Module 7:

Behavior Intervention Planning

Competing Behavior Pathway

Desired vs. Replacement Behavior

A Series of 12 Modules on

Functional Behavioral Assessment; Analyzing Data/ Designing *Behavior Intervention Plans*, Implementation & Progress Monitoring

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Series of 12 Modules on FBA

Module 1. An Introduction to Functional Behavioral Assessment; Using **D.A.S.H.** to **D**efine, **A**sk, **S**ee & **H**ypothesize about Behavior; and **D**EFINING Behavior

Module 2. The ABCs of Understanding Behavior— Antecedents, Behavior, Consequence, Function & Setting Events

Module 3. **D.A.S.H.** ASKING about Behavior: Interviewing Staff, Student & Parent/Caregiver *(INDIRECT DATA)*

Module 4. **D.A.S.H.** SEEING Behavior: Observing the Student *(DIRECT DATA)*

Series of 12 Webinars on FBA (cont.)

Module 5. **D.A.S.H.** <u>HYPOTHESIS</u> Verification: Comparing *INDIRECT* & *DIRECT DATA*

Module 6. Choosing Data Collection Tools and Completing the Hypothesis Statement with Baseline Data

Module 7. Introduction to Behavior Intervention Planning (BIP) and the Competing Behavior Pathway; Looking at Replacement vs. Desired Behavior

Module 8. Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Series of 12 Webinars on FBA (cont.)

Module 9. Using the Behavior Intervention Plan to Implement and Evaluate (WHO will do WHAT by WHEN and HOW?)

Module 10. Progress Monitoring—Checking for Success

Module 11. Aligning the Functional Behavioral Assessment and Behavior Intervention Plan with the Individual Education Program

Module 12. Continuum of Multi-Tiered Systems of Support— What does this look like for Tier 1, Tier 2 and Tier 3?

Webinar Downloads

- This Powerpoint

- Module 7 (Documents and Optional Forms):
  - Article: Competing Behavior Pathway
  - R.A.C.E.R.

- The THREE REQUIRED FORMS for FBAs and BIPs
  1. *Functional Behavioral Assessment (December 2013)*
  2. *Behavior Intervention Plans (December 2013)*
  3. *Considerations for Positive Behavior Support Form (December 2013)*

 can be downloaded with this webinar or accessed at
  https://portal.nycenet.edu/SpecialPopulations/SpecialEd/Behavior.html

Module 7 Outcomes:

- Identifying the components of the Competing Behavior Pathway

- Explaining the differences between the Alternative/Replacement Behavior and the Desired Behavior

- Identifying the three essential characteristics of the Alternative/Replacement Behavior

- Practicing selecting function-based replacement behaviors

Test your Knowledge

1. _____ is a simple count of the number of times a behavior occurs within a certain time.

o ABC Chart

o Duration

o Frequency

o Intensity

o Latency

Test your Knowledge

2. _____ is the <u>length of time</u> that a behavior lasts.

o ABC Chart

o Duration

o Frequency

o Intensity

o Latency

Test your Knowledge

3. _____ is the <u>severity</u> of a behavior.

o ABC Chart

o Duration

o Frequency

o Intensity

o Latency

Test your Knowledge

4. _____is the l<u>ength of time</u> which has elapsed from antecedent to the start of a behavior.

o ABC Chart

o Duration

o Frequency

o Intensity

o Latency

Test your Knowledge

5. _____ is a recording of a behavior along with the <u>antecedent</u> (trigger) and <u>consequence</u> (what followed the behavior), including activities, locations, settings, people and time of day.

o ABC Chart

o Duration

o Frequency

o Intensity

o Latency

Test your Knowledge

6. Place the following in the correct order for a SUMMARY STATEMENT/HYPOTHESIS: Antecedent, Consequence/Outcome, Behavior, Function, and Setting Events.
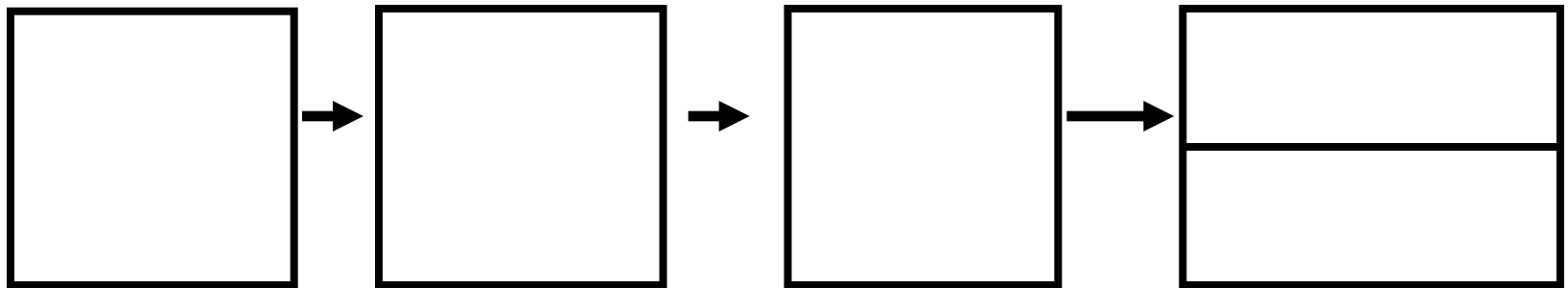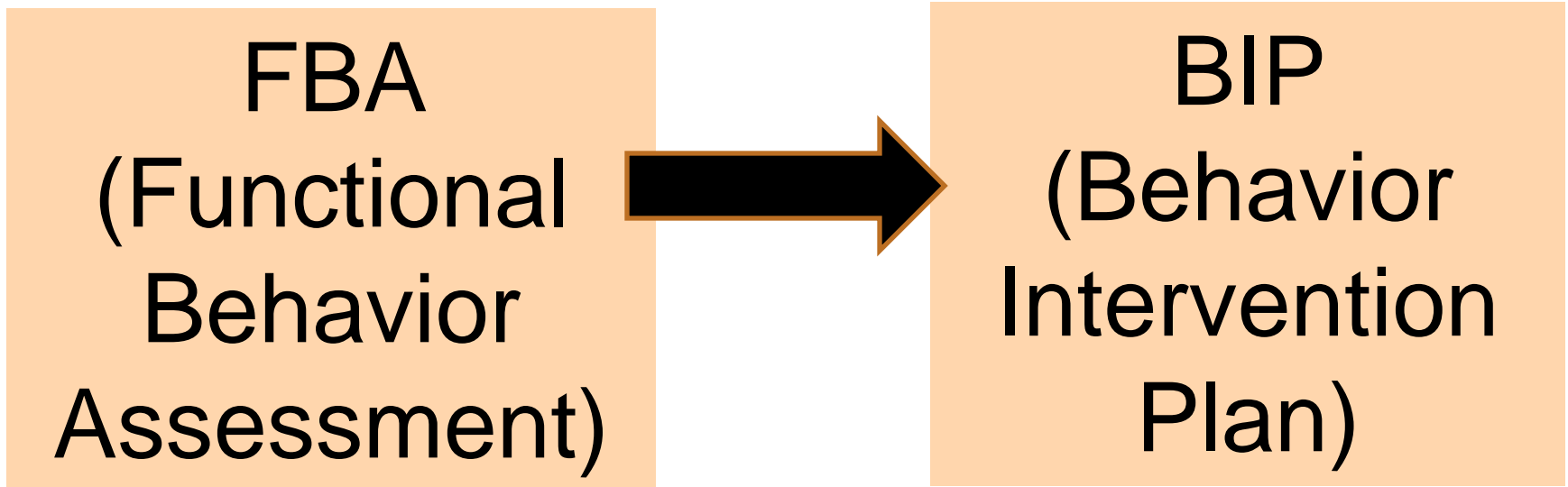
Module 7:
Introduction to Behavior Intervention Planning (BIP)
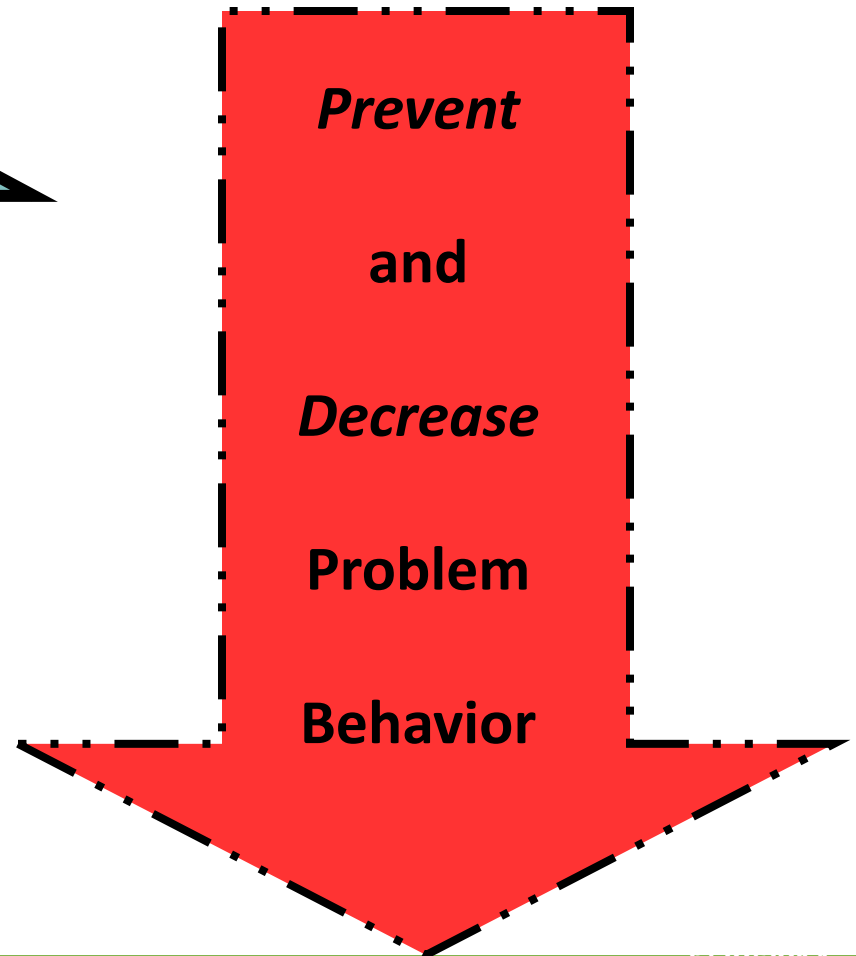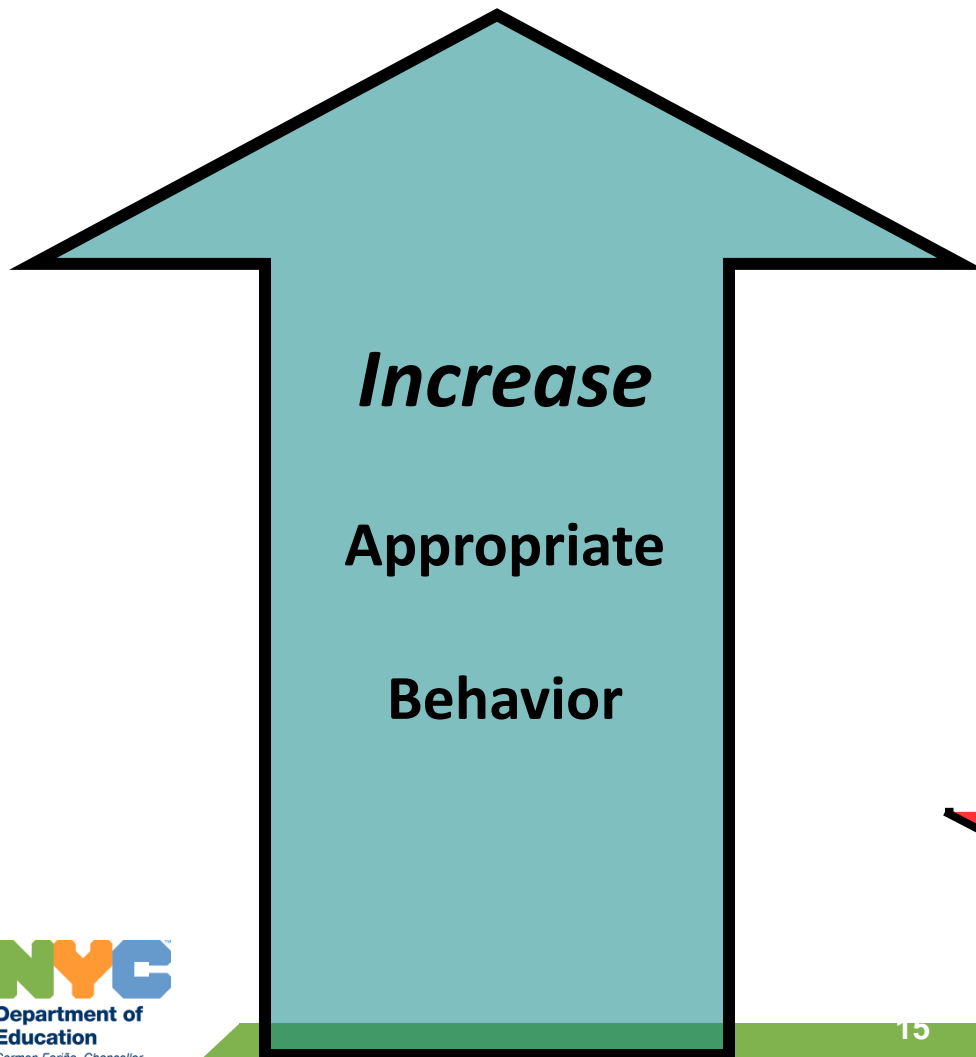
Competing Behavior Pathway

Replacement vs. Desired Behavior

Behavior Intervention Process

Two Main Components

| FBA (Functional Behavior Assessment) | → | BIP (Behavior Intervention Plan) |

Goal of the Behavioral Intervention Plan

Increase

Appropriate

Behavior

Prevent

and

Decrease

Problem

Behavior

5/30/2014

What are our BASIC ASSUMPTIONS about BEHAVIOR?

DON'T…*FIX THE PERSON*

DO…*FIX THE ENVIRONMENT*

BASIC BELIEFS:
1. Human behavior is functional
2. Human behavior is predictable
3. Human behavior is changeable

Crone & Horner (2003)

Behavioral Intervention Plan

A behavioral intervention plan is a plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior. (NYSED Policy Brief May 2011)

When must a BIP be developed?

CSE must consider development of a BIP as indicated by the results of the FBA:

> when student exhibits persistent **behaviors that impede his/her learning or that of others**; **200.22(b)(i)**

> when student's behavior places student or others **at risk of harm or injury**; **200.22(b)(ii)**

> when CSE/CPSE is considering **more restrictive programs or placements** as a result of student's behavior; **200.22(b)(iii)** and/or

> as required by sections **201.3(b); 201.4(d)(2)(i)** If student's conduct is found to be a manifestation of his/her disability when a suspension has been imposed that constitutes a disciplinary change in placement, the CSE must conduct an FBA, unless one has already been conducted, and implement a BIP. If a BIP has already been developed, the CSE must review the BIP and modify it as necessary to address the behavior.

Critical Components of Behavior Intervention Plans

#1: Competing Behavior Pathway

#2: Function-Based Behavior Intervention Strategies

#3: Implementation Plan

#4: Evaluation Plan

What is the Competing Behavior Model?

Links information from Functional Behavioral Assessment to develop a Behavior Intervention Plan.

Thoughts behind the model…

- *Many different behaviors* (some more appropriate than others) may serve the *SAME FUNCTION* (produce the SAME effect).

- When a *positive alternative behavior* (a replacement skill) provides the *same type of outcome/consequence* that problem behaviors produce, the *likelihood* that the person will *use the alternative behavior increases*.

- This is *especially true* if the positive alternative is *easier*, or somehow *more efficient*, than problem behaviors. The problem behaviors are replaced by *alternatives* that *successfully compete*.

Competing Behavior Model has 7 Components

1. **Problem Behavior**

2. **Immediate Antecedents** (Triggers)

3. **Maintaining Consequence** of Problem Behavior

4. **Setting Events** relevant to occurrence of Problem Behavior

This is the Hypothesis/ Summary Statement

5. **Desired Behavior** (what do you want the student to do instead of the problem behavior?)

6. **Maintaining Consequence** for the **Desired Behavior**

7. **Positive Alternative Behavior** (replacement skill)

Developing the Competing Behavior Pathway
Start with the Summary Statement/Hypothesis

1. Behavior
2. Antecedent
3. Consequence
4. Setting Event

4. Setting Event	→	2. Antecedent	→	1. Behavior	→	3. Consequence/ Outcome
						Function
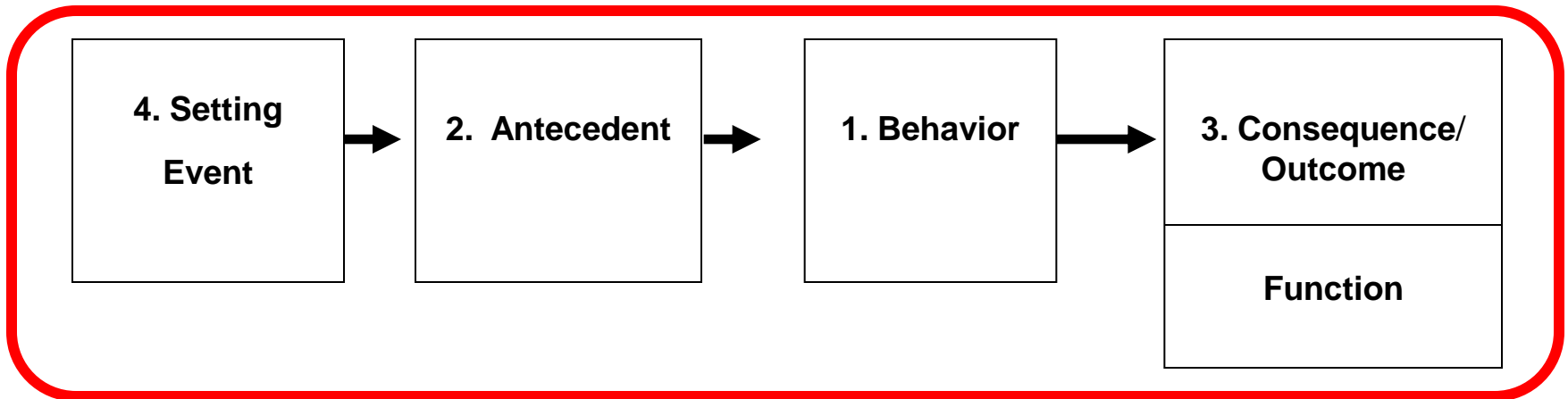
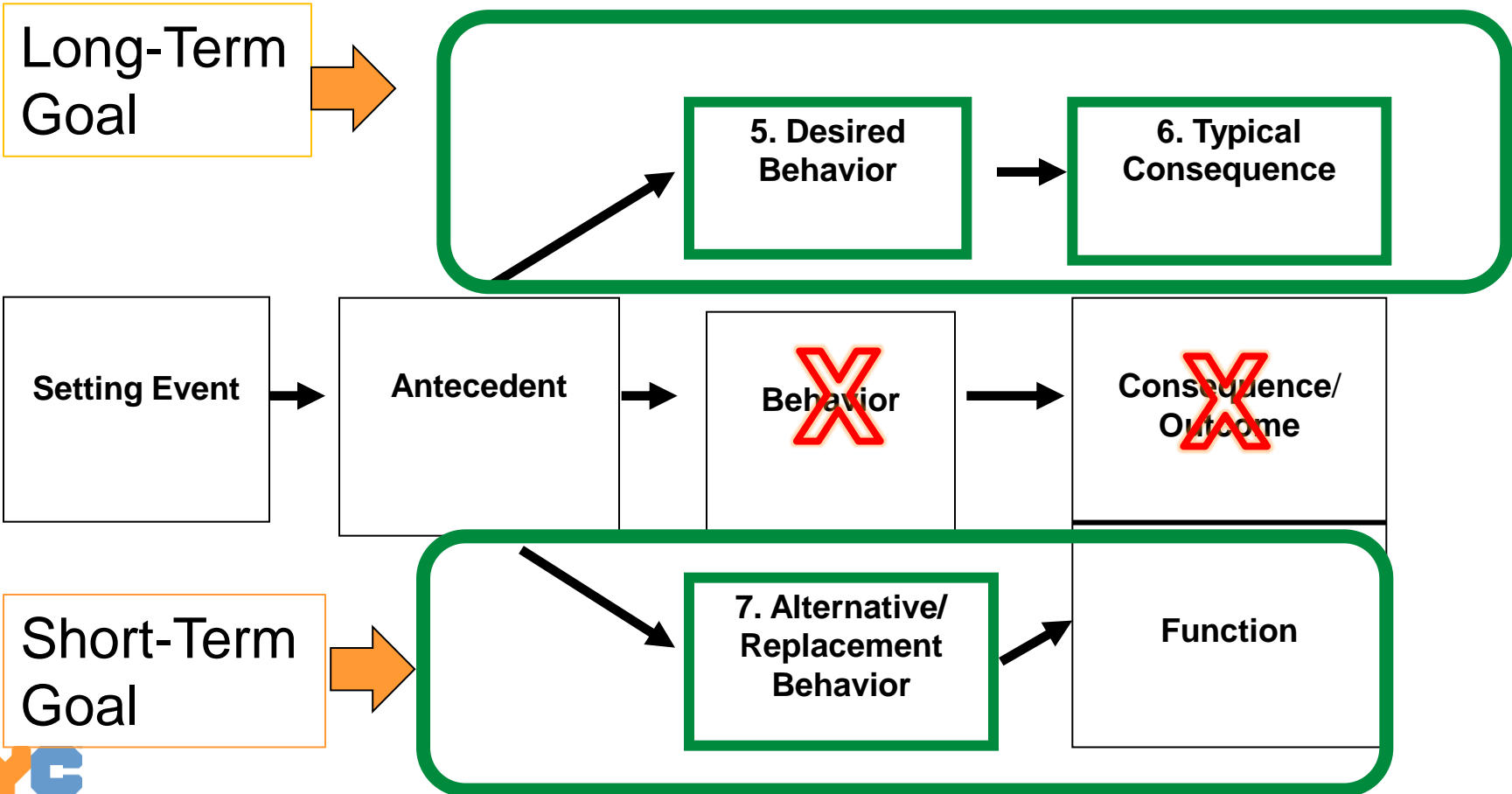# *Developing the* Competing Behavior Pathway Add the Long-Term Goal

5. Desired Behavior: General Positive Behavior for *all* students
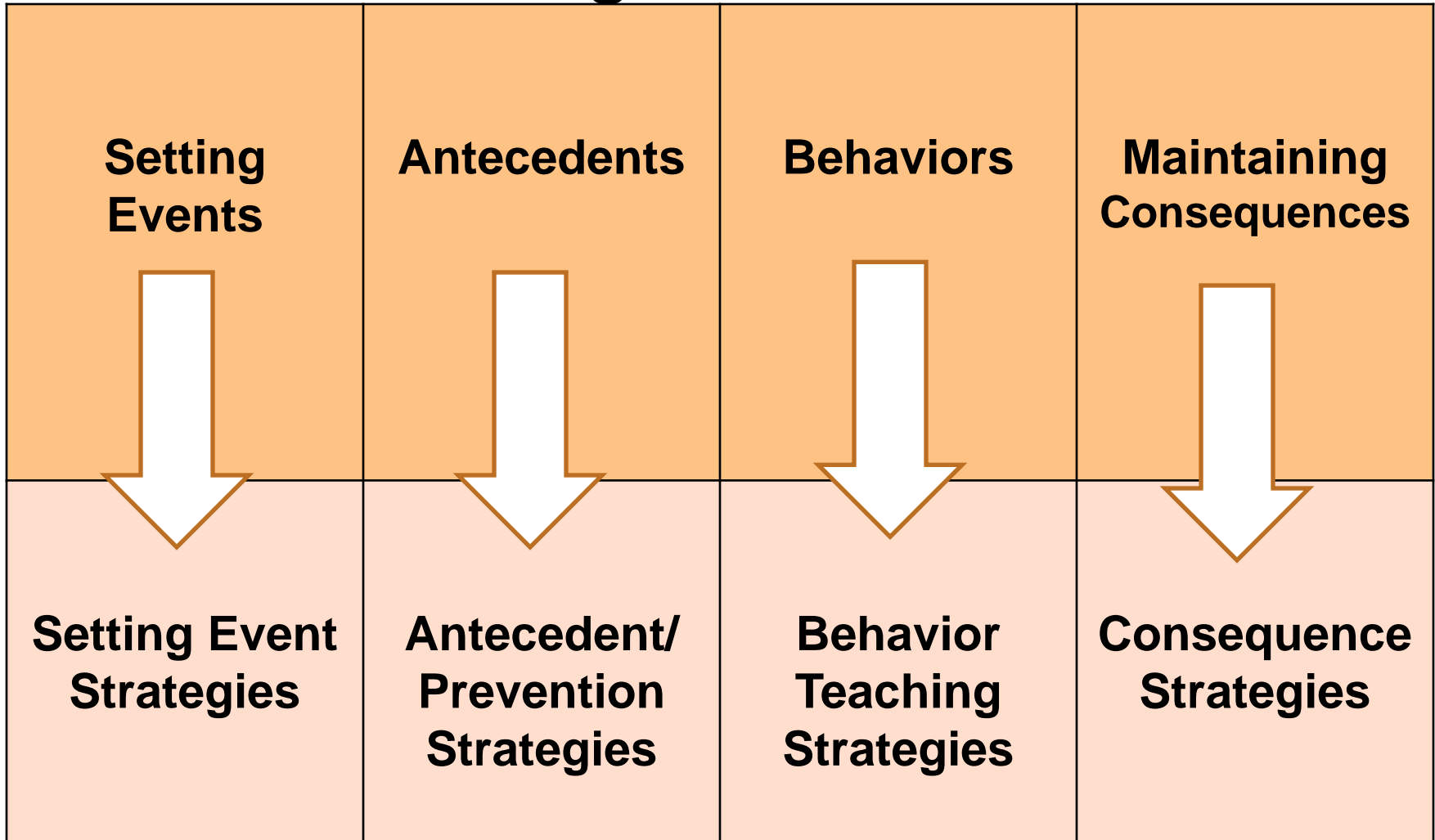6. Typical Consequence: Educational Outcome desired
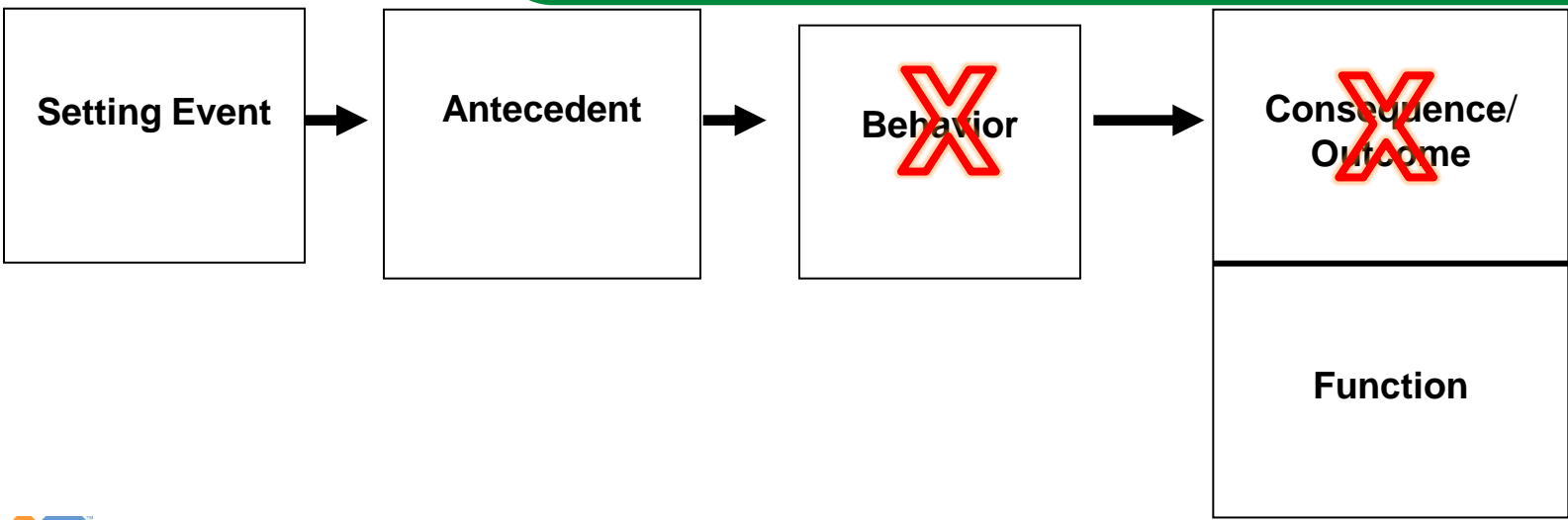
Developing the Competing Behavior Pathway
Add the Short-Term Goal

7. Positive Alternative Behavior (replacement skill) that has the same function as the problem behavior

Long-Term Goal

| 5. Desired Behavior | → | 6. Typical Consequence |

Setting Event → Antecedent → Behavior ✗ → Consequence/Outcome ✗

Short-Term Goal

| 7. Alternative/ Replacement Behavior | → | Function |

Linking FBA to BIP

Setting Events	Antecedents	Behaviors	Maintaining Consequences
⬇	⬇	⬇	⬇
Setting Event Strategies	Antecedent/ Prevention Strategies	Behavior Teaching Strategies	Consequence Strategies

…to be discussed in the Next Module

Replacement/Alternative Behavior vs. Desired Behavior

What's the difference?

What is a Replacement Behavior?

The **replacement behavior** is a *positive alternative* that allows the student to obtain the *same outcome that the problem behavior provided,* that is, s/he gets something or rejects something in a manner that is **acceptable in the environment.**

Understanding Replacement Behaviors

Replacement Behaviors are:

> an immediate attempt to reduce <u>disruption</u> & <u>potentially dangerous behavior</u> in the classroom
- Reduce the immediate stress in the environment

> designed to actively begin substituting the student's habit of using problem behavior to meet their needs, by replacing it with a more acceptable alternative behavior

Replacement/Alternative vs. Desired Behaviors

Replacement/Alternative Behavior

Immediate or short-term goal = Reduce problem behavior

- ❖ Competes with and gradually replaces problem behavior

- ❖ Behavior that the student already engages in or can be quickly learned with **minimal instruction**

Desired Behavior

Long-term goal = Follow routines, expectations without exhibiting problem behavior and with minimal supports

- ❖ Teaching and reteaching complex skills (e.g., academic skills, social/ communication skills, organizational skills)

Essential Characteristics of Alternative/Replacement Behavior

> Serves the same function as problem behavior

> Is easier to do than the problem behavior
  - *Requires less (or at least no more) effort* than the problem behavior

> Is socially acceptable

Start with Summary of Behavior from FBA
Anthony Case Study

| Setting Event	Antecedent	Behavior	Consequence
Anthony is corrected earlier in the day	Teacher directive to begin work in Science/ Social Studies	Anthony gets out of his seat	Leaves Class/ Goes to AP's Office
			Function Avoids Task/ Gains Adult Attention

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Analyzing the Summary of Behavior

Read over the Summary of Behavior, but pay special attention to the Function identified for the problem behavior

> The Function of Behavior will be central to identifying effective interventions to address:
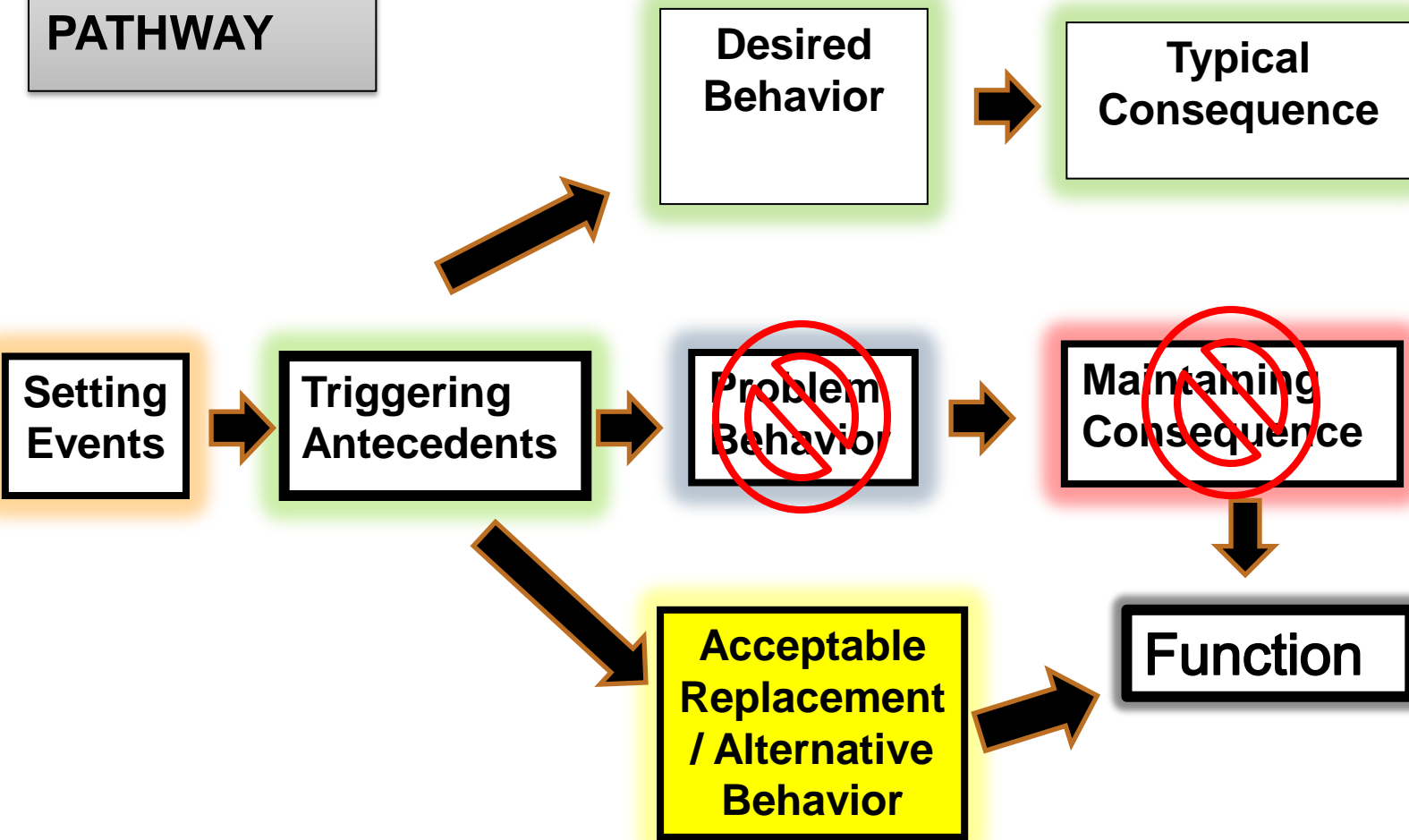- Antecedents and Setting Events
- Behaviors to Teach &
- Consequences
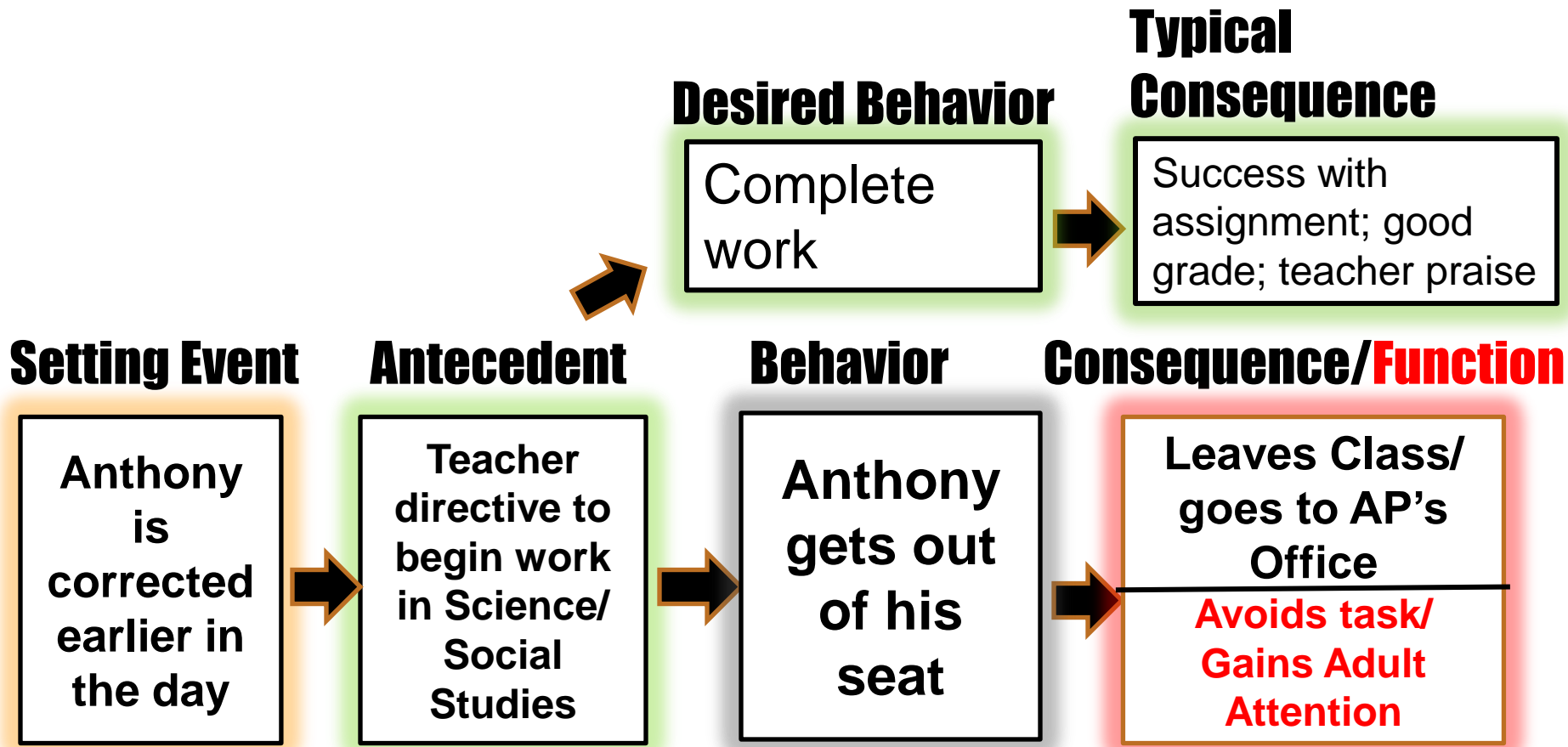
FBA: Summary of Behavior

| Antecedent | → | **Problem Behavior** | → | Maintaining Consequence & Function |
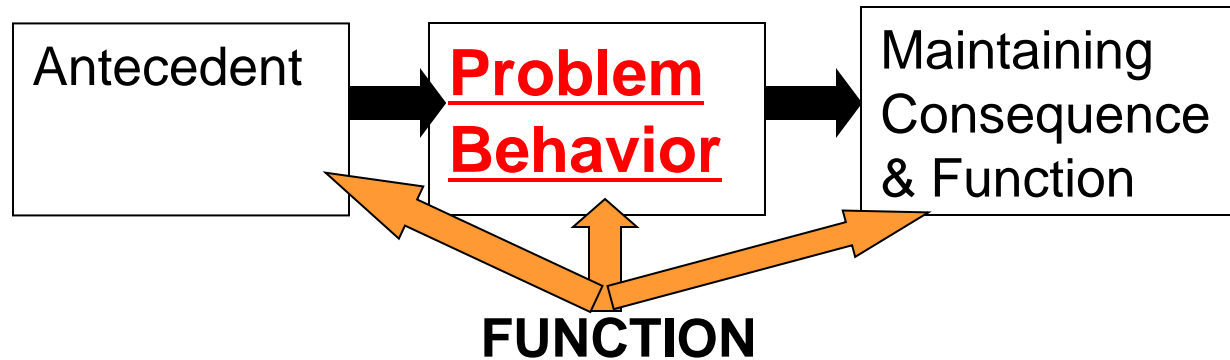
FUNCTION

Student learns…. When (A), if I (B), then (C)…

<u>Function</u> = How I benefit so I keep doing <u>B</u>

Define *Desired Behavior & Consequence*

Desired Behavior

Complete work

Typical Consequence

Success with assignment; good grade; teacher praise

Setting Event

Anthony is corrected earlier in the day

Antecedent

Teacher directive to begin work in Science/ Social Studies

Behavior

Anthony gets out of his seat

Consequence/Function

Leaves Class/ goes to AP's Office

Avoids task/ Gains Adult Attention

Define *Alternative/Replacement Behavior*

Setting Event	Antecedent	Behavior	Consequence/Function
		Complete work	Success w assignment; good grade; praise
Anthony is corrected earlier in the day	Teacher directive to begin work in Science/ Social Studies	Anthony gets out of his seat	Leaves Class / Avoids Task
		Anthony uses a hand signal to request help, break, alternate task	Acceptable Alternative Behavior

So this is what we want….

Setting Event → Antecedent

- **Desired Behavior** → **Typical Consequence**
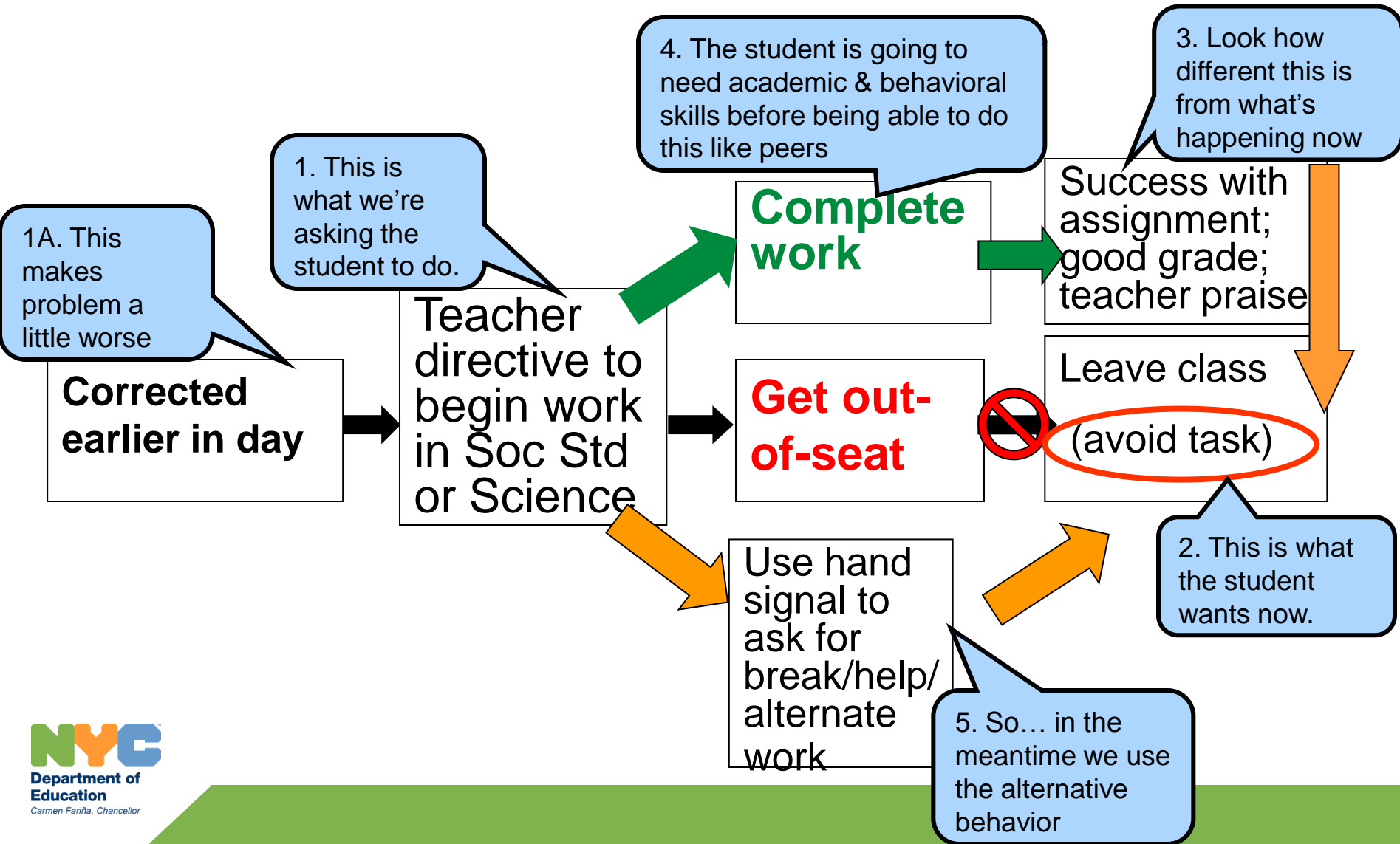- **Problem Behavior** → Maintaining Consequence / Function
- **Alternative/ Replacement Behavior**
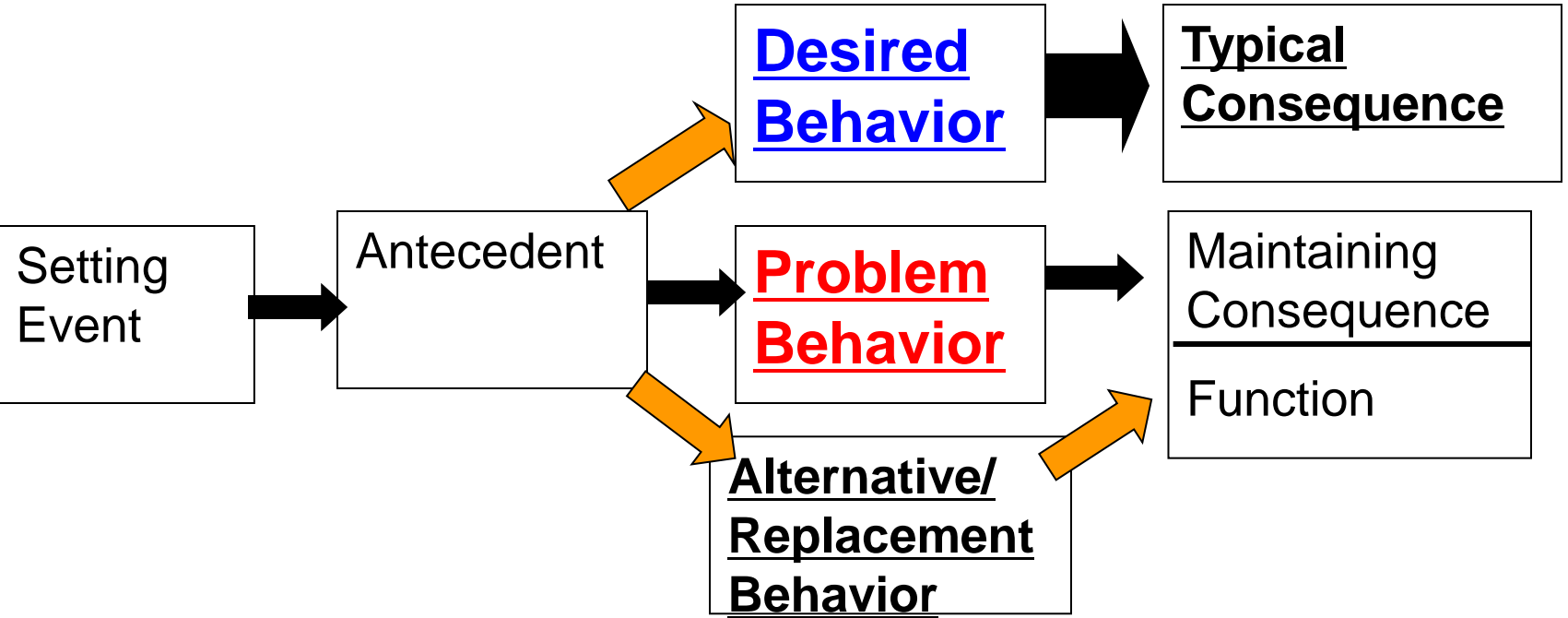
But… start with the Replacement Behavior?
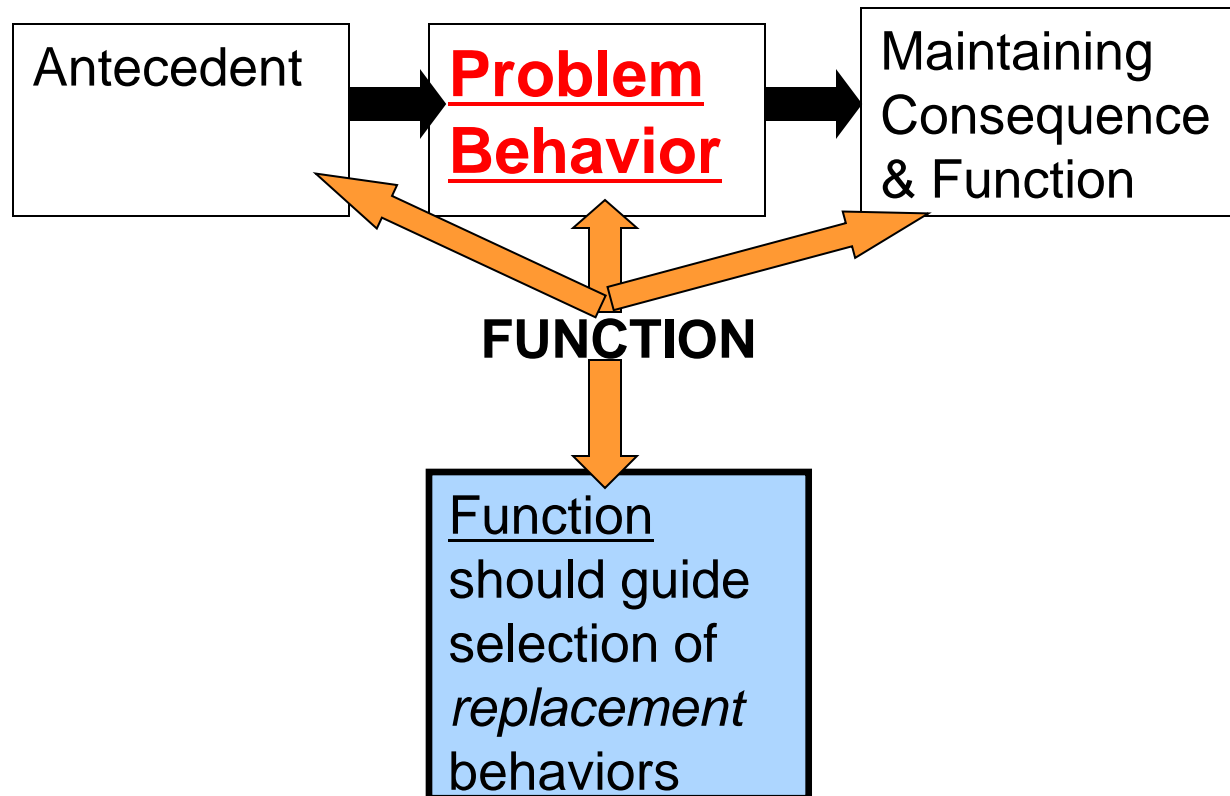Why can't we go right to the Desired Behavior?

Why the <u>Replacement Behavior</u>?
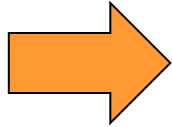# Why can't we go right to the <u>Desired Behavior</u>?

Function Based Interventions

When generating interventions we use <u>Function</u> to develop ideas to change A, B & C

R.A.C.E.R

Replace problem behavior with a **socially acceptable, efficient** behavior that allows student to obtain the **pay-off/function.**

Antecedent strategies to **directly address triggers** to prevent problems & **prompt** replacement behaviors based on the **function of behavior. Setting event strategies** to neutralize or eliminate the setting event.

Correct behaviors by **quickly & effectively redirecting student to replacement** **behavior**

Extinguish behaviors by ensuring that problem behaviors **do NOT pay off** for the student (i.e. does not result in the function of behavior)

Reinforce **replacement & desired behaviors** based on **function/pay off** for the student

Sample Replacement Behaviors by Function

GET/ OBTAIN	Teaching Possible Replacement Behaviors
Social/Attention Peers or Adults	• Teach how to access attention/socialize appropriately • Teach how to request help or assistance • Teach collaborative social skills
Tangible/ Activity	• Teach how to request a preferred item/activity in an appropriate way • Teach how to share and take turns
Sensory/ Stimulation	• Teach how to request more acceptable alternative with similar sensory characteristics

Sample Replacement Behaviors by Function

AVOID/ ESCAPE	Teaching Possible Replacement Behaviors
Social/Attention Peers or Adults	• Teach how to request "alone" time • Teach how to request to work independently • Teach how to communicate assertively with conflict resolution skills
Activity/ Tangible	• Teach how to request to take a break • Teach how to request help or assistance
Sensory/ Stimulation	• Teach how to request a break from overstimulation • Teach how to communicate appropriately when sensory stimulation is overwhelming • Teach acceptable ways to reduce sensory overstimulation

Activity: Identifying Appropriate Replacement Behavior

Leslie is 12, has severe intellectual disabilities, does not use words, and hits her head. Head hitting is maintained by adult attention during work periods.

Which is the <u>best</u> Replacement Behavior

1. hide under her desk and be ignored
2. sign for "more" to another student
3. take completed work up to show the teacher
4. move to sit by another student
5. Use picture communication system to request teacher help

Activity: Identifying Appropriate Replacement Behavior

Leslie is 12, has severe intellectual disabilities, does not use words, and hits her head. Head hitting is maintained by adult attention during work periods.

> Start w/ the Function

Which is the best Replacement Behavior

1. ~~hide under her desk and be ignored~~
2. ~~sign for "more" to another student~~
3. ~~take completed work up to show the teacher~~
4. ~~move to sit by another student~~
5. Use picture communication system to request teacher help

> 1. Serve same Function? Does it provide adult attn?

> 2. Is Behavior easier to do than problem behavior?

> 3. Is Behavior socially acceptable?

Activity: Identifying Appropriate Replacement Behavior

Jason is nine and cries when asked to do difficult tasks. The crying is maintained by avoiding or escaping difficult tasks.

Possible Replacement Behaviors:

1. More rewards for doing tasks
2. Asking for break
3. Asking to play w/ his Gameboy
4. Requesting adult attention
5. Asking to have snack after tasks are done

Activity: Identifying Appropriate Replacement Behavior

Shawn is seven and <u>screams</u> in the halls when there are loud noises. The screaming is maintained by <u>avoiding sensory overstimulation.</u>

Possible Replacement Behaviors:

1. Rewards for keeping quiet
2. Asking to stay in the classroom all day
3. Asking for peer help
4. Requesting adult attention
5. Asking for headphones (block sound) before walking in hall

Activity: Identifying Appropriate Replacement Behavior

During independent reading time in language arts, Audrey **makes noises, talks out, and walks around the room**. The FBA has shown that this behavior is **maintained by adult attention**.

Which is the **best** replacement behavior? Why/Why Not?

- Ask to sit at the teacher's desk during reading

- Ask for a break

- Request help/adult attention

- Ask for a reward for completing the task

- Request help from peers

Activity: Identifying Appropriate Replacement Behavior

During science, 14 year old Ramela curses at the teacher and it escalates into power struggles. The FBA has shown that this behavior is **maintained by peer attention**.

Which is the **best** replacement behavior? Why/Why Not?

- Ask for assignments with accommodations to her needs

- Ask for a break

- Ask for computer time for completing the task

- Request assistance/help from teacher

- Provide opportunities for positive peer attention

# EXAMPLES of Replacement/Alternative Behaviors with the SAME FUNCTION

Problem Behavior	Replacement Behavior
1. Runs around room to escape non-preferred task	1. Request a break and go to "break" center
2. Fights; protests not getting his/her way during a game	2. Use appropriate language to protest a decision
3. Fights with some classmates to get other peers' attention	3. Gain positive peer attention from an alternative group for pro-social behavior

Identify the Components of the Competing Behavior Pathway

Fill in the terms: Consequence/Outcome , Behavior, Antecedent, Desired Behavior, Typical Consequence, Alternative/ Replacement Behavior, Function, Setting Events
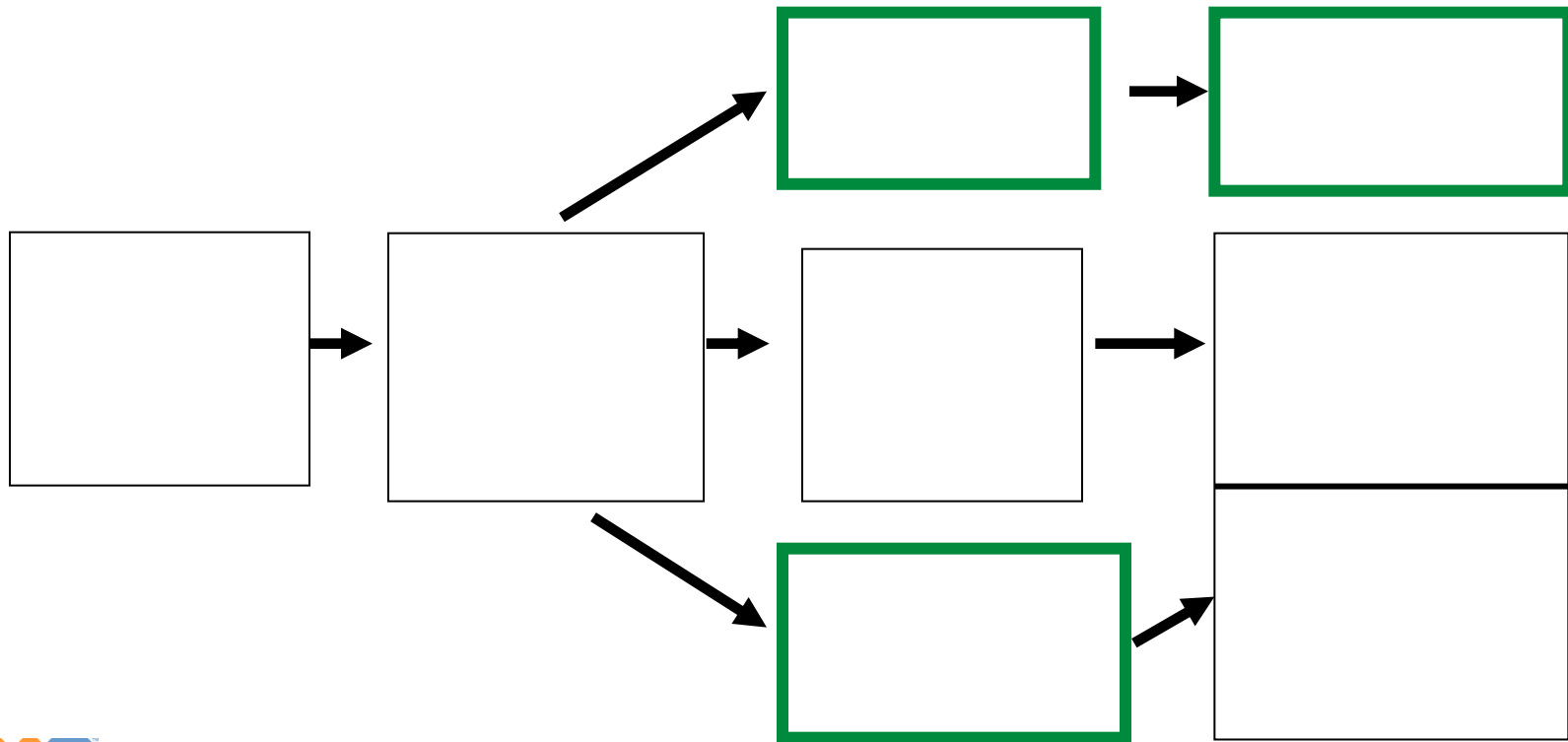
To be continued…

Looking forward to seeing you on June 3, 2014 for

Module 8

Function-Based Behavior Intervention Strategies for Antecedents, Setting Events, Consequences and Teaching New Behavior(s)

Acknowledgements

We would like to acknowledge the resources and materials from the National Technical Assistance (TA) Center on Positive Behavioral Interventions and Supports www.pbis.org, from which many of the activities and materials are adapted.

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.