

## Designing an Effective Behavior Support (Intervention) Plan

SPCD 519  
Week 4



### Goals:



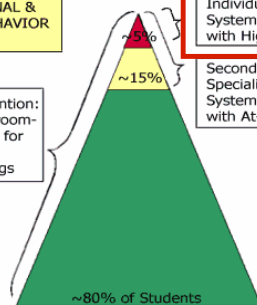
Learn to use the Competing Behavior Model to:

1. Write/diagram a summary statement that identifies the antecedents and maintaining consequences for the problem behavior.
2. Develop a plan that focuses on Prevention, Teaching replacement behaviors, and effectively managing Consequences.
3. Identify strategies for intervention that address setting events, predictors, instruction, and consequences

(Information adapted from O' Neill et al., 1997).

CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE BEHAVIOR  
SUPPORT

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students  
with High-Risk Behavior

Secondary Prevention:  
Specialized Group  
Systems for Students  
with At-Risk Behavior

From National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) <http://www.pbis.org/schoolwide.htm>

## Effective Behavior Support (Intervention) Plans:

- Are built on the results of the Functional Assessment
- Specify changes in our (teachers/adults) behavior and the setting
- Teach students replacement behaviors
- Are based on sound behavioral principles, applied correctly, within a particular context
- Have good 'contextual fit'



### Effective Behavior Support (Intervention) Plans:



Use procedures that make problem behavior

- Irrelevant
- Inefficient
- Ineffective

### Effective Behavior Support (Intervention) Plans:

- Use procedures that don't let the problem behavior become the agenda
  - Nonreinforcement should be used with redirection
- Fit the setting, resources, and skills available and are reinforcing vs. punishing

### Functionally Equivalent Behaviors

Two or more behaviors that serve the same purpose (i.e., are maintained by the same reinforcer); i.e., a replacement behavior.

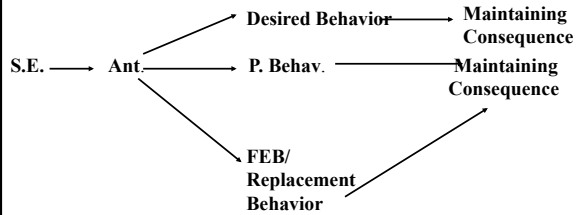
In selecting an replacement behavior consider:

- Who delivers consequences/ situation in which they are delivered
- Choosing a replacement behavior that is more efficient than problem behavior
- Choosing a communication system easily understood by others
- Strengthening student's receptive language

To Summarize, you will use the information from the FBA to:

1. Diagram and write the summary statement.
2. Define replacement behaviors and contingencies associated with them.
3. Select intervention procedures that
  1. Prevent, Teach, Change and/or specify Consequences.
4. Outline a plan for Key Routines.
5. Create a crisis plan (if it is a dangerous behavior).
6. Monitor progress and evaluate plan's effectiveness.

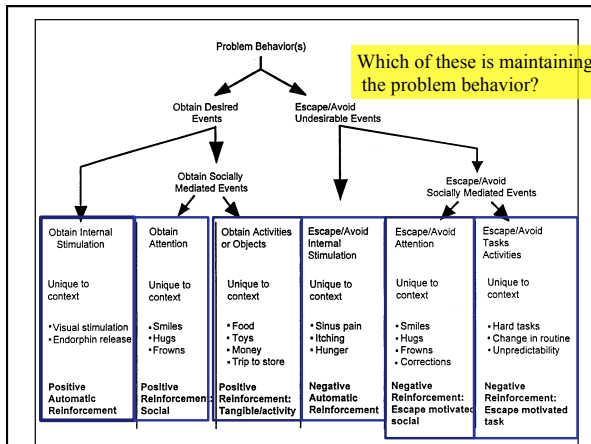
First, after analyzing the data you've collected, **Diagram** the functional assessment summary statement



## Competing Behavior Model

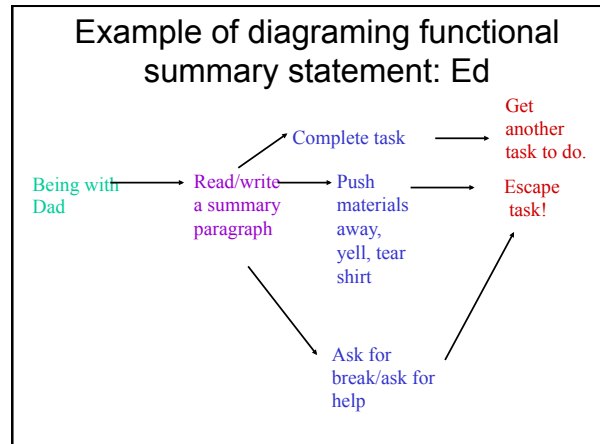
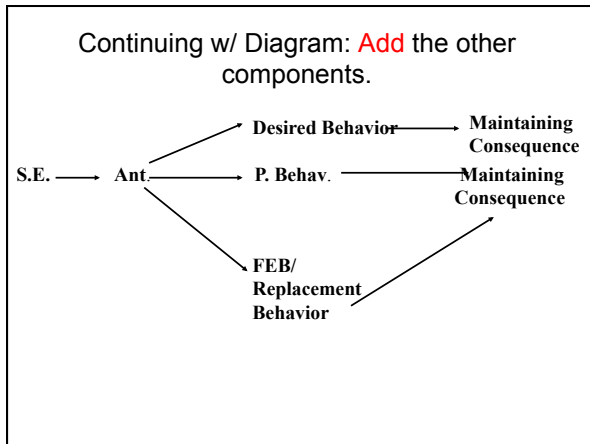
- First, **Diagram** the functional assessment summary statement. Start with the A-B-C (and setting events if any apply).

S. Event	Antecedent	Prob Behavior	Maintaining Consequence
Being with Dad on weekend	Read/write a summary paragraph	Push materials, yell at teacher/peers, tear shirt	<b>ESCAPE</b>



## Continued . . .

- But, MORE than one function seems to apply—what do we do now?
  - Individual may achieve more than one “goal” with a behavior (e.g., attention and escape)
- Choose the most powerful function to work with in designing plan
  - Which function is most powerful reinforcer to that particular individual?



### Competing Behavior Model

- Next, **write** the functional assessment summary statement using words. **USE THIS FORMAT:**  
*When xxx, he/she xxx. This behavior is maintained by xxx.*
- EXAMPLE:** *When Ed has a difficult academic task, he will make hostile remarks to the teacher/peer, push his materials on the floor, and, sometimes, tear his shirt. This behavior is maintained by escape from tasks he dislikes/finds difficult.*

### A Behavior Intervention (Support) Plan should include:

- Specific descriptions of problem behaviors and the replacement behaviors;
- Functional assessment summary statements;
- Strategies for **preventing** problem behavior, **teaching** replacement behavior, and **changing consequences** for the problem behavior;
- Descriptions of key routines; and
- Procedures for monitoring progress and evaluating the plan's effectiveness.

Use the format taken from O' Neill et al., 2015.

To **effectively** implement plans:

- Create ownership of the plan
- Build capacity of the people implementing the plan
  - “recognize that caregiver behavior (e.g., cooperation, engagement, nonadherence, or resistance is mediated by the same variables as the behavior of focus individuals.” (Hieneman & Dunlap, 2015, p. 423)
- Track implementation fidelity
- Monitor focus individual's progress and make decisions based on data



To Summarize, you will:

- Diagram and write the summary statement
- Define replacement behaviors and contingencies associated with them
- Select intervention procedures that
  - Prevent, Teach, Change and/or specify Consequences
- Outline a plan for Key Routines
- Create a crisis plan (if a serious behavior)
- Monitor progress and evaluate plan's effectiveness

