We Need a Behavior Plan (That Works!)
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Introductions: Who Are You?

Introductions: Who Am I?
What is a “Behavior Plan”?

A Behavior Plan That Works is a Collection of Student-Specific Tools, Implemented with Consistency and Fidelity, Adjusted in a Timely Manner (Biweekly) Based Upon What the Data Tell Us

Components of a Plan For Student Behavior Management
<table>
<thead>
<tr>
<th>Student ID, SCHOOL NAME</th>
<th>Date</th>
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<tbody>
<tr>
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</table>

**Target Behavior**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>✓</td>
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</tr>
<tr>
<td>Setting</td>
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<tr>
<td>Timer</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Blank</td>
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</tbody>
</table>

Bolting:
Average 15% of Measured Intervals

**Graph:**
Average 15% of Measured Intervals

**Bar Graph:**
Average 15% of Measured Intervals
For the Very Curious: Graphing the Data

Non-Compliance: Average 27% of Measured Intervals

Physical Disruption: Average 24% of Measured Intervals
A Behavior Plan the Works Takes BERS Into Account

BERS
B = Biology and/or Background
E = Environment
R = Reinforcement
S = Skills
Biology/Background

BERS

Biology: Make sure the “behavior” is not related to something medical (example: a child soiling his pants may have Crohn Disease)

Background: What do we know about this student that could impact his/her behavior? (example: foster care; trauma; stepbrother just moved out to new custodial parent)

Environment
**BERS**

**Environment**: Engineer the environment to support appropriate behavior

- Secure the environment (storage)
- Zen Dens
- Independent Activity Schedules
- Voice Level Charts

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**Environment**

"It is difficult to impossible to achieve compliance if the match between student and environment have not been addressed. Ethically, behavior intervention planning must address this issue.

First, evaluate the match between the student, the curriculum, the instructional strategies, the teacher/staff positive reinforcement schedules, and other environmental variables (e.g., noise level, peer interactions, degree of choice, transition structure, etc).

These must be addressed prior to attempts to alter behavior."


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**Environment is Many Things**
Lesson Format and Materials

Put Up a Poster (and Reference It Often)

Voice Levels

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Playground</td>
</tr>
<tr>
<td>4</td>
<td>Loud for the Crowd</td>
</tr>
<tr>
<td>3</td>
<td>Mellow Yellow</td>
</tr>
<tr>
<td>2</td>
<td>Go Low</td>
</tr>
<tr>
<td>1</td>
<td>Spy Guy</td>
</tr>
<tr>
<td>0</td>
<td>Hush</td>
</tr>
</tbody>
</table>

By __________________
Group #____
Following Instructions
1. Look at the person.
2. Say “Okay.”
3. Do what you’ve been asked right away.
4. Check back.

Add some privacy/limited distraction areas

Calming Area
Components of a Plan for Student Behavior Management:

Reinforcement

Reinforcement Plan

BERS

Reinforcement: Catch 'em being good

“Way to go, Horatio! I love how you have your eyes on me, your feet are on the floor and your book is open. I can see you’re ready for this!”
Reinforce the Student’s Use of Behavior Skills Being Taught, and for The Absence of Challenging Behaviors

The Crucial Rule of Reinforcement

5:1

Reinforcement FEEDING Rules

- Reinforce Frequently
- Use Eye Contact
- Be Enthusiastic
- Describe the Behavior
- Praise Immediately
- Name the Child
- Be Genuine
A Word About Intrinsic vs Contrived Reinforcement/Rewards

Skills Teaching: Explicit and Pull-Out
Components of a Plan for Student Behavior Management:

**Skills**

Explicitly Teach New Skills That Will Prevent Problem Behavior

**BERS**

**Skills**: Teach to overcome skill deficits, e.g.

- Giving up a preferred activity
- Engaging in a non-preferred activity
- Self-calming the body
The Latin root of the word “Discipline” is disciplina, which means, “to teach.”

. . . As in, explicitly teach new skills in response to problem behavior.

“If a child can’t read, we teach him to read. If a child can’t do math problems, we teach him to do math problems.

If a child doesn’t know how to behave, we . . .”

Doug Fisher, Nancy Frey and Stefani Hite
Association for Supervision and Curriculum Development
The “Fair Pair:”  
Teach a Skill for Every Behavior We Want to Reduce

FERBs: Functionally Equivalent Replacement Behaviors (Skills)

What a FERB Is:

- A behavior we will teach and reinforce
- Allows the student to get the same outcome as the problem behavior
- Serves the same purpose (function) as the problem behavior, but is more socially acceptable and tolerable in the environment in which the problem behavior is occurring

A FERB Allows the Teacher to Maintain Instructional Control of Student Behavior

By allowing the student to get or reject something in a way the teacher and peers can tolerate, the student remains under teacher control, e.g., the teacher told the student to refuse an assignment in a specific manner, and he complied. **He is thus under “instructional control.**


The FERB must be as easily performed as the problem behavior
Positive Behavior Support Plan

Components of a Plan for Student Behavior Management:
Positive Behavior Support Plan

Summarize the Collection of Strategies that Help Prevent the Onset of Problem Behavior
Plan Ahead: It Wasn’t Raining When Noah Built the Ark

“PBSP”
- A summary document of strategies identified through collaborative problem solving and agreed upon by the Team
- Supports the pro-social, adaptive behavior of the student
- Identifies situations that are often associated with student behavior the Team wishes to reduce
- Specifies proactive treatment to be taken to prevent the behaviors
- Identifies skills to replace those targeted for reduction
- A “living document” should be updated based upon ongoing data collection and experiences
- Individuals should receive training in how to implement and update the PBSP

Let’s Take a Look!
Positive Behavior Support Plan

Student: XXXX
School: XXXX Elementary School
Date of Plan: 05/19

Goals of the Positive Behavioral Support Plan:

The overall goals of the plan are to increase functional skills, and to decrease challenging behaviors. It is expected that: 1) modifying the antecedents that “trigger” challenging behaviors. 2) continuing to teach replacement behavior and 3) maintaining appropriate behavior, target challenging behaviors will decrease.

The document is a living document, and is subject to revision as more is learned about the student, and as the student evolves.

Relevant Background Information:

Describe factors relevant to the student’s behavioral presentation, eg disruption in the home, medications, history, engaged in counseling outside of the school.

Target Behaviors:

<table>
<thead>
<tr>
<th>Behavior Label</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noncompliance</td>
<td>Absence of understanding action as directed for an adult within 30 seconds, in isolation or in combination with complaining or whining</td>
</tr>
<tr>
<td>Disturbance behavior</td>
<td>Disregard of the student's body not being in designated location such as on walking aid, in deck chair, in</td>
</tr>
<tr>
<td>Personal space violation</td>
<td>Disregard of the student's body not being in designated location such as on walking aid, in deck chair, in</td>
</tr>
<tr>
<td>Physical aggression</td>
<td>Attempts or occasions of hitting, pushing, or punching, or of threatening or telling lies</td>
</tr>
<tr>
<td>Vocal disruption</td>
<td>Excessive singing, or of melodic or aggressive utterance, including vocal sounds, speaking, without waiting to be talked upon by the teacher or other adult</td>
</tr>
</tbody>
</table>
Hypothized Functions of Challenging Behaviors

We hypothesize that students engage in challenging behavior as follows:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Gain or retain access to preferred items/activities/sensory</th>
<th>Gain or retain access to adult attention</th>
<th>Escape or Avoid non-preferred items/activities/sensory</th>
<th>Arousal Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rolling/laydown</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-compliance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of position</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Irregular speech</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical aggression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social disruption</td>
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</tbody>
</table>

Escalation Hierarchy

Known Setting Events (Triggers) that evoke Challenging Behavior

- Attention from a peer that is diverted or divided
- Attention from adult that is diverted or divided
- Being told no
- Distractions
- Fussing
- Frustration
- Hunger
- Interruption of preferred activity
- Noise environments
- Non-preferred tasks
- Other students
- Tasks the student finds difficult
- Tasks the student finds prolonged
- Teacher/Adult directions
- Transitions
- Unexpected circumstances
- Unwanted adult attention
- Unwanted peer attention
Antecedent Strategies for Staff:
1. XXXX
2. XXXX
3. XXXX
4. XXXX

Reinforcement Strategies:
1. XXXX
2. XXXX
3. XXXX
4. XXXX

Supports/Accommodations:
1. XXXX
2. XXXX
3. XXXX
4. XXXX
5. XXXX
6. XXXX
Data Collection and Graphing:
- Partial Interval Recording Data Sheets
- ABC Recording Data Sheet as needed
- Line chart graphs no less frequently than every two weeks

Plan Implementation and Maintenance:
1. Obtain parent/guardian consent for initial plan.
2. Update plan as new information becomes available, and note date revised; the document is a living document, and is subject to revision as more is learned about the student, and as the student evolves.
3. Review and train all team members in implementation of PBSP.
4. PBSP to be implemented across all staff and settings.
5. Educational case manager to review data on a daily/weekly basis and assess effectiveness of PBSP; consult program director for case review and/or training as needed.

Punitive Measures Plan
Components of a Plan for Student Behavior Management:

Punitive Measures Plan

Pre-Plan Punishments for Certain Behaviors

Category 1 Infractions:
Consequences listed are suggested minimum penalties for administrative use.

<table>
<thead>
<tr>
<th>Infraction</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Repeated Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruptive behavior in class</td>
<td>Teacher detention</td>
<td>After school Academic Support 1 hr</td>
<td>After school Academic Support 2 hr</td>
</tr>
<tr>
<td>Disruptive behavior on school property and use of office</td>
<td>After school Academic Support 1 hr</td>
<td>After school Academic Support 2 hr</td>
<td>After school Academic Support 3 hr</td>
</tr>
<tr>
<td>vandalism</td>
<td>After school Academic Support 2 hr</td>
<td>1 Day In-School Suspension</td>
<td>2 Day Suspension &amp; Administrative Meeting</td>
</tr>
<tr>
<td>Obscenity/obscene language</td>
<td>1 Day Suspension</td>
<td>2 Day Suspension</td>
<td>2 Day Suspension &amp; Administrative Meeting</td>
</tr>
<tr>
<td>Close student to student</td>
<td>In-Class Suspension</td>
<td>After school Academic Support 1 hr</td>
<td>After school Academic Support 2 hr</td>
</tr>
<tr>
<td>Unauthorized use of electronic devises</td>
<td>In-Class Suspension</td>
<td>After school Academic Support 1 hr</td>
<td>After school Academic Support 2 hr</td>
</tr>
<tr>
<td>Food</td>
<td>In-Class Suspension</td>
<td>After school Academic Support 1 hr</td>
<td>After school Academic Support 2 hr</td>
</tr>
</tbody>
</table>

School-Wide: May be Adapted by the IEP Team, but Still Pre-Planned
Responsive Measures Protocols

Components of a Plan for Student Behavior Management:

Responsive Measures Protocols

Pre-Plan How Staff Will React to Certain Behaviors

Responsive Measures Plan

Punitive Measures Plan

Data Sheet/Graphing

Positive Behavior Support Plan

Skill Acquisition "Lesson Plans"

Crisis Plan

Responsive Measures Protocols

Pre-plan How Staff Will React to Certain Behaviors

Responsive Measures Plan

Punitive Measures Plan

Data Sheet/Graphing

Positive Behavior Support Plan

Skill Acquisition "Lesson Plans"

Crisis Plan
Components of a Plan for Student Behavior Management:

Crisis Plan
Pre-Plan How Staff Will React to Certain Crisis Behaviors

- Skill Acquisition: "Lesson Plans"
- Reinforcement for the Student's Use of Skills Being Taught

Crisis Plan

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### Crisis Plan

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Reactions</th>
<th>What does not help?</th>
<th>Who to Involve</th>
<th>Who not to Involve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Warning Signs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Signs of Progression</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With &quot;crazy rage&quot; needs low</td>
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</tbody>
</table>

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Time, Assessments
Components of a Plan for Student Behavior Management:

**Time, and Assessments**

- Allocate **TIME**
  - To train staff in student-specific strategies and tactics
  - To periodically observe staff working with the student and provide feedback
  - For staff or consultant to aggregate, graph and interpret data
    - And make intervention adjustments if needed
  - For communication with families to advise, collaborate and support (both ways)
- Perform a preference assessment, and keep it updated
- Perform an FBA only if really needed

**Last, But Certainly Not Least!**

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For More Information

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Licensed Behavior Analyst (VA)
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Have Capacity for Four Districts,
8 hours per Week,
2020/2021 School Year