

## Behavior Intervention and Support: Shifting Paradigms

Module 3, Session 5

Lou Denti, Ed.D.

California State University, Monterey Bay

### Traditional Behavior Management

- Views individual as the problem
- Attempts to fix the individual
- Extinguishes behavior
- Sanctions aversive approaches
- Takes days or weeks to fix a single behavior
- Implemented by behavior specialist
- Used when systems are inflexible

### Positive Behavior Support

- Views systems, settings, and skill deficiencies as the problem
- Attempts to fix systems, settings, and skills
- Creates new contacts, experiences, relationships, and skills
- Sanctions positive
- Takes years to create systems, personalized settings and appropriate empowering skills
- Implemented by collaborative team
- Flourishes when systems are flexible

## Behavior Support Plans

- IDEA Section 614(d)(2)(B): The IEP team must include positive behavior interventions, strategies, and supports to address behavior that impedes learning or that of others. State education codes expand and operationalize the definition to include functional behavior assessment and a specific written behavioral plan as part of the IEP

## Key Elements of Positive Behavior Supports

- Designed for individuals who exhibit problem behavior. These students might be dangerous, disruptive, or impede learning.
- Most effective when there is a positive classroom and school-wide system in place
- Should include the people who know student best to promote positive change.
- Goal: diminish problem behavior and increase student's adaptive skills.
- Involves functional behavioral assessment and a support plan

## Intervention Strategies

- Guidance of instruction for the students to use new skills to replace problem behavior
- Rearrangement of antecedent environment so those problems can be prevented and desirable behaviors can be encouraged
- Procedures are in place for monitoring, evaluating, and reassessing of the plan as necessary
- May include emergency procedures to ensure safety and rapid de-escalation of severe episodes.



## Steps to Alternative Replacement Behavior



- Analyze goal of student misbehavior; look for a more suitable replacement behavior.
- Anticipate antecedents that might cause misbehavior.
- Structure the learning environment.
- Provide an engaging learning atmosphere.

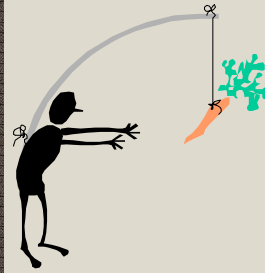
## Structure the environment: MIST

- The *Materials* are too complex or difficult, or materials are too easy
- Specific *Interactions* (moving close to a student or using soft voice tone)
- Reconfiguring the room to get more *Space* or moving desks to have a better traffic flow to reduce tension
- Manipulating *Time* to ensure success such as giving more time on tasks or completing tasks in parts to help students succeed.



## Reinforcement procedures

- Teachers should match the appropriate reinforcer to the student to promote appropriate behavior:
  - Intrinsic
  - Praise
  - Social status/recognition
  - Privileges
  - Contingent access
  - Closure
  - tangibles



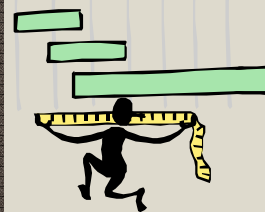
## Reactive Strategy

- Plan for situations in which behavior problems escalate:
  - Triggers
  - Prevention
  - De-escalation strategies
  - consequences



## Communication tools

- Daily or weekly logs
- Report new skills/learning rate on a chart
- Informal notes
- Phone calls



## Behavior Support Plans

- Should be brief
- Collaboratively developed
- Focus on antecedent change, not consequence-driven
- Based on identifying function of misbehavior
- Seek to alter environments
- Assist the student in using a replacement behavior

