

Step into the Script: Improving Implementation of Behavior Plans



WELCOME

INTRODUCTIONS



The BASIC FBA



ANTECEDENT
BEFORE



BEHAVIOR
DURING



CONSEQUENCE
AFTER

Components of Quality FBA

Components / Outcomes

- Clear Description of the Behavior
- Setting Events & Antecedents that predict when the behavior will and will not occur
- Consequences that maintain the behavior
- Summary Statement (Hypothesis / FUNCTION)

Activities

- Informants
 - Interviews
 - Rating Scales
 - Checklists
- Systematic Direct Observation
 - Scatterplot
 - ABC
- Systematic Manipulation of Conditions (FA—Functional Analysis)



High Quality PBIS Plan



1. PREVENT

challenging behavior from occurring in the first place....

- Antecedent-Based Interventions
- Environmental Supports
- Curricular Modifications
- Peer Mediated Interventions

2. TEACH

systems and new / replacement behaviors using effective teaching techniques

- Coping Strategies
- Social Skills
- Self-Management
- Learning Skills

3. RESPOND in ways that:

- a. Reinforce new (replacement) behaviors
 - b. Do not reinforce challenging behavior;
 - c. Prevent further escalation
- Adult Scripts*



Critical BIP Features

- BIP is developed in a timely manner after FBA
- Hypothesis developed from FBA is included in behavior plan
- At least 1 strategy that addresses and modifies antecedent events listed in FBA is included with enough detail for implementation
- Identify desired long-term replacement behavior
- At least 1 short-term replacement behavior that will be taught to student is identified, linked to FBA data, and described in enough detail for implementation
- At least 1 strategy that will reinforce the replacement behavior and provide the same outcome as the problem behavior is identified, linked to FBA, and described in enough detail to implement
- At least one strategy that eliminates the maintaining consequences identified in the FBA is described with enough detail to implement
- A need for a crisis plan is identified and plan procedures are described with sufficient detail
- A specific plan for collecting monitoring data on both the problem and replacement behaviors (or other behaviors being taught) following implementation of the plan is included
- Plan for collecting fidelity data on BIP implementation is included

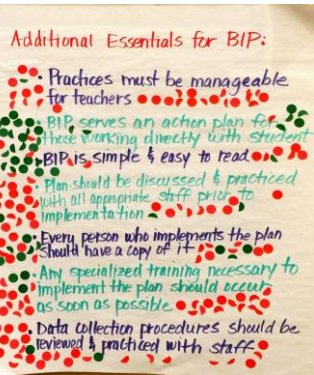


What are some barriers to the success of behavior plans?



Rarely / Never

Often / Always



The Reality

- **Student Data despite behavior plan:**
 - Eloping & Hallway Running: 8-10 times in a 30 min period daily
 - Engagement & Appropriate use of Classroom Materials: 0%
 - Repetitive Comments / Questions: 90% of conversations; 10+ repeated questions
 - Private Behavior: 90-100% of time
 - Grabbing at Shirts / Logos: 100% when logos present
 - Level 4/5 Behaviors: 4+ per day
- **Variables / Barriers**
 - Decent FBA & behavior plan strategies
 - Untrained staff
 - Lack of time / subs for training
 - Lack of staff for ongoing in-class coaching / support
 - High staff turn-over



Behavioral Skills Training

• Describe

- Rational & Expected Outcomes
- Succinct WRITTEN Details (Scripts)

• Model Implementation

- Opportunity to tighten developed scripts
- Opportunity to gather information re additional needed scripts

• Practice with Coaching Feedback

- Implementation fidelity of the script
- Opportunity to coach for problem solving

• Fidelity Checks

- Regression to the Mean
- Frequency?

Which one will more likely be implemented with fidelity?

Traditional BIP:

Provide Don choices

- 3 Implemented Consistently with Fidelity
- 2 Inconsistent / Fidelity Issues
- 1 Not Implemented when Expected
- NO No Opportunity to Implement

Behavior Plan Script


- Provide Don 2 visual choice opportunities immediately after assigning him independent work in class.
- Choice options include:
 - Type of writing utensil (e.g. pencil, pen, marker, crayon)
 - Where to sit (desk or flexible seating area)
 - Who to sit next to while completing the assignment (assigned peer or adult)
 - Which assignment to do 1st
 - Which items in the assignment to do 1st
- Immediately after giving the class the independent assignment, go over to Don and present him with the 2 choice options
- When presenting the choices, say while showing the visual options, e.g. "Don, where do you want to sit? X or X?"
- After he makes each choice, provide authentic positive acknowledgement (e.g. "awesome," "great choice," "cool") and when both choices are selected, release him to his choices to do his work



Script Structure

Level 1 Engagement	Level 2 Anxiety (HOUSTON)	Level 3 Agitation	Level 4 Anger	Level 5 Aggression	Level 6 Recovery
Expected Behaviors	Slight Changes in Behavior	Noticeable Changes in Behavior	Verbal Aggression / Property Damage	Imminent Danger to Self and/or Others	Returning to a state of regulation
Engagement Scripts	Disengagement Scripts	Break Protocol	De-escalation Scripts	Crisis Intervention	Recovery Scripts
What the student says and does					
What the staff says and does					

Adapted from The Incredible 5 Point Scale by Kari Dunn Buron & Mitzi Curtis

<p>INSTRUCTIONAL Levels 1 & 2</p> <p>Focus on Teaching</p> <p>Use of planned Ignoring (put behavior on extinction)</p> 	<p>BEHAVIORAL Levels 3+</p> <p>Focus on</p> <ul style="list-style-type: none"> • Providing a safe environment • Reducing & Not Reinforcing Challenging Behavior • Teaching Self-Regulation
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<p>Level 1: Engagement</p> <p>Behaviors: Follows instructions, actively and independently engaged in expected tasks, lack of challenging behaviors</p> <p>Visual Schedule/Script:</p> <ul style="list-style-type: none"> Use an individual written daily schedule and at the beginning of the day and at each primary transition, ask X to check the schedule (e.g. "check your schedule" or "let's see what's next") The activity just completed should be crossed off, checked off, moved, X'd off /interacted with in some way to indicate "done" and "next." To increase level of predictability in the schedule, add details to the schedule and/or on a separate mini-pad / post it. Always interact with the schedule after each step. Options include: <ul style="list-style-type: none"> Who the helper/teacher is for each activity What materials are needed Location of the class/activity Location of the class / activity - e.g. listen to teacher, complete worksheet -page 1, 2, 3, turn in, check schedule- To increase choice opportunities: <ul style="list-style-type: none"> Have X choose which way to interact with the schedule Ask X whether he/she wants adult or self to interact with it Ask X which utensil to use to interact with the schedule Once the item is crossed off (or checked or X'd), have X read the next activity and then on the schedule or a mini-pad, write the routine for that next activity (e.g. go to locker, get coat, select an area to wait, choose a wait activity before bus is ready). If X doesn't respond to the instruction to check the schedule within <time>, provide a visual prompt to "check schedule." If X still doesn't respond, provide a gestural prompt (point to or touch the schedule) and with authentic positiveness, say "Look at it, what's next?" in some version of this. If X still doesn't respond, either provide a model prompt and move on with the schedule or offer schedule/break. At any time, if verbal instruction is given and X doesn't respond, write it down. <p>Write It Down Script:</p> <ul style="list-style-type: none"> If staff give a verbal instruction and X doesn't follow it, write the instruction down (on a post it, on a section on the schedule, mini-note pad, etc.) If X responds, use the Acknowledgement Script and continue with the schedule. If X doesn't respond, point / gesture to the written instruction and give time (10 times) for response. If X still doesn't respond, offer a choice (e.g. "I do or you do?"). If X still doesn't respond, move to Level 2 / Disengagement / One More Script. <p>Acknowledgement Script:</p> <ul style="list-style-type: none"> Regularly give X positive social attention such as high 5's, fist bumps, authentic verbal praise (e.g. awesome, great job) when engaged and participating in the expected work, and not engaging in identified target behaviors. Provide X at least 5x as many positive acknowledgements for every 1 correction, prompt, or help to prevent the correction, prompt or help from becoming aversive. 	<p>Antecedent Scripts</p>
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<p>Engagement Scripts: During large group instruction:</p> <ul style="list-style-type: none"> Have peer(s) or adult translate gen ed teacher's instructions (step by step), expectations, core discussion points, answers peers are providing, etc. on a whiteboard, post it, paper, etc. This will help keep X oriented to key information in the instructional environment. If the teacher is asking for peers to respond, visually prompt X to "raise your hand" and wait for the teacher to call on. To decrease anxiety with having to come up with the right answer, write down the correct answer (on a post it, whiteboard, etc.) so X doesn't have to generate it (even if you know X knows the answer) -- anxiety can prevent recall. Once the teacher calls on X, visually prompt X to read the answer out loud and then provide an authentic high 5 or thumbs up for a "great job." This will help X learn what it means to be a student and engage with the class.
<p>During small group / independent instruction:</p> <ul style="list-style-type: none"> Have selected peers or paraprofessional sit near X and do the expected work <as if a student in the class> in order to model what X is expected to do. Visually prompt X to do what peer/paraprofessional is doing. Differentiate all work to a level X can do it independently. Provide authentic high 5's, thumbs up, "great job" or other authentic feedback as X interacts with assignments. <p>Choices Script:</p> <ul style="list-style-type: none"> Offer choices whenever possible. If X tries to negotiate something, occasionally "give in" but make it a choice in the schedule so X sees that all options are based on adult offered choices and some things are negotiable and some are not. Choice ideas: type of writing utensil, where to sit, who to sit next to, section of the work to complete first, reward to work for, etc. etc. Embed choices in the schedule where and when there are options This will help teach that there are times when choices are and time when choices aren't an option.

Work / Choice Script:

- During independent work (or during 1:1 work with the paraprofessional as described in the "small group" engagement script), for every 10mins X completes or 10min of time X works, offer less than 2-3 minute choice time (a choice of reinforcing activities preferably ones that can be completed in the room / at desk)
- Once X has made choice, set timer and engage with X during the chosen activity to pair self with reinforcer (e.g. if X is playing with toys, authentically play too, asking to share/participate. If X is drawing, draw too. If X is watching video, watch too and make periodic comments about liking the show or laughing at something funny. This will help pair the adults as sources of reinforcement in the environment.)

Questions Script:

- If X asks a question, verbally answer it.
- If X asks again, write it down and show it (say nothing more).
- If needed, depending on the question, say "these are the choices right now" or "that is not a choice right now" or "check your schedule, when is that a choice?"
- If X asks a 3rd time, say and show "check your schedule; what are we doing right now."
- If X responds and checks schedule, give authentic acknowledgement and move on with the schedule.
- If X does not respond and continues to ask questions, ask if X needs a break or wants to continue with the schedule.
- If X chooses schedule, proceed; if X chooses break, follow break protocol; if X doesn't choose, follow break protocol.

Individual Specific Scripts: Ex. Logo

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Foundational Dis-Engagement Script

- Establish the # opportunities adults should use to attempt to re-engage the student
 - Typically 3ish
 - WHY?
- Potential Options (based on function):
 - 1st:
 - Re-direct to Task (check your schedule)
 - Provide Help (be careful not to create dependence)
 - Increase level of Sr (Sr Script)
 - 2nd:
 - Differentiate to a Lower Demand
 - Offer Choices with the Activity
 - 3rd:
 - Use "ONE MORE"
 - Offer Schedule / Break Choice

WHAT ABOUT BEHAVIOR?

Level 2: Agitation (Disengagement)

Behaviors: Disengagement, refusals, minor disruptions, withdrawal, minor motor / verbal behaviors

Disengagement Script:

- ☐ If X is not engaged, visually prompt X back to task (e.g. "check your schedule, what are you supposed to be doing right now" or "back to your math.")
- ☐ If that is not successful, visually prompt X to complete a very specific task in the activity (e.g. "do # 7" or "put your name on the paper") and/or differentiate the expectation to lower demand (e.g. offer choices, color code answers) AND increase the use of the acknowledgement script.
- ☐ If this is not successful, offer a choice within the activity. Examples include "you do one, I do one," "I'll write, you trace?" "you pick which one you want to do," "do you want to do the first 1/2 or the 2nd 1/2" etc. Peers can be used to pair with X to accomplish this or another adult.
- ☐ If this is not successful, use the One More Script.
- ☐ If this is not successful, move to Level 3 and break protocol

One More Script:

- ☐ If X does not respond to the Disengagement Script, visually give the prompt "One More then Choice Time" and be specific about what "one more" X is expected to do to get choice time. Make "one more" VERY limited in demand.
- ☐ If X completes "one more", use the Acknowledgement Script and offer visual choices for a brief choice time (5 minutes or less). Design choice options in advance. After choice time, return to the Engagement Script and continue as is needed to maintain engagement.
- ☐ If X does not respond to "one more," follow the Schedule/Break Script.

Schedule / Break Script:

- ☐ If the One More Script is not successful, visually prompt X and say "schedule or break."
- ☐ If X says schedule, return to the expected task and use the One More script as soon as needed to keep X engaged.
- ☐ If X says "break," follow break protocol.
- ☐ If X says nothing or says schedule but continues to disengage or have challenging behaviors, visually prompt and say "it's time for a break" and go to Level 3 and follow break protocol.

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BREAK: Implementation Issues

• PURPOSE of BREAK

- Time w/out demands
- De-escalate

SCHEDULE

BREAK

• GUIDELINES:

- Activities / Choices Result in De-escalation
- Benign in Reinforcing Value / NOT Highly Preferred
- Student Initiated – Staff Prompted (TEACH)
- Break Procedures

BREAK

vs.

Choice

Level 3: Agitation

Behaviors: Noticeable disruption, pacing, active refusals, increased voice volume, eloping

Break Protocol:

- ☐ If X chooses break or break is directed, show the break card and say "time for a break" and direct X to the break area / activity. NOTE: The area / activity (e.g. walk down the hall, get a drink of water, use the bathroom; sit in a quiet room; sit quietly at the desk) needs to be benign in reinforcing value to the student. There is a natural reinforcing value to break because the student is being removed from the aversive stimuli (e.g. classroom, teacher, assignment). However, break is used to 1) ensure staff do not push the student to further escalation (NOTE: The presumption is that if the student isn't engaging after multiple engagement strategies including enticement of a reinforcer, it is likely the student is beginning an escalation cycle) and 2) to allow the student brief down time in order to de-escalate and re-attempt to engage. However, if there are additional reinforcing elements to the environment or activity, we risk inadvertently reinforcing challenging behavior).
- ☐ If break is an area, go to the area and then disengage from all interaction. Do not respond to questions, comments, discussion, etc.
- ☐ After a pre-designated time period (15 seconds to 1 minute – no more than 5 minutes), say and show the visual "schedule or break?" if X chooses to continue break, say "ok" and disengage again for the designated time period.
- ☐ Offer the choice of "schedule or break" each time after the designated time period.
- ☐ Default is always break so if X doesn't choose schedule or break or tries to engage in a discussion or asks questions, show and say "you have chosen break."
- ☐ After 4-5 "schedule / break" opportunities and X does not choose to return to schedule, try providing more detail about the schedule by writing down what is next (e.g. math or break; lunch or break; music or break <rather than saying "schedule" or break).
- ☐ If providing the detailed schedule doesn't engage X in 4-5 more opportunities, add a choice opportunity that would follow a low demand schedule requirement (e.g. 1 math item, then choice).

Return to Schedule Protocol:

- ☐ Once X chooses to return to schedule, have a visual mini schedule of the steps for returning to schedule <e.g. get book from locker, go to desk, follow teacher instructions, etc.> and go over them with X.
- ☐ These initial steps are considered "readiness tasks" for staff to evaluate X's readiness to follow instructions and re-enter the schedule.
- ☐ Use LOTS of authentic high 5's, fist bumps, and verbal praise for choosing to return to schedule and have X cross off each task in preparation for returning to the schedule.
- ☐ If X begins to engage in target behaviors during this time, offer "schedule or break" and respond accordingly.

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