INDIVIDUALIZED BEHAVIOR SUPPORT PLANNING AND IMPLEMENTATION

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Sample Template

• Template for Intensive PBS plans is offered

• “Adopt & adapt” still is relevant;
  – Template NOT a required tool
  – Each Agency can have their own template or no template.
  – But intensive PBS plans must have all elements covered in the template.
Why have a Template?

• There are suggested explicit expectations for Intensive PBS Plans; the sample template guides plan developers and reviewers.
• We want to have continuity across the system and fidelity w/DDS’ PBS suggested guiding documents.
• Last updated regulations around behavior support were promulgated in 1988.
• Point to point checking EXAMPLE #1:
  – “Intensive Support Plan Template” (shared w/field in Oct. 2013 & revised in Aug. 2014 says on pg. 3: “Describe [in the Intensive Plan] the individual’s strengths, especially strengths that bear on the problem behavior and areas of success so that the individual is seen as a whole person not just a person with problem behavior”
    ➔ following appears in the sample template
    ➔ “Summarize how individual’s strengths or personal characteristics may be helpful in addressing the problem behavior(s).”
DDSS Intensive Template: Method

• Point to point checking EXAMPLE #2:
  – “The Department recognizes that the P-BSP when completed is potentially lengthy. ... Based on the learning style and management structure of each agency, each provider is encouraged to develop an abbreviated version of the plan for direct support staff to reference as needed. The shortened version of the plan needs to: (a) reside within (as a separable element of) the overall P-BSP; (b) be completely consistent with the overall P-BSP; and (c) summarize who the person is, the PBS procedures being used and the data collection methods.
• Point to point checking EXAMPLE #2 (cont.):

• AND, the following appears in the sample template:

“An abbreviated version of the plan exists for staff and it is part of the P-BSP and is consistent with overall plan and includes a summary of who the person is.”
DDS Intensive Template – In short

• The goal is that the plan developer and/or reviewer can use the DDS Intensive Template as a guide.

• And, it can be adapted to suit your Agency.
Research-Based Suggested Template Resources

*Individualized Supports for Students with Problem Behaviors: Designing Positive Behavior Plans*
Linda M. Bambara and Lee Kern (2005)

*Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment*

*Prevent Teach Reinforce: The School Based Model of Individualized Positive Behavior Support*
Glen Dunlap et al. (2010)
A. Identifying Information

1. Name of Individual

2. Competency Status and Consent

3. Describe process used to develop the P-BSP: input from individual and family; team meeting discussion; review of related concerns; FBA

4. Clinician: (name, degree, certificate, title)
B. Relevant Background Information

1. **A BRIEF narrative describing:**
   a) Life history
   b) Medical conditions
   c) Psychiatric issues
   d) Medication regimen
   e) Individual differences

2. **Individual’s strengths**

3. **Functional Behavior Assessment findings**
   a) Hypotheses regarding function of behavior
   b) Antecedent conditions
   c) Motivating operations
Functional Behavior Assessment

• Operational definition of problem behavior
• Context in which behavior does and does not occur
• Events that trigger problem behavior
• Events that follow and reinforce problem behavior
• Alternative behaviors to increase
Link FBA to BSP

• To improve the link between functional assessment outcomes and behavior support plan design...

1) Ensure that the summary statements from the functional assessment are listed in the behavior support plan.

2) Build a “model” of the functional assessment summary statement and define how the model must be changed to ensure that appropriate behaviors will “compete” successfully with problem behaviors.

– Plans must indicate not only what a person should not do; they should also indicate what the individual should do.
**Example:** When James is hungry and told to stop working on the iPad (a preferred item), he screams, and falls on the floor. Staff console him and say “It’s ok, James.” The function of the behavior appears to be attention.
Example: When Susan is tired and is asked to do complete a task she yells at staff and walks away. Staff leave her alone. The function of her behavior is escape.
Application: Task #1

Functional assessments indicate...

• Walter’s aggression occurs most often when access to preferred items/activities are delayed or denied, as well as in response to prompts from staff to terminate preferred activities. The primary function of aggression is to gain access to preferred items.

• Walter is most likely to engage in oppositional behavior when there is a change in his schedule. His behavior is primarily maintained by attention.
Application: Task #1

- Fill in the boxes below using the summary statements.

**Setting event**

**Antecedent**
- Preferred items/activities are denied, delayed, or stopped.

**Problem Behavior**
- Aggression

**Consequence**
- Access to preferred items

**Setting event**

**Antecedent**
- Change in schedule

**Problem Behavior**
- Oppositional behavior

**Consequence**
- Attention
Link FBA to BSP

• To improve the link between functional assessment outcomes and behavior support plan design...

  1) Ensure that the summary statements from the functional assessment are listed in the behavior support plan.

  2) Build a “model” of the functional assessment summary statement and define how the model must be changed to ensure that appropriate behaviors will “compete” successfully with problem behaviors.

     – Plans must indicate not only what a person should **not** do; they should also indicate what the individual **should** do.
C. Competing Pathway

• Show one or more competing pathways showing the A-B-C relationships as they currently exist and how that is expected to change
Competing Behaviors

• Mutually exclusive
• Behaviors individuals cannot simultaneously engage in at the same time
• Examples:
  – Running and walking
  – Ignoring staff and following directions

What are some other examples of competing behaviors?
BUILD A COMPETING BEHAVIOR PATHWAY

Routine

Setting Event → Antecedent → Problem Behavior → Consequence/Function

Adapted from Horner (2015)
This is what we want...

Targeted Routine

Setting Event -> Antecedent -> Problem Behavior

Desired Behavior -> Natural Consequence

Replacement Behavior -> Maintaining Consequence

Adapted from Horner (2015)
Targeted Routine

Setting Event

Antecedent

Problem Behavior

Desired Behavior

Replacement Behavior

Maintaining Consequence

Natural Consequence
Setting Events

• Complex events, circumstances, or stimuli that increase the probability of problem behaviors occurring
• Serve to alter the value of maintaining consequences for particular responses in particular situations
• Physiological; cognitive/emotional; physical environment; social/activity events
  o Hunger
  o Sleep
  o Prior conflict
  o Noise level
  o Prior failure
  o Toothache

Bambara & Kearn (2005)
Targeted Routine

- Setting Event
- Antecedent
- Problem Behavior
- Replacement Behavior
- Desired Behavior
- Natural Consequence
- Maintaining Consequence
Antecedents

- Stimuli that lead directly to the occurrence of problem behavior
  - Immediate, simple, and discrete events that evoke or trigger problem behaviors

- Physiological; cognitive/emotional; physical environment; social/activity events

Bambara & Kearn (2005)
Walter

Functional assessments indicate...

• Walter’s aggression occurs most often when access to preferred items/activities are delayed or denied, as well as in response to prompts from staff to terminate preferred activities. The primary function of aggression is to gain access to preferred items.

• Walter is most likely to engage in oppositional behavior when there is a change in his schedule. His behavior is primarily maintained by attention.
Natural Consequence

Desired Behavior

Problem Behavior

Maintaining Consequence

Replacement Behavior

Targeted Routine

Setting Event

Antecedent
Replacement Behaviors

• **Serve the same function** as the problem behavior

• Are **easier to do** and **more efficient** than the problem behavior
  – *Require less effort & provide quicker, more reliable access* to desired outcome/response than problem behavior

• Are **socially acceptable**

(Horner, 2015; Bambara & Kearn, 2005)
Replacement Behavior

Prior conflict with peer

1. This is what we’re asking the individual to do.
   - Sit next to peer at dinner

2. This is what the individual is currently obtaining.
   - Sit next to peer and eat dinner

3. Look how different this is from what is happening now
   - No peer conflict, eat dinner, staff acknowledgment

4. The individual is going to need to gain skills before being able to do this independently
   - Yelling at peer and refusing to eat dinner

5. So we teach and prompt the Replacement behavior first
   - Ask to be seated somewhere else

Sent to another seat to ‘calm down’ *Function: escape from current location*

Adapted from Horner (2015)
Replacement Behaviors

• Help individuals get their needs met
• Change situations that trigger problem behaviors
• Help individuals cope with difficult situations as they arise
• Serve as:
  – an immediate attempt to reduce disruption & potentially dangerous behavior in the environment
  – designed to actively begin breaking the student’s habit of using problem behavior to meet their needs, by replacing it with a more acceptable Replacement behavior

**We want the individual to choose the alternative behavior not the problem behavior!**

Horner, 2015; Bambara & Kearn, 2005
Replacement Behaviors

- Asking for help
- Taking a break
- Requesting reduced work
- Asking to confine with activity
- Requesting staff attention
- Requesting peer attention
- Requesting reduced sensory stimuli (noise, etc.)
Which of the Following are Appropriate Replacement Behaviors?

- Leslie **screams** during independent work times in the Day Hab. Screaming is **maintained by staff attention**.

- Which is the **best** Replacement Behavior
  - Put head down on her desk and sit quietly
  - Sign “more” to another individual
  - Take completed work up to show the teacher
  - Move to sit by another individual
  - Use picture communication system to request staff help

1. Serve same Function? Does it provide adult attention?

2. Is Behavior **easier** to do than problem behavior?

3. Is Behavior **Socially Acceptable**?

Adapted from Horner (2015)
Application: Task #2

Functional assessments indicate...

- Walter’s aggression occurs most often when access to preferred items/activities are delayed or denied, as well as in response to prompts from staff to terminate preferred activities. The primary function of aggression is to gain access to preferred items.

- Walter is most likely to engage in oppositional behavior when there is a change in his schedule. His behavior is primarily maintained by attention.
Application: Task #2

• **Oppositional behavior:** Any instance in which Walter does not follow through from a staff’s request within 2 minutes of the initial request.

• **Aggressive behavior:** Any occurrence of the following: kicking, punching, hitting and/or grabbing others, throwing items at others, tripping others, using items as weapons, including attempts.
Application: Task #2

• Using the Walter example...
• Select replacement behaviors for his problem behaviors
  – Socially acceptable
  – More efficient than problem behavior
  – Results in same consequence as the problem behavior
  – Has the same function of the problem behavior
Walter’s Replacement Behaviors

• **Asking to ask a break**
  – Escapes from non-preferred, activity, task, staff or peer

• **Verbally requesting access to items**
  – Gains access to preferred item or activity

• **Verbally requesting staff attention**
  – Gains access to preferred staff’s attention

• **Schedule completion/compliance**
  – Access to staff attention and preferred activities and items
Desired Behaviors

• Remain in seat
• Complete scheduled activities with appropriate hands and feet
• Comply with directives
• Use appropriate verbals
• Completes task
• Copes with frustration or disappointment
Application: Task #3

• Using the Walter example...
  – Select “desired behavior”
Application: Task #4

• Using the Walter example...
  – Build a competing behavior pathway...
  – One per function

Targeted Routine

Setting Event ➔ Antecedent ➔ Problem Behavior ➔ Maintaining Consequence

Desired Behavior ➔ Natural Consequence

Alternative Behavior
Competing Behavior Pathway

BUILD A COMPETING BEHAVIOR PATHWAY

Setting Event → Antecedent → Problem Behavior → Alternative Behavior

Desired Behavior

Consequence/Function

IDENTIFY INTERVENTION STRATEGIES

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Manipulate Antecedent to prevent problem &amp; prompt alternate/desired behavior</th>
<th>Teach Behavior: Explicitly Teach Alternate &amp; Desired Behaviors</th>
<th>Alter Consequences to reinforce alternate &amp; desired behavior &amp; extinguish negative behavior</th>
</tr>
</thead>
</table>

- Make the problem behavior irrelevant
  - Remove antecedents that trigger the problem behavior,
  - Change schedule, tasks, transitions

- Make the problem behavior inefficient
  - Teach a replacement
  - Teach Desired Behavior

- Make the problem behavior ineffective
  - Elevate reward for replacement and desired behavior
  - Eliminate rewards for Problem Behavior

Adapted from Horner (2015)
D. Preventative Interventions

• Antecedent Interventions
  – Environmental modifications
  – Schedule changes
  – Procedures to manipulate effects of an establishing operation
Eliminate or reduce strength

Setting Events

- Triggering Antecedents
- Problem Behavior
- Desired Behavior
- Maintaining Consequences
- Current Consequences
- Replacement Behavior
Eliminate or reduce strength

- Setting Events
- Triggering Antecedents
- Problem Behavior
- Maintaining Consequences
- Replacement Behavior
- Desired Behavior
- Current Consequences
Selecting Prevention Strategies: 
**Modifying the Triggers**

When identifying preventive antecedent strategies:

- Eliminate or alter the trigger so the individual will no longer need to use the problem behavior
- Directly address the antecedent and the function

Will the behavior go away if the antecedent is modified?

Adapted from Horner (2015)
Directly address the identified antecedent

• When asked to complete a task in front of his peers, Kyle makes inappropriate comments and pushes his materials to the floor

• Potential options (directly address the antecedent)
  – Give individual the task in advance to practice
  – Do not ask individual to do the task
  – Let individual complete parts of the task that he is familiar with, instead of the entire thing

• Non-examples (do not directly address antecedent)
  – Move individual closer to staff
  – Attend a group about anger management
  – Check-in with individual before transition to new task

(Horner, 2015; Bambara & Kearn, 2005)
**Address the function** the problem behavior serves

- When asked to complete a task in front of his peers, Kyle makes inappropriate comments and pushes his materials to the floor **to avoid peer attention**

- Which intervention **addresses the Function** of the Behavior?
  - Give individual task in advance to practice
  - Do not ask individual to complete the task (or respond publicly)
  - Let individual complete parts of the task that he is familiar with, instead of the entire thing

Adapted from Horner (2015)
## Antecedent Interventions

<table>
<thead>
<tr>
<th>Function</th>
<th>Intervention strategy</th>
</tr>
</thead>
</table>
| Attention  | • Schedule adult attention  
             • Schedule peer attention  
             • Increase proximity  
             • Provide preferred activity |
| Escape     | • Adjust demand difficulty  
             • Offer choices  
             • Increase preference/interest in activity  
             • Assure that activities have functional or meaningful outcomes  
             • Alter task length  
             • Modify mode of task completion  
             • Use behavioral momentum/task interspursal  
             • Increase predictability  
             • Modify instructional delivery |
| Tangible   | • Provide a warning  
             • Schedule a transitional activity  
             • Increase accessibility |
| Sensory    | • Provide alternative sensory reinforcement  
             • Enrich environment |

(Bambara & Kear, 2005)
Functional assessments indicate...

- Walter’s aggression occurs most often when access to preferred items/activities are delayed or denied, as well as in response to prompts from staff to terminate preferred activities. The primary function of aggression is to gain access to preferred items.

- Walter is most likely to engage in oppositional behavior when there is a change in his schedule. His behavior is primarily maintained by attention.
Application: Task #5

• Using the Walter example...
  – Develop antecedent interventions that will prevent problem behaviors from occurring
E. Teaching Procedures

• Describe in detailed steps each intervention designed to directly teach each identified replacement and/or desired behavior as listed in the competing pathway.
Increase replacement behavior through teaching strategies

1. Setting Events
2. Triggering Antecedents
3. Problem Behavior
4. Maintaining Consequences
5. Desired Behavior
6. Current Consequences
7. Replacement Behavior

Actively Teach
Increase replacement behavior through antecedent strategies.
Increase desired behavior through teaching strategies

Actively teach

Setting Events

Triggering Antecedents

Problem Behavior

Desired Behavior

Current Consequences

Maintaining Consequences

Replacement Behavior
Increase desired behavior through antecedent strategies

Prompting strategies

Setting Events

Triggering Antecedents

Desired Behavior

Problem Behavior

Replacement Behavior

Maintaining Consequences

Current Consequences

Prompting strategies
Increase replacement behavior through reinforcement strategies

Setting Events → Triggering Antecedents → Problem Behavior → Maintaining Consequences → Desired Behavior → Current Consequences

Select Consequences

Replacement Behavior
Teaching Behavior

- Identify skill(s) to teach
  - Dual focus when teaching behavior
    • Replacement Behavior
    • Desired Behavior

- ALWAYS START with the Replacement Behavior
  - First: Teach the Replacement behavior you identified in Competing Behavior Pathway
  • Teaching = Review & practice regularly

  - Then: Teach the Desired Behavior
  • Immediately OR after the individual is fluent with the Replacement behavior

NOTE: Teach what to do AND when to do it.

Adapted from Horner (2015)
Teaching Behavior

1. Develop an observable definition of behavior
   • Identify examples & non-examples

2. Model/ Lead/ Test

3. Schedule Review & Practice of Skill/ Behavior Regularly

Adapted from Horner (2015)
1. Reinforce the **Replacement Behavior**

- When the individual engages in the *replacement behavior*, quickly provide the individual with an outcome that matches the outcome/function of the problem behavior.

- Goal is to teach replacement behaviors **to be fluent in context**.

- *e.g.* if individual raises hand to request an easier, substitute task; in order to escape difficult tasks → then quickly provide the individual with the easier task.

Adapted from Horner (2015)
2. Reinforce Desired Behaviors

• Reinforce the Desired Behavior(s), or approximations of the desired behavior
  • The ultimate plan is to have the individual move beyond the replacement behavior to using the desired behavior
  • Reinforcing this progression should start from the beginning of the intervention

Adapted from Horner (2015)
Considerations for Reinforcing Desired Behavior

• The reinforcer must be valued by the individual
  – The function of behavior is a good place to start when identifying valued reinforcers
  – e.g. If the function of behavior is to Gain Staff Attention, the reinforcer should give access to staff attention
  – e.g. If the function of behavior is to Avoid Difficult Task the reinforcer could be a “Free Time”

Adapted from Horner (2015)
Prompting the Replacement/Desired Behavior

• After the Replacement behavior has been taught, Prompts and Pre-corrections are used to support and help remind the student to use Replacement/desired behavior.

• Example:
  – Pam’s problem behavior is maintained by escape from difficult tasks.
  – When handing out tasks, staff will remind her that she can raise her hand and request an easier task (Replacement behavior).
  – Pam’s workspace will include specific visual prompts to help her successfully complete the tasks (desired behavior).

Adapted from Horner (2015)
F. Behaviors to Increase

• Define functionally equivalent replacement behavior supported by the FBA
• List the behaviors to increase in the competing pathway
• How the behavior will be measured
• Current data
• Baseline data
Application: Task #6

- Using the Walter example...
  - Develop a plan to teach those behaviors
Walter:
Replacement Behaviors to Increase

• Asking to ask a break
• Verbally requesting access to items
• Verbally requesting staff attention
• Schedule completion/compliance
Walter:
Desired Behaviors to Increase

- **Complete scheduled activities with appropriate hands and feet:** Any instance of Walter completing activities on his schedule with the absence of aggression and/or property destruction.
- **Comply with directives:** Any instance of Walter complying with the first directive from staff.
- **Appropriate verbals:** Any instance of Walter communicating his wants and needs free of negative remarks, excuses, or swearing.
G. Behaviors to Decrease

- List of behaviors of concern with definitions (they are the same as the ones in the FBA)
- How the behavior will be measured
- Current data
- Baseline data
Walter: Behaviors to Decrease

• **Oppositional behavior**: Any instance in which Walter does not follow through from a staff’s request within 2 minutes of the initial request. Frequency will be recorded.

• **Aggressive behavior**: Any occurrence of the following: kicking, punching, hitting and/or grabbing others, throwing items at others, tripping others, using items as weapons, including attempts. Frequency will be recorded.
H. Consequential Procedures

- Describe in detail the steps of each intervention designed to increase desired behavior and each designed to decrease the challenging behavior.
Increase desired behavior through reinforcement strategies
Decrease problem behavior through reinforcement strategies

Setting Events

Triggering Antecedents

Desired Behavior

Problem Behavior

Replacement Behavior

Current Consequences

Maintaining Consequences

Differential reinforcement of other behavior
Decrease problem behavior through eliminating reinforcement.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>How it works</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Procedure</td>
<td>Teaches an alternative behavior</td>
<td>• Peer praise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Prompting</td>
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<td></td>
<td></td>
<td>• Discussion</td>
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<td></td>
<td></td>
<td>• Problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Restitution</td>
</tr>
<tr>
<td>Extinction</td>
<td>Discontinues reinforcement for inappropriate behavior</td>
<td>• Planned ignoring</td>
</tr>
<tr>
<td>Differential reinforcement</td>
<td>Provides reinforcement for appropriate behavior</td>
<td>• Scheduled attention</td>
</tr>
<tr>
<td>Negative punishment</td>
<td>Removes preferred items or activities</td>
<td>• Time owed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Removal of privileges/preferred activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time out</td>
</tr>
<tr>
<td>Positive punishment</td>
<td>Provides something unpleasant</td>
<td>• Feedback</td>
</tr>
<tr>
<td></td>
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<td>• Reprimand</td>
</tr>
</tbody>
</table>
Note: Restraints

- Not to be included as a response to behavior
  - Should not be listed as an "intervention"/consequence procedure

- Used in emergency situations only

- Not part of BSP
  - BSP can include statement referring to Safety Plan

- Used only in a Safety Plan
Application: Task #7

• Using the Walter example...
  – Develop consequential procedures to increase replacement and desired behavior, and decrease the problem behavior
  
  – Emphasize preventive and acknowledgement/reward strategies
Walter

• **DRO:** Staff should provide Walter some sort of attention every 10 minutes non-contingent of his behavior.

• If Walter has no instances of problem behavior, he may visit the office for a snack of his choice or get 15 minutes of 1:1 activity with a preferred staff.

• If Walter engages in inappropriate verbalizations, staff should not respond but should attempt to engage him in a positive conversation or activity. If he responds to this redirection, staff should reinforce him with positive attention.

• If Walter engages in Aggression, staff should remove any materials that could be used as a weapon. Staff will then verbally prompt him to take a deep breath and say, “Would you like to go to the relaxation room to calm down.”

• At no time should staff tell Walter to “stop that” or “don’t do that” or make reference to the problem behavior. Do not verbally call attention to the behavior in any way.
I. Procedures for measuring key behaviors and evaluating progress
Evaluation

*Have the interventions been successful?*

- Monitor impact on individual
- Monitor fidelity of implementation
Monitoring Progress

• Immediate Outcomes
  – Reductions in problem behavior, increase in alternative skills

• Lifestyle Outcome Measures (Quality of Life)
  – Interpersonal relationships, self-determination, social inclusion, personal development, emotional well-being
J. Procedures for training, supervision, and maintaining intervention integrity

PBS Intensive Support Plan Template
A Guide for Agencies Implementing Positive Behavior Supports
Department of Developmental Services
October 2013
Revised August 2014
Monitoring Fidelity

• Identify those people responsible for each part of the plan
  – Training
  – Creation of materials
  – Implementation of procedures

• Assess through...
  – Direct observation
  – Behavior rating scales
  – Behavior checklists
Thank you!

For more information:

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