

# Behavior Plans That Make Sense Using the Competing Behavior Pathway Model

TBS Conference

June 22, 2011

**Competing Behavior Pathway model** is based on: Crone, D.A & Horner, R.H. (2003). *Building Positive Behavior Support Systems in Schools: Functional behavioral assessment*, NY: Guilford Press.

## Basics of The Competing Behavior Pathway Model

Desired outcomes:

Obtain \_\_\_\_\_ and \_\_\_\_\_ description of the problem behavior

Identify \_\_\_\_\_ or \_\_\_\_\_ that predict when the problem behavior will and will not occur

Identify the \_\_\_\_\_ that maintain the problem behavior

## Crone & Horner's Levels of Functional Behavioral Assessment (Crone & Horner, 2003, p 22)

Informal Functional Behavioral Assessment

Done as part of normal daily problem solving

Level I: Simple FBA

Typically involves interview(s) and brief observation

Level II: Complex FBA

Typically involves interviews and observation

Level III: Functional Analysis

Interviews, direct observation, and systematic manipulation of conditions

## Legal Requirement for FBA:

34 Code of Federal Regulations § 300.530. Authority of school personnel.

...f) Determination that behavior was a manifestation

If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must —

(1) Either —

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior... (more citations at the Legal Framework: <http://fw.esc18.net/frameworkdisplayportlet>)

## Behavior Intervention:

### Goal

\_\_\_\_\_ problem behavior

AND

\_\_\_\_\_ appropriate behavior

### Method

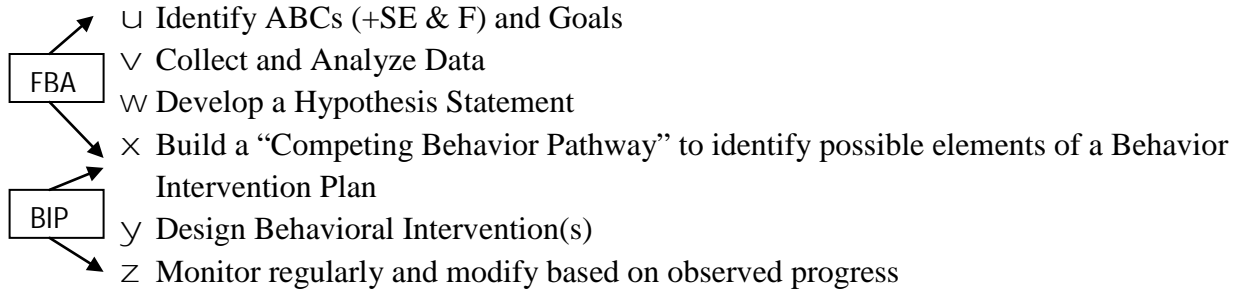
Make problem behavior:

Irrelevant

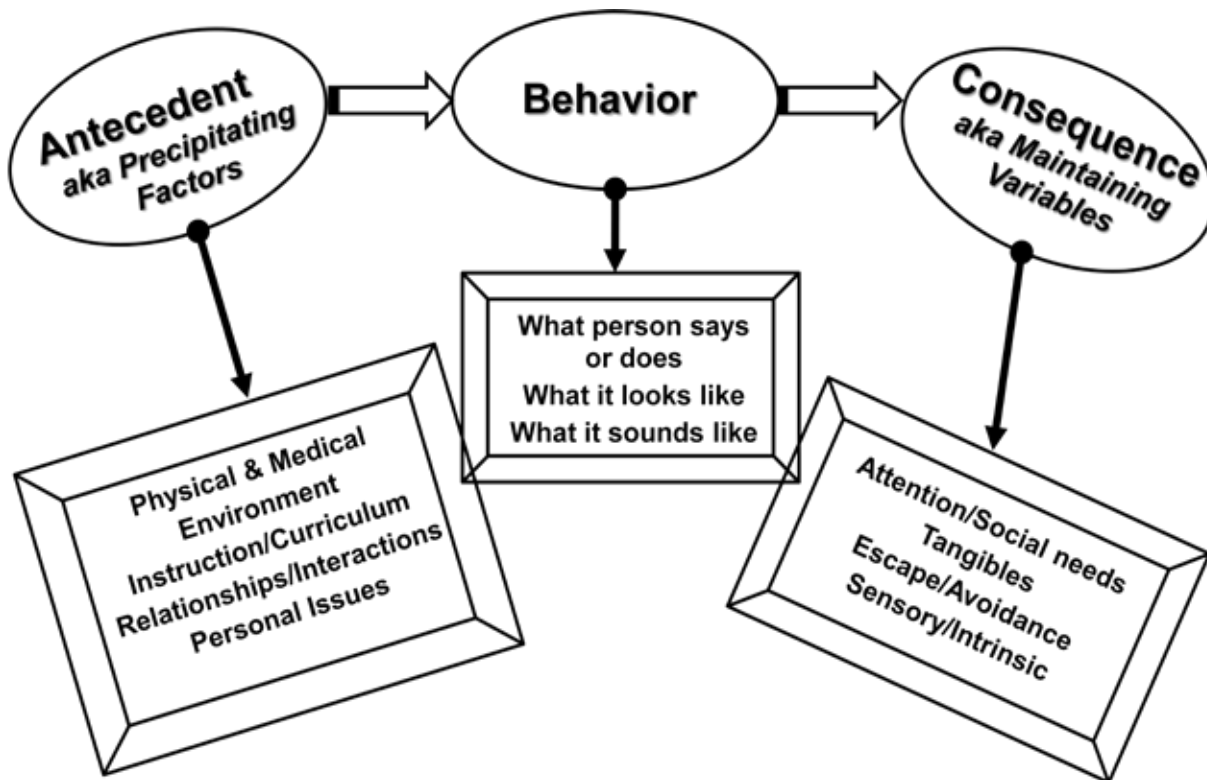
Inefficient

Ineffective

## Steps in Developing Function-Based Behavior Intervention Plans:



## Step 1 - Identify Components of the Competing Behavior Pathway:



**A** = \_\_\_\_\_

Definition: events or conditions that alter the probability and predict when the problem behavior will and will not occur

**B** = \_\_\_\_\_

Definition: observable and measurable description of the problem behavior

Operational definition of behavior: Observable, measurable, context specific and clearly defined and identifiable by others

The description needs to include: \_\_\_\_\_ (how many times),  
\_\_\_\_\_ (how long), \_\_\_\_\_ (severity), location,  
antecedent, consequence and unique and/or typical behavior

**C** = \_\_\_\_\_

Definition: events that happen immediately after the behavior that keeps it going or maintains it

Consequences can be positive or negative for the individual

**F** = \_\_\_\_\_

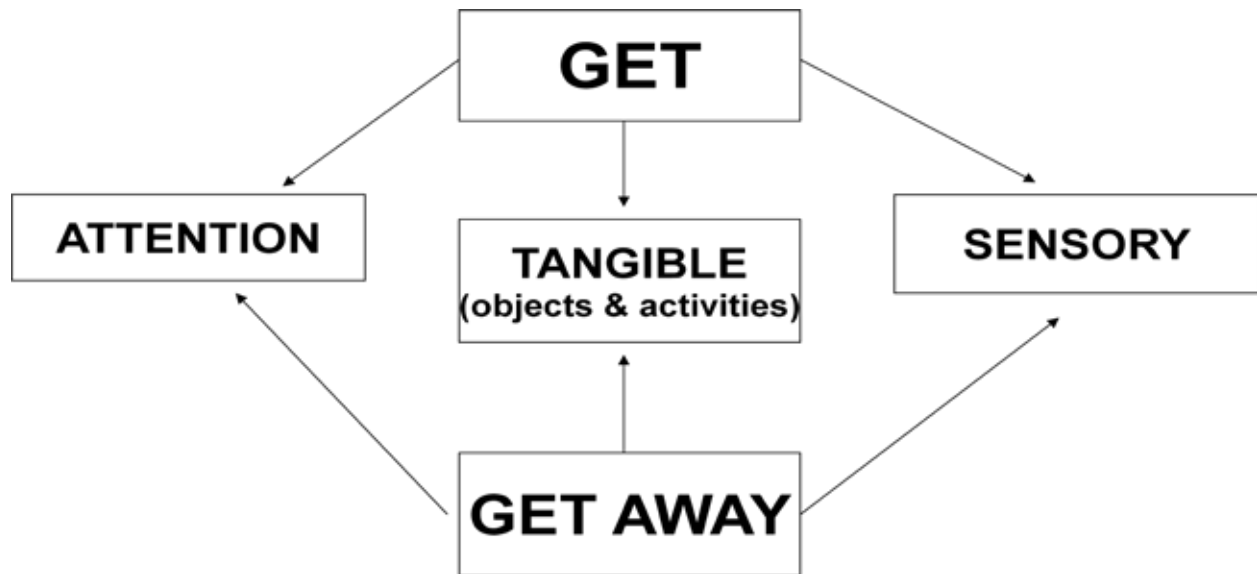
Definition: purpose or the reason behind the behavior

Importance of the function of behavior:

Understand \_\_\_\_\_ the behavior is occurring

To find an appropriate \_\_\_\_\_ behavior

To develop the most \_\_\_\_\_



Important note about functions:

- One behavior can have \_\_\_\_\_ functions
- Several behaviors can have the \_\_\_\_\_ function

School examples:

### Replacement (Alternative) Behavior:

Appropriate behavior to \_\_\_\_\_ problem behavior

\_\_\_\_\_ - \_\_\_\_\_ goal

Should serve the \_\_\_\_\_ as the problem behavior

\_\_\_\_\_ to perform and/or \_\_\_\_\_ required than problem behavior

### *Step 2 – Collect and Analyze Data*

#### Data to be collected:

- ü Operational definition of challenging behavior
- ü Setting events and ecological factors
- ü Antecedents of behaviors
- ü Consequences of behaviors
- ü Functions and efficiency of behaviors
- ü Current communication methods
- ü Competencies/skills
- ü Reinforcer effectiveness
- ü Intervention history

#### More Than One Behavior – Patterns:

Identify all behaviors of concern

Look for patterns

Treat cluster or sequence as one behavior

## Data Collection Methods:

### Indirect Methods

- Review of records
- Interview
- Rating Scales
- Intervention history
- Identification of relevant reinforcers
- Available resources

### Direct Methods

- Observation
- Scatter Plot
- ABC Observations

## *Step 3 – Develop a Hypothesis Statement*

### **A-B-C Data Leads to A-B-C Interventions:**

**Antecedent**-focused

**Behavior**-focused

**Consequence**-focused

### **Hypothesis Statement:**

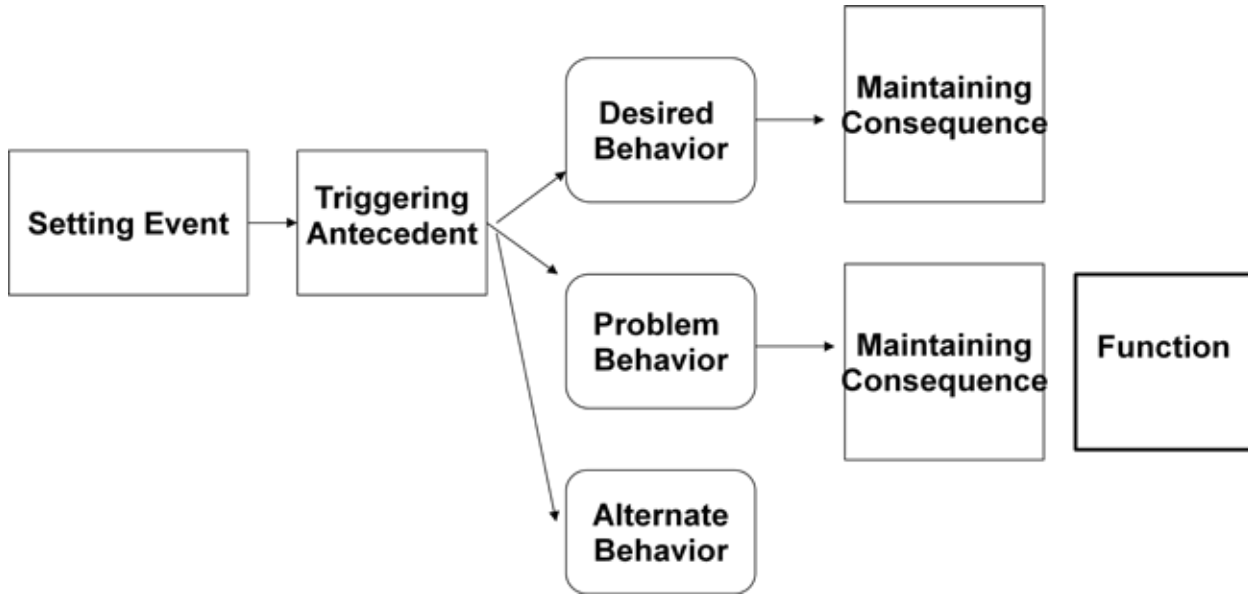
- When this occurs (describe \_\_\_\_\_)
- the student does (describe the \_\_\_\_\_)
- to access or avoid (describe \_\_\_\_\_)

## *Step 4 – Build Competing Behavior Pathway*

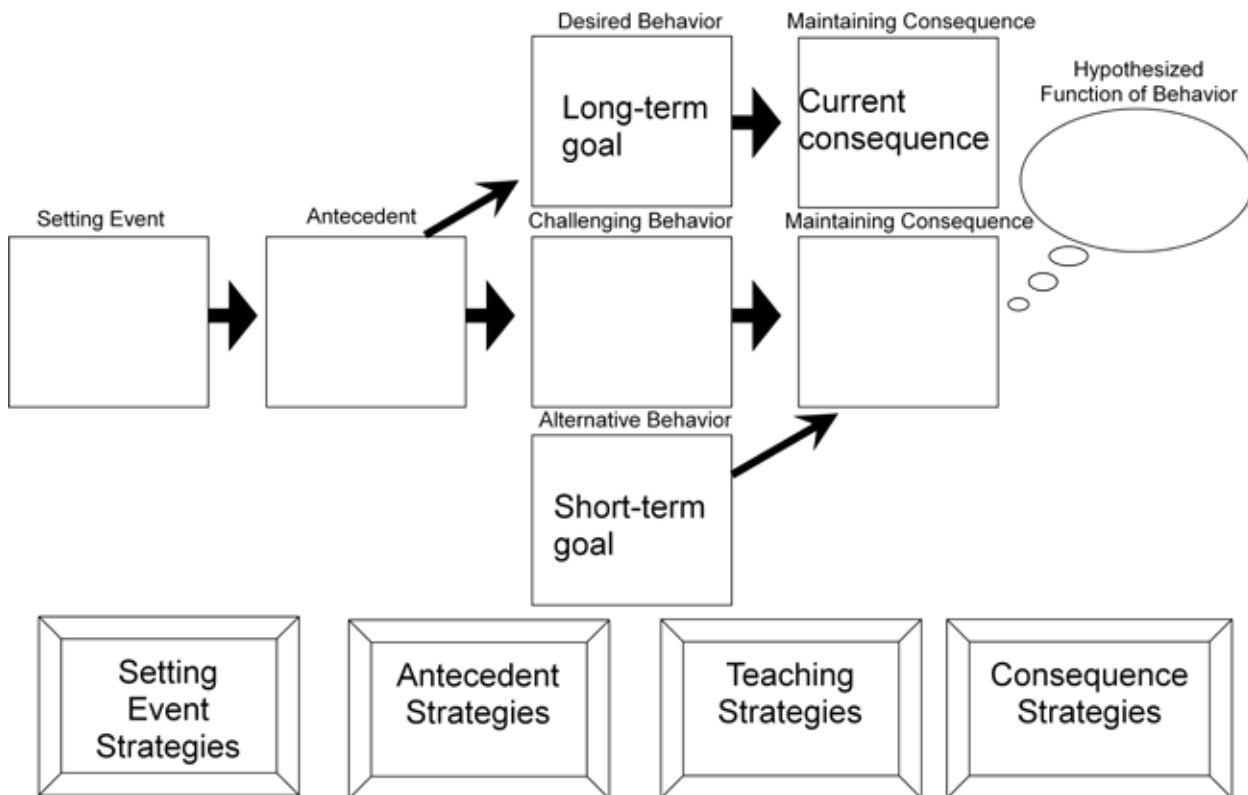
### **Steps in Building a Competing Behavior Pathway**

1. **Insert information** from the hypothesis statement into the pathway boxes.
2. **Identify the desired behavior** – The “A” behavior, typical peers, and desired for this student.
3. **Identify replacement behavior(s)** that will meet the need of the classroom or setting AND achieve the same function as the problem behavior as effectively and efficiently.
4. **Identify maintaining consequences** that can be maximized for the replacement behavior AND should be minimized for the problem behavior.

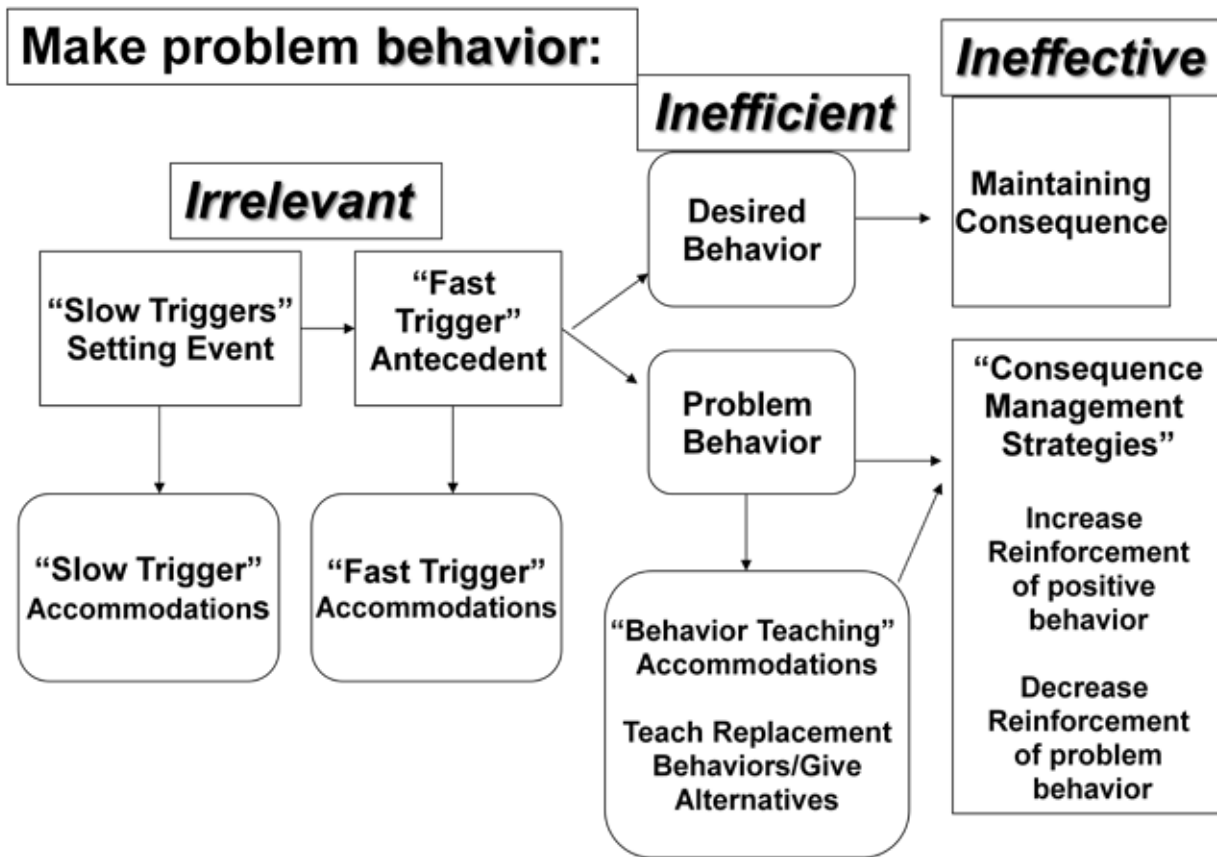
**Competing Behavior Pathway:**



**Competing Behavior Pathway with Interventions:**



## Build an Intervention Pathway:



### Step 5 – Design Behavioral Intervention(s)

#### Components of an Effective Behavior Plan:

Interventions for:

Increasing \_\_\_\_\_

Changing the \_\_\_\_\_

Providing \_\_\_\_\_

Managing \_\_\_\_\_

Issues to consider:

Identifying \_\_\_\_\_ replacement behavior

Identifying \_\_\_\_\_ replacement behaviors

Ensuring response efficiency

\_\_\_\_\_ of reinforcement

\_\_\_\_\_ of responding

**A-B-C Data Leads to A-B-C Interventions:**

<b>FBA Information</b>			
	<b>Antecedents</b>	<b>Behavior</b>	<b>Consequences</b>
<b>Type of strategy</b>	<b><i>Preventing</i></b>	<b><i>Teaching</i></b>	<b><i>Responding</i></b>
	<ul style="list-style-type: none"> <li>• Avoid/ manipulate antecedents</li> <li>• Apply antecedent interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Teach specific alternative behaviors</li> <li>• Teach replacement behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce alternative behavior</li> <li>• Extinguish challenging behavior</li> </ul>

**Developing Interventions:**

\_\_\_\_\_ problem behavior

Don't let the problem behavior pay off for the student

Make changes to SE→ A→ B→ C to make the problem behavior irrelevant, inefficient, and ineffective

\_\_\_\_\_ expected behavior

Define, Teach, and Reward expected/desired behavior

Change predictors or antecedents (A) that set off the problem behavior

Makes the problem behavior \_\_\_\_\_

Teach alternative & desired behavior (B) that gets results more quickly or more easily

Makes the problem behavior \_\_\_\_\_

Change ineffective consequences (C) that have supported rather than eliminated the problem behavior

Instead reward appropriate behavior to make the problem behavior \_\_\_\_\_

Reducing Problem Behavior by Making Changes to A→ B→ C

(A) Irrelevant – Can we change things so that whatever set off the problem behavior is no longer an issue?

(B) Inefficient – Can we teach an alternative behavior that gets results more quickly than the problem behavior did?

(C) Ineffective – Can whatever was “rewarding” the problem behavior be discontinued or switched to reward appropriate behavior instead?

**Antecedent-Based Interventions:**

Ways to Alter Antecedents

Who (staffing, grouping)

When (changes in routines, presenting difficult and easy tasks, designing seating arrangement or location of instruction)

What (functional instructional activities, level of difficulty, choices, prompting prior to errors, structured and concrete activities, beginning/end of activity clearly defined, visual prompts and models)

**Examples of Antecedent-Based Interventions:**

- |   |  |
|---|--|
| 4 Clarify expectations                  | 4 Modify demands                                   |
| § Explicit instructions                 | § Quantity   |
| § Visual presentation                   | § Difficulty                                       |
| 4 Reorganize the setting                | § Input  |
| § Physical                              | § Output   |
| § Interactional or social               | § Groupings  |
| 4 Transitional warning or cuing         | § Alternative tasks                                |
| 4 Choices                               | 4 Give breaks in work periods                      |
| 4 Preteaching or precorrection          | 4 Intersperse preferred & non-preferred activities |
| 4 Preview materials                     | 4 Limit distractors                                |
| 4 Schedule activities (limit down time) | 4 Modeling   |
| 4 Cuing or reminders                    |  |

**Behavior or Teaching-Based Interventions:**

Focus on what \_\_\_\_\_ kids to do or become, not on what \_\_\_\_\_ them to do!

Because behavior problems are often a reflection of \_\_\_\_\_, \_\_\_\_\_ is often the best intervention.

**Teaching Replacement Behaviors:**

Helps student acquire and use alternative, more acceptable ways to accomplish the \_\_\_\_\_ or \_\_\_\_\_ of problem behavior

Replacement behavior must be:

- Socially valid
- Simple
- Efficient
- Likely to be reinforced by others in student's life

**Examples of Behavior or Teaching-Based Interventions:**

- |   |                          |
|---|--------------------------|
| 4 Directly teach replacement skills                     | 4 Teach requesting       |
| § Social skills   | § Help                   |
| § Coping skills   | § Break                  |
| § Leisure skills  | § Interaction            |
| § Independent self-care, domestic, and community skills | § Attention              |
| 4 Directly teach communication alternatives             | § Preferred item/task    |
|   | § Reduced demands        |
|   | § More time              |
|   | § Alternative assignment |

## Consequence or Function-Based Interventions:

Responding to Problem Behavior:

Requires adults in student's life to \_\_\_\_\_ to both positive and negative behaviors

Supports student's use of \_\_\_\_\_

Focus remains on \_\_\_\_\_ student new ways to meet needs rather than \_\_\_\_\_ to challenging behaviors

Reduce \_\_\_\_\_ of problem behavior

Student practices the replacement skill during non-crisis times through role play, appropriate role modeling, and positive reinforcement

Increase use of \_\_\_\_\_

Student uses his/her "replacement" skill rather than resorting to the problem behavior to obtain the desired outcome

Examples of Consequence-Based Interventions:

- |   |   |
|---|---|
| 4 Self-monitoring   | 4 DRO (Differential Reinforcement of Other behavior)          |
| 4 DRA (Differential Reinforcement of Alternative behaviors) | 4 Ignore and redirect   |
| 4 Planning ignoring   | 4 Block and redirect  |
| 4 Guided compliance   | 4 Reinforcement of desired behavior (on task/work completion) |

Examples of Function-Based Interventions:

- |  |  |
|--|--|
| 4 Provide access to peer attention or access to a break from a task only for the desired or replacement behavior | 4 Do not allow the child to escape a task or a transition when they display the problem behavior |
|--|--|

## Behavior Intervention Planning:

The BIP *is* a plan that is developed for a specific student and addresses specific problematic behavior(s).

The BIP *is not* a general behavior plan.

Behavior Intervention Plans outline specifically:

What replacement behaviors will be taught to the student?

Who will teach replacement behaviors to the student?

How the student will be taught to use the replacement behaviors?

What will be used to signal the student to use the new skill(s)? (natural events, teacher prompt, time, peer)

How will occurrences of problem behavior be handled?

How will crises be handled?

What conditions will make student success unlikely? (e.g., inconsistencies, contextual fit) And, what can be done to prevent this?

How will the desired behavior be encouraged/reinforced?

Emergency Procedures:

Crisis management should only be used as \_\_\_\_\_. If you are resorting to a crisis management plan frequently, you should go back and look at the \_\_\_\_\_ of the behavior and the \_\_\_\_\_ being implemented.

## ***Step 6 – Monitor and Revise***

### **Evaluating BIPs:**

Areas of focus

- 4 Implementation follow through (who, what, when)
- 4 Skill acquisition
- 4 Reduction in problem behavior
- 4 Maintenance & generalization of new skills

Changes in Behavior

- 4 Significant reduction in target behaviors
- 4 Demonstrable acquisition of adaptive skills
- 4 Positive accompanying or additional effects & absence of side effects
- 4 Reduced need for crisis intervention
- 4 Evidence of behavior change across settings, circumstances, and over time

### **Troubleshooting Questions to Ask:**

- Does the plan address antecedent and setting event modifications?
- Does the plan focus on teaching alternative skills that serve the same function as the problem behavior?
- Does the plan include consequence interventions that will strengthen the alternative skills and reduce the payoff for problem behavior?
- Does the plan include supports that will help the student maintain new skills?
- Are the interventions logically linked to the hypothesis?
- Does the plan reflect individual and family preferences?
- Are interventions age-appropriate and acceptable for individuals in general education?
- Can the plan be carried out in everyday settings without stigmatizing the student?
- Does the plan identify supports for staff implementing the plan?
- Does the plan identify how it will measure:
  - Interventions?
  - Acquisition of new skills?
  - Improvement in student's behavior?

## **Print References:**

Chafouleas, S, Riley-Tillman, T.C., & Sugai, G. (2007), *School-based behavioral assessment: Informing intervention and instruction*, NY: Guilford Press.

Crone, D.A. & Horner, R.H. (2003). *Building positive behavior support systems in schools: Functional behavioral assessment*, NY: Guilford Press.

O'Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Tilly, W. D., Knoster, T. P., Kovalski, J., Bambara, L., Dunlap, G., & Kincaid, D. (1998). *Functional behavioral assessment: Policy development in light of emerging research and practice*. Alexandria, VA: National Association of State Directors of Special Education.

Watson, T.S., & Steege, M.W. (2003). *Conducting school-based functional behavioral assessments: A practitioner's guide*. NY: Guilford Press.

## **FBA manuals available on the web:**

### **Practical Functional Behavioral Assessment Training Manual for School-Based Personnel:**

Participant's Guidebook

Sheldon Loman, PhD, & Christopher Borgmeier, PhD, Portland State University

[http://pbis.org/common/pbisresources/publications/PracticalFBA\\_TrainingManual.pdf](http://pbis.org/common/pbisresources/publications/PracticalFBA_TrainingManual.pdf)

### **Facilitator's Guide: Positive Behavioral Support**

Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services

November, 1999

[http://flpbs.fmhi.usf.edu/pdfs/pbs\\_Facilitators\\_Guide.pdf](http://flpbs.fmhi.usf.edu/pdfs/pbs_Facilitators_Guide.pdf)

### **School-wide Positive Behavior Support: Workbook on Function-based Approach to Behavior Support**

Center on Positive Behavioral Interventions and Supports

University of Oregon and University of Connecticut

Version: November 20, 2008

<http://pbis.ctserc.com/docs/Workbook%20on%20Function-based%20Approach%20to%20Behavior%20Support.pdf>

### **Functional Behavioral Assessment: A Study Guide**

CESA 12 – Ashland, WI

Wisconsin Department of Public Instruction (WDPI)

September, 1999

Discretionary Project 99-9912-19

<http://dpi.wi.gov/sped/doc/fba-study.doc>

### **Collecting Observational Data (Manual)**

Compiled by Lynn Boreson, EBD Consultant

Wisconsin Department of Public Instruction (WDPI)

In cooperation with IDEA Discretionary Grant #2005-9912-19 (Statewide Behavior Grant, CESA 12, Tom Potterton, Project Director)

March, 2005

<http://dpi.wi.gov/sped/doc/ebdobserve.doc>

### **Websites with information related to FBAs and BIPs:**

**OSEP Center on Positive Behavioral Interventions and Supports:** <http://www.pbis.org/main.htm>

**Association for Positive Behavior Support (APBS):** <http://www.apbs.org>

**Center for Effective Collaboration and Practice (CECP):** <http://cecp.air.org/>

**Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI):**  
<http://www.challengingbehavior.org/>

**Intervention Central:** <http://www.interventioncentral.org/index.php/behavioral-resources>

**Florida's Positive Behavior Support Project:** <http://flpbs.fmhi.usf.edu>

**Center on Social and Emotional Foundations of Early Learning:** <http://www.vanderbilt.edu/csefel/>

**What Works Clearinghouse** (An initiative of the US Department of Education's Institute of Education Sciences): <http://ies.ed.gov/ncee/wwc/> (search for behavior)

**Successful Schools, Inc:** <http://successfuleduc.org/resources/behavior/developing-individual-positive-behavior-support-plans-materials>

### **Free Online Training Modules**

**U of Kansas Center on Developmental Disabilities Online Academy Positive Behavior Support modules:** <http://uappbs.apbs.org/pbsModules/index.html>

**e-Learning Design Lab (EDL) at University of Kansas – Positive Behavior Support Modules:**  
<http://elearndesign.org/resources.html>

**Positive Beginnings: Supporting Young Children with Challenging Behavior – Online Training Modules:** <http://pbs.fsu.edu/return.html>