

Positive Behavior Support Plan C Key Concepts

Components

Key Concepts

<p>Problem Behavior <i>* Behavior impeding learning is...</i></p>	<ul style="list-style-type: none"> • Define the problem behavior clearly so you can measure progress. • If you use general behavioral category terms such as “defiance”, give examples of what the student actually does so that everyone understands what the problem looks like when it occurs.
<p>Environmental structure is logically related to what supports the problem behavior.</p>	<ul style="list-style-type: none"> • One strand of positive behavioral support involves altering the environment to reduce or eliminate the student’s need to use problem behavior. • Successful support of positive behavior typically involves a variety of environmental changes in how time is structured, space is organized, materials are selected and positive interactions are increased. • Understanding the student’s learning profile, personality and disability will be helpful in determining typical environmental supports to consider to eliminate or reduce problem behavior. • When there is a logical relationship between environmental changes and the summary of what is supporting problem behavior, the likelihood of addressing the correct variable is increased.
<p>Replacement behaviors serve the same function as the problem behaviors.</p> <p>Functionally Equivalent Replacement Behavior (FERB) must be identified that will be taught and reinforced to allow the student’s need (function) to be met in an acceptable manner.</p>	<ul style="list-style-type: none"> • The FERB is a positive alternative that allows the student to obtain the function that the problem behavior provided – He or she gets something or rejects something (protest/avoid) that is acceptable in the environment. • The FERB should maximize the benefits (more positive feedback) and minimize the costs to the student and others in the environment (lost instructional time, punishment).

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<p>Teaching strategies adequately specify how to teach and or prompt FERBs.</p> <p>Specify how the FERB, that allows the student to meet functional need in an acceptable way, will be systematically taught.</p>	<ul style="list-style-type: none"> • A plan to teach or prompt the FERB must be carefully thought out, with materials or strategies given with enough detail so that all team members will remember what they have decided to do. • It is acceptable to minimally mention the teaching strategy and then refer the reader to an attached skill teaching sequence. • The teaching section can include identification strategies for increasing general positive behavior skills. Full credit requires specific strategies for teaching FERBs. FERB is a core component of any well designed behavior plan and therefore methods of teaching this should be specified with some details. • Contaminators: Reactive strategies should not be considered an environmental change to remove the need for the student to use the problem behavior.
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<p>Reinforcers are specific to student and are known objects, activities and/or people that the student seeks.</p> <p>A reinforcer is a consequence that increases or maintains a behavior. It ‘reinforces’ the probability of the behavior being repeated.</p>	<ul style="list-style-type: none"> • A reinforcer can be a tangible or an event delivered as a conditional consequence. • A reward is a tangible or an event delivered conditionally for which you hope the student will strive to earn it, but for which you do not yet have evidence that this has worked in the past or for which evidence does not currently exist that the student will strive to attain the reinforcer • Students will not likely change or maintain new behaviors without reinforcement. Determine if a true “reinforcer” has been selected, rather than a “reward”. For a reinforcer there is evidence of the student seeking this event or tangible. • Can the student wait for the reinforcer, even if it is known to be highly powerful? Can less powerful reinforcers be delivered more frequently or can increasing variety maintain effort? • Does the student grasp the connection between the reinforcer and the behavior? • If using a token system, does the student understand the token symbolizes progress toward earning the reinforcer? Is the student getting tokens as frequently as needed to maintain effort? If not, increase frequency and/or intensity of token delivery. • Who delivers the reinforcer can be important. From whom does the student most want to receive the reinforcer?
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<p>Reactive strategies are clearly communicated and understood by all implementers of the plan.</p> <p>All plan implementers should be consistent in their approach when problem behavior occurs.</p>	<ul style="list-style-type: none"> • Well designed reactive strategies consider the progression phases in specifying how to respond to a problem behavior: <ol style="list-style-type: none"> 1. prompting – can continuation or escalation of problem behavior be averted by using a prompt? 2. managing safely – how will staff maintain safety of everyone during escalated behavior? 3. debriefing – what procedures after calm is restored help to prevent further occurrences and restore rapport and rule following behavior? 4. consequences – may or may not be required or recommended. Do school safety requirements, outside agency or parent requests require specific consequences? Does the team believe a consequence will result in the student avoiding using the problem behavior in the future? • Debriefing can be a dialogue or a written process or a behavior practice session. For younger or less cognitively able students, where verbal problem solving has not yet proven successful, debriefing can involve a session to model replacement behavior, or guided practice with the student of how to use the FERB, or a review of a picture sequence of alternative behavior steps.
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<p>Progress monitoring – Communication</p> <p>The communication section details progress monitoring during the plan's implementation:</p> <ol style="list-style-type: none"> 1. Who will participate in exchanging information 2. Reciprocally exchanging information to monitor progress 3. Under what condition – conditional or continuous. Conditional – if a behavior occurs. Continuous – summaries of daily or weekly behavior 4. Manner of exchange of information 5. Content of data to exchange about progress and staff implementation 	<ul style="list-style-type: none"> • Establishing effective communication requires a team approach among all stakeholders, people who desire to support positive outcomes for the student. Active exchanges among all stakeholders require each partner to provide information to one another, no one member supplying information to a passive recipient. Exchanges can occur through phone call, email, notes home, data log copies, etc. • Behavior plans frequently fail when ongoing communication is not well designed. Simply waiting for a quarterly report or until an annual IEP meeting is not sufficient to assure the plan is being completely implemented. • Continuous two-way communication on goal progress is necessary to assure all stakeholders have input and continuous teaming occurs. Whenever there are many stakeholders, or when there is doubt that all implementers will continue interventions for the time required to change the behavior, it is especially necessary to fully describe how the communication will occur and how each player will respond to the communication when received. For example: what communication will the parent send back to the teacher after reviewing a daily report card? How will the administrator respond back to the teacher when a report of problem behavior is received? This requires considering the communication dyads, method, frequency, content and manner of the exchange
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