/>	<b>**Reinforce Replacement Behavior</b> ( <i>Write in the function of the problem behavior from the hypothesis</i> ) <input type="checkbox"/> Functional <input type="text"/> <input type="checkbox"/> Incompatible <input type="text"/>
<input type="checkbox"/> Transition Supports	<input type="checkbox"/> Specific Academic Skills	<input type="checkbox"/> Discontinue Reinforcement of Problem Behavior
<input type="checkbox"/> Environmental Supports	<input type="checkbox"/> Problem Solving Strategies	<input type="checkbox"/> Group Contingencies (peer, teacher)
<input type="checkbox"/> Curricular Modification (eliminating triggers)	<input type="checkbox"/> General Coping Strategies	<input type="checkbox"/> Increase Ratio of + to – Responses
<input type="checkbox"/> Adult Verbal Behavior (just be nice)	<input type="checkbox"/> Specific Social Skills	<input type="checkbox"/> Home to School Reinforcement System
<input type="checkbox"/> Classroom Management	<input type="checkbox"/> Teacher Pleasing Behaviors	<input type="checkbox"/> Delayed Gratification
<input type="checkbox"/> Increase Non-Contingent Reinforcement	<input type="checkbox"/> Learning Skills Strategies	
<input type="checkbox"/> Setting Event Modification	<input type="checkbox"/> Self-Management (self-monitoring)	
<input type="checkbox"/> Opportunity for Pro-Social Behavior (peer support)	<input type="checkbox"/> Independent Responding	
<input type="checkbox"/> Peer Modeling or Peer Reinforcement	<input type="checkbox"/> Increased Engaged Time	
Does the severity or intensity of the student's problem behavior pose a threat to self or others? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, is a crisis intervention plan needed? <input type="checkbox"/> Yes <input type="checkbox"/> No		

\*\*All asterisked interventions need to be selected and included in the student's PTR Intervention Plan



# FBA: Antecedents/Triggers

# FBA: Target Behaviors

# FBA: Consequences

## BEHAVIOR SUPPORT PLAN:

Student:

School:

Hypothesis:

## PTR Intervention Checklist (Form F)

Date:

Completed by:

Prevention Interventions	Teaching Interventions	Reinforcement Interventions
<input type="checkbox"/> Providing Choices	<b>**Replacement Behavior</b> ( <i>What appropriate behavior will be taught</i> ) <input type="checkbox"/> Functional <input type="text"/> <input type="checkbox"/> Incompatible <input type="text"/>	<b>**Reinforce Replacement Behavior</b> ( <i>Write in the function of the problem behavior from the hypothesis</i> ) <input type="checkbox"/> Functional <input type="text"/> <input type="checkbox"/> Incompatible <input type="text"/>
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Does the severity or intensity of the student's problem behavior pose a threat to self or others? <input type="checkbox"/> Yes <input type="checkbox"/> No		
If yes, is a crisis intervention plan needed? <input type="checkbox"/> Yes <input type="checkbox"/> No		

\*\*All asterisked interventions need to be selected and included in the student's PTR Intervention Plan

# PTR Teach Interventions & Replacement Behaviors



***TIE TO THE TARGETED BEHAVIOR***

**YOU CANNOT EXPECT WHAT YOU  
HAVE NOT TAUGHT!**



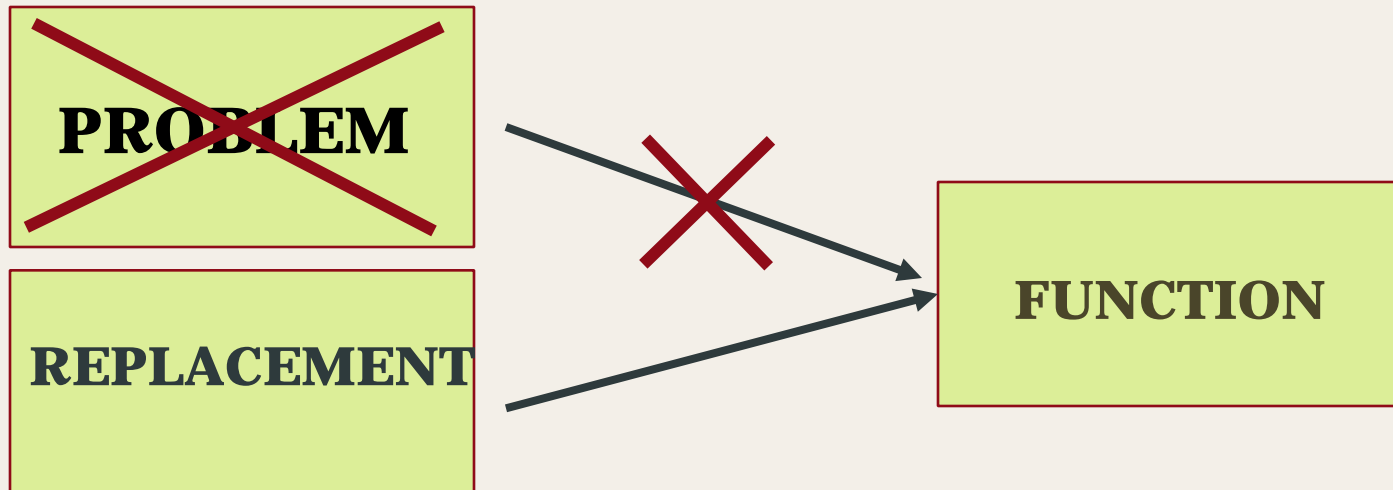
# Replacement Behaviors



Replacement behaviors are what we want the student to do instead of the problem.

Effective replacement behavior must:

1. Be incompatible with the problem
2. Serve the same function as the problem



# Replacement Behavior



- Teaches more appropriate, but equally effective, means of getting reinforcer (escape/obtain)
- Must be:
  - Socially valid
  - Simple
  - Efficient
  - Likely to be reinforced by others in student's life

# Replacement Behaviors



## Communicative replacement

- Reject offer of undesired item or event
- Request alternative activity
- Request assistance
- Request break
- Request work check

## Incompatible replacement (sample)

- Engagement
- Independent task completion
- Raise hand
- Appropriate social interactions
- Appropriate commenting

# Replacement Behaviors Activity



TARGETED BEHAVIOR	REPLACEMENT BEHAVIOR	IDEAS TO TEACH THE NEW BEHAVIOR
Student does not complete work independently; relies on teacher to provide 1:1		
Student calls out 26 times per day.		
Student roams the hallway instead of coming to class.		
Student is late every day.		
Student does not initiate conversation with peers.		
Student wanders the classroom until an adult prompts her to come back to the group.		

- In groups of 2-3 look at the list of targeted behaviors, what replacement behaviors would you want to teach the student?
- Be specific
- What ideas do you have to teach this student new, replacement behaviors?

# X— Teach Intervention Plan

<b>Teach Strategies</b>	<b>Description</b>
Incompatible Replacement Behavior— appropriate social interactions	<p>X will be taught how and when to ask for help appropriately.</p> <p>Steps:</p> <ol style="list-style-type: none"><li data-bbox="498 615 1792 701">1. A social story will be created with X to teach him what happens when he uses an awesome voice.</li><li data-bbox="498 786 1792 872">1. X will be taught what an awesome voice is (speaking in a calm voice with no tears, stating will you help me?)</li></ol>

# Y— Teach Intervention Plan

<b>Teach Strategies</b>	<b>Description</b>
Incompatible Replacement Behavior—work completion	<p>Y will be taught how to begin work.</p> <p>A checklist of steps that Y must do to complete work will be provided and will include:</p> <ul style="list-style-type: none"><li>-- get pencil out</li><li>-- look at circled red items</li><li>-- look at circled green items</li><li>--Y completes one circled red item</li><li>-- take a break</li><li>-- teacher completes green item</li><li>-- Y completes one circled red item</li><li>-- take a break</li><li>-- teacher completes green item</li><li>-- Y completes one circled red item</li><li>-- Earn</li></ul>



# Case Study: Review Hypothesis



- Write in hypothesis on Case Study Example handout
- Let your hypothesis guide your interventions
- Choose interventions that will serve the same function in a socially appropriate way!

Supporting Students with Behavioral Challenges – School Case Activity

Component	Define/Explain	
<b>What is your hypothesis for your student?</b>	Target Behavior	Replacement Behavior
	<i>When this happens....</i>  <i>Student does this ....</i>  <i>In order to ....</i>	<i>When this happens....</i>  <i>Student does this ....</i>  <i>In order to ....</i>

# Examples of Teach Interventions (from the School of Baker)

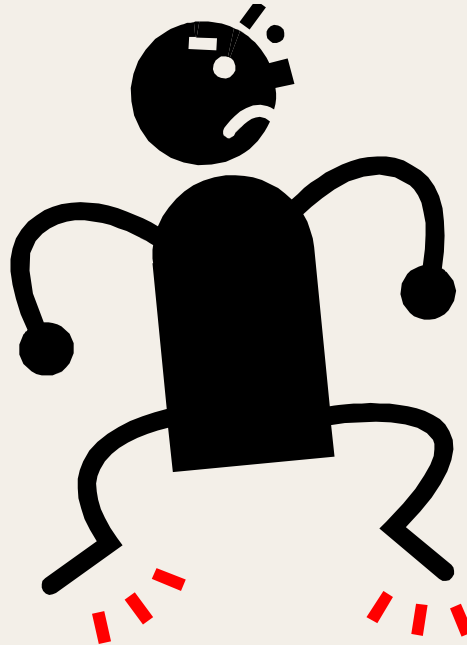


- **Social story**
- **Flow chart**
- **Checklist (with visuals)**
- **Self monitoring tools**
- **Visual cues of expected behaviors**
- **Flip book of expected behaviors and outcomes**

# *Mr. and Mrs. Fit Book* (Thinking through Consequences)



- *Explosive Child* book (Greene)



# Class Passes



# Break Cards



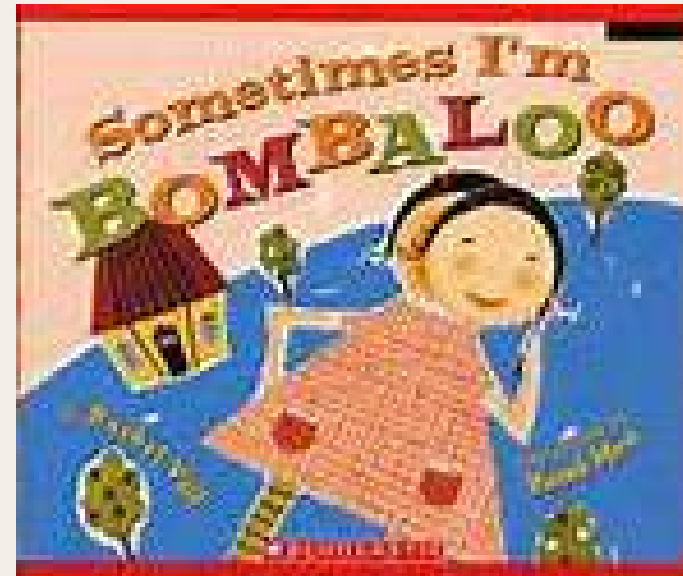
# Structure the Break



# Post-it Note Interventions

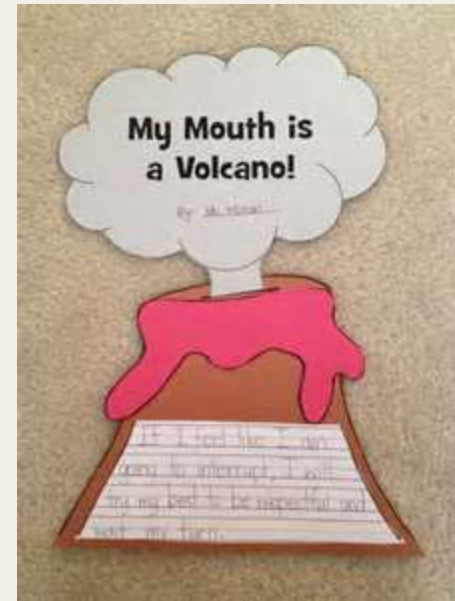
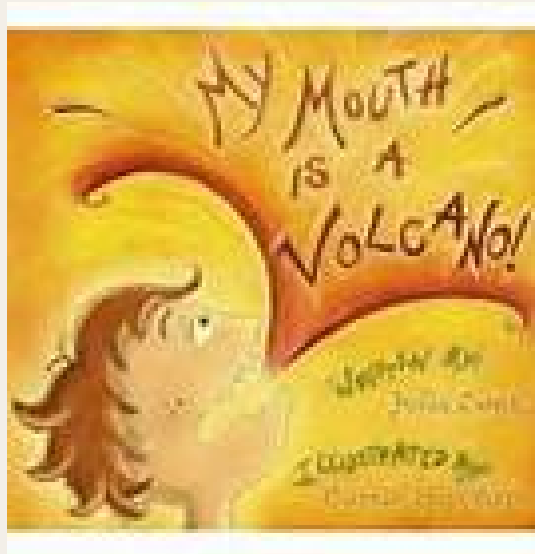


# Bombaloo (Rachel Vail)






# Erupting (Julia Cook)



# CSI



Here's what was going on:	Here's what I did that caused a social error:	Here's what happened when I did that:	Here's what I should do to make things right:	Here's what I'll do next time to keep it alive:
				

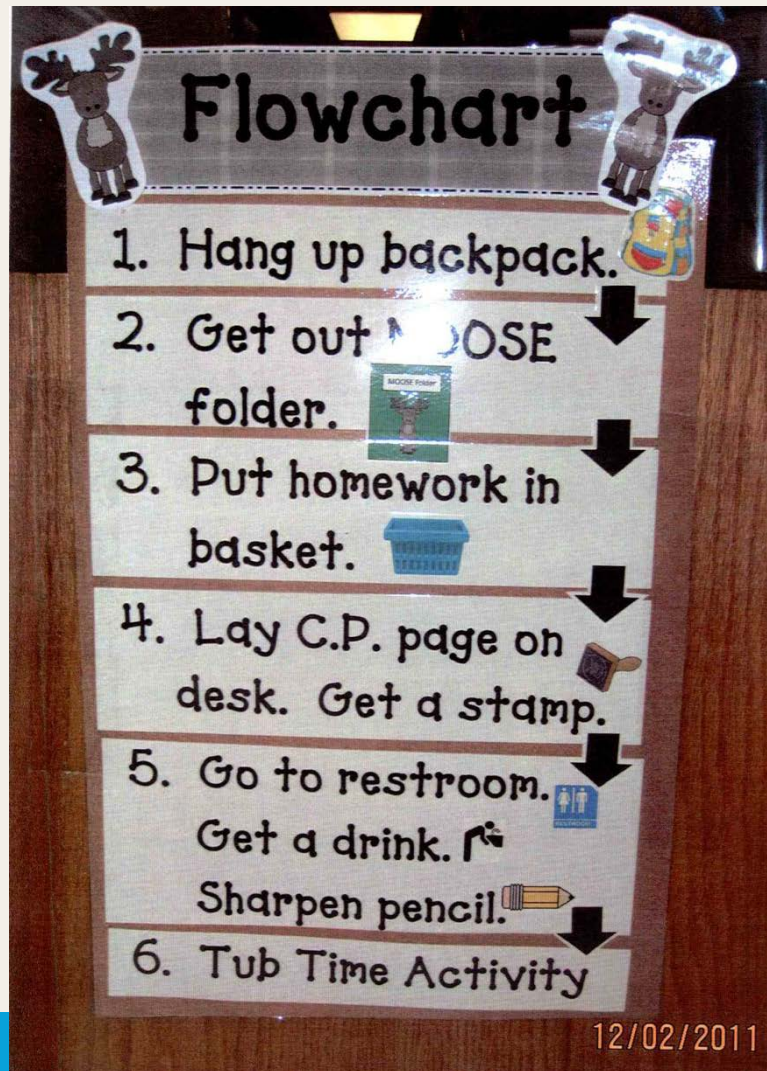
# Precorrection



- “Remember to use your help card”
- Use your data to know when to use the precorrection statement
- Give the teacher sample statements to say



# Task Analysis



# Downtime Checklist



































- **Box of things to do**
- **Checklist of things to do until the teacher comes**
- **Timer**
- **Peer model**

# Calming Checklist (Self Talk Strategies)



**Checklist**

I did my 	best 	work 	?	check 	<input type="checkbox"/>		
Was 	my 	body 	safe 	?	check 	<input type="checkbox"/>	
I 	can 	finish 	my 	work 	later 	check 	<input type="checkbox"/>
I am fine 	OK 	mistake 	check 	<input type="checkbox"/>			
Did I 	my friends 	have turn 	or 	win 	?	check 	<input type="checkbox"/>
My 	teacher 	teacher 	love 	me 	check 	<input type="checkbox"/>	

# Calm Down Checklist

## Calm Down Checklist



When I am frustrated, angry or upset, I will choose to....

close eyes and count to five



ask for a break



take deep breaths and count to five



ask to take a walk



ask for a sensory activity



ask for help





AHHH

!!

5 Way too loud!

7-12" +



"I said..."

4 Loud

6"



"Today at school..."

3 Talking

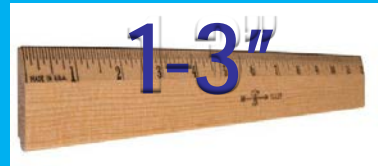
3-6"



"Today, I was walking down the hall and I saw..."

2 Whispering

1-3"



ZZZZZZZ

1 No Talking











0"



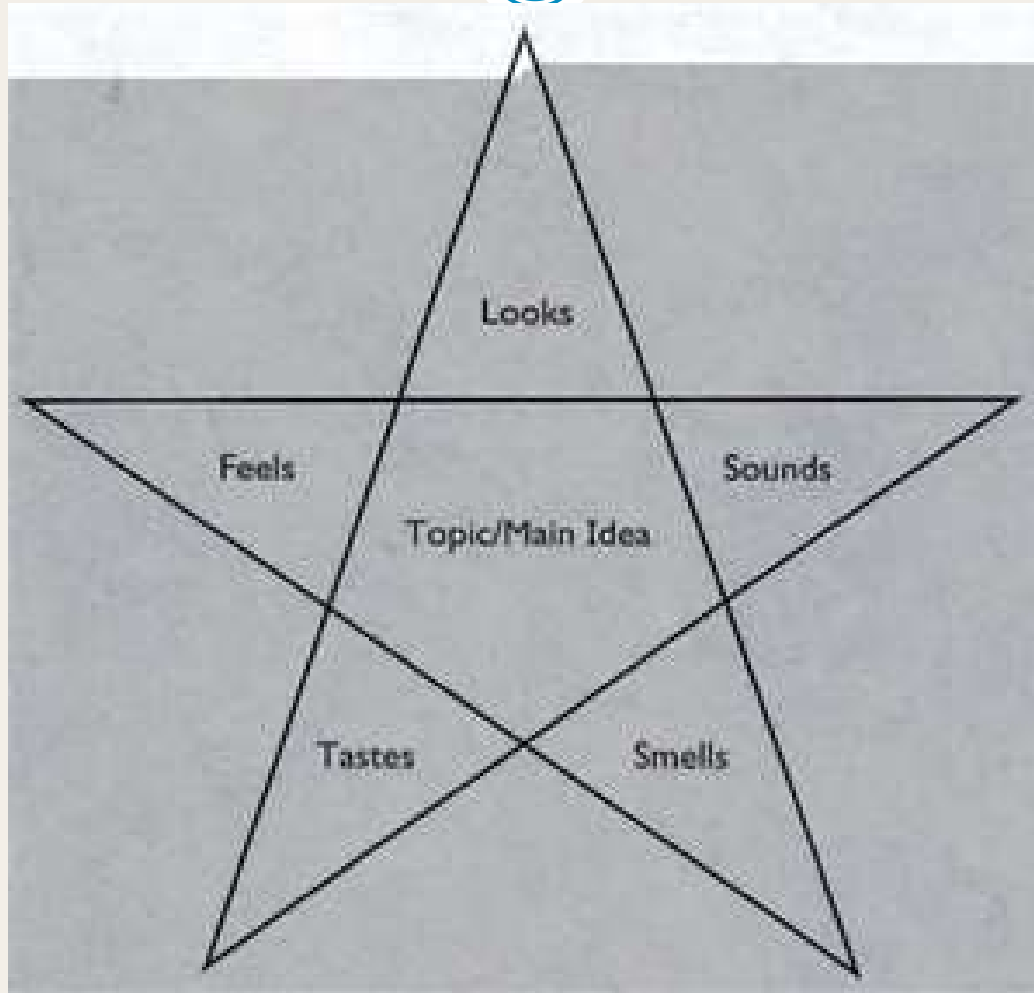


# KIND/MEAN WORDS

Say it with meaning

level	Type	It sounds	It makes other feel
5	<b>Really unkind</b> "I hate you. I wish you weren't here."	very mean 	very sad 
4	<b>Unkind</b> "I don't like your shoes."	mean 	unhappy 
3	<b>Normal</b> "I want tacos for lunch."	normal 	okay 
2	<b>Nice</b> "I like your bookbag."	nice 	happy 
1	<b>Very kind</b> "You are a great friend. You are so cool."	very nice 	very happy 

# Graphic Organizers




# Bucket Filling/Pay It Forward – Teaching Social skills







# Reflection Sheet for Poor Choices

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I was feeling...

sad 	mad 	bored 	silly 
--	--	---	--

So I made the choice to...

hurt others 	use unkind words 	damage supplies 	act unsafely 
--	---	---	---

To fix this I will...

say sorry 	write an apology 	fix what I broke 	take a breather 
--	---	--	--

Teacher Notes:

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Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Self-Reflection Sheet

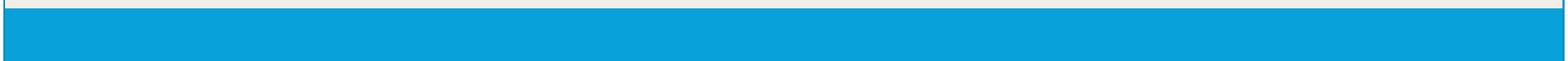
## Behavior Intervention Plan/Positive Behavior Support Plan (Form G)

Hypothesis:

PREVENT Interventions		
Intervention Strategy	Description and Steps	Comments



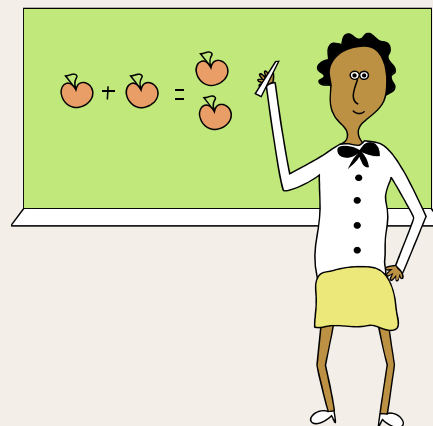
TEACH Interventions		
Intervention Strategy	Description and Steps	Comments



# Robbie: Replacement Behaviors To TEACH



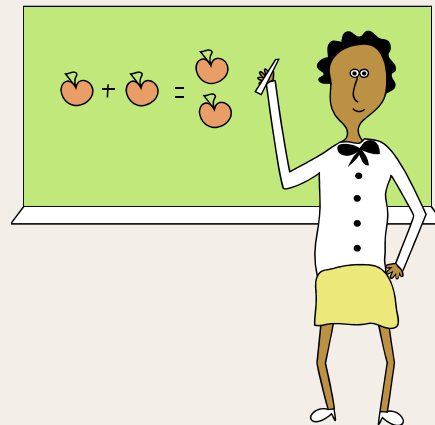
Intervention Strategy	Description and Steps	Comments



# Case Study: Replacement Behaviors To TEACH



Intervention Strategy	Description and Steps	Comments



# PTR Prevention Strategies



***TIE TO  
ANTECEDENTS/TRIGGERS  
IDENTIFIED THROUGH FBA***



# PTR Prevention Strategies



- **Providing Choices**
- Transition Supports
- **Environmental Supports**
- Curricular Modification
- Adult-Verbal Behavior
- Classroom Management Strategies
- Collaboration

# Work completion prevention strategies



- Earn immediately after work is done
- Checklist of tasks student must complete
- (\*) the activities student must complete
- Start with 1 easy activity, then move to 2
- Allow student to choose how activity is completed (verbal/written, computer/handwritten).

# CHOICES



- **The University of Michigan says offering two equal choices gives a 98% compliance rate.**

## CHOICE Options for Jeff

Week of: \_\_\_\_\_

Assignment	Date/Day	Within	Who	Where	When
Writing		Pen or Pencil	Peer	Kat's room, round table, or floor	Part of task now, part later, or all now
		Which pencil?			
		Which pen (different ink color or different pens)			
		Eraser color			
		Notebook paper color			
		Topic			
		Computer or pencil/pen			

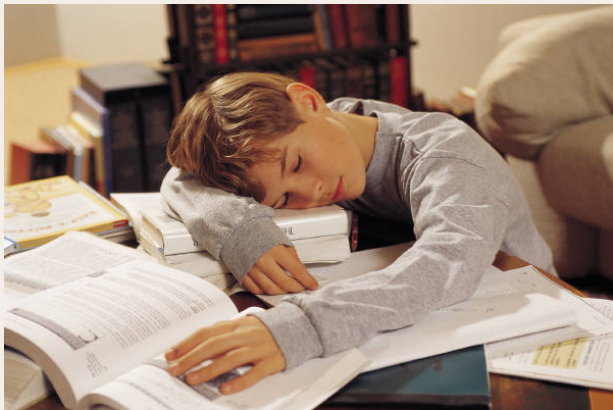
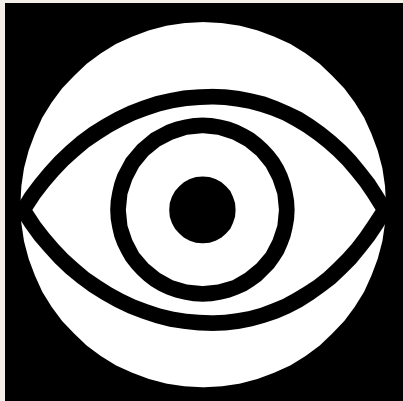
Methods of selecting choices:

1. Teacher choice
2. Cut choices up and pick from envelope (teacher or student)
3. Random number table: 7 2 8 10 5 7 5 6 5 4 5 ...

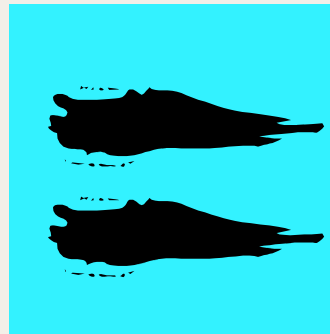
# Provide Two Choices of Desks



# Choice Board



# 1 -2- 3 Cards

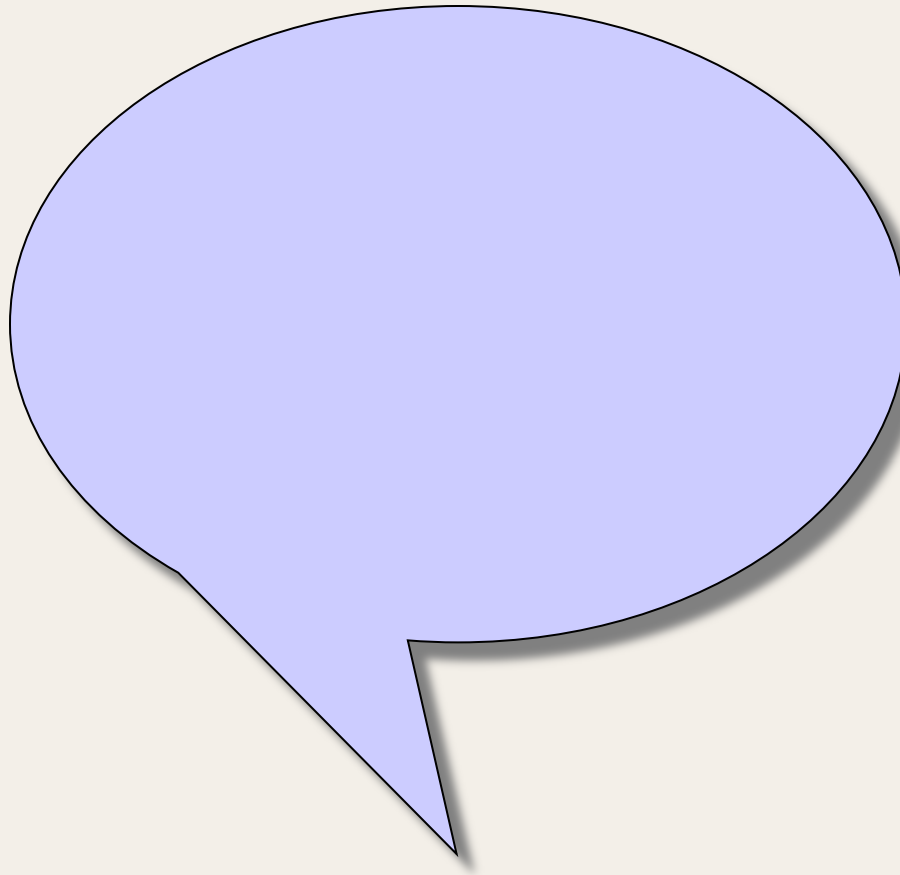


# Visual Reminders – Superhero Hands





# Thinking Bubbles



# Secret, Nonverbal Signal



# Allow for Movement



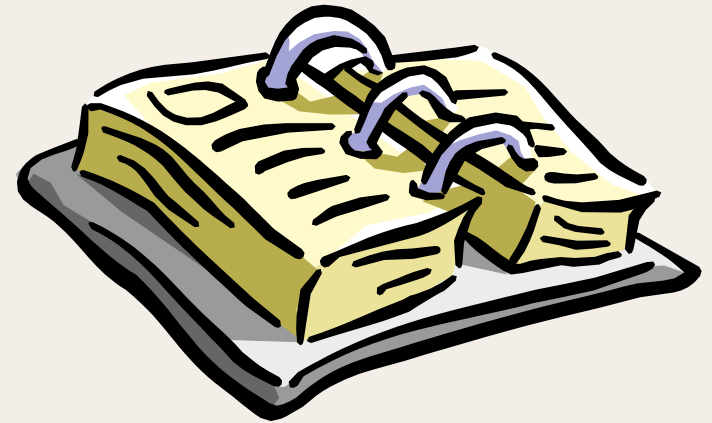
- **Sensory interventions**
  - Standing at their seat
  - Velcro under the desk
  - Beads on belt loop
  - Noodles on chairs
  - Wiggle seats
  - Bungee on chairs



# Visual Schedule



- Layout the day in pictures/few words
- Student checks when activity is done
- Support students with:
  - Wanting to be in control
  - Anxiety
  - Difficulty with transitions



# Adult Verbal Behavior



- **Positive Negative Positive**
  - **Three Stars and a Wish**
    - ✦ **By John Morris in Haversham, England (Ardleigh Green Junior School)**
    - ✦ **Teacher writes three things that are good about the student's paper**  
Teacher writes one thing she wishes the student would work on to improve the paper
    - ✦ **Student rewrites the paper and then turns it in again**

# Tips to ensure positivity



- 30 paperclips in our pocket – switch pockets
- Tear sides of an index card
- Wear a lanyard with 30 beads on the left. When you compliment a student move bead to the right side. When you correct a student, move four beads back to the left. Challenge to have more on the right.

# Handle all problems with compassion



- **Empathic statement first**
  - Bummer
  - I totally understand how you feel
  - Tell me about it
  - That stinks
  - Shucks!

# Consider the Stimulation of the environment



- Smartboard
- Lights
- Gum chewing



# Positive reminders for the student



- **Check in with student daily**
  - Building blocks example
- **How many positives to negatives are we saying to the child?**
  - Love notes
  - Positive notes home
  - Must make deposits before make withdrawals

# X: PTR Intervention Plan Prevent

<b>Prevent Strategies</b>	<b>Description</b>
<b>Environmental Support</b>	<p>Visual reminder of using the awesome voice.</p> <p>Steps:</p> <ol style="list-style-type: none"><li data-bbox="498 615 1808 853">1. Present the awesome voice card for X and remind him when he needs help to use his awesome voice by saying, “X, you are going to be working by yourself to do these 3 math problems. When you get stuck and need help, remember to use your awesome voice.”</li><li data-bbox="498 876 1792 1019">2. If he does not use the awesome voice, show the reminder card and say, “when you use your awesome voice, you will get help.”</li><li data-bbox="498 1039 1746 1125">3. When he does use his awesome voice, provide help within 5 seconds.</li></ol>

# Y: PTR Intervention Plan Prevent

<b>Prevent Strategies</b>	<b>Description</b>
<b>Choice-Making</b>	Using a choice matrix, decide upon the choice that will be offered to Y each day when he is working independently. He can choose: who to sit with, where to sit, and who he will ask for help (which adult in the room).
<b>Collaboration</b>	Y will be given a math sheet with three circled tasks in green and three circled tasks in red. The teacher will complete the green tasks and Y will be given the red tasks.

# Robbie: PREVENT Intervention Strategy



Intervention Strategy	Description and Steps	Comments



# Case Study: PREVENT Intervention Strategy



Intervention Strategy	Description and Steps	Comments



# Reinforce Interventions



**REINFORCE INTERVENTIONS – *TIE TO CONSEQUENCES IDENTIFIED THROUGH FBA***



# Positive Reinforcement



- **Positive reinforcer :**
  - Increases or maintains the future rate or probability of the occurrence of a behavior
  - Is administered contingent upon the production of a desired or requested behavior
  - Is administered immediately following the production of the desired or requested behavior

# Why Do We Do “Earns” or Token Economies?



- Catching kids being good will change behavior by 80%
- 75-85% of behavior is determined by consequences (Ziglar, Dhanam, Flanagan, & Savage 2003)
- This can be verbal or tangible- depending on the age and emotional level of the child. Tangibles need to be faded.





# Fun Theory Video



- <http://www.youtube.com/watch?v=iynzHWwJXaA>
- What happens when we catch people doing the right thing?

# X—PTR Reinforce Intervention Plan

<b>Reinforce Strategies</b>	<b>Description</b>
Reinforce Pro-academic Replacement Behavior—Appropriate social interaction	<p>X will be reinforced when he shows his awesome voice. He will have a sheet with five dots. When he uses his awesome voice, a dot will be colored in. When he earns five dots, he earns time with a teacher (during lunch) to pick an activity of his choice.</p> <p>X cannot ask for a dot as it has to be given to him by a teacher.</p>
Discontinue reinforcement of problem behavior	<p>When he does not use his awesome voice, minimal attention will not be provided to him. He will be shown an awesome voice card with no eye contact. If he continues, the teacher/para will state, “I would love to help you when you use an awesome voice.”</p>

# Y—PTR Reinforce Intervention Plan

<b>Reinforce Strategies</b>	<b>Description</b>
Reinforce Pro-academic Replacement Behavior – work completion	Y will be reinforced when he completes 3 red items. Teacher will state, “great job completing your 3 assignments today, what music do you want to listen to today?” When he completes 3 red items, he will be permitted to listen to his headphones until the bell rings.
Discontinue reinforcement of problem behavior	When Y puts his head down, a picture of his checklist and earn will be shown to him with no verbal attention. Post it notes on the checklist will serve as a warning. When he receives 3 post it notes, he will lose his opportunity for his earn and will have to complete the work during lunch.


Name:  Date: \_\_\_\_\_

How many stars I want to earn today \_\_\_\_\_

What I want to earn.



 Arrival


 Morning meeting


 Reading


 Word study

 Writing


 Recess


 Reading target time

 Reading stations

 Lunch

 Math

 Math target time

 Pack up

How many stars I earned today \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_  
Parent signature


Name:  Date: \_\_\_\_\_


How many stars I want to earn today \_\_\_\_\_


What I want to earn.





 Arrival


 Morning meeting


 Reading

 Word study


 Writing


 Recess

 Reading target time

 Reading stations

 Lunch

 Math

 Math target time

 Pack up

How many stars I earned today \_\_\_\_\_

Comments: \_\_\_\_\_

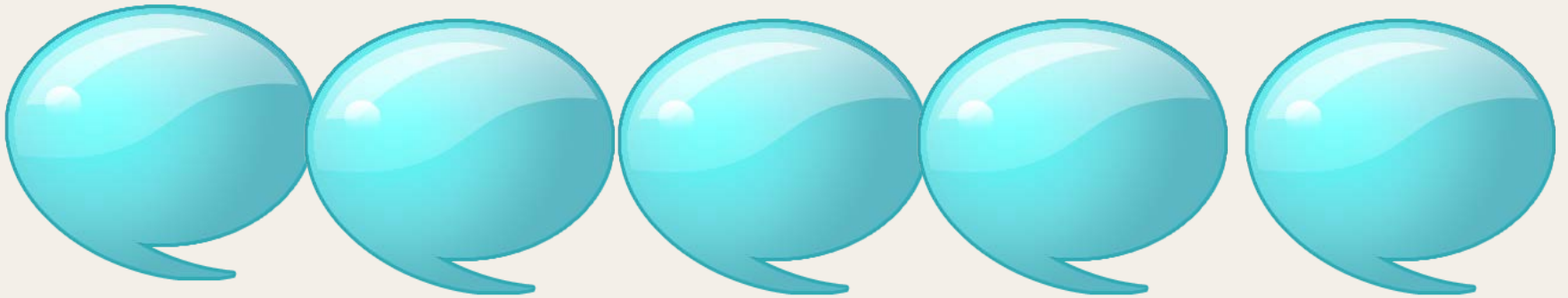
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Parent signature

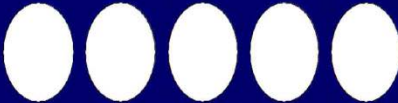
# I am Working for



# Earn Choices

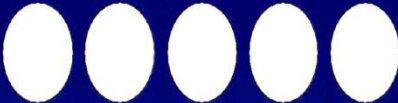


awesome voice



equals

awesome voice



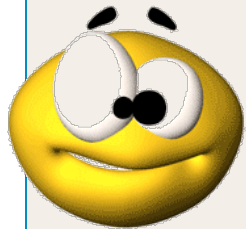
equals

# Task Analysis



1	walk to table			<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	choose a chair			<input checked="" type="checkbox"/>	<input type="checkbox"/>
3	sit on your bottom			<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	touch red button start timer			<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	hands on table			<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	wait for timer to flash and beep			<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	earn break time			<input checked="" type="checkbox"/>	<input type="checkbox"/>

# Teacher-Student Rating Scale



Student-Teacher Rating Form						
Date: _____						
Student	Hour One	Hour Two	Hour Three	Hour Four	Hour Five	Hour Six
Respect Self	3 3	2 3	/	/	/	/
Respect Others	2 3	3 3	/	/	/	/
Respect Property	3 3	3 2	/	/	/	/
Total Points	6	3				

**3= Great Day- No or very few behavioral learning opportunities occurred**

**2= Pretty Good Day- few behavioral learning opportunities occurred**

**1= This day could have been better- more than a few behavioral learning opportunities occurred**

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_

For younger students use smiling faces:



# DOTs intervention

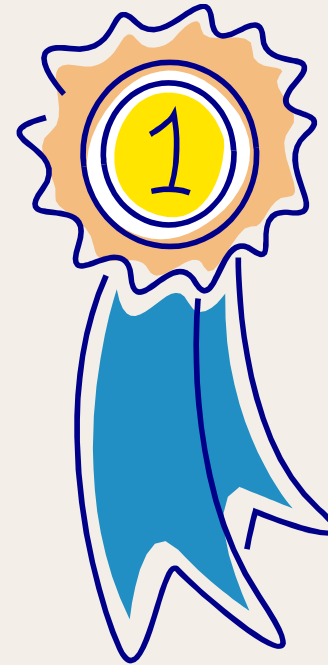


- **Student can earn dots for each work completed. They can use DOTs to get out of work (this would serve the same function).**
- **The student learns they must DO work in order to ESCAPE work!**

# Reinforcement Menus



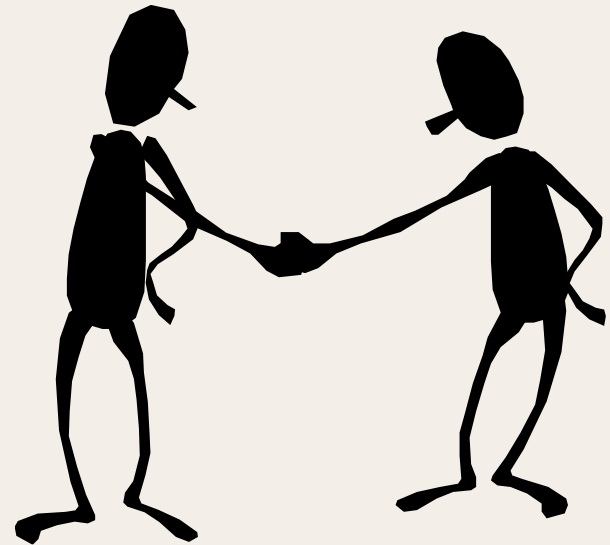
- Checklist
- Menu
- Choice
- Visuals
- Elementary
- Secondary



# Student Agreements



- What does the student do?
- What will the student learn?
- Who will help the student learn the new behavior?
- What will happen when the student demonstrates the behavior?



# Earns for the Class



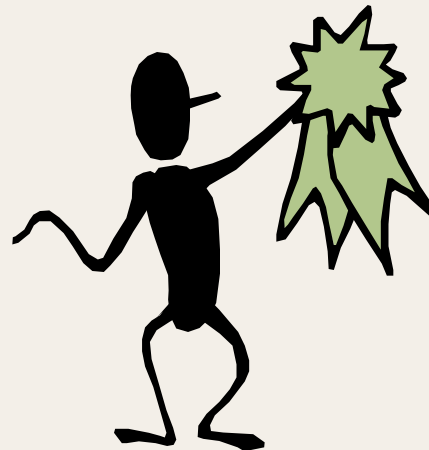
- If the function is to obtain attention from peers – consider earning for class
  - Bubble party
  - Music
  - Five minutes extra recess
  - Extra book
  - Extra songs
  - Yearbook signing time



# Robbie: REINFORCE Intervention Strategy



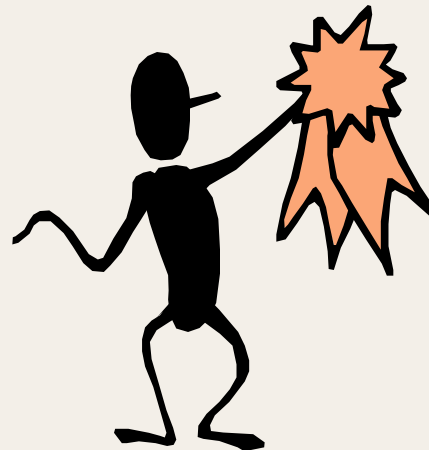
Intervention Strategy	Description and Steps	Comments



# Case Study: REINFORCE Intervention Strategy



Intervention Strategy	Description and Steps	Comments



# Responding to the Negative Behavior



**Robbie**

**Case Study Student**

--	--



# Fidelity of Implementation



- Fidelity checklist
- Weekly assessment checklist
- Behavior Support Plan review





# Fidelity Checklist (Form H)



## PTR Plan Assessment (Fidelity) (Form H)

Teacher:

Student:

Date:

PREVENT Interventions	Implemented	Impact
	Y / N / NA	1 2 3 4 5
TEACH		
<u>Replacement behavior</u>	Y / N / NA	1 2 3 4 5
REINFORCE		
<u>Reinforce replacement behavior</u>	Y / N / NA	1 2 3 4 5
<b>Behavior Plan Assessment: Y/Y + N total</b>		

# Weekly Assessment Checklist (Form I)



## Weekly Behavior Support Plan Assessment

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

<b>1. To what level did we implement the plan we proposed?</b>				
Low		Moderate		High
1	2	3	4	5
Comments:				
<b>2. To what degree is the plan having a positive impact on the student's behavior?</b>				
Low		Moderate		High
1	2	3	4	5
Comments:				
<b>3. To what degree is the plan having a positive impact on the student's academic achievement?</b>				
Low		Moderate		High
1	2	3	4	5
Comments:				

# BSP Review Form (Form J)



## Behavior Support Plan Review (Form J)

Student \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

Teacher/Case Manager \_\_\_\_\_

1. Is the behavior plan being implemented?  Yes  No
2. How is progress being monitored?  Point Card  Classroom Behavior Clip System  
 Behavior Tracking Sheet  Classroom Observations (i.e. time on-task)  
 Other \_\_\_\_\_

3. Evaluation of data: Has the student made progress toward attaining his or her behavioral goal(s)?

\_\_\_\_\_ **Insufficient Progress** – The team should meet to conduct a review meeting to modify the current plan to meet the student’s behavioral needs. The function of the behaviors, target behaviors, interventions, consequences for positive/negative behaviors, and data collection methods should be considered when modifying the current behavior intervention plan.

\_\_\_\_\_ **Sufficient Progress** – The current behavior support plan is appropriately meeting the student’s behavioral needs. The student is making progress toward his/her goal(s) and would continue to benefit from the supports that the current behavior intervention plan provides.

\_\_\_\_\_ **Goal(s) Attained** – The student has demonstrated consistent attainment of behavioral goals for at least six weeks and no longer needs the supports provided through the behavior support plan.  
*(Please attach supporting data sheet.)*

4. Additional Notes/Comments:

5. Parent/Guardian Contact:  Phone  Email  Meeting  
Date \_\_\_\_\_  
Contacted By \_\_\_\_\_

6. Next Behavior Support Plan Review Date: \_\_\_\_\_

### Signatures

Case Manager \_\_\_\_\_ Classroom Teacher \_\_\_\_\_  
Special Ed. Coordinator \_\_\_\_\_ School Psychologist \_\_\_\_\_

# Robbie - Fidelity Plan & Meeting Demonstration



# Case Study - Fidelity Plan



# Case Study - First Step to Help This Student When You Get Back to School



# Review - Process, Forms, Team Planning



- Identify problem behaviors and replacement behaviors (prioritize)
- Choose behavior(s) that interfere the most with learning
- Have teacher(s) complete the PTR forms for the most interfering behavior(s)
- Choose a data collection format and measure the problem behavior and the replacement behavior
- Initial Line of Inquiry
- Hypothesis
- Behavior Support Plan – Prevent, Teach and Reinforce strategies
- Fidelity checklist and weekly assessments
- Weekly assessment

# Accessing Tier 3 (Intensive) Tools

Go to "Forms & Tools" and click on "Tier 3"

The screenshot shows a web browser window with the URL <http://www.delawarepbs.org/>. The page header includes the University of Delaware logo and the project name: "Delaware Positive Behavior Support Project". A red arrow points from the "Forms & Tools" menu item to the "Tier 3: Intensive Tools" sub-menu item.

**Delawarepbs.org**

**Navigation:** Home | DE-PBS Schools | Recognition | Cadre Corner | Administrators | Presentations | **Forms & Tools** | School Climate | Social Skills | Private Links

**Forms & Tools Sub-menu:** Tier 1: Universal Tools | Tier 2: Targeted Tools | **Tier 3: Intensive Tools**

**Quick Links:** Contact Us, PD Calendar, Resources, Year at a Glance

**Latest DE-PBS Updates:** Administrators Page, DE-PBS Key Feature Evaluation Q&A, New DDRT Tutorial and Templates!, New Discipline Referral Cost Benefit Analysis Tool!

**DE-PBS Partners:** Center for Disabilities Studies, Delaware Department of Education

**Vision Statement:** The vision of the Delaware Positive Behavior Support Project is to create safe and caring learning environments that promote the social-emotional and academic development of all children. This vision requires comprehensive, systemic, and individualized interventions and supports.

**What does Positive Behavior Support look like in Delaware?**

The DE-PBS Project is a collaborative project with the Delaware Department of Education, the University of Delaware Center for Disabilities Studies, and Delaware Public Schools. This statewide initiative is designed to build the knowledge and skills of Delaware educators in the concepts and practices of Positive Behavior Supports (PBS).

A three-tiered approach is utilized to develop positive learning environments and prevent problem behaviors. The first tier, School-wide PBS, uses universal strategies implemented throughout the school to support the positive behavior of all students. The second tier applies additional strategies for students who need more support at this targeted level. For the remaining approximately 5% of students who do not respond to universal and targeted strategies, individualized supports are developed at the third tier.

**Tiered Approach Diagram:**

- Primary Prevention:** School-Classroom-Wide Systems for All students, Staff & Settings. (80% of Students)
- Secondary Prevention:** Specialized Group Systems for Students with At-Risk Behavior. (15%)
- Tertiary Prevention:** Specialized Individualized Systems for students with High-Risk Behavior. (5%)

<http://wordpress.oet.udel.edu/pbs/forms-and-tools/tier-3-intensive-tools/>



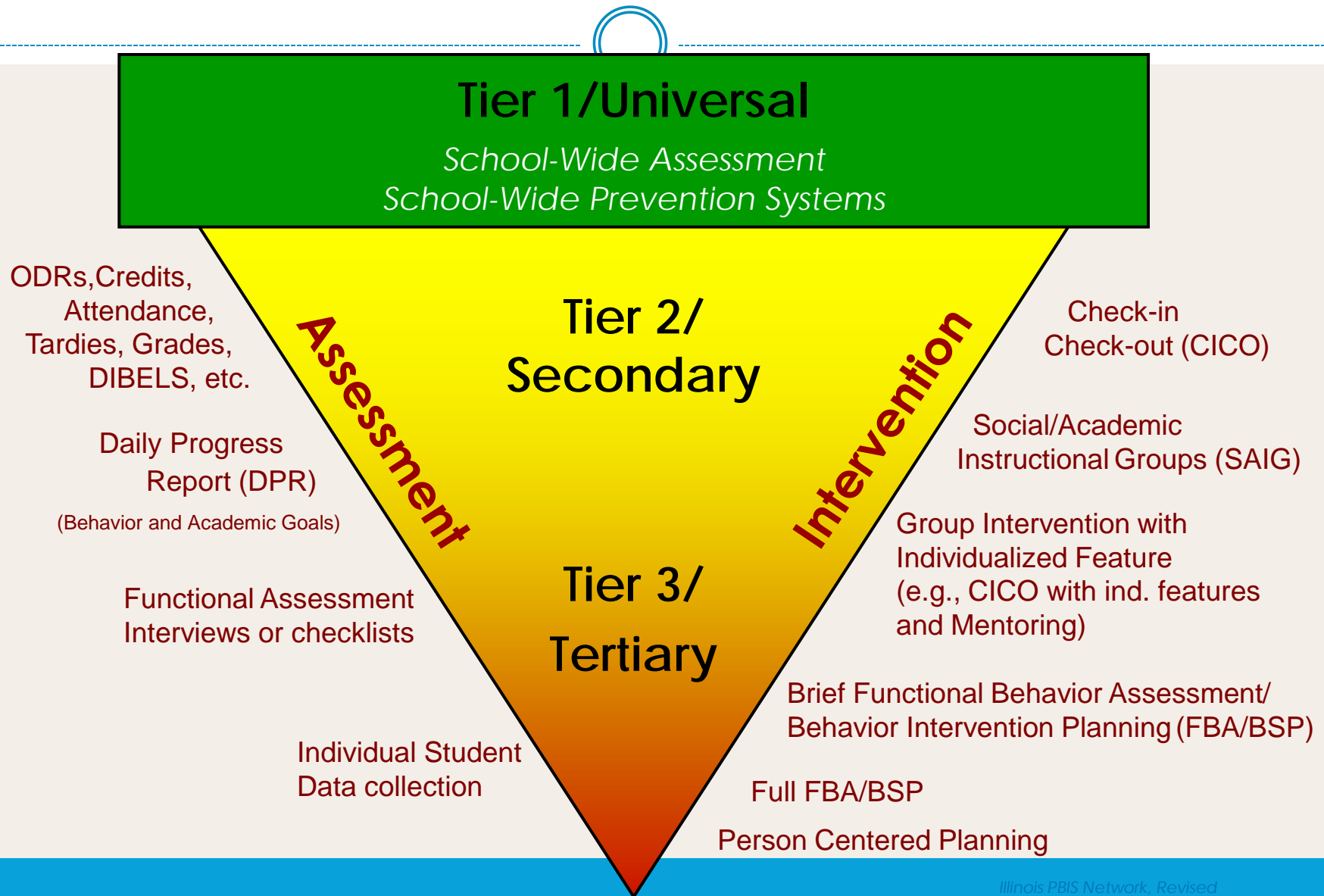
# System Development is Key!



Dean Fixsen, Karen Blase, Robert Horner, George Sugai, 2008

- *To scale up interventions we must first scale up implementation capacity*
- *Building implementation capacity is essential to maximizing the use of Positive Behavior Support and other innovations*

# Positive Behavior Supports: Intervention and data collection tiers



# TIER 1 Interventions



- Classroom management techniques
- Major versus minor defined
- SEL curriculum
- Building self-discipline in correction techniques
- Schoolwide PBS
- Defined, clear behavioral expectations
- Fair, consistent discipline techniques
- Reinforcement/acknowledgement systems

# Evidence-Based Practices for the Classroom – Prevention!



- Praise: 4 to 1 “gets the job done”
- Teaching Expectations
  - Classroom Rules
- Labeled Praise
- Increased Structure
  - Transition Signals
  - Seating Arrangements
  - Daily Schedule
- Token Economy
- Response Cost
- Planned Ignore

- Pace of Instruction
  - Avoid “Downtime” and “Boredom”
- Active Engagement
- Opportunity to Respond
- Provide Choices
- Alternate Tasks
- Schedule of Breaks and Attention
- Functional Communication
- Increase Skills – Correct Curricular Level Match

# Group contingencies



- Potato Head
- [www.tinyurl.com/homeworkopoly](http://www.tinyurl.com/homeworkopoly) (Monopoly game)
- Scratch off ticket prizes (two parts airplane model paint with 1 part dishwashing detergent – draw bubble letters on tag board, write a prize inside each letter, laminate, paint over the letters, becomes a scratch off)
- Golden spatula
- Barrel of monkeys
- Gotchas

# Group Contingencies



- Weaving loom (sink strainer and ribbon)
- Marble run from a pool noodle
- Mystery motivator (hangman with a mystery prize)
- CD tower (spin for a prize)
- Secret agent (look for one student following the classroom rules)
- Marble jar (more marbles for specials)
  - Put Christmas lights in the jar when the last marble goes in it lights up

# Tier 2 Review



- Interventions are efficient
  - ✦ Continuously available so students can receive support quickly (optimally-within 2-3 days)
- Minimal time commitment required from classroom teachers
- Required skill sets needed by teachers easily learned
- Aligned with school-wide expectations
- Emphasis on intervention designed to support multiple students simultaneously (e.g. Check-In/Check-Out, Social Skills Groups, etc.)
  - ✦ Consistently implemented with most students, some individualization if needed
- Intervention selected matched to function of student behavior
- Use of existing data to monitor

# TIER 2 Interventions



- **Check in/check out**
- **Connecting students to adults**
- **Mentoring**
- **Contracting**
- **Groups established (social skills, anger management)**
- **Visual schedule**
- **Earn system**
- **Point card**



# Sample continuum at a Secondary School



- **Levels 0-6**

- Level 0 – effective SW and classroom management techniques
- Level 1 – teacher brainstorm/grade level teacher support
- Level 2 – Check in/Check out
- Level 3 – Referral to intervention team, group intervention, brief FBA, match function of behavior to available program
- Level 4 -- Intervention meeting #2, match function of behavior to individualized interventions
- Level 5 – Individualized interventions, FBA Meeting #1
- Level 6 – Individualized interventions, FBA and BSP, Meeting #2; possible referral for special education supports

# Sample Problem Solving Process

## Presenting Problem/Concern

Indicators

Attendance / Behavior / Literacy / Organization / Other

## Identify / Implement Interventions

Strategies (classroom) / Structures (7<sup>th</sup> / 8<sup>th</sup> period)  
See the PBIS continuum of intervention chart

## Progress Monitor

Is it working?

Yes

No

**Maintain** types  
and/or intensity  
of interventions

**Adjust** type  
and/or intensity  
of interventions

Why not?

**Fidelity** of  
intervention/s?

**Low Fidelity**

**High Fidelity**

**Wrong**  
intervention/s

**Individual  
Plan**

**SPED  
Referral**

**Parent Initiated  
Referral**

**Deeper issues**

**Consultation**

School Psychologist/Other  
File Review, FBA, etc.

*Borgmeier &  
Flannery, 2007*

# Look at what resources you have in place in your school



- **Match Available Resources w/ Function of Behavior**  
**Available Program & Resources**

- Social Skills Class
- Behavior Education Program
- Homework Club
- Library Helper
- Counselor

- **Common Functions of Behavior**

- Adult Attention
- Peer Attention
- Academic, Social skill or organizational deficit
- Escape – build in skill groups

# Reflecting on your school tiers



## Data and Support Staff

## Tiered Supports / Practices

### Tier 3/Tertiary Interventions

1-5%

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Tier 2/Secondary Interventions

5-15%

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Tier 1/Universal Interventions

80-90%

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

1-5%

### Tier 3/Tertiary Interventions

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5-15%

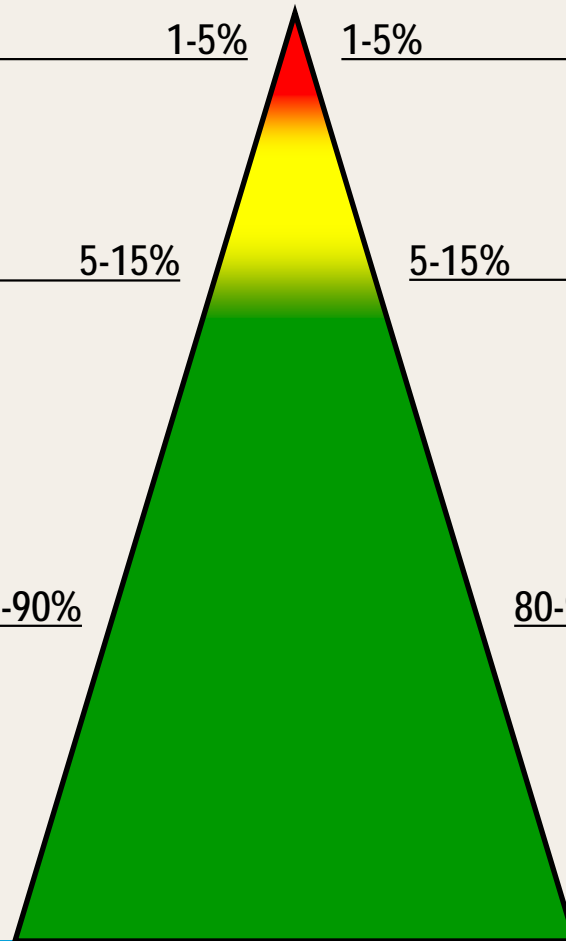
### Tier 2/Secondary Interventions

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

80-90%

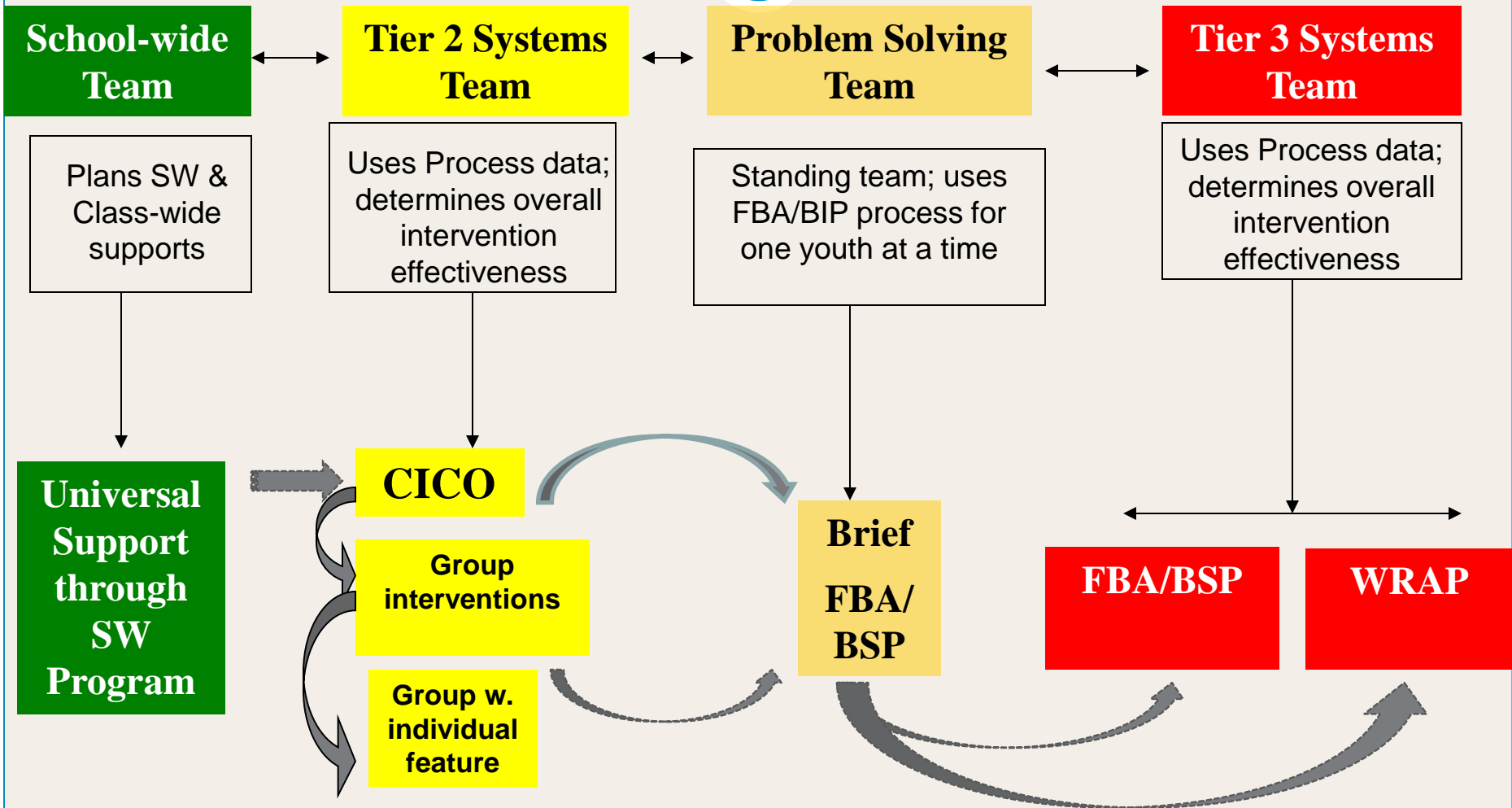
### Tier 1/Universal Interventions

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# 3-Tiered System of Support

## Necessary Conversations (Teams)



# Data-Based Decision-Making Outcome versus Process Data



Student outcome data is used to:

- **Identify** youth in need of support and to identify appropriate interventions
- **Progress-monitor** youth response to intervention
- **Exit** or transition youth off of interventions

Intervention process data is used to:

- Assess intervention **fidelity**
- Monitor the effectiveness of the **intervention itself**
- Make decisions regarding the continuum/**menu** of interventions/supports

# Tier 2/Tier 3 Tracking Tool

## *Process Data*



- **Structured to follow all levels/types of interventions from Secondary through Tertiary**
- **Increases accountability**
  - Teams have to count # of students in interventions
  - Data-based decision-rules are necessary (Identify, Progress-monitor, Exit)
  - Must define “response” to each intervention type/level
  - Shows % of students who responded to each intervention
- **Assesses the success rate, or effectiveness, of the interventions themselves**
- **Connects each level of intervention to the next level**

# Examples of Student *Outcome Data*



- **Points earned on Daily Progress Report (DPR)**
- **Reduction in ODRs**
- **Attendance improvement**
- **Reduction in In School Suspensions**
- **Improvement in grades**
- **Reduction of tardies**
- **Improved homework completion**



# DPR Example: Grant Middle School STAR CLUB (Students Tracking Awesome Results)



## Daily Progress Report

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Teachers please indicate YES (2), SO-SO (1), or NO (0) regarding the student's achievement to the following goals.



EXPECTATIONS	1st block			2nd block			3rd block			4th block		
Be Safe	2	1	0	2	1	0	2	1	0	2	1	0
Be Respectful	2	1	0	2	1	0	2	1	0	2	1	0
Be Responsible	2	1	0	2	1	0	2	1	0	2	1	0
Total Points												
Teacher Initials												

BEP Daily Goal   23   /   32  

BEP daily score        /       

Percentage           

Student Signature \_\_\_\_\_

Teacher comments: Please state briefly any specific behaviors or achievements that demonstrate the students progress  
(if additional space is required, please staple a note and indicate so below)

# Data Tracking Tool (TT)



## Tier 2/Tier 3 Intervention Tracking Tool

School Name: \_\_\_\_\_

Total School Population as of October 1: \_\_\_\_\_

Interventions	Group Interventions Relationship Building (e.g. Check-in Check-out)		Group Interventions Skill Building (e.g. Social Skills)		FBA/BSP (Functional Behavior Assessment/Behavior Support Planning)	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July						
August						
September						
October						
November						
December						
January						
February						
March						
April						
May						
June						

**Data-based Decision-rules for defining “response to intervention”:** Please list below your data-based decision-rule/s to determine youth ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on Daily Progress Report for 4 consecutive weeks.

Responding to Check-in Check-out (CICO):

Responding to Social Skills Group:

Responding to FBA/BSP:

# Teaming at Tier 3



- **Tertiary Systems Planning ‘conversation’**
  - Monitors effectiveness of FBA/BSP
  - Review data in aggregate to make decisions on improvements to the interventions themselves
  - Students are NOT discussed
- **Individual Student Teams**
  - FBA/BSP Team per student

# Tertiary Systems Planning Team Meeting Agenda



- For students in Tier 3 - FBA/BSP:
- # of students with behavior support plan intervention (**record on Tracking Tool**)?
  - Number of students responding (record on TT)?
  - Number of new students potentially entering intervention?
- *If less than 70% of students are responding to any of the interventions, the Tertiary Systems Team should review the **integrity** of the intervention and **make adjustments** as needed.*

# Recommended Time-Frames for Data Review



## Tertiary Interventions:

- **Student outcome data:**
  - Intervention facilitators to review individual student data at least **weekly**
- **Process data (Intervention effectiveness):**
  - Student aggregate data should be reviewed at least once a month by Tertiary Systems Team

# Tertiary Systems Team Roles



- **Team Leader:** responsible for agenda & overall facilitation
- **Intervention facilitator (FBA/BSP or PTR Facilitators)** report out on aggregate student data from interventions they facilitate (ex. “10 students with behavior plans & 6 are responding”)
- **Action Plan Recorder:** a.k.a. note taker
- **Time Keeper:** help team to set time limits and stay within allotted time for each agenda item

# Tier 3 Systems Activity



- How do students not responding to TIER 2 interventions move to TIER 3?
- What data do you use to make the decisions?
- How do you communicate with all involved?
- How do you monitor progress at tier 3?

# HOMework



- **For your student case,**
  - Complete BSP Team Meeting
  - Develop Fidelity Plan
  - Gather post-intervention data & monitor
  - Refine & Revise Plan as needed; plan for fading