

Behavior Action Team Manual

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Introduction

This manual was designed to be a user-friendly document to assist administrators, teachers, support staff, and teams in developing Behavior Intervention Plans (BIP). Many of the ideas, concepts and resources have been compiled from a number of books and web sites. They are noted in the bibliography. The purpose of the team is to monitor student progress and guide staff in developing appropriate intervention to remove behavioral barriers to academic success. A BIP is based on an understanding of applied behavior analysis in educational settings (Functional Behavior Assessment or FBA) and is in alignment with federal and state regulations. The manual will guide the reader through the development of the FBA and BIP. Each component is described and is followed by definition of terms and examples to aid the reader in producing a comprehensive plan.

What is a Behavior Intervention Plan (BIP)?

A Behavior Intervention Plan is a proactive action plan to address behavior(s) that are impeding learning of the student or others. It is assumed that interventions at Tier I and Tier II have not been successful prior to writing a BIP. BIPs are appropriate for all students. If developed for a student with an IEP or 504 plan, the plan becomes a part of those documents. The BIP includes positive behavioral interventions, strategies and supports. The first step in developing the Behavior Intervention Plan is to focus on understanding why the behavior occurred (i.e. the function or communicative intent) then the focus moves to teaching an alternative behavior that meets the student's need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies and effective communication. (Diana Browning Wright, Behavior/Discipline Trainings, 2006)

Why Do We Have to Write One?

Rationale: Based on Federal law, every student is entitled to make yearly academic growth. No Child Left Behind (NCLB) and Individuals with Disabilities Education Act Reauthorization 2004 (IDEA or IDEIA) are in alignment in that the educational experience of the student must address the instructional strategies and curriculum and tasks that will allow this student to progress (i.e. differentiated instruction and tiered intervention). Consequently, any behaviors that interfere with the learning process need to be addressed for the benefit of the student, his or her peers and to enhance the general learning environment for all. Thus, for students not making academic progress, we develop tiered interventions, monitor progress and respond accordingly (CST/SRBI/PPTs). We are required to develop the same approach behaviorally. The FBA/BIP process is one method of analyzing behavior and developing a scientific, research-based intervention plan.

Practical Rationale:

Because “None of us is as skilled as all of us,” (Positive Environments Network of Trainers).

Ethical Rationale:

A Teacher's Revelation

*"I've come to the frightening conclusion
that I am the decisive element in the classroom.
It's my personal approach that creates the climate.
It's my daily mood that makes the weather.
As a teacher I possess a tremendous power
to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations, it is my response that decides whether
a crisis will be escalated or de-escalated,
and a child humanized or dehumanized."*

Haim Ginott
Child Psychologist

Steps to Working Smarter—Not Harder:

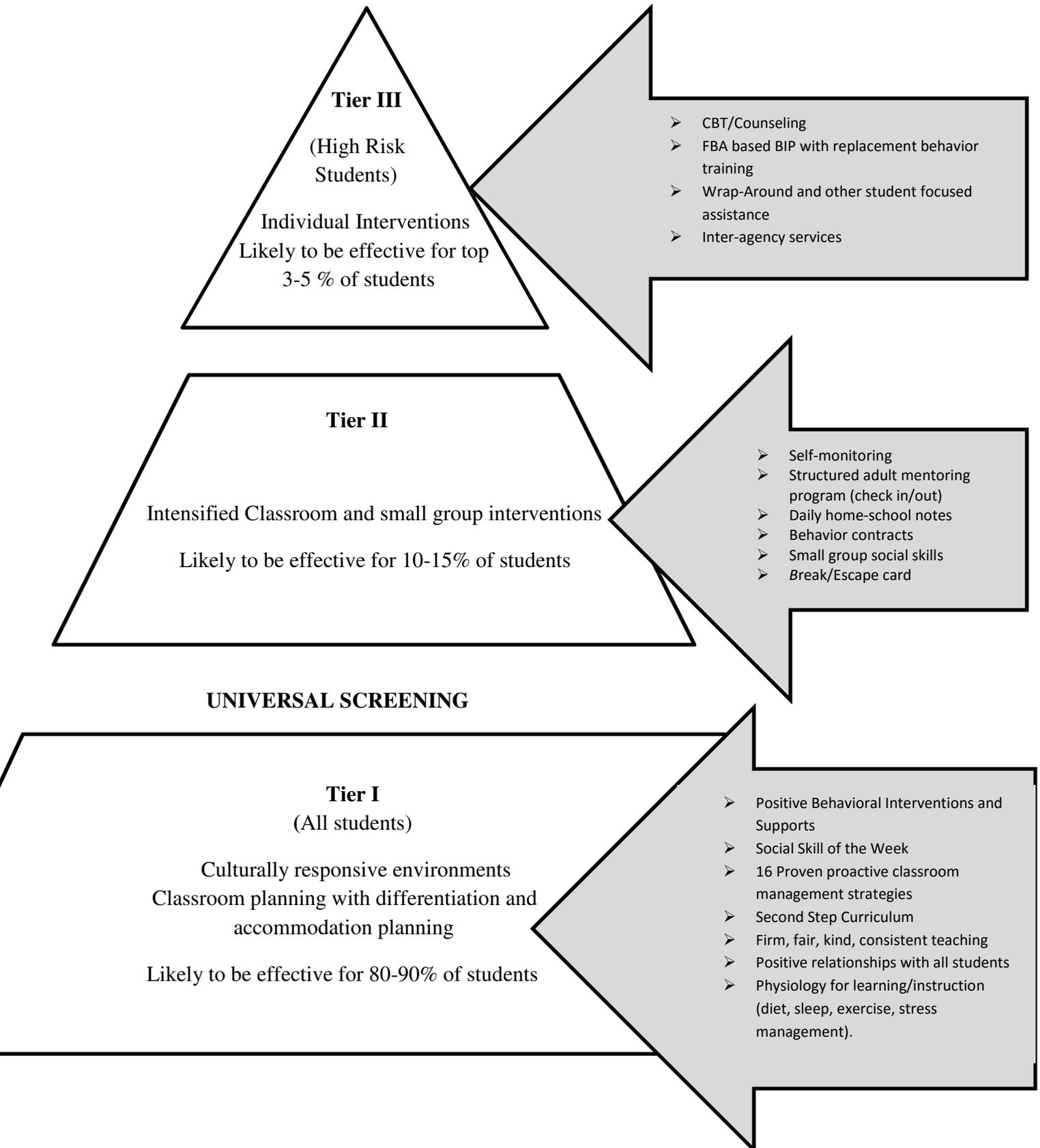
Behavioral science is not rocket science, nor does it require a superhero's skills. While it may feel like we are spinning our wheels at times, we don't need NASA or a cape to make this process work. In fact, looking back to the work of Ivan Pavlov, we have over 100 years of behavioral research to support us! What it does require is a paradigm shift, some patience and attention to make it work. It is important to understand that "Education has evolved. Decisions both academic and behavior are data driven. Classroom teachers are using data to develop Behavior Intervention Plans, to design interventions, and to Progress Monitor." (Denise Wilson, Trackingbehavior.org). The appropriate use of data will support and guide this process.

Guiding Beliefs

We strongly believe that all students can learn. Along with that, positive behavior can be taught and reinforced. The research of Sugai, Horner and Gresham (2002) suggest that like tiered academic interventions, behavioral interventions can follow a similar pattern with positive results. Our district is providing universal interventions through programs such as PBS, Second Step and Anti Bullying. The concept is that some students require increased behavioral support (Tier II and Tier III interventions) in order to be more successful in school. When specific, scientific, research-based interventions (SRBI) are applied, either behaviorally or academically, a student's response to the intervention (RTI) can be used as a measure of the student's growth or their need for even further intervention. In light of anti-bullying laws and our district's student climate survey, it is clear that more can be done to assist students in fostering a safe and respectful learning environment. If we develop tiered behavioral interventions for our school (focusing on developing specific behavioral plans and intervention strategies CST, FBA, BIP), then it follows that students will respond with more positive behavior (decreased office referrals, reduction in negative social interaction and hopefully increased achievement). If our team collaborates with other teachers for this process, the potential to support more students becomes more easily achieved. If we develop and share our skills in data gathering, behavioral supports and tiered interventions, it should be possible to build capacity within the classrooms to support and maintain more behaviorally challenged students. This aligns with Meriden's district initiative to improve student behavior as well as reduce suspension and expulsion rates. It also aligns with our mission statement at Roger Sherman School, which is to "Maximize each students' learning potential in a mutually respectful, safe and caring environment."

Through the FBA and BIP process we are essentially creating a scientific, single-subject research design study on each student in tiered intervention. This allows us to identify each student's individual behavioral needs and align them with appropriate interventions. Progress monitoring is used to measure and determine the effectiveness of the intervention and a student's rate of response. Graphing this information allows us to visually demonstrate the effectiveness of the intervention and how quickly a student is responding.

Three-Tiered SRBI Model for Behavior and Social/Emotional Support



Successful Behavior Plan Phases

I. Initially Addressing the Problem Behavior

- Teacher/staff member makes personal contact with parent/guardian to establish a working relationship, discuss concerns and brainstorm possible solutions
- Classroom interventions are implemented and initial data collection begins (Tier I supports)
- If classroom interventions are unsuccessful, teacher informs other professionals that this student exhibits behavior that is interfering with the learning of student and/or peers.

II. Understanding the Problem Behavior

- Teacher may consult with other professionals (counselor, administrator, psychologist, speech/language specialist, nurse, etc) to understand the cause of the misbehavior and brainstorm solutions.

III. • Teacher refers to the action team if Tier I supports are deemed unsuccessful.

- Teacher collected data is evaluated: checklists, observations, event records.

IV. Developing a Behavior Intervention Plan

- The Behavior Intervention Plan Team meets to formally discuss and strategize on:
 - 1) Contributing environmental factors
 - 2) Functional Assessment (why the student is misbehaving)
- FBA data is gathered. The **FBA** - Is a Functional Behavior Assessment, we collect and analyze data to help us understand what motivates the behavior, what behavioral skills the child lacks.

Note that It is **NOT** productive to collect data to prove the child has severe behaviors. It **IS** productive to collect data that we can use to help support the child.

- A formal plan of action, the BIP, is developed with behavior goals are developed.
- Support Roles/Responsibilities and a system of communication is formalized
- The environment and/or curriculum is changed to support both functionally equivalent replacement behavior (FERB) AND general positive behaviors
- New appropriate behaviors and FERB is taught and reinforced.

V. Goal(s) are continuously monitored as specified

- Reinforcement Schedule, Reactive strategies, Progress monitoring are outlined and followed
- The team re-convenes to review progress, as appropriate. If unsuccessful, team plans next steps (revise, redo, assess, etc.)

Most of this manual will focus on the phases after a referral to the Action Team has been made, however, some clarification of some of the concepts for Phases I and II will assist in making the referral to the Action Team more efficient.

In Phase I a clear definition of the behavior is important.

- Define the behavior
 - Be very specific
 - Make sure everyone will know what you have in mind
 - Be sure that your definition is so narrow in scope that others would observe only what you had in mind.
 - Examples: “Aggressive” is too broad and needs explanation (hitting, kicking, spitting, pushing, etc). Disruptive is too broad (what does it look like, how is the student disruptive—Verbally? Physically?). “Billy displays daily verbal disruption, by calling out when directions are being given.”

In Phase II a referral to the Action Team is made. The referral form is the same referral form for the Child Study Team.

See Appendix A for the referral form

Once referred to the Action Team, further data collection is completed. This includes teacher and parent information, records review and direct observations.

Appendix B Contains Teacher and Parent Questionnaires for data collection

Behavior Data Collection

Since Phases I and II are pre-referral (Tier I) activities, let's move into Phase III of this process (developing the FBA and BPI). Once behavior is defined and clarified we need to collect data on the behavior. Office referral and teacher reports are permanent record data that will be reviewed and included in an FBA. The next step is direct observation of the child. Data from behavioral observations can be easily quantified. The observer watches the student directly and records how long or how often a certain behavior occurs. Using this method, you can compare the degree of occurrence of the behavior with the degree to which it is exhibited by other students. This method can also be used to obtain an accurate perception of whether the student's behavior is improving over time and whether or not the student is responding to intervention. There are several basic types of behavioral recordings that can be utilized in the classroom: frequency recording, duration recording, interval recording and latency recording. The recording procedure that you choose will depend on the kind of behavior that is demonstrated and the type of information that would be most beneficial to you.

The Positive Environments Network of Trainers manual explains that "Direct measurement of behavior is accomplished through the direct measurement of permanent products and through direct observational recording. When do we use measurements of permanent products? According to Cooper, Heron and Heward (pg. 61), there are two rules to be considered when using permanent products for data collection. Rule 1: "Each occurrence of the target behavior results naturally in the same permanent product...such as answers on a worksheet. Rule 2: "...the product can be produced only by the target behavior" (P. 61) When do we use direct observational recording? When can the behavior be observed? What are the procedures for collecting data through direct observation? The most commonly used procedures for school settings include event recording, interval recording, duration recording, latency recording, and momentary time sample recording. ABC Charts are also commonly used." The BIP Desk Reference See www.pent.ca.gov Section 3 Page 8 of 58

So...what are the differences in the procedures and how do I know when to use which one?

Frequency recording is a simple counting of how many times a behavior occurs during a designated period of time. Those designated periods might be a minute, an hour, a day, or a week. It is most useful with behaviors that are discrete and short in duration (e.g., number of swear words, number of talk-outs without raising hand), or number of things that the student has created (e.g., number of correct math problems, number of homework assignments submitted). This generally gives you the rate that the behavior occurs in a designated period (frequency/time=rate behavior occurs)

Duration recording monitors the percent of time that a behavior occurs during the observation period, or it can be used to calculate the average time of display for the number of times that the student showed the

behavior. To calculate the percentage, the sum of the times (duration) that the behavior occurred is divided by the total observation time (For example, if the behavior was displayed for a total of 10 minutes during your 30 minute observation of the student, the behavior was happening 33% of the time). This type of recording is used for behaviors that last for more than a few seconds and/or for varying lengths of time (e.g., paying attention, tapping a pencil, in-seat behavior). An easy way to do Duration Recording is with **Interval recording**. **Interval recording** is a shortcut procedure for *estimating* the duration of a behavior. In this method, the observer periodically looks at the student at **predetermined** (NOT spontaneously selected) intervals and records whether the behavior is occurring. There are **three types** of interval recording. In whole interval time sampling, you observe the student for a few seconds at designated intervals and notice whether the behavior occurs for the whole interval that you are looking for it (mark "yes" or "no" as to whether this behavior occurred for the whole time that you were watching). In partial interval recording, you mark whether the behavior occurred at least once during the short observation interval. In momentary time sampling, you look up immediately at pre-designated points and notice whether the behavior is occurring at that precise moment. In all three types, the teacher then figures the *percent of observations* that the behavior occurred. Interval recording is used for the same behaviors as duration recording, but this procedure takes less time and effort, and does not require that the student be observed continually. These methods give us a percentage of time the behavior occurs (time behavior occurred/total amount of time=duration).

Latency Recording: Use latency recording if you are interested in measuring the time that it takes for the student to respond to a prompt. For example, if a teacher makes a request for a student to put an activity away, the observer would be interested in the length of time it takes for the student to comply with the request. Use this method if the opportunity and the behavior have a clear beginning and end. Examples of behaviors where you might want to measure latency include how long it takes to go sit at one's desk, how long it takes to take out materials, how long it takes to begin writing, etc. This is a smaller version of duration recording where you begin timing once the request for the behavior is made and complete the recording immediately upon the child beginning the appropriate request. This gives you a specific amount of time (the behavior took 4 minutes to begin. Thus, the latency= 4 minutes).

ABC recording: Part of understanding what is going on with the child's behavior, is learning to identify what happened before the behavior began and what is maintaining the behavior. What happened before the behavior?—Antecedent (what activity or request is the child responding to with their behavior?). What is the Behavior response? What are the Consequences? What happened after the behavior that reinforced or maintained the target behavior? This type of recording will need to take place over the course of several weeks, to assist in determining the A.B.C. consistently.

What is a scatter plot and how do you use it? (From Special Connections www.specialconnections.ku.edu)

"The scatter plot is an interval recording method that can help you discover patterns related to a problem behavior and specific time periods. The scatter plot is a grid with time plotted on the vertical line divided into periods of time. For instance, the time listed on the grid might be divided into 15-minute periods. The first time on the grid could be listed as 9:00-9:15, the next as 9:15- 9:30, and followed by 9:30-9:45. In another situation it may be more useful to use 30 minute or 1- hour periods depending upon the type of behavior and the length of time you are observing. The horizontal line on the scatter plot grid designates the date the observation occurs." Data taken from ABC charting can be transferred to a scatter plot form for a quick visual display of the data.

Summary for How to Use Behavioral Recording

1. Define the behavior that you wish to observe. Be very specific. Be sure that your definition is so narrow in scope that others would observe only what you had in mind.
2. Decide which type of behavioral recording is best suited to monitor the behavior.
3. Decide when you will observe the behavior. Do you want to observe the behavior in a number of situations or just one (e.g., math, computers, centers)?
4. Decide how long each of your observations will last. Ten to twenty minutes is usually adequate, but the more time you spend observing, the more accurate will be your results. Repeat your observations at least three more times to give a more representative picture.
5. Observe and record the student's behavior.
6. If you used frequency recording, figure the average number of occurrences per minute, hour, period, or day (whichever makes the most sense in talking about it with others). If you used duration recording, figure the percentage of the total observation time that the behavior occurred. If you used momentary time sampling, figure the percent of intervals when the behavior was occurring. Plot the occurrence rate on a graph.
7. Repeat steps 5 and 6.

Start by getting a baseline.

Data can be collected from a number of sources (RIOT):

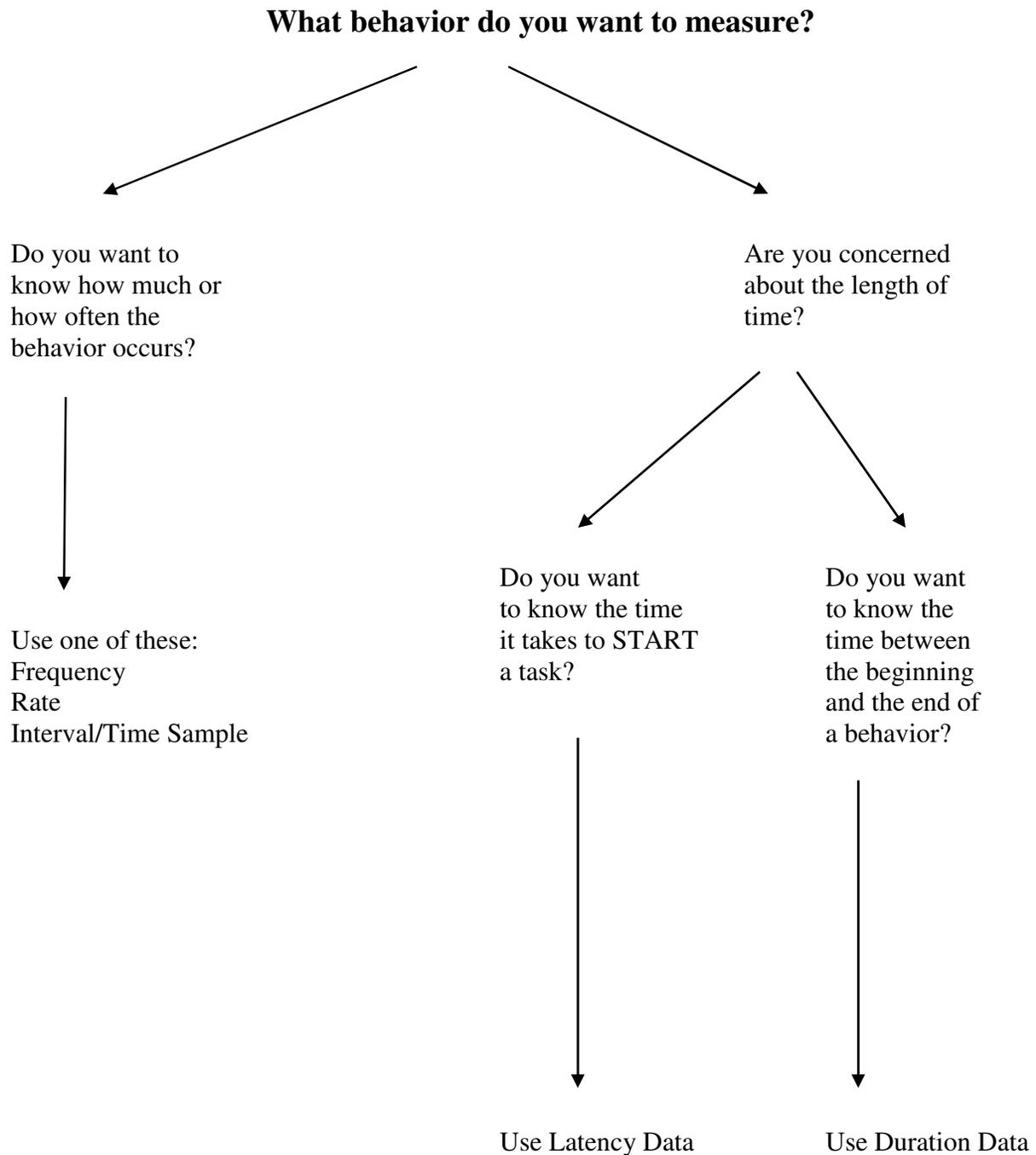
- R = Record Review
- I = Interview
- O = Observation
- T = Testing
- Collect only what you need to determine the discrepancy between what is expected (peer performance) and what is occurring (target student performance).
- Use existing data when possible:
 - ODR (Office Discipline Referrals)
 - Records (e.g., attendance, permanent products)
- Collect additional information when needed:
 - Interview
 - Observation (e.g., Frequency Count, On-task).
- Calculate the Behavior Discrepancy Ratio (BDR)
 - Include statement of student’s current level of performance.
 - Include statement of the expected level of performance (e.g., peer data, teacher expectation).
 - You are essentially specifying “the gap”

-- Formula:
$$\frac{\text{Target Student Behavior}}{\text{Peer Behavior}}$$

- Example: *For disruptive talking out during math, Jessica has engaged in the behavior on average 12 times per class period while her classmates are engaging in disruptive talking out behavior on average 4 times per class period.*

$$\frac{\text{Target Student Behavior}}{\text{Peer Behavior}} = \frac{12}{3} = 4 \text{ (student's behavior is 4x discrepant from peers)}$$

SELECTING A DATA COLLECTION METHOD Flow Chart



Additional Data:

ABC data: Antecedent, Behavior, Consequence. These words are found everywhere in the literature. More information can be easily found on-line. A brief description and observation forms may be enough to get started collecting this type of data. All behaviors occur in response to a stimuli. Understanding what happens before the behavior occurs may help us predict when the behavior is most likely to occur. This is the Antecedent—the “what happened before...” When we look at antecedents we want to know what the behavior is in response to (academic requests, attention to others, independent work, reprimand, etc). The B is Behavior. What target behavior did the child exhibit. C is for Consequence. This does not mean punishment, but rather what response did the behavior elicit? What happened after the behavior in response to the behavior? This information will give insight to how the current behavior is being reinforced. ABC data gathering tools/forms are referenced on P. 56 of this document (tools gathered from behaviordoctor.org --downloads page).

Motivation assessments are also helpful in determining what possible functions are motivating the behavior. The Motivation Assessment Scale (MAS) and Functional Assessment Screening Tool (FAST) are good questionnaires to be given to teachers, caregivers. These are questionnaires that are available for free on line and are included in Appendix C.

Skill analyses are an important piece of data to assist in determining what areas of social or coping skills the student needs to develop in order to improve their behavior responses. These skills (Self-Regulation, Feelings Identification, Social Problem Solving and Coping Skills) will assist service providers in teaching to the area of skill deficit. The Social Behavior Questionnaire addresses this issue and is available in Appendix C as well. All other behavior observation forms are found in Appendix C as well.

Environmental analysis:

An environmental analysis can assist in evaluating what factors in the environment contribute to or assist in maintaining behaviors. Once discovered, modifications to the environment can be made to assist in supporting/reinforcing more positive behaviors.

Prepare your analysis describing:

- What is **IN** the environment Or
- What is **MISSING** in the environment that needs changing to potentially remove or reduce the student’s need to use the problem behavior?

Develop your recommended environmental supports and changes for team consideration based on your analysis. Environmental Analysis form can be found in Appendix D.

Reward preference Inventories:

In gathering data and developing the behavior plan, it is crucially important to discover what motivates the student. A sample of a reward preference inventory is provided. There are a number of these available on-line and they are fairly easy to create, think of tangibles (food, toys), intangibles (time with peers, adults), competition (be the first to...).

Several Reward-Preference Inventories can be found in Appendix E

Functional Assessment

Once we have identified the problem behavior and gathered data, we must analyze the data and hypothesize what the function of the behavior is. This is the FBA. It is the study and analysis of the behavior and the BIP which follows, is the plan to teach and reinforce the more positive behavior. An FBA/BIP is considered a Tier III intervention, when other supports and interventions have not been successful in addressing behavior (it can also be an assessment recommended through a PPT or 504). As a result, the FBA is considered an individual assessment and best practices suggest that written parent permission be obtained even if it is not in consideration of a suspected disability.

Our data collection/information should provide answers to the following questions:

- When does the behavior occur? (Time)
- How often and how long does it last for? (Frequency and Duration)
- Under what circumstances does it occur? (Where/What are antecedents)
- Why does the behavior occur? (Function)
- How is the behavior maintained? (Motivation/Reinforcement)

Consider that the function of most behavior is either to obtain or gain something (positive reinforcement) or escape/avoid something (negative reinforcement).

To Get:

- Social attention
- Access to materials
- Sensory Stimulation
- Control- (Not a lot of research backing this one)

To Get Out of:

- Escape from activities
- Escape from people
- Sensory
- Pain (physical or emotional)

The information gathered from parents' and teachers' information, along with behavior data from records, environmental analysis, observations and the ABC form should allow us to clearly define the behavior, determine what function the behavior serves and understand under what circumstances the behavior is most likely to occur. The following pages contain an example of an FBA.

Confidential
Name of School
Functional Behavioral Assessment

Student: _____ D.O.B: _____
School : _____ Grade: _____
Disability : _____
Date Developed : _____ Dates Reviewed/Revised _____

Reason for Conducting a Functional Behavioral Assessment

- Demonstrates a Pattern of Behavior that Interferes with his or her learning
- Demonstrates a Pattern of Behavior that Interferes With the Learning of Others
- Other (Describe: _____)

Sources of Information

- Parent Interview
- Behavior Checklist/Rating Scale
- Discipline Records
- Educational Evaluation
- Student interview
- Other :
- Teacher Reports
- Direct Observation
- Psychological
- Other

Details of specific Concerns:

(Describe the behavior, when it occurs and how often, what it looks like and what it doesn't look like).

Baseline data:

Include graphs and observation forms

Frequency, Duration, Latency, ABC data, questionnaires (motivation assessments, social skill analyses, etc)

Patterns of behavior:
(describe patterns in the data)

Environmental Factors:

Are there factors in the setting that are contributing to the behavior (noise, sensory, etc)

Function:

Explain the function of the behavior (clear statement: Student exhibits _____ behavior during _____ in order to obtain, escape/avoid _____).

Confidential
My School
Functional Behavioral Assessment

Student: Billy Jones

School : My School

Disability: ADHD (504 plan)

Date Revised: 4/22/14

Grade: 2

Teacher: Mrs. B.

Reason for Conducting a Functional Behavioral Assessment

- Demonstrates a Pattern of Behavior that Interferes with his or her learning
- Demonstrates a Pattern of Behavior that Interferes With the Learning of Others
- Other (Describe: _____)

Sources of Information

- | | |
|---|--|
| <input checked="" type="checkbox"/> Parent Interview | <input checked="" type="checkbox"/> Teacher Reports |
| <input type="checkbox"/> Behavior Checklist/Rating Scale | <input checked="" type="checkbox"/> Direct Observation |
| <input checked="" type="checkbox"/> Discipline Records | <input checked="" type="checkbox"/> Psychological |
| <input type="checkbox"/> Educational Evaluation | <input checked="" type="checkbox"/> Other: Behavior Check Sheets |
| <input checked="" type="checkbox"/> Student interview | |
| <input checked="" type="checkbox"/> Other : Educational Records | |

Details of specific Concerns:

Non-compliance: Non-compliant behavior means instances where student is not following adult directives. Examples of non-compliant behavior include shouting out of turn in class and not following the teacher’s specific directions (e.g. not returning to seat when teacher asks Student to sit down). A non-example of non-compliant behavior includes Student shouting out an answer when called on by the teacher.

Verbal Aggression: Verbal aggression means instances where Student directs any language (verbal or nonverbal) at someone in a threatening or harmful manner. Examples of verbal aggression include yelling at others and/or making targeted comments such as “You’re stupid”, “I hate...”, or “I am going to kick/punch/break...” to peers, staff, or self. A non-example of verbal aggression includes Student engaging in a disagreement that does not escalate to name-calling or threats.

Physical Aggression: Physical aggression means instances where Student hits, kicks, or pushes people or objects. Examples of physical aggression include destruction of class materials, throwing objects across the room or at people, and directing a physical threat or attack at a peer or staff member. A non-example of physical aggression includes throwing an object that is intended to be thrown, such as a ball in gym class.

Baseline data:

Non-compliance , Arguing and Tantrums

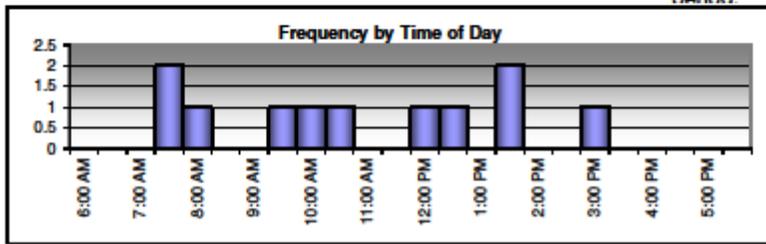
Functional Behavior Assessment

School: Student:
 Grade: School year: **2014 through 2015**
 Teacher: Assessment period: **Wednesday, September 24, 2014**
 Report prepared by: **Mr. Elias**

The purpose of this assessment is to determine the function of 3 target behaviors: Non-Compliance; Aggression; Tantrum. was observed over a period of 14 school days. School was in session from 7:25 until 3:40.

FREQUENCY OF BEHAVIORS

Each bar in the graph below represents the number of behaviors observed in each 30 minute time segment during this assessment period.



Most Active Times of Day

Time	% of Total Activity	# of Events
7:30 AM	18%	2
1:30 PM	18%	2
8:00 AM	9%	1
9:30 AM	9%	1
10:00 AM	9%	1
10:30 AM	9%	1

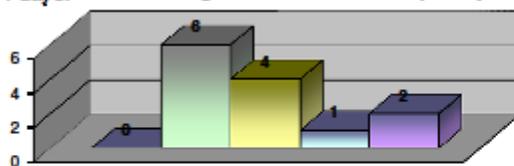
BEHAVIORS PER DAY

was assessed a total of 14 days.

Number of:

Mondays	2
Tuesdays	3
Wednesdays	3
Thursdays	3
Fridays	3

Average Number of Behaviors per Day

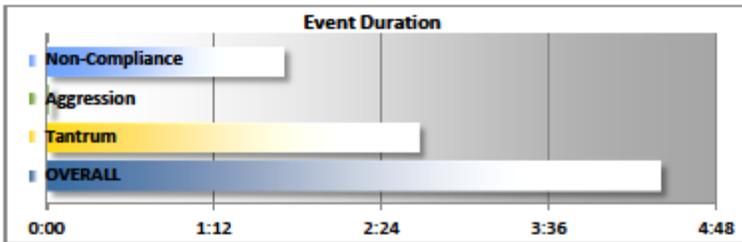


Overall # of incidents

Behavior A	6
Behavior B	1
Behavior C	6
Total	11

EVENT DURATION

The assessment period covered a total of 112:50 hours:min. Behaviors were charted 4:24 hr/min. This was 4% of the assessment period.

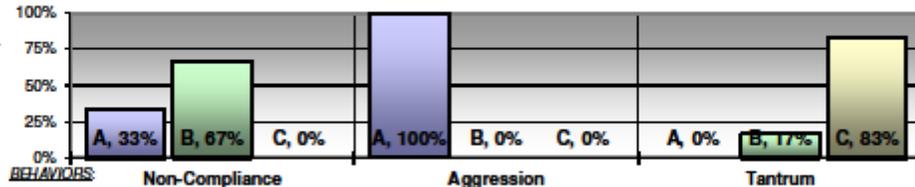


Behavior A	1:42	39%
Non-Compliance		
Behavior B	0:02	1%
Aggression		
Behavior C	2:40	61%
Tantrum		
OVERALL:	4:24	
	hr:min	

STUDENT REACTION

(How student reacted to staff intervention/consequences)

A = Stopped.
 B = Continued
 C = Intensified.



Billy has been observed for much of the school year. Data used for this assessment was taken from 9/20/14 to 10/15/14. In the beginning of the school year, Billy's behavior difficulty was more frequent (more than 5 disruptions/day at numerous times throughout the day). Behaviors have occurred in all areas of school (cafeteria, gym, classroom, hall, bathroom).

Patterns in behavioral data/environmental concerns:

- Billy's behavior has occurred at all times during the day.
- He has had most behaviors occur on Tues, Thurs and Fridays.
- Behaviors have occurred for 3% of the overall assessment period (2.19 hours collectively for 82 hours in the total observation period).
- Generally behaviors stopped prior to office referral, with the exception of one time.
- Behaviors occurred most often during reading/desk work as well as in less structured areas such as the cafeteria and bathroom (33% of the time).
- Transitions and written work (not physical class transitions, but work & activity transitions) to independent writing are the antecedent triggers for his behavior.
- Giving Billy appropriate choices and continuing to expect him to complete his work appears to be effective 83% of the time.
- During interviews and discussion with Billy; preferred rewards are independent activities such as computer and reading.

Function:

- The function of Billy's behavior is to escape or avoid independent writing tasks.

BIP

Once data is gathered from a number of sources and over a period of time, the team will analyze the data looking for clear patterns of behavior and develop a hypothesis as to the function of the behavior. Why is the student doing what they are doing? What are they escaping from or hoping to obtain? Once the purpose for the behavior is determined and the circumstances when it occurs are established (internal and external concerns), we can write a behavior plan.

The Behavior Plan should include

- The required changes to the environment are required to better support general positive behaviors and reduce the need for the student to use the problem behavior to achieve a desired outcome.
- Replacement behavior: What socially acceptable behaviors need to be taught? Select a more socially acceptable functionally equivalent replacement behavior (FERB) that allows to student to achieve his/her desired outcome
- Reinforcement schedule/plan to support the new behavior
- Reactive strategies for future occurrence of the problem behavior
- Communication between all stakeholders to progress monitor interventions

The BIP is really the specification of what the adults will do to address challenging behavior impeding the learning of a student or his/her peers.

Three important questions to consider when writing a BIP:

- Do we understand how this behavior is related to the context in which it occurs?
 - Do we understand the purpose that this behavior serves student: how something is either gained, or something is avoided or protested with this behavior?
 - Do we have a clear plan to teach a new, acceptable behavior that serves the same purpose or function; AND does this plan specify how we will seek to alter or add variables that remove the need for this student to use challenging problem behavior?
- The goal writing worksheet can assist in answering some of these questions.
 - The BIP form which should also address questions previously discussed

Goal Worksheet form

What support do you think the student needs? _____

How often do you think it is needed? _____

Who should/can provide the intervention? _____

How will the intervention be documented? _____

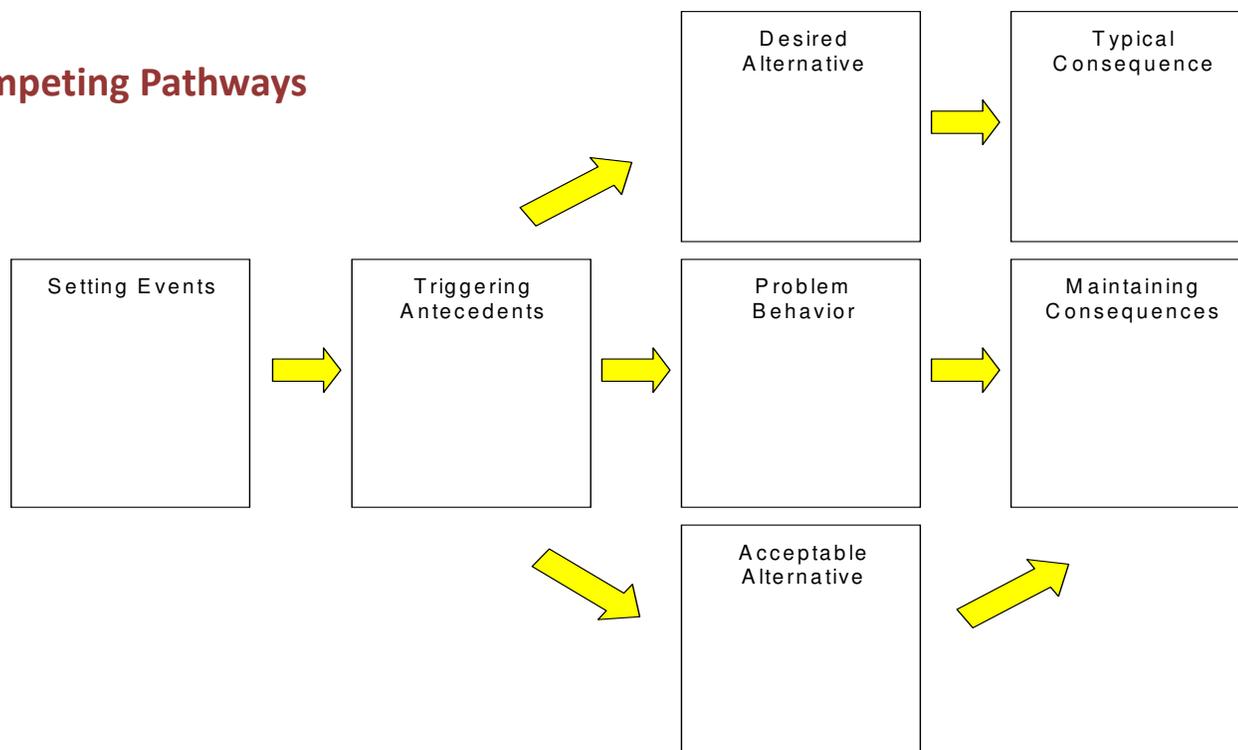
How will the student's response be measured? _____

It is crucially important to understand the “competing pathways” concept here as well. Essentially, the function of the child’s behavior is to obtain or avoid something. Through the interactions with others and factors in the environment, that behavior has been reinforced. We need to select an appropriate replacement behavior that has the same “payoff” as the inappropriate behavior. This is referred to as a F.E.R.B. (Functionally Equivalent Replacement Behavior). Because the child’s negative behavior has been reinforced, if we can align a new behavior with the same reinforcement that supported the negative behavior, the child may adopt the new behavior. This is operant conditioning applied to the classroom (remember B.F. Skinner?).

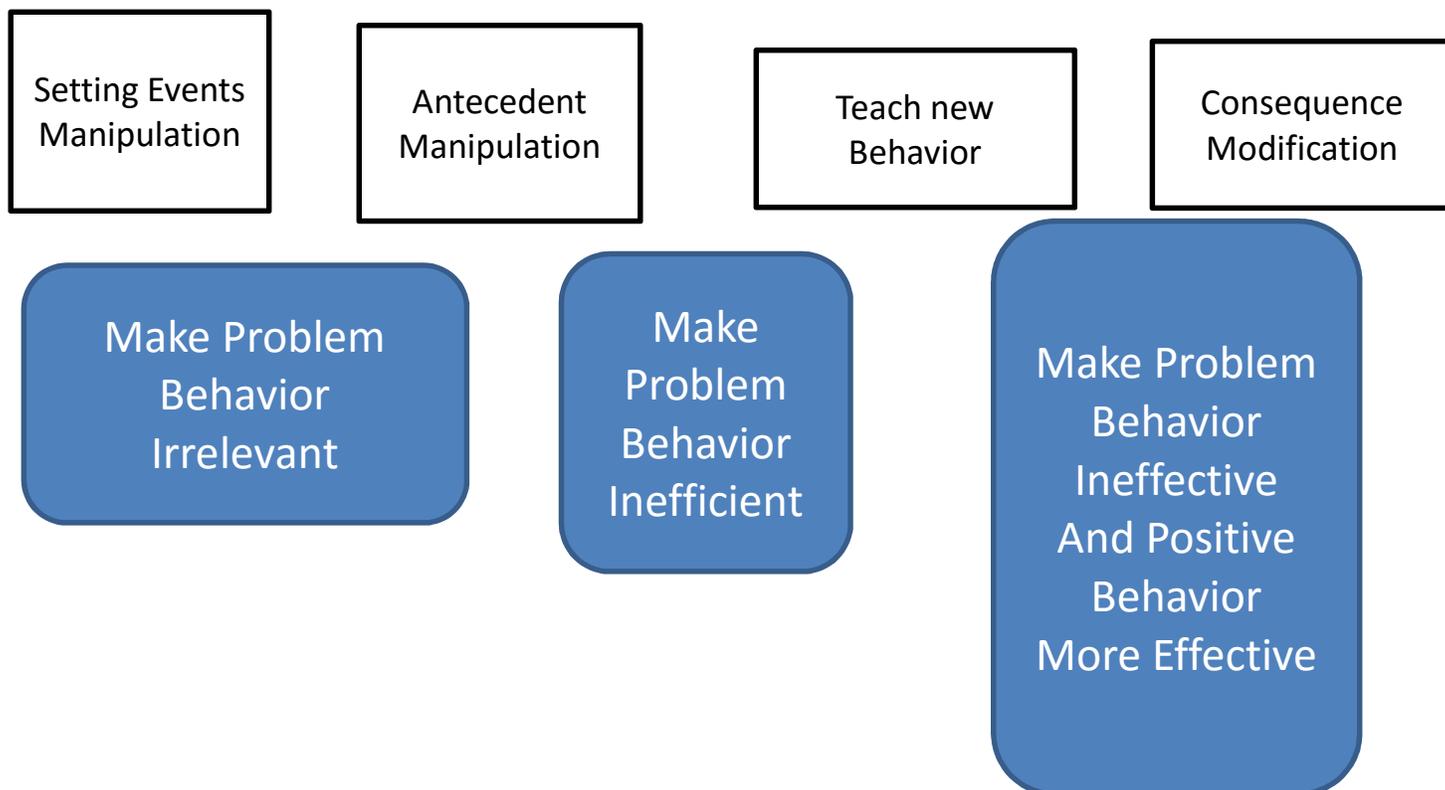
The competing pathways model identifies the problem behavior, its antecedents and consequences. Desired (ideal) behavior and acceptable behaviors are identified. While it is ideal for the child to learn and eventually display the desired behavior, the child may not initially be able to do this. Successive approximations of similar, acceptable behavior may need to be reinforced. Both the expected and acceptable behaviors are identified, taught and aligned with the previous reinforcers (for the unacceptable behavior). Thus making the inappropriate behavior irrelevant, inefficient, ineffective and making the positive behavior more effective

The following diagram explains the model. The Action Team must identify the desired and acceptable behaviors to be taught, the method of teaching/practicing (is there a skills deficit or performance deficit), the reinforcement process, and how the progress will be measured. Once that is done, progress must be monitored at specific intervals and interventions adjusted.

Competing Pathways



The job of the BIP



The following reflection sheet may assist the team in processing the ABC/Competing Pathway process

Behavior Assistance Reflection Sheet

Teacher: _____

Date: _____

Student: _____

IEP or 504: Yes/No

1. Antecedent-Behavior-Consequence (ABC):

Subject/Activity	Antecedent	Problem Behavior	Consequences
<i>Examples:</i> <ul style="list-style-type: none"> • Math • Writing • Reading • Gym 	<i>Examples:</i> <ul style="list-style-type: none"> • Work given to student • Student is alone • Denied a requested item 	<i>Examples:</i> <ul style="list-style-type: none"> • Hitting or pinching • Speaking out of turn • Getting out of seat • Sitting on the floor 	<i>Examples:</i> <ul style="list-style-type: none"> • Escapes task • Receives attention • Ignored • Receives item
• • • •	• • • •	• • • •	• • • •

2. Modifications: Indicate modifications made to classroom environment or work assignments.

<input type="checkbox"/> Seat change	<input type="checkbox"/> Provided extra support/assistance	<input type="checkbox"/> Picture schedule for student
<input type="checkbox"/> Behavior chart *Please attach	<input type="checkbox"/> Modified work to match student's skill *Attach work samples	<input type="checkbox"/> Other:

3. Antecedents (interventions/modifications for issues prior to behavior occurring): What have you tried to date to teach expected or alternative behaviors?

<input type="checkbox"/> Social Skills training ○ Second Step: Yes/No ○ Alternative methods: Yes/No *If yes please attach samples	<input type="checkbox"/> Cueing expected behaviors	<input type="checkbox"/> Taught student to ask for a break
	<input type="checkbox"/> Review rules with entire class	<input type="checkbox"/> Verbal agreement with student
	<input type="checkbox"/> Reward program for expected behavior	<input type="checkbox"/> Individual written contract with the student
	<input type="checkbox"/> Systematic feedback about behavior(s)	<input type="checkbox"/> Role modeling of expected behavior
<input type="checkbox"/> Self-management program/chart	<input type="checkbox"/> Contract with the student and parent	<input type="checkbox"/> Other:

4. Consequences: What have you tried right after the behavior occurs?

<input type="checkbox"/> Office referral	<input type="checkbox"/> Break from task	
--	--	--

<input type="checkbox"/> Time-out	<input type="checkbox"/> Removal from the room	<input type="checkbox"/> Removal of desired item or loss of privileges
<input type="checkbox"/> Token system or behavior plan	<input type="checkbox"/> Meeting with parent at school	
<input type="checkbox"/> Parent contact: <input type="checkbox"/> Phone call: Yes/No <input type="checkbox"/> Email or written letter: Yes/No *Please attach copies of letters/emails	<input type="checkbox"/> Individual meeting with student	<input type="checkbox"/> Other:

5. Attach a brief description of the classroom-wide behavioral system(s) that is used in your classroom.

As noted earlier, it is not productive to collect data on a student to demonstrate that a student has negative behavior, but it is productive to discuss how the data can assist us in supporting the student and teacher. At times, behavior discussion, regarding students are used as sessions to vent one’s frustration in working with a difficult student. While frustrating as it can be to work with a challenging student, the team must minimize this approach and focus on what the student needs and what the behavior tells us. The following FBA/BIP meeting agenda may assist the team in focusing on the student’s needs, goals and reinforcement schedule.

FBA/BIP Process

BIP Meeting Agenda

Instructions

- Follow this agenda to complete the BIP meeting
 - It will walk you through each step required in the BIP portion of the meeting and specify how to complete the *BIP Record Form*
-

Welcome everyone and perform introductions

Designate a team member to record the conclusions of each step on the ***BIP Record Form***
(*This will be included in the student's records later*)

*** Italicized sections after each step indicate the specific heading on the BIP Record Form that is addressed in that step***

As a team, set the goals for the student by determining the ***desired behaviors*** (*Behaviors*)

- Ask, what do we want the student to do now ***instead of*** what he or she is doing now?
 - *Remember to only choose behaviors that would be developmentally appropriate*

Ask whether the student already ***knows*** how to perform the desired behaviors (*Strategies*)
(e.g. had the student regularly performed the behavior in the past or a different setting?)

- If the student **had performed** the skill before, then continue to the next step
- If the student **had not performed** the skill before, then determine strategies for ***teaching*** the replacement behaviors
 - Identify the student's **current skill set**
 - **Determine the method** that would be needed to train these desired behaviors
 - Also identify **where** and **when** opportunities for training those skills might exist
(*natural vs. created opportunities*)

Determine any ***preventative*** techniques that might help in avoiding situations that prompt undesired

behaviors (*Strategies*)

- Instructional modifications (e.g. pacing, skill level, modified content)
- Environmental Modifications (e.g. seating scheduling, setting)
- Cueing/Prompting

Determine any *supportive* techniques that might help in motivating desired behaviors

- Consequences to increase the desired behavior (*Positive Consequences*)
- Consequences to decrease the undesired behaviors (*Negative Consequences*)

Determine *when, where, and who* will implement the components of the BIP (*When/Where/Who*)

Set a plan *evaluation schedule* and determine a method for determining the plan's effectiveness

- Determine how **student progress** will be measured
 - The primary classroom teacher(s) should be assigned to collect this data
 - Decide upon how this data will be collected – frequency count, time sample, event sample, etc.
- Determine how **plan implementation** will be monitored
 - One team member should be assigned to collect this data
 - Decide upon how this data will be collected – via a checklist, intervention log, etc.

Review the plan with team members

- Secure signatures
- State that the BIP supplements but does not supercede school board policies
- Identify who needs to be informed of the BIP
- Designate a team member to review the BIP with the student and any staff that need to be aware of the plan

- Determine a date when the BIP will be reviewed
 - Schedule a date that is within **3-4 weeks**

The following form should assist in clearly outlining your BIP

BEHAVIOR INTERVENTION PLAN

Student Information	Name: [redacted] Date: [redacted] Teacher/Grade: [redacted]
BIP Report Completed by	Team or Staff Name: [redacted]
Replacement Behavior: <i>What is expected of the student? (Include how it will be taught, reinforced and measured).</i>	[redacted]
Focus on skills or practice?	<input type="checkbox"/> Skills Deficit <input type="checkbox"/> Performance Deficit
Method of Teaching Replacement Behavior and By Whom: <i>How will we teach the desired behavior and who will teach it?</i>	<input type="checkbox"/> direct instruction, by: [redacted] <input type="checkbox"/> social skills support, by: [redacted] <input type="checkbox"/> anger support, by: [redacted] <input type="checkbox"/> coping skills, by: [redacted] <input type="checkbox"/> behavior contract, by: [redacted] <input type="checkbox"/> feelings identification, by: [redacted] <input type="checkbox"/> check in/check out <input type="checkbox"/> role playing/therapeutic games, by: [redacted] <input type="checkbox"/> other [redacted], by: [redacted]
Accommodations, Interventions, and Who's Responsible for Them: <i>What help will we give the student to help him/her succeed?</i> <i>It is VERY important that all accommodations and/or recommendations be followed consistently by teacher(s), paras, and school staff</i>	Accommodations to assist the student in displaying the replacement behavior: <input type="checkbox"/> clear, concise directions <input type="checkbox"/> frequent reminders/prompts <input type="checkbox"/> avoid strong criticism <input type="checkbox"/> frequent breaks/vary activities <input type="checkbox"/> predictable, routine schedule <input type="checkbox"/> teacher/staff close proximity <input type="checkbox"/> separate study area <input type="checkbox"/> reprimand the student privately <input type="checkbox"/> preferential seating <input type="checkbox"/> modify assignments <input type="checkbox"/> avoid power struggles <input type="checkbox"/> review rules & expectations <input type="checkbox"/> specifically define limits <input type="checkbox"/> calm down/cooling off period <input type="checkbox"/> provide highly-structured setting <input type="checkbox"/> communicate regularly with parents <input type="checkbox"/> other _____ Interventions & Who's Responsible for Them: 1. [redacted]

	2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/>
Method of Measuring Progress: <i>How will we determine whether or not the plan is working or not?</i>	<input type="checkbox"/> direct observation <input type="checkbox"/> daily behavior sheet <input type="checkbox"/> charting/graphing <input type="checkbox"/> self-monitoring <input type="checkbox"/> number of discipline referrals <input type="checkbox"/> Other <input type="checkbox"/>
Length of behavior plan	<input type="checkbox"/> one month <input type="checkbox"/> two months <input type="checkbox"/> other: <input type="checkbox"/>
Rewards for Appropriate Behavior <i>What can they earn?</i>	<input type="checkbox"/> verbal praise <input type="checkbox"/> immediate feedback <input type="checkbox"/> computer time <input type="checkbox"/> earned privileges <input type="checkbox"/> earned tokens/points <input type="checkbox"/> positive call or note home <input type="checkbox"/> tangible rewards <input type="checkbox"/> free time <input type="checkbox"/> positive visit to office <input type="checkbox"/> other <input type="checkbox"/>
Consequences for Inappropriate Behavior: <i>What happens if the student continues to display the inappropriate behavior?</i>	<input type="checkbox"/> loss of points/tokens <input type="checkbox"/> loss of privileges <input type="checkbox"/> time out <input type="checkbox"/> phone call home <input type="checkbox"/> send to office <input type="checkbox"/> escort to another area <input type="checkbox"/> remove others from area <input type="checkbox"/> other <input type="checkbox"/>

Examples of proactive strategies, reinforcement schedules, reactive strategies for the BIP

Proactive Strategies:

- Use Check In sheet for keeping track of Student's reward points and behavior. Frequent rewards can be given in class for work completion and not yelling out (break to read or draw).
- Morning sensory break 15 min. (walk to OT room or resource room if OT room is unavailable). Activities can include rolling medicine ball, rolling on mat and stretching/yoga).
- In-class stress breaks are given as needed (walk, seat at back of the room, stress ball, use of the calm-down kit, etc, but Student will be prompted to come back to task after 3 minutes). These are done to allow Student to relax or refocus when he is frustrated or cannot get immediate support.
- Coping Skills card (calm down check list) attached to clip board or desk should be reviewed with Student daily (at check in).
- Use First/Then sheet for completing assignments. "First we're going to complete _____, then you can _____". Preferred activities to be earned are decided prior to the activity. Reading and origami are preferred activities. Specific earned rewards can be given after work completion (5 min max). Larger rewards (longer earned breaks/activities can be done twice a day (AM for 4/5 morning assignments completed and PM for 4/5 afternoon assignments completed). Do we think the reward frequency needs to be specified or done upon completion of certain tasks, points on his sheet or just continue as we have this past week?
- Coping skills group and individual counseling support to teach to use and practice social skills and emotional regulation. Student is seen for 30 minutes twice a week for counseling. He also is seen for a daily check In with Mr. Elias at 12:10. Student uses a daily point sheet monitored through the check in/check out program.
- Meet frequently (bi-weekly) to discuss/report Student's success.
- Continue therapeutic intervention (individual and group)—teaching coping and social skills. Currently focusing on coping skills with Mr. Elias.

Reinforcement Schedule

- Reinforce completion of work and compliance with praise and a PBS ticket for completion ("Great job completing your work/following directions!").
- Reinforce high probability tasks (activities that he already completes successfully (and is likely to continue independently)—to foster compliance and the likelihood of completing less desirable tasks (i.e. returning to class after an afternoon break).
- Student earns weekly prizes/preferred activities through Check In/Out (Student earns preferred activities during his breaks by obtaining 80% of check sheet points (up to the time of the break). He also obtains weekly prizes by earning 80% of his goal three day in the week).
- Daily rewards are provided through the First/Then protocol (specified above). Remind Student of his reward and preferred activity. "You are doing a great job Student. What reward are you working for when you take your break?"
- Practice and Reinforce Student's expression of feelings, throughout the day. A question like "How do you feel about that?" "What would be a good solution to that problem?" at various times during the day will assist him in correctly labeling feelings.

Behavior Support (Reactive)

- At initial attempt to refuse (or yell—verbally disengage) to complete work, calmly say, “Student first, we are going to complete _____ then you can _____ (preferred activity or a break).”
- At first sign of frustration (continued refusal to work or comply with directions, yelling, flopping on the floor, clenched fists, loud breathing), calmly say, “Student, you look frustrated, do you need a break?”
- If Student doesn’t comply, state “It’s time for a break.” He can read or sit on the carpet for up to 3 minutes.
- The consequence for work refusal is that Student doesn’t earn a reward or points for that activity.
- Once he is calm, attempt to have Student complete the initial activity that he was refusing. Once again reminding him, “Student first, we are going to complete _____ then you can _____.”
- If Student is aggressive or destructive (physically hitting, throwing, threatening or destroying school property) call the office immediately.
- If possible, process calming down strategies on his sheet and call the office if needed.
- First sign of physical aggression or destruction—removal of class from room if necessary.
- Call office staff to assist and remove Student (or keep him in place and allow the class to leave).
- Process with Student to identify connection between his emotions and behavior. Give him firm directions, “Please sit here. I’ll sit with you. We’re going to look at our problem solving sheet.” Review processing/problem solving sheet.
- Student needs to make restitution (apologize, clean up his mess, etc.).
- Follow school progressive discipline policy.

Appendix A: Referral Form (Same as CST/SRBI referral)

School District School Name			
Student Information, Record of Tier I Instruction & Referral to Tier II			
Pages 1 and 2 to be completed by the general education teacher(s) <i>prior</i> to Tier II intervention plan			
Student Name:	DOB :	Grade:	Date Submitted:
Parent/Guardian Name(s):	Parent/Guardian Contact:		
Student's Teacher(s)	Date of Parent/Guardian Notification of Concern:		
Student Attendance to Date: Absences Tardies	Has the Student Ever Been Retained? <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, grade repeated:		
Parent's Dominant Language: Student's Dominant Language: ESOL: <input type="checkbox"/> No <input type="checkbox"/> Yes Attended Bilingual: <input type="checkbox"/> No <input type="checkbox"/> Yes If yes, date exited:	Nurses Report: <input type="checkbox"/> Attached		
Academic Strengths (<i>check all that apply</i>)			
<p><u>Reading Skills</u></p> <input type="checkbox"/> Fluency <input type="checkbox"/> Decoding <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary <p><u>Writing Skills</u></p> <input type="checkbox"/> Fluency <input type="checkbox"/> Content <input type="checkbox"/> Organization <input type="checkbox"/> Mechanics <input type="checkbox"/> Spelling <input type="checkbox"/> Grammar	<p><u>Math Skills</u></p> <input type="checkbox"/> Operation Fluency and Algebraic Reasoning <input type="checkbox"/> Numbers and Operation in Base Ten <input type="checkbox"/> Measurement <input type="checkbox"/> Geometry <input type="checkbox"/> Fractions <p><u>Organizational Skills</u></p> <input type="checkbox"/> Organized area <input type="checkbox"/> Easily finds materials <input type="checkbox"/> Effective use of planner	<p><u>Memory Skills</u></p> <input type="checkbox"/> Short term items <input type="checkbox"/> Long term items <input type="checkbox"/> Multiple step directions <p><u>Academic Habits</u></p> <input type="checkbox"/> Persists for a long time <input type="checkbox"/> Works well independently <input type="checkbox"/> Completes assignments <input type="checkbox"/> Works well with others <input type="checkbox"/> Actively participates	<p><u>Language Skills</u></p> <input type="checkbox"/> Articulation <input type="checkbox"/> Expressive <input type="checkbox"/> Receptive <input type="checkbox"/> Pragmatic <p><u>Behavior</u></p> <input type="checkbox"/> Interactions with peers <input type="checkbox"/> Interactions with adults <input type="checkbox"/> Motivated <input type="checkbox"/> Enthusiastic
Academic Concerns/Weaknesses			
<p><u>Reading Skills</u></p> <input type="checkbox"/> Fluency <input type="checkbox"/> Decoding <input type="checkbox"/> Comprehension <input type="checkbox"/> Vocabulary <p><u>Writing Skills</u></p> <input type="checkbox"/> Fluency <input type="checkbox"/> Content <input type="checkbox"/> Organization <input type="checkbox"/> Mechanics <input type="checkbox"/> Spelling <input type="checkbox"/> Grammar	<p><u>Math Skills</u></p> <input type="checkbox"/> Operation Fluency and Algebraic Reasoning <input type="checkbox"/> Numbers and Operation in Base Ten <input type="checkbox"/> Algebraic Reasoning <input type="checkbox"/> Geometry <input type="checkbox"/> Fractions <p><u>Organizational Skills</u></p> <input type="checkbox"/> Messy area <input type="checkbox"/> Loss of materials <input type="checkbox"/> Ineffective use of Planner	<p><u>Memory Skills</u></p> <input type="checkbox"/> Short term items <input type="checkbox"/> Long term items <input type="checkbox"/> Multiple step directions <p><u>Academic Habits</u></p> <input type="checkbox"/> Gives up easily <input type="checkbox"/> Does not work well independently <input type="checkbox"/> Incomplete assignments <input type="checkbox"/> Does not work well with others <input type="checkbox"/> Does not actively participate	<p><u>Language Skills</u></p> <input type="checkbox"/> Articulation <input type="checkbox"/> Expressive <input type="checkbox"/> Receptive <input type="checkbox"/> Pragmatic

Tier I Instructional Practices Implemented*Attach Progress Monitoring for each concern*

Concern	Description Differentiated Instruction	Progress Monitoring Tool & Students Response (No, Limited, Some, Adequate Progress)

FBA Teacher Questionnaire

Student: _____ Date: _____ Person Completing this Form: _____

Please return to _____ by _____

What are student's strengths/needs and weaknesses? _____

What are behaviors of concern (target behaviors)? _____

Are there particular requests/tasks he/she is more likely to avoid? _____

Are there particular times he/she is more likely to display task avoidance (leaving seat, interrupting)?

About how long does it take to comply with a request? _____

How often does the behavior occur and how long does it last (frequency/rate and duration)? _____

Under what circumstances or antecedent events is the target behavior most likely to occur and least likely to occur? _____

What consequences or results predictably follow the target behavior? (What does he/she get?) _____

What broader issues are important influences on behavior? Are there sensory or mental health concerns?

FBA Teacher Questionnaire p. 2

What might he/she be trying to Get/Obtain? Tangible: Access to materials, objects _____

What might he/she be trying to Get/Obtain? Intangible: attention, sensory stimulation _____

What might he/she be trying to Get Out Of/Avoid? Tangible: activities, work, peers _____

What might he/she be trying to Get Out Of/Avoid? Tangible: sensory, anxiety, frustration,
sensory _____

What rewards does the student appear to gravitate toward? Do they compete with peers? Do they prefer
concrete rewards or intangibles (attention/time with peer or adult)? _____

Further pertinent information: _____

FBA Parent Questionnaire

Student: _____ Date: _____ Person Completing this Form: _____

Please return to _____ by _____

What are your child's strengths/needs and weaknesses? _____

Please describe any behaviors of concern they have? _____

About how often does the behavior occur and how long does it last? _____

About how long does it take to follow your directions (do you have to remind them several times)? _____

Are there particular requests/tasks he/she is more likely to avoid? _____

Are there particular rewards your child likes to earn? _____

Under what circumstances or antecedent events is the target behavior most likely to occur and least likely to occur? _____

What other issues are possibly impacting your child's behavior, are there sensory or health concerns, ADHD, ect...? _____

In thinking about your child, is there anything that they might be trying to gain or avoid through their behavior (peer or adult attention, avoid certain work, etc) _____

FBA Parent Questionnaire p. 2

Is there any additional that you would like the team to consider:_____

5-Minute Time Sampling Form

Student Name: _____ Date & Time: _____

Task: _____ Setting: _____

Operational Definition of Behavior: _____

Time	Target Child	Peer (Class or Group)	Notes (Off-Task Behaviors; Behavior of Teacher & Peers, etc.)
00:00			
00:10			
00:20			
00:30			
00:40			
00:50			
01:00			
01:10			
01:20			
01:30			
01:40			
01:50			
02:00			
02:10			
02:20			
02:30			
02:40			
02:50			
03:00			
03:10			
03:20			
03:30			
03:40			
03:50			
04:00			
04:10			
04:20			
04:30			
04:40			
04:50			
Percentage*			

Check mark denotes presence of target behavior; dash denotes its absence

*total checks divided by 30 if column completed; otherwise total checks divided by the number of boxes completed in column

10-Minute Time Sampling Form

Student Name: _____ Date & Time: _____

Task: _____ Setting: _____

Operational Definition of Behavior: _____

Time	Target Child	Peer (or Class)	Notes (Off-Task Behaviors; Behavior of Teacher & Peers, etc.)
00:00			
00:15			
00:30			
00:45			
01:00			
01:15			
01:30			
01:45			
02:00			
02:15			
02:30			
02:45			
03:00			
03:15			
03:30			
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06:30			
06:45			
07:00			
07:15			
07:30			
07:45			
08:00			
08:15			
08:30			
08:45			
09:00			
09:15			
09:30			
09:45			
Percentage*			

--Check mark denotes presence of target behavior; dash denotes its absence

*total checks divided by 40 if column completed; otherwise total checks divided by the number of boxes completed in column=rate (or # of occurrences /time).

--Number of Target Child's Behavior divided by Peer Behavior gives you the Behavior Discrepancy Ratio (BDR) or how discrepant the child's behavior is from peers.

Frequency Data Collection Form

Student Name: _____ Date & Time: _____

Task: _____ Setting: _____

Operational Definition of Behavior: _____

Interval of Time

in minutes

Number of occurrences of behavior observed in the time interval

Frequency (# of behaviors) _____

Divided by interval time _____

Frequency/Time = Rate of behavior

MOTIVATION ASSESSMENT SCALE

Name: _____ Rater: _____ Date: _____

Behavior Description: _____

Setting Description: _____

Instructions: The Motivation Assessment Scale is a questionnaire designed to identify those situations in which an individual is likely to behave in certain ways. From this information, more informed decisions can be made concerning the selection of appropriate reinforcers and treatments. To complete the Motivation Assessment Scale, select one behavior that is of particular interest. It is important that you identify the behavior *very specifically*. *Aggressive*, for example, is not as good a description as *hits his sister*. Once you have specified the behavior to be rated, read each question carefully and enter the number in the box that best describes your observations of this behavior.

Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
1. Would the behavior occur continuously, over and over, if this person was left alone for long periods of time? (For example, several hours.)							
2. Does the behavior occur following a request to perform a difficult task?							
3. Does the behavior seem to occur in response to your talking to other persons in the room?							
4. Does the behavior ever occur to get a toy, food, or activity that this person has been told that he or she can't have?							

5. Would the behavior occur repeatedly, in the same way, for very long periods of time, if no one was around? (<i>For example, rocking back and forth for over an hour.</i>)							
6. Does the behavior occur when <i>any</i> request is made of this person?							
7. Does the behavior occur whenever you stop attending to this person?							
8. Does the behavior occur when you take away a favorite toy, food, or activity?							
9. Does it appear to you that this person enjoys performing the behavior? (<i>It feels, tastes, looks, smells, and/or, sounds pleasing?</i>)							
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him or her to do what you ask?							
11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him or her? (<i>For example, if you are sitting in a separate room, interacting with another person.</i>)							
12. Does the behavior stop occurring shortly after you give this person the toy, food, or activity he or she has requested?							
Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
13. When the behavior is occurring, does this person seem calm and unaware of anything else going on around him or her?							
14. Does the behavior stop occurring shortly after (<i>one to five minutes</i>) you stop working or making demands of this person?							
15. Does this person seem to do the behavior to get you to spend some time with him or her?							

16. Does the behavior seem to occur when this person has been told that he or she can't do something he or she had wanted to do?							
--	--	--	--	--	--	--	--

Sensory

Escape

Attention

Tangible

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |
| 9. _____ | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |

Total Score = _____

Mean Score = _____

Relative Ranking = _____

THE PURPOSE / FUNCTION OF THE BEHAVIOR

The motivational Assessment Scale helps determine the function of the behavior and will help you develop a theory. Remember that some behaviors may serve more than one purpose for a student. The purpose of behavior is ATTENTION if it occurs when you are not paying attention to the child (e.g. you are talking to someone else in the room or talking on the phone) or when you stop paying attention to him/her. The purpose of behavior may be ESCAPE / AVOIDANCE if it occurs when you ask the child to do something that he or she doesn't like to do or want to do. It stops after you stop making the demand. The purpose of behavior may be TANGIBLE if it occurs when you take away a favorite item, toy, food, or activity. It stops soon after you give the child a toy, food, item, or activity that he/she seems to like or has requested. It may occur when the child can't have the item requested. The purpose of behavior may be SENSORY if it tends to be performed over and over again in a rhythmic or cyclical manner. The behavior will tend to happen when there is either a lot going on in the area or very little (e.g. noise, movement, people, activity...). The student can still do other things at the same time as he/she is performing the behavior. The purpose may also be play if the child seems to be enjoying performing the behavior (e.g. smiles, laughs...) is in his/her own world and cannot do other things at the same time.

FUNCTIONAL ASSESSMENT SCREENING TOOL (FAST)

Name: _____ Age: _____ Date: _____
 Behavior Problem: _____
 Informant: _____ Interviewer: _____

To the Interviewer: The Functional Assessment Screening Tool (FAST) is designed to identify a number of factors that may influence the occurrence of problem behaviors. It should be used only as an initial screening tool and as part of a comprehensive functional assessment or analysis of problem behavior. The FAST should be administered to several individuals who interact with the person frequently. Results should then be used as the basis for conducting direct observations in several different contexts to verify likely behavioral functions, clarify ambiguous functions, and identify other relevant factors that may not have been included in this instrument.

To the Informant: After completing the section on "Informant-Person Relationship," read each of the numbered items carefully. If a statement accurately describes the person's behavior problem, circle "Yes." If not, circle "No." If the behavior problem consists of either self-injurious behavior or "repetitive stereotyped behaviors," begin with Part I. However, if the problem consists of aggression or some other form of socially disruptive behavior, such as property destruction or tantrums, complete only Part II.

Informant-Person Relationship

Indicate your relationship to the person: Parent Teacher/Instructor Residential Staff Other

How long have you known the person? _____ Years _____ Months

Do you interact with the person on a daily basis? _____ Yes _____ No

If "Yes," how many hours per day? _____ If "No," how many hours per week? _____

In what situations do you typically observe the person? (Mark all that apply)

Self-care routines _____ Academic skills training _____ Meals _____ When (s)he has nothing to do
 Leisure activities _____ Work/vocational training _____ Evenings _____ Other: _____

Part I. Social Influences on Behavior

- | | | | |
|----|---|-----|----|
| 1. | The behavior usually occurs in your presence or in the presence of others | Yes | No |
| 2. | The behavior usually occurs soon after you or others interact with him/her in some way, such as delivering an instruction or reprimand, walking away from (ignoring) the him/her, taking away a "preferred" item, requiring him/her to change activities, talking to someone else in his/her presence, etc. | Yes | No |
| 3. | The behavior often is accompanied by other "emotional" responses, such as yelling or crying | Yes | No |
- Complete Part II if you answered "Yes" to item 1, 2, or 3. Skip Part II if you answered "No" to all three items in Part I.

Part II. Social Reinforcement

- | | | | |
|-----|---|-----|----|
| 4. | The behavior often occurs when he/she has not received much attention | Yes | No |
| 5. | When the behavior occurs, you or others usually respond by interacting with the him/her in some way (e.g., comforting statements, verbal correction or reprimand, response blocking, redirection) | Yes | No |
| 6. | (S)he often engages in other annoying behaviors that produce attention | Yes | No |
| 7. | (S)he frequently approaches you or others and/or initiates social interaction | Yes | No |
| 8. | The behavior rarely occurs when you give him/her lots of attention | Yes | No |
| 9. | The behavior often occurs when you take a particular item away from him/her or when you terminate a preferred leisure activity. (If "Yes," identify: _____) | Yes | No |
| 10. | The behavior often occurs when you inform the person that (s)he cannot have a certain item or cannot engage in a particular activity. (If "Yes," identify: _____) | Yes | No |
| 11. | When the behavior occurs, you often respond by giving him/her a specific item, such as a favorite toy, food, or some other item. (If "Yes," identify: _____) | Yes | No |
| 12. | (S)he often engages in other annoying behaviors that produce access to preferred items or activities. | Yes | No |
| 13. | The behavior rarely occurs during training activities or when you place other types of demands on him/her. (If "Yes," identify the activities: _____ self-care _____ academic _____ work _____ other) | Yes | No |

Adapted from the Florida Center on Self-Injury

The FAST can be found on-line here <http://www.adapt-fl.com/files/FAST.pdf>

Behavior Frequency Chart

Target Behavior:

Student: _____

Grade: _____ Teacher: _____

School: _____

Start Date: _____

Start Time: _____ End Time: _____

Baseline Data Post-Intervention Data

Circle the number each time the behavior occurs during this daily assessment period.

30	30	30	30	30
29	29	29	29	29
28	28	28	28	28
27	27	27	27	27
26	26	26	26	26
25	25	25	25	25
24	24	24	24	24
23	23	23	23	23
22	22	22	22	22
21	21	21	21	21
20	20	20	20	20
19	19	19	19	19
18	18	18	18	18
17	17	17	17	17
16	16	16	16	16
15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

Date: _____

Staff Initials: _____

Comments: _____

30	30	30	30	30
29	29	29	29	29
28	28	28	28	28
27	27	27	27	27
26	26	26	26	26
25	25	25	25	25
24	24	24	24	24
23	23	23	23	23
22	22	22	22	22
21	21	21	21	21
20	20	20	20	20
19	19	19	19	19
18	18	18	18	18
17	17	17	17	17
16	16	16	16	16
15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

Date: _____

Staff Initials: _____

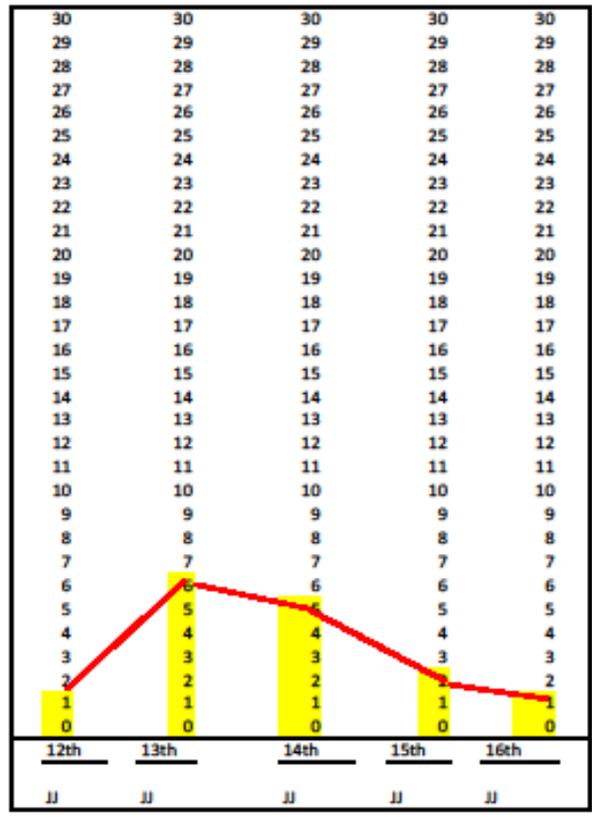
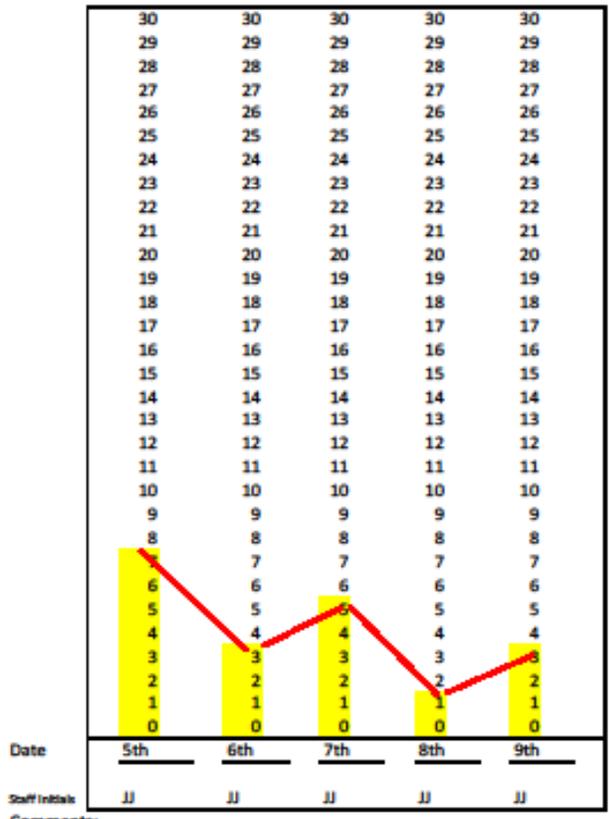
Comments: _____

Behavior Frequency Chart

Target Behavior:

Hitting, throwing objects when angry.

Student: ERIC ELLIS
 Grade: 1 Teacher: Jones
 School: Sherman
 Start Date: 1/5/2015
 Start Time: 7:25 End Time: 3:40
 Baseline Data Post-Intervention Data



Comments:

Eric seems to calm down quickly, but is also quick to act aggressively. He seems frustrated by his peers.
 Seems easily set off. Low frustration tolerance/poor coping skills

Social Behavioral Concern Questionnaire

Student _____

Teacher _____

Date _____

What social or behavioral concerns do you have for your student? What is your most concerning behavior?
How often does it occur?

Please rate the student's behavior or social concerns that you have.

1 = Does not display

2 = Displayed periodically/inconsistently

3 = Displayed Consistently

Areas of Concern	
Physical Aggression (Hitting, kicking, spitting, throwing) toward adults	1 2 3
Physical Aggression (Hitting, kicking, spitting, throwing) toward peers	1 2 3
Verbal Aggression (swearing, yelling) toward adults	1 2 3
Verbal Aggression (swearing, yelling) toward peers	1 2 3
Runs away within the room	1 2 3
Runs away out of room	1 2 3
Argues with adults	1 2 3
Poor social interaction (trouble with sharing, playing, interacting with peers)	1 2 3
Withdrawn from Peers	1 2 3
Easily distracted	1 2 3
Easily Frustrated (with outbursts)	1 2 3
Difficulty following directions	1 2 3
Difficulty beginning or completing tasks	1 2 3
Hyperactive	1 2 3

Social Behavioral Concern Questionnaire (P. 2) Scoring

Student _____

Teacher _____

Date _____

Add the 1s, 2s and 3s from page 1 to all the columns from each area of concern

Areas of Concern	Feelings Identification	Self-regulation	Empathy	Problem Solving/Coping Skills
Physical Aggression (Hitting, kicking, spitting, throwing) toward adults	1 2 3	1 2 3	1 2 3	
Physical Aggression (Hitting, kicking, spitting, throwing) toward peers	1 2 3	1 2 3	1 2 3	
Verbal Aggression (swearing, yelling) toward adults	1 2 3	1 2 3	1 2 3	1 2 3
Verbal Aggression (swearing, yelling) toward peers	1 2 3	1 2 3	1 2 3	1 2 3
Runs away within the room	1 2 3	1 2 3		1 2 3
Runs away out of room	1 2 3	1 2 3		1 2 3
Argues with adults	1 2 3	1 2 3		
Poor social interaction (trouble with sharing, playing, interacting with peers)	1 2 3	1 2 3	1 2 3	
Withdrawn from Peers		1 2 3		
Easily distracted		1 2 3		1 2 3
Easily Frustrated (with outbursts)	1 2 3	1 2 3		1 2 3
Difficulty following directions				1 2 3
Difficulty beginning or completing tasks				1 2 3
Hyperactive		1 2 3		
Totals				
Percentage: Divide Total for each column by number of questions per column	/9	/12	/5	/8

Social Behavioral Concern Questionnaire (P. 3) Scoring Continued

Student _____

Teacher _____

Date _____

Enter the percentage for each column and rank from highest to lowest

Feelings Identification _____

Self-Regulation _____

Empathy _____

Problem Solving _____

Consider stages of social and emotional development tasks, hopes and virtues and what affect they have on behavior and requisite skills.

Area(s) of Social Skill Deficit to focus curriculum _____

Appendix D:

ENVIRONMENTAL OBSERVATION/ANALYSIS FORM

Student Name: _____ Date of Birth: _____

Observation Date(s): _____ Location(s) of Observation(s): _____

Observer(s): _____

Problem Behavior(s): _____

Identified skill deficit(s) requiring teaching: _____

Physical Setting (e.g., noise, crowding, temperature) _____

Social Setting: (interaction patterns, with and around the student) _____

Activities: (activities/curriculum match learner needs?) _____

Degree of Independence: (reinforcement intervals appropriate to foster independence) _____

Degree of Participation: (group size, location, and participation parameters) _____

Social Interaction: (social communication needs match instruction and opportunities) _____

Degree of Choice (amount of choice making and negotiation present in the environment) _____

Analysis/Summary: Suggested changes to support positive behavior: _____

Appendix E: Reward Preference Inventory

DUNN-RANKIN REWARD PREFERENCE INVENTORY

Which of each pair do you like best?

1. Teacher writes 100 on your paper.
 Be the first to finish your work.
2. A package of bubble gum.
 Students ask you to be on their team.
3. Be free to do what you like.
 Teacher writes 100 on your paper.
4. Students ask you to be on their team.
 Be first to finish your work.
5. Be free to do what you like.
 A package of bubble gum.
6. Teacher writes 100 on your paper.
 Students ask you to be on their team.
7. Be first to finish your work.
 Be free to do what you like.
8. A package of bubble gum.
 Teacher writes 100 on your paper.
9. Students ask you to be on their team.
 Be free to do what you like.
10. Students ask you to be on their team.
 A package of bubble gum.
11. Teacher writes "A" on your paper.
 Be the only one that can answer a question.
12. A candy bar.
 Friends ask you to sit with them.
13. Be free to go outside.
 Teacher writes "A" on your paper.
14. Friends ask you to sit with them.
 Be the only one that can answer a question.

15. _____ Be free to go outside.
_____ A candy bar.
16. _____ Teacher writes “A” on your paper.
_____ Friends ask you to sit with them.
17. _____ Be the only one that can answer a question.
_____ Be free to go outside.
18. _____ A candy bar.
_____ Teacher writes an “A” on your paper.
19. _____ Friends ask you to sit with them.
_____ Be free to go outside.
20. _____ Be the only one that can answer a question.
_____ A candy bar.
21. _____ Teacher writes “Perfect” on your paper.
_____ Have only your paper shown to the class.
22. _____ An ice cream cone.
_____ Classmates ask you to be class leader.
23. _____ Be free to play outside.
_____ Teacher writes “Perfect” on your paper.
24. _____ Classmates ask you to be class leader.
_____ Have only your paper shown to the class.
25. _____ Be free to play outside.
_____ An ice cream cone.
26. _____ Teacher writes “Perfect” on your paper.
_____ Classmates ask you to be class leader.
27. _____ Have only your paper shown to the class.
_____ Be free to play outside.
28. _____ An ice cream cone.
_____ Teacher writes “Perfect” on your paper.
29. _____ Classmates ask you to be class leader.
_____ Be free to play outside.

30. _____ Have only your paper shown to the class.
_____ An ice cream cone.
31. _____ Teacher writes “Excellent” on your paper.
_____ Have your paper put on the bulletin board.
32. _____ A soft drink.
_____ Friends ask you to work with them.
33. _____ Be free to work on something you like.
_____ Teacher writes “Excellent” on your paper.
34. _____ Friends ask you to work with them.
_____ Have your paper put on the bulletin board.
35. _____ Be free to work on something you like.
_____ A soft drink.
36. _____ Teacher writes “Excellent” on your paper.
_____ Friends ask you to work with them.
37. _____ Have your paper put on the bulletin board.
_____ Be free to work on something you like.
38. _____ A soft drink.
_____ Teacher writes “Excellent” on your paper.
39. _____ Friends ask you to work with them.
_____ Be free to work on something you like.
40. _____ Have your paper put on the bulletin board.
_____ A soft drink.

Summary: Dunn-Rankin Reward Preference Inventory

Name: _____ Date: _____

Grade: _____ Teacher: _____ School: _____

<u>Adult Approval</u>	<u>Peer Approval</u>	<u>Concrete Approval</u>	<u>Competition</u>	<u>Independence</u>	<u>Total Rank in Order</u>
1. a	2. b	2. a	1. b	3. a	1. _____
3. b	4. a	5. b		5. a	2. _____
	6. b		4. b		3. _____
6. a		8. a	7. a	7. b	4. _____
8. b	9. a	10. b		9. b	5. _____
	10. a	12. a	11. b		
11. a	12. b			13. a	
13. b	14. a	15. b	14. b	15. a	
	16. b	18. a	17. a	17. b	
16. a		20. b		19. b	
18. b	19. a	22. a	20. a		
	22. b		21. b		
21. a	24. a	25. b		23. a	
23. b			24. b	25. a	
	26. b	28. a			
26. a		30. b	27. a	27. b	
28. b	29. a	32. a	30. a	29. b	
	32. b		31. b		
31. a	34. a	35. b	34. b	33. a	
33. b	36. b	38. a		35. a	
36. a	39. a	40. b	37. a	37. b	
38. b			40. a	39. b	
_____	_____	_____	_____	_____	

Reinforcement Menu

Student: _____ Date: _____

Grade: _____ Teacher: _____

Instructions: Please put a check mark () next to six items or activities that you would like to earn the most in school.

- | | |
|--|---|
| <input type="checkbox"/> 1. Snack | <input type="checkbox"/> 11. Classroom Job |
| <input type="checkbox"/> 2. Extra Gym | <input type="checkbox"/> 12. Small Toy |
| <input type="checkbox"/> 3. Extra Art | <input type="checkbox"/> 13. Good Note Home |
| <input type="checkbox"/> 4. Computer Game | <input type="checkbox"/> 14. Put Your Work on Display |
| <input type="checkbox"/> 5. Activity with a Friend | <input type="checkbox"/> 15. Pencil |
| <input type="checkbox"/> 6. Puzzle | <input type="checkbox"/> 16. Art supplies |
| <input type="checkbox"/> 7. Stickers | |
| <input type="checkbox"/> 8. Story Time | |
| <input type="checkbox"/> 9. Extra Recess | |
| <input type="checkbox"/> 10. Office Messenger | |

Appendix F: Behavior Resources

ANGER and ATTACHMENT CONCERNS

BEHAVIOR

- Student seems mad all the time—at self, others, or both.
- Degree of anger varies, but it is frequent, if not intense.
- Lashes out verbally and physically at others.
- May yell or throw objects (very quick to react)
- Has very little self-control, especially when angry.
- Almost always blames others for what has caused his/her anger.

EFFECTS: How behavior affects teachers, classmates, and learning environment.

- Creates a crisis, the resulting turmoil and conflict require someone to intervene continually.
- Other people are frightened. And the student often gets his/her way by becoming angry.
- Classmates and teacher want to avoid or exclude the angry student whenever possible.

ACTION: Identify causes of misbehavior and student needs being revealed.

- Students who lack self-confidence often *expect* failure. They may not feel that they have the ability to function in the classroom. They frustrate teachers because they are often capable. They may use their ability—real or assumed—to escape participation.
- For these students misbehavior may be their way of gaining attention.
- Their need for power may be expressed in dissent and refusal.

Primary cause of misbehavior:

Self-Confidence: This student uses anger to hide feelings of low self-esteem from him/herself and from others.

Primary needs being revealed:

Escape from Pain: The student becomes angry to cover the pain of failure and low self-esteem.

Secondary needs being revealed:

Aggression: This student needs to be able to express frustrations positively—to be in control of himself/herself.

Affiliation: The student needs an adult or peer with whom he/she can establish a strong relationship.

Power: Attempts should be made to give the student responsibility as long as he/she can maintain self-control without becoming angry.

MISTAKES: Common misjudgments and errors in managing the child which may perpetuate or intensify the problem.

- Reacting with anger.
- Rigid approach to rules
- Harsh Discipline
- Threats

- Not using positive supports

METHODS TO EMPLOY: Process as soon as possible,

- Keep your cool, don't take it personally
- Be consistent
- Focus on the *need, respond* but don't *react* to the behavior.
- Support the unmet need, "How can I help you? You seem angry a lot."
- Focus on their successes
- Frequently reward small accomplishments (saturate with genuine, positive support)

DISRESPECTFUL STUDENTS

BEHAVIOR: Specific attitudes and actions of this child.

- Reveals disrespect in the classroom in many ways: A pointed look, a sigh, a sneer, or a look of clear disdain.
- Also reveals disrespect by what he/she *doesn't* do—usually through lack of common courtesy.
- May act as if some people don't even exist
- May reveal disrespect in the form of ugly words.
- Doesn't think very highly of anyone, including himself/herself, even though he/she may act superior.
- Often seems to be expressing frustration.
- May have real problems at home or with friends.
- May have basic primary needs which aren't being met. Appears unable to meet needs in a positive manner. Therefore, turns to disrespect out of frustration, anger, or hostility.

EFFECTS: How behavior affects teachers and classmates in the school learning environment.

- Teacher may find that disrespect “gets to” him/her in a way that nothing else can, and that it takes a damaging toll. He/she may be unable to respond in any way except by being disrespectful in return.
- Teacher may feel helpless or insignificant.
- Worse, teacher may become hateful.
- Peers who experience disrespect from a classmate have similar feelings. That's why the disrespectful student brings discord into the classroom.

ACTION: Identify causes of misbehavior, pinpoint student needs being revealed.

1. Primary cause of misbehavior:

Revenge: This student has been mistreated and therefore is mistreating others.

2. Primary needs being revealed:

Escape from Pain: He/she is feeling a great deal of pain caused by peers, family, or educators.

3. Secondary needs being revealed:

Power: This student, because of his/her hurt, is hurting others as a form of power. The power is usually a demonstration against adults.

Status: Because of the treatment received, the student—through disrespect—lets everyone know he/she is “somebody.”

Always remember that disrespect is never given without reason. The reason may or may not have to do with anyone in the class. Yet, students disrespect will never be resolved unless we realize this fact—and do something about it.

MISTAKES: Common misjudgments and errors in managing the child which may perpetuate or intensify the problem.

- Getting mad and responding accordingly. As much as we would like to understand and respond in professional ways, we may find it difficult and may react in a negative way.
- Taking it personally

METHODS TO EMPLOY: To assist the child in addressing the behavior as soon as possible.

- Keep your cool, don't take it personally
- Adopt a strategic position of acting in a positive rather than a negative manner. Don't fight fire with fire. The behavior of this student can't be changed with this approach.
- Be consistent
- Keep the responsibility on the student.
- Public confrontations fuel the student's irrational beliefs. Whenever possible address the student in the hall or privately.
- The student must know what is acceptable.
- Support the unmet need, "How can I help you? You seem angry a lot."

ATTENTION CONCERNS

BEHAVIOR: Specific attitudes and actions of this child at home and/or at school.

- Usually loud.
- Responds negatively to authority.
- Tries to force his/her way into peer groups.
- Late in getting materials
- Frequently out of his/her seat.
- May ask unnecessary questions.
- Says the wrong thing at the wrong time.

EFFECTS: How behavior affects teachers and classmates in the school learning environment.

- Teacher is forced to give additional time to this student.
- Concentration of teacher and class is often broken.
- Teacher often loses track of what he/she is trying to say in class presentations.
- Peers may react by excluding the attention demander from student groups.

ACTION: Identify causes of misbehavior, pinpoint student needs being revealed.

1. Primary cause of misbehavior:

Attention: This student is doing everything possible to let the teacher and peers know he/she exists.

2. Primary needs being revealed:

Escape from Pain: The pain of inability and failure in social relationships and/or academic performance may cause a student to demonstrate such behavior.

3. Secondary needs being revealed:

Gregariousness: This student needs to belong to some group.

Achievement: The various attempts to gain attention point to a need to attain success in something.

Status: The attention demander is shouting, verbally and non-verbally, "I am somebody."

MISTAKES: Common misjudgments and errors in managing the child which may perpetuate or intensify the problem.

- Assuming that the attention demander doesn't have the skills to do the job, when he/she really does.
- Ignoring, in this case the student wants attention, waiting will only provide opportunity for the student to use misbehavior to gain attention.

METHODS TO EMPLOY: Process as soon as possible,

- Bolster the student's confidence at every opportunity.
- Don't allow the student to engage in side-tracking conversations (be polite but firm)
- Provide opportunities for leadership or helper roles.
- Model the behavior that you want (speak softly and respectfully)
- Don't humiliate or embarrass.

- Keep your cool, don't take it personally
- Be consistent
- Focus on the *need, respond* but don't *react* to the behavior.
- Focus on and celebrate their successes
- Frequently reward small accomplishments (saturate with genuine, positive support)

The 16 Proactive Classroom Management Skills to Support Academic Engagement

1. Classroom behavioral expectations are posted, taught, reviewed and known by every student
2. Strategic establishment of positive relationships with all students in the class (teacher intentionally reaches out to each and every student to get to know them and learn about them)
3. Organizing a productive classroom (minimal effort to pay attention, easy flow in/out of room, seating arrangement, limit distractions, etc.)
4. Positive greetings at the door to pre correct and establish positive climate occurs
5. Transitions are taught and managed well
6. Independent seatwork is limited for skill fluency practice and managed effectively when used
7. Competent communication with all students is observed (reprimands/corrective statements are delivered in a non-threatening way)
8. Teaching, modeling, and reinforcing desired prosocial classroom skills (following directions the first time, actively listening, waiting patiently, sharing with others, etc.)
9. Teacher mobility and proximity control is used (teacher does not stand in one spot to keep students alert by tracking the teacher and teacher use proximity control as a method to redirect problem behavior)
10. A motivation system to reward desirable behavior is in evidence
11. Goal setting and performance feedback is routine
12. Visual schedule of classroom activities is used
13. Cuing systems to release and regain student attention and foster high student engagement are used
14. Five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction (5 to 1 ratio)
15. Smiling and being nice!
16. Providing students with numerous opportunities to respond to teacher questions (choral responding, random asking of students, etc.) and interact with classmates over learning content (pair-share).

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