



## Understanding and Addressing Challenging Behaviors: Expect Success

### Webcast 11: Behavior Intervention Plan

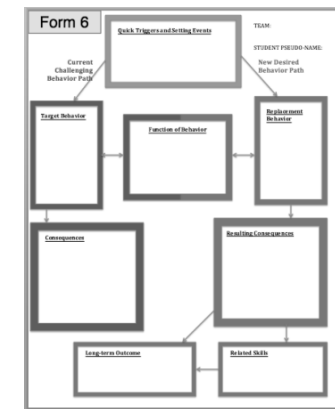


## Form 6 Replacement/ Related Missing Skills

- Form 1 ABC
- Form 3 Why Worksheet



**YOUR TURN**



## Process of FBA for Students with Complex and Challenging Needs



- Identify a set of strategies that could be used to create a Positive Behavior Support Plan



## We Have 3 Opportunities to Change Behavior

1. **Before** (antecedent) the behavior occurs: 80% of interventions need to happen here
2. **During** (behavior) the occurrence of the behavior: staff model appropriate behavior by managing themselves
3. **After** (consequence) the behavior occurs: make it right and **teach skills** rather than using discipline

Hartwig, 2015, Behavioral Practices for a Positive Learning Environment in the Common Core Era



## Building an Intervention Plan

- *First step:* Teach and reinforce Replacement Behavior
- *Second step:* Teach and reinforce Related Missing Skills

### **Don't Forget both plans need to include:**

- Strategies to address identified **challenges** (*Student Profile*)
- Emerging skills built from next steps of **strengths, skills, and preferences** (*Form 4*)
- Strategies to address **setting events** (*Form 1*)
- Strategies to address **missing skills** (*Form 5*)



## Target One: Challenges

Interventions that **target the challenges** (student profile) that increase the frequency or intensity of the target behavior

- Molly needs:
  - Structured activities
  - Personal space
  - Ability to finish work
- Rubin needs:
  - Adjusted Reading Level
  - Choice/control
- Joe needs:
  - Specific step by step directions
  - Maybe written instructions
  - Physical activity or movement



## Target Two: Strengths Skills Preferences

Interventions that **target the strengths, skills, and preferences** (form 4) that are a point of emerging skills

- Molly needs:
  - Hands on activities
  - Music included
  - Large motor movement
- Rubin needs:
  - Music
  - Building items
  - Computer
- Joe needs:
  - Short times in large groups
  - Environmental supports in gen ed
  - Small group work to include fun



## Target Three: Setting Events

Interventions that **target the setting events** (form 1) that make the behavior more likely to occur

- Molly needs:
  - Extra supports on Mondays
  - To be able to finish her tasks/work
  - As consistent a schedule as possible
- Rubin needs:
  - Reduction of task demands on tired days
  - Priming of reading materials
- Joe needs:
  - Priming of work for gen ed classes
  - Possibly small work group
  - Communication practice to ask for clarification



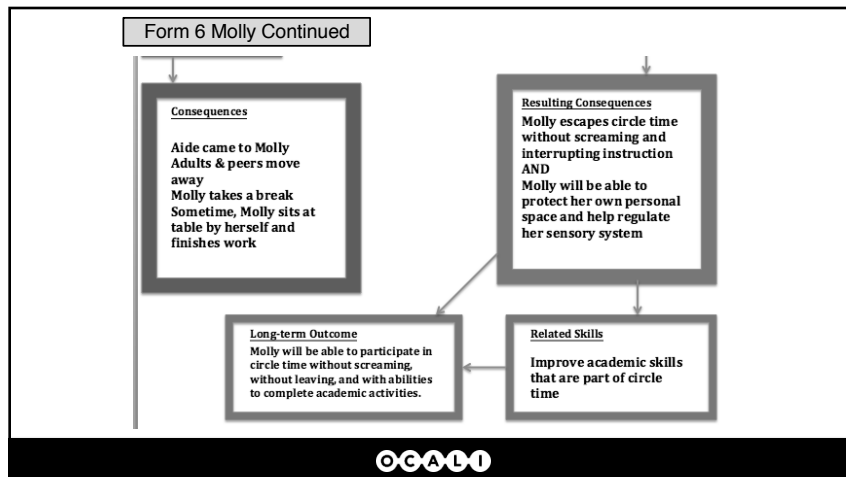
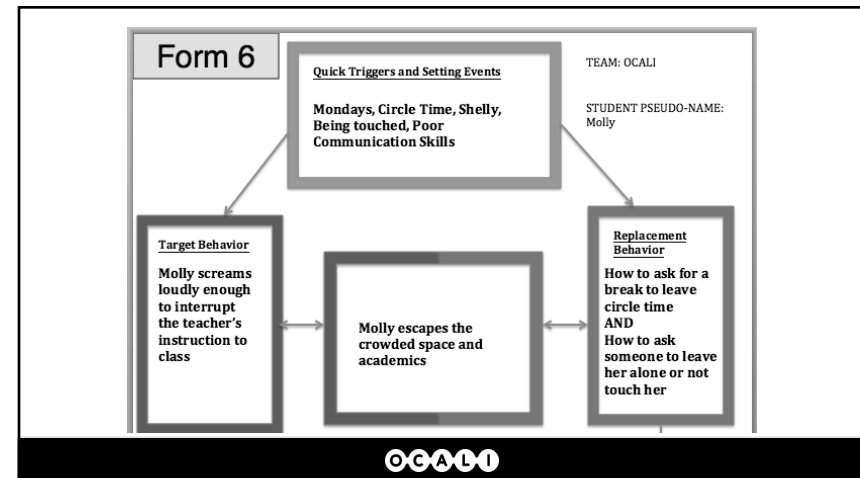
## Target Four: Missing Skills

Interventions that **target** teaching and reinforcing **related missing skills** (form 5)

- Molly needs:
  - To learn circle time academic skills
  - To have a functional communication system
  - To learn how to calm herself
- Rubin needs:
  - To be able to cope with working in small groups
  - To increase reading comprehension skills
- Joe needs:
  - To be able to work in larger groups
  - To ask for help
  - To acquire calming skills



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Molly's Replacement Behavior

**How to ask for a break  
to leave circle time  
AND How to ask someone  
to leave her alone or not touch her**

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Form 7a	TEAM: OCALI	STUDENT PSEUDO-NAME: Molly
<b>REPLACEMENT SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part a) How to ask for a break to leave circle time AND How to ask someone to leave her alone or not touch her</b>		
<b>INTERVENTION:</b> What specific intervention(s) will be used to teach the new skill? (EBP) 1) Use of simple Social Narratives (Taking a Break from Circle) - 2) Social Scripting with pictures/photos for social-emotional situation - 3) Social Rehearsal and Priming to teach use of Break card, 4) Remind and practice asking for a break using a break card or simple switch. ("I need a break")		
<b>LEARNING STYLE:</b> What strategies or methods will be used to improve learning and skill development that match the students learning style and needs? Music and hands on activities with a predictable learning environment to include: tighten up on daily routine, timers, use visual schedule with whole class and Molly- daily and activity schedule. Visual support to give directions ("ex: time to sit"). Prompt to use break card in circle time when she begins to lose focus/interest.		
<b>ENVIRONMENTAL MODIFICATIONS:</b> What modifications to the environment will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers? Modifications include the way others act and react. Visual Supports (See Learning Style section for specific ideas) Seating preferences: Plenty of personal space. Pair with Jason and L.T instead of Shelly. Allow all others to come to circle first to help her see the transition start and progress before she is asked to come.		

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Form 7b	TEAM: OCALI	STUDENT PSEUDO-NAME: Molly
<b>REPLACEMENT SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part b) How to ask for a break to leave circle time AND How to ask someone to leave her alone or not touch her</b>		
<b>SENSORY:</b> Will the student require sensory/biological adaptations or interventions to promote learning and using the new skill or to reduce setting events and triggers? Space, predictability of circle activities. Music. Own seat in circle - will try rocking chair and cube chair. End of table, chair at circle next to Jason or L.T.		
<b>SOCIAL AND COMMUNICATION:</b> What social-emotional and communication supports will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers? Interventions and Supports include modifications in the way others communicate to the student. Prompting to use social scripts and Break Card intervention. , Include Musical activities with peers. Structure the social interactions initially. Use social narratives with many pictures to show interaction during circle time.		
<b>REINFORCE:</b> How will Motivation and Reinforcement be built into the plan? Music added to circle time; Choices on Schedules; Hands on learning activities in circle time. Molly can leave circle time as soon as she requests a break with card or switch		
<b>DATA:</b> How will progress towards the new skill be measured? Will measure the frequency per circle time and per week. Also will record duration of event. Aide will count and time events during circle time. Teacher/psychologist to graph data.		

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## Molly's Related Missing Skills

**Improve Molly's  
academic skills  
so she is less likely  
to escape or  
leave the group**

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Form 7c	TEAM: OCALI	STUDENT PSEUDO-NAME: Molly
<b>RELATED SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part c) Improve Molly's academic skills for circle time so that she is less likely to want to escape or leave the group</b>		
<b>INTERVENTION:</b> What specific intervention(s) will be used to teach the new skill? (EBP) Individualized instruction (ABA) in math skills: (example: "Same/ Different," "Big and Small"); direct one to one instruction in calendar, weather, counting, and letter/word skills used in circle with hands on approach		
<b>LEARNING STYLE:</b> What strategies or methods will be used to improve learning and skill development that match the students learning style and needs? Will use manipulatives to teach skills, limit verbal to one/two words Will teach one to one and then once she is successful, will move the same manipulatives/objects to the circle activity for Molly to respond to within the demands of the circle. Will use objects that she enjoys.		
<b>ENVIRONMENTAL MODIFICATIONS:</b> What modifications to the environment will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers? Modifications include the way others act and react. Will teach at table where she is comfortable. Seating preferences: Plenty of personal space.		

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**Form 7d** TEAM: OCALI STUDENT PSEUDO-NAME: Molly

**RELATED SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part d)** Improve Molly's academic skills for circle time so that she is less likely to want to escape or leave the group

**SENSORY:** Will the student require sensory/biological adaptations or interventions to promote learning and using the new skill or to reduce setting events and triggers?

Will provide a quiet sensory break before the demands of academic instruction. Have fidgets available during one to one teaching time.

**SOCIAL AND COMMUNICATION:** What social-emotional and communication supports will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers? Interventions and supports include modifications in the way others communicate to the student.

Practice using social scripts and Break Card intervention.  
Introduce TOBI (True Object Based Icons) communication system

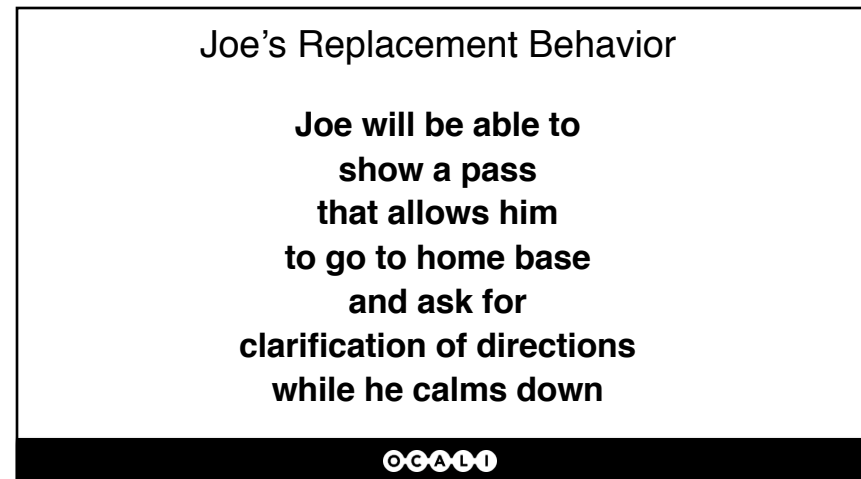
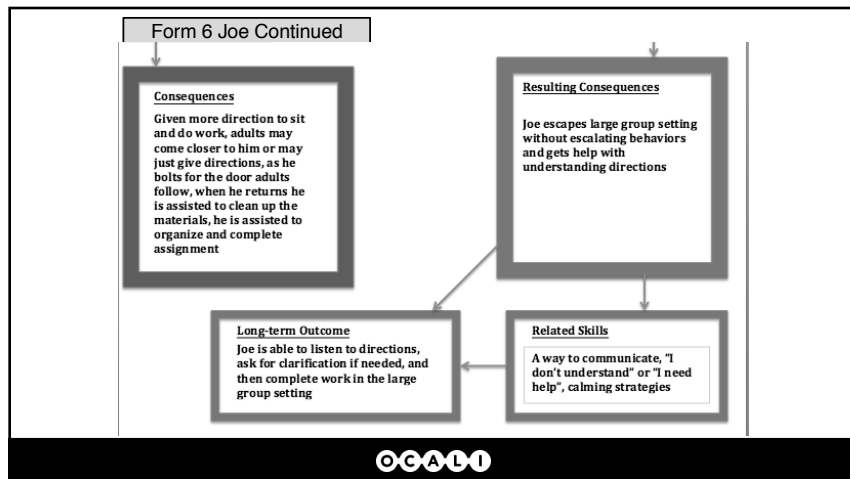
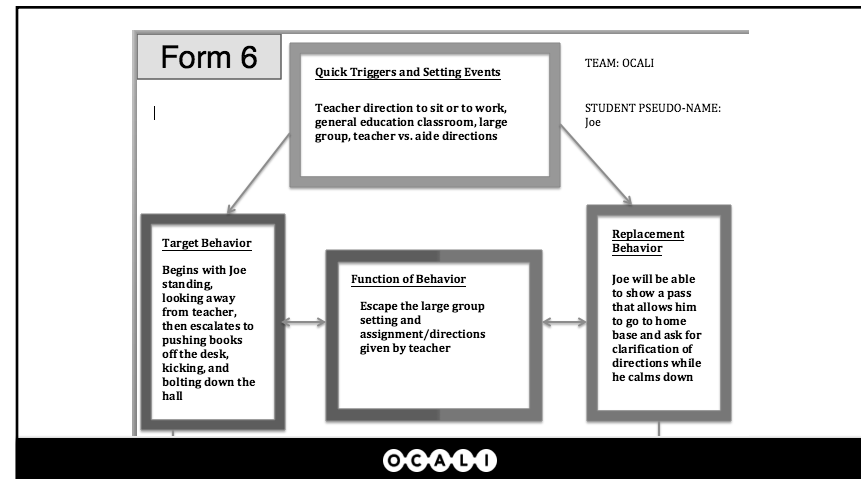
**REINFORCE:** How will Motivation and Reinforcement be built into the plan? Consider embedding into instruction and activities.

Will use objects that she enjoys to teach and practice math concepts. In circle she can hold/play with the object once she answers the math question. Music added to circle time; Choices on Schedule for one to one teaching time; Hands on learning activities at one to one

**DATA:** How will progress towards the new skill be measured?

Will track progress of mastery of concepts in both 1-on-1 setting and in circle time. Amount of accurate responses / All opportunities.

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Form 7a	TEAM: OCALI	STUDENT PSEUDO-NAME: Joe
<p><b>REPLACEMENT SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part a)</b> Joe will be able to show a pass that allows him to go to home base and ask for clarification of directions while he calms down</p> <p><b>INTERVENTION.</b> What specific intervention(s) will be used to teach the new skill? (EBP)</p> <p>Direct instruction showing use of the visual supports: home base pass; reminder list of how to ask for help with an assignment I don't understand; calming strategies list</p>		
<p><b>LEARNING STYLE.</b> What strategies or methods will be used to improve learning and skill development that match the students learning style and needs?</p> <p>Priming for Joe before he goes to the gen ed class about what the work will be each day Assessment and pre-teaching of any content skills he doesn't have Written directions to accompany verbal instructions and allowing for processing time</p>		
<p><b>ENVIRONMENTAL MODIFICATIONS.</b> What modifications to the environment will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers? Modifications include the way others act and react.</p> <p>Preferential seating in a spot where Joe is most comfortable in the large group Seating near helpful peers</p>		

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Form 7b	TEAM: OCALI	STUDENT PSEUDO-NAME: Joe
<p><b>REPLACEMENT SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part b)</b> Joe will be able to show a pass that allows him to go to home base and ask for clarification of directions while he calms down</p> <p><b>SENSORY.</b> Will the student require sensory/biological adaptations or interventions to promote learning and using the new skill or to reduce setting events and triggers?</p> <p>Explore locations in the classroom that have the least amount of noise Explore use of ear buds/ear plugs to lessen noise (work with OT)</p>		
<p><b>SOCIAL AND COMMUNICATION.</b> What social-emotional and communication supports will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers? Interventions and Supports include modifications in the way others communicate to the student.</p> <p>Visual supports: home base pass; reminder list of how to ask for help with an assignment I don't understand; calming strategies list Social narratives: how to get help; what to do when I don't understand directions; going to home base</p>		
<p><b>REINFORCE.</b> How will Motivation and Reinforcement be built into the plan?</p> <p>Conduct assessment to discover reinforcers while starting with cars, music, and computer. Set up a token system that lets Joe earn a token for each time he stays in the large group while remaining calm, uses pass to go to home base, and asks for clarification. Tokens will lead to him earning a self-chosen reinforcer.</p>		
<p><b>DATA.</b> How will progress towards the new skill be measured?</p> <p>Track Joe's use of the new visual supports and see if data on the behavior is lessening in frequency. Also use self-monitoring chart to track increase of new behaviors.</p>		

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## Joe's Related Missing Skills

**A way to communicate  
"I don't understand" or  
"I need help"  
and he needs  
calming strategies**

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Form 7c	TEAM: OCALI	STUDENT PSEUDO-NAME: Joe
<p><b>RELATED SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part c)</b> A way to communicate "I don't understand" or "I need help" and he needs calming strategies</p> <p><b>INTERVENTION.</b> What specific intervention(s) will be used to teach the new skill? (EBP)</p> <p>Direct instruction showing use of the visual supports: reminder list of how to ask for help with an assignment I don't understand; calming strategies list Practice with verbal phrases communicating "I don't understand" or "I need help" to teacher/peers Direct instruction learning calming strategies (deep breaths, hand press, etc.)</p>		
<p><b>LEARNING STYLE.</b> What strategies or methods will be used to improve learning and skill development that match the students learning style and needs?</p> <p>Give processing time during direct instruction Written directions for the communication and calming strategies</p>		
<p><b>ENVIRONMENTAL MODIFICATIONS.</b> What modifications to the environment will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers? Modifications include the way others act and react.</p> <p>Conduct direct instruction in a quiet area</p>		

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**Form 7d** TEAM: OCALI STUDENT PSEUDO-NAME: Joe

**RELATED SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part d) A way to communicate "I don't understand" or "I need help" and he needs calming strategies**

**SENSORY:** Will the student require sensory/biological adaptations or interventions to promote learning and using the new skill or to reduce setting events and triggers?

Explore what calming strategies reduce Joe's anxiety  
Get a sensory choice before one to one instruction

**SOCIAL AND COMMUNICATION:** What social-emotional and communication supports will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers? Interventions and Supports include modifications in the way others communicate to the student.

Video modeling showing calming strategies and communication with visual supports and verbally  
Practice with peers in small group asking for help and communicating his feelings, before moving into larger classroom

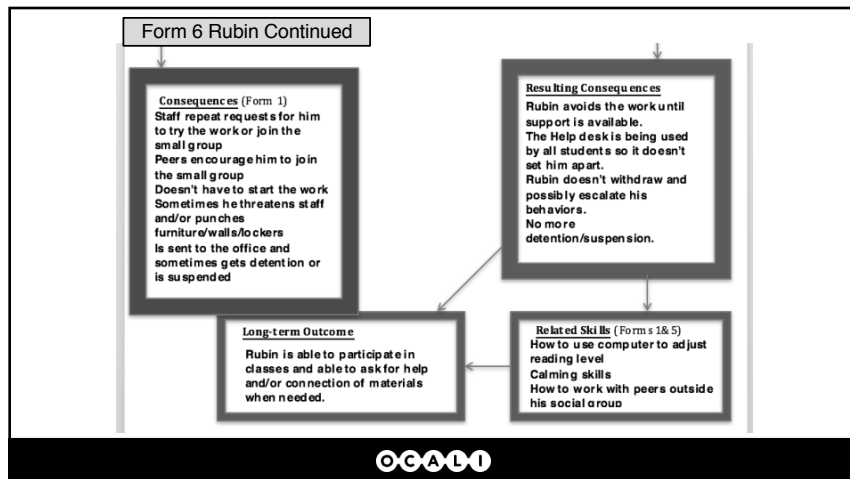
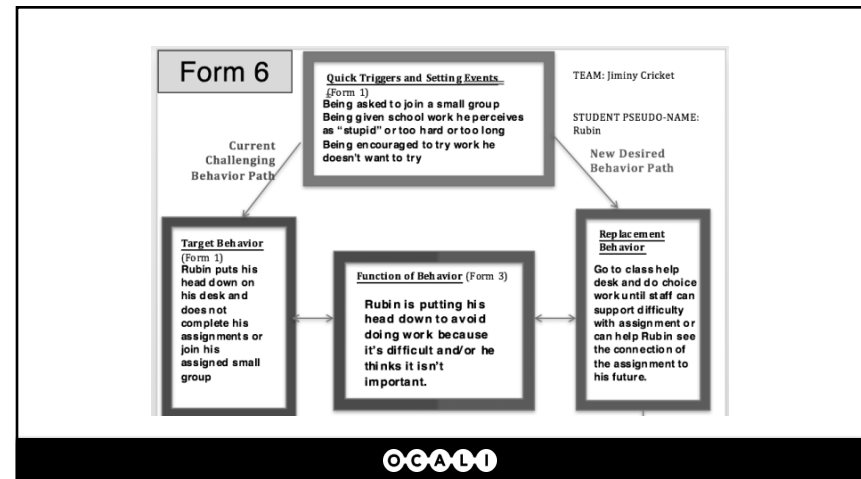
**REINFORCE:** How will Motivation and Reinforcement be built into the plan? Consider embedding into instruction and activities.

Conduct assessment to discover reinforcers  
Build a token system for his use of the new communication tools

**DATA:** How will progress towards the new skill be measured?

Track use of visual supports and verbal communication. Track learning steps of calming strategies.

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**Rubin's Replacement Behavior**

**Go to class help desk and do choice work until staff can support difficulty with assignment or can help Rubin see the connection of the assignment to his future.**

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Form 7a	TEAM: Jimmy Cricket	STUDENT PSEUDO-NAME: Rubin
<b>REPLACEMENT SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part a)</b> Replacement Behavior: <b>Go to ED class Help Desk and do choice work until staff can support difficulty with assignment or can help Rubin see the connection of the assignment to his future.</b>		
<b>INTERVENTION: What specific intervention(s) will be used to teach the new skill? (EBF)</b> Direct instruction to whole class about Help Desk, and then individualize for Rubin as needed Direct instruction to whole class about Choice Work folders, and then individualize for Rubin as needed Graphic organizer web to show connection of work to future occupation Scripting to show how to ask for help		
<b>LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the students learning style and needs?</b> Low amounts of verbal directions; use writing, drawing, visual supports Humor Build relationship Positive reinforcement for successive approximations (not obvious to others—maybe text or email)		
<b>ENVIRONMENTAL MODIFICATIONS: What modifications to the environment will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers? Modifications include the way others act and react.</b> Have Help Desk close to Rubin's seat Make Choice Work interesting Encourage all students to use Help Desk and Choice Work Folders		

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Form 7b	TEAM: Jimmy Cricket	STUDENT PSEUDO-NAME: Rubin
<b>REPLACEMENT SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part b)</b> <b>Go to class help desk and do choice work until staff can support difficulty with assignment or can help Rubin see the connection of the assignment to his future.</b>		
<b>SENSORY: Will the student require sensory/biological adaptations or interventions to promote learning and using the new skill or to reduce setting events and triggers?</b> No sensory needs identified at this time Be aware of med side effects and lack of sleep; adjust task demands if necessary		
<b>SOCIAL AND COMMUNICATION: What social-emotional and communication supports will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers? Interventions and Supports include modifications in the way others communicate to the student.</b> Social Narrative teaching about social behaviors for the Help Desk and Choice Work folder Social Narrative/Video modeling of how to ask for help and that it's ok to need help		
<b>REINFORCE: How will Motivation and Reinforcement be built into the plan?</b> Positive reinforcement every time he uses the Help Desk and Choice Work Folder, including: time to research cars and being a mechanic; time to design and build items; time to listen to music; time on computer		
<b>DATA: How will progress towards the new skill be measured?</b> Data will be kept on target behavior and replacement behaviors		

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Rubin's Related Behavior
<p><b>How to use computer to adjust reading level</b></p> <p><b>Calming skills</b></p> <p><b>How to work with peers outside his social group</b></p>

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Form 7c	TEAM: Jimmy Cricket	STUDENT PSEUDO-NAME: Rubin
<b>RELATED SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part c)</b> Related Skill(s): <b>How to use computer to adjust reading level; Calming skills; How to work with peers outside his social group</b>		
<b>INTERVENTION: What specific intervention(s) will be used to teach the new skill? (EBF)</b> Direct instruction showing how the reading level software works Social narratives, visual supports, mobile supports, video modeling to teach calming skills and social skills Role cards for small group structure and routines		
<b>LEARNING STYLE: What strategies or methods will be used to improve learning and skill development that match the students learning style and needs?</b> One to one instruction not in front of his peers Give him access to reading assignments early to give him time to adjust the reading level and preview it Use music and building items in small group practice at first Use interest in cars and becoming a mechanic to practice new skills (e.g., compare self-regulation to tuning an engine)		
<b>ENVIRONMENTAL MODIFICATIONS: What modifications to the environment will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers? Modifications include the way others act and react.</b> Availability of a laptop for reading level adjustments A place to practice calming skills Start off with choice of peers for small group work		

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Form 7d	TEAM: Jiminy Cricket	STUDENT PSEUDO-NAME: Rabin
<p><b>RELATED SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part d) How to use computer to adjust reading level; Calming skills; How to work with peers outside his social group</b></p>		
<p><b>SENSORY:</b> Will the student require sensory/biological adaptations or interventions to promote learning and using the new skill or to reduce setting events and triggers?</p> <p>No sensory needs identified at this time. Be aware of meds and lack of sleep that may affect his ability to remain calm</p>		
<p><b>SOCIAL AND COMMUNICATION:</b> What social-emotional and communication supports will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers? Interventions and Supports include modifications in the way others communicate to the student.</p> <p>Social narratives and video modeling for conversing with unfamiliar peers and small group work Peer to peer supports within small groups Mobile supports for calming skills Build choice into small group work at first</p>		
<p><b>REINFORCE:</b> How will Motivation and Reinforcement be built into the plan? Consider embedding into instruction and activities.</p> <p>Positive reinforcement through self-monitoring charts tracking performance of new skills. Point can earn: time to research cars and being a mechanic; time to design and build items; time to listen to music; time on computer; choice time</p>		
<p><b>DATA:</b> How will progress towards the new skill be measured?</p> <p>Continued tracking of target behavior Tracking of new skills: use of reading level adjustment tools; use of new calming skills; working positively with small groups including unfamiliar peers</p>		

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STRATEGY CHECKLIST	
Specific to the behavior/skill being taught, does the support plan include the following?	
1.	Strategies that eliminate or decrease SETTING EVENTS
2.	Intervention that reduce or avoid TRIGGERS
3.	Modifications or adaptations to the ENVIRONMENT
4.	Student PREFERENCES, STRENGTHS as part of the plan?
5.	Individualized REINFORCEMENT strategies using student interests?
6.	Interventions that help avoid REINFORCING CONSEQUENCES of the challenging behavior?
7.	Plans to TEACH new skills that were identified in STUDENT CHALLENGES?
8.	Strategies to address SENSORY based challenges or needs?
9.	Social and communication supports when identified as an area of challenge?
10.	Strategies to specifically teach the SUBSTITUTE skill?

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## Behavior Plan Steps Chart

Step	Creating an Individualized Behavior Support Plan	Complete Each Step
1. Select the target behavior(s).	Select the target behavior(s) that the team would like to help the individual change. Questions to consider: What behavior is having an impact on the individual's ability to access learning, life, social opportunities, or safety? What behavior is the team willing to focus on to learn a new process?	
2. Identify underlying challenges that may be associated with the behavior.	Internal assessment questions provided. See Behavior Forms: Underlying Issues Student Profile	
3. Define the behavior in measurable terms.	See Behavior Forms: Form 1 (Green Star Target Behavior Only)	
4. Consider data questions for identified behavior. What will you measure?	Frequency? Duration? Intensity? How and When? Discuss what you have for baseline data and if you need more. See Behavior Forms: Form 2	
5. Identify antecedents, setting events, triggers, consequences, reinforcement. These are your initial ideas. You may refine as you go through the process. Guidance questions for potential antecedents and consequences are provided.	See Behavior Forms: Form 3	

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GUIDING QUESTIONS REPLACEMENT/RELATED Behavior Plan	What is need specific to the Target Skill?
<b>INTERVENTION.</b> Will a specific intervention(s) be used to teach teach the new skill? (EBP)	Social Competency Intervention? Academic Strategy? Communication Intervention? Emotional or Sensory Regulation Method?
<b>LEARNING STYLE.</b> What strategies or methods will be used to improve learning and skill development that match the students learning style and need	Instructional Style or Environment? Accommodations ? Tools?
<b>ENVIRONMENTAL MODIFICATIONS.</b> What modifications to the environment will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers? Modifications include modifications in the way others act and react.	Visual Supports to the environment? Changes to support sensory needs? Do peers or adults need to learn how to manage their own actions to decrease stressors?

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GUIDING QUESTIONS REPLACEMENT/RELATED Behavior Plan		What is need specific to the Target Skill?
SENSORY. Will the student require <u>sensory/biological adaptations or interventions</u> to promote learning and using the new skill or to reduce setting events and triggers ?		Needed sensory experiences? Sensory breaks? Supports for sensory regulation?
SOCIAL AND COMMUNICATION. What <u>social-emotional and communication supports</u> will be needed? How will instruction in these areas be provided to promote learning the replacement skill or to reduce setting events and triggers? Interventions and Supports include modifications in the way others communicate to the student.		Teaching others in the environment how to communicate with the person? Visual supports for social and/or communication skill building? Strategies to teach social competence?
REINFORCE. Ways to add Motivation and Reinforcement		Specifically using special interests as part of the educational program?
DATA. How will progress towards the new skill be measured (Data worksheet)?		What measures are meaningful indicators of success?

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## BONUS Webcasts

- Included with this series is a set of BONUS webcasts on evidence-based and promising practices with examples that can help you build the behavior intervention plan
- If you are looking for more ideas to support answering these guiding questions and what your individual needs, check out the BONUS EBP webcasts

Form 7a TEAM: STUDENT PSEUDO-NAME:

REPLACEMENT SKILLS PLAN: HOW TO TEACH AND REINFORCE (Part a)  
Replacement Behavior:

INTERVENTION. What specific intervention(s) will be used to teach the new skill? (EBP)

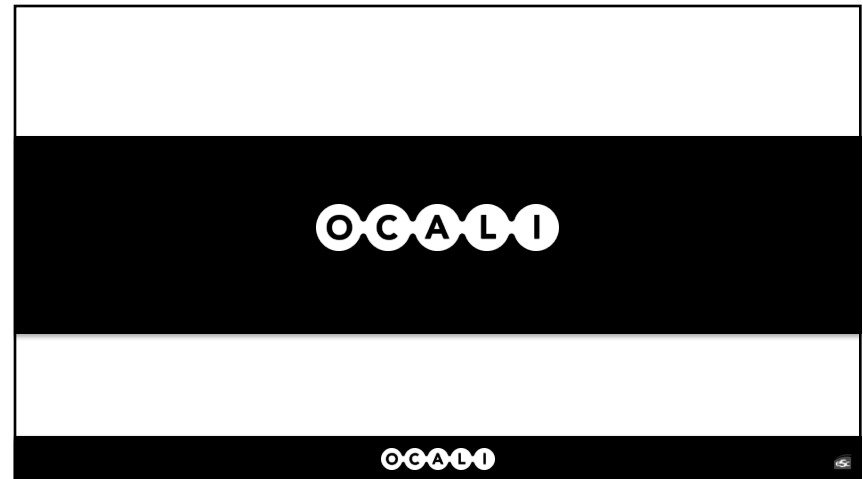
**YOUR TURN**

Complete Forms  
7a, 7b, 7c, 7d, 7e

LEARNING STYLE. What strategies or methods will be used to improve learning and skill development that match the student's learning style and needs?

ENVIRONMENTAL MODIFICATIONS. What modifications to the environment will be necessary to achieve an environment that is supportive of learning new skills and may also reduce setting events or triggers? Modifications include the way others act and react.

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