Tools to Use to Address Behavior Targets

LASARD Effective Practices Workshop
Julie Riley

Participants will:

- Identify selected indicators in the Key Area of Behavior.

- Locate resources for Evidence Based Practices in the Key Area of Behavior.

- Locate and utilize preference assessment resources.

- Determine effective behavior goals and objectives.

- Graph data by using progress monitoring resources.

I51. School wide systems utilizing positive behavior supports are implemented with all students.

I52. Class wide student-specific behavior management systems target positive consequences rather than punitive measures.

I52a. Individualized behavior management systems target positive consequences rather than punitive measures.

I53. FBAs are conducted to asses problem behaviors.

I54. BIPs are based on individualized FBA.

I55. BIPs include procedures in increase replacement behavior.

I56. Evidence of identified student preferences exists in lesson plans and IEP.

I57. The reinforcement students are working for is identified before a student begins his/her work.

I58. Evidence of the application of data analysis to modify behavioral plans is available.

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I58. Evidence of the application of data analysis to modify behavioral plans is available.

- Antecedent based interventions
- Differential reinforcement
- Extinction
- Functional Behavior Assessment (FBA)
- Functional Communication Training (FCT)
- Pivotal Response Training
- Prompting
- Reinforcement
- Response interruption/redirection
- Self-management

Where do I find this?

http://autismpdc.fpg.unc.edu/

Communicative Function of Behavior

- Challenging behavior occurs when individuals cannot adequately communicate their needs.

- The exhibited behavior becomes an effective means of communication.

- To the individual, the challenging behavior seems reasonable and logical.

- Behaviors are messages!

Koegel, L.K., Koegel, R.L., and Dunlap, G. (1996)

What is this behavior trying to say?

That is the FUNCTION of the behavior!

To determine the function, a **quality** FBA needs to be conducted
- For steps, see the NPDC brief on FBA

St. Tammany Parish Public Schools
FUNCTIONAL BEHAVIOR ASSESSMENT SUMMARY

Student: Britney Franklin   **Grade: 6**   **Date: 9.4.11**
Special Education   Yes: (Exceptionality: Autism)
Teacher: Judy Diamond   **Person completing FBA: Susan Lemonier**

The purpose of a functional behavior assessment is to determine what "pay off" the student is getting from a particular undesirable behavior in order to teach him / her more appropriate ways to get the same benefit. A functional behavior assessment should be conducted (after parental permission is received) when traditional classroom management and positive behavior support strategies have not been successful in correcting a student's behavior.

NFORMATION

B... Dr. Millie Sue Jackson for her medical concerns which include high blood sugar. Currently, Britney is taking the following medications: xxxxxx .1 mg at bedtime for sleep and xxxxx. 500 mg am and pm to regulate blood sugar.

Specific Identification of Interfering Behavior

DESCRIPTION OF BEHAVIOR OF CONCERN

Behaviors of Concern:

Self injury (SIB- biting hand, banging head on floor, hitting head with hand, hitting side, falling to the ground, slamming back to the floor)

Physical Aggression-(charging, biting, scratching, hitting)

Teacher Interview:

Communication

How does the student communicate basic feelings, strengths, wants, and needs?	Take an adults hand and puts it on her stomach to indicate discomfort, takes adult by the hand to items she wants, uses loud vocalizations to indicate pleasure , displeasure and discomfort

Description of Behavior of Concern

When is the behavior of concern likely to occur?	When engaged in a preferred activity
How often does the behavior of concern occur?	Daily
How long does the behavior of concern last	Episodes of SIB- 1 to 10 minutes. Episodes of Physical Aggression occur for less than a minute.

Parent Interview:

Please contact the student's parent and use the interview questions below to gather information. You may rephrase questions if needed to gather necessary information.

Date: 9.1.11   **Interviewer Name: Susan Lemonier**   **Parent Name: Brenda Franklin**

Strengths	
What does the student do well?	Britney can get what she needs from refrigerator or cabinets. She can do some daily skills with help from adults.
Communication	
How does the student communicate basic feelings, strengths, wants, and needs?	Britney can take us by the hand to what she wants, and lets us know what hurts by putting our hand on the part of her body that hurts. Britney hits us or hits herself or falls to the ground and bites herself if she cannot make us understand what she wants.
Description of Behavior of Concern	
List any behaviors that you think are problematic at school.	Hitting, biting, scratching and charging at adults and children, biting her hand, banging her head, and falling to the floor when she does not get her way.
Is the behavior physical aggression and self injury seen at home?	Yes. All the behaviors seen at school are seen at home.
When is the behavior of concern likely to occur?	When Britney wants something she cannot have or if an adult wants her to do something she does not want to do,

Observation Data

Observer dates: 8-15- 8-23-11

DS- Frequency of Self-Injury and Physical Aggression

4 hour daily observations

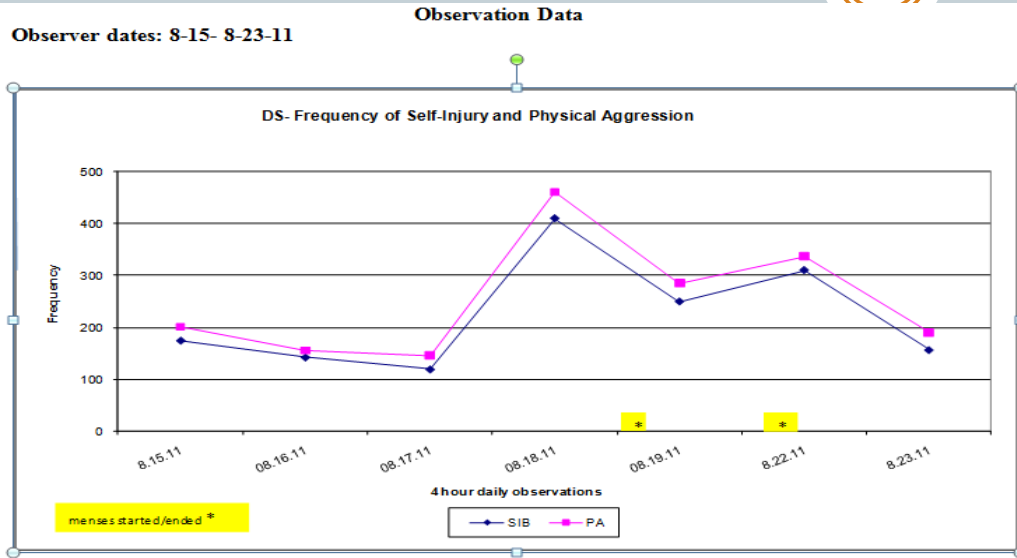menses started/ended *

—◆— SIB —■— PA

Figure 1 demonstrates the frequency of Self injury defined as any biting of hand, banging head on floor, hitting head with hand, hitting side, falling to the ground, slamming back to the floor that is audible or leaves a mark and Physical Aggression charging , biting, scratching, hitting) from 8.15.11-8.23.11. There was an escalation of Self Injury and Physical Aggression on the day prior to Britney's menstruation.

Target Behavior	Antecedent	Consequence	Function
Self Injury	Computer unavailable	Block/Redirect	Tangible denied
Self Injury	Transition from non-preferred activity, Task demand	Block/Redirect	Escape
Physical Aggression	Computer unavailable	Block, Redirect, NCI	Tangible denied
Physical Aggression	Transition from non-preferred activity, Task demand	Redirect	Escape

HYPOTHESIS
Review All Data to Generate Hypothesis:

Britney engages in Self Injury in when tangible items (computer) is denied and to escape non-preferred activities.
Britney engages in Physical Aggression when a tangible item (computer) is denied to escape non-preferred activities.

REPLACEMENT BEHAVIOR/ACCEPTABLE ALTERNATIVE BEHAVIOR

Functionally Equivalent Behavior: Functional Communication Training (Picture Exchange Communication System) to request access to the computer (ex:"I want computer.") and to appropriately request and escape form a non-preferred activity (ex:"I need a break.)

Replacement behavior should:

- Serve the same function as challenging behavior
- Be easily taught
- Be acceptable and appropriate for the environment and student
- Be recognizable by multiple communicative partners

Franzone (2009)

Example of replacement behavior on BIP

The focus on teaching a Replacement Behavior is to reduce the occurrence of a Target Behavior by teaching the individual a new skills that will provide them with the same "function" of the Target behavior: Stacy's use of picture symbols will be honored when she wants to end an activity or leave a setting rather than using Aggression to accomplish this.

Replacement (positive) behaviours to increase	What I do to increase these behaviors
Picture symbols to escape unpreferred activities – Break Card; access to preferred activities – cooking and cleaning dishes	•Staff should provide Stacy with access to picture symbols at all times. •Staff should visually prompt Stacy to tap or pick up the picture symbols to communicate. •Staff should offer choices of activities using one, two or three words phrases and picture symbol cards. •Stacy will have access to a break card at all times.

Resources - Replacement Behavior

http://www.pent.ca.gov/dsk/sec6/bspmanual_sec6pg10-12.pdf

Replacement Behavior Checklist

Target/Replacement Behavior # 1	Q # 1 Will it result in the same outcome as the targeted behavior?	Q # 2 Is it something that is easily done by the student?	Q # 3 Can he/she be taught it?	Q # 4 Will it work in the classroom?	Q # 5 Is it something that is easily acknowledged?
	Yes	Yes	Yes	Yes	Yes
	No	No	No	No	No

http://www.projectidealonline.org/teaching-appropriate-behavior.php

http://cecp.air.org/fba/problembehavior3/strategies3.htm

1. TSW not run
2. TSW ask for a break
3. TSW complete all work

1. TSW ask for the teacher or peer by activating a Big Mack
2. TSW quit making noises
3. TSW speak quietly

Competing Pathways

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).

Desired Behavior

Completing
School work in all settings
Remaining in the classroom

Desired Maintaining Consequence

Passing grades
Good academic standing

Setting Event

Tired
Frequent Absences
Not prepared for classwork

Triggering Antecedents

Peer cooperative learning groups
Adult directions
(Profanity)

Behavior of Concern

Elopement (leaving the classroom without permission)

Maintaining Consequence

Verbal Correction to return to class

Perceived Function:
Escape from school work

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

Adapted from: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997)

Competing Pathways

Setting Event Interventions (How will you neutralize the setting event – ex. provide time to review material prior to quizzes)	Antecedent Interventions (How will you change the antecedents so that they are no longer effective – ex. signal coming transitions)	Behavior Teaching Interventions (How will you teach and reinforce the alternative behavior – direct instruction with role play daily for one week and praise performance)	Consequence Interventions (How will you minimize reinforcement for the problem behavior and maximize reinforcement for the alternative behavior – ex. daily school-home note)
Parent will monitor sleep habits.

Parent will insure that student attends school daily unless sick.

Parent will check FHS on STI for schedules and assignments for classes. | The teachers and Rodney will create a **Behavior Contract** with the following agreements:

Rodney will be offered a choice to complete work alone or with selected peers.

The teachers will provide individual tutoring on predetermined afternoons after school so he can complete missed assignments | Teachers will provide frequent praise for completing assignments and remaining in the classroom

Rodney can earn opportunities to play the acoustic guitar during cooperative learning groups. ("guitar time")

1. Rodney will earn "guitar time" minutes for completing assignments and homework. | Teachers will offer praise extra help during class when Rodney asks for help.

Teachers will offer Rodney a 5 minutes break and praise him if he asks appropriately ("May I have a break, please.") |
| | Rodney can have the band practice at his mother's house 3 times/week for an hour when there is evidence of passing grades | 2. Rodney earns "guitar time" for remaining in the classroom.

Teachers will prompt Rodney to ask for help or a break when they notice it is needed. | |

Adapted from: O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997)

Checkpoint

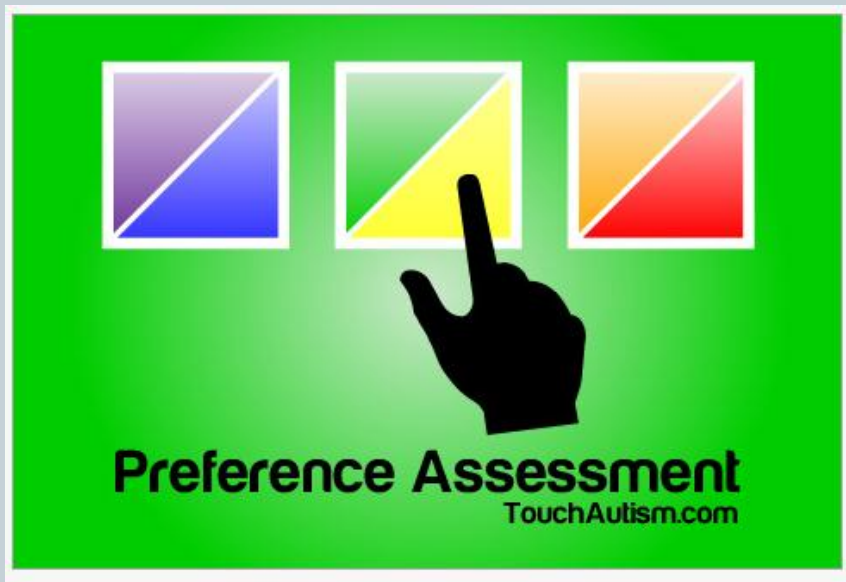| How do you increase the replacement behavior?	How do you know what is reinforcing?
REINFORCEMENT	PREFERENCE ASSESSMENT

Identifying Potential Reinforcers

iPhone/iPad app

http://itunes.apple.com/us/app/preference-reinforcer-assessment/id436692530?mt=8

Intervention Central
Jackpot! Reinforcer Survey Generator

http://www.interventioncentral.org/tools/jackpot_reinforcer_survey_generator

- Goal: One calendar year.

- Objectives: Short term leading to goal.

- Both should be:
  - Individualized and specific
  - Observable and measurable

- Can you count the number of times the behavior occurs? That is, can you tell someone the behavior occurs X number of times or X number of minutes today? **YES!**

- Will a stranger know exactly what to look for when you tell him/her the target behavior you are planning to modify? That is, can you actually see the child performing the behavior when it occurs? **YES!**

- Can you break down the target behavior into smaller components, each of which is more specific and observable than the original target behavior?

NO!

Morris (1976) in Alberto and Troutman

- TSW follow class rules with 80% accuracy on 4/5 trials.
- TSW will listen to teacher directions with a positive attitude with 85% accuracy on 4/5 trials.
- The student will sit quietly and not yell out during class.
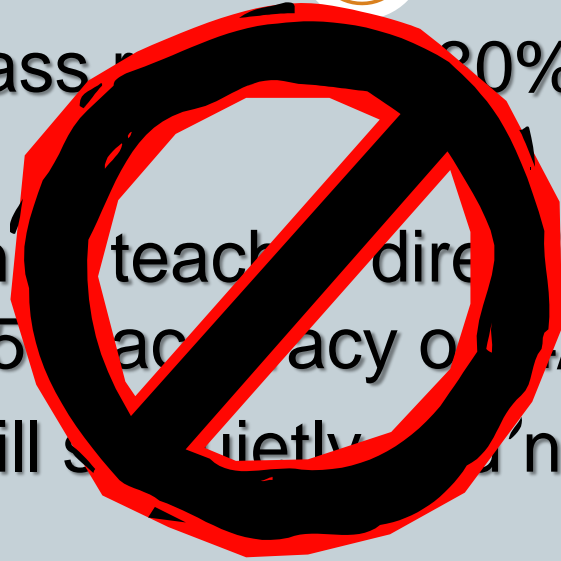
Do your IEP goals contain the following components:

□ *From a baseline of ___, "the student" will....*

□ *perform a specific skill*

□ *a specified number of times*

□ *under specified conditions (including EBPs)*

□ *at a specified level of achievement*

□ *for a specific length of time.*

- PLOP: George's teachers report he makes loud noises which disrupt the class. Based on the results of the FBA, George makes loud noises in class in order to gain teacher attention.

- GOAL: Using Functional Communication Training procedures, George will gain teacher attention by using socially valid communication methods with 90% accuracy over 10 consecutive trials by May 2012.

Identify the components we've discussed in this example.

- Objectives:
  - After initial FCT, George will hold up a communication card when he wants teacher attention, on 9/10 trials weekly by November 2011.
  - After mastering holding up the card, George will increase the time between showing the card and gaining teacher attention by 10 sec increments to 2 min on 9/10 trials weekly by February 2012.
  - George will hold up the card to gain teacher attention with various teachers across the school day on 9/10 trials weekly by April 2012.

Identify the components we've discussed in this example.

- Important to determine if the plan working
- Determine the type of data you will collect – frequency, duration, interval
- How will you graph the data?
- How often will you revisit the data as a team?
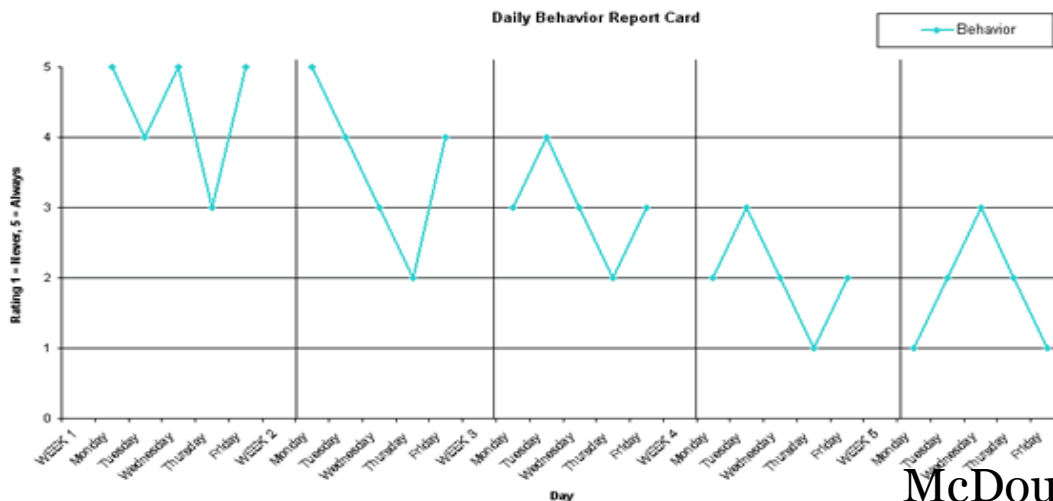
McDougal, Clark, & Wilson (n.d.)

- Direct Assessment Tracking Application (D.A.T.A.)
  - http://itunes.apple.com/us/app/d.a.t.a/id448028783?mt=8

D.A.T.A By Behavior Science.org, LLC

Open iTunes to buy and download apps.

Description

The Direct Assessment Tracking Ap
how long events occur over time. T
wide range of events in a variety of

D.A.T.A Support ▸

iPhone Screenshots

Progress Monitoring Resources

- Microsoft Excel

- http://www.oswego.edu/~mcdougal/web_site_4_11_2005/index.html
  - Data collection and graphing resources

- http://www.compassautism.com/products/
  - iPad app – Catalyst – pricey (site license - $179/mo)

- http://rtitools.com/Progress_Monitoring/Tools/
  - Links to different sites
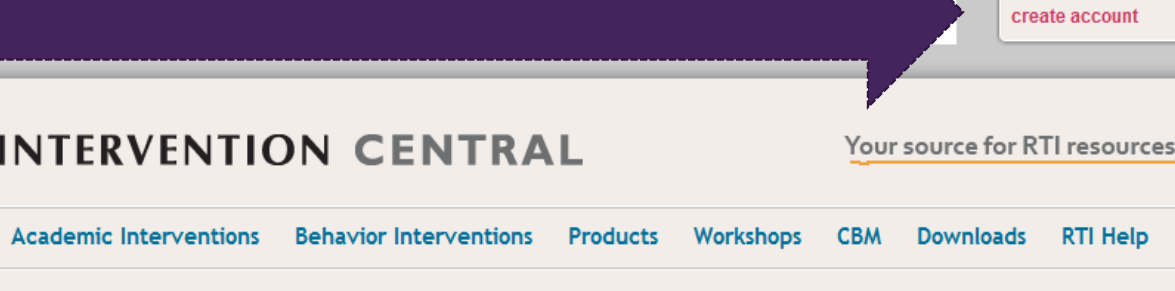
Progress Monitoring Resource
ChartDog Graphmaker
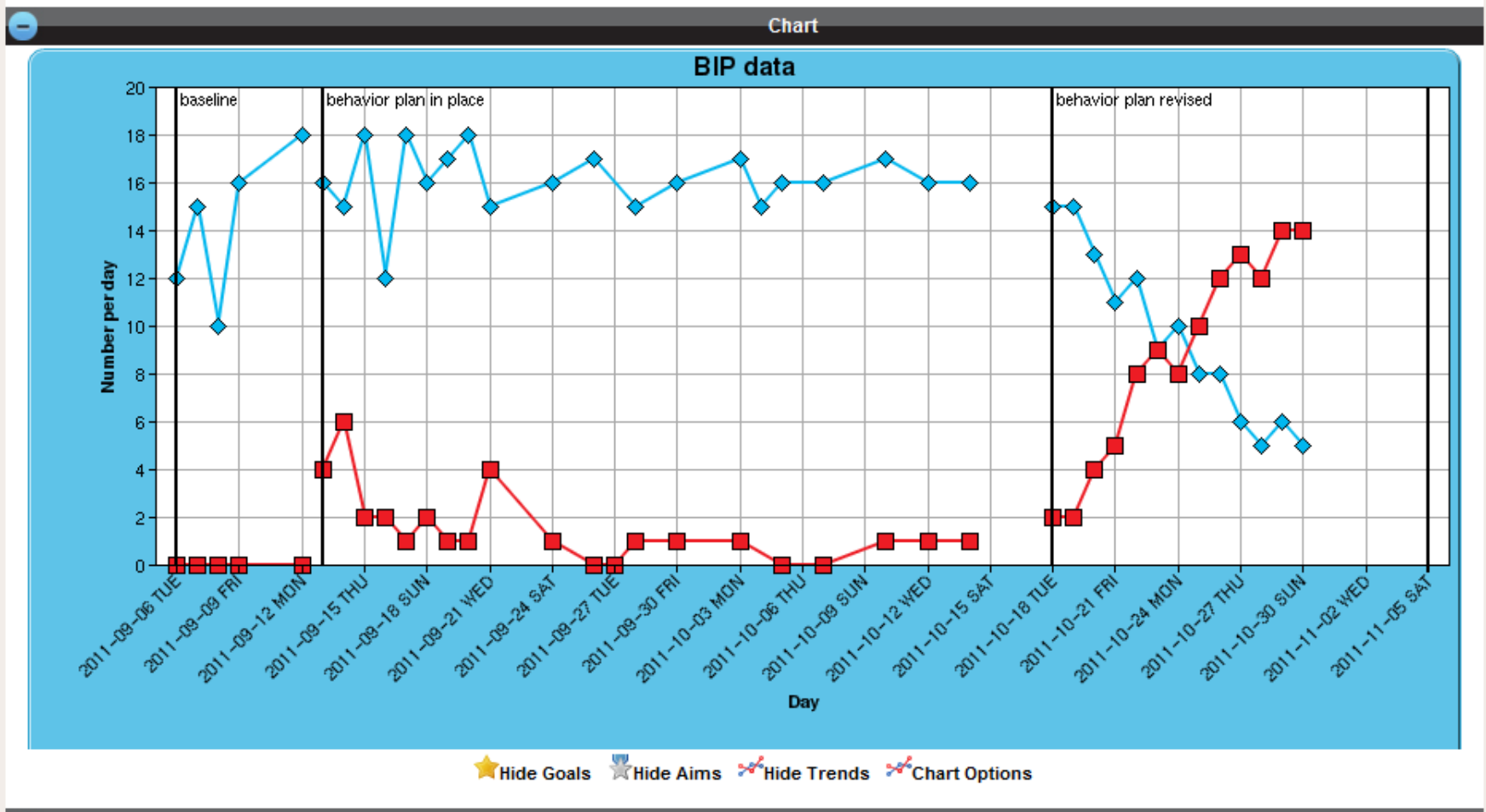
http://www.interventioncentral.org/tools/chart_dog_graph_maker

http://www.interventioncentral.org/tools/chart_dog_graph_maker

Set up an account to save your data.

login
create account

Google site search

INTERVENTION CENTRAL

Your source for RTI resources

| Home | Academic Interventions | Behavior Interventions | Products | Workshops | CBM | Downloads | RTI Help | Contact |

ChartDog Graphmaker

Tweet   Print   Email

If you have any suggestions or comments about this tool, please mail me.

CHARTDOG GRAPHMAKER

✎ My Chart

⊕ Instructions

⊖ Chart

My Chart

My Phase
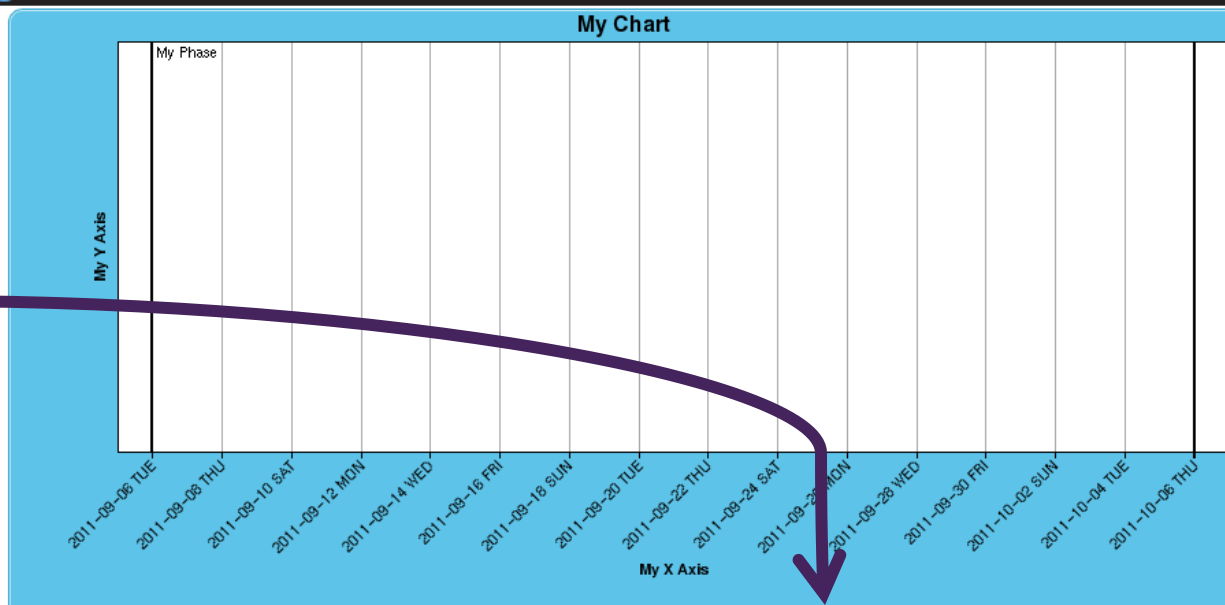
Go to Chart Options to name the chart, the X axis, and the Y axis.

Demo of Chart Dog
www.interventioncentral.org

To create new phase

To delete phase

To edit phase

behavior plan in place
2011-09-13 through 2011-09-20

2011-09-13	4
2011-09-14	6
2011-09-15	2
2011-09-16	2
2011-09-17	1
2011-09-18	2
2011-09-19	1
2011-09-20	1
Create New Entry	

2011-09-13	16
2011-09-14	15
2011-09-15	18
2011-09-16	12
2011-09-17	18
2011-09-18	16
2011-09-19	17

Edit data

Delete data

behavior plan revised
2011-09-21 through 2011-10-11

| 2011-09-21 | 4 |
| Create New Entry | |

Enter new data

PHASE behavior plan revised
SERIES Handraising

Value: 6

Date: 2011-09-22

Comments:

Keep Comments Private?

SAVE

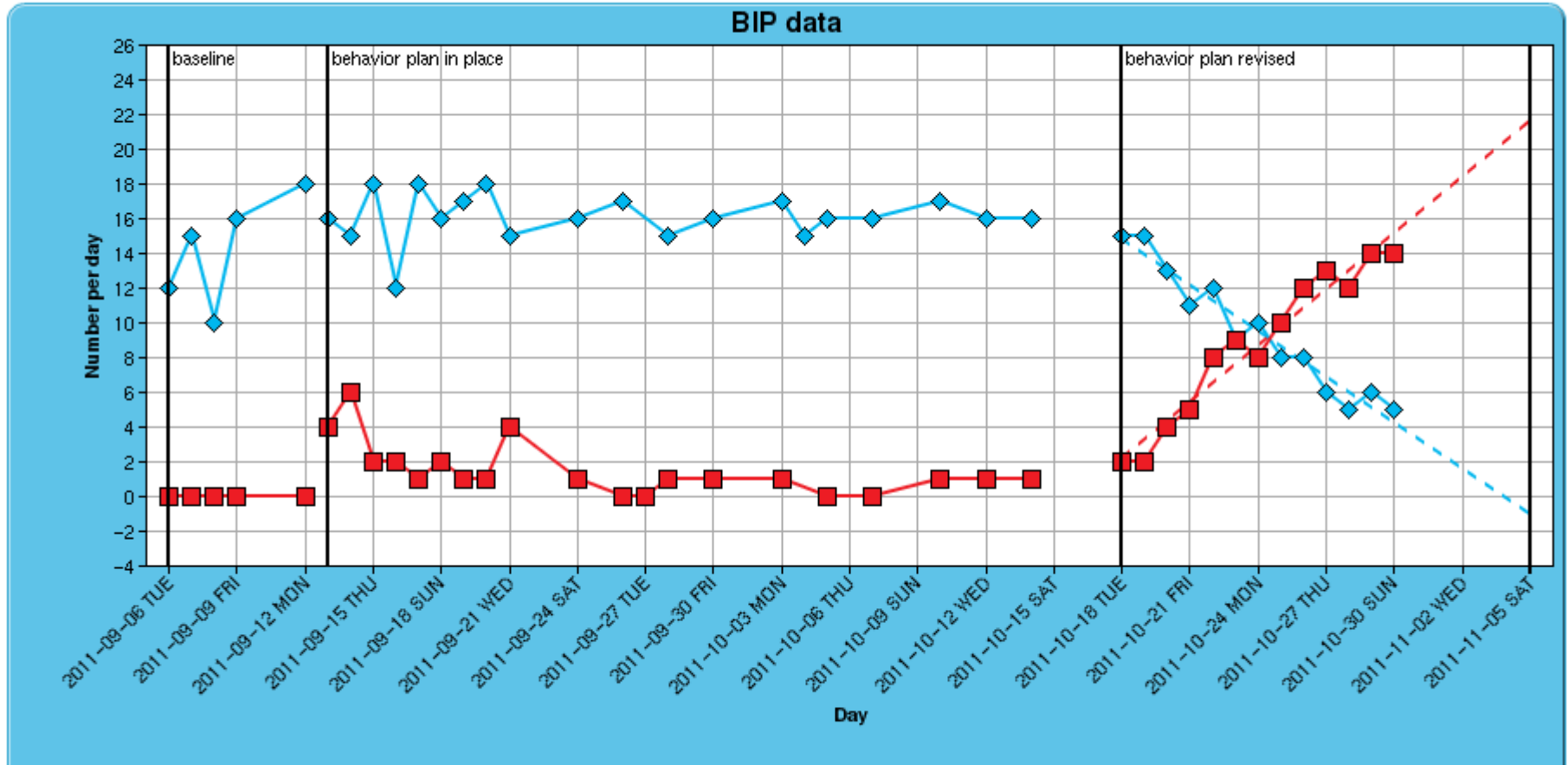CREATE NEW ENTRY

Data Analysis

Integrating Innovative Practices

- Choose one of the resources covered today that you can take back to your team to utilize this quarter.

Franzone, E. (2009). *Steps for implementation: Functional communication training*. Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin. Retrieved from: http://autismpdc.fpg.unc.edu/content/functional-communication-training

Koegel, L.K., Koegel, R.L., and Dunlap, G. (Eds.). (1996). *Positive Behavioral Support: Including people with difficult behavior in the community*. Baltimore, MD: Paul H. Brookes.

McDougal, J., Clark, K., & Wilson (n.d.). *Graphing made easy: Practical tools for school psychologists*. Retrieved from: http://www.oswego.edu/~mcdougal/web_site_4_11_2005/index.html

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Other references and resources listed on *For more information* handout.