

Developing and Implementing Behavioral Intervention Plans

Gary L. Cates

Ph.D., B.C.B.A., N.C.S.P.

www.garycates.net

Steps to Problem Solving Behavior Problems in the Classroom

- **Operationally Define the Problem**
- **Analyze the problem**
- Develop a hypothesized function
- Develop the intervention
- Implement the intervention
- Evaluate the Intervention

Needed Data for FBA

- Record Review: ODR/Teacher Nominations
- ABC Log
- Frequency Recording
- Interview
- Tier II Data: Fidelity & Graph
- **Direct Behavioral Observation**
- **Quarterly Teacher Tabulation Form***
- Experimental Analysis if Necessary

What you must keep in mind

- Behavior has a function
- You are trying to identify the function
- You cannot be circular in your logic (e.g., ADHD).
- We are not looking for “underlying causes”
- We don’t treat behavior that a dead person can do.

Operationally Defining the Behavior

- ADHD
- Depression
- Anxiety
- Self Harm
- Disruption
- Aggression
- Defiance
- Bad Attitude

4 General Functions of Behavior: To Get Something or To Get out of Something

- Tangible Reinforcement
- Social Reinforcement
- Escape/Avoidance
- Sensory Reinforcement

Hypothesizing Function

- Boy making face at a girl across the room
- Girl telling another girl that her shoes are ugly
- A girl humming to herself loud enough to disturb others around her
- A boy refusing to read and calling the teacher a name
- Boys and Girls engaging in Graffiti on the bathroom walls
- A boy Fighting with other boys frequently
- A girl engaging in theft in the girls locker room

Data Collection

Your BIP is only as good as your First 2 Steps of
Problem Solving

What we need to know

- Frequency
- Intensity
- Duration
- Topography
- Function



Interviewing Teachers and other School Personnel

- What does the behavior look like?
- How often does it occur?
- What happens immediately after the behavior?
- What happens immediately prior to the behavior?
- What have you tried so far?
- What behavior would you rather see?

See Teacher Interview Handout

- Identify by number (1-6) the questions we obtained information for.
- What did we not get?
- What else would you have asked?

Behavior Recording LOG

Directions: Please be as specific as possible.

Child's Name: Chet Lemon _____

Date: 3/9-3/13 _____

Setting: School

Observer: Ms. Tobin & Ms. Meyers

<u>Date</u>	<u>Time</u>	<u>Setting</u> Where did the behavior take place?	<u>Task</u> What should he be doing?	<u>Behavior</u> What did he do?	<u>Consequences</u> How did you and/or students react?	<u>Effect</u> What happened after these reactions?
3/9	9:15	Classroom	Reading silently	Making noises to get attention and then making faces at peers	Student laughed Teacher delivered reprimand with redirection	Chet made a face again and then went back to reading.
3/10	9:05	Classroom	Reading Silently	Making noises to get attention and then making faces at peers	Student laughed Teacher delivered reprimand with redirection	Chet said "this book is stupid" and then started reading again.
3/10	10:30	Classroom	Working on worksheet	Talking to peers about "The Voice" on T.V.	Peer talking with him. Teacher provided reprimand	He continued talking periodically.
3/10	10:40	Classroom In seat work	Working on worksheet	Trying to talk to the same peer about something but not sure of the topic.	Peer told him to "Shhh" Reminded him he has been told already to continue working on his assignment and threatened office discipline referral	He made an ugly face and started working on his assignment.

Antecedent Behavior Consequence Logs

- Who should complete these?
- How many instances should be recorded?
- Why do we use them?

Behavioral Observation Form

Target Student Name: Chet Lemon

Birth date: 3/5/2005

School: Lincoln Elementary

Teacher: Ms. Tobin

Observer: Ms. Parris (School Psychologist)

Date: 3/15/15

Behavior(s)	Definitions
Behavior 1: Disruption	Any educationally unrelated behavior that potentially distracts teacher or students such as making faces, noises, etc.
Behavior 2: Academically Engaged	Behavior compatible with the intended educational process such as eyes fixated on teacher/school work, raising hand, etc.
Behavior 3: Disrespect	Any behavior that may be considered disrespectful of the teacher such as refusal of demands, demonstrations of displeasure, name calling etc.

Target Child

Behavior	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	X						X					X						X		
2	X			X	X	X				X	X		X	X	X	X	X		X	X
3	X											X								

Behavior	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	X	X	X	X				X				X					X		X	
2					X	X	X		X	X	X		X	X	X	X		X		X
3								X												

Composite Child

Behavior	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	X								X											
2		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
3																				

Behavior	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1			X										X							
2	X	X		X	X		X			X	X	X	X	X	X	X	X	X	X	X
3																				

TCB1 12/40 =30% TCB2 25-40 =63% TCB3 3/40 = 7.5%

CCB1 4/40 =10% CCB2 34/40 =85% CCB3 0/40 = 0%

(#Occurrences/#Observations) X 100

Systematic Classroom Observation

- Who should complete these?
- How many observations are needed?
- Where should they be completed?
- How many intervals should be observed per observation?
- Why do we use them?

Frequency Counts/Rate Measurements

- Who should complete these?
- Where should they be completed?
- How often?
- Why do we use them?

Intervention Fidelity Checklist

Implementer: Ms. Meyers (Teacher's Aide)

Intervention: Check In/Check Out _____

Observer: _Ms. Tobin_____

School: __Lincoln Elementary_____

Student: _Chet Lemon_____

Time/Location: __All Day home room_____

Grade: _____5_____

Teacher: __Ms. Tobin_____

Step	Week 1	Week 2	Week 3	Week 4	Week 5
1. Student Checks in with teacher's Aide	XXXXX	XXXXX	XXXX	XXXXX	XXXXX
2. Teacher's Aide provides ratings	XXXXX	XXXXX	XXXX	XXXXX	XXXXX
3. Teacher provides verbal feedback	XXXXX	X	XXX	XX	XXXXX
4. Parents sign form daily	XXXXX	XXXXX	XXX	XXX	XXXXX
5. Student returns with form signed daily	XXXXX	XXX	XX	XXX	XXXXX
Daily Fidelity Percentage	__100%	__76_%	__64_%	__72_%	100__%

Fidelity Documentation

- Fidelity Forms
 - Who does it?
 - How often?
 - Where is it stored?
 - Why do we need it?

Graphs from Tier II

- Who should construct these?
- What data should be represented?
- How often should data be collected?
- Where should the data be collected?
- Why do we use these?

Behavioral Assessment System for Children, 3rd Edition (BASC-3)

Teacher Rating Scale completed by Student

Composite/Subscale	<i>T</i> score	Percentile Rank	95% Confidence Interval
Externalizing Problems	45	39	41-49
Hyperactivity	44	34	39-49
Aggression	46	52	40-52
Conduct Problems	45	44	39-51
Internalizing Problems	62	87	56-68
Anxiety	49	58	42-56
Depression	47	55	40-54
Somatization	81	98	74-88
School Problems	62	87	58-66
Attention Problems	54	69	49-59
Learning Problems	68	93	61-75
Behavioral Symptoms Index	50	64	47-53
Atypicality	64	92	57-71
Withdrawal	46	45	40-52
Adaptive Skills	46	32	43-49
Adaptability	55	63	49-61
Social Skills	48	42	43-53
Leadership	38	13	31-45
Study Skills	52	53	46-58
Functional Communication	38	13	31-45
Content Scales			
Anger Control	43	24	37-49
Bullying	47	58	41-53
Developmental Social Disorders	58	82	52-64
Emotional Self-Control	41	15	35-47
Executive Functioning	51	60	46-56
Negative Emotionality	42	21	37-47
Resiliency	46	35	40-52

Rating Scales

- Who should complete these?
- Who should administer/score/interpret these?
- How frequently should we administer them?
- Why do we administer them?

Pre-Planning the BIP

Note about FBA and BIP

- Severity may preclude you from conducting one
- Your school may not be equipped for the intervention requirements
- Alternative placement may need to be considered
- Experimental Functional Analysis (What a Behavior Analyst Prefers) is superior to Descriptive Functional Assessment (What you do)

Before Coming up with and Intervention

- You must have baseline data
- You must have a hypothesized function
- You must have a goal
- You must have developed a team who will
 - Train
 - Implement
 - Assist
 - Monitor
 - Document

(TREATMENT/INTERVENTION INTEGRITY/FIDELITY)

Behavioral Principles

Foundational Requirements of Behavior
Intervention Plans

Reinforcement

- Positive: Praise
- Negative: Reducing Effort
 - Both increase behavior
 - Both Follow a response
 - Both are delivered immediately



Punishment

- Type I: Reprimand
- Negative: Time Out
 - Both decrease behavior
 - Both Follow a response
 - Both are delivered immediately



Extinction

- Withholding reinforcement from a previously reinforced Behavior
- Example: Ignoring an attention maintained behavior
 - Caution 1: Extinction Burst: Temporarily Worse
 - Caution 2: Spontaneous Recovery: It comes back

Non-Contingent Reinforcement

- Delivering a preferred stimulus on a fixed schedule regardless of behavior
 - Example: Consistent Praise
 - Disrupts the natural A-B-C chain and front loads the attention
 - It suppresses behavior in general
 - It will minimize extinction burst

Differential Reinforcement

- Both Extinction and Reinforcement Being Presented contingently
 - DRA
 - DRI
 - DRO
 - DRL/DRH
- It reduces extinction burst
- It's tricky to know which one to choose

Premack Principle

- Using a High Probability Behavior (e.g., going to recess) to reinforce a lower probability behavior (e.g., doing math assignment).
 - Increases target response
 - Decreases extraneous undesirable behavior
- **Clinical Note: You must restrict the high probability behavior first!**

Behavioral Momentum

- Behavior in motion stays in motion.
- Behavior maintaining and growing over time.

- Reinforce a lot of high probability behaviors to get lower probability behavior to happen

Matching Law

- Shifting Behavior from inappropriate to appropriate.
- Two different Schedules (e.g. differential reinforcement)
- **Key: Behaviors must serve the same function!**

Rule Governed Behavior

- Never give a threat you can't follow through with
- You must foster rule following behavior
- Persistence
- Consistency

Additional “Strategies”

- Good Behavior Game – Universal
- Teacher presentation of commands – universal
- Choices – Noncompliance/Escape
- Time-out
- Mystery Motivator
- Tooteling
- Group Based Contingencies (e.g. Lotteries, traffic light)
- Self Monitoring strategies
- Behavioral Contracts
- Behavioral Charts

Goal Setting

- Mean baseline reduction by.....(80%?)

$$\text{(Baseline – Intervention) / (Baseline)}$$

- Improvement in alternate behavior
- Normative Comparison (2x discrepant)

Case Problem Solving

Your Case = Your Turn

Team

- Who is on the team?
- Who is going to be implement?
- Who is going to assist?
- Who is going to train?
- Who is going to document?

Basic Information

- Describe the topography
- What happens before generally?
- What happens after the behavior?
- How often is it occurring?
- Where is occurring?
- What would you like to see instead?

Describe the following:

- Topography
- Frequency of the behavior
- Intensity of the behavior
- Duration of the behavior

Step 1: Operational Definition

- What is the problem defined in observable measurable terms?
- What do you want to see instead?

Step 2: Baseline Data

- What is the current rate/level of behavior?
- If you don't know then what do you need to do to determine that?
- What is your goal?
- How did you derive this goal?

Step 3: Hypothesize a function

- What is the function of the behavior?
- Why do you believe that?
- What leads you to believe it is not likely one or more of the other three functions?

Step 4: Develop an Intervention

- What does your intervention need to have in place to address the hypothesized function?
- What basic principle do you think will work?
- Why do you think that will work?
- What is the “key” to making this successful?
- What are the logistical considerations in the classroom for making this work?
- Write the intervention procedures down step by step in an easy to understand way.

Step 5: Intervention Implementation

- Who will implement this intervention?
- When will the implementation take place?
- Where will it take place?
- Who will help train the implementer?
- Who will assist when required?
- Who will monitor the effectiveness?
- Who is going to document the implementation?
- How is the documentation going to take place? Construct the treatment integrity form.

Step 6: Intervention Evaluation

- How will you know if the intervention is effective?
- What will be your acceptable level of treatment integrity?
- What is the backup plan if the intervention is not effective?
- If the intervention is effective what will you do (i.e., continue, fade, halt?) How will this decision be made?

Sharing out by team

Some generalized learning

Questions?

www.garycates.net

garycates@garycates.net