

What to do about children's persistent challenging behaviors? TEACH!

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What to do about children's challenging behaviors?

TEACH!

Daniel Crimmins and Stacey Ramirez

Georgia Association of Positive Behavior Support

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Daniel Crimmins, PhD

- Director, Center for Leadership in Disability – University Center for Excellence in Developmental Disabilities (UCEDD)
- Director, Georgia Leadership Education in Neurodevelopmental Disabilities Program (GaLEND)
- Clinical Professor, GSU School of Public Health



Daniel Crimmins, PhD

- Trained as a clinical psychologist
- Early work with children with challenging behavior and autism and intellectual disabilities
- Early career “aha” experience on importance of function
- Expanded work to people of all ages with significant disabilities
- Broadened further to general education and preschool settings with a focus on individualized interventions
- Increasingly interested in policy, implementation science, lifespan, workforce, and disparities in access and quality



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Stacey Ramirez

- Georgia State Director, The Arc
- Family Faculty, GaLEND Program
- M.o.M. -- mom of three boys
 - Parent mentor
 - Family support specialist
 - Resource specialist
 - Trainer and facilitator of person-centered planning
 - Community educator

What we'll talk about today! (1)

- School discipline codes – historically reactive
 - Codes of conduct
 - Exclusionary discipline for more extreme behaviors – in-school and out-of-school suspension
 - Restraint and seclusion as forms of behavior control
 - Disproportionate use with students of color and students with disabilities



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What we'll talk about today! (2)

- Positive Behavior Support
 - Tiered system -- Implemented at the large group, small group, and individual levels
 - Emerging as a standard of practice
 - Emphasizes the *TEACHING and LEARNING* of positive behaviors
 - Evidence-based approaches
 - Focus on Tier 3 as these are the students most likely to experience reactive strategies



What we'll talk about today! (4)

- Tier 3 - Individualized Positive Behavior Supports
 - Functional Behavioral Assessment
 - Context for behavior
 - Triggers
 - Functions
 - Behavior Intervention Plans
 - Prevention
 - Replacement
 - Management
 - Maintenance and generalization



What we'll talk about today! (3)

- Going to Scale on Improving School Climate
 - Role of law, regulation, and policy
 - Steps in implementation
 - Necessary components
 - Fidelity
 - Efficiency, effectiveness, and sustainability



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Designing Schoolwide Systems for Student Success

Academic Instruction

Tertiary Interventions
(for individual students)
• Assessment-based
• High Intensity

Secondary Interventions
(for some students)
• High Efficiency
• Rapid Response

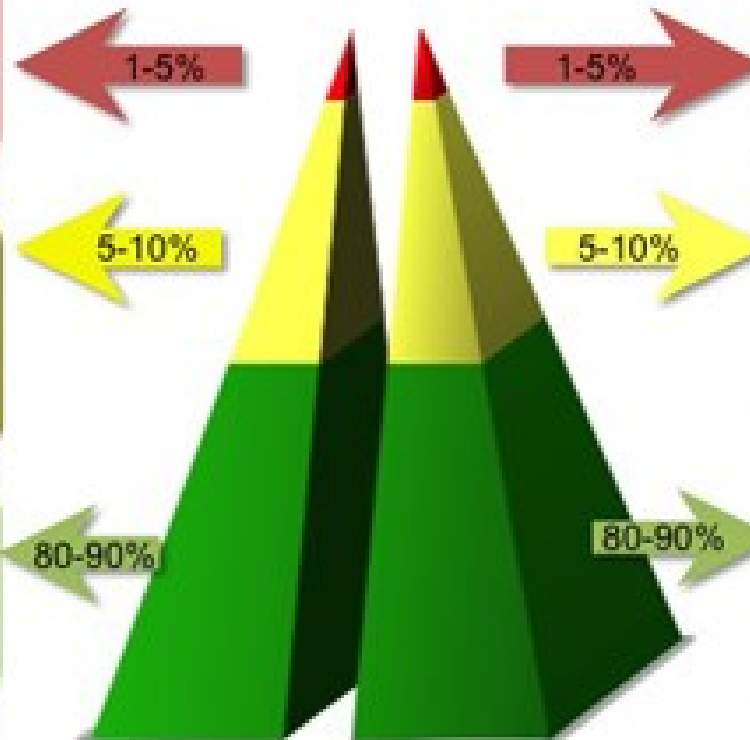
Universal Interventions
(for all students)
• Preventive, Proactive

Behavioral Instruction

Tertiary Interventions
(for individual students)
• Assessment-based
• Intense, durable procedures

Secondary Interventions
(for some students: at-risk)
• High Efficiency
• Rapid Response

Universal Interventions
(for all students)
• All Settings
• Preventive, Proactive



School Discipline

- School discipline codes – historically reactive
 - Specify prohibited behaviors – what not to do
 - Link consequences to levels of behavior and often repeated incidents – “match” the punishment to the crime
 - Often exclusionary (i.e., in-school and out-of-school suspension) and result in lost instruction
 - Restraint and seclusion as forms of behavior control – are dangerous for giver and receiver



School Discipline

- Problem of disproportionality – selected examples
 - Expulsion – boys 4.5 times more likely than girls
 - Suspension – African American students 3 times more likely than white students
 - Restraint – 75% students with disabilities
 - Seclusion – 58% students with disabilities
- School level -- increased focus on discipline linked to decreased focus on positive school climate



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School Discipline

- Reactive discipline becomes the default behavior intervention plan for too many students
- Suspension, restraint and seclusion are systemic responses to students with challenging behaviors – it is what we “know” how to do
- The greatest problem with this is that there is no evidence that reactive discipline is effective!



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School Discipline

- Regulations and legislation are an important step toward limiting their use – but long term solutions require a more positive and constructive response by schools and districts



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What do we do instead?

- We must use the principles of behavior change to develop alternatives to the established way of doing things
- Understand that reactive approaches are based in tradition, but not data
- Build organizational support and commitment to the implementation of evidence-based practices that improve school climate and student behavior



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Positive Behavior Support

Where do we start?

- Challenging behaviors are largely inconvenient to both doer and the receiver.
- If the person had a *better* way of making needs known, it would be used.
- Persistent behaviors are often forms of communication, which do so because they “work” in getting the person something he or she had wanted.



Positive Behavior Support

Where do we start?

- Students with persistent challenging behaviors have encountered frequent efforts to get them to stop – often hundreds or thousands of attempts.
- If saying “no” (or “stop” or “cut it out” or using punishment or other reactive procedures) was going to work, it would have worked already

Positive Behavior Support

Where do we start?

- The ***best*** solution to challenging behaviors is ***teaching*** new or replacement skills that can be used at the times and places where problems now occur.



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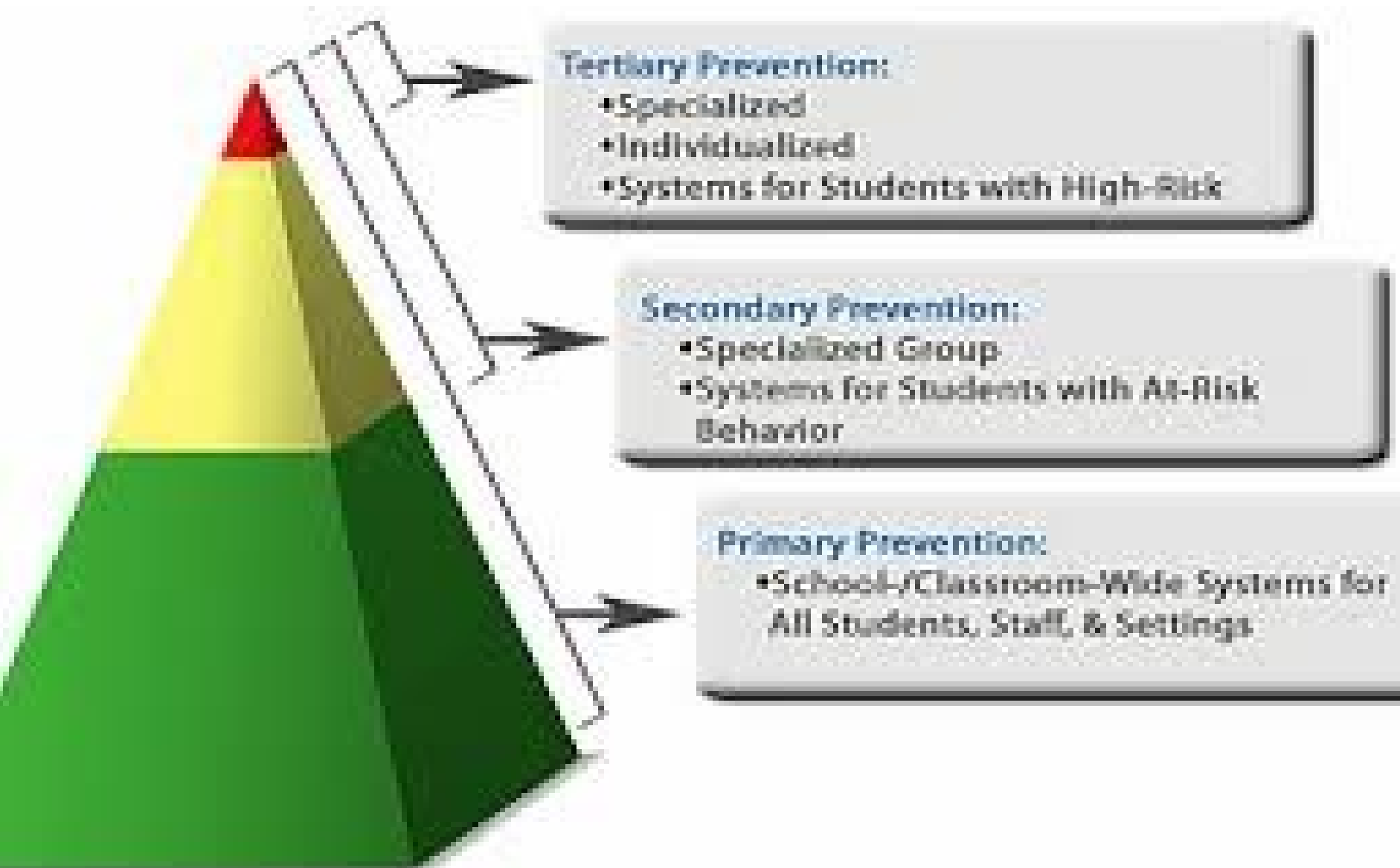
Positive Behavior Support in Elementary and Secondary Schools

- Often referred to as PBIS the short hand for Positive Behavior Intervention and Support
- Three-tiered approach (based on public health)
 - Primary prevention for *all* (and effective for 80 to 90%)
 - Secondary prevention for some (5 to 15%)
 - Tertiary supports for a few (1 to 5%)



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Tier 1: Universal Approaches

- School- or classroom-wide systems
- PBIS essentials – school or district commitment, three to five behavioral rules, stated positively (e.g., Be Safe, Be Responsible, Be Respectful), operationalized by setting, practiced, reinforced, and with effectiveness demonstrated with data
- May be integrated with universal screening, School Mental Health model, social emotional learning curriculum, or other school climate initiatives

Tier 1: Universal Approaches

Evidence-based Social Emotional Learning Programs

- Promoting Alternative Thinking Strategies (PATHS)
- Second Step
- Why Try?
- Incredible Years
- SCERTS



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Tier 1: Universal Approaches

Classroom Support Examples

- Classroom Check-up (Reinke, Herman, & Sprick, 2011)
- Good Behavior Game in “School Discipline and Self-Discipline: A Practical Guide to Promoting Prosocial Student Behavior” (Bear, 2010)
- Classroom Management Self-Assessment example (Simonsen, Fairbanks, Briesch, & Sugai, 2006)
- Promoting Positive & Effective Learning Environments:
Classroom Checklist
(Lewis, 2007)

Tier 1: Universal Approaches

Types of data –

Office referrals
Suspension and expulsion
Incidents
Attendance
Retention

Academic achievement
School climate ratings
Progress monitoring
Positive student behaviors
Fidelity checklists



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Tier 2: Secondary or Targeted Approaches

- Systems that serve multiple students with limited investment in resources – at-risk individuals in a standardized program or small group supports
- Rapid response
- Efficient
- Integrated with Response to Intervention requirements

Tier 2: Secondary Approaches

Examples

- Check-in/Check-out – daily meetings at beginning and end of the day with adult to review and reinforce desired behavior
- Check and Connect
- Social Skills – instruction of specific skills consistent with behaviors of successful students

Check In/Check Out (CICO)

1. A team determines target behaviors and creates goals to address those behaviors
2. A “checker” is identified.
3. The student checks in with a checker every morning
4. The checker provides the student with the CICO card that lists the behaviors and the point goals for the day
5. The student takes the CICO card to all classes
6. Teachers score the student’s behavior on the CICO card at the end of each class, offering the student immediate feedback on behavior
7. At the end of the day, the student checks out with the checker
8. The checker summarizes the data, gives the student feedback, and administers the reinforcement.
9. The student takes the CICO card home for parents to sign.
10. The next morning, the student returns the signed card to the checker and the CICO cycle starts all over again.

(Crone, Horner, & Hawken, 2004)

Tier 2: Secondary (Targeted) Approaches

Types of data for at-risk students –

Office referrals	Academic achievement
Suspension and expulsion	School climate ratings
Incidents	Progress monitoring
Attendance	Positive student behaviors
Retention	Fidelity checklists

Looks familiar, yes?

Tier 3: Tertiary (Individualized) Approaches

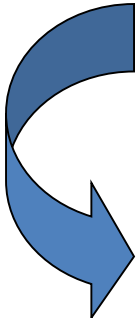
- Behaviors persist despite implementation of Tier 1 and 2 supports *with fidelity*
- Conduct a functional behavior assessment (FBA), since behaviors are clearly “impeding learning”
- FBA guides the development of a behavioral intervention plan (BIP), which includes environmental changes and a teaching plan for replacement behavior



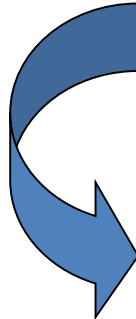
Tier 3: Tertiary (Individualized) Approaches

For children receiving special education supports, FBAs and BIPs are a *civil right* specified in the Individuals with Disabilities Education Act (IDEA) as a means of assuring access to a “free and appropriate public education”

Individualized Positive Behavior Supports



Understand – by observation, interview, hypothesis testing – the components of the Functional Behavior Assessment



Prevent – by identifying ways to minimize behavior (antecedent manipulations) as the first component of a Behavior Support Plan

Replace – by teaching new skills or alternative behaviors as the second component of the BIP



Tier 3: Elements of an Individualized Positive Behavior Support Plan

Reflects value and respect for the student

Identifies context for behavior

Provides a functional hypothesis for behavior

Identifies preventive strategies

Identifies function-driven, evidence-based interventions

Incorporates all into an instructional plan

Team supports and training

Implementing Individualized Positive Behavior Support

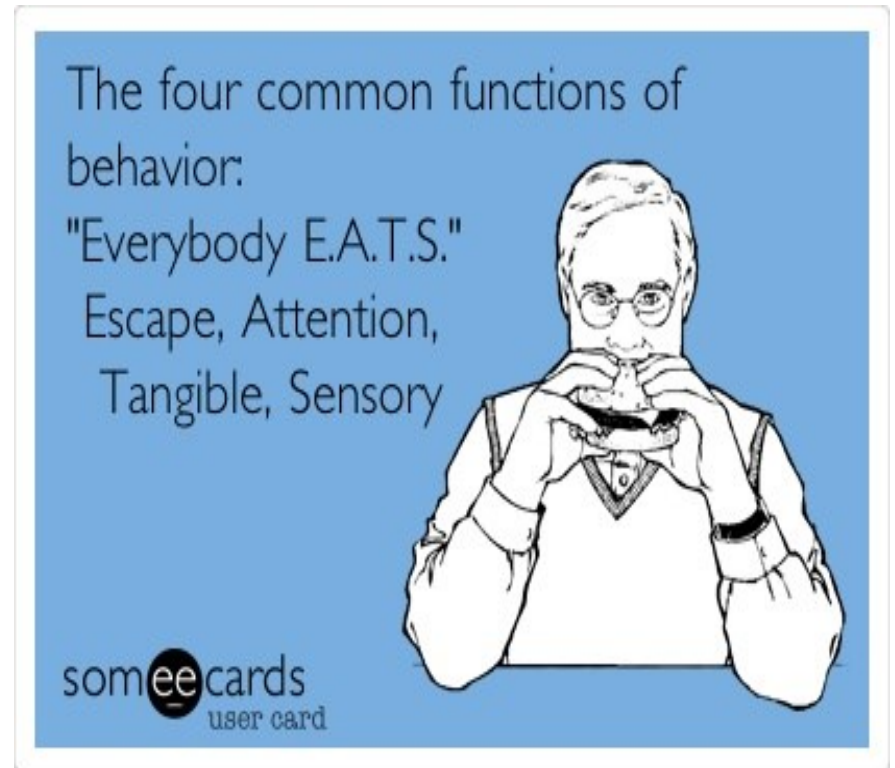
- There is a “technology” of behavior support that requires expertise and commitment
- Person-centered values are a critical aspect to planning
- Understanding function – why the behavior “makes sense” to the student is critical first step
- Replacement skills should be acceptable to the student and referenced to what other students do (i.e., what are accepted ways to get attention, reduce demands, etc.?)

Understand!

We consider four functions (purposes) for behaviors.

They occur:

- to allow us to **escape** an activity or situation
- as a means to get **attention**
- so that we can get **tangible** items
- for **self-stimulation/sensory**



Positive Behavior Support

Consider Context for the Individual

<i>Slow triggers</i>	<i>Fast triggers</i>
Physical and health status	Social cues and presence of others
Emotional well-being (attachment)	Environmental cues (sounds, lights)
Learning history	Demands, requests and expectations
Trauma	Presence / absence of structure



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FBA Hypothesis

- End point of the FBA, should lead to BIP
- Function(s) identified
- Hypothesis stated and tested

(name) engages in (specific behavior). This concerns me because (rationale) and it occurs (rate). This often happens during (times or places) and when (triggers). People often respond to this behavior by typical consequences, which suggests that the behavior serves to (function).

The difficulty is that this behavior may be my child's way of saying (communication) and the way we respond may be

Understand!

Function
Behavior is communication...

I don't want to do this! (Escape)	I want attention! (Attention)	I want this! (Tangible)	I like doing this! (Sensory)
<ul style="list-style-type: none">□ Difficult tasks□ Prolonged work□ Social demands□ Be in this place!□ Be with this person!	<ul style="list-style-type: none">□ From parents□ From teachers□ From peers□ From siblings□ From anyone	<ul style="list-style-type: none">□ A toy□ An object□ A food or treat□ An activity□ A privilege	<ul style="list-style-type: none">□ It feels good□ It looks good□ It sounds good□ It tastes good□ It's a habit
Other (please describe):			

Prevent!

- Establish an immediate reduction in the frequency or intensity of problem behavior
- Why?
 - Break the cycle of responses that have served to reinforce behavior
 - If behavior doesn't occur, it can't be rewarded
 - Minimize the need to “work through” problem behaviors, which is often extremely difficult
 - Establish a more positive climate
 - Meet legitimate needs without problem behavior having to occur first
 - Protect and support others

Prevention is NOT “giving in”

- Changes in setting or interactions that make the behavior less likely to occur – with the caution that this may not be appropriate for the long term!
- Creates the chance to teach

I don't want to do this! (Escape)	I want attention! (Attention)	I want this! (Tangible)	I like doing this! (Sensory)
Reduce or remove demand	Give extra attention	Give choice of activities	Intervene early in cycle
Divide task into small parts	Pair with a friend	Do preferred activity first	Hold on to a “comfort” toy
Give break or quiet time	Play a game	Provide tangible rewards	Take frequent walks
Shorten length of tasks	Include in group activity	Have child go first	Do a calming activity
Remove from non-preferred places	Have child sit or play close to parent	Follow schedule for jobs and chores	Provide time to engage in sensory behaviors
Other (please describe):			

Replace!

- Behavior problems are “solved” when an individual has an new skill that occurs spontaneously in the circumstances that now trigger the behavior

Replace!

- New skills or alternative behaviors should:
 - Be acceptable to the individual
 - Be socially acceptable to others
 - Be efficient in that it works as well or better than problem behavior in obtaining the outcome
 - Recruit reinforcement naturally
 - Allow child to avoid negative consequences
 - Be something that the individual is capable of learning and doing
- When in doubt, look at what socially successful peers do
 - Note: it is often *not* what we teach!

Replacement equips people...

- ...to say what they want to say
- Behavior problems are “solved” when an individual has a new skill that occurs spontaneously in the circumstances that now trigger the behavior

I don't want to do this! (Escape)	I want attention! (Attention)	I want this! (Tangible)	I like doing this! (Sensory)
Ask for a break	Request attention	Request preferred items	Ask for a “busy” toy
Ask for help on hard tasks	Take turns	Request activity	Keep busy while waiting
Indicate “all done”	Share	Negotiate	Make coping statements
Understand schedule	Keep a distance from others	Accept alternative item	Learn to quiet or calm self
Other (please describe):			

Replacement requires instruction and support

- If skills were going to appear on their own, it would have happened already!
- So...an instructional plan is needed that outlines
 - What to teach
 - Who should teach
 - When and where skills should be taught
 - How should skill be taught (examples)
 - Direct instruction
 - Social stories
 - How skills will be generalized
 - How should we respond to behavioral challenges

Function-Based Intervention Matrix

		Function	Attention	Escape	Tangibles	Sensory
Interventions						
Prevention/Antecedent Interventions	Scheduled Exercise			X		X
	Behavioral Momentum			X		
	Check In / Check Out (CICO or BEP)	X				
	Effective Instruction Delivery (EID)	X	X			
	Modify Environment	X	X			X
	Scheduled Breaks / Noncontingent Escape			X		
	Scheduled Rewards / Noncontingent Reinforcement	X				
	Novel Staff			X		
	Preferred Items/High-Interest Items	X	X		X	
	Preteaching			X		
	Proximity Control	X				
	Reduce Task Demands			X		
	Self-Modeling	X	X			
	Self-Monitoring	X	X			
Visual Cues					X	
Consequence Interventions	Praise / Contingent Praise (CP)	X				
	Reward Desired Behavior / Differential Reinforcement of Alternate Behaviors (DRA)	X	X			
	Zero Behavior / Differential Reinforcement of Other Behaviors (DRO)	X				
	Working Through It / Escape Extinction (EE)			X		
	Ignoring / Extinction	X				

Going to Scale with Positive Behavior Support

It may not be rocket science, but it is unquestionably a complex undertaking, particularly as we move to systems-level implementation.



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Positive Behavior Supports

- Our goal for availability...
 - Systemic interventions (80-90%)
 - Targeted interventions (5-15%)
 - Individualized interventions (1-5%)
- But, how many students really have access to evidence-based interventions ?
- And, who does *not* have access?
- Why not?

Providing individualized supports

What happens when we don't reach the 3%?

- Poor outcomes for the individual
- Increased isolation and segregation
- High stress for the supporters
- Systemic costs
- Opportunity costs!

Positive Behavior Support

As Positive Behavior Support becomes a standard of practice, it faces many challenges and threats to fidelity.



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What do we still not know?

How much is enough?

What intensity or frequency are necessary?

What are the true active components?

How are people best trained to provide PBS?

How can quality be maintained?

How can fidelity be assured?

What intensity and frequency are necessary?

How can we best support the supporters?



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Implementation Science

- Maintaining fidelity
- Evidence-based interventions vs. services as usual
- Stages in implementation
 - Exploration
 - Installation
 - Initial Implementation
 - Full Implementation
 - Innovation
 - Sustainability

Essentials to Delivering PBS

- Knowledge about PBS approaches
- Skills in analysis and instruction/support
- Values and attitudes
 - Commitment
 - Respect
 - Understanding of role as a supporter
- Setting and culture

Positive Behavior Support

Considering Organizational Context

<i>Defining</i>	<i>Operational</i>
Leadership with a mission and vision	Technical know-how (competencies)
Culture and values	Performance monitoring
Laws, regulations, policies, funding	Improvement strategies
Types of supports and certifications	Data and evaluation



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Challenges

- Defining who we are and what we stand for – in policy and practice
- Difficulties – multiple elements to implementation
- Few elements are unique to any EBI
- Going where we are not use to going!
- Doing what we were never trained to do!

“Where do we go from here?”

- The search for efficiencies –
 - Training
 - Functional assessment approaches
 - Developing the support plan
 - Monitoring
- The search for evidence –
 - Impact
 - Process
 - Reporting
 - Satisfaction
 - Quality of Life

Providing individualized supports – What we're doing in Georgia

- Brief Behavior Questionnaire and Intervention Plan (BBQuIP)
- Ensuring that behavior supports are person-centered
- Moving to web-based access
- Looking for more efficient and effective supports

What is the BBQulP?

- Brief Behavior Questionnaire and Intervention Plan
- Originally developed as a quick solution for low resource settings (e.g., home, child care)
- Versions now in use for home, school, and preschool/child care settings

<https://www.research.net/s/BBQulP>

BBQuIP

- Provides short-answer format to guide user:
 - To identify contextual variables
 - To consider communicative function of behavior
 - To develop hypothesis
 - To link prevention and replacement to function
 - To identify elements for ongoing support

Brief Behavior Questionnaire and Intervention Plan (BBQuIP)

File Edit View Favorites Tools Help



Exit this survey

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

This questionnaire helps family members, teachers and related services personnel to develop a plan of action for a child's frequent behavior problems. Part 1 asks about the child's progress in terms of strategies that have been previously implemented and Response to Intervention. Part 2 asks a series of questions that help to describe the child in positive terms, and also help us to understand why the child continues to engage in the behavior. Part 3 asks about ways to prevent the behavior from occurring. It also helps to pinpoint the skills the child needs to learn to replace the problem in the long run. The last page provides a format for a one-page plan that can be used as an overview of the positive behavior support plan.

*** 1. Please list the child's initials:**

*** 2. Is the child receiving special education services?**

- Yes
- No
- I Do Not Know

*** 3. What is your first name or initials?**

100%

Behavior

BBQIP – Brief Behavior Questionnaire and Intervention Plan

Behavior

*** 22. What behavior(s) are creating a problem for JC and you? Choose only those that apply.**

- | | | |
|--|--|---|
| <input type="checkbox"/> Self-injurious behavior | <input type="checkbox"/> Does not initiate social interaction with peers | <input type="checkbox"/> Does not engage in teacher/parent-directed tasks when asked (i.e., does not follow directions) |
| <input type="checkbox"/> Cries easily | <input type="checkbox"/> Does not respond to peer social initiation | <input type="checkbox"/> Teases (i.e., makes comments to peers that are hurtful) |
| <input type="checkbox"/> Refuses most foods | <input type="checkbox"/> Calls out during classroom instruction without raising hand | <input type="checkbox"/> Throws things |
| <input type="checkbox"/> Uses profanity | <input type="checkbox"/> Takes things from others without asking permission | <input type="checkbox"/> Attempts to distract other students during classroom work time |
| <input type="checkbox"/> Hits others | <input type="checkbox"/> Breaks things | <input type="checkbox"/> Engages in non-work related activities during classroom work time (i.e., off-task) |
| <input type="checkbox"/> Yells/screams | <input type="checkbox"/> Leaves room without asking permission | |
| <input type="checkbox"/> Other (please specify) | | |

*** 23. Select one behavior to be the focus of this plan. You may also name here the behavior that bugs you the most.**

*** 24. Why did you select this behavior?**

- Harms him or her
- Is getting worse
- Harms others
- Interferes with learning
- Damages property
- Is a problem at school
- Worries parents
- Problem in community
- Other (please specify)

How often does the behavior occur?

BBQIP – Brief Behavior Questionnaire and Intervention Plan

Rate per minute

***26. On average, how often does JC engage in this behavior per minute?**

- At least 1x per minute
- At least 2x per minute
- At least 3x per minute
- At least 4x per minute
- At least 5x per minute
- At least 6-10x per minute
- At least 11-25x per minute
- At least 26-50x per minute

Prev

Next

Times and Places

BBQIP – Brief Behavior Questionnaire and Intervention Plan

Times and Places

Please indicate times and places the behavior is most likely to occur.

***31. What time of day is JC most likely to engage in the behavior of "disrupting others?"**

- Morning
- Afternoon
- Evening
- Other (please specify)

***32. During which situations or activities is the behavior more likely to occur? (Please be as specific as possible.)**

***33. Please describe the situations/activities/circumstances that seem to trigger this behavior?**

***34. What usually happens after the behavior occurs? Select the response that most frequently occurs.**

- | | |
|--|--|
| <input type="radio"/> Request is withdrawn | <input type="radio"/> We end up "giving in" |
| <input type="radio"/> The child has to "make up" work | <input type="radio"/> Privileges taken away |
| <input type="radio"/> The child is left alone | <input type="radio"/> Given different activity |
| <input type="radio"/> Different task is given | <input type="radio"/> Others try to help |
| <input type="radio"/> We talk to the child | <input type="radio"/> Suspension |
| <input type="radio"/> We scold the child | <input type="radio"/> Punishment |
| <input type="radio"/> The child receives extra attention | <input type="radio"/> Distracted |
| <input type="radio"/> We calm the child down | <input type="radio"/> We give a "time-out" |

Function

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

Function

***35. What do you think JC is "saying" through this behavior (i.e., what is the function)?**

- I want to escape
- I want attention
- I want something
- I enjoy doing this

Prev

Next

Hypothesis Development

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

Hypothesis

Below is a summary of your efforts at understanding JC's behavior written as hypothesis. The information written below is based on your responses.

JC engages in the behavior of "verbal outburst." This concerns me because the behavior is getting worse and it occurs at least 2x per day. When the behavior of "verbal outburst" occurs, I spend 5-15 minutes per incident dealing with the behavior. The behavior of "verbal outburst" most often happens during the following time: afternoon when JC is engaging in "group work activities" and when "any prompt to participate in a work-related activity with other students" occurs. It was reported that people respond to JC by doing the following "we give a "time-out". It is possible that the behavior of "verbal outburst" may be JC's way of saying "I want to escape" and the way we typically respond may be reinforcing the behavior.

***37. Do you agree with this hypothesis?**

- Yes
- No

Prev

Next

FBA Hypothesis

- End point of the FBA, should lead to BIP
- Function(s) identified
- Hypothesis stated and tested

(name) engages in (specific behavior). This concerns me because (rationale) and it occurs (rate). This often happens during (times or places) and when (triggers). People often respond to this behavior by typical consequences, which suggests that the behavior serves to (function).

The difficulty is that this behavior may be my child's way of saying (communication) and the way we respond may be

Focus on Prevention

BBQIP – Brief Behavior Questionnaire and Intervention Plan

PREVENT

38. What can you do that would make this behavior less likely to occur? We call these prevention strategies. Select the one that relates most closely to the behavior of concern. You may select more than one if the behavior of concern serves multiple functions.

Prevention Strategy for Student Who is Saying "I want to escape"

Prevention Strategy for Student Who is Saying "I want attention"

Prevention Strategy for Student Who is Saying "I want something"

Prevention Strategy for Student Who is Saying "I enjoy doing this"

Choose one

Shorten length of tasks

***39. Looking at the strategy options listed in the previous question, please list the strategies you are most likely to implement in order of highest probability to lowest probability.**

decrease the amount of time required to participate in group activities

***40. What can you do that will help JC be more engaged or successful? Some of the options could be considered accommodations. Select only one option. Choose an item that is either not currently being implemented or could be implemented better.**

- Follow a daily schedule
- Explain transitions
- Give a transition cue
- Use a star chart
- Other (please specify)

- Provide visual schedule
- Use a timer for activities
- Show, rather than tell
- Coordinate with parents

Teaching New Skills

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

Replacement

42. What specific skill does JC need to learn to make this behavior unnecessary?
You may select more than one if the behavior of concern serves multiple functions.

Replacement Behavior for
Student Who is Saying "I want to
escape"

Replacement Behavior for
Student Who is Saying "I want
attention"

Replacement Behavior for
Student Who is Saying "I want
something"

Replacement Behavior for
Student Who is Saying "I enjoy
doing this"

Choose one

***43. What general sets of skills would help make this behavior unnecessary in the long run? (Note that these are complex skills and will require extensive effort over time to teach.)**

Follow class rules

Social skills

Clarify directions

Solitary play

Other (please specify)

Understand task difficulty

Self control

Conversational skills

Cooperative play

***44. Now, select one skill to teach JC that will be the focus of this plan.**

***45. Why did you select this as the skill to teach JC.**

Instructional Strategies

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

***46. Now that you've decided to teach JC the new skill of "Turning over the card on his desk to request attention", you'll need a method for teaching the new skill. What method do you think would be best for teaching JC the new skill of "turning over the card on his desk to request attention?" (The following are well-established methods for teaching replacement behaviors. You may not know about all of them, and the use of these methods might require further training and coaching for you to be able to use them.)**

- Direct instruction – Identify all the steps in completing the skill, teach one step at a time by asking clearly and directly, reward correct responses – or closer and closer responses. Begin by modeling and prompting the skill at times the student usually does well. Fade prompts. You may start with the student alone and then add in others.
- Social Story – Construct a story with pictures and words in which the student confronts a difficult situation and demonstrates the desired behavior, including self-reminders the student may use. The story can be read at a regularly scheduled time, as well as in preparation for situations expected to be difficult.
- Incidental Teaching – Find (or create) teaching opportunities by setting up high interest activities for the student interests that motivate his or her engagement, respond always to self-initiated behaviors.
- Pre-teaching – Preview tasks or situations before they occur so that student can practice correct responses, then prompt use of the skill in a real-life setting.
- Other (please describe in detail)

Prev

Next

Instructional Plan

Instructional Strategies

***47. Who is the best person to teach JC the new skill?**

- Teacher
- Assistant Teacher
- Counselor
- Academic Coach
- Other (please specify)

***48. When is the best time or situation in which to teach replacement skills to JC?**

***49. What can you do to ensure that the new skill will generalize or "carry-over" so that JC will problem solving skills in other settings and with other people besides when being instructed by the person who is going to teach the child the skill?**

- Teach with peers
- Use multiple teachers
- Teach in multiple settings
- Use multiple examples
- Other (please specify)

Prev

Next

Behavior Intervention Plan

BBQIP – Brief Behavior Questionnaire and Intervention Plan

Brief Behavior Intervention Plan

The following is an outline for JC. Note, this information is based on the information you provided in your responses to the questions in this survey. The goal of this plan is to develop a profile that will serve as a guide to what might happen with the JC every day. Hopefully, even people meeting JC for the first time will understand better how to teach and respond to JC. The plan offers some specific ways of preventing behavior problems and reacting to them if they do occur. It also highlights teaching skills that will help the student in the long run.

Background information for JC.

Favorite activities: eating and being outside.

Disliked/less preferred activities: group work and being in small spaces.

Personal characteristics: Energetic or Active.

Behavior when upset: Impulsive.

Routine or responses that aid in calming: Talk it through.

Regular mode of communication: Speaks in sentences.

Recent goals mastered: computer animation.

Hypothesis Statement:

JC engages in the behavior of verbal outburst during the following time: "Afternoon" and when the following situation is occurring "group work activities" and when the following happens "any prompt to participate in a work-related activity with other students". The typical consequence for the behavior includes the following "we give a time-out". JC is trying to say "I want to escape" through the behavior, which suggests that this is the function of the behavior.

Behavior Intervention Plan:

Prevention: The following strategy(ies) "DRA and dense schedule of reinforcement for all activities with others" have been identified as ways to make the behavior of "verbal outburst" less likely to occur.

Replacement: "problem solving skills" has been identified as a skill to increase. A good way to teach this would be through the use of "Incidental Teaching – Find (or create) teaching opportunities by setting up high interest activities for the student interests that motivate his or her engagement, respond always to self-initiated behaviors.."

Skills instructor(s): The following person/people "everyone involved in JC's education" would be the best person to teach this skill.

A good time to teach this would be at the following time or during the following activity: "all situations where group activities are conducted."

Generalization: To increase generalization of the newly learned skill, adults should do the following: "Use multiple examples."

In the event of a behavioral incident problem, we will use the following strategy: "Set up a reward system for intervals of time with no behavioral incidents.."

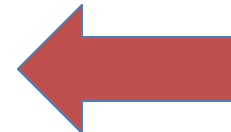
Commitment:

Jason developed this plan on 11/7/2012. The team will review it on 90 days from today. Jason Cavin will ensure that this plan is carried out as outlined.

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Prev

Done



Brief Behavior Intervention Plan

Behavior Intervention Plan

19) When _____ and _____, my problems are
(Prevention Strategy # 1) *(Prevention Strategy # 2)*
much less likely to occur or to escalate.

21) What I really need to learn is _____.
(Replacement Behaviors/Alternative Skills)

22) A good way to teach me this would be _____.
(Teaching Strategy)

23) A good time to teach me this would be _____.
(When will this occur? / How can a teachable moment be set up?)

24) _____ would be good people to teach me.
(Names and Relationships)

25) _____ would help me to do this at other times and places.
(Generalization Strategies)

26) If I do have a behavior problem, the best thing to do is _____.
(Management Strategy)

Summary 1: What we know

- Children are *not* born with “bad behaviors”
- Children do *not* learn positive behaviors through negative (restrictive or aversive) consequences
- Children *do* learn positive behaviors through direct instruction, modeling, positive reinforcement, and practice
- Some children (15%) require more support, and a few (3%) need much more

Summary 2: Reactive Procedures

- Used in response to behavioral crises
- Too often used repeatedly for the same student and the same behaviors
 - Restraint, seclusion, and suspension become the *de facto* behavior plan
 - Too often ignores context and triggers for behavior
 - May inadvertently reinforce the behavior

Summary 3: Positive Behavior Support

- Systemic approach to challenging behavior
- Comprehensive in approach – all students participate at some level
- Grounded in science of human behavior and a value system of respect for *all*
- Growing body of empirical support on components and steps in implementation

Summary 4: PBIS Implementation

- More than 22,000 schools are now using PBIS across the United States
- Implementation requires staff time for planning, training, and monitoring over a period of at least three years
- Improvements include school climate, in-class instructional time, and academic achievement
- Individualized supports are likely to be needed by a small number of students
- Implementation takes time for training, meeting, coaching, and evaluation !

Summary 5: Building a schoolwide culture of behavioral competence

- Define behavioral expectations for *all*
- Teach behavioral expectations in all settings
- Monitor and reward appropriate behavior
- Provide corrective consequences for behavioral errors
- Use ongoing data collection to evaluate and improve the system
- Do not expect schoolwide efforts to affect students with chronic problem behaviors

Summary 6: Providing tiered supports

- Develop a system for identifying the “some” students (15%) requiring more support
- Utilize evidence-based approaches such as Check In-Check Out
- Develop a system for identifying the “few” students (3%) requiring individualized support
- Develop capacity to conduct Functional Behavioral Assessments (FBAs) and develop positive Behavior Intervention Plans (BIPs) to teach replacement skills
- Use ongoing data collection to evaluate and improve the system

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- To you for your kind attention

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www.cld-gsu.org

www.research.net/s/BBQuIP

www.positivebehaviorvideos.org



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For More Information

<http://www.help.senate.gov/imo/media/doc/Seclusion%20and%20Restraints%20Final%20Report.pdf>

<http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>

<https://www.pbis.org>

www.cld-gsu.org

www.research.net/s/BBQuIP

www.positivebehaviorvideos.org



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Selected web and print resources

- www.pbis.org National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS)
- www.apbs.org Association for Positive Behavior Support
- <http://www.doe.k12.ga.us> See PBS and Response to Intervention sections on the Georgia Department of Education
- <http://www.challengingbehavior.org> Center for Evidence-Based Practice
- www.beachcenter.org Beach Center on Disability at the University of Kansas
- Crimmins, D., Farrell, A.F., Smith, P., & Bailey, A. (2007). *Positive Strategies for Students with Behavior Problems*, Baltimore: Paul H. Brookes Publishers.

