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
- Interventions and Applications

Lunch- Most important agenda item 😊
Sometimes- We provide the "frogs"
Bob is caught in the vicious loop of shampoo bottle directions: "Lather, rinse, repeat."
What is Positive Behavioral Support?

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

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

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

CONTINUUM OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15%
The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.
Goal Setting

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

Behavior is learned and serves a specific purpose.

Behavior is related to the context within which it occurs.
## Defining Target Behaviors

<table>
<thead>
<tr>
<th>Example</th>
<th>Non-Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>high-pitched screams</td>
<td>poor impulse control</td>
</tr>
<tr>
<td>kicking over chairs</td>
<td>angry, hostile, resentful</td>
</tr>
<tr>
<td>completing tasks</td>
<td>paying attention</td>
</tr>
<tr>
<td>Hits others with fist</td>
<td>stubborn</td>
</tr>
<tr>
<td>crying</td>
<td>lying on floor and refusing to move</td>
</tr>
</tbody>
</table>
Indirect:

- Anecdotal
- Surveys
- Notes
- Interviews

Descriptive:

- Observational
- Data collection
Indirect Methods: Examples

MAS - Motivational Assessment Scale
FAST - Functional Analysis Screening Tool
PBQ - Problem Behavior Questionnaire
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)
Descriptive/Observational Methods:

**Examples**

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

page 8
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
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
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

- Setting Events
- Antecedent
- Target Behavior
- Function (Reinforcer)
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
Behavioral Intervention Plan Model

- Setting Event/Antecedent
- Desired Behavior
- Target Behavior
- Acceptable Alternative
- Reinforcement
- Reinforcement (< R+)
- Reinforcement (Function)

Antecedent Modifications
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.
Behavioral Intervention Plan
Model for Taylor

Work Assigned

- Give choices & Precorrects for following directions
  - Use enforceable statements

- Taylor whines
  - Make deposits by giving choices.
  - Teacher attention & praise- ignore whining.

Uses social skills
- Attention
- Control/Escape

Listen to arguments at 8:00 a.m. or 3:30 p.m. Which is better for you?
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.
Behavioral Intervention Plan Model for Terry

- Attention is on the teacher

  - Accepts instruction
  - Terry interrupts the teacher

  - Earns tickets for not interrupting
  - Earns "teaching time" which gives peer attention

- Token Economy

- Positive feedback
  - Terry gets attention from peers

*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.”
Behavioral Intervention Plan
Model for Kim

Class time

Self-monitoring
Gets needs met

Profanity
Attention and habit

Brainstorm new words to use
Ignore cuss words as much as possible. Give tons of praise when new word is used.

Teach
Model
Practice
Praise
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)
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 then 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?
Dynamic Process

Functional Assessment

Positive Interventions

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.behaviordoctor.org)

Planning Guide

Page 16-17
<table>
<thead>
<tr>
<th>Time</th>
<th>Context/Activity</th>
<th>Antecedent/ Setting Events</th>
<th>Identified Target Behaviors</th>
<th>Consequence/Outcome</th>
<th>Student Reaction</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30</td>
<td>Reading</td>
<td>Getting out books and starting a new story.</td>
<td>Threw her book across the room and stomped her feet and cried.</td>
<td>Told her to stop.</td>
<td>She didn’t stop.</td>
<td>lr</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Math</td>
<td>Doing multiplication problems.</td>
<td>Yelled out and disrupted the class.</td>
<td>Told her to stop.</td>
<td>She didn’t stop.</td>
<td>lr</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Social Studies</td>
<td>Round Robin Reading</td>
<td>Hit Stephen and then hit Sean.</td>
<td>Sent her to time out.</td>
<td>She cried.</td>
<td>lr</td>
</tr>
</tbody>
</table>
Behavioral Intervention Program
Antecedent, Behavior, Consequence Form

Student: ________  Circle One: Mon Tue Wed Thurs Fri  Page 1_______  Date: ____
Full day Absent Partial day: In _____ Out ______

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

Key format

1. Group Time
2. Transition
3. Throwing objects
4. Choice given
5. Stopped
6. Individual Time
7. Choice Given
8. Disruptive outburst
9. Redirection
10. Continued
11. Reading
12. Redirection
13. Physical Aggression
14. Discussion of Beh.
15. Intensified
16. Math
17. Instruction/Directive
18. Physical Aggression
19. Personal space given
20. Slept
21. Spelling
22. New Task
23. Changed Activity
24. Yelled
25. Social Studies
26. Routine Task
27. Peer Attention
28. Cried
29. Science
30. Physical Prompts
31. Verbal reprimand
32. Other behavior
33. Free Choice
34. Teacher attention to others
35. Physical Prompt
36. Moved away
37. Lunch
38. told “NO”
39. Time Out
40. Self-stimulation
Common Entries Form

Page 61 FBA2BIP Workbook (school)
Page 62 FBA2BIP Workbook (home)
### Behavioral Intervention Program

**Antecedent, Behavior, Consequence Form**

**Student:** ________

**Circle One:** Mon Tue Wed Thurs Fri

**Full day** Absent Partial day: In ______ Out ______ Date: ____

<table>
<thead>
<tr>
<th>Time</th>
<th>Context/Activity</th>
<th>Antecedent/ Setting Events</th>
<th>Identified Target Behaviors</th>
<th>Consequence/Outcome</th>
<th>Student Reaction</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin &amp; End</td>
<td>The student’s environmental surroundings (people, places, events)</td>
<td>Describe exactly what occurred in the environment just before targeted behavior was exhibited.</td>
<td>List types of behaviors displayed during incident</td>
<td>What happened in the environment immediately after behavior was exhibited?</td>
<td>How did the student react immediately following the initial consequence being delivered?</td>
<td></td>
</tr>
</tbody>
</table>

**Focus on 3 behaviors**

<table>
<thead>
<tr>
<th>Key: A. Group Time</th>
<th>Key: A. Transition</th>
<th>Key: A. Throwing objects</th>
<th>Key: A. Choice given</th>
<th>Key: A. Stopped</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Individual Time</td>
<td>B. Choice Given</td>
<td>B. Disruptive outburst</td>
<td>B. Direction</td>
<td>B. Continued</td>
</tr>
<tr>
<td>C. Reading</td>
<td>C. Redirection</td>
<td>C. Physical Aggression</td>
<td>C. Discussion of Beh.</td>
<td>C. Intensified</td>
</tr>
<tr>
<td>D. Math</td>
<td>D. Instruction/Directive</td>
<td>D. Personal space given</td>
<td>D. Slept</td>
<td></td>
</tr>
<tr>
<td>E. Spelling</td>
<td>E. New Task</td>
<td>E. Changed Activity</td>
<td>E. Yelled</td>
<td></td>
</tr>
<tr>
<td>F. Social Studies</td>
<td>F. Routine Task</td>
<td>F. Peer Attention</td>
<td>F. Cried</td>
<td></td>
</tr>
<tr>
<td>G. Science</td>
<td>G. Physical Prompts</td>
<td>G. Verbal reprimand</td>
<td>G. Other behavior</td>
<td></td>
</tr>
<tr>
<td>H. Free Choice</td>
<td>H. Teacher attention to others</td>
<td>H. Physical Prompt</td>
<td>H. Moved away</td>
<td></td>
</tr>
<tr>
<td>I.</td>
<td>I. Lunch</td>
<td>I. told “NO”</td>
<td>I. Time Out</td>
<td>I. Self-stimulation</td>
</tr>
<tr>
<td>J.</td>
<td>J. Outside</td>
<td>J. Close proximity</td>
<td>J.</td>
<td></td>
</tr>
</tbody>
</table>
Behavioral Intervention Program
Antecedent, Behavior, Consequence Form

Student: ________________

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

Date: ______5/5/03____

<table>
<thead>
<tr>
<th>Time</th>
<th>Context/Activity</th>
<th>Antecedent/Setting Events</th>
<th>Identified Target Behaviors</th>
<th>Consequence/Outcome</th>
<th>Student Reaction</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:17</td>
<td>The student's environmental surroundings (people, places, events)</td>
<td>Describe exactly what occurred in the environment just before targeted behavior was exhibited.</td>
<td>List types of behaviors displayed during incident</td>
<td>What happened in the environment immediately after behavior was exhibited?</td>
<td>How did the student react immediately following the initial consequence being delivered</td>
<td></td>
</tr>
<tr>
<td>8:22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
- A. Group Time
- B. Individual Time
- C. Reading
- D. Math
- E. Spelling
- F. Social Studies
- G. Science
- H. Free Choice
- I. Lunch

- A. Transition
- B. Choice Given
- C. Redirection
- D. Instruction/Directive
- E. New Task
- F. Routine Task
- G. Physical Prompts
- H. Teacher attention to others
- I. told “NO”

- A. Throwing objects
- B. Disruptive outburst
- C. Physical Aggression
- D. Personal space given
- E. Changed Activity
- F. Peer Attention
- G. Verbal reprimand
- H. Physical Prompt
- I. Self-stimulation
### When you get a chance fill in the other information

**Antecedent, Behavior, Consequence Form**

<table>
<thead>
<tr>
<th>Student: <em><strong>Taylor</strong></em>___</th>
<th>Circle One: Mon Tue Wed Thurs Fri</th>
<th>Page <em><strong>1</strong></em>___</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/5/03</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Context/Activity</th>
<th>Antecedent/ Setting Events</th>
<th>Identified Target Behaviors</th>
<th>Consequence/Outcome</th>
<th>Student Reaction</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:17</td>
<td><strong>A</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:**
- A. Group Time
- B. Individual Time
- C. Reading
- D. Math
- E. Spelling
- F. Social Studies
- G. Science
- H. Free Choice
- I. Lunch

**Events:**
- Key:A. Throwing objects
- Key:A. Choice given
- Key:A. Stopped
- B. Disruptive outburst
- B. Redirection
- B. Continued
- C. Redirection
- C. Physical Aggression
- C. Discussion of Beh.
- C. Intensified
- D. Instruction/Directive
- D. Physical Aggression
- D. Personal space given
- D. Slept
- E. New Task
- E. Changed Activity
- E. Yelled
- F. Routine Task
- F. Peer Attention
- F. Cried
- G. Physical Prompts
- G. Verbal reprimand
- G. Other behavior
- H. Teacher attention to others
- H. Physical Prompt
- H. Moved away
- I. told “NO”
- I. Time Out
- I. Self-stimulation

66 OUT OF 420 MIN = 16%
### Behavioral Intervention Program

#### Antecedent, Behavior, Consequence Form

**Student:** Scout

**Circle One:** Mon Tue Wed Thurs Fri

**Full day** Absent Partial day: In Out

**Date:** 5/5/03

<table>
<thead>
<tr>
<th>Time</th>
<th>Context/Activity</th>
<th>Antecedent/ Setting Events</th>
<th>Identified Target Behaviors</th>
<th>Consequence/Outcome</th>
<th>Student Reaction</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:17</td>
<td></td>
<td>A</td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>LR</td>
</tr>
<tr>
<td>8:22</td>
<td></td>
<td>A</td>
<td>B</td>
<td>E</td>
<td>B</td>
<td>LR</td>
</tr>
<tr>
<td>10:19</td>
<td></td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>A</td>
<td>LR</td>
</tr>
<tr>
<td>10:23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:**

- A. Group Time
- B. Individual Time
- C. Reading
- D. Math
- E. Spelling
- F. Social Studies
- G. Science
- H. Free Choice

- A. Transition
- B. Choice Given
- C. Redirection
- D. Instruction/Directive
- E. New Task
- F. Routine Task
- G. Physical Prompts
- H. Teacher attention to others

- A. Throwing objects
- B. Disruptive outburst
- C. Physical Aggression
- D. Personal space given
- E. Changed Activity
- F. Peer Attention
- G. Verbal reprimand
- H. Other behavior

- A. Choice given
- B. Redirection
- C. Discussion of Beh.
- D. Personal space given
- E. Changed Activity
- F. Peer Attention
- G. Verbal reprimand
- H. Other behavior

- A. Stopped
- B. Continued
- C. Intensified
- D. Slept
- E. Yelled
- F. Cried
- G. Other behavior
- H. Moved away
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: ____5/5/03____

<table>
<thead>
<tr>
<th>Time</th>
<th>Context/Activity</th>
<th>Antecedent/ Setting Events</th>
<th>Identified Target Behaviors</th>
<th>Consequence/Outcome</th>
<th>Student Reaction</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40-</td>
<td>A</td>
<td></td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>LR</td>
</tr>
<tr>
<td>8:56</td>
<td>B</td>
<td></td>
<td>C</td>
<td>I</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

Key:
A. Group Time
B. Individual Time
C. Reading
D. Math
E. Spelling
F. Social Studies
G. Science
H. Free Choice
I. Lunch
J. Outside

- A. Transition
- B. Choice Given
- B. Disruptive outburst
- B. Redirection
- B. Continued
- C. Redirection
- C. Physical Aggression
- C. Discussion of Beh.
- C. Intensified
- D. Instruction/Directive
- D. Personal space given
- D. Slept
- E. New Task
- E. Changed Activity
- E. Yelled
- F. Routine Task
- F. Peer Attention
- F. Cried
- G. Physical Prompts
- G. Verbal reprimand
- G. Other behavior
- H. Teacher attention to others
- H. Physical Prompt
- H. Moved away
- I. told “NO”
- I. Time Out
- I. Self-stimulation
- J. Close proximity
- J. J.

66 OUT OF 420 MIN = 16%
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

<table>
<thead>
<tr>
<th>Time</th>
<th>Context/Activity</th>
<th>Antecedent/ Setting Events</th>
<th>Identified Target Behaviors</th>
<th>Consequence/Outcome</th>
<th>Student Reaction</th>
<th>Staff Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin &amp; End</td>
<td>The student’s environmental surroundings (people, places, events)</td>
<td>Describe exactly what occurred in the environment just before targeted behavior was exhibited.</td>
<td>List types of behaviors displayed during incident</td>
<td>What happened in the environment immediately after behavior was exhibited?</td>
<td>How did the student react immediately following the initial consequence being delivered</td>
<td></td>
</tr>
<tr>
<td>8:30-8:39</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>LR</td>
</tr>
<tr>
<td>9:00-9:22</td>
<td>C</td>
<td>E</td>
<td>C</td>
<td>I</td>
<td>A</td>
<td>TP</td>
</tr>
<tr>
<td>12:15-12:27</td>
<td>I</td>
<td>H</td>
<td>A</td>
<td>C</td>
<td>A</td>
<td>LR</td>
</tr>
<tr>
<td>3:15-3:30</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>TP</td>
</tr>
</tbody>
</table>

**Key:**
- A. Group Time
- B. Individual Time
- C. Reading
- D. Math
- E. Spelling
- F. Social Studies
- G. Science
- H. Free Choice
- Key: A. Transition
- Key: A. Throwing objects
- Key: A. Choice given
- Key: A. Stopped
- Key: B. Choice Given
- Key: B. Disruptive outburst
- Key: B. Redirection
- Key: B. Continued
- Key: C. Redirection
- Key: C. Physical Aggression
- Key: C. Discussion of Beh.
- Key: C. Intensified
- Key: D. Instruction/Directive
- Key: D. Personal space given
- Key: D. Slept
- Key: E. New Task
- Key: E. Changed Activity
- Key: E. Yelled
- Key: F. Routine Task
- Key: F. Peer Attention
- Key: F. Cried
- Key: G. Physical Prompts
- Key: G. Verbal reprimand
- Key: G. Other behavior
- Key: H. Teacher attention to
- Key: H. Physical Prompt
- Key: H. Moved away

58 OUT OF 420 MIN = 14%
Data Analysis

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.

\[
\frac{379}{32} = 11.84
\]

% 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.

\[
\frac{379}{4200 \text{ minutes}} \times 100 = 9.02
\]
Behavior Analysis

Your schedule would be tailored to your day.

<table>
<thead>
<tr>
<th>TIME OF DAY</th>
<th>Tally</th>
<th>Ratio</th>
<th>% INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30-8:59</td>
<td>1</td>
<td>x/32</td>
<td>X%</td>
</tr>
<tr>
<td>9:00-9:29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30-9:59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-10:29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30-10:59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00-11:29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-11:59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00-12:29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30-12:59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-1:29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:30-1:59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00-2:29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30-2:59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00-3:30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Behavior Analysis

<table>
<thead>
<tr>
<th>TIME OF DAY</th>
<th>Tally</th>
<th>Ratio</th>
<th>% INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:29</td>
<td>0/32</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>8:30-8:59</td>
<td>111111</td>
<td>6/32</td>
<td>19%</td>
</tr>
<tr>
<td>9:00-9:29</td>
<td>111111</td>
<td>6/32</td>
<td>19%</td>
</tr>
<tr>
<td>9:30-9:59</td>
<td>0/32</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>10:00-10:29</td>
<td>1</td>
<td>1/32</td>
<td>3%</td>
</tr>
<tr>
<td>10:30-10:59</td>
<td>0/32</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>11:00-11:29</td>
<td>0/32</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>11:30-11:59</td>
<td>0/32</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>12:00-12:29</td>
<td>111111</td>
<td>5/32</td>
<td>16%</td>
</tr>
<tr>
<td>12:30-12:59</td>
<td>1</td>
<td>1/32</td>
<td>3%</td>
</tr>
<tr>
<td>1:00-1:29</td>
<td>1111</td>
<td>4/32</td>
<td>13%</td>
</tr>
<tr>
<td>1:30-1:59</td>
<td>0/32</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2:00-2:29</td>
<td>1</td>
<td>1/32</td>
<td>3%</td>
</tr>
<tr>
<td>2:30-2:59</td>
<td>0/32</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>111111111</td>
<td>8/32</td>
<td>25%</td>
</tr>
<tr>
<td>DAY OF WEEK</td>
<td>Tally</td>
<td>AVERAGE INCIDENTS PER DAY</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>MONDAY (2)</td>
<td></td>
<td>Divide total by 2</td>
<td></td>
</tr>
<tr>
<td>TUESDAY (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>DAY OF WEEK</th>
<th>Tally</th>
<th>AVERAGE INCIDENTS PER DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td>111111</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td>11111</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td>111</td>
<td>1.5</td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>111</td>
<td>1.5</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>111111</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td>111111</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>1111</td>
<td></td>
</tr>
</tbody>
</table>
# Behavior Analysis

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>Letter</th>
<th>Tally</th>
<th>Ratio</th>
<th>% Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Time</td>
<td>$a$</td>
<td>111</td>
<td>$x/32$</td>
<td>$x%$</td>
</tr>
<tr>
<td>Individual Time</td>
<td>$b$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>$c$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>$d$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>$e$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>$f$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>$g$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Room</td>
<td>$h$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>$i$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside</td>
<td>$j$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Behavior Analysis

<table>
<thead>
<tr>
<th>CONTEXT</th>
<th>Letter</th>
<th>Tally</th>
<th>Ratio</th>
<th>% Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Time</td>
<td>a</td>
<td>111111111111</td>
<td>14/32</td>
<td>44%</td>
</tr>
<tr>
<td>Individual Time</td>
<td>b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>c</td>
<td>111111</td>
<td>6/32</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>d</td>
<td>11111</td>
<td>5/32</td>
<td>38%</td>
</tr>
<tr>
<td>Spelling</td>
<td>e</td>
<td>1</td>
<td>1/32</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>f</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>g</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Room</td>
<td>h</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>i</td>
<td>111111</td>
<td>6/32</td>
<td>19%</td>
</tr>
<tr>
<td>Outside</td>
<td>j</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEHAVIORS</td>
<td>Tally</td>
<td>Ratio</td>
<td>% INVOLVED</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------</td>
<td>-------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Throwing Objects</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruptive Outbursts</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Behavior Analysis

<table>
<thead>
<tr>
<th>BEHAVIORS</th>
<th>Tally</th>
<th>Ratio</th>
<th>% INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throwing Objects</td>
<td>11</td>
<td>2/32</td>
<td>6%</td>
</tr>
<tr>
<td>Disruptive Outburst</td>
<td>111111111111111111</td>
<td>20/32</td>
<td>63%</td>
</tr>
<tr>
<td>Physical Aggression</td>
<td>111111111111111111</td>
<td>10/32</td>
<td>31%</td>
</tr>
</tbody>
</table>

Not enough incidents to measure
Behavior Analysis

<table>
<thead>
<tr>
<th>ANTECEDENTS</th>
<th>Letter</th>
<th>Tally</th>
<th>Ratio</th>
<th>% INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice Given</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirection</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction/Directive</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Task</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routine Task</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Prompts</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Attention to others</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Told “NO”</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Proximity</td>
<td>J</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Behavior Analysis

<table>
<thead>
<tr>
<th>ANTECEDENTS</th>
<th>Letter</th>
<th>Tally</th>
<th>Ratio</th>
<th>% INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>A</td>
<td>111111111111</td>
<td>14/32</td>
<td>44%</td>
</tr>
<tr>
<td>Choice Given</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirection</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction/Directive</td>
<td>D</td>
<td>111</td>
<td>3/32</td>
<td>9%</td>
</tr>
<tr>
<td>New Task</td>
<td>E</td>
<td>11111111</td>
<td>8/32</td>
<td>25%</td>
</tr>
<tr>
<td>Routine Task</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Prompts</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Attention to others</td>
<td>H</td>
<td>11111111</td>
<td>7/32</td>
<td>22%</td>
</tr>
<tr>
<td>Told “NO”</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Proximity</td>
<td>J</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANTECEDENTS</td>
<td>Letter</td>
<td>Throwing Objects (A)</td>
<td>Disruptive Outburst (B)</td>
<td>Physical Aggression (C)</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Transition</td>
<td>A</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Choice Given</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirection</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction/Directive</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Task</td>
<td>E</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Routine Task</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Prompts</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Attention to others</td>
<td>H</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Told “NO”</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Proximity</td>
<td>J</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>ANTECEDENTS</th>
<th>Letter</th>
<th>Throwing Objects</th>
<th>Disruptive Outbursts</th>
<th>Physical Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>A</td>
<td></td>
<td>1111111111111111 (14)</td>
<td></td>
</tr>
<tr>
<td>Choice Given</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirection</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction/Directive</td>
<td>D</td>
<td></td>
<td></td>
<td>111(3)</td>
</tr>
<tr>
<td>New Task</td>
<td>E</td>
<td></td>
<td>1 (1)</td>
<td>11111111 (7)</td>
</tr>
<tr>
<td>Routine Task</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Prompts</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Attention to others</td>
<td>H</td>
<td></td>
<td>11 (2)</td>
<td>111111 (5)</td>
</tr>
<tr>
<td>Told “NO”</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close Proximity</td>
<td>J</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>K</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSEQUENCES</td>
<td>Letter</td>
<td>Throwing Objects (A)</td>
<td>Disruptive Outburst (B)</td>
<td>Physical Aggression (C)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------</td>
<td>----------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Choice Given</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirection</td>
<td>B</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>C</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Personal Space Given</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed Activity</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Attention</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Reprimand</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Prompt</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Out</td>
<td>I</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Just like the last one. Graph row + column.
## Behavior Analysis

### Consequences

<table>
<thead>
<tr>
<th>Consequences</th>
<th>Letter</th>
<th>Throwing Objects (A)</th>
<th>Disruptive Outburst (B)</th>
<th>Physical Aggression (c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice Given</td>
<td>A</td>
<td>111111 (6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirection</td>
<td>B</td>
<td>11111111 (8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>C</td>
<td>1 (1)</td>
<td>111 (3)</td>
<td></td>
</tr>
<tr>
<td>Personal Space Given</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed Activity</td>
<td>E</td>
<td>11 (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Attention</td>
<td>F</td>
<td>1 (1)</td>
<td>1 (1)</td>
<td></td>
</tr>
<tr>
<td>Verbal Reprimand</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Prompt</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Out</td>
<td>I</td>
<td></td>
<td></td>
<td>1111111111 (10)</td>
</tr>
</tbody>
</table>
Tally the consequence and the student reaction. Then divide the number of stopped by the total number of behaviors.

<table>
<thead>
<tr>
<th>CONSEQUENCE</th>
<th>Letter</th>
<th>Tally</th>
<th>STUDENT REACTION</th>
<th>% Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice Given</td>
<td>A</td>
<td></td>
<td>Stopped</td>
<td></td>
</tr>
<tr>
<td>Redirection</td>
<td>B</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion</td>
<td>C</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Personal Space Given</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed Activity</td>
<td>E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Attention</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Reprimand</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Prompt</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Out</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Divide the stopped by the total tallies.
## Behavior Analysis

<table>
<thead>
<tr>
<th>CONSEQUENCE</th>
<th>Letter</th>
<th>Tally</th>
<th>STUDENT REACTION</th>
<th>% Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Stopped</td>
<td>Continued</td>
</tr>
<tr>
<td>Choice Given</td>
<td>A</td>
<td>1111111 (6)</td>
<td>11111 (5)</td>
<td>1 (1)</td>
</tr>
<tr>
<td>Redirection</td>
<td>B</td>
<td>111111111 (8)</td>
<td>111 (3)</td>
<td>11111 (5)</td>
</tr>
<tr>
<td>Discussion</td>
<td>C</td>
<td>1111 (4)</td>
<td>11 (2)</td>
<td>11 (2)</td>
</tr>
<tr>
<td>Personal Space Given</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changed Activity</td>
<td>E</td>
<td>11 (2)</td>
<td></td>
<td>11 (2)</td>
</tr>
<tr>
<td>Peer Attention</td>
<td>F</td>
<td>11 (2)</td>
<td></td>
<td>11 (2)</td>
</tr>
<tr>
<td>Verbal Reprimand</td>
<td>G</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Prompt</td>
<td>H</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Out</td>
<td>I</td>
<td>111111111111 (10)</td>
<td>11111 (5)</td>
<td>11111 (5)</td>
</tr>
</tbody>
</table>
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

Setting Events/Triggering Antecedents

transition

Desired Alternative

Target Behavior disruptive outburst

Maintenance Consequence or Functions

Acceptable Alternative

Behavior Support Planning

Setting Events Modifications

Antecedent Modifications

Behavior Teaching

Consequence Modifications
Competing Pathways Chart

Setting Events/ Triggering Antecedents

transition

Desired Alternative

Target Behavior disruptivoutburst

Maintaining Consequence or Functions

Acceptable Alternative

Attention

Behavior Support Planning

Setting Events Manipulations

Changed morning and afternoon routine.

Mom worked on organizing her exit from home.

Antecedent Manipulations

Diary of day.

Vanna White of the daily schedule.

Office Messenger when on overload.

Behavior Teaching

Secret signal for clarification.

Give Pre-Corrects before transitions and elicit verbal understanding.

Consequence Modifications

Give her attention for appropriate behavior.

Do not give attention for inappropriate behavior if possible.
**Competing Pathways Chart**

- **Setting Event/ Triggering Antecedents**
  - New Task or Skill

- **Target Behavior**
  - Physical aggression

- **Desired Alternative**

- **Acceptable Alternative**
  - Escape

- **Maintaining Consequence or Function**

**Behavior Support Planning**

- **Setting Events Manipulations**
- **Antecedent Manipulations**
- **Behavior Teaching**
- **Consequence Modifications**
**Behavior Support Planning**

**Setting Events Manipulations**
Pre-teach upcoming lessons and skills in the privacy of the resource room so she’s prepared in inclusion classes.

**Antecedent Manipulations**
Give her one answer that she can do successfully in class with peers.

**Behavior Teaching**
Teach her to signal that she needs help. We used a Garfield cat. She had word searches to do until someone got there to help her.

**Consequence Modifications**
Never send her to time out or allow her to escape from work.
Australia – in the room with a discussion with a travel agent. ☺
Baseline Intervention
### Student:

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

<table>
<thead>
<tr>
<th>Time</th>
<th>8:00</th>
<th>8:30</th>
<th>9:00</th>
<th>9:30</th>
<th>10:00</th>
<th>10:30</th>
<th>11:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:02</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B = biting  
H = hitting
Formula for Baseline

\[ \frac{I - B}{B} = D \times 100 \]

**Intervention Frequency = 3 times per day**

**Baseline Frequency = 34 times per day**

\[ \frac{3 - 34}{34} = -0.91176 \]

\[ -0.91176 \times 100 = 91\% \text{ Decrease in Behavior} \]
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>(start)</th>
<th>(stop)</th>
<th>Duration of</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/5</td>
<td>Reading</td>
<td>9:17</td>
<td>9:29</td>
<td>12 min</td>
<td>ignored</td>
</tr>
<tr>
<td>12/5</td>
<td>Math</td>
<td>10:15</td>
<td>10:16</td>
<td>1 min</td>
<td>Gave evil eye</td>
</tr>
<tr>
<td>12/5</td>
<td>Soc. Studies</td>
<td>12:17</td>
<td>12:18</td>
<td>1 min</td>
<td>Gave secret signal to stop</td>
</tr>
</tbody>
</table>
Clarice- Poking Eyes- Data collected from 8:15-3:30

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>(start)</th>
<th>(stop)</th>
<th>How many occurrences happened during this time frame?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/1</td>
<td>reading</td>
<td>8:17</td>
<td>8:37</td>
<td>22</td>
<td>Using basal reader</td>
</tr>
<tr>
<td>12/1</td>
<td>PE</td>
<td>8:40</td>
<td>9:10</td>
<td>0</td>
<td>Playing basketball</td>
</tr>
<tr>
<td>12/1</td>
<td>Social studies</td>
<td>9:20</td>
<td>9:50</td>
<td>24</td>
<td>Reading from book</td>
</tr>
<tr>
<td>12/1</td>
<td>Math</td>
<td>9:50</td>
<td>10:30</td>
<td>0</td>
<td>Game at board</td>
</tr>
<tr>
<td>Time</td>
<td>Setting</td>
<td>What did the staff or students do in relation to the behavior?</td>
<td>What did the student do as a result of what the adult or peers did in relation to the behavior?</td>
<td>Notes about what happened</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
<td></td>
</tr>
<tr>
<td>9:15-9:45</td>
<td>Work time</td>
<td>Blocked with hand</td>
<td>Kept pulling hair</td>
<td>Staff put hand on shoulder and used other hand to block hair pulling</td>
<td></td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Free choice Time</td>
<td>Ignored</td>
<td>Stopped pulling hair</td>
<td>Staff ignored behaviors and student stopped</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Thurs</td>
<td>Fri</td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>------</td>
<td>-----</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>8:00-8:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:31-9:00</td>
<td></td>
<td></td>
<td>1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:01-9:30</td>
<td></td>
<td>1-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:31-10:00</td>
<td></td>
<td></td>
<td></td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td>10:01-10:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:31-11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:01-11:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Hitting
Others

9:30-10:00 is Music

10:30-11:00 is PE
<table>
<thead>
<tr>
<th>Time</th>
<th>7:30</th>
<th>8:00</th>
<th>8:30</th>
<th>9:00</th>
<th>9:30</th>
<th>10:00</th>
<th>10:30</th>
<th>11:00</th>
<th>11:30</th>
<th>12:00</th>
<th>12:30</th>
<th>1:00</th>
<th>1:30</th>
<th>2:00</th>
<th>2:30</th>
<th>3:00</th>
<th>3:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
<td>02</td>
</tr>
<tr>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
<td>03</td>
</tr>
<tr>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
<td>04</td>
</tr>
<tr>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
<td>05</td>
</tr>
<tr>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
<td>06</td>
</tr>
<tr>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
<td>07</td>
</tr>
<tr>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
<td>08</td>
</tr>
<tr>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
<td>09</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

**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
Welcome to

Who Wants to be a Millionaire
What are the two functions of behavior?

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?

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?

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

50:50
What’s the formula for interventions?

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?

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!
Why should behavioral expectations be positive?

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
<table>
<thead>
<tr>
<th>Number</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>$1 Million</td>
</tr>
<tr>
<td>14</td>
<td>$500,000</td>
</tr>
<tr>
<td>13</td>
<td>$250,000</td>
</tr>
<tr>
<td>12</td>
<td>$125,000</td>
</tr>
<tr>
<td>11</td>
<td>$64,000</td>
</tr>
<tr>
<td>10</td>
<td>$32,000</td>
</tr>
<tr>
<td>9</td>
<td>$16,000</td>
</tr>
<tr>
<td>8</td>
<td>$8,000</td>
</tr>
<tr>
<td>7</td>
<td>$4,000</td>
</tr>
<tr>
<td>6</td>
<td>$2,000</td>
</tr>
<tr>
<td>5</td>
<td>$1,000</td>
</tr>
<tr>
<td>4</td>
<td>$500</td>
</tr>
<tr>
<td>3</td>
<td>$300</td>
</tr>
<tr>
<td>2</td>
<td>$200</td>
</tr>
<tr>
<td>1</td>
<td>$100</td>
</tr>
</tbody>
</table>
Research says we can improve behavior by what percent just by pointing out what someone is doing correctly?

A: 100%
B: 2%
C: 60%
D: 80%
Why is using an empathetic statement a good thing?

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

50:50

8: $8,000
7: $4,000
6: $2,000
5: $1,000
4: $500
3: $300
2: $200
1: $100

$1 Million
$500,000
$250,000
$125,000
$64,000
$32,000
$16,000
$8,000
$4,000
$2,000
$1,000
$500
$300
$200
$100
$50
$30
$20
$10
$5
$2
$1
<table>
<thead>
<tr>
<th>Number</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>$1 Million</td>
</tr>
<tr>
<td>14</td>
<td>$500,000</td>
</tr>
<tr>
<td>13</td>
<td>$250,000</td>
</tr>
<tr>
<td>12</td>
<td>$125,000</td>
</tr>
<tr>
<td>11</td>
<td>$64,000</td>
</tr>
<tr>
<td>10</td>
<td>$32,000</td>
</tr>
<tr>
<td>9</td>
<td>$16,000</td>
</tr>
<tr>
<td>8</td>
<td>$8,000</td>
</tr>
<tr>
<td>7</td>
<td>$4,000</td>
</tr>
<tr>
<td>6</td>
<td>$2,000</td>
</tr>
<tr>
<td>5</td>
<td>$1,000</td>
</tr>
<tr>
<td>4</td>
<td>$500</td>
</tr>
<tr>
<td>3</td>
<td>$300</td>
</tr>
<tr>
<td>2</td>
<td>$200</td>
</tr>
<tr>
<td>1</td>
<td>$100</td>
</tr>
</tbody>
</table>
What was time-out supposed to be?

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.
What’s the most important thing to build when teaching?

A: bulletin boards  
B: Rules Poster  
C: lesson plans  
D: relationships

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
Congratulations!

You’ve Reached the $32,000 Milestone!
Why are choices important?

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
<table>
<thead>
<tr>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>$1 Million</td>
</tr>
<tr>
<td>14</td>
<td>$500,000</td>
</tr>
<tr>
<td>13</td>
<td>$250,000</td>
</tr>
<tr>
<td>12</td>
<td>$125,000</td>
</tr>
<tr>
<td>11</td>
<td>$64,000</td>
</tr>
<tr>
<td>10</td>
<td>$32,000</td>
</tr>
<tr>
<td>9</td>
<td>$16,000</td>
</tr>
<tr>
<td>8</td>
<td>$8,000</td>
</tr>
<tr>
<td>7</td>
<td>$4,000</td>
</tr>
<tr>
<td>6</td>
<td>$2,000</td>
</tr>
<tr>
<td>5</td>
<td>$1,000</td>
</tr>
<tr>
<td>4</td>
<td>$500</td>
</tr>
<tr>
<td>3</td>
<td>$300</td>
</tr>
<tr>
<td>2</td>
<td>$200</td>
</tr>
<tr>
<td>1</td>
<td>$100</td>
</tr>
</tbody>
</table>
What are qualities you like to see in teachers?

A: warts and bad breath
B: ability to cast spells
C: loud screechy voices
D: humor
<table>
<thead>
<tr>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>$1 Million</td>
</tr>
<tr>
<td>14</td>
<td>$500,000</td>
</tr>
<tr>
<td>13</td>
<td>$250,000</td>
</tr>
<tr>
<td>12</td>
<td>$125,000</td>
</tr>
<tr>
<td>11</td>
<td>$64,000</td>
</tr>
<tr>
<td>10</td>
<td>$32,000</td>
</tr>
<tr>
<td>9</td>
<td>$16,000</td>
</tr>
<tr>
<td>8</td>
<td>$8,000</td>
</tr>
<tr>
<td>7</td>
<td>$4,000</td>
</tr>
<tr>
<td>6</td>
<td>$2,000</td>
</tr>
<tr>
<td>5</td>
<td>$1,000</td>
</tr>
<tr>
<td>4</td>
<td>$500</td>
</tr>
<tr>
<td>3</td>
<td>$300</td>
</tr>
<tr>
<td>2</td>
<td>$200</td>
</tr>
<tr>
<td>1</td>
<td>$100</td>
</tr>
</tbody>
</table>
The quickest way to change anyone’s behavior is to...

A: spank
B: badger
C: ridicule
D: point out what they do correctly
Behavior is learned and serves a
<table>
<thead>
<tr>
<th>15</th>
<th>$1 Million</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>$500,000</td>
</tr>
<tr>
<td>13</td>
<td>$250,000</td>
</tr>
<tr>
<td>12</td>
<td>$125,000</td>
</tr>
<tr>
<td>11</td>
<td>$64,000</td>
</tr>
<tr>
<td>10</td>
<td>$32,000</td>
</tr>
<tr>
<td>9</td>
<td>$16,000</td>
</tr>
<tr>
<td>8</td>
<td>$8,000</td>
</tr>
<tr>
<td>7</td>
<td>$4,000</td>
</tr>
<tr>
<td>6</td>
<td>$2,000</td>
</tr>
<tr>
<td>5</td>
<td>$1,000</td>
</tr>
<tr>
<td>4</td>
<td>$500</td>
</tr>
<tr>
<td>3</td>
<td>$300</td>
</tr>
<tr>
<td>2</td>
<td>$200</td>
</tr>
<tr>
<td>1</td>
<td>$100</td>
</tr>
</tbody>
</table>
Children comply with the rules what percent of the time?

A: 10%
B: 20%
C: 2%
D: 80%
YOU WIN $1 MILLION DOLLARS!
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....
Behavior is learned and serves a specific purpose.

Behavior is related to the context in which it occurs.

For every year a behavior is in place it takes at least one month for that behavior to have a significant change.

Children comply with the rules 80% of the time. However, they are complimented for their behavior less than 2% of the time.
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:
- Special children
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

Links
Classroom Interventions

Marbles
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
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
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

We respect ourselves, others, and 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:

"Soaring to Success at NCES!"

Follow Directions
Respect Others
Accept Responsibility
Keep our feathers to ourselves
Miller Students are expected to abide by the M&M's.

**m**ake responsible choices.

**m**aintain good character.

**S**how respect to all.
Welcome to Howard Middle School

Prompt And Prepared

Accept Responsibility

Work Hard

Show Respect
VRES

C – Carry out adult directions the first time.
A – Accept responsibility.
T – Think before you act.
S – 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

Total Office Discipline Referrals

Academic Years

94-95 95-96 96-97 97-98 98-99 99-00 00-01 01-02 02-03
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
Yellow indicates when “gotchas” began for each school.
School B

42% decrease

6% decrease

43% decrease

August 2002-2003
August 2003-2004
September 2002-2003
September 2003-2004
October 2002-2003
October 2003-2004
This school did not begin "gotchas" until after December.
School D

August 2002-2003: 22% decrease
August 2003-2004: 41% decrease
September 2002-2003: 30% decrease
September 2003-2004: 30% decrease
October 2002-2003: 30% decrease
October 2003-2004: 30% decrease
School E

August 2002-2003
September 2002-2003
October 2002-2003

August 2003-2004
September 2003-2004
October 2003-2004

31% decrease
40% decrease
16% decrease
School F

- 27% increase
- 45% increase
- 3% 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.
Now that you have your expectations, how will you get their attention?

I will be happy (key word) to take you (has to be somewhere they want to go) when you (do the chore I need done).

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

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
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
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.”
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
This is unfair!
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...

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

smile  NICE  TRY
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.
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!