

Behavior Support for Intensive Intervention

Module 8 Intensifying Behavioral Support Workbook

Table of Contents

| Contents | Page |
|--|---------|
| Module Checklist | 3 |
| Timeline | 4 |
| Guided Notes | 5-15 |
| Activity 8.1 – Stop & Jot: <i>Determining Function</i> | 8 |
| Activity 8.2 Analyze an Example: <i>Determining Function</i> | 9 – 11 |
| Activity 8.3 – Discussion Post: <i>Completing Pathway</i> | 12 – 13 |
| Activity 8.4 - Stop and Jot: <i>Choose a Replacement Behavior</i> | 14 |
| Activity 8.5 – Analyze an Example: <i>Developing Interventions</i> | 15 |

Module 8 Checklist

The purpose of this checklist is to help organize activities for this Module. You will do some activities on your own to help you engage with and think about the content. You will *not* be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this module are listed in the “Online” column below.

| Section | Assignment | To Be Completed In Activity Workbook | To Be Completed Online | Classroom Application |
|---------|-----------------------|--|---|--|
| Intro | Video | | <input type="checkbox"/> Watch Module 8 Intro Video Presentation | |
| | Video | | <input type="checkbox"/> Watch Module 8 Part 1 Video Presentation | |
| Part 1 | Guided Notes | <input type="checkbox"/> Complete guided notes | | |
| | Video | | <input type="checkbox"/> Watch Module 8 Part 2 Video Presentation | |
| Part 2 | Guided Notes | <input type="checkbox"/> Complete guided notes | | |
| | 8.1 | <input type="checkbox"/> Stop & Jot: <i>Determining Function</i> | | |
| | 8.2 | <input type="checkbox"/> Application: <i>Determining Function</i> | | |
| | 8.3 | | <input type="checkbox"/> Discussion Board: <i>Competing Pathway</i> | |
| | 8.4 | <input type="checkbox"/> Stop & Jot: <i>Choose Replacement Behavior</i> | | |
| | 8.5 | <input type="checkbox"/> Analyze an Example: <i>Developing Interventions</i> | | |
| | Classroom Application | | | <input type="checkbox"/> Complete Module 8 Classroom Application |

Module 8 Timeline

| Week 1 Week of _____ | Week 2 Week of _____ | Week 3 Week of _____ |
|--------------------------------|--------------------------------|---|
| Start Module | Continue Module | Complete Module & Classroom Application Activity 1. All module activities must be completed and submitted by _____. |



Module 8 Guided Notes & Activities

Objectives

By the end of Module 8, you should be able:

1. Describe the decision-making process to indicate Tier 2 is appropriate
2. Identify critical features of Tier 2
3. Discuss how to modify Tier 2 interventions to meet the needs of more students
4. Highlight critical elements of a Functional Behavior Assessment (FBA)
5. Choose a desired and replacement behavior
6. Complete a Competing Pathway Model
7. Begin to identify strategies to make the problem behavior irrelevant, inefficient, and ineffective

Part 1

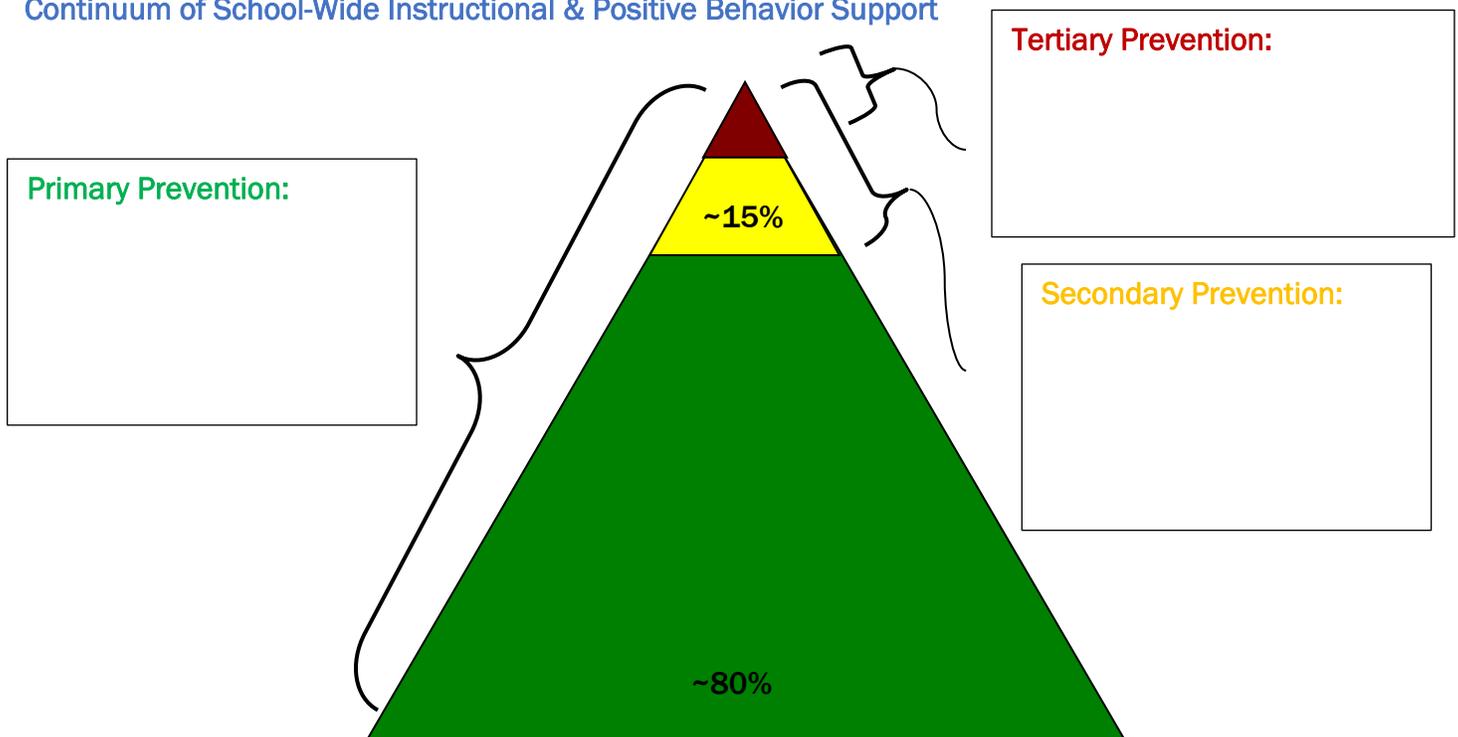
How do we intensify supports for small groups of students?

Prevention Logic for All

Redesign of teaching environments...not students

- Decrease _____ of a new problem behavior
- Prevent _____ and reduce _____ of existing problem behavior

Continuum of School-Wide Instructional & Positive Behavior Support



Secondary Supports: Who Benefits?

- Students who continue to demonstrate challenging behavior despite _____ and _____ supports being in place at _____ implementation or better
- Approximately _____ to _____ of the student population
- Likely to be students with both _____ and _____ difficulties
- Without _____ school-wide prevention, we cannot reliably identify students who benefit from secondary supports

Common Elements of Tier 2 Practices

- Consistent, standardized implementation across students
- Easily accessible (e.g., within a few days of referral)
- Continuous availability
- Implemented by all school staff
- Consistent with and extra doses of school-wide expectations and interventions
- Targeted and explicit skill instruction
- Acknowledgements of appropriate behavior
- Increased adult support
- Frequent performance feedback for targeted behaviors
- Plans for generalization and maintenance

PCBS Practices Decision-Making Guide

3 Key Questions

1. Are the _____ of effective PCBS in place?
2. Are proactive and positive _____ implemented consistently?
3. Do data indicate that students are still engaging in _____?

Moving Toward Self-Management

- Involves individuals _____, _____ and/or _____ their own behavior
- Embed self-management strategies as given by the _____
 - Manage own CICO account
 - Use natural signals for monitoring as much as possible
 - Self-monitor
 - Self-record, check for accuracy
 - Fewer check points during the day
 - Maintain AM and PM times for awhile

Modifying CICO

If basic CICO is not effective.....

- Conduct brief _____

Who would benefit from each modification to the CICO?

| Escape Motivated CICO | CICO + Academic Support | Intensive Behavior Support |
|--|---|--|
| Students whose behaviors function to _____ from stimuli | Students who have trouble with | Students whose behaviors pose serious or imminent threat to the _____ of the student and/or others |
| <ul style="list-style-type: none"> • Attention • Activity(ies) • Item(s) • Stimulation | <ul style="list-style-type: none"> • Bringing materials to class • Arriving on time • Completing assignments on time • Turning in assignments • Being neat and organized • Following directions | |

Other Tier 2 Interventions

- **Class-Wide Function-Related Intervention Teams (FIT):**
 - Lessons teaching specific appropriate classroom _____ and _____,
 - Differential reinforcement through group _____ (goal setting and points),
 - Minimizing potential _____ (e.g., social attention) for problem behaviors,
 - Self-management, help cards, and functional assessment

Individual Student Systems

- Behavioral competence at school and district levels
- Team- and data-based decision making
- Targeted _____ and _____ instruction
- Individualized _____ and _____ accommodations
- _____ behavior support planning
- Comprehensive _____ planning and wraparound processes

3 Basic Steps: Development Interventions for Individual Students

1. Look at the _____ of behavior

- What typically _____?
- Who do the behaviors look like?
- What typically _____?

Based on _____ these patterns across time, what is the _____ function of the behavior?



Activity 8.1 – Stop & Jot

Determining Function

Workbook

Jot down several sources of information you would use to collect information to help determine function of behavior for a student in your classroom.

FBA: Collection Information

- An FBA involves collecting information from _____ sources through a variety of _____ across time, including:
 - _____: review relevant school records to look for patterns across time
 - _____: interview parents, teachers, staff and students about patterns
 - _____: systematically observe behaviors and the context in which they occur
 - _____ (structural/functional): occasionally, a trained person will need to conduct additional analyses



Activity 8.2 – Analyze an Example Determining Function Workbook

Review the case study below.

Case Study: Data Gathered During Sample FBA

Context

You are called in to conduct a Functional Behavioral Assessment for Jessica, a 6th grade student who is engaging in high rates of disruptive behavior. You are told that the student talks out, makes noises, and runs around the room on a regular basis. Currently, the student is spending a great deal of time in in-school suspension (ISS). The school has asked you to collect information and build a Positive Behavior Intervention Plan.

Interview with Parents

The parents described that Jessica has had a history of disruptive behavior in school. As early as first grade, they received complaints from the teacher about Jessica being hyperactive. Although the parents feel that teachers these days just can handle students, they do admit that their child will engage in disruptive behavior during certain situations at home, especially situations that require the child to complete a non-preferred or difficult task (e.g., completion of chores). The parents also describe that they typically just do the tasks for Jessica because it's easier than fighting with her.

Interview with Mr. Wong, the Teacher

Mr. Wong begins by stating that Jessica has attention problems and should be put on medication. He feels that he's tried everything he can to help Jessica behave appropriately, but she just won't sit still and do her work. Specifically, he described that when he gives Jessica a difficult task (especially a writing-intensive assignment), she will get out of her seat, talk out, or make disruptive noises. When Jessica engages in these disruptive behaviors, Mr. Wong typically sends her out of the room to the principal's office. The principal usually puts her in the room with other students on in-school suspension. This room is supervised by a non-credentialed staff member who does not require that students do work.

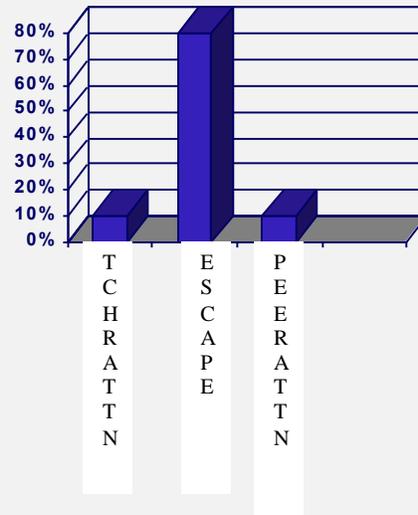
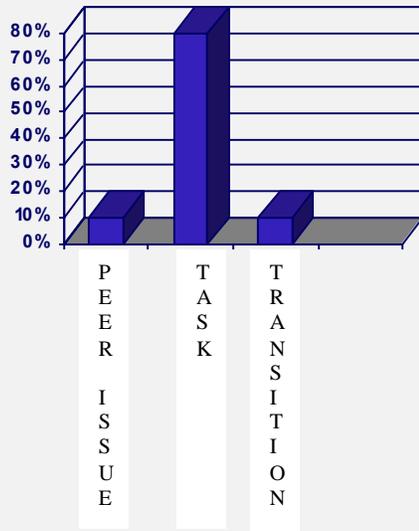
Case Study: Data Gathered During Sample FBA continued...

Direct Observations

You go and perform direct observations in Mr. Wong's class during creative writing, social studies, and language arts (all writing-intensive classes). You take data on the frequency of disruptive behaviors, the typical antecedents of the disruptive behavior, and the perceived function of the disruptive behavior. The following information is generated:

Frequency: Jessica engages in disruptive behavior approximately once every 2 minutes

Antecedents:



Given the case study, identify:

1. The target (or problem) behavior
2. The antecedents that typically precede the behavior, and
3. The function of the behavior

Use this information to write a hypothesis statement.

2. Choose a Desired Behavior

The desired behavior should be what _____ is given the same _____ event/condition. It likely results in different _____.

- Desired behavior → _____ consequence (in typical instructional conditions)
- Problem behavior → _____ consequence (function)

2. Choose a Replacement Behavior

The replacement behavior should be more _____ and _____ at achieving maintaining reinforcer (i.e., meeting the same function).

- Problem behavior → _____ consequence (function)
- Replacement behavior → _____

Replacement vs. Desired Behavior

- Often, the replacement behavior is different from what we ultimately want the student to do—the _____ behavior
- We use a _____ process to teach the learner to shift from the replacement behavior to the desired behavior
- To illustrate the relationships among the summary statement (or testable hypothesis), the replacement behavior, and the desired behaviors, we can use the _____ Model

Competing Behavior Pathway

- It starts with a basic _____ statement.
 - Setting behavior
 - Problem behavior(s)
 - Consequences
- Then, you identify the _____ behaviors that you are willing to accept,
- the _____ behavior, and
- the _____ that reinforces that behavior.



Activity 8.3 – Discussion Board

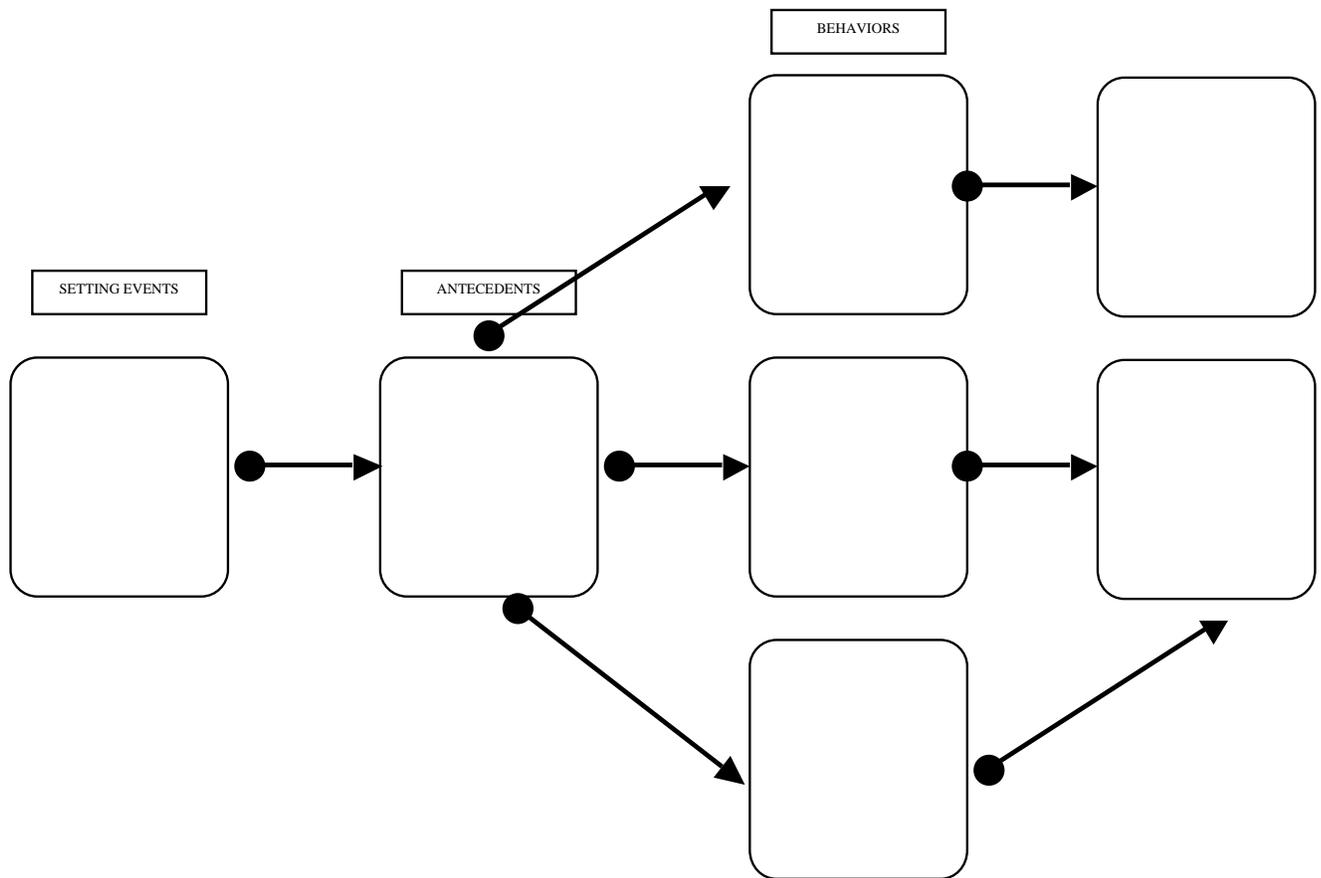
Effective Teacher Behaviors

Online

Please complete a discussion board post that answers the following questions. Once you've posted, please respond to at least two of your classmates' posts by offering feedback and additional ideas for replacement behaviors.

- Develop a competing behavior pathway for Jessica.

Use the space below to jot down your ideas before posting.



3. Develop Intervention Strategies

Antecedent Manipulations: _____
 ... to make the problem behavior _____.

Instructional Strategies: _____
 ... to make the problem behavior _____.

Consequence Manipulations: _____
 ... to make the problem behavior _____.

More specifically...

- Setting event manipulations
 - _____ the likelihood
 - _____
 - _____ antecedent
 - Add _____
 - _____ reinforcement for desired behavior
- Antecedent manipulations
 - _____ the environment
 - Physical arrangement
 - Predictability
 - Choice
 - Instructional variables
 - Add _____ and/or _____
- Ways to teach behaviors
 - Develop _____
 - Teach _____
 - Shift from _____ to _____
- Consequence manipulations
 - Increase _____ for _____
 - Increase _____ for _____
 - Prevent _____



Activity 8.4 – Stop & Jot

Choose a Replacement Behavior

Workbook

Given that the probable function of Adam’s behavior is to get or obtain access to desired items, activities, or attention from preferred people, what would you select as replacement behavior? Jot your ideas below.

Remember—the behavior should be more efficient and effective at achieving the function than the problem behavior.

Example: Adam

Adam is a 12 year old boy who lives in a group home that serves four other adolescents (3 boys and 1 girl) with various levels of disabilities. He is always assigned a 1:1 staff.

Adam has lived in group homes for the past 3-4 years. In his previous placement, he was successfully attending school (a process which took months to achieve). He was moved from that group home to the current placement to be close to his mother.

Upon moving, he regressed into using his problem behaviors (hitting, kicking, biting, pushing, scratching, etc.). He has been removed from school because of his problem behaviors.

3. Develop Intervention Strategies

| Antecedent Manipulations | Instructional Strategies | Consequence Manipulations |
|--------------------------|--------------------------|---------------------------|
| | | |



Activity 8.5 – Analyze an Example *Developing Interventions* Workbook

Start with the competing pathway you developed for Jessica.

Develop intervention strategies to prevent, teach, and reinforce the replacement and desired behavior you identified.

Implementing a Plan

- Train staff to run the plan.
- Set up system to _____ the effects of the intervention on the _____ of client's problematic behaviors and acquisition of replacement behaviors (collect data).
- Make changes to the plan based on data.
 - _____
 - _____
 - _____