

Writing Behavioral Intervention Plans for **ANY
Child Whose Behaviors Are Impeding the
Learning Process for Themselves or Others.**



Laura A. Riffel, Ph.D.

AGENDA

This Morning:

Overview of PBS

Overview of Functional
Behavior Support

Analyze Real Data

Competing Pathways Form

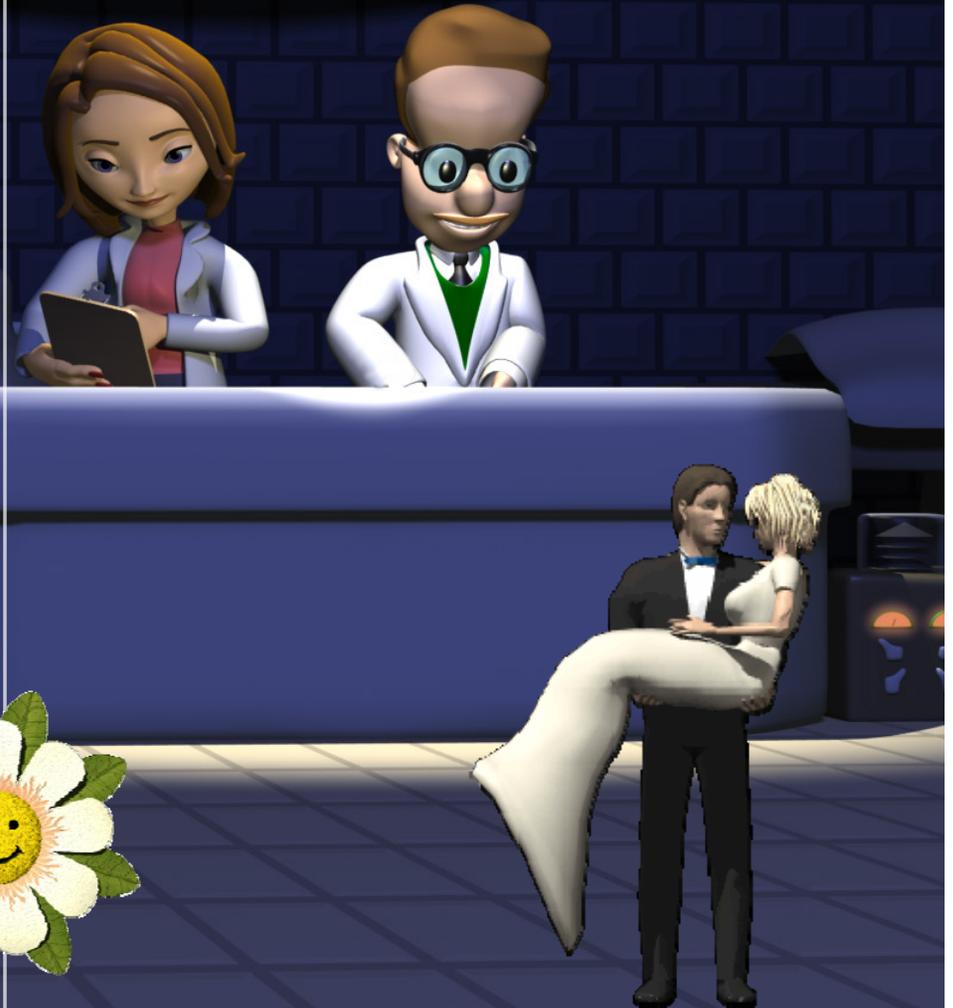
Writing a Behavioral
Intervention Plan

Tool for Making the Whole
Process ABC easy

Intentions and Applications

Fun- Most important agenda

Fun ☺











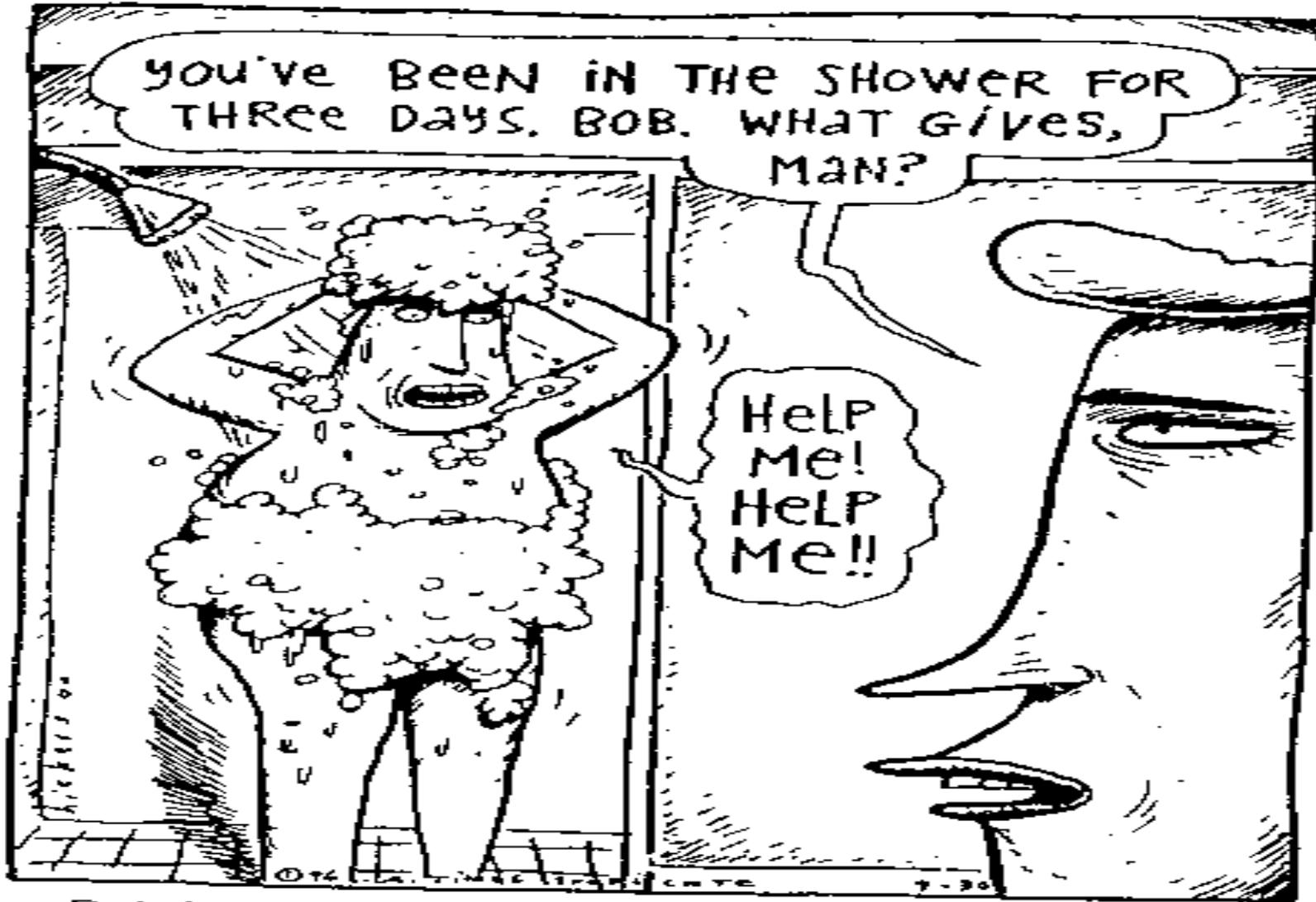
Sometimes- We provide the "frogs"



Guzer.com



THE QUIGMANS



Bob is caught in the vicious loop of shampoo bottle directions: "Lather, rinse, repeat."

insanity

**A new way of thinking
about behavior**

**Broadens intervention from
only one approach -
reducing challenging
behavior to.....**

**Encompasses multiple
approaches: changing
systems, altering
environments, teaching
skills, and appreciating
positive behavior**

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What is Positive Behavioral Support?



**A team process for goal setting
Functional Behavioral
Assessment**

**Behavior intervention plan
design, implementation,
and evaluation**

**This means everyone will react to
the child in the same way.**

page 6

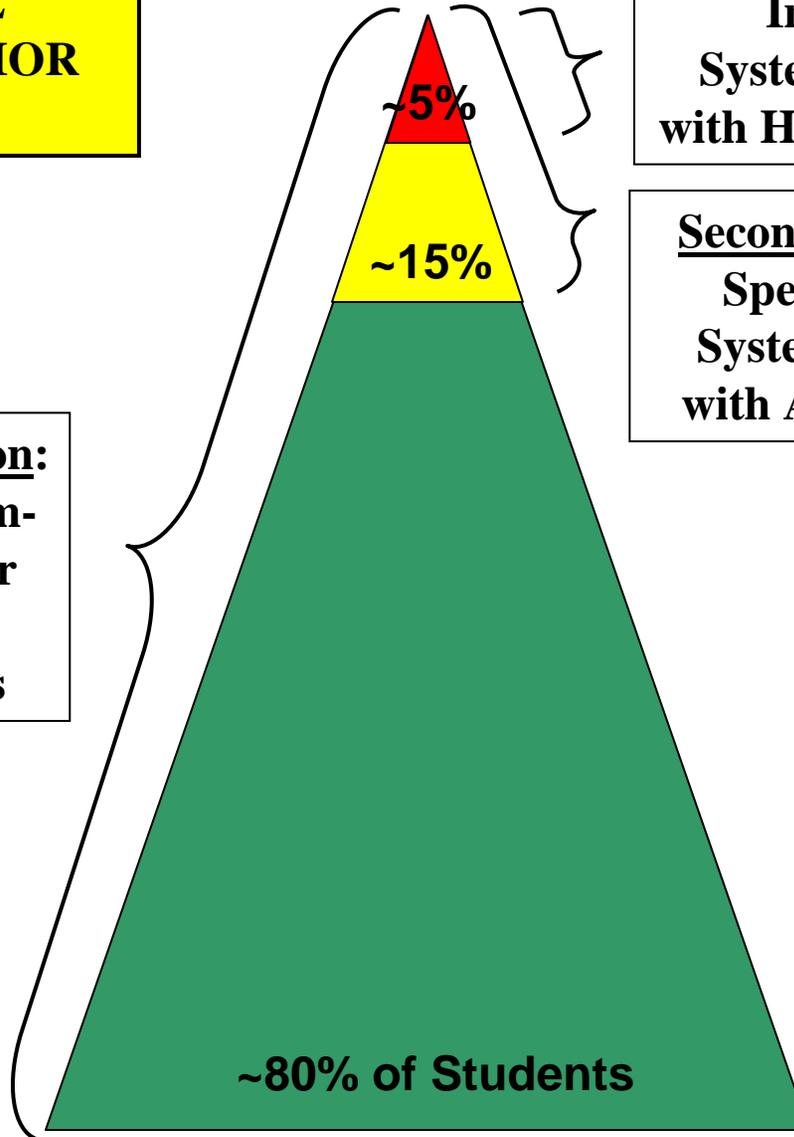
PBS

Includes:



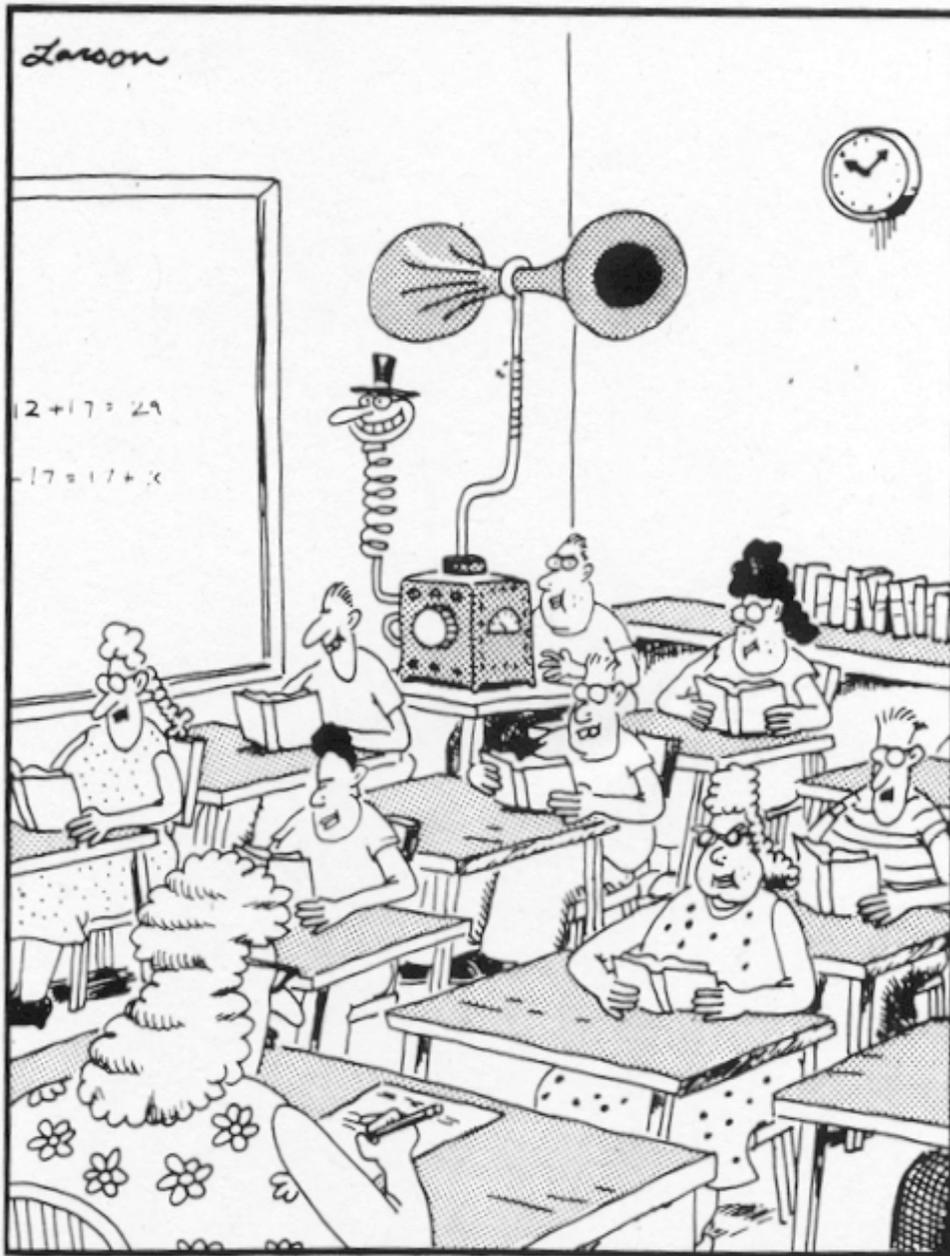
**CONTINUUM OF
SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT**

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

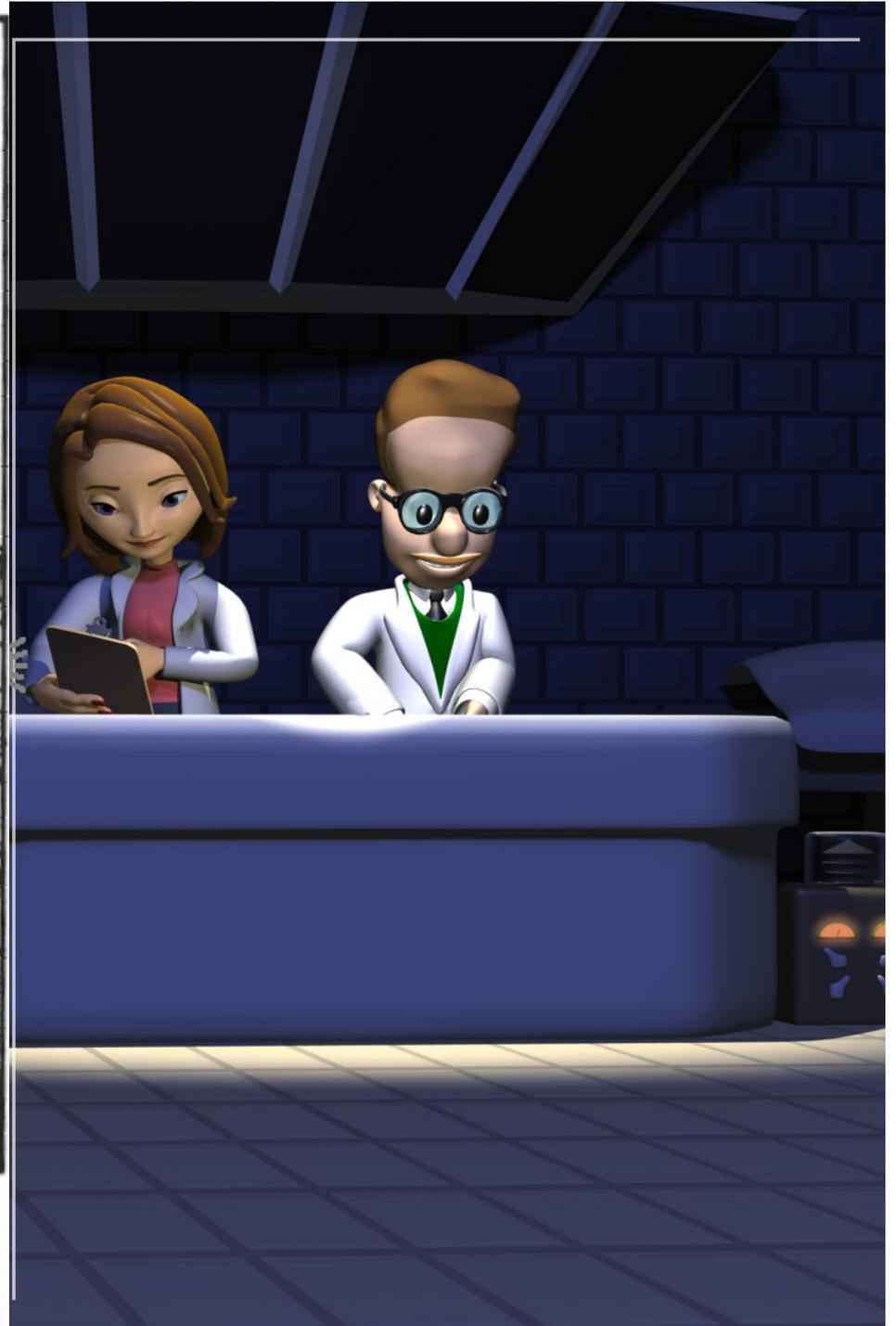


**Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior**

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



The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.



Identify team members
most effective as collaborative
process

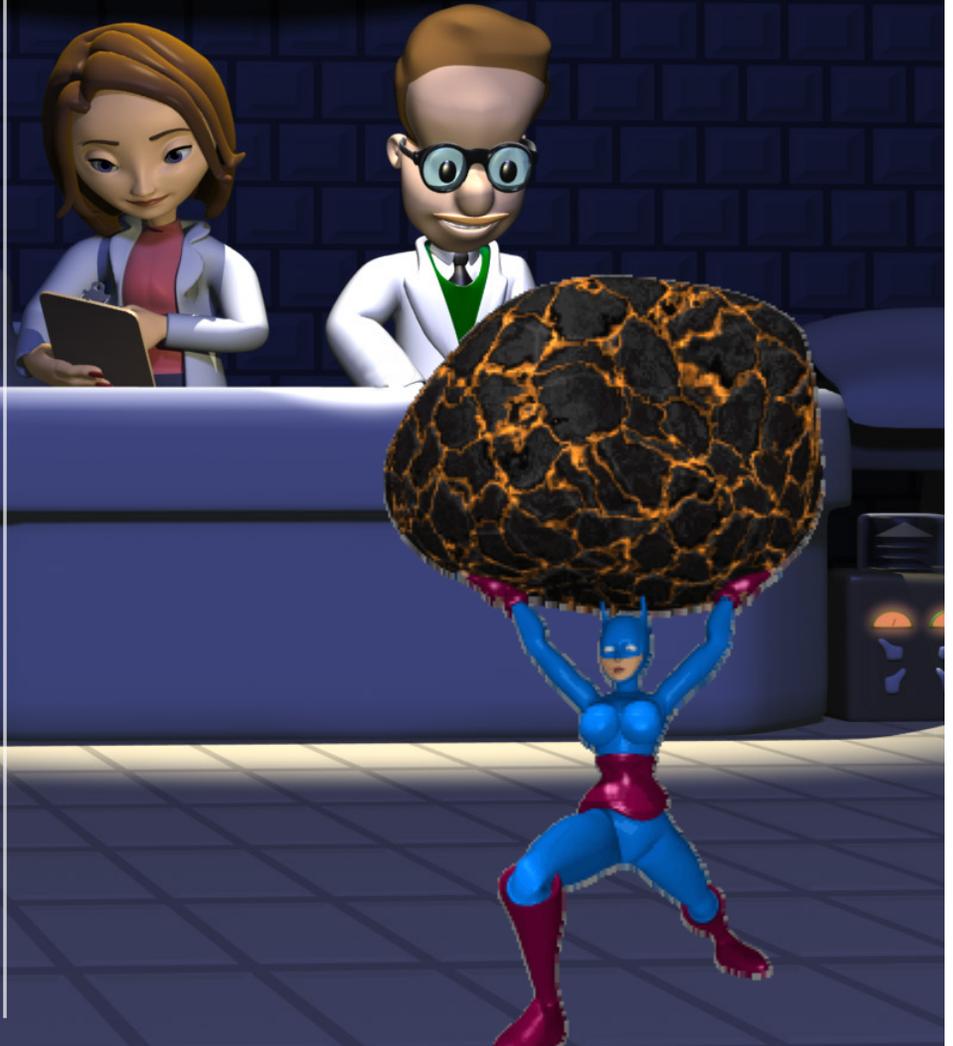
**Develop a profile to
include:**

child's strengths
child's needs
child's target behaviors

**Identify settings &
situations that require
intervention**

page 5

Goal Setting



FBA is a process for gathering information to understand the function (purpose) of behavior in order to develop an effective intervention plan.



page 5

Functional Behavioral Assessment (FBA)



[HTTP://JOKES.GLOWPORT](http://jokes.glowport.com)



Assumptions Underlying FBA



Behavior is learned and serves a specific purpose.
Behavior is related to the context within which it occurs.

Who
What
When
Where
Why
How

page 5

Questions to Address:



Defining Target Behaviors

Example

high-pitched screams

kicking over chairs

completing tasks

Hits others with fist

crying

lying on floor and refusing to move

Non-Example

poor impulse control

angry, hostile, resentful

paying attention

stubborn

Indirect:

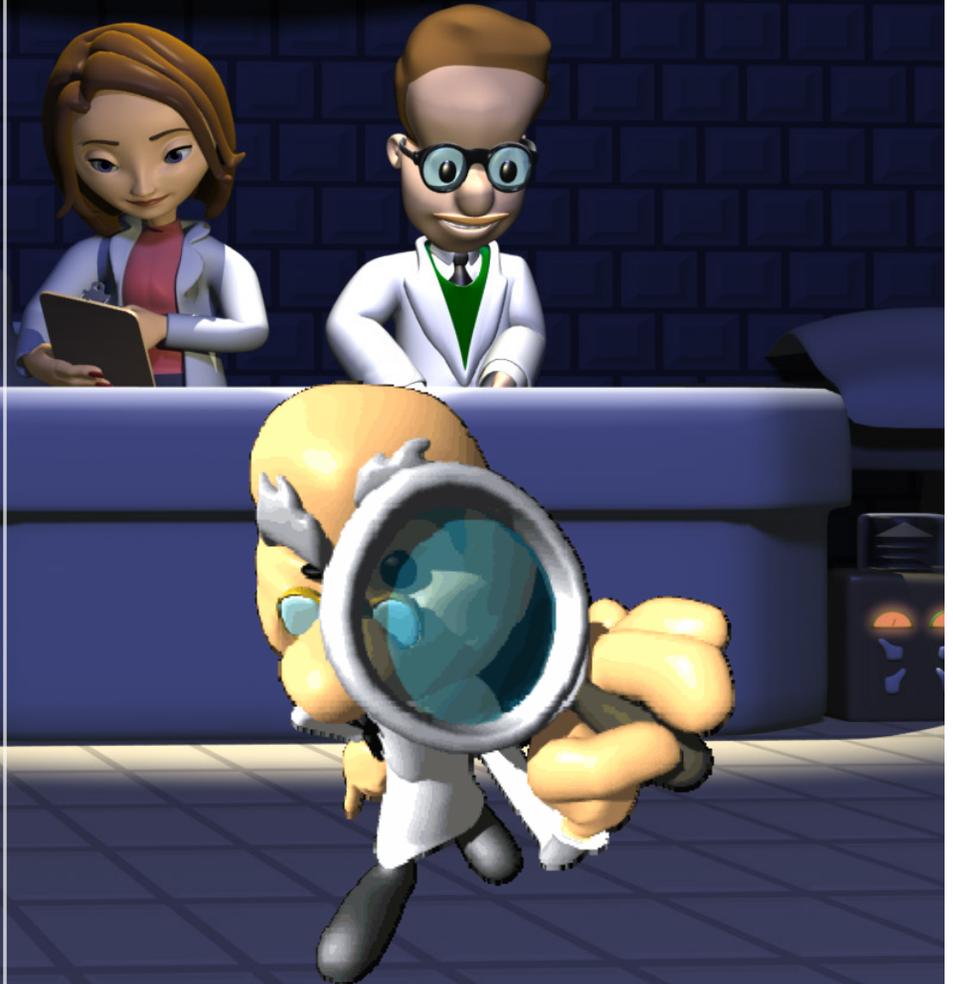
Anecdotal
Surveys
Notes
Interviews

Descriptive:

Observational
Data collection

page 7

Methods for Conducting FBA



**MAS - Motivational
Assessment Scale**
**FAST- Functional
Analysis Screening
Tool**
**PBQ- Problem
Behavior
Questionnaire**

page 7

Indirect Methods:

Examples



Indirect Methods:

Strengths and Limitations

Strengths

Easy to implement
Minimal time and training required
Structured methods
May use for initial assessment

Limitations

30% reliability to determine function
Information can be subjective
Non-specific functions identified (ex: escape from work)

A-B-C Analysis
Scatter plot
Interval or
Time sampling

page 7

**Descriptive/Observational
Methods:**

Examples



Descriptive Methods: Strengths and Weaknesses

Strengths:

**Objective &
quantitative data**

**Behavior is sampled
in relevant settings**

**Can ID
environmental
relationships**

**Sufficient for BIP
development
Reliability (60-80%)**

Limitations:

Analysis can be complex

Time requirement

**Increased staff training &
experience may be
necessary**

**May not ID function of
infrequent behavior**

Question for you?????



The Old Way:

Reactive

Do it because I said
SO.....

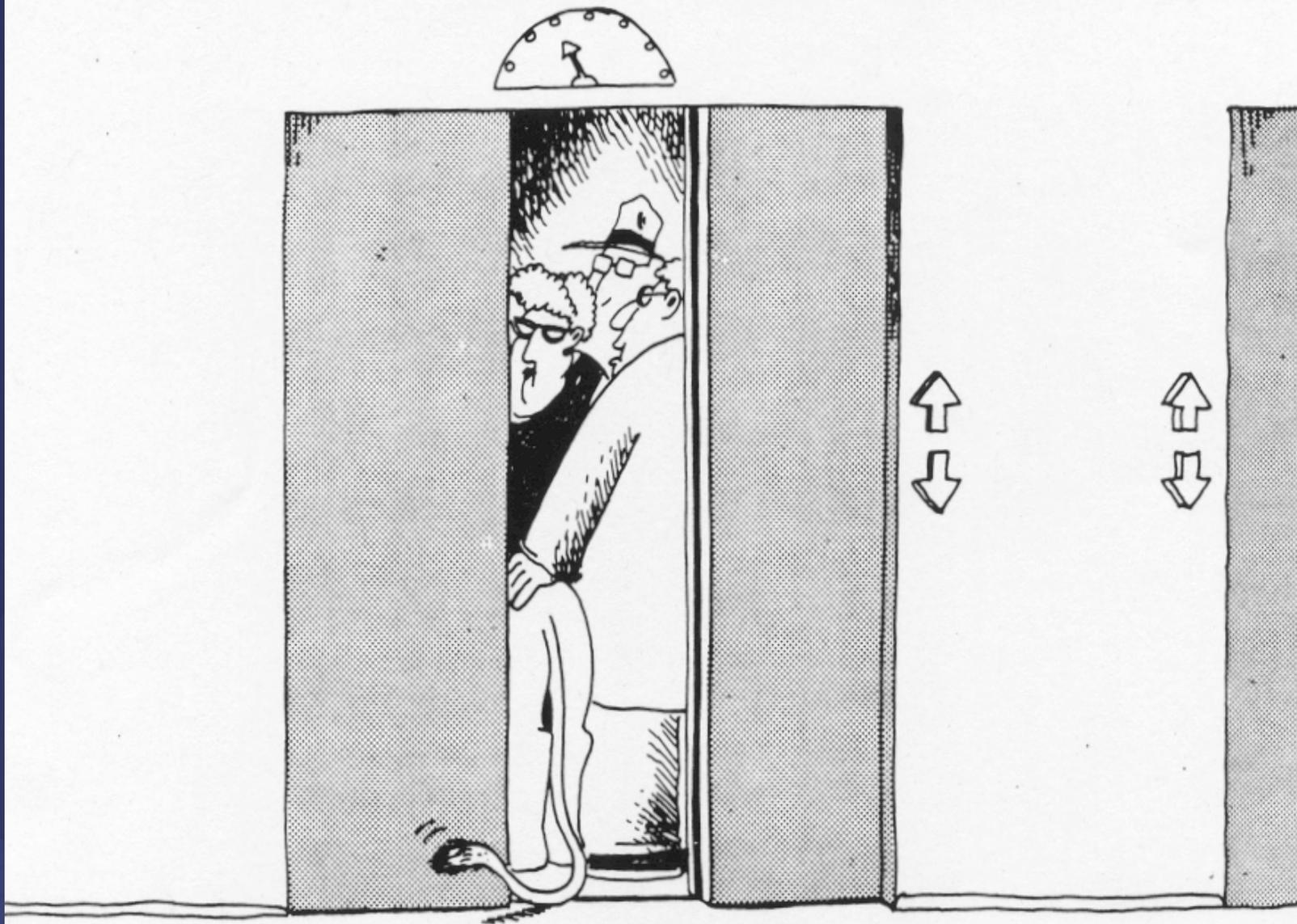
You hear someone
saying:

Do you want a
detention?

Do I need to send you
to the office?

If you don't walk right
down this hallway- I'll
drag you down the
hallway.





"Don't be alarmed folks . . . He's completely harmless unless something startles him."

Positive Behavior Support

Look at the reason behind the target behavior.

We are going to be!

PROACTIVE



Possible Functions

Positive Reinforcement:

Social attention
Access to materials
Sensory Stimulation
Control

Negative Reinforcement:

Escape from:

Activities
People
Sensory
Pain

To Get

To Get Out of

Sit N Fit Disk and Ikea Seat Cushions

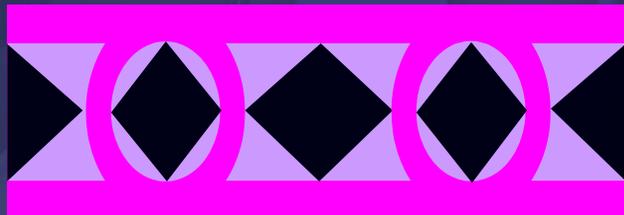


Analyzing Patterns

Under what circumstances or antecedent events is the target behavior most/least likely? **WHEN? WHERE? WHAT? WHO? WHY?**

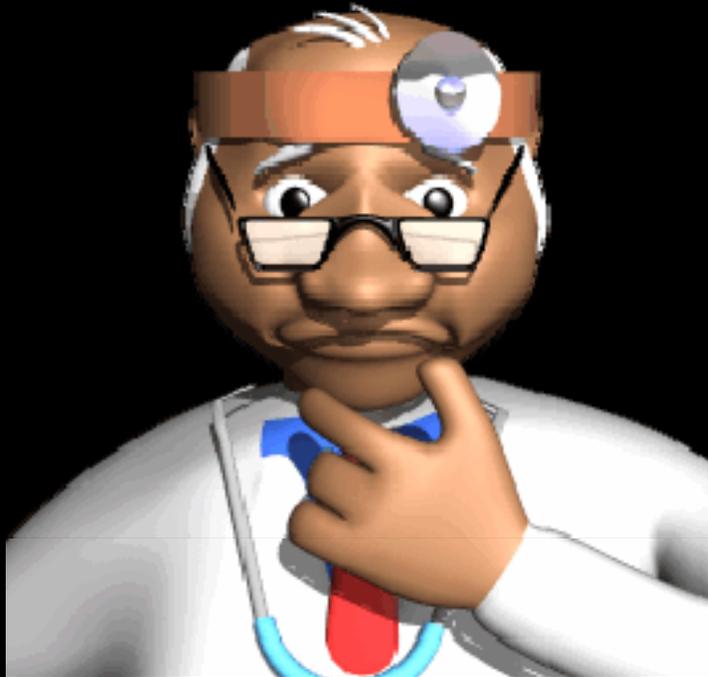
What consequences or results predictably follow the target behavior? **WHAT DO THEY GET? WHAT DO THEY AVOID?**

What broader issues are important influences on behavior?



I know that you believe that you understood what you think I said, but I am not sure you realize that what you heard is not what I meant.

- Robert McCloskey



Other Information:

Times, activities, and individuals when behavior is most or least likely to occur

Conditions that are typically associated before or after the target behavior
Common setting events associated with the behavior

Other behaviors that may occur before or with the target behavior



pages 8-9

When this occurs...
(describe
circumstances/antecedents)

**When we enter Sam's
Club**

2. the child does...
(describe target behavior)

**Ryan emits a loud
vocalization of protest**

3. to get/to avoid...
(describe consequences)

**To escape the smell in
Sam's Club**

Summary Statement



page 9

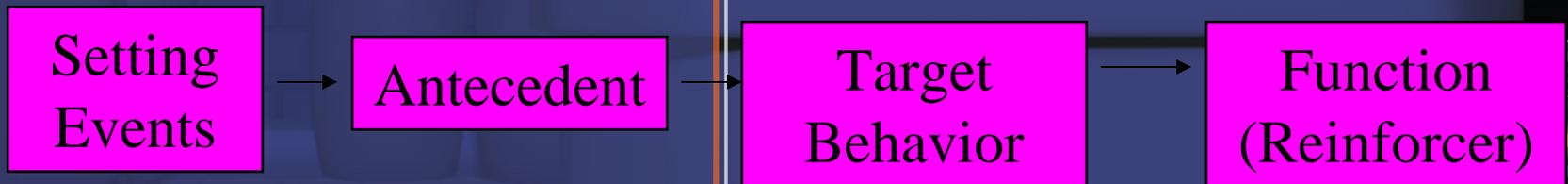
Example Statements:

- 1. When the teacher's attention is withdrawn or focused on another child,
 - 2. Zoe makes noises;**
 - 3. this results in the teacher scolding and moving closer to Zoe.****

- 1. When all the student attention is on the teacher,
 - 2. Terry interrupts the class with comments;**
 - 3. the students laugh at Terry's comments.****

- 1. When Kim finishes work before the rest of the class,
 - 2. Kim scribbles on the desk;**
 - 3. this results in the teacher giving Kim some work to do.****

Summary Statement Model



Summary Statement Model



Setting
Events/Antecedent



Target
Behavior



Function
(Reinforcer)

Behavior Intervention Plan (BIP)



The summary statement is the foundation for a positive and supportive plan.

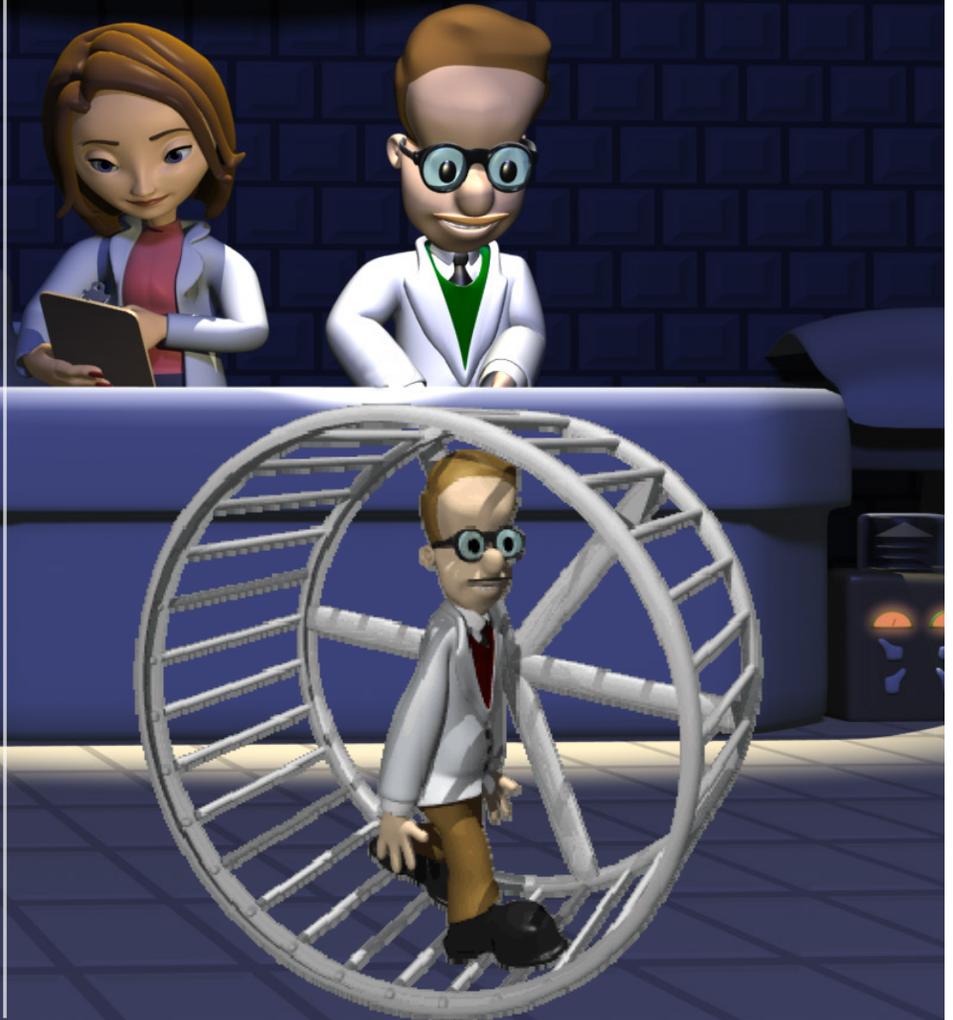
Managing consequences to reinforce desired behaviors and replacement skills

Withhold reinforcement following target behavior

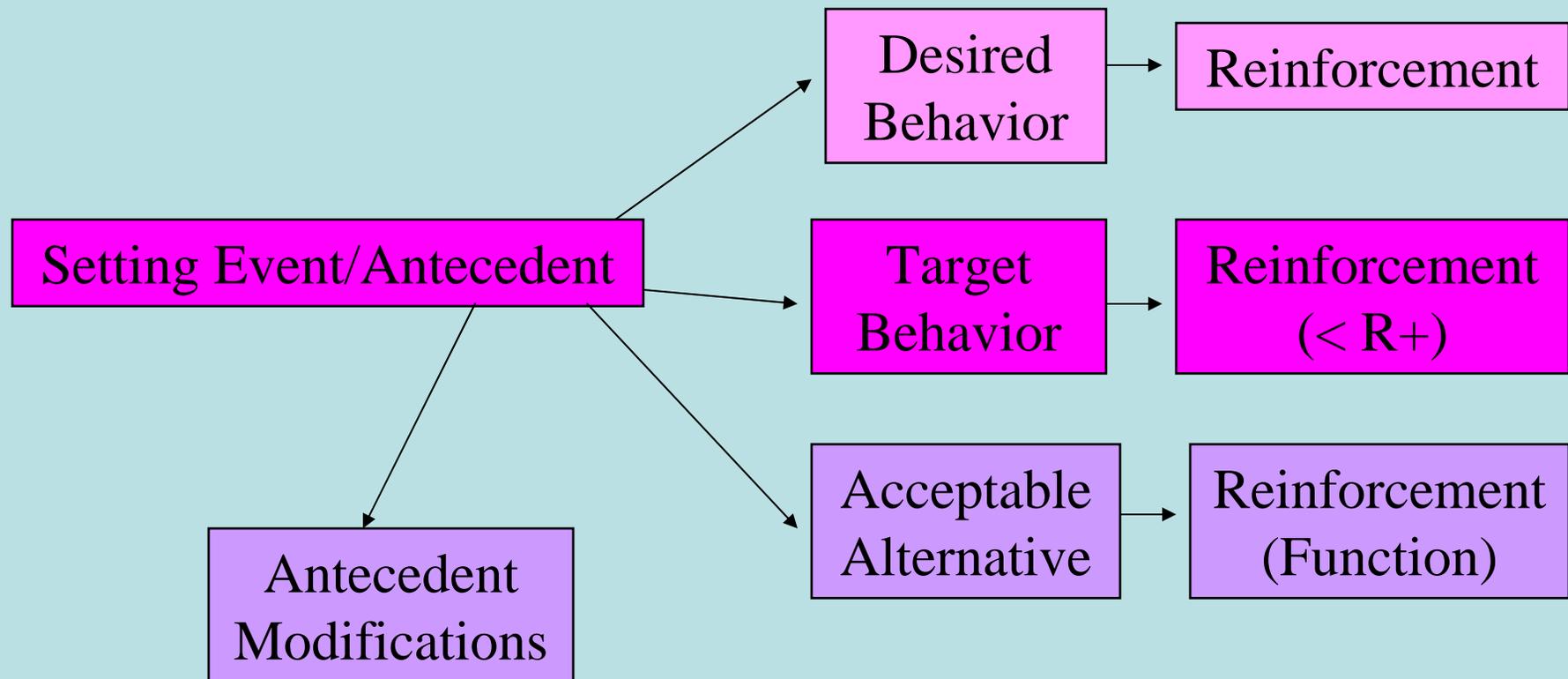
Use of natural, least intrusive consequences that address the identified function

page 10

Effective



Behavioral Intervention Plan Model



Let's Meet Taylor

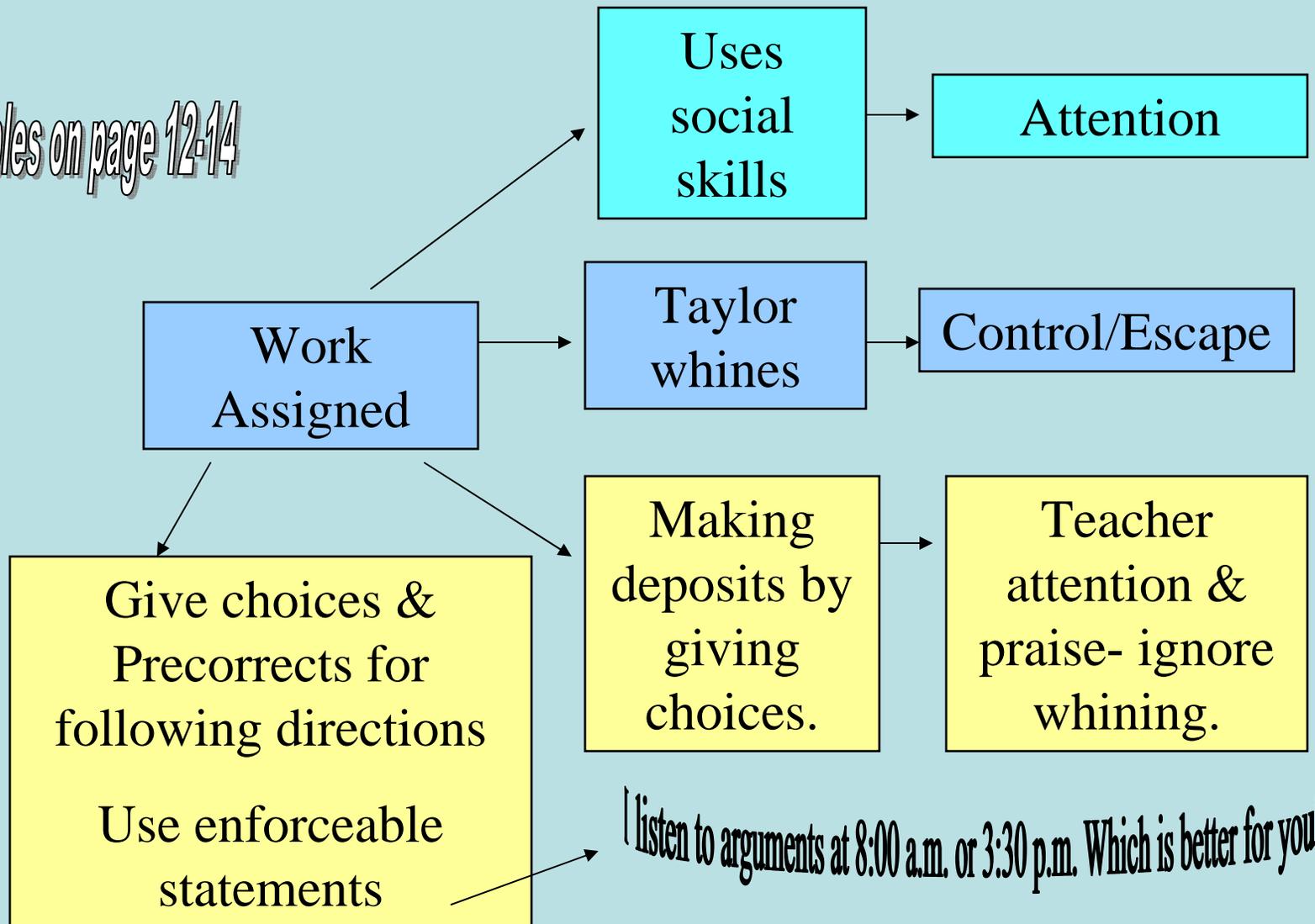
When the teacher gives Taylor work to do, Taylor whines and cries about too much work to do. The whining becomes so disruptive to the class that the teacher tells Taylor to just do some of them. Taylor then does about half of them.



other examples on pages 11-14

Behavioral Intervention Plan Model for Taylor

other examples on page 12-14



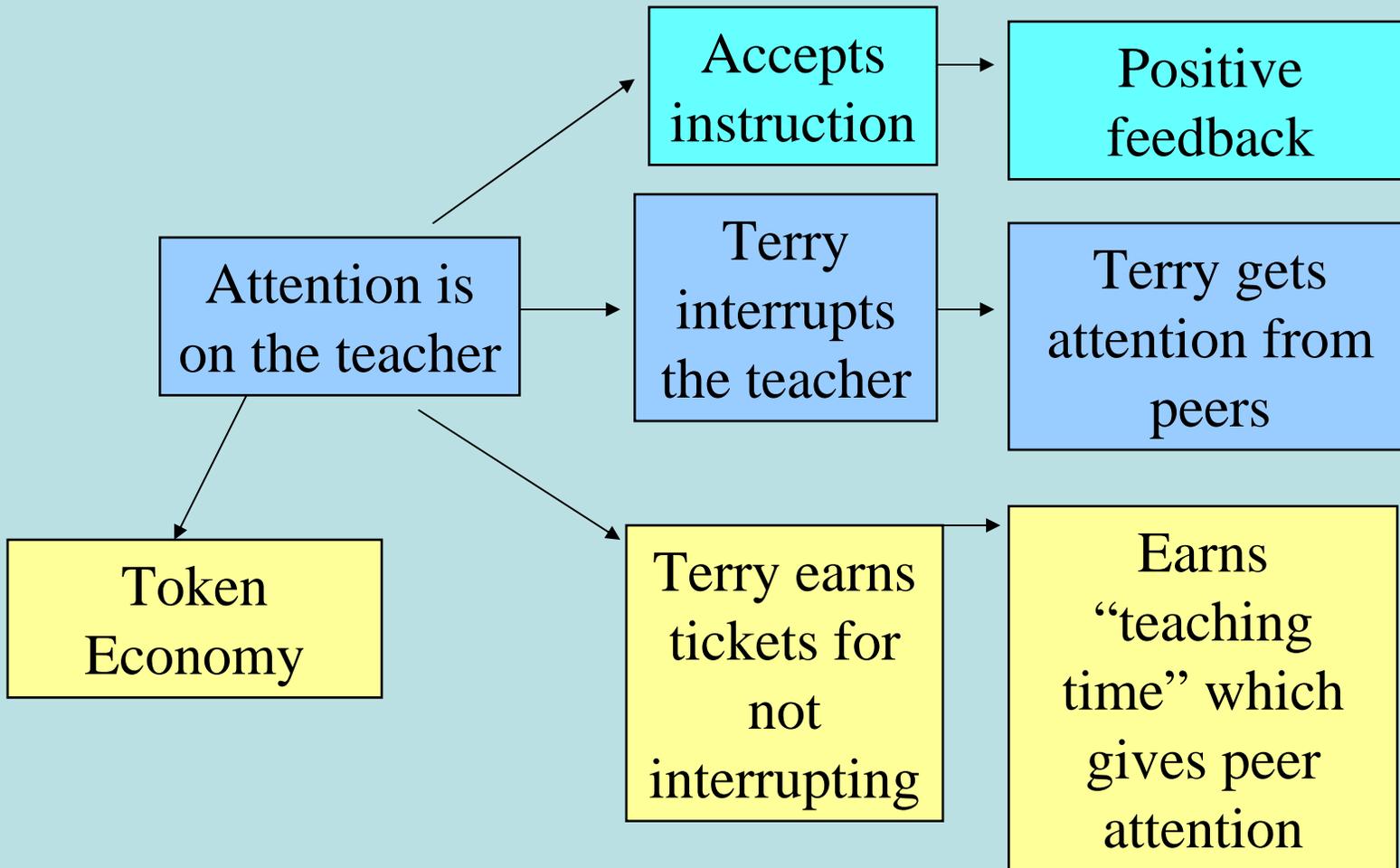
Let's meet Terry

**Terry interrupts the teacher 63 times in a 30-minute period.
Terry frequently receives responses from other students in the class.**



other examples on pages 11-14

Behavioral Intervention Plan Model for Terry



other examples on pages 12-14

Let's Meet Kim.

Kim uses cuss words like they were part of the English Language.

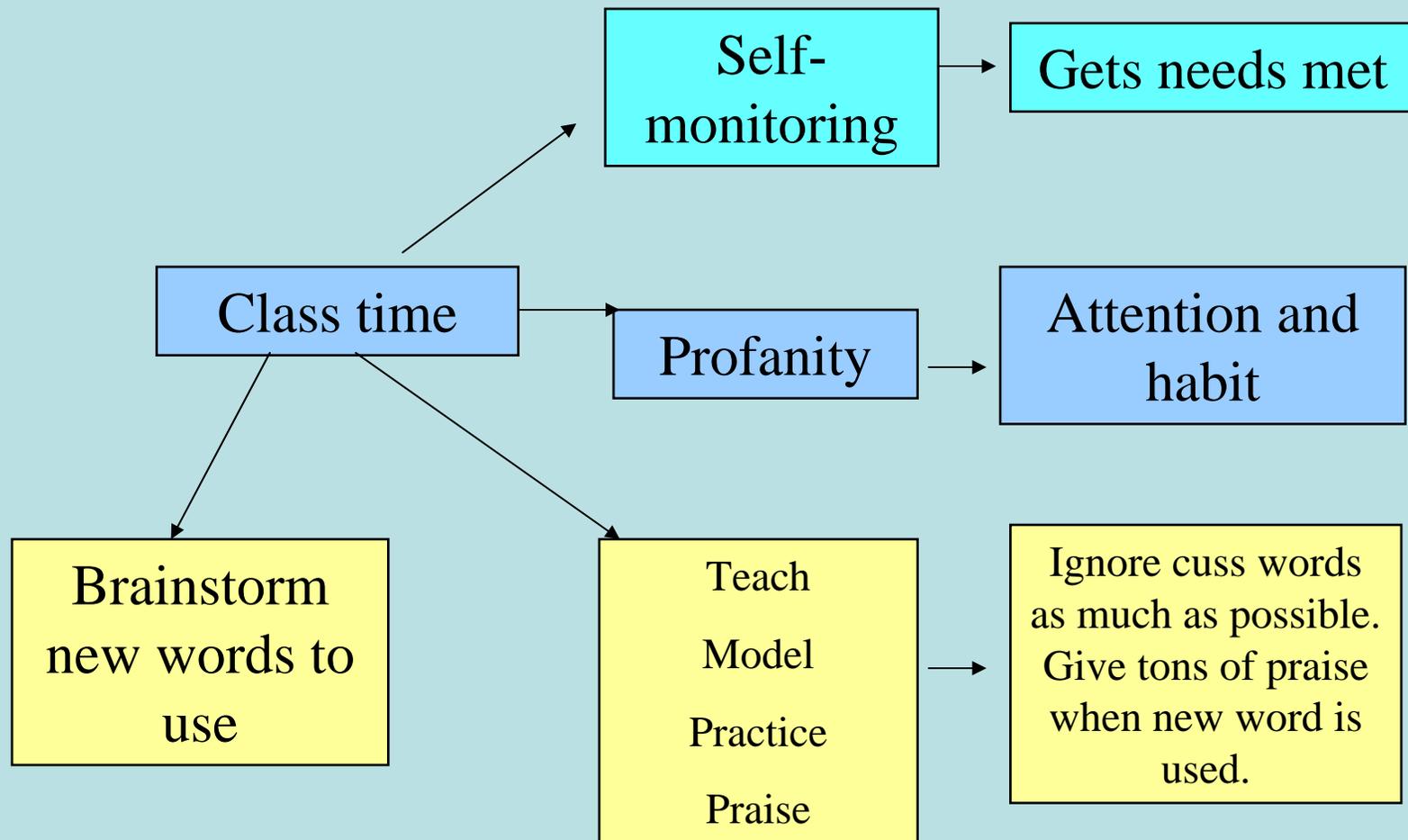
The teacher repeatedly calls attention to this by telling Kim to stop cussing.

The teacher called home and the mom said, "I don't know why Kim uses those d%\$# words."



other examples on pages 11-14

Behavioral Intervention Plan Model for Kim



Self-monitoring

(e.g., the child tracking own performance by logging incidents such as speaking out of turn)

Self-reinforcement

(e.g., taking a break following completion of a specific number of math problems, recruiting praise from an adult for use of a particular social skill)

Self-correction

(e.g., child uses behavioral checklist to evaluate own performance at the end of each class period)

Promoting Self-Management



Crisis Management

If the child's behavior poses a significant risk to self or others, a plan to ensure safety and rapid de-escalation needs to be developed. Crisis plans are reactive, rather than proactive.

Team members may require outside training to implement procedures.



How does the plan align with the goals of the child and support providers?

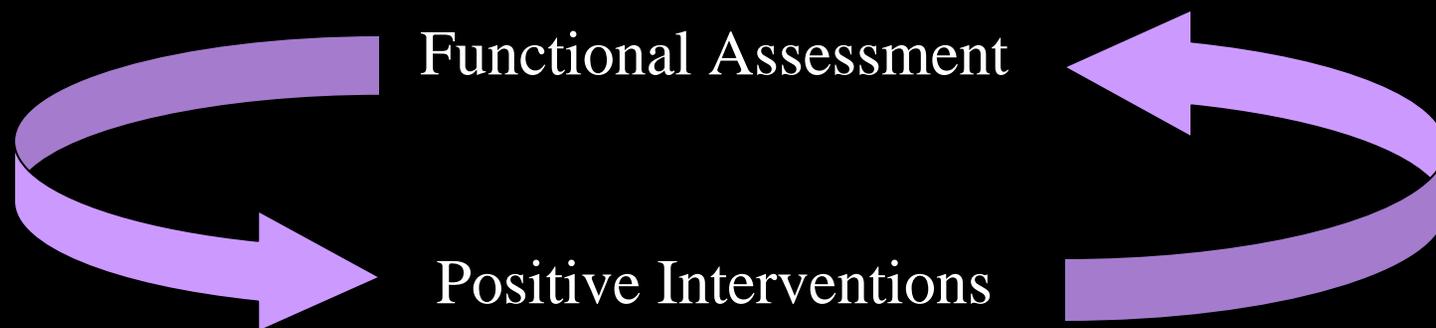
Do the people implementing the plan have the capacity and commitment to do so?

Are the resources needed for the plan available?

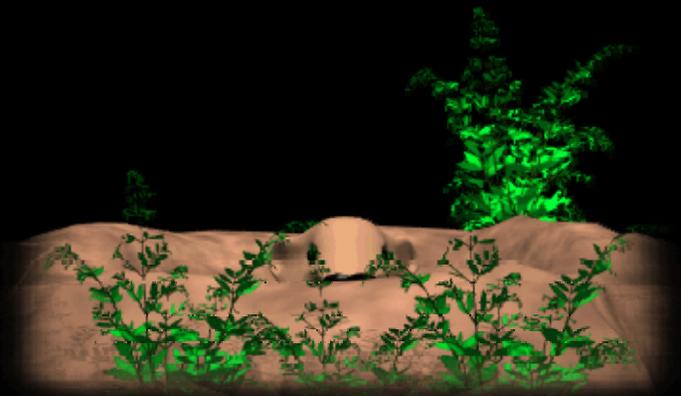
Contextual Fit of Plan



Dynamic Process



Over time, plans will need to be adjusted as the child's needs and circumstances change.



How to form a Behavior Support Team

(Narrated PPT on www.behaviordocor.org)

Planning Guide

Page 16-17



Behavioral Intervention Program
Antecedent, Behavior, Consequence Form

Old ABC Forms

Student: _____

Circle One: Mon Tue Wed Thu Fri Sat Sun
Full day Absent Partial day

Page _1_ _____
Date: _____

Time	Context/Activity	Antecedent/ Setting Events	Identified Target Behaviors	Consequence/Outcome	Student Reaction	Staff Initials
Begin & End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited.	List types of behaviors displayed during incident	What happened in the environment immediately after behavior was exhibited.	How did the student react immediately following the initial consequence being delivered	
8:00-8:30	Reading	Getting out books and starting a new story.	Threw her book across the room and stomped her feet and cried.	Told her to stop.	She didn't stop.	lr
9:00-9:30	Math	Doing multiplication problems.	Yelled out and disrupted the class.	Told her to stop.	She didn't stop.	lr
9:45-10:15	Social Studies	Round Robin Reading	Hit Stephen and then hit Sean.	Sent her to time out.	She cried.	lr

Behavioral Intervention Plan
 Antecedent, Behavior, Consequence

Example

Student: _____

Circle One: Mon Tue Wed Thu Fri
 Full day Absent Partial day: In _____ Out _____

Page _1_____

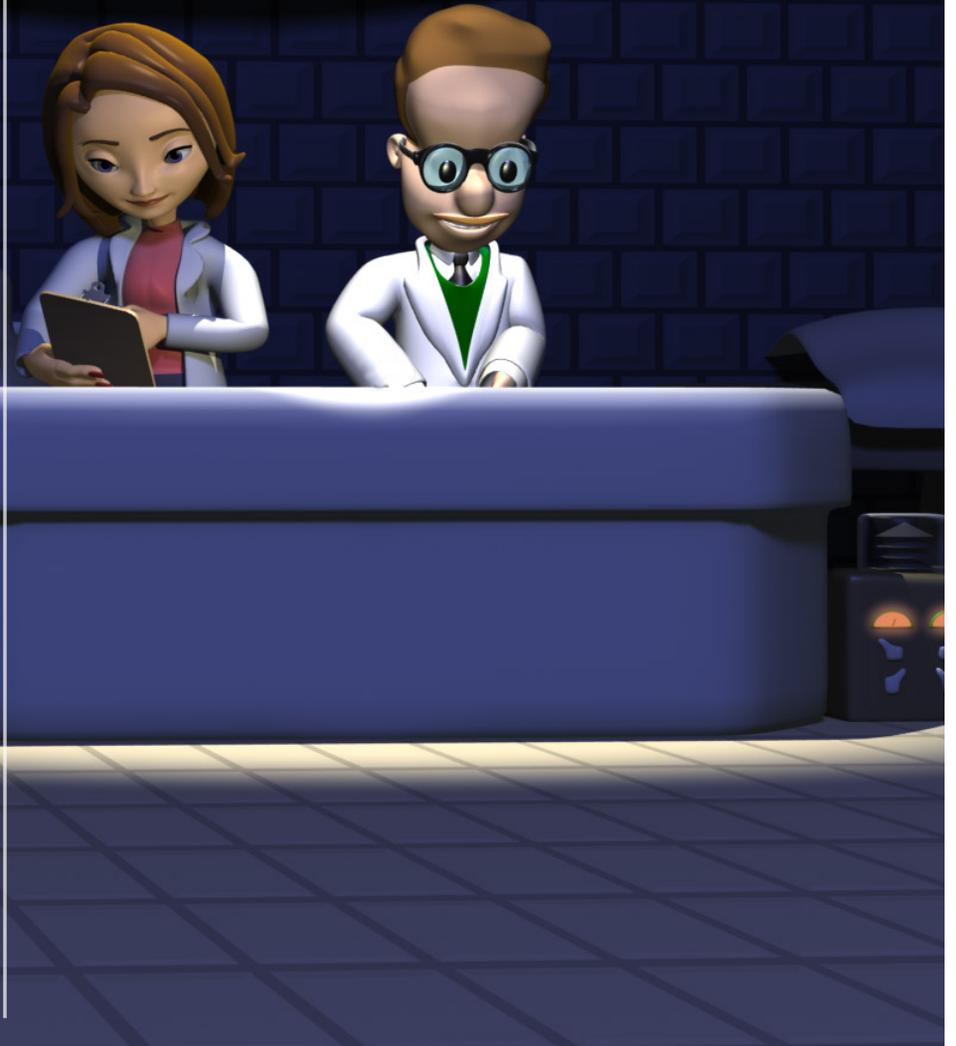
Date: _____

Time	Context/Activity	Antecedent/ Setting Events	Identified Target Behaviors	Consequence/Outcome	Student Reaction	Staff Initials
Begin & End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited.	Key format		How did the student react immediately following the initial consequence being delivered	
KEY	A. Group Time	Key :A. Transition	Key: A. Throwing objects	Key: A. Choice given	Key: A. Stopped	
	B. Individual Time	B. Choice Given	B. Disruptive outburst	B. Redirection	B. Continued	
	C. Reading	C. Redirection	C. Physical Aggression	C. Discussion of Beh.	C. Intensified	
	D. Math	D. Instruction/Directive		D. Personal space given	D. Slept	
	E. Spelling	E. New Task		E. Changed Activity	E. Yelled	
	F. Social Studies	F. Routine Task		F. Peer Attention	F. Cried	
	G. Science	G. Physical Prompts		G. Verbal reprimand	G. Other behavior	
	H. Free Choice	H. Teacher attention to others		H. Physical Prompt	H. Moved away	
I.	I. Lunch	I. told "NO"		I. Time Out	I. Self-stimulation	

Common Entries Form

Page 61 FBA2BIP
Workbook (school)

Page 62 FBA2BIP
Workbook (home)



Behavioral Intervention Program
Antecedent, Behavior, Consequence Form

Example

Student: _____

Circle One: Mon Tue Wed Thurs Fri Sat Sun 1 _____
Full day Absent Partial day: In _____ Date: _____

Time	Context/Activity	Antecedent/ Setting Events	Identified Target Behaviors	Consequence/Outcome	Student Reaction	Staff Initials
Begin & End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited.	List types of behaviors displayed during incident	What happened in the environment immediately after behavior was exhibited?	How did the student react immediately following the initial consequence being delivered	
Focus on 3 behaviors						
	Key: A. Group Time	Key :A. Transition	Key: A. Throwing objects	Key: A. Choice given	Key: A. Stopped	
	B. Individual Time	B. Choice Given	B. Disruptive outburst	B. Redirection	B. Continued	
	C. Reading	C. Redirection	C. Physical Aggression	C. Discussion of Beh.	C. Intensified	
	D. Math	D. Instruction/Directive		D. Personal space given	D. Slept	
	E. Spelling	E. New Task		E. Changed Activity	E. Yelled	
	F. Social Studies	F. Routine Task		F. Peer Attention	F. Cried	
	G. Science	G. Physical Prompts		G. Verbal reprimand	G. Other behavior	
	H. Free Choice	H. Teacher attention to others		H. Physical Prompt	H. Moved away	
I.	I. Lunch	I. told "NO"		I. Time Out	I. Self-stimulation	
J.	J. Outside	J. Close proximity		J.	J.	

beginning

Example

Behavioral Intervention Program
Antecedent, Behavior, Consequence Form

Student: _____

Circle One: Mon Tue Wed Thurs Fri
Full day Absent Partial day: In _____ Out _____

Page 1

Date: 5/5/03

Time	Context/Activity	Antecedent/ Setting Events	Identified Target Behaviors	Consequence/Outcome	Student Reaction	Staff Initials
	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited.	List types of behaviors displayed during incident	What happened in the environment immediately after behavior was exhibited?	How did the student react immediately following the initial consequence being delivered?	
8:17 8:22			B			
	Key: A. Group	Key: A. Transition	Key: A. Throwing objects	Key: A. Choice given	Key: A. Stopped	
	Individual	B. Choice Given	B. Disruptive outburst	B. Redirection	B. Continued	
	Doing	C. Redirection	C. Physical Aggression	C. Discussion of Beh.	C. Intensified	
	D. Math	D. Instruction/Directive	D.	D. Personal space given	D. Slept	
		E. New Task	E.	E. Changed Activity	E. Yelled	
		F. Routine Task	F.	F. Peer Attention	F. Cried	
		G. Physical Prompts	G.	G. Verbal reprimand	G. Other behavior	
	H. Free Choice	H. Teacher attention to others	H.	H. Physical Prompt	H. Moved away	
	I. Lunch	I. told "NO"	I.	I. Time Out	I. Self-stimulation	

ending

Let's Put it to Practice



Meet Scout Radley

Scout Radley

Scout is a sixth grade child with mild intellectual disabilities. Scout has two siblings who attend the nearby high school. Scout's mother works full time and father frequently travels.

Scout's behaviors at school are disruptive outbursts and physical aggression.

Coming home from school, Scout eats everything in sight, leaves things laying all over the house, and argues with siblings most of the evening.

Scout is included in the regular classroom with support services provided.

Scout's Strengths

Strengths:

Scout is comfortable talking in front of the class.

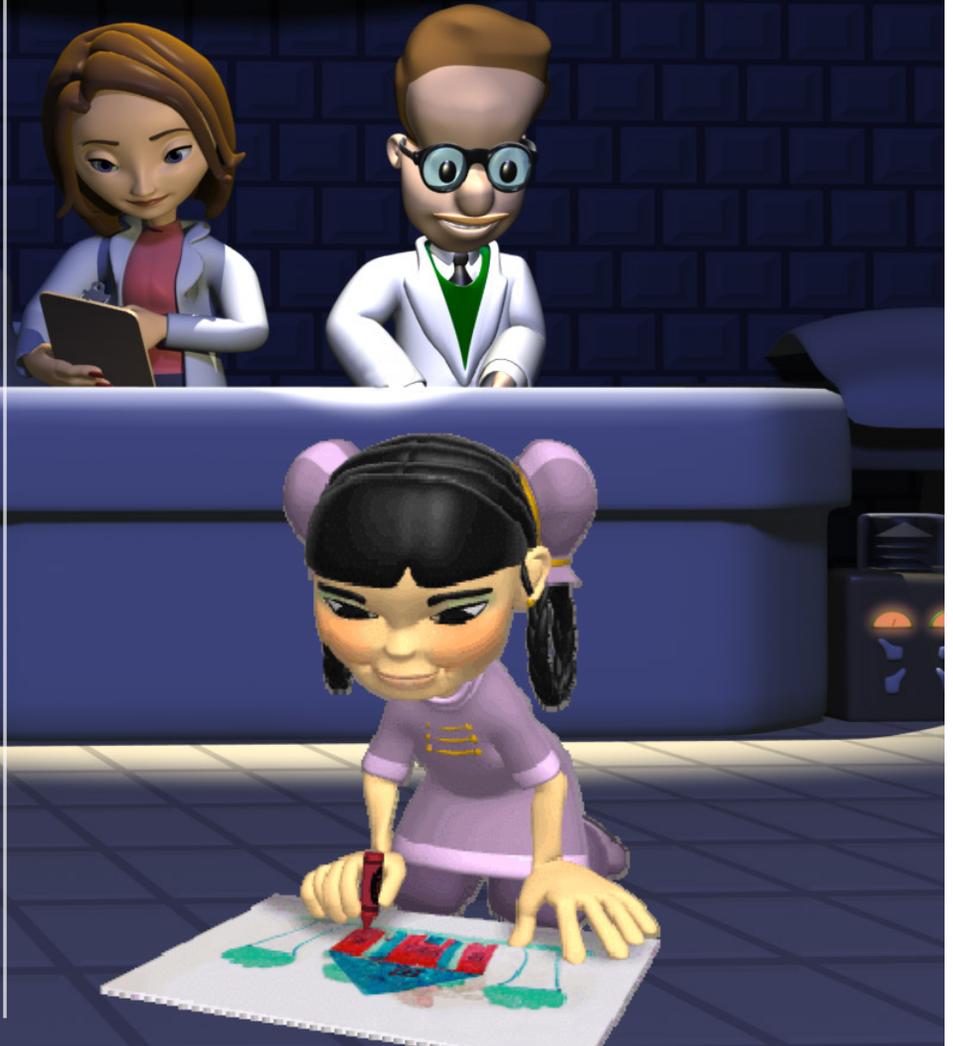
Scout is good at drawing pictures.

Scout has a great supportive family.

Reinforcers:

Scout likes to have conversations with adults.

Scout loves to do word searches.



Scout's Behaviors

Throwing Objects

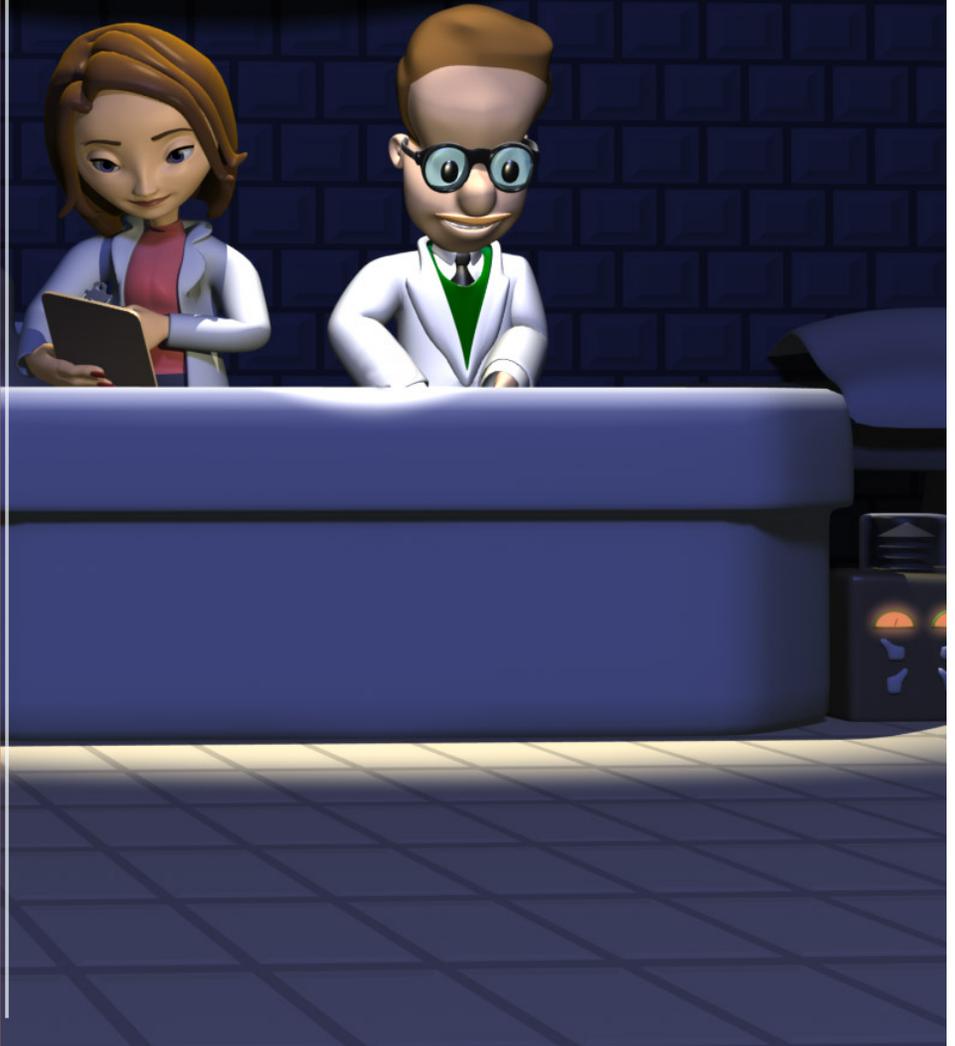
A physical object leaves Scout's hands and lands at least six inches from Scout.

Disruptive Outburst

A loud verbal sound or words that come from Scout that disturbs the learning environment.

Physical Aggression

Any part of Scout's body comes in contact with another person with force.



Behavioral Intervention Program
Antecedent, Behavior, Consequence Form

Student: Scout

Circle One: Mon Tue Wed Thurs Fri
Full day Absent Partial day: In _____ Out _____

Page 1
Date: 5/1/03

Time	Context/Activity	Antecedent/ Setting Events	Identified Target Behaviors	Consequence/Outcome	Student Reaction	Staff Initials
Begin & End	The student's environmental surroundings (people, places, events)	Describe exactly what occurred in the environment just before targeted behavior was exhibited.	List types of behaviors displayed during incident	What happened in the environment immediately after behavior was exhibited?	How did the student react immediately following the initial consequence being delivered	
8:30-8:39	A	A	B	B	B	LR
9:00-9:22	C	E	C	I	A	TP
12:15-12:27	I	H	A	C	A	LR
3:15-3:30	A	A	B	B	B	TP
	Key:A.Group Time	Key:A. Transition	Key:A. Throwing objects	Key:A. Choice given	Key:A. Stopped	
	B. Individual Time	B. Choice Given	B. Disruptive outburst	B. Redirection	B. Continued	
	C. Reading	C. Redirection	C. Physical Aggression	C. Discussion of Beh.	C. Intensified	
	D. Math	D. Instruction/Directive	D.	D. Personal space given	D. Slept	
	E. Spelling	E. New Task	E.	E. Changed Activity	E. Yelled	
	F. Social Studies	F. Routine Task	F.	F. Peer Attention	F. Cried	
	G. Science	G. Physical Prompts	G.	G. Verbal reprimand	G. Other behavior	
	H. Free Choice	H. Teacher attention to	H.	H. Physical Prompt	H. Moved away	

58 OUT OF 420 MIN = 14%

Data Analysis

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Date: _____ IMPORTANT _____

Team Members _____ IMPORTANT _____

Days of Data _____ 10 _____

For this example we have 10 days of data. You might have more or less.

Total Number of Incidents: _____ 32 _____

Count the number of incidents for all the days of data collection.

Average Number of Incidents Daily: _____ 3.2 _____

Take total incidents divided by number of days you collected data

Average length of time engaged in target behavior _____ 12 min. _____

Take total number of minutes of target behavior and divide by number of incidents.

$379/32=$ **11.84**

% of day engaged in behavior: _____ 9% _____

Add up the total minutes of target behavior and divide by total number of available minutes for the data recording time.

$379/4200 \text{ minutes} * 100=$ **9.02**

Behavior Analysis

Your schedule would be tailored to your day.



<i>TIME OF DAY</i>	<i>Tally</i>	<i>Ratio</i>	<i>% INVOLVED</i>
8:00-8:29			
8:30-8:59	1	x/32	X%
9:00-9:29			
9:30-9:59			
10:00-10:29			
10:30-10:59			
11:00-11:29			
11:30-11:59			
12:00-12:29			
12:30-12:59			
1:00-1:29			
1:30-1:59			
2:00-2:29			
2:30-2:59			
3:00-3:30			

Behavior Analysis

TIME OF DAY	Tally	Ratio	% INVOLVED
8:00-8:29		0/32	0%
8:30-8:59	111111	6/32	19%
9:00-9:29	111111	6/32	19%
9:30-9:59		0/32	0%
10:00-10:29	1	1/32	3%
10:30-10:59		0/32	0%
11:00-11:29		0/32	0%
11:30-11:59		0/32	0%
12:00-12:29	11111	5/32	16%
12:30-12:59	1	1/32	3%
1:00-1:29	1111	4/32	13%
1:30-1:59		0/32	0%
2:00-2:29	1	1/32	3%
2:30-2:59		0/32	0%
3:00-3:30	11111111	8/32	25%

DAY OF WEEK	Tally	AVERAGE INCIDENTS PER DAY
MONDAY (2)		Divide total by 2
TUESDAY (2)		
WEDNESDAY (2)		
THURSDAY (2)		
FRIDAY (2)		

You might have 3 Mondays and 1 Friday or some other combination. You add up the total tallies and divide by the number of each day of the week that you collected data. For this example there are 2 of each.

Behavior Analysis

<i>DAY OF WEEK</i>	<i>Tally</i>	<i>AVERAGE INCIDENTS PER DAY</i>
<i>MONDAY</i>	<i>11111</i> <i>11111</i> <i>1</i>	<i>5.5</i>
<i>TUESDAY</i>	<i>111</i>	<i>1.5</i>
<i>WEDNESDAY</i>	<i>111</i>	<i>1.5</i>
<i>THURSDAY</i>	<i>11111</i> <i>1</i>	<i>3.0</i>
<i>FRIDAY</i>	<i>11111</i> <i>1111</i>	<i>4.5</i>

Behavior Analysis

<i>CONTEXT</i>	<i>Letter</i>	<i>Tally</i>	<i>Ratio</i>	<i>% Involved</i>
<i>Group Time</i>	<i>a</i>	<i>111</i>	<i>x/32</i>	<i>x%</i>
<i>Individual Time</i>	<i>b</i>			
<i>Reading</i>	<i>c</i>			
<i>Math</i>	<i>d</i>			
<i>Spelling</i>	<i>e</i>			
<i>Social Studies</i>	<i>f</i>			
<i>Science</i>	<i>g</i>			
<i>Home Room</i>	<i>h</i>			
<i>Lunch</i>	<i>i</i>			
<i>Outside</i>	<i>j</i>			

Behavior Analysis

<i>CONTEXT</i>	<i>Letter</i>	<i>Tally</i>	<i>Ratio</i>	<i>% Involved</i>
Group Time	a	111111111111 111	14/32	44%
Individual Time	b			
Reading	c	111111	6/32	
Math	d	11111	5/32	
Spelling	e	1	1/32	
Social Studies	f			
Science	g			
Home Room	h			
Lunch	i	111111	6/32	19%
Outside	j			

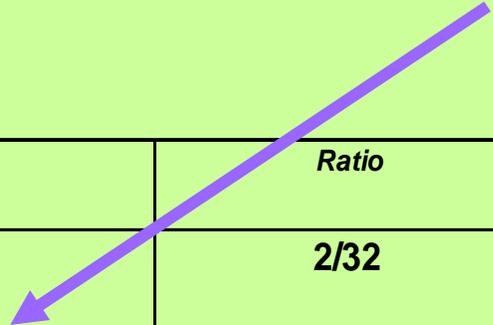
38 %

Behaviors

<i>BEHAVIORS</i>		<i>Tally</i>	<i>Ratio</i>	<i>% INVOLVED</i>
<i>Throwing Objects</i>	<i>A</i>			
<i>Disruptive Outbursts</i>	<i>B</i>			
<i>Physical Aggression</i>	<i>C</i>			

Behavior Analysis

Not enough incidents to measure



<i>BEHAVIORS</i>	<i>Tally</i>	<i>Ratio</i>	<i>% INVOLVED</i>
Throwing Objects	11	2/32	6%
Disruptive Outburst	111111111111111111 111	20/32	63%
Physical Aggression	1111111111	10/32	31%

Behavior Analysis

ANTECEDENTS	Letter	Tal ly	Ratio	% INVOLVED
<i>Transition</i>	<i>A</i>			
<i>Choice Given</i>	<i>B</i>			
<i>Redirection</i>	<i>C</i>			
<i>Instruction/Directive</i>	<i>D</i>			
<i>New Task</i>	<i>E</i>			
<i>Routine Task</i>	<i>F</i>			
<i>Physical Prompts</i>	<i>G</i>			
<i>Teacher Attention to others</i>	<i>H</i>			
<i>Told "NO"</i>	<i>I</i>			
<i>Close Proximity</i>	<i>J</i>			
<i>Interaction</i>	<i>K</i>			

Behavior Analysis

ANTECEDENTS	Letter	Tally	Ratio	% INVOLVED
Transition	A	1111111111 1111	14/32	44%
Choice Given	B			
Redirection	C			
Instruction/Directive	D	111	3/32	9%
New Task	E	11111111	8/32	25%
Routine Task	F			
Physical Prompts	G			
Teacher Attention to others	H	1111111	7/32	22%
Told "NO"	I			
Close Proximity	J			
Interaction	K			

ANTECEDENTS	Letter	<i>Throwing Objects (A)</i>	<i>Disruptive Outburst (B)</i>	<i>Physical Aggression (c)</i>
<i>Transition</i>	<i>A</i>		<i>11</i>	
<i>Choice Given</i>	<i>B</i>			
<i>Redirection</i>	<i>C</i>			
<i>Instruction/Di rective</i>	<i>D</i>			
<i>New Task</i>	<i>E</i>			<i>1</i>
<i>Routine Task</i>	<i>F</i>			
<i>Physical Prompts</i>	<i>G</i>			
<i>Teacher Attention to others</i>	<i>H</i>	<i>1</i>		
<i>Told “NO”</i>	<i>I</i>			
<i>Close Proximity</i>	<i>J</i>			
<i>Interaction</i>	<i>K</i>			

So if you have a transition antecedent and a disruptive outburst you would mark it in the “A” row in the “B” column.

Behavior Analysis

ANTECEDENTS	Letter	Throwing Objects	Disruptive Outbursts	Physical Aggression
Transition	A		1111111111111111 (14)	
Choice Given	B			
Redirection	C			
Instruction/Directive	D			111(3)
New Task	E		1 (1)	1111111 (7)
Routine Task	F			
Physical Prompts	G			
Teacher Attention to others	H	11 (2)	11111 (5)	
Told "NO"	I			
Close Proximity	J			
Interaction	K			

<i>CONSEQUENCES</i>	<i>Letter</i>	<i>Throwing Objects (A)</i>	<i>Disruptive Outburst (B)</i>	<i>Physical Aggression (c)</i>
Choice Given	A			
Redirection	B		11	
Discussion	C	1		
Personal Space Given	D			
Changed Activity	E			
Peer Attention	F			
Verbal Reprimand	G			
Physical Prompt	H			
Time Out	I			1

Just like the last one. Graph row + column.

Behavior Analysis

<i>CONSEQUENCES</i>	<i>Letter</i>	<i>Throwing Objects (A)</i>	<i>Disruptive Outburst (B)</i>	<i>Physical Aggression (c)</i>
Choice Given	A		111111 (6)	
Redirection	B		11111111 (8)	
Discussion	C	1 (1)	111 (3)	
Personal Space Given	D			
Changed Activity	E		11 (2)	
Peer Attention	F	1 (1)	1 (1)	
Verbal Reprimand	G			
Physical Prompt	H			
Time Out	I			1111111111 (10)

Tally the consequence and the student reaction. Then divide the number of stopped by the total number of behaviors.

CONSEQUENCE	Letter	Tally	STUDENT REACTION		% Effective
			Stopped	Continued	
Choice Given	A				
Redirection	B	11		11	100%
Discussion	C	1	1		0%
Personal Space Given	D				
Changed Activity	E				
Peer Attention	F				
Verbal Reprimand	G				
Physical Prompt	H				
Time Out					

Example

Divide the stopped by the total tallies.

Behavior Analysis

CONSEQUENCE	Letter	Tally	STUDENT REACTION		% Effective
			Stopped	Continued	
<i>Choice Given</i>	<i>A</i>	111111 (6)	11111 (5)	1 (1)	83%
<i>Redirection</i>	<i>B</i>	11111111 (8)	111 (3)	11111 (5)	38%
<i>Discussion</i>	<i>C</i>	1111 (4)	11 (2)	11 (2)	50%
<i>Personal Space Given</i>	<i>D</i>				
<i>Changed Activity</i>	<i>E</i>	11 (2)		11 (2)	0%
<i>Peer Attention</i>	<i>F</i>	11 (2)		11 (2)	0%
<i>Verbal Reprimand</i>	<i>G</i>				
<i>Physical Prompt</i>	<i>H</i>				
<i>Time Out</i>	<i>I</i>	1111111111 (10)	11111 (5)	11111 (5)	50%

Summary Statement

1. When this occurs...

(describe circumstances/antecedents)

When Scout has _____

2. the child does...

(describe target behavior)

Scout has a disruptive outburst

3. to get/to avoid...

(describe consequences)

To _____



Summary Statement

1. When this occurs...
(describe circumstances/antecedents)

When Scout has _____

2. the child does...
(describe target behavior)

Scout shows physical aggression

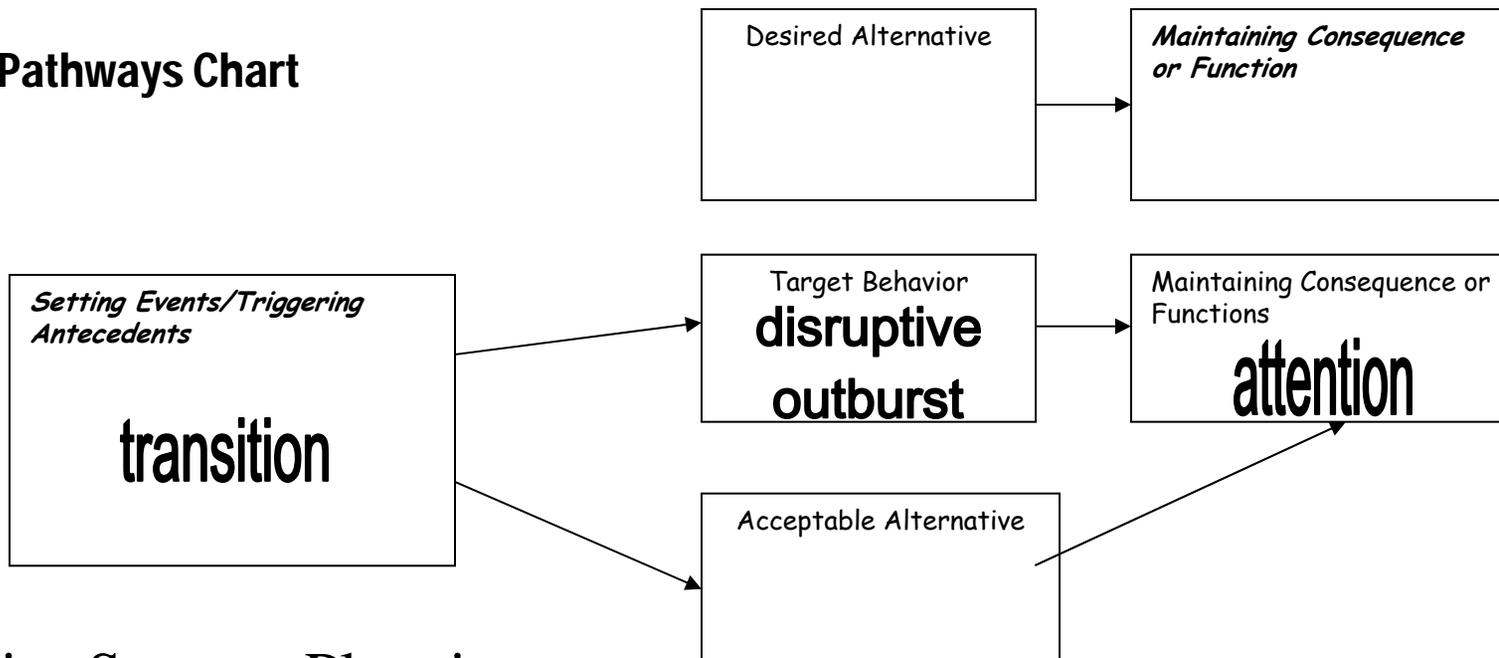
3. to get/to avoid...
(describe consequences)

To _____



Competing Pathways Chart

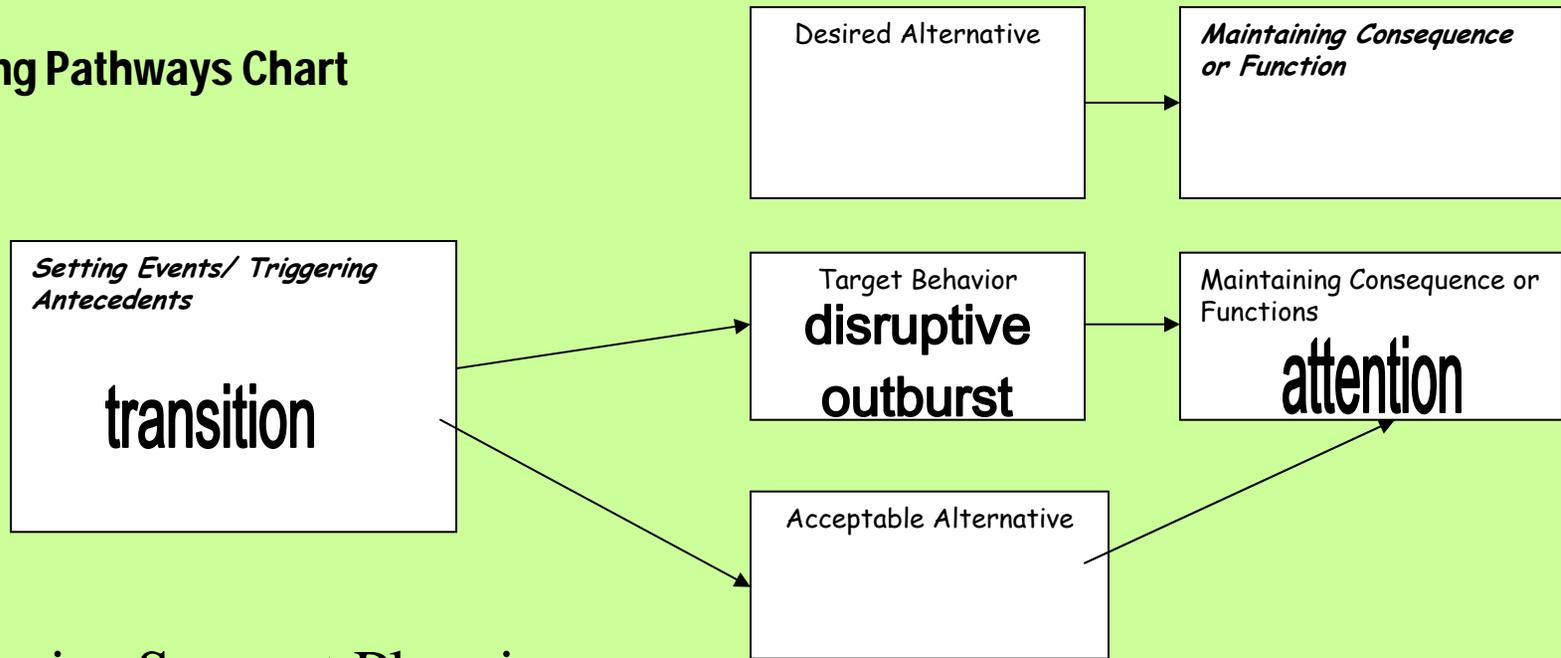
Page 47



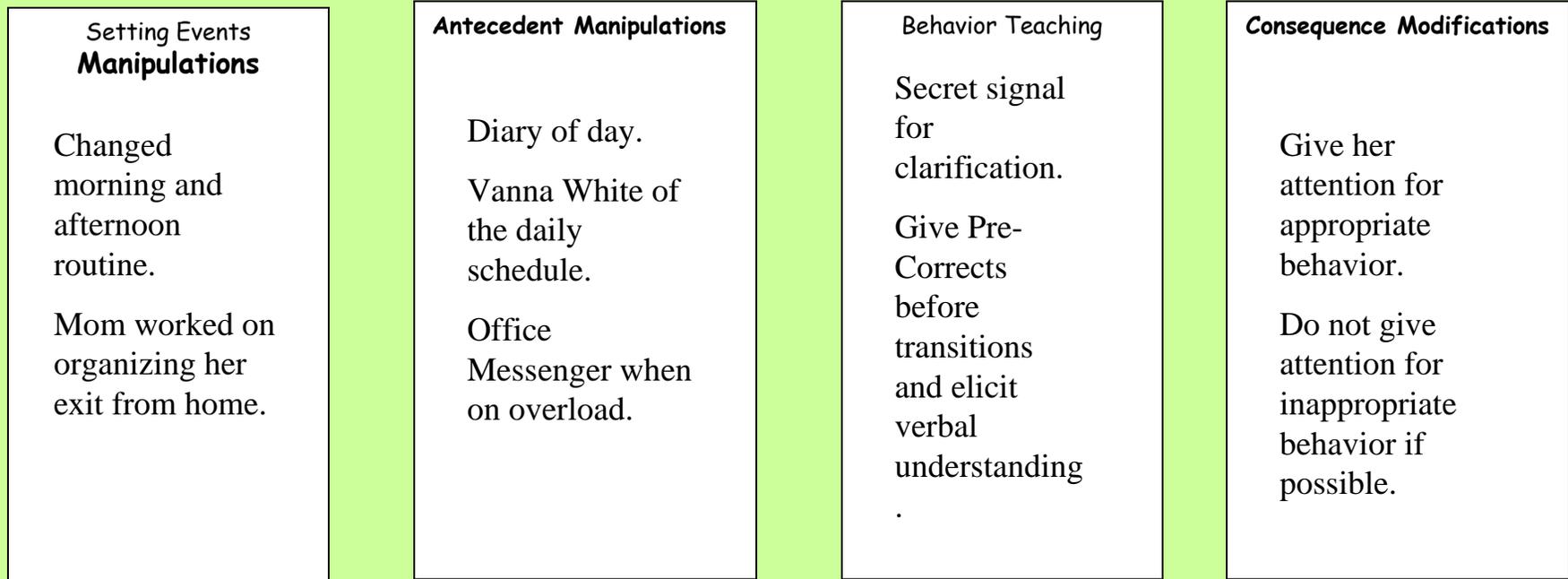
Behavior Support Planning

<p>Setting Events Modifications</p>	<p>Antecedent Modifications</p>	<p>Behavior Teaching</p>	<p>Consequence Modifications</p>
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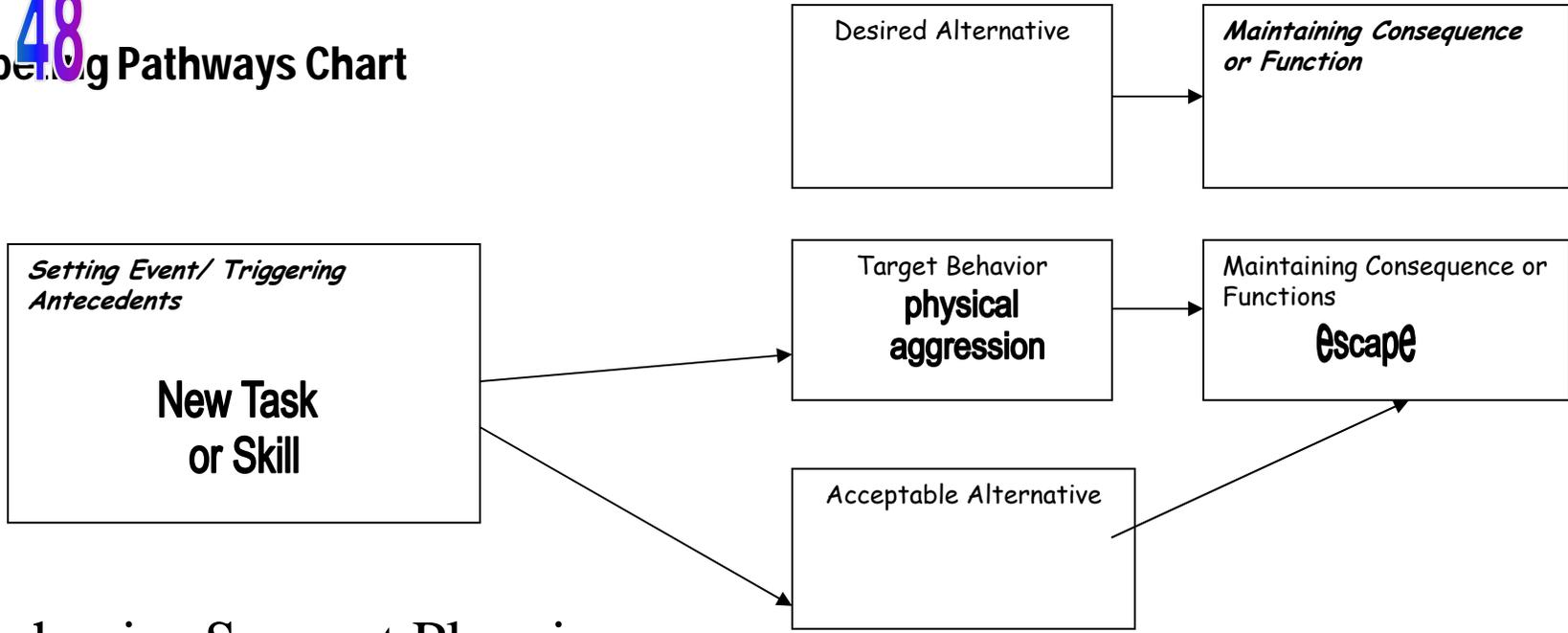
Competing Pathways Chart



Behavior Support Planning



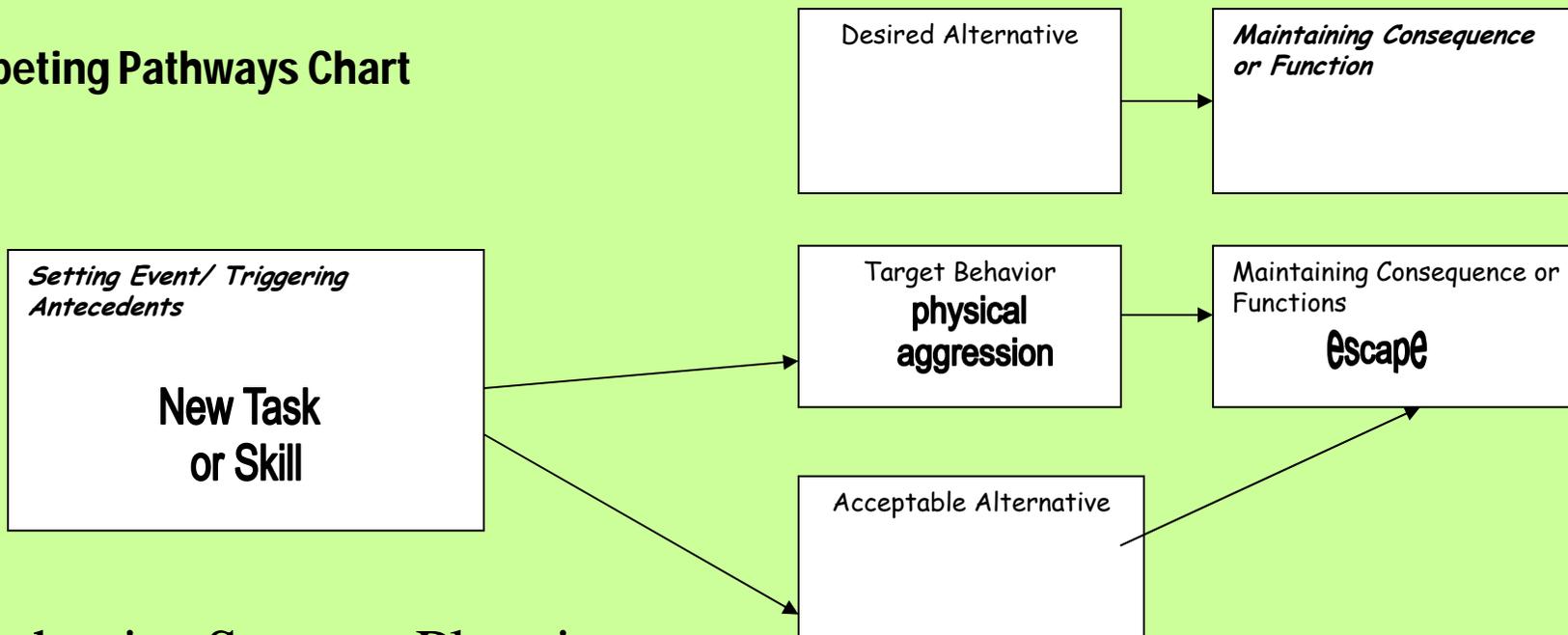
Behavior Pathways Chart



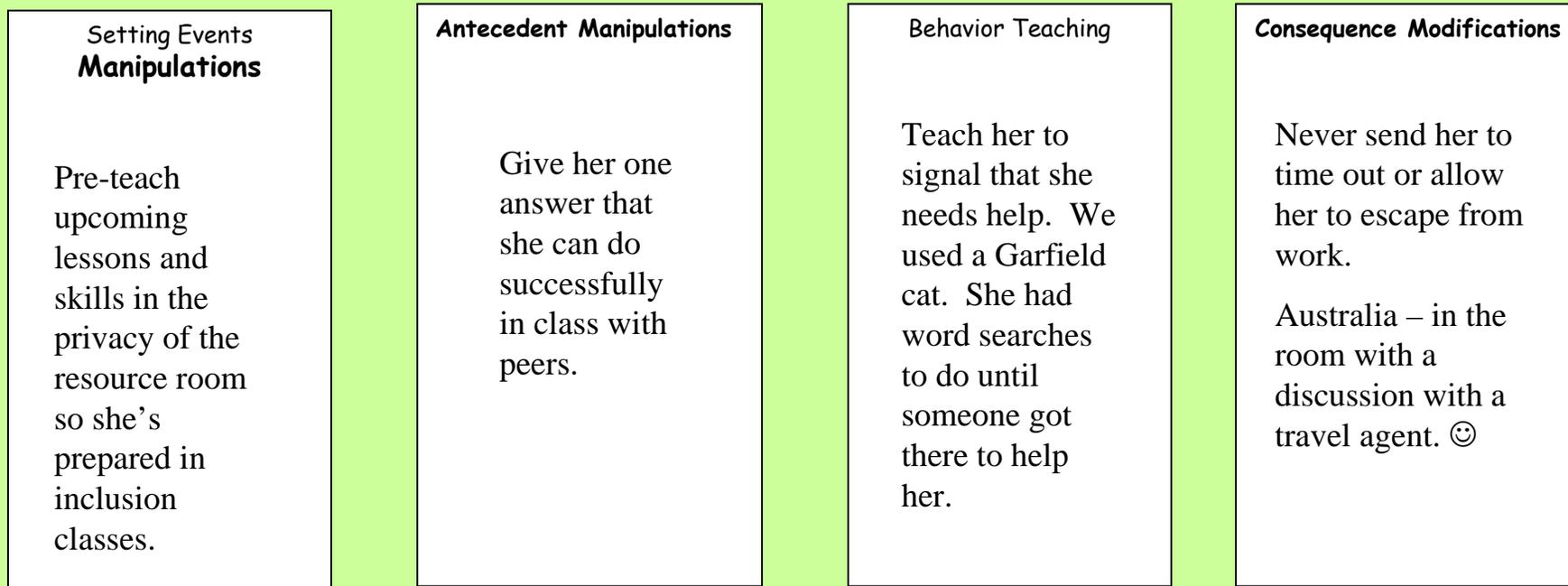
Behavior Support Planning

Setting Events Manipulations	Antecedent Manipulations	Behavior Teaching	Consequence Modifications

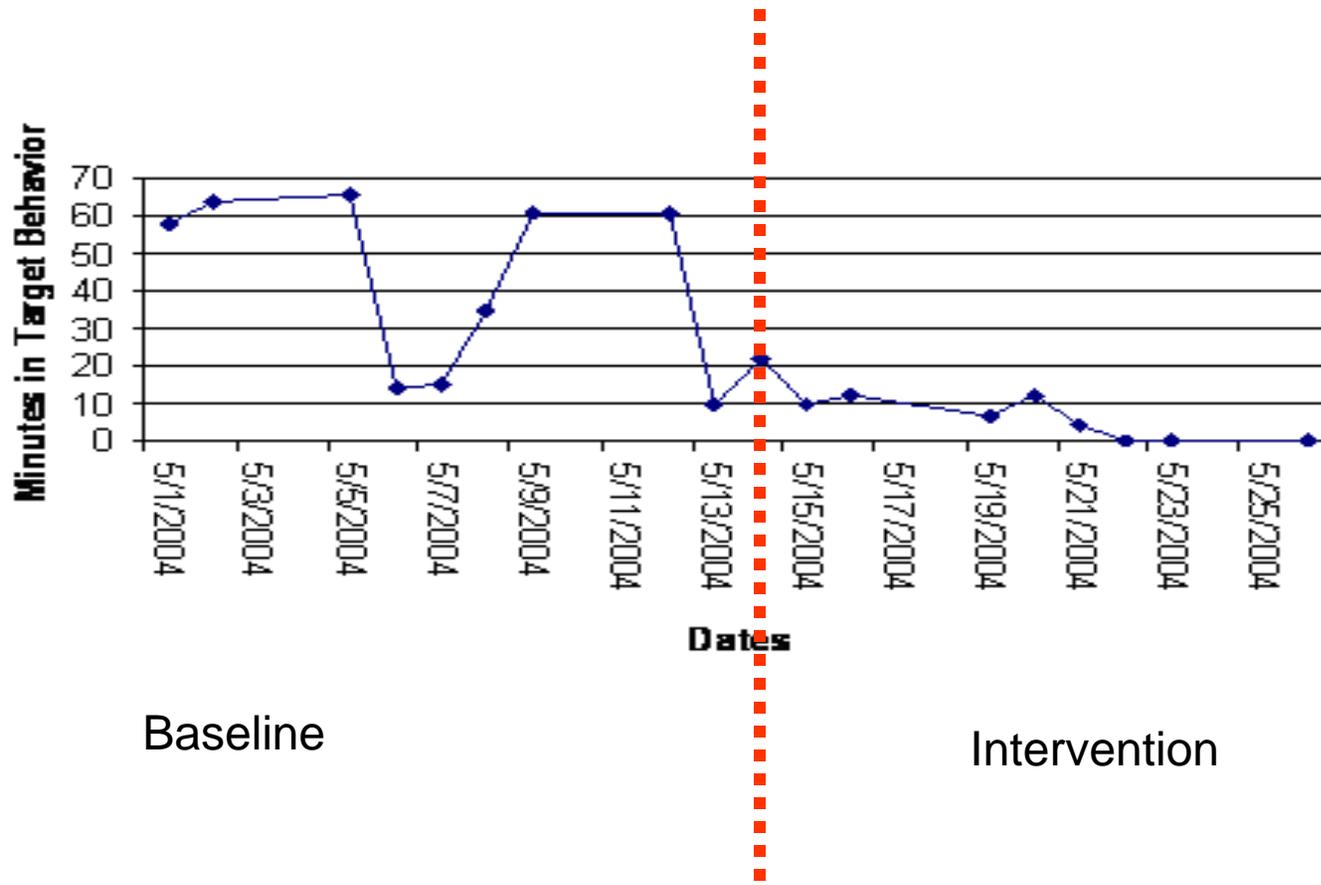
Competing Pathways Chart



Behavior Support Planning



Baseline



FBA TOOL

FBA Tool Online

Page 50-52



NEW!!!!

Check out page: 71

Check out page: 84

Check out page: 86



Student:						
----------	--	--	--	--	--	--

Circle AM or PM (Use two sheets for a 24 h

8:00	8:30	9:00 B	9:30	10:00	B :30	H :00
8:01	8:31	9:01	9:31	10:01	10:31	11:01
8:02 B	8:32	9:02	9:32	H :02	10:32	11:02
8:03	8:33	9:03	9:33	10:03	10:33	11:03
8:04	8:34	9:04	9:34	10:04	10:34	11:04

B = biting

H = hitting

Formula for Baseline

$$I-B/B = D * 100$$

Intervention Frequency = 3 times per day

Baseline Frequency = 34 times per day

$$3-34 = -31$$

$$-31/34 = .91176$$

$$.91 * 100 =$$

91% **D**ecrease in Behavior

Duration Recording Data Sheet

Individual: Barry Woods

Observer: F. Scott

Behavior: humming

Initiation: 9:15 Termination: 12:30

Date	Activity	(start)	(stop)	Duration of	Comments
<i>12/5</i>	<i>Reading</i>	<i>9:17</i>	<i>9:29</i>	<i>12 min</i>	<i>ignored</i>
<i>12/5</i>	<i>Math</i>	<i>10:15</i>	<i>10:16</i>	<i>1 min</i>	<i>Gave evil eye</i>
<i>12/5</i>	<i>Soc. Studies</i>	<i>12:17</i>	<i>12:18</i>	<i>1 min</i>	<i>Gave secret signal to stop</i>

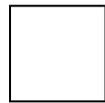
Clarice- Poking Eyes- Data collected from 8:15-3:30

Date	Activity	(start)	(stop)	How many occurrences happened during this time frame?	Comments
<i>12/1</i>	<i>reading</i>	<i>8:17</i>	<i>8:37</i>	<i>22</i>	<i>Using basal reader</i>
<i>12/1</i>	<i>PE</i>	<i>8:40</i>	<i>9:10</i>	<i>0</i>	<i>Playing basketball</i>
<i>12/1</i>	<i>Social studies</i>	<i>9:20</i>	<i>9:50</i>	<i>24</i>	<i>Reading from book</i>
<i>12/1</i>	<i>Math</i>	<i>9:50</i>	<i>10:30</i>	<i>0</i>	<i>Game at board</i>

Self-Injurious Behavior- pulling hair

Time	Setting	What did the staff or students do in relation to the behavior?	What did the student do as a result of what the adult or peers did in relation to the behavior?	Notes about what happened
<i>9:15-9:45</i>	<i>Work time</i>	<i>Blocked with hand</i>	<i>Kept pulling hair</i>	<i>Staff put hand on shoulder and used other hand to block hair pulling</i>
<i>9:45-10:15</i>	<i>Free choice Time</i>	<i>Ignored</i>	<i>Stopped pulling hair</i>	<i>Staff ignored behaviors and student stopped</i>

Hitting
Others



None



1-5



5+

9:30-10:00 is
Music

10:30-11:00
is PE

Date	<i>Mo</i> <i>n</i>	<i>Tue</i> <i>s</i>	<i>We</i> <i>d</i>	<i>Th</i> <i>urs</i>	<i>Fri</i>	<i>Mo</i> <i>n</i>	<i>Tue</i> <i>s</i>	<i>We</i> <i>d</i>	<i>Th</i> <i>urs</i>	<i>Fri</i>
8:00-8:30										
8:31-9:00										
9:01-9:30										
9:31-10:00										
10:01-10:30										
10:31-11:00										
11:01-11:30										

7:30	8:00	8:30	9:00	9:30	10:00	b	11:00	11:30	12:00	12:30	s	1:30	2:00	2:30	3:00	3:30
7:31	8:01	8:31	9:01	9:31	10:01	10:31	11:01	11:31	12:01	12:31	s	1:31	2:01	2:31	3:01	3:31
7:32	8:02	8:32	9:02	9:32	s	10:32	11:02	11:32	12:02	12:32	1:02	1:32	2:02	2:32	3:02	3:32
7:33	8:03	8:33	9:03	9:33	10:03	10:33	11:03	11:33	12:03	12:33	1:03	1:33	2:03	2:33	3:03	3:33
7:34	8:04	8:34	9:04	9:34	10:04	10:34	11:04	11:34	12:04	12:34	1:04	1:34	2:04	2:34	3:04	3:34
7:35	b	8:35	9:05	9:35	10:05	10:35	11:05	11:35	12:05	12:35	1:05	1:35	2:05	2:35	3:05	b
7:36	8:06	8:36	9:06	9:36	10:06	10:36	11:06	11:36	12:06	12:36	1:06	1:36	2:06	2:36	3:06	3:36
s	8:07	8:37	9:07	9:37	10:07	10:37	11:07	11:37	12:07	12:37	1:07	1:37	2:07	2:37	s	3:37
7:38	8:08	8:38	9:08	9:38	10:08	10:38	11:08	11:38	12:08	12:38	1:08	1:38	2:08	2:38	3:08	3:38
7:39	8:09	8:39	9:09	9:39	10:09	10:39	11:09	11:39	12:09	12:39	1:09	1:39	2:09	2:39	3:09	3:39
7:40	8:10	8:40	9:10	9:40	10:10	10:40	11:10	11:40	12:10	12:40	b	1:40	2:10	2:40	3:10	3:40
7:41	8:11	8:41	9:11	9:41	10:11	10:41	11:11	11:41	12:11	12:41	1:11	1:41	2:11	2:41	s	3:41

Minute by Minute

Student Name: Biff Observer: Riff Date: 12/5

We want to know the following:

A

This lets us know when to put the
New interventions in place

B

This ensures that we are all measuring the
Same thing when collecting data.

C

This is the real key to why the behavior is
maintaining.



Or.....

- What is the child getting or what is the child getting away from?



On the back of your 3 x 5 card List the things that typically occur when a child is having problems in school.



Move to the Front of the Class

Send to the Office

Call Parents

Send Note Home to Parents

Remove from Class

Take Away a Recess

Move Closer to the Child

Take Away a Favorite Toy

Restrain

Isolate in Classroom



50:50



Welcome to

Who Wants to be a Millionaire

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



Another
Mark E. Damon
Presentation

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markedamon@hotmail.com

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



What are the two functions of behavior?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: annoy & pester

B: access & escape

C: attention of adults & peers

D: bad parenting & poor teaching

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



What are we really looking for in an FBA?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: how to kick the kid out of school

B: how many fingers we can chop off

C: what's maintaining the behavior

D: which parent to blame

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



What should be on a BIP?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: 5 steps for how to kick the kid out

B: list of punishments

C: phone number of psychiatrist

D: antecedent & consequence modifications & behavior teaching

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



What's the formula for interventions?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: 1 month for every year

B: 2 weeks for every behavior we want to change

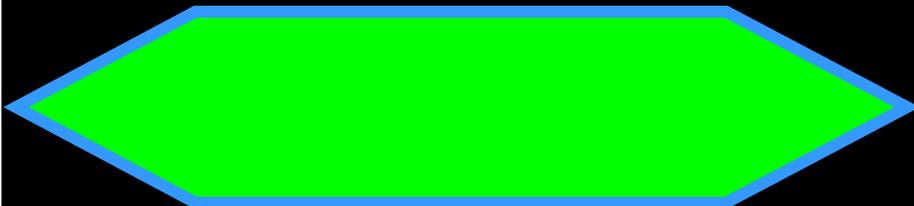
C: 21 days to a new habit

D: it ain't gonna happen

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



Which one of these is a real choice?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: do homework or lose Nintendo

B: do homework at kitchen table or in bedroom at desk

C: my way or the highway

D: do you want a spanking?

Congratulations!

**You've Reached
the \$1,000
Milestone!**



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



Why should behavioral expectations be positive?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: Because our principal is looking

B: Because we don't want to be on the 6:00 news

C: When we say "don't, stop quit" We just told the kid what buttons to push.

D: Negative people are mean

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



Research says we can improve behavior by what percent just by pointing out what someone is doing correctly?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: 100%

B: 2%

C: 60%

D: 80%

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



Why is using an empathetic statement a good thing?

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



50:50



A: it tells the child you understand

B: it confuses the child

C: it's what they remember

D: it beats having to do an ODR

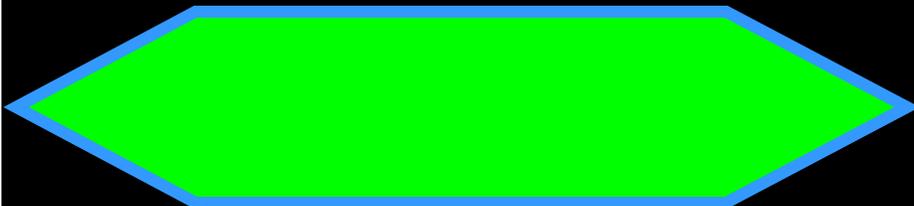


15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



What was time-out supposed to be?

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



50:50



A: A way to keep you from saying something you'd regret later.

B: time out from reinforcement

C: time-out so you didn't paddle the child.

D: a chance for the class to get a break from the child

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



What's the most important thing to build when teaching?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: bulletin boards

B: Rules Poster

C: lesson plans

D: relationships

Congratulations!

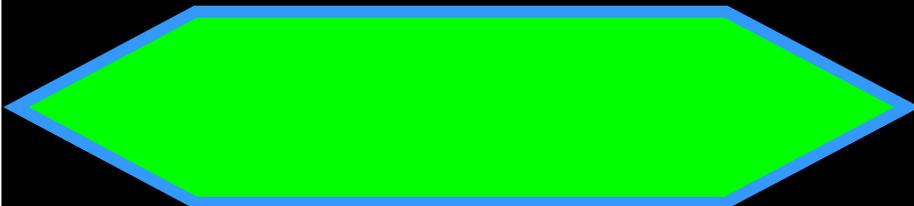
**You've Reached
the \$32,000
Milestone!**



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



Why are choices important?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: Variety is the spice of life

B: It's better than counting to ten

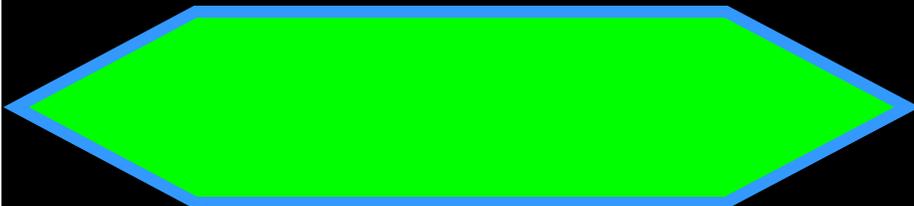
C: It's something different

D: It makes the kid think they have control

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



What are qualities you like to see in teachers?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: warts and bad breath

B: ability to cast spells

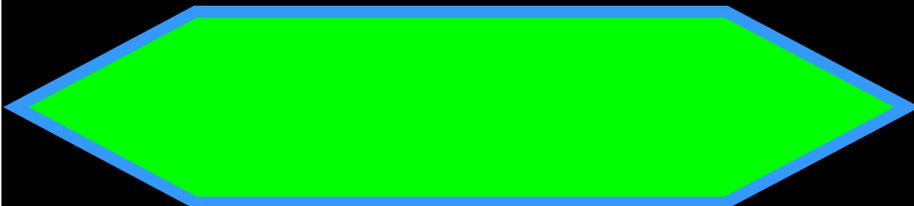
C: loud screechy voices

D: humor

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



The quickest way to change anyone's behavior is to...



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: spank

B: badger

C: ridicule

D: point out what they do correctly

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



Behavior is learned and serves a



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



A: Genie

B: mean backhand

C: higher power

D: purpose

15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100



Children comply with the rules what percent of the time?



15	●	\$1 Million
14	●	\$500,000
13	●	\$250,000
12	●	\$125,000
11	●	\$64,000
10	●	\$32,000
9	●	\$16,000
8	●	\$8,000
7	●	\$4,000
6	●	\$2,000
5	●	\$1,000
4	●	\$500
3	●	\$300
2	●	\$200
1	●	\$100

50:50



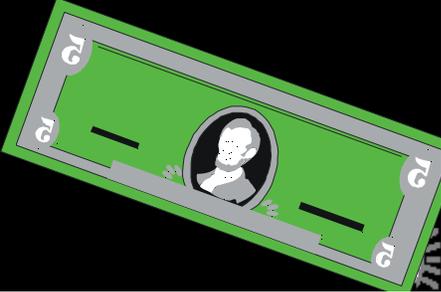
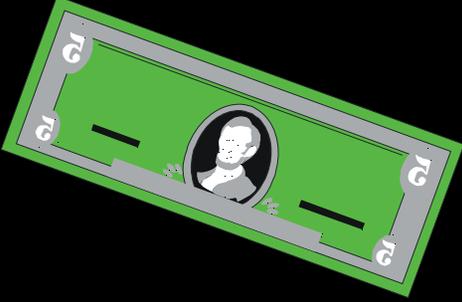
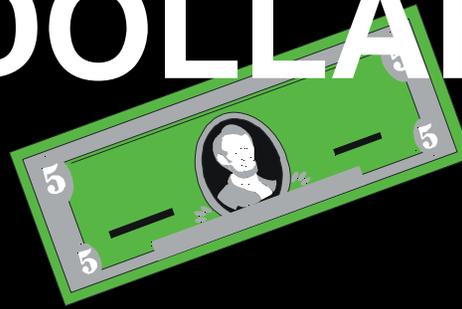
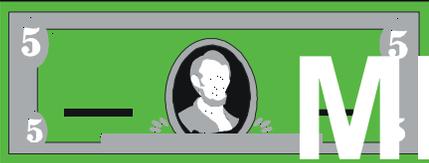
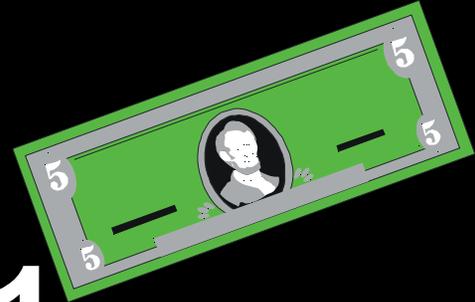
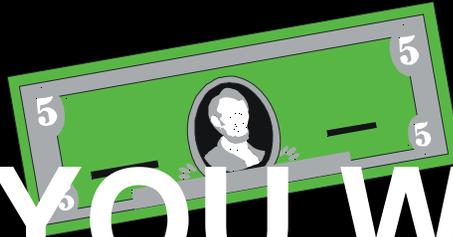
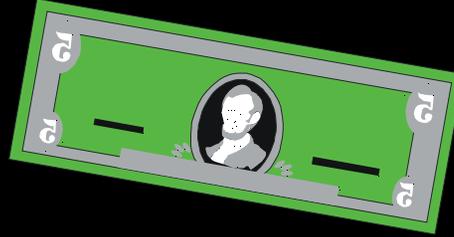
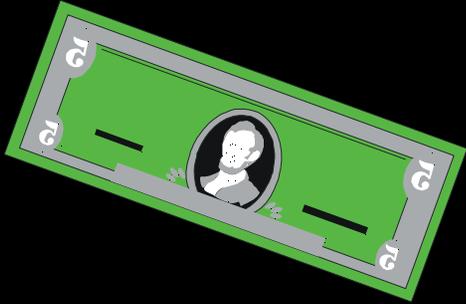
A: 10%

B: 20%

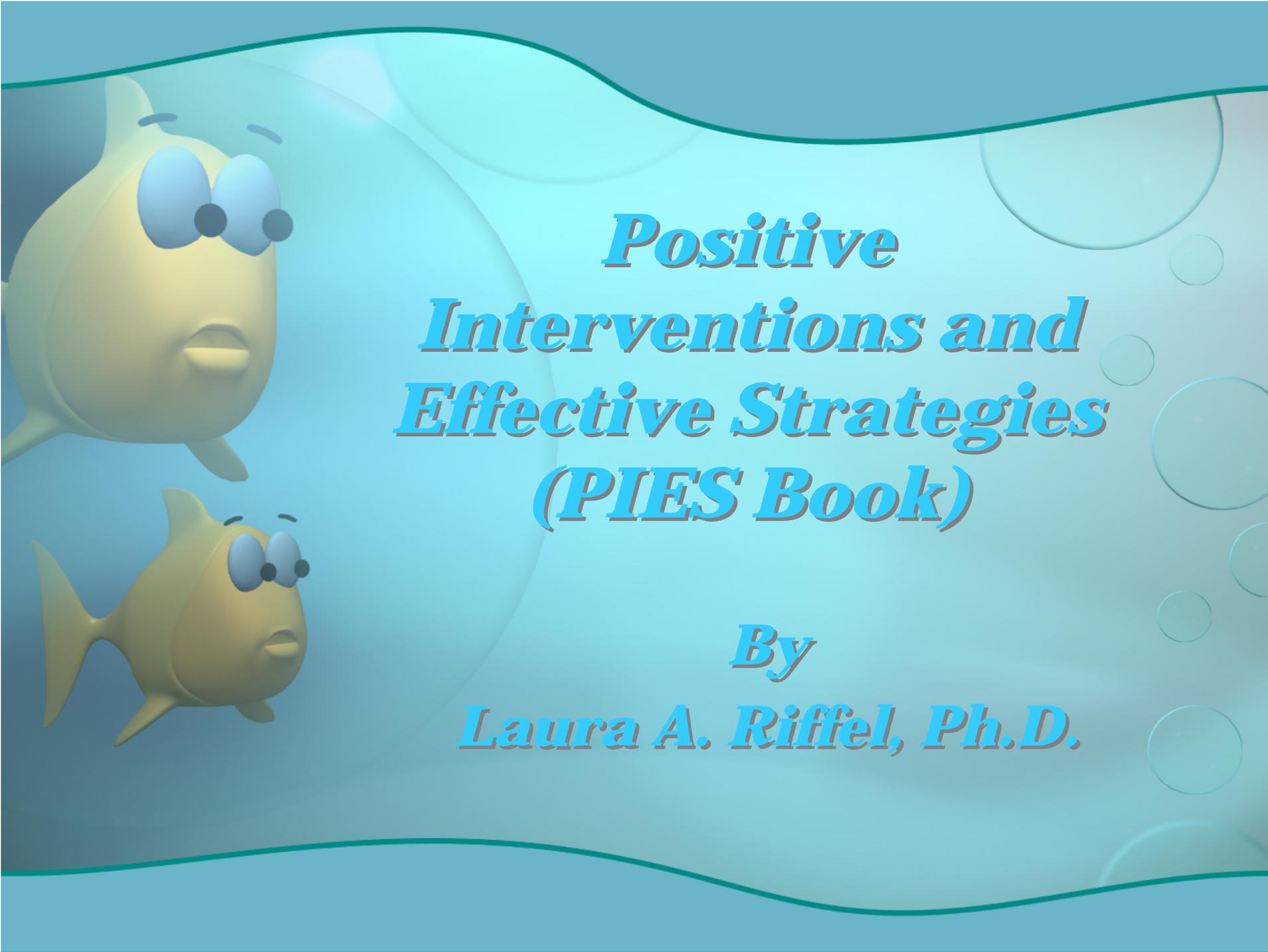
C: 2%

D: 80%

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**YOU WIN \$1
MILLION DOLLARS!**

The background is a light blue gradient representing water, with several white bubbles of varying sizes scattered throughout. Two cartoonish yellow fish are swimming on the left side. The larger fish is at the top, and the smaller one is below it. Both fish have large, expressive blue eyes and simple mouths. The title text is centered in the middle of the page.

***Positive
Interventions and
Effective Strategies
(PIES Book)***

***By
Laura A. Riffel, Ph.D.***



***Wish you had one of
these.....***



*When behavior happens this
is the first thing we want to
do....*



Hard Facts

-  *Behavior is learned and serves a specific purpose.*
-  *Behavior is learned in context in which it occurs.*
-  *For behavior to be in place it takes 2% of the time that behavior is reinforced to change.*
-  *Children are complimented 80% of the time and are complimented for behavior less than.....*

Positive Behavior Support means:

 ***Being Proactive instead of reactive.***

 ***We brainstorm where problems might occur:***

 ***Hallway***

 ***Free time***

 ***Bathroom***

 ***Car rides***

 ***We brainstorm when problems might occur:***

 ***Transitions***

 ***Meal times***

 ***Academics***

 ***Shopping***

 ***We brainstorm who might have problems:***

If a child is pushing your buttons...



*You are
delivering goods.*



If you say:



Quit



Stop



Don't



No

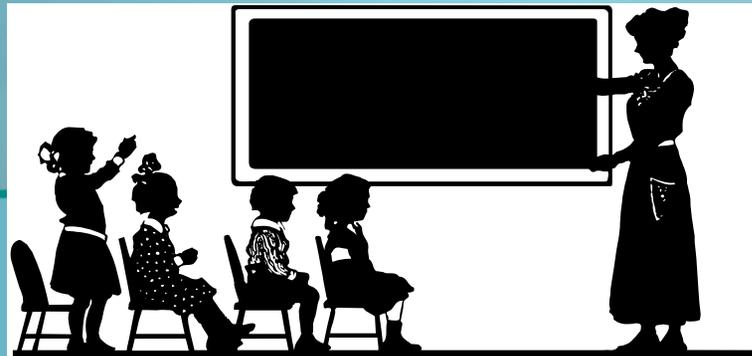
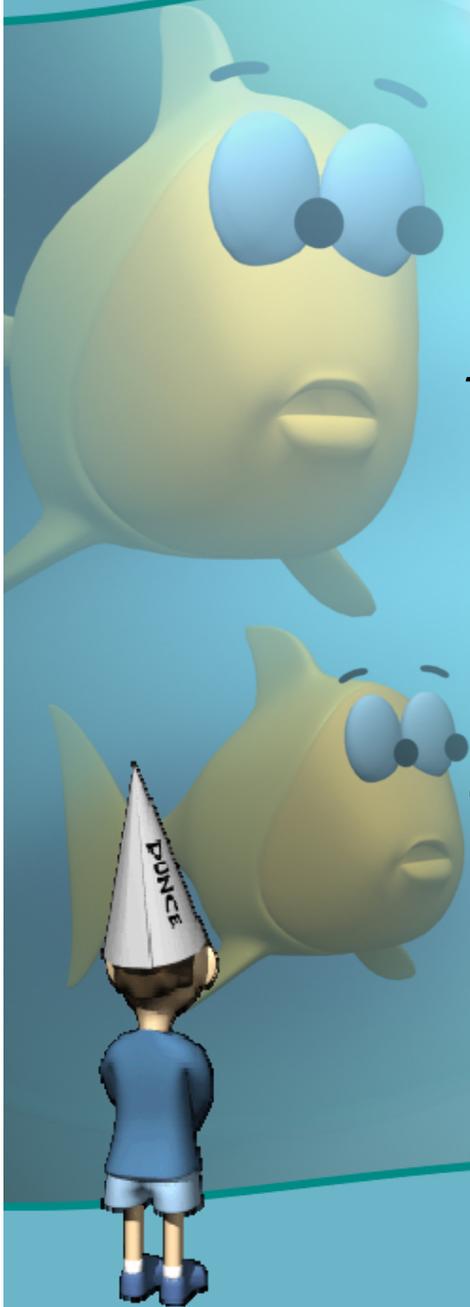


What is discipline?

*From same Latin root as
disciple:*

discipere

“to teach or comprehend”



Classroom Interventions



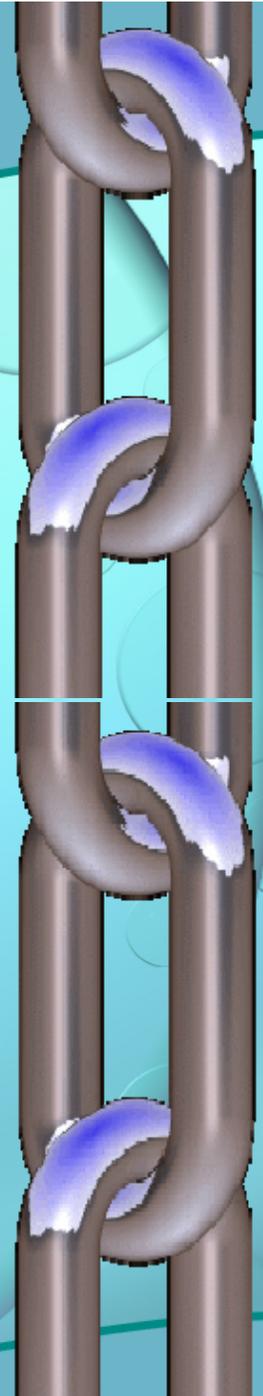
Compliments:

~~III~~ ~~III~~ ~~III~~ ~~III~~ ~~III~~

Classroom Interventions



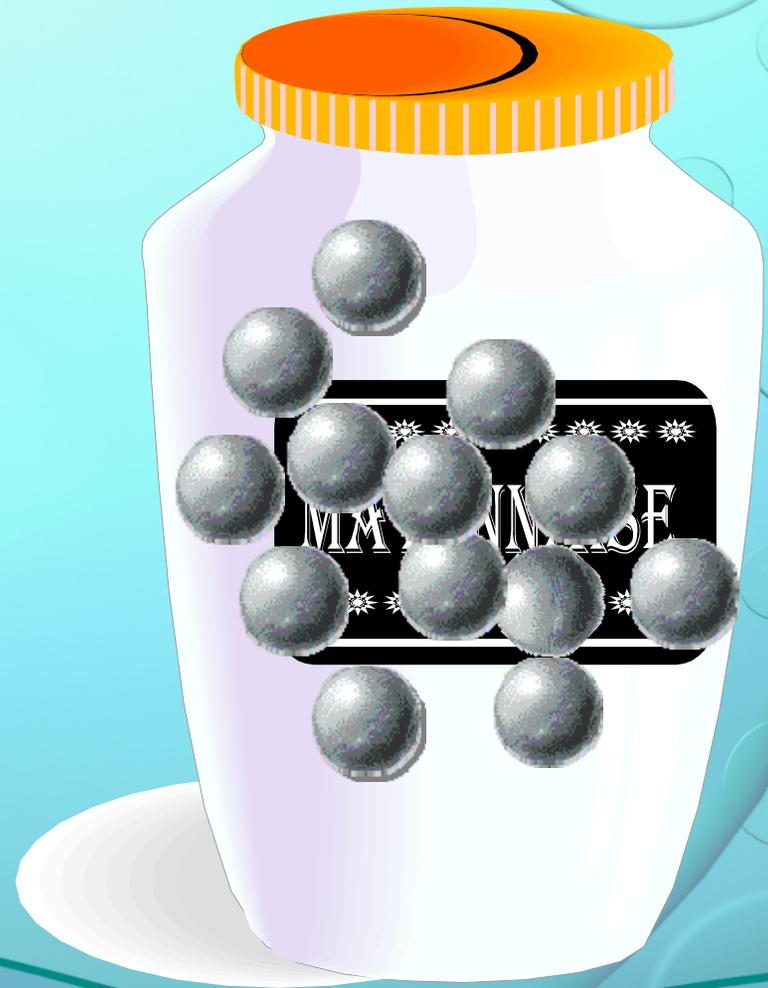
Links



Classroom Interventions



Marbles



Classroom Interventions



Tree



Don't Give Away Bicycles



CRINC



I'm going to demonstrate CRINC



***When I am finished I want
someone to volunteer to come up
and do CRINC***

***We need to teach behavior the
same way we teach reading,
math, science, etc.***

Teach
Model
Practice
Praise

Question for you....

 *If a child has a problem with reading would you:*

 *spank*

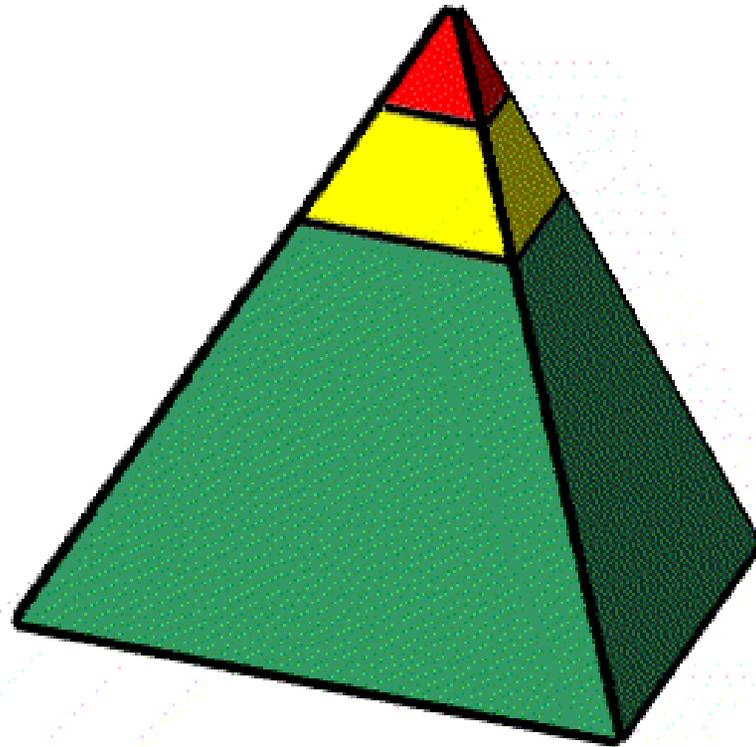
 *badger*

 *ridicule*

 *Use time-out*

 *yell*





*The most effective way to
check...in*

Research indicates that you
can improve behavior
by 80% just by pointing out
what someone is doing
correctly.

Choose 3-5 Behavioral Expectations for your class



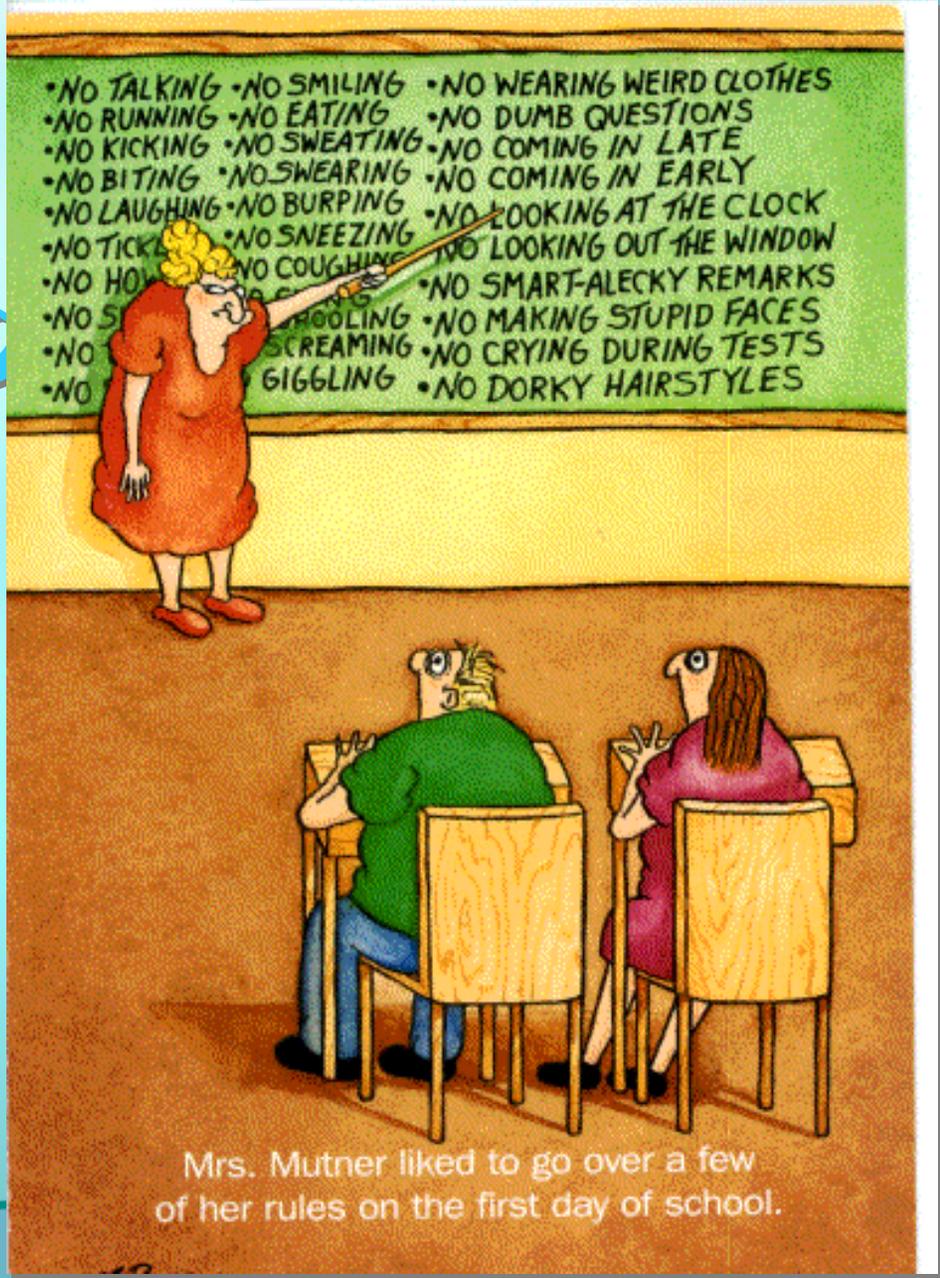
These need to be stated positively



Easy to remember



Have a symbol to remind them



- NO TALKING • NO SMILING • NO WEARING WEIRD CLOTHES
- NO RUNNING • NO EATING • NO DUMB QUESTIONS
- NO KICKING • NO SWEATING • NO COMING IN LATE
- NO BITING • NO SWEARING • NO COMING IN EARLY
- NO LAUGHING • NO BURPING • NO LOOKING AT THE CLOCK
- NO TICKLING • NO SNEEZING • NO LOOKING OUT THE WINDOW
- NO HOWLING • NO COUGHING • NO SMART-ALECKY REMARKS
- NO SCREAMING • NO MAKING STUPID FACES
- NO GIGGLING • NO CRYING DURING TESTS
- NO DORKY HAIRSTYLES

Mrs. Mutner liked to go over a few of her rules on the first day of school.

Here are some examples of 3-5 Behavioral Expectations:



Be Safe



Be Respectful



Be Responsible



Be Ready



3 Rs



Respect Yourself

Respect Others

Respect Property



The Hill class Way

1. Be **Respectful** of self, others, and surroundings.
2. Be **Responsible** and prepared at all times.
3. Be **Ready** to follow directions and procedures.



School-wide Behavior Expectations

Non-example:



Exhibit respect for yourself and others.



Accept responsibility.



Give your best effort.



Look, listen, and learn to



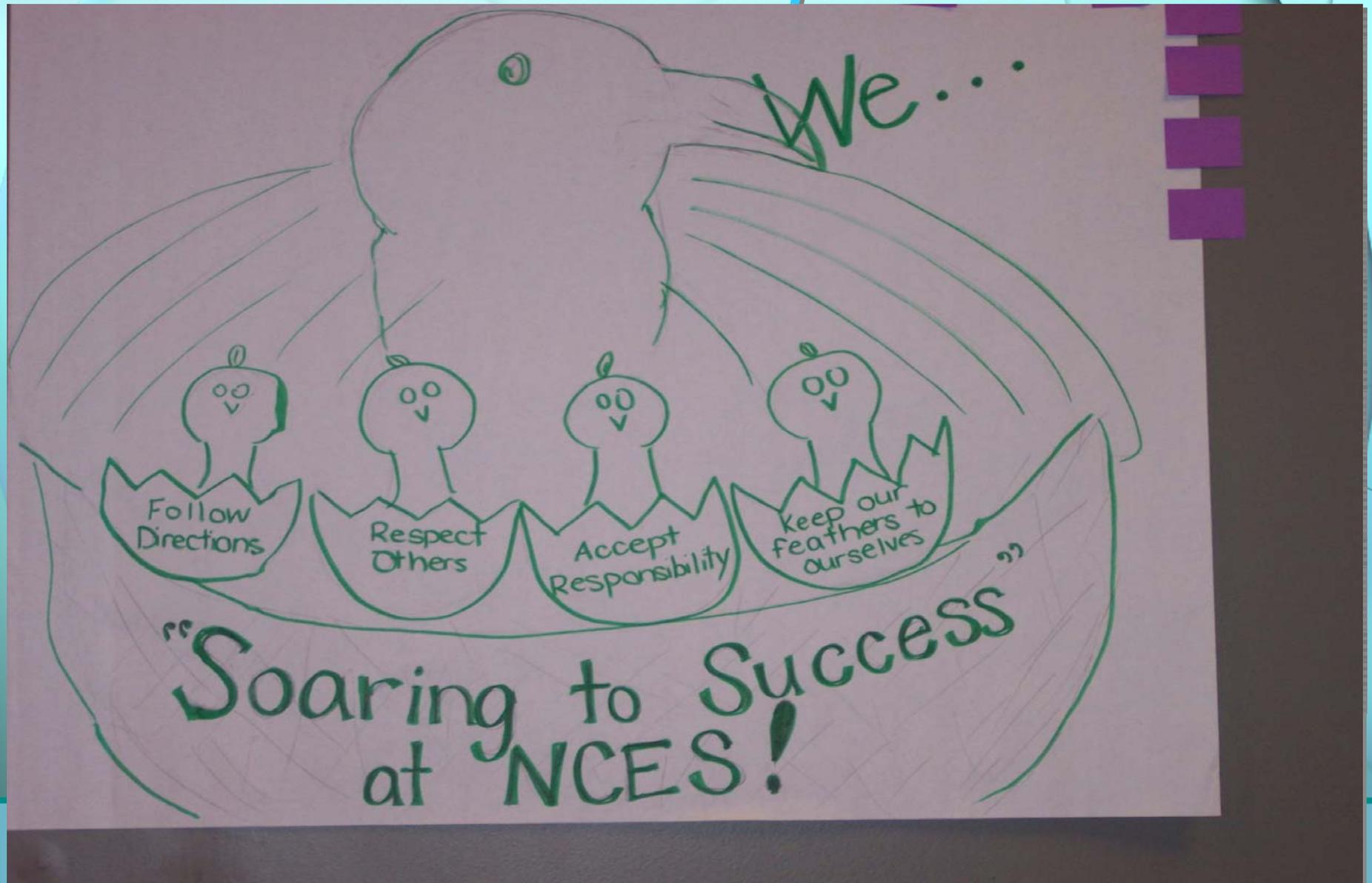
Exceed expectations and



Soar to success.

School-wide Behavior Expectations

Example:



miller Students are expected to abide by the **m&m's**

make responsible
choices.

maintain good
character.

Show respect
to all.



Welcome to Howard Middle School



Prompt

And

Prepared



Accept

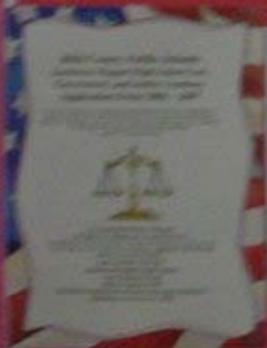
Responsibility

Work

Hard

Show

Respect





VRES



Carry out adult directions the first time.

Accept responsibility.

Think before you act.

Show respect always.





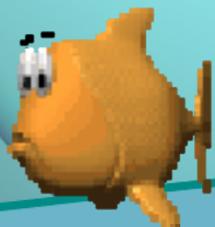
W = work hard



O = own your behavior



L = listen and learn



F = focus on respect

Be Respectful of:

self

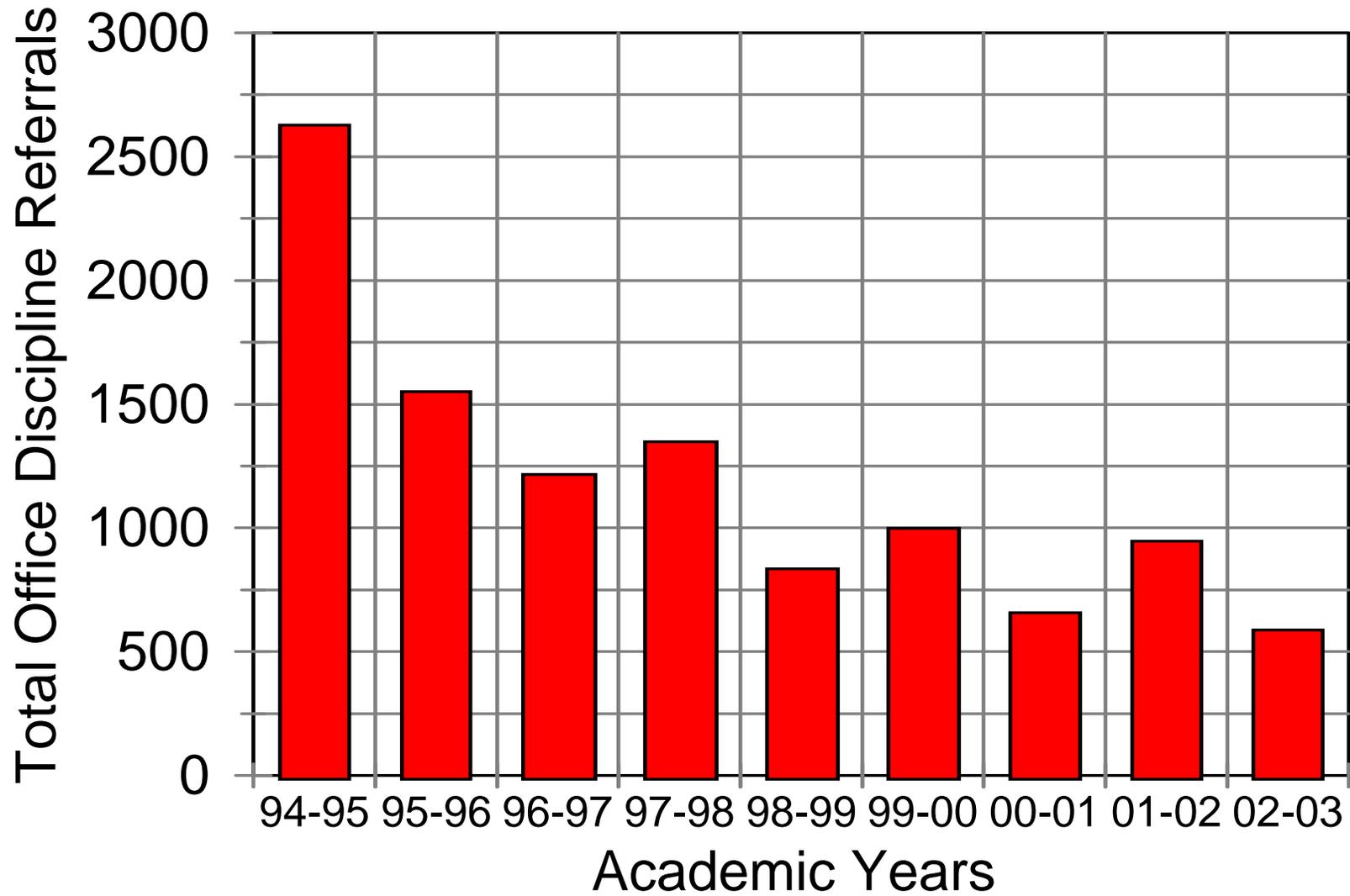
others

Surroundings

**Respect
Others
Self
Environment**



FRMS Total Office Discipline Referrals



Give kids attention for



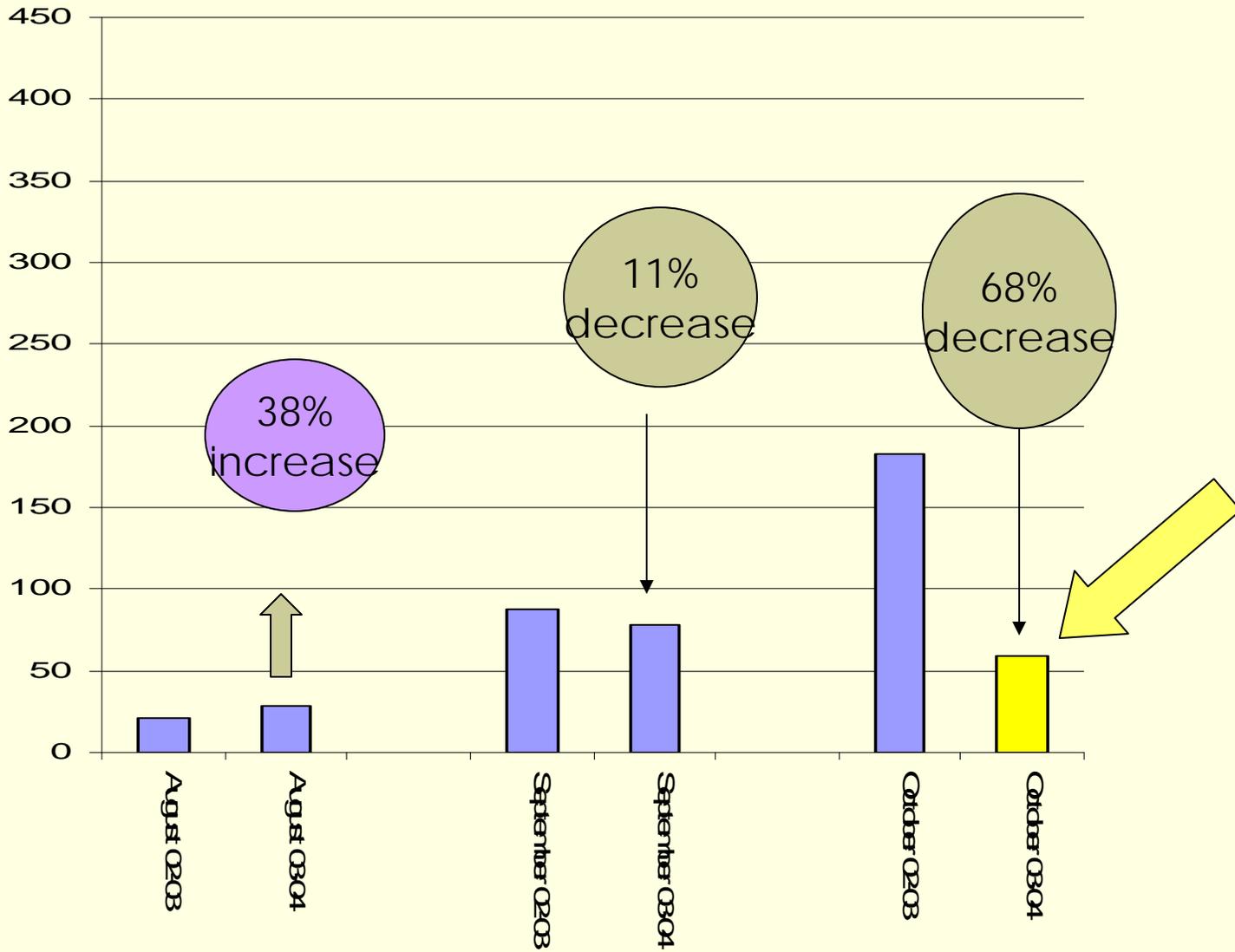
*Being
good.....*



Reinforcing School-wide Behavioral Expectations

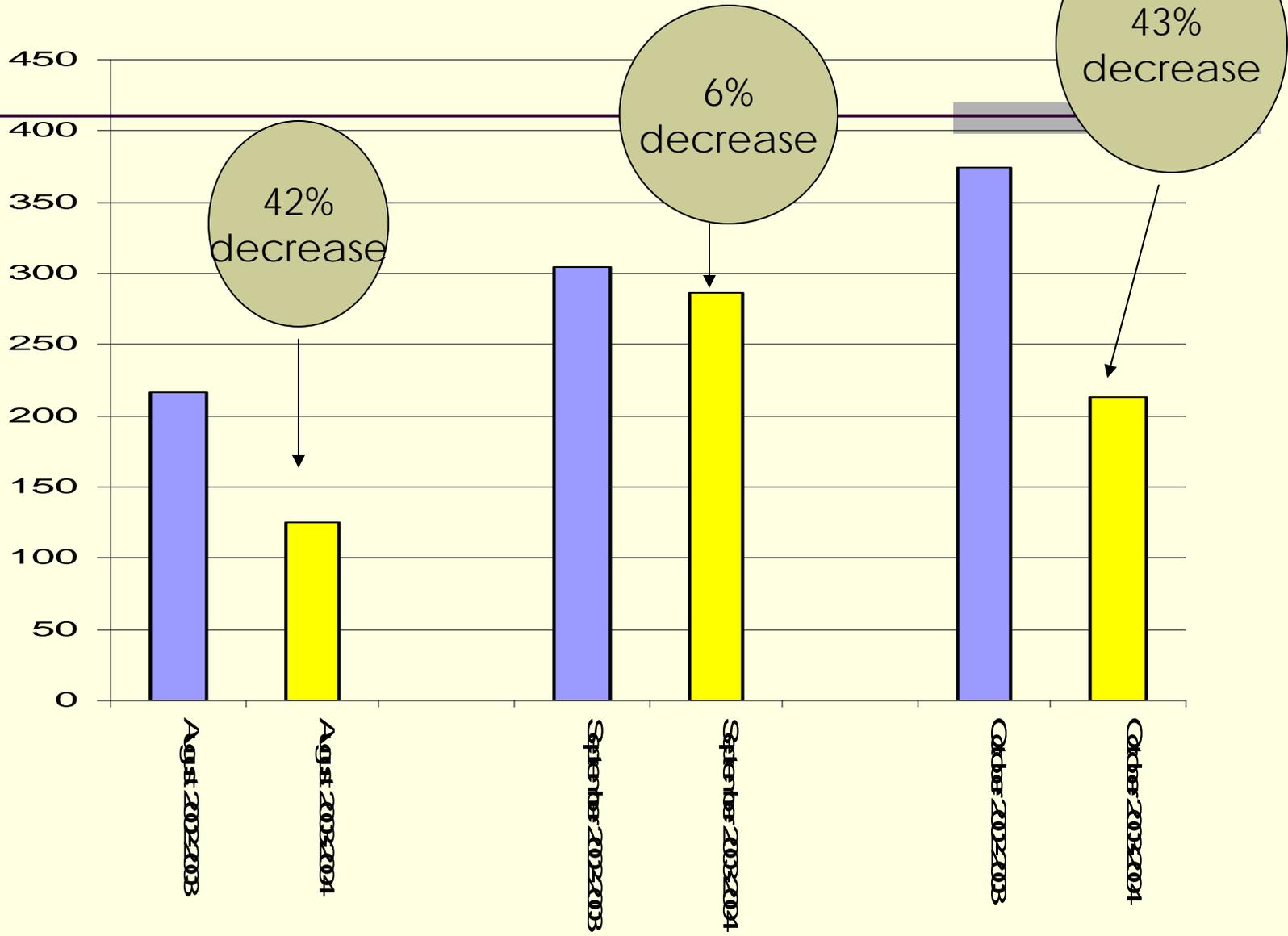
- **Encouraging/establishing use of new behaviors**
 - Consistent and equal opportunities to access
 - Over time, reinforcement goes from
 - Tangible to social
 - External to internal
 - Frequent to infrequent
- **Student Focus & Staff Focus**
 - Changes in behavior to be recognized
 - Students who display expected behaviors
 - Staff who implement the EBIS program
- **Concerns**
 - "Kids know how to act and don't need reinforcement"
 - "not fair"
 - "Kids shouldn't work for things"
- **Remember**

School A

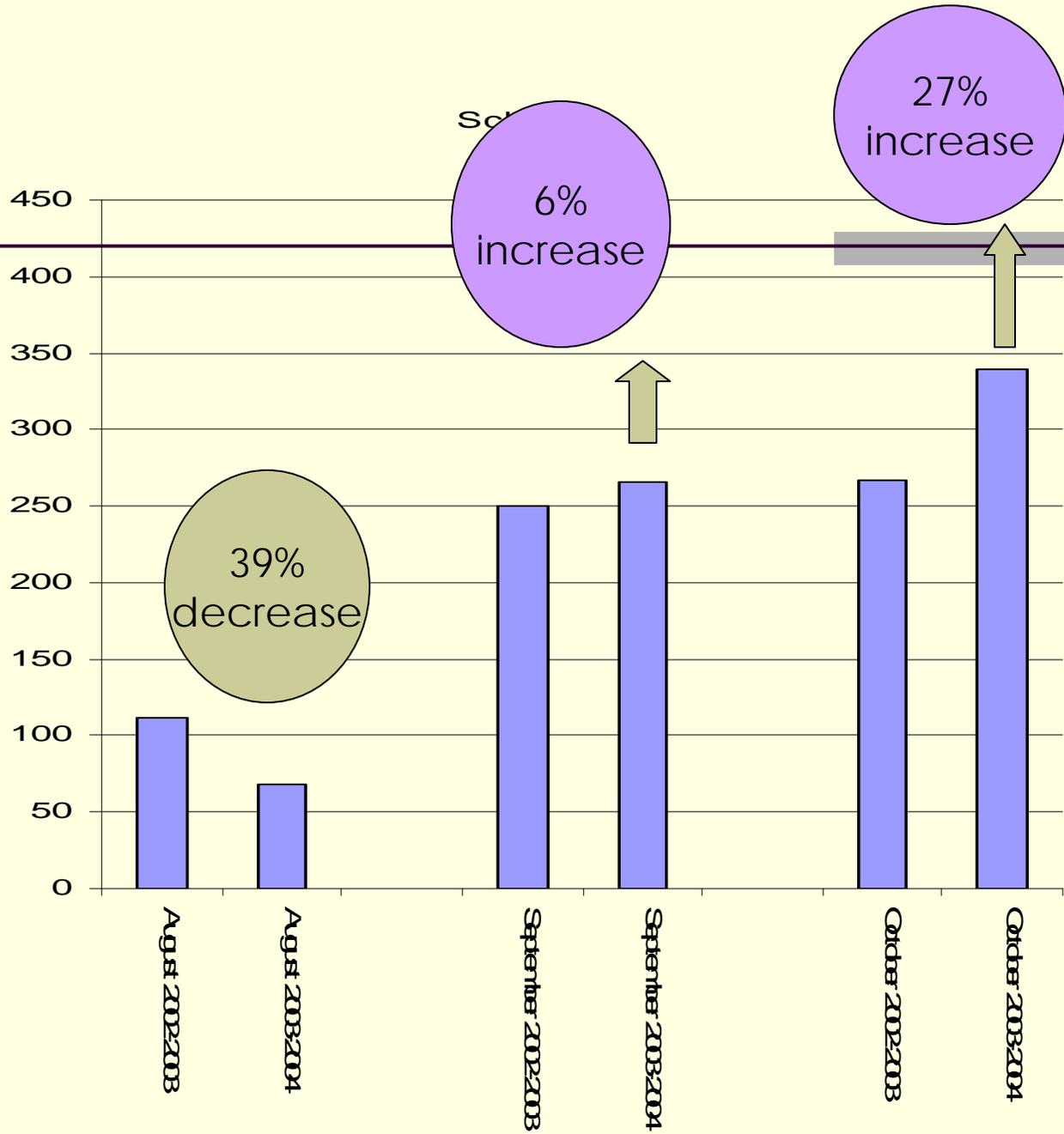


Yellow indicates when "gotchas" began for each school.

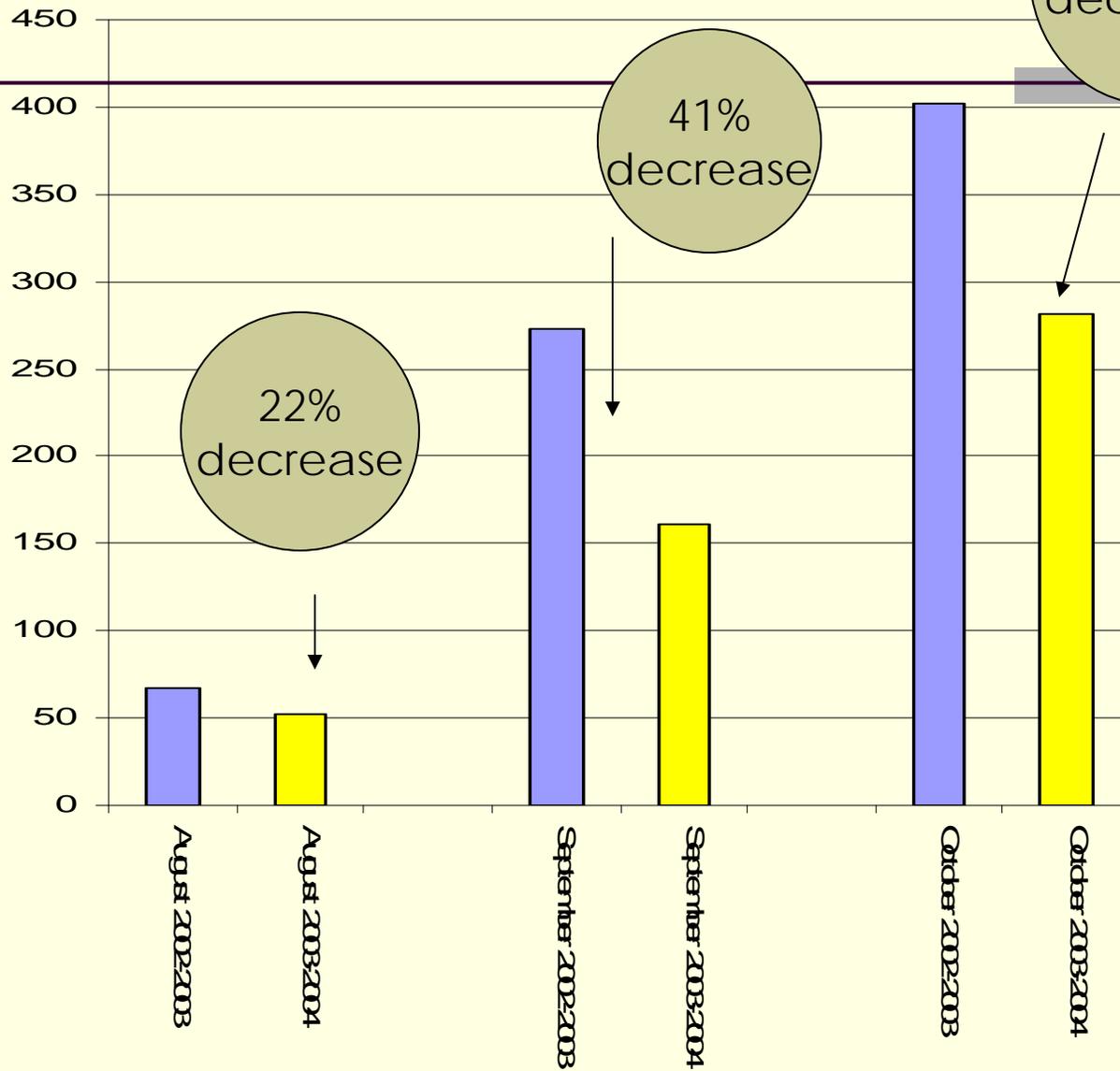
School B



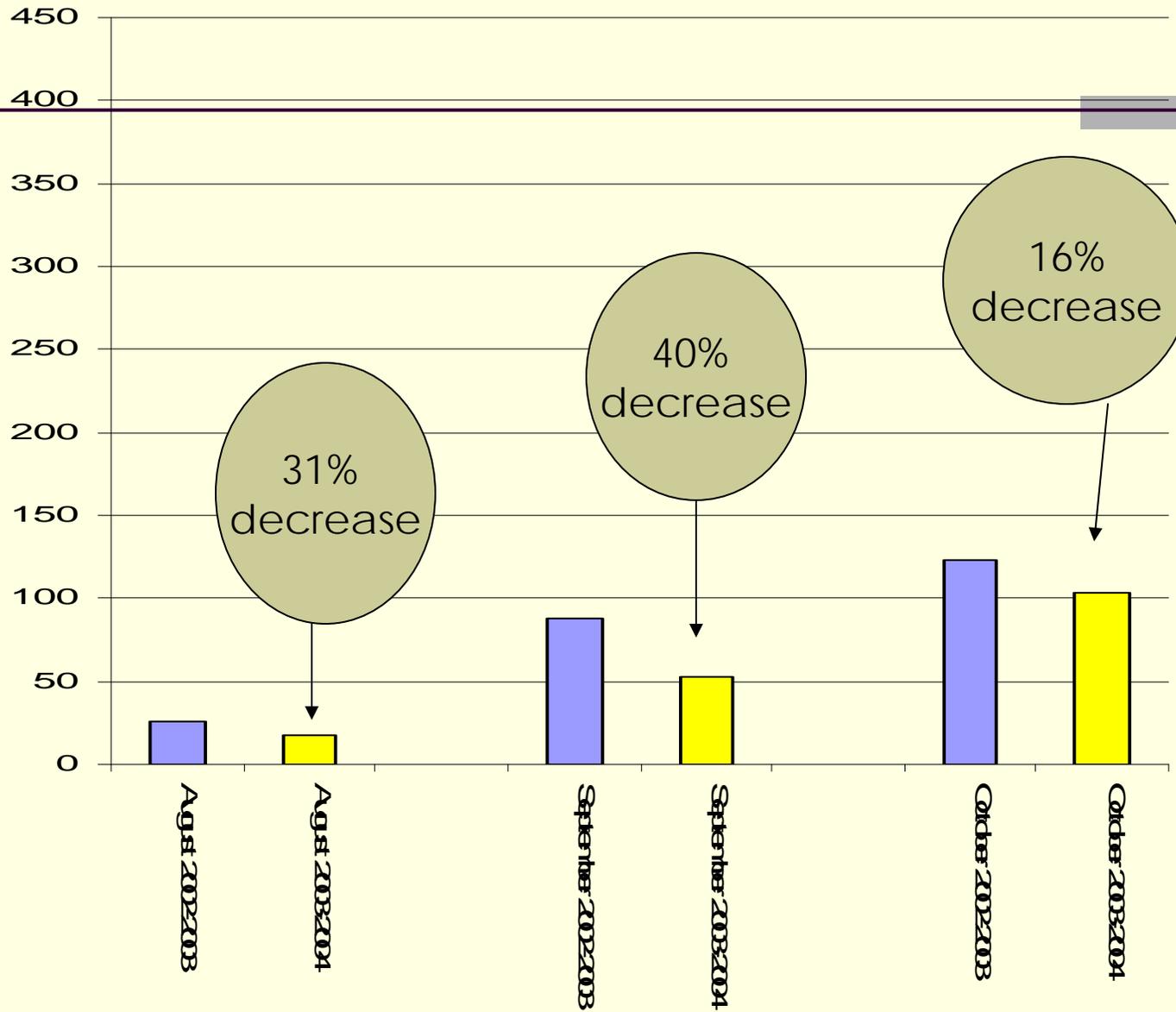
This school did not begin "gotchas" until after December.



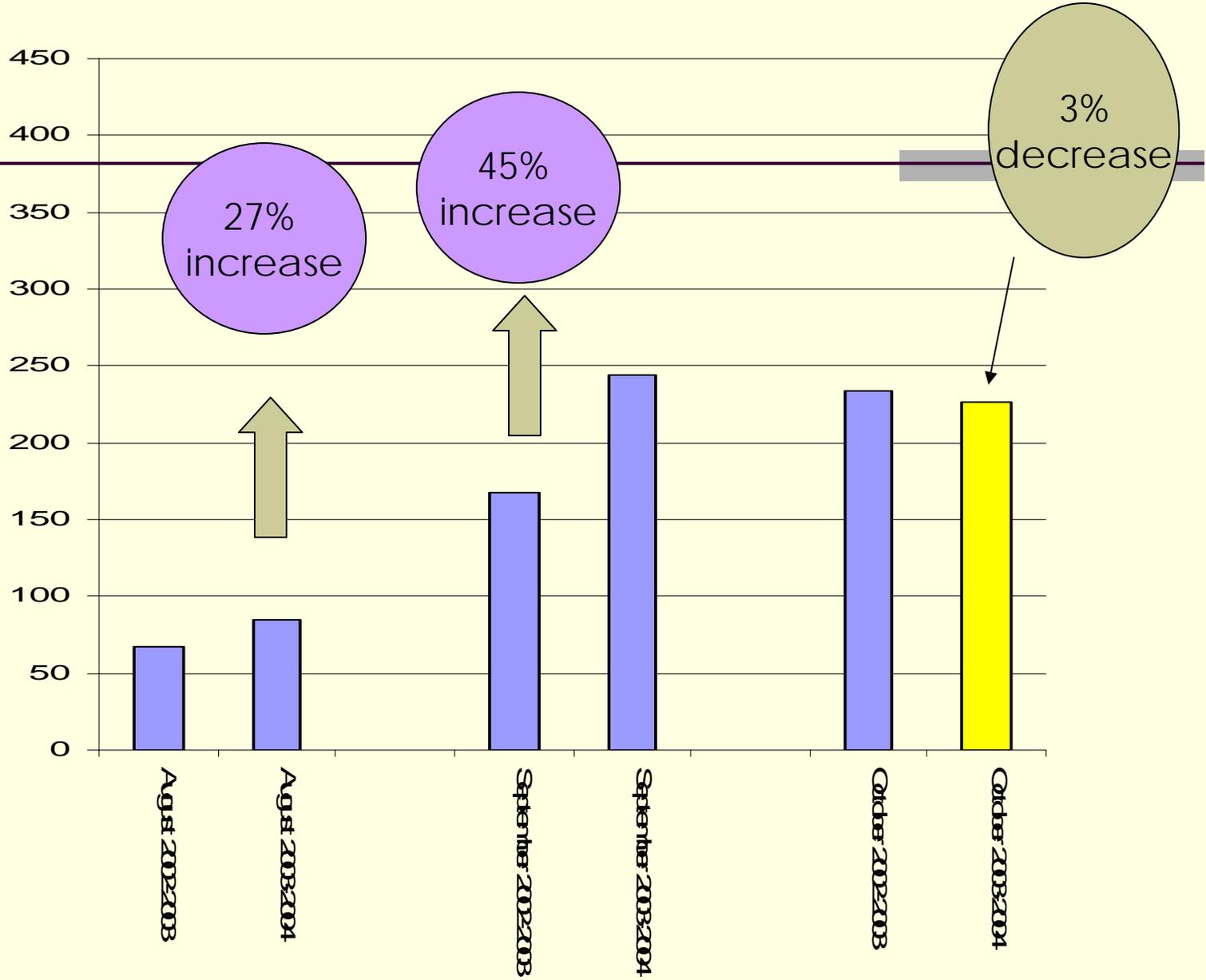
School D



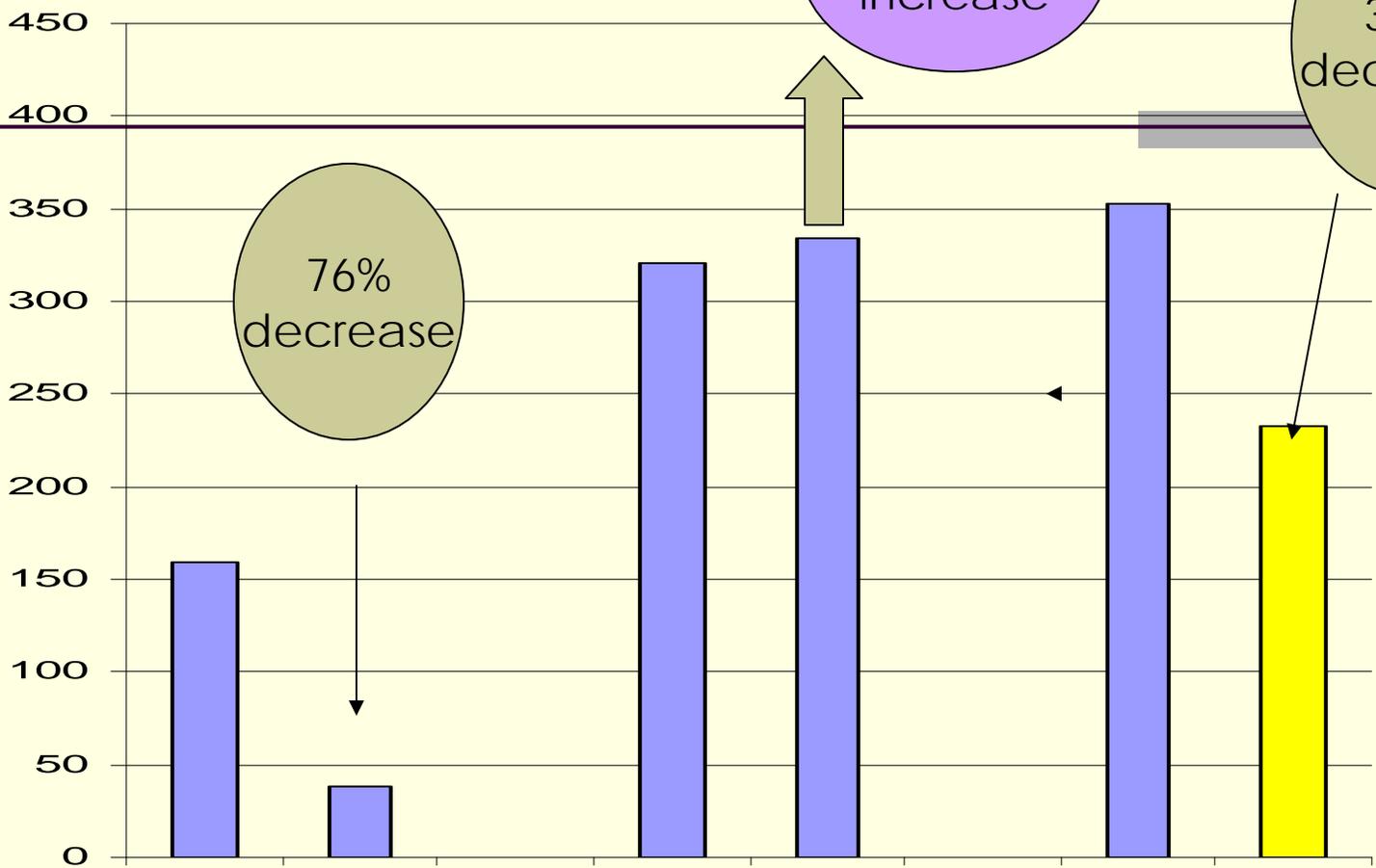
School E



School F



School G



76% decrease

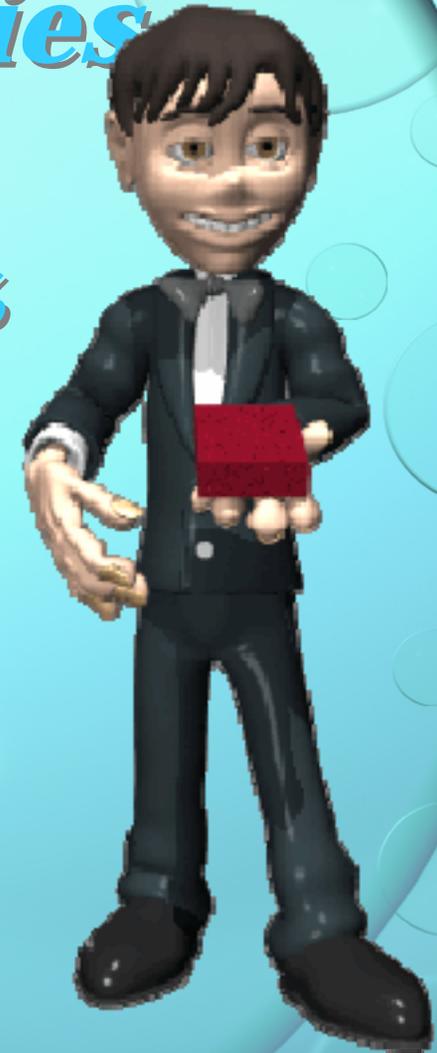
4% increase

34% decrease

Token Economies

 ***Catching kids being good will change behavior by 80%***

 ***This can be verbal or tangible- depending on the age and emotional level of the child. Tangibles need to be faded.***



Love Note



*Now that you have your expectations-
How will you get their attention?*



*I will be **happy**
(key word) to take*

Let's hear another example from Jim Fay.



*Example: I will be
happy to take you to
recess when the
room is respectfully
quiet.*



Love and Logic- Jim Fay



Enforceable Statements

 ***I'll be happy to take you to recess when the room is clean.***

 ***I'd love to give you 15 minutes of free drawing time when all Math is turned in.***

 ***I'll be taking you to the library when all desks are cleared off. No hurry.***

Choices for the class

 *Here's 20 math problems:*

 *You can only do 10.*

 *You can do the odd or the even, doesn't matter.*

 *I'll give you the answer to the hardest one if you can all agree which one that is.*



KEY



Consistency



Consistency



Consistency

Response Cost

 **Over-used in the classroom and at home.**

 **Taking away a previously earned privilege or standing**

 **Example: Those red, yellow, green stop cards.**

 **Research shows over time it does not work.**

 **Eventually, the child has nothing to lose so they might as well misbehave.**

 **Other Examples:**

 **Taking away Nintendo**

 **Taking away something they had been told they could do**

What doesn't work?????



5 ways to give problems back to kids so they aren't yours...

-  **1. Show Empathy for the problem**
-  **2. Lay the problem back on them**
-  **3. Ask them if they'd like to hear how other kids would handle that problem.**
-  **4. Give the worst case scenario first...because they will always say "I can't do that."**
 **Always ask "How would that work out?"**
-  **5. Wish them luck and get away.**

Best Information of the Day!!!



Would you like to know what to say when kids try to push your buttons?



The answer is “Probably so”

 *You told me: You’d be happy to take me to recess as soon as my Math is done.*

 *The argument is:*

 *Other teachers don’t make them*

 *You’re mean*

 *I’m telling my Dad*

 *I’m telling my Mom*

 *I’m telling my Grandma*

 *I hate this*

***Let's Practice: I'm your kid and
you just told me "No work=No
Recess."***

 ***That's stupid***

 ***You're mean***

 ***Other kids just get to go because their
teachers are nice.***

 ***I hate you***

 ***This sucks***

 ***I'm telling my Mom***

 ***You don't love me***

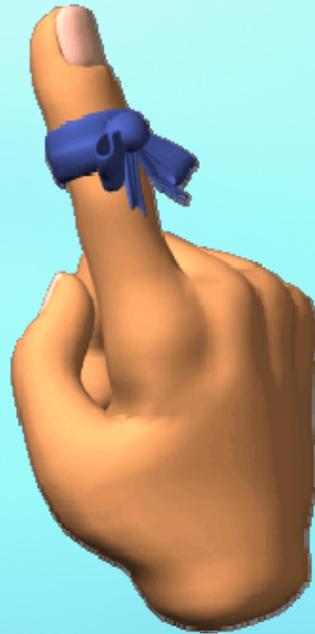
That was a trick.....



*Would you like
to hear how to
handle them on
that one?*



Hold out your finger..... not that one



smile

NICE

TRY

Let's practice again. For fun here's a home example: I didn't eat my dinner and you told me not to worry you'd be fixing me a big breakfast.



This is mean



Other parents let their kids have what they want for dinner



Susie's mom fixes two pots of chili; one with beans and one without



I hate you



I'm calling social services

Hold out your finger...



smile

NICE

TRY

They open at 9:00 a.m. is that before breakfast or after breakfast?

Thoughts on the use of “Choices” for children



Choices create situations in which children are forced to think.



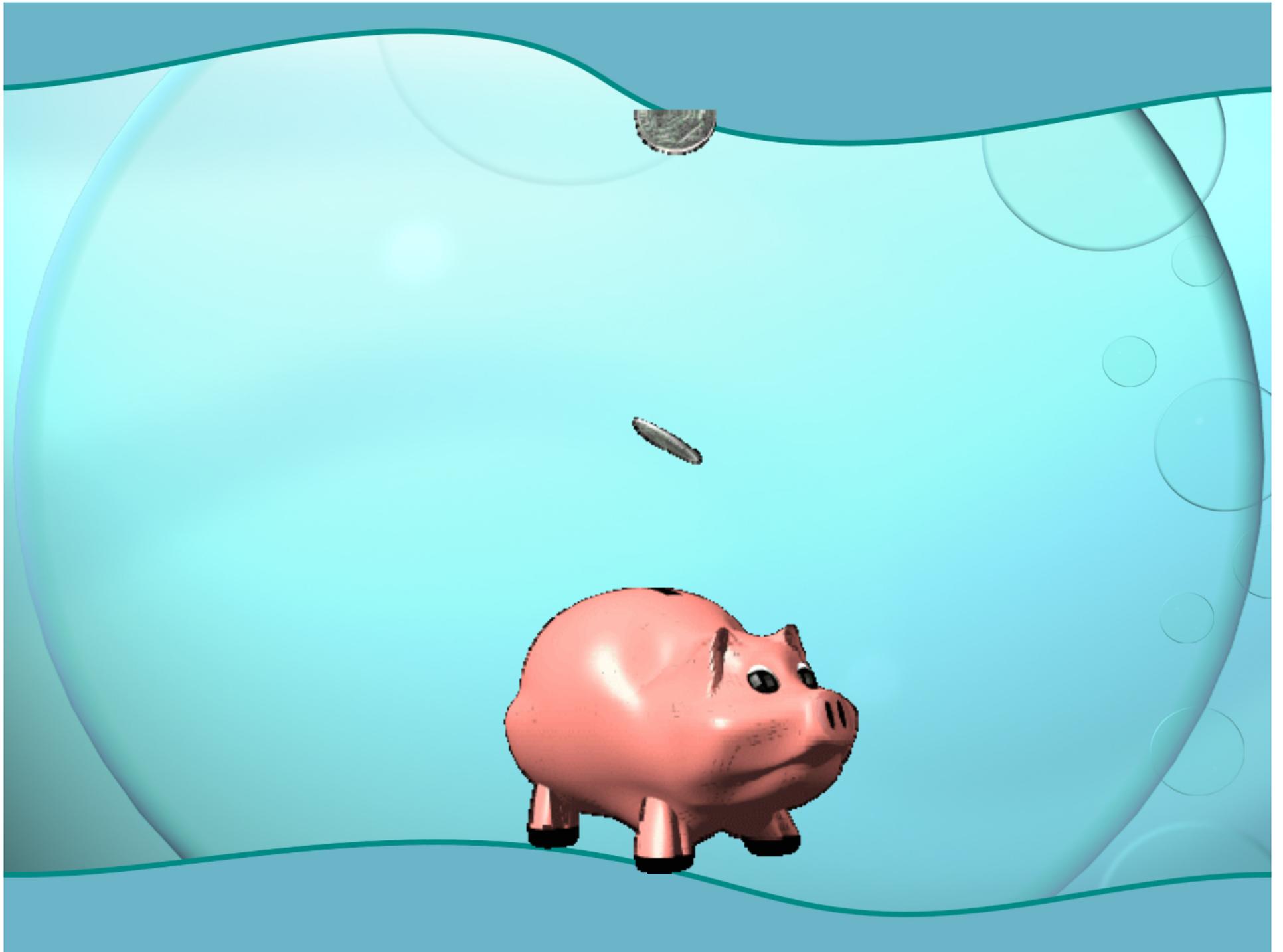
Choices provide opportunities for children to make mistakes and learn from the consequences.



Choices help us avoid getting into control battles with youngsters.



Choices help us avoid getting into control battles with youngsters.



Examples:

 *Would you rather listen without interrupting or choose another place to be right now?*

 *You're welcome to wear your coat or carry it with you.*

 *Do you want to sit in the red chair or the blue chair?*

 *Do you want to read with me or Mrs. Green?*

 *I argue at 12:00 and 4:00 which do you prefer?*

CAUTION

 ***It is very easy to turn your choices into threats:***

 ***Choose my way or the highway.***

 ***Knock that off or I'm going to send you to the principal's office.***

 ***Consider if your boss said:***

 ***Would you rather do your report today or get fired? Okay- don't answer***

Rules for Giving Choices:



Always be sure to select choices that you like. Never provide one you like and one you don't, because the child will usually select the one you don't like.



Never give a choice unless you are willing to allow the child to experience the consequence of that choice.



Never give choices when the child is in danger.



**A. You're welcome to _____
or _____.**



**B. Feel free to _____ or
_____.**



**C. Would you rather
_____ or
_____?**



**What would be best for you
_____ or _____?**

This is not a choice:



*Do your Math
lesson*



*...or lose your
recess.*



Here's an example of choices:

 ***Personal example: My car is leaving in 5 minutes. You can go hungry or not hungry. Can't wait to see what you decide.***

 ***(5 minutes later... "My car is leaving." You can go with your feet touching the ground or not touching the ground. Can't wait to see what you decide."***

 ***Be ready to decide for them***

Rules for Choices:

 ***Be ready to make a decision for them in ten seconds***

 ***They will learn it's better to make the choice quickly.***

 ***Be ready to stand your ground.***

 ***Use a firm, low tone voice and repeat***

 ***Say, "I see you didn't make a choice so I'll choose for you."***

More about choices:

 ***Bedtime is 8:00 p.m.***

 ***At 7:45 say “Do you want to go to bed now or wait 15 minutes?”***

 ***Room is a mess***

 ***Wait till they want to go somewhere and say “Do you want to clean your room so I can take you to soccer practice or do you want to skip soccer practice so I can have time to clean your room for you?”***

Things to know



***The first steps in
communication***



***Reflections before starting an
approach***



Pearl of Wisdom



***Children learn best when they
feel good about themselves!***



