Building a Blueprint for Behavior Intervention Plans

LASARD Workgroup
November 3, 2011
Objectives

- Participants will:
  - Understand the rationale behind Behavior Intervention Plans
  - Identify the components in a competing pathways model
  - Complete a competing pathways model to address an interfering behavior
I53. FBAs are conducted to assess problem behaviors.

I54. BIPs are based on individualized FBA.

I55. BIPs include procedures to increase replacement behavior.

I58. Evidence of the application of data analysis to modify behavioral plans is available.
Building on 4 Key Points

- Behavior intervention plans (BIPs) describe our behavior and what we will do differently.
- BIPs are based on functional behavior assessment (FBA) results.
  - Resource: NPDC on FBA
- BIPs should make the interfering behavior:
  - Irrelevant
  - Inefficient
  - Ineffective
- BIPs should fit the setting where they will be implemented.

Why do I want to do this?

- Systematic approach to building a BIP
- BIPs clearly define what will be done to reduce problem behavior and increase replacement behavior
- Improves consistency across multiple staff members
- Provides a clear strategy for monitoring progress

Bring your team

- Teachers
- Administrator
- Paraeducators
- Family members
- Others
3 Steps to Building Your Plan

1. Develop functional behavior assessment summary statements.
2. Define alternate/desired behaviors and the consequences associated with them.
3. Select intervention procedures that will make the interfering behavior irrelevant, inefficient, and ineffective.

For more info on FBAs...

- LASARD Online Modules – Behavior Intervention Practices for Students with ASD and Related Disabilities
  - [http://www.hdc.lsuhsc.edu/](http://www.hdc.lsuhsc.edu/)

- National Professional Development Center on ASD
  - FBA Brief
  - [http://autismpdc.fpg.unc.edu/content/functional-behavior-assessment](http://autismpdc.fpg.unc.edu/content/functional-behavior-assessment)
## FBA Summary Statements

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent (Predictor)</th>
<th>Behavior</th>
<th>Maintaining Consequence (Function)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wreck on interstate; Late to work</td>
<td>Colleague asks question (task demand)</td>
<td>Loud vocalizations</td>
<td>Avoid attention from others</td>
</tr>
<tr>
<td>unknown</td>
<td>Other students enter classroom; teacher attends to other students</td>
<td>Disruptive behaviors (throw papers on floor; loud vocalizations)</td>
<td>Teacher attention</td>
</tr>
<tr>
<td>Lack of sleep; early to school</td>
<td>Low levels of activity (down time)</td>
<td>Rocking in seat; drumming on desk</td>
<td>Sensory stimulation</td>
</tr>
</tbody>
</table>

Does everyone on the team agree with the statements?
Competing Pathways Model

Setting Event: Antecedent: Behavior: Desired behavior: Maintaining consequence: Equivalent/Replacement Behavior: Maintaining consequence:

Competing Pathways Model

Setting Event: Unknown

Antecedent: When other students come into class (attn taken away)

Behavior: String of disruptive behaviors

Equivalent/Replacement Behavior:

Desired behavior:

Maintaining consequence:

Maintaining consequence:

Teacher attention
Identify replacement behaviors

“A fundamental rule of effective behavioral support is that you should not propose to reduce a problem behavior without also identifying the alternative, desired behaviors the person should perform instead of the problem behavior.” p. 71

Identify Desired Behaviors

Step 1: Identify desired behavior

Given that the setting events and antecedent have occurred, what is the appropriate behavior you would like the person to perform in that situation?

What would be consequences of that behavior?

Competing Pathways Model

Setting Event: Unknown

Antecedent: When other students come into class (attn taken away)

Behavior: String of disruptive behaviors

Desired behavior: Complete work independently

Maintaining consequence: Reward/More tasks

Equivalent/Replacement Behavior:

Maintaining consequence: Teacher attention

Adapted from: O'Neill, Horner, Albin, Sprague, Storey, & Newton (1997)
Given that the setting and antecedent events have occurred, what would be a socially appropriate, “equivalent” behavior that could produce the same consequence as the problem behavior?

**Competing Pathways Model**

**Setting Event:** Unknown

**Antecedent:** When other students come into class (attention taken away)

**Behavior:** String of disruptive behaviors

**Desired behavior:** Complete work independently

**Maintaining consequence:** Reward/More tasks

**Maintaining consequence:** Teacher attention

**Equivalent/Replacement Behavior:** Say “teacher”

Competing Pathways Worksheet

Please use the current FBA to complete the competing pathways worksheet for each behavior of concern (e.g. if there are two behaviors of concern, then two competing pathways worksheets are necessary).

- **Setting Event**
  - Tired
  - Frequent Absences
  - Not prepared for classwork

- **Triggering Antecedents**
  - Peer cooperative learning groups
  - Adult directions

- **Behavior of Concern**
  - Elopement (leaving the classroom without permission)

- **Maintaining Consequence**
  - Escape from school work

- **Desired Behavior**
  - Completing school work in all settings
  - Remaining in the classroom

- **Desired Maintaining Consequence**
  - Passing grades
  - Good academic standing

- **Acceptable Alternative Behavior**
  - Completing group work with selected peers
  - Following adult directions with provided choices

Example provided by Susan Lemonier, St. Tammany School District

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent/Predictor Strategies</th>
<th>Behavior, or Teaching Strategies</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make target behavior irrelevant</td>
<td>Make target behavior inefficient</td>
<td>Make target behavior ineffective</td>
<td></td>
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</tbody>
</table>

**Focus on prevention of problematic events** (e.g., managing conflict at home or school, adequate sleep, resolving medical issues) OR **neutralize events** (e.g., allowing cool down period following conflict)

- **Offer choices** (when less preferred activities involved);
  - Curricular & instructional modifications;
  - Prompt appropriate alternative behavior before challenging behavior occurs

- **Teach communicative behaviors** that can replace and serve the same function as interfering behavior – using modeling, prompting, and reinforcement
  - Over time, increase delays

- **Provide reinforcement for appropriate behavior**
  - Natural (respond to communicative request)
  - Structured (token system)
  - Minimize/prevent reinforcement for interfering behavior

(O’Neill, 2004)
<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Predictor Strategies</th>
<th>Teaching Strategies (How and when)</th>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
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<tr>
<td></td>
<td>• Note on visual schedule when other students will be in class</td>
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<tr>
<td></td>
<td>• Provide choice of tasks visually (including listening to music)</td>
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<td></td>
<td>• Explanation of expectations when other students in class</td>
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<tr>
<td></td>
<td>• Visual choices of reinforcer for first/then</td>
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<td></td>
<td>• Teach the student to gain teacher attention (by saying “Teacher”)</td>
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<td></td>
<td>• Model and practice when other students are not in class.</td>
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<td></td>
<td>• Prompt visually and verbally (if needed) when students are in class</td>
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<td></td>
<td>• Provide attn when the student begins work independently</td>
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<tr>
<td></td>
<td>• Provide attn when the student asks for teacher attn.</td>
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<tr>
<td></td>
<td>• Do not provide attn for disruption; redirect back to task on predetermined schedule</td>
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</tr>
<tr>
<td></td>
<td>• When work completed, obtain reinforcer (first/then) and tiger paw (token) (to cash in on Friday)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Competing Pathways

**Example provided by Susan Lemonier, St. Tammany School District**

<table>
<thead>
<tr>
<th>Setting Event Interventions</th>
<th>Antecedent Interventions</th>
<th>Behavior Teaching Interventions</th>
<th>Consequence Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(How will you neutralize the setting event – ex. provide time to review material prior to quizzes)</td>
<td>(How will you change the antecedents so that they are no longer effective – ex. signal coming transitions)</td>
<td>(How will you teach and reinforce the alternative behavior – direct instruction with role play daily for one week and praise performance)</td>
<td>(How will you minimize reinforcement for the problem behavior and maximize reinforcement for the alternative behavior – ex. daily school-home note)</td>
</tr>
<tr>
<td><strong>Parent will monitor sleep habits.</strong></td>
<td><strong>The teachers and Rodney will create a Behavior Contract with the following agreements:</strong></td>
<td><strong>Teachers will provide frequent praise for completing assignments and remaining in the classroom</strong></td>
<td><strong>Teachers will offer praise extra help during class when Rodney asks for help.</strong></td>
</tr>
<tr>
<td><strong>Parent will insure that student attends school daily unless sick.</strong></td>
<td><strong>Rodney will be offered a choice to complete work alone or with selected peers.</strong></td>
<td><strong>Rodney can earn opportunities to play the acoustic guitar during cooperative learning groups. (“guitar time”)</strong></td>
<td><strong>Teachers will offer Rodney a 5 minutes break and praise him if he asks appropriately (“May I have a break, please.”)</strong></td>
</tr>
<tr>
<td><strong>Parent will check FHS on STI for schedules and assignments for classes.</strong></td>
<td><strong>The teachers will provide individual tutoring on predetermined afternoons after school so he can complete missed assignments</strong></td>
<td><strong>1. Rodney will earn “guitar time” minutes for completing assignments and homework.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Rodney can have the band practice at his mother’s house 3 times/week for an hour when there is evidence of passing grades</strong></td>
<td><strong>2. Rodney earns “guitar time” for remaining in the classroom.</strong></td>
<td><strong>Teachers will prompt Rodney to ask for help or a break when they notice it is needed.</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Setting Event:** No breakfast

**Antecedent:** Difficult math task

**Behavior:** Throw objects; Loud vocalizations

**Desired behavior:** Complete math tasks

**Maintaining consequence:** Verbal praise; more work

**Equivalent/Replacement Behavior:**
a) Quit talking and throwing
b) Teach student to request a break/help
c) Give extra computer time
d) Remove student from class

Adapted from: O'Neill, Horner, Albin, Sprague, Storey, & Newton (1997)
Competing Pathways Model: Review

Setting Event: No breakfast

Antecedent: Difficult math task

Desired behavior: Complete math tasks

Maintaining consequence: Verbal praise; more work

Behavior: Throw objects; Loud vocalizations

Maintaining consequence: Escape tasks

Equivalent/Replacement Behavior: Teach student to request a break/help

Adapted from: O'Neill, Horner, Albin, Sprague, Storey, & Newton (1997)
1. **What could be a setting event strategy for this student?**
   a) Adjust sleep schedule
   b) Change classroom arrangement
   c) Provide breakfast upon arrival at school
   d) No setting event strategy needed

2. **All could be an antecedent strategy for this student EXCEPT**
   a) Allow choice of tasks
   b) Remind student to check his schedule
   c) Mix easy with difficult tasks
   d) Provide help immediately after assignment given and prior to student getting upset
3. All of the following could be consequence strategies for this student EXCEPT:

a) Immediately provide help upon request
b) Provide tokens for each assignment completed to gain preferred choice of item/activity
c) Redirect student back to work when he engages in disruptive behavior
d) Remove student from classroom when he engages in disruptive behavior
Crisis Plan

- Emphasis should be on proactive and educative strategies, but at times crisis or emergency plans may be needed.
- Note that the purpose is to protect the individual and others around him/her and not to bring about positive behavior change.
- All staff should be trained in proper procedures
  - For more information on commercial programs, see Couvillon, Peterson, Ryan, Scheuermann, & Stegall (2010)

Use the competing pathways model as blueprint

Include:
- Operational definitions of the problem behaviors
- Summary statements from FBA
- Procedures for implementation:
  - Setting event strategies
  - Antecedent strategies
  - Instructional intervention (what will be taught)
  - Consequence strategies
- Description of typical routines and most difficult situations
- Monitoring and evaluation plan


