

ALTERNATIVE EDUCATION

Behavior Intervention and Support Module: Positive Behavior Support-Shifting Paradigms

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~ Module 3, Session 5 ~ Activity 2

In a small group, look over the completed Behavior Support Plan. Do a quick JigSaw, a cooperative learning activity. In using a JigSaw, each person is responsible for selecting a portion of the content on the form and developing a degree of expertise. For instance, one student may be responsible for summarizing the first part of the form, while another student is responsible for summarizing the Teaching Strategies and Environmental Structure sections. Give each participant at least three minutes to jot down a few notes or to familiarize him/herself with the material. Then each person shares what they learned from reading their section. They may also include notes from the lecture or from another source.

Behavior Support Plan

for Behavior Interfering with Learning of Student or Peers

Student: full name is ok, first name only is best or initials

IEP Date of This Addendum: If general education student, delete. If for 504 eligibility, alter to 504 plan date

Behavior impeding learning is make statement non-judgmental, observable and clearly defined.

It impedes learning because describe how this results in less skills learned by student or others.

Team estimate of need for behavior support plan:

extreme serious moderate needing early stage
attention intervention

Current Frequency/Intensity/Duration of Behavior give reader a sense of severity

Any current predictors for behavior? Those situations you can predict problems such as difficult task, transition time, when not working in group, with specific people, after a request, etc.

IEP Team believes behavior occurs because (team hypothesis-behavior function) What student is getting or protest/escape avoiding with this behavior?

What team believes student should do instead of this behavior (match to hypothesis) How will the students get his/her needs met, e.g, how will he/she APPROPRIATELY get something, escape or avoid something when necessary?

What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) Think in terms of: 1) eliminating behavior through changing context so student doesn't need to use this behavior, or 2) teaching new way to meet function identified

Behavioral Goals/Objectives related to this plan: Brief statement referencing IEP or 504 plan: What new skills will student achieve through this plan, (not just what student won't do anymore).

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed.

yes no

To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary).

yes no

To achieve this outcome, environmental supports or changes are needed.

yes no

Are curriculum accommodations necessary?

yes no

Is there a curriculum accommodation plan? THIS IS DIFFERENT FROM A BSP

Teaching strategies and necessary curriculum or materials for new behavior instruction

Examples include: better communication skills, anger management, picture exchange system, self-management systems, following schedules and routines, learning new social skills, learning how to negotiate, learning structured choice, learning new scripts, learning notebook organization, learning to use playground conflict resolution managers, learning how to use classroom meeting structure to solve problems, etc., i.e., any general or specific skill deficit you hope to correct to change behavior.

By whom? Who will teach this? How frequent? Be sure you have consensus from actual providers.

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Time - pacing techniques, closure systems, completing tasks in parts, having more time/less on tasks, etc. Space - seating, use of masking tape to identify areas, different work space for different tasks, etc. Materials - tasks in sequencing trays, manipulatives, material organizers, etc. Interactions - Are there specific styles or frequency of interactions or specific supportive words, voice tone quality, etc. that help this student? Who is involved? Peers, teachers, aides, playground, bus driver, etc.?

Who will establish? Typically teacher/aide with administrator help Who will monitor? Typically teacher w/additional help as needed.

Reinforcement procedures

Consider a range of possibilities: A simple praise statement the student enjoys, privately given specific praise notes home, contingent access to favorite classroom activities or privileges, high "5". What motivates the student and enhances quality of life right now? Who will give, how frequently? Will reinforcement happen in school and at home, or by outside school or community personnel?

By whom? Maximize sources of reinforcement Frequency? High frequency for learning new behaviors, reducing as behavior becomes habituated.

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

What words calm the student? How can you best prevent escalation? Will structured choice help? Offering “Time Away” to cool off non-emotionally? What series of behaviors should adults employ to return the student to rule-following behavior? (Will consequences be necessary? Who will therapeutically debrief the student after control is achieved?)

Personnel: Who should interact under what level of "crisis"? - teacher only? Specific support personnel? Outside classroom assistance?

Communication provisions - Daily/Weekly Reports/Record Keeping

What system? Phone calls by whom to whom? Informal notes? Daily report cards? Weekly logs? Consider family, administrators, IEP team, counselors, probation office, other agencies. Report new skills learning rates not just infractions. Remember, behavioral goals and objectives are reported at least quarterly in the IEP process.

Between Who needs this information? Frequency? Different people or agencies may require different frequencies

Diana Browning Wright, Behavior/Discipline Trainings, 1999 SUP-PLAN.wpd (9/99)