INDIVIDUAL SUPPORT PLANNING

Jennifer Magnuson M.S., BCBA
May Institute

Goals/Objectives

• Define features of an effective positive behavior support plan
• Define process for using competing behavior pathway to identify elements of a behavior support plan
• Identify function-based interventions to include in the behavior support plan
• Define process for monitoring and adapting implementation of a behavior support plan.

Effective Environments

• Problem behaviors are irrelevant
  - Aversive events are removed
  - Access to positive events are more common
• Problem behaviors are inefficient
  - Appropriate behavioral alternatives available
  - Appropriate behavioral alternatives are taught
• Problem behaviors are ineffective
  - Problem behaviors are not rewarded
  - Desired behaviors ARE rewarded
Functional Behavior Assessment

• **Purpose:** To increase the effectiveness and efficiency of behavior support plans.

• Ensure there is a logical connection between the gathering of assessment information and the development of behavior support plans.

Effective Behavior Support Plans

• **FBA presented in a Competing Behavior Pathway**

• **Elements of a Support Plan**
  - Prevention (change context)
  - Teaching Alternative/Desired Behavior
  - Acknowledgement system for desired behavior
  - Extinction system for problem behavior

- Use Science to:
  - Guide selection of locally relevant and practical procedures
  - NOT to select a pre-defined “package”

• **Plan for implementation**
  - Who will do what?
  - What systems need to be in place?

• **Plan for monitoring**
  - Fidelity and impact
  - Adaptation process

Effective Behavior Support Plans

• **Replace** problem behavior by teaching a socially acceptable, efficient behavior that allows individual to obtain the pay-off/function

• **Prevent** problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior

• **Reinforce** replacement & desired behaviors based on function/pay off for the individual

• **Redirect** problem behaviors by quickly & effectively redirecting individual to replacement behavior

• **Minimize Reinforcement** by ensuring that problem behaviors do NOT pay off for the individual (i.e. does not result in the function of behavior)
Effective Behavior Support Plans

- The plan should...
  - Indicate how staff will change
  - Be directly based on the functional assessment information
  - Be technically sound
  - Be a good fit with the values, resources, and skills of the people responsible for implementation

- Link functional assessment outcomes to behavior support plan design
  - Ensure that the summary statements from the functional assessment are listed in the behavior support plan.
  - 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.

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**Example**

When James is hungry and is asked to complete his work he screams and falls on the floor. His staff verbally prompt him to complete his work. This delays the completion of his work.

Setting event: Hunger

Antecedent: Asked to complete his work

Problem Behavior: Screams and falls to floor

Consequence: Escape from work
Example

When Susan is tired and is asked to do complete a task she yells at staff “I am tired” and walks away. Staff inconsistently responds to her. They sometimes leave her alone and sometimes tell her over and over again to complete the task.

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Problem Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tired</td>
<td>Asked to complete a task</td>
<td>Yells and walks away</td>
<td>Escape from work</td>
</tr>
</tbody>
</table>

Example Competing Behavior Pathway

Make the problem behavior irrelevant
- Remove antecedents that trigger the problem behavior,
  - Change schedule, tasks, transitions
- Elevate reward for Alternative and Desired Behavior
- Eliminate rewards for Problem Behavior
This is what we want…

**Targeted Routine**

- **Desired Behavior** → Natural Consequence
- **Problem Behavior** → Maintaining Consequence
- **Alternative Behavior**

**Setting Event** → **Antecedent**

**Alternative Behavior**

**Alternative Behavior**

- An appropriate alternative behavior:
  - Serves the same function as the problem behavior
  - Is easier to do and more efficient than the problem behavior
  - Replacement Behaviors require less physical effort & provide quicker, more reliable access to desired outcome/response than problem behavior
  - Is socially acceptable
Alternative Behavior

1. Prior failure
2. Given task
3. Crying, pushing papers off desk
4. Raise hand & ask for break
5. Complete task

Success, staff acknowledgment

Sent to outside to ‘calm down’

Function: Escape task

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

Alternative/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

Types of Alternative Behavior

- Replacement Skills
  - What skill will serve the same function as the problem behavior?
  - Provide and effective way to achieve the same outcome
- Coping and tolerance skills
  - What skills will help the individual cope or deal with difficult and unpleasant situations?
  - Teach socially acceptable ways of coping with these situations
- General adaptive skills
  - What related skills will prevent the need for problem behavior and result in meaningful lifestyle improvements for the individual?
  - Prevent problem situations and help the student pursue preferences and interests.
**Replacement Skills**
- 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.)

**Coping and Tolerance Skills**
- Anger control training
- Relaxation training
- Self cueing
- Emotion recognition
- Self evaluation training
- Self monitoring

**General Adaptive Skills**
- Following a schedule
- Self-care skills
- Social problem solving
- Listening skills
- Responding to others
- Self-care skills

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**Which of the Following are Appropriate Alternative Behaviors?**

- **Jason runs out of the room** when asked to do difficult tasks. The elopement is maintained by avoiding or escaping difficult tasks.

- **Possible Replacement Behaviors:**
  - More rewards for doing tasks
  - Ask for an easier task
  - Ask to play with Gameboy
  - Appropriately request adult attention
  - Ask to have soda after tasks are done

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**Competing Behavior Pathway:**

**Alternative Behavior**

- **Example: Jason (from previous example)**

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Problem Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked to do difficult tasks</td>
<td>Leaving the room</td>
<td>Avoid/Escape Difficult Task</td>
</tr>
<tr>
<td></td>
<td>Asking for an easier task</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** This antecedent is not specific enough

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DEVELOPING FUNCTION-BASED INTERVENTIONS

Common Functions of Behavior
- Obtain attention/social interaction
- Obtain materials/activities
- Obtain sensory stimulation
- Escape/avoid sensory stimulation
- Escape/avoid attention/social attention
- Escape/avoid materials/activities

Goal: To make problem behavior irrelevant
Selecting Prevention Strategies: 
Modifying the Triggers

When identifying preventive antecedent strategies:
- Eliminate or alter the trigger so student will no longer need to use problem behavior
- Will the behavior go away if the antecedent is modified?

The BEST antecedent MODIFICATIONS directly address:
#1. The identified ANTECEDENT
#2. The FUNCTION of the problem behavior

Prevention Interventions directly address the identified antecedent
- When asked to complete a task, Kyle makes inappropriate comments and pushes his materials to the floor
- Antecedent = Asked to complete a task
  - Potential options that more 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
- Now, why is Function important?

Antecedent interventions must address the function the problem behavior serves
- When asked to complete a task, Kyle makes inappropriate comments and pushes his materials to the floor avoid peer attention (not related to task difficulty).
  - What is the function?
  - Does the Intervention address the Function of 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
Antecedent Interventions

<table>
<thead>
<tr>
<th>Function</th>
<th>Intervention strategy</th>
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</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  
            • Ensure that activities have functional or meaningful outcomes  
            • Adjust task length  
            • Modify mode of task completion  
            • Use behavioral momentum/task interspersion  
            • Increase predictability  
            • Modify instructional delivery |
| Tangible | • Provide a warning  
            • Schedule a transitional activity  
            • Increase accessibility |
| Sensory  | • Provide alternative sensory reinforcement  
            • Enrich the environment |

Function Based Support

Goal: To make appropriate behavior pay off

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
Teaching Behavior

- Don’t assume individual already has Replacement Behavior in their skill set
- Develop an observable definition of behavior
  - Identify examples & non-examples
- Model/ Lead/ Test
- Schedule review & practice of skill regularly

Reinforce Positive Behavior

- Reinforcement should focus on…
  - Alternative/Replacement Behaviors
    - and
  - Desired Behaviors

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
Reinforce the **Replacement 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).

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**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

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**Reinforce Desired Behavior**

- The reinforcer must be valued by the student

  - The function of behavior is a good place to start when identifying valued reinforcers

    - E.g., If the function of behavior is to Gain Peer Attention, the reinforcer should give access to Peer Attention
    - E.g., If the function of behavior is to Avoid Difficult Task the reinforcer could be a “Free Time”
Function Based Support

Goal: To make problem behavior ineffective

<table>
<thead>
<tr>
<th>Strategy</th>
<th>How it works</th>
<th>Examples</th>
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</table>
| Instructional Procedure | Teaches an alternative behavior | • Peer praise  
| Extinction         | Discontinues reinforcement for inappropriate behavior | • Planned ignoring |
| Differential reinforcement | Provides reinforcement for appropriate behavior | • Scheduled attention |
| Negative punishment | Removes preferred items or activities | • Time owed  
| Positive punishment | Provides something unpleasant | • Feedback  
|                   |                               | • Time out  
|                   |                               | • Removal of privileges/preferred activities  
|                   |                               | • Restitution |

Competing Behavior Pathway

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

- Elevate reward for Alternative and Desired Behavior
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Behavior Support Planning

Identify a range of interventions that address prevention (A), teaching (B) & consequences (C). You may not use them all, but it is good to identify multiple interventions options across A, B & C.

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

- What are your ultimate goals for these individuals?
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