

Writing Good Behavior Support Plans

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Objectives

- Identify the tasks needed to be completed before writing a behavior support plan
- Define behavior operationally
- Write appropriate goals for BSPs
- Establish data collection systems
- Considerations for preventing, teaching and consequenceing behavior
- Implementation and evaluation components

Before the BSP...

- Define the behavior in operational terms
 - What does it look like?
- Define where and when the behavior is occurring
 - Academic subjects, time of day
- Define the function or reason for the behavior
 - Attention or escape
- Are there any safety concerns with the students behavior?

Be Specific About the Behavior

• **Problem Behavior**

- **Off task:** body and eyes not directed to activity/ task
- **Off task talk:** questions/comments not relating to current task/activity
- **Inappropriate use of objects:** manipulating objects in a manner other than their functional purpose
- **Noncompliance:** Does not initiate task within 5 seconds, verbal protest (argues back), ignores teacher
- **Property Destruction:** Throw materials on floor, rips or crumples paper, etc.
- **Disruption:** Disruptions with voice (making noises) or objects, wander the room distracting others

Before the BSP

• **Observations**

- Someone other than the teacher needs to see the student's behaviors
- Various settings

• **Student Triggers or Setting Events**

- Behavior more likely to occur
- Focus on what can change

• **Teacher Interviews**

- FACTs form
- Informal interview

So in other words...a Functional Behavioral Assessment

BUT WAIT....

We need to do some pre-planning before we write the behavior support plan

We still have more information to gather in order to write a good behavior support plan

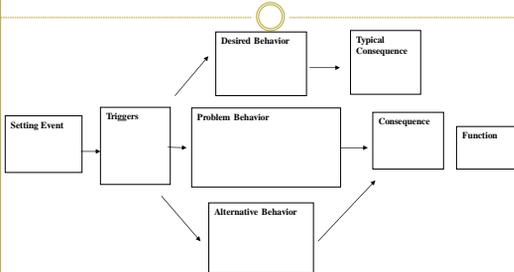
We Often Forget to...

- **Talk to the student**
 - Explain behavior
 - Reinforcer checklist
- **Talk to the teacher**
 - Main behavior problems
 - What is reasonable?
- **Talk to the parent**
 - Ideas/explanations/input

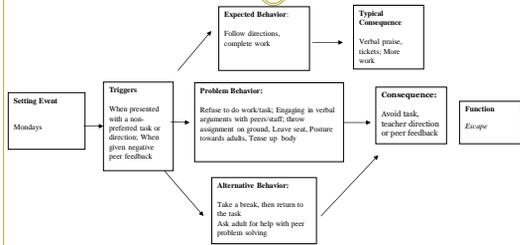
BSP Forms

- **Various forms help guide the design of the behavior support plan**
 - Template is not as important as the content of the plan
 - Looking pretty doesn't mean the plan is pretty
 - Contextual fit is paramount
- **Oh no...the boxes!**
 - Use what works for the team

Competing Behavior Pathway



Competing Behavior Pathway



You can do it without the boxes...

Triggers	Behavior	Consequence
When presented with a non-preferred task or direction; When given negative peer feedback	Refuse to do work/task; Engaging in verbal arguments with peers/staff; throw assignment on ground, Leave seat, Posture towards adults, Tense up body	Avoid task, teacher direction or peer feedback

Replacement Behavior:

1. Take a break, then return to the task
2. Ask adult for help with peer problem solving

Splitting Up the Behaviors

Work Request	Peer Interaction
When presented with a non-preferred task or direction, John will refuse to do work/task, engage in verbal arguments with staff, throw assignment on ground, leaves his seat, postures towards adults, to avoid task the task or teacher direction	When given negative peer feedback, John will engage in verbal arguments with peers, tenses up to body and make comments to the peer to avoid the peer feedback

Multi-function Behaviors

- **What if I have multiple functions?**
 - Sometimes we can't tell
- **Don't need to create two plans**
 - Two behavior statements
- **Make sure that interventions address both attention and escape functions**
 - Attention is often an outcome of behaviors

Replacement Behavior

- **Replacement behaviors need to...**
 - Serve the same function as the problem behavior
 - Have contextual fit
 - Be easy for the student to do
 - Be easy for the teacher to support the student
- **This is where the teaching happens....**
 - Ability
 - Multiple skills may be needed

Baseline Data

- **Must include the baseline data**
 - How do we know we are making progress if we don't?
 - Derived from FBA or teacher report
- **Include**
 - Frequency
 - Duration
 - Intensity
 - Safety

Baseline Data



John

- Frequency: 3-12 times per 47 minute instructional period
- Duration: Refusal can last from 10-40 minutes; Negative peer/staff interactions are short (less than 30 seconds)
- Intensity: Moderate; No safety issues at this point

Suzy

- Frequency: At least 10 times in a 30 minute period; Requires adult intervention at least 3 times in a 30 minute period
- Intensity: Mild to begin, but can escalate to moderate depending on level of attention received, wanted or demanded

Goal Setting.



- Much like an IEP behavior goal

● Behavior...

- When/where
- Who
- What

- Must have criteria to track progress

- Reasonable

Goals for BSPs



- When John is frustrated/upset with a work task or adult direction, he will take a break then return to the complete the task by the end of the class period on 80% of class periods.
- During structured academic activities, Evan will stay on task (face forwards, eyes toward instruction, voice off) with now more than 2 reminders in a 45 minute instructional period
- When Alex is frustrated with a task, he will keep his body and objects to self with less than 3 instances of aggression per month.
- When transitioning through the hallways, Sydney will face forward, use appropriate body space and keep up with the line with less than 1 redirect per transition for 5 consecutive days.

Prevention

- Primary focus-Make behavior irrelevant
 - Prevention = no behavior ☺
- Environmental features
- Teacher behaviors
- Other student behaviors
- Other staff members behaviors
- Schedule change

Prevention Examples

- Teacher will ignore minor disruptive behaviors
- Teacher will give visual reminders with hand signals
- Visual schedule on desk
- Desk in back of class
- Health class instead of computer class
- Check in with Mrs. Miller
- Reminders on desk
- Give student a class job
- Pre-correct for changes
- Modify assignments
- Assign a peer tutor
- Use organizers for writing assignments
- Parking space
- Personal Property

Teaching Behavior

- What 'things' does the student need to learn?
 - Skills
 - Routines
 - Strategies
 - Self regulation
 - Self monitoring
- Areas of skills
 - Academic
 - Social
 - Behavioral
 - Organizational

How to Teach Behavior...

- **Direct teaching**
 - Positive/negative examples
 - Role playing
 - Social stories
 - Creating visuals
 - Checklist
 - Social groups
- **Multiple opportunities to practice and review**
 - Must include reinforcement

Teaching Questions to Answer

- **Need to define**
 - Who will do the teaching?
 - When will they do the teaching?
 - Where will they do the teaching?
 - For how long will they do the teaching?
 - How will they do the teaching?
 - What materials will they need?
 - How/when/where will they practice and review?
 - What will be used for reinforcement? When will it be delivered?
- **Does this staff member have allocated amount of time for behavior teaching?**

Consequences

- **Need to match function of the initial problem behavior**
- **Focus around earned reinforcers rather than punishments or removal of preferred activities**
- **Include response to problem behaviors**
 - Scripting for teachers
- **Must have the student input**
 - Reinforcers checklists
- **Use existing reinforcers if possible**
- **Contextual fit**
 - Easy to deliver
- **Can't always rely on home support**

Consequences

- Tangibles
- Time with peers
- Time with adults
- Preferred activity
- Special helper/job
- Computer/iPad time
- Activity for class
- Front of line pass
- Free homework/assignment pass
- Teacher's helper
- Leave class/school early
- Lead activity
- Tell jokes in front of the class
- Special lunch
- Dismissed early to lunch or recess
- Class party/celebration
- Time alone
- Outdoor time
- Class/school pet time

Safety Component

- Teacher expectation and student expectation
- What is the plan for....
 - Physical aggression
 - Classroom disruptions
 - Escalations
 - Leaving the class
 - Leaving the building
- Procedures to maintain safety
 - Removal of student
 - Room clear
 - Administrative support

Implementation

- The plan means nothing if it's not implemented!
- Define the 'Who, What, Where, When and How' of the plan
 - More specific the better
 - Imbedded within the plan
- Remind the team
 - The plan will not work without full implementation
 - Change may not be immediate

Data Collection

- **Data needs to be collected in order to ensure the plan is working**
 - Student data (making a difference)
 - Teacher data (being implemented)
- **Define what do we want to collect**
 - Quantitative data
 - Anecdotal data?
- **Make data collection easy**
 - Time samples
 - Frequency counts
- **Determine the 'Who, What, Where, When and How' of the data collection**

Data Collection

- **Many tools to collect data**
 - Point sheets
 - ISIS
 - Self created excel data sheets
 - 'Borrow' from the internet
- **Make sure data can be summarized in an easy to communicate method for the team, including parents**

Additional Components to Possibly Include

- Are there other school staff that need to know about the plan?
- How will you inform parents?
- How will you inform the student?
- List what 'not to do'
- Where will a copy of the plan be?
- Data decision rule for revising behavior support plan

Overall Thoughts...

- **Longer doesn't mean better**
 - Overcomplicated plans are not easy to implement
- **Behavior support plans are individualized**
 - No copy and paste
- **Teachers have different skills levels in implementing plans**
- **Plans are worthless without implementation and data collection**
- **It's okay if the first plan doesn't work...revise!**

For More Information...

- **District website:** <http://www.bethel.k12.or.us/>
 - District Tab
 - District Office
 - PBIS
 - Forms
- **Contact Information:**

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