

Applied Examples of Function-Based Support
for Individual Students

Pseudonyms for students are used.

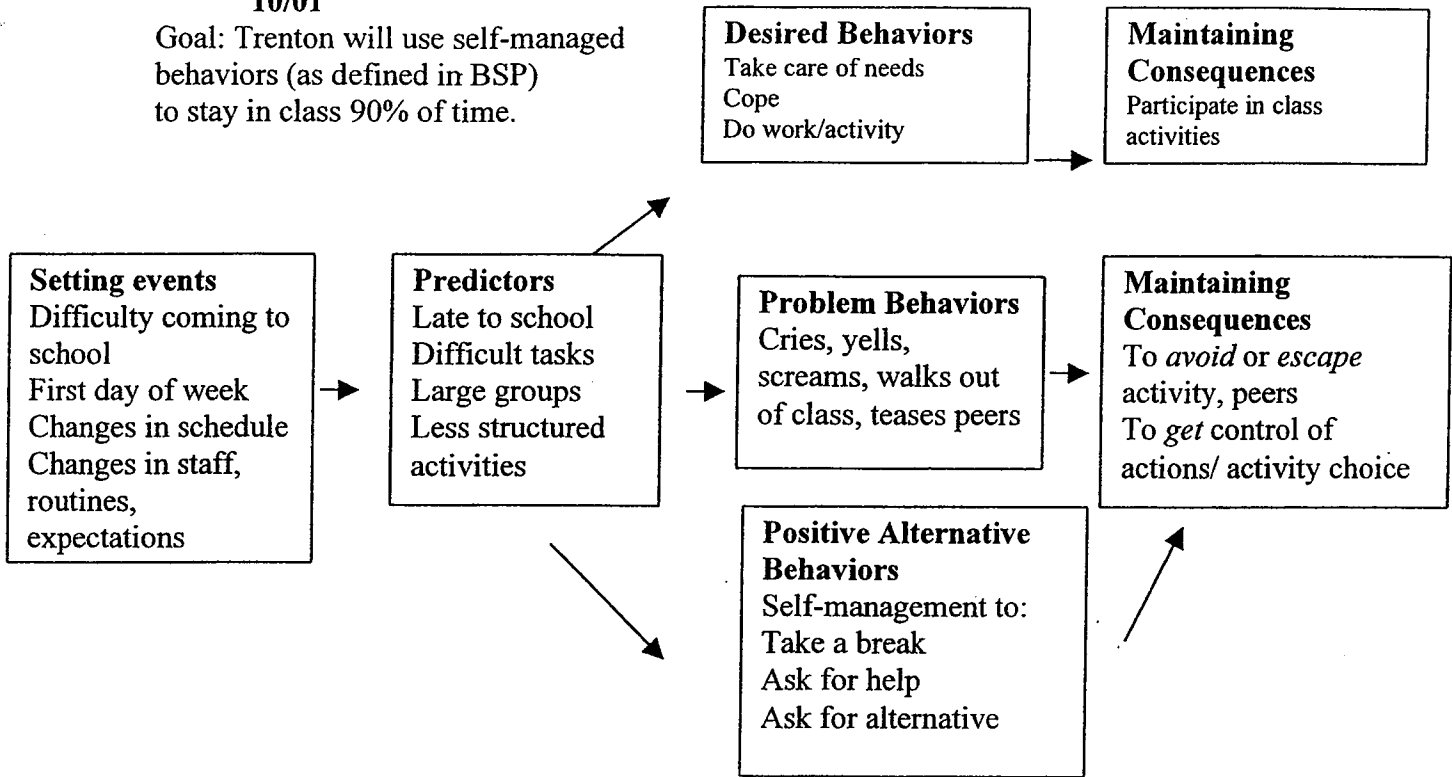
Compiled by Anne Todd, 1/15/02

Behavior Support Plan Suggestions

Trenton

10/01

Goal: Trenton will use self-managed behaviors (as defined in BSP) to stay in class 90% of time.



Setting Event Strategies	Predictor Strategies	Instructional Strategies	Consequence Strategies
Prepare for school routine at home the night before? Anticipate and explain next school day changes Brief written communication between home and school daily	Morning check -in with adult <ol style="list-style-type: none"> to talk about the day to review the previous day anticipate activities and energy level talk and practice as needed Use the same routine for check-in whether Trenton is on time or late to school	Link to the three schools rules Teach take a break routine <ol style="list-style-type: none"> initiate break go to break location end break re-enter activity Teach to identify times needed for help or alternative activities Teach to ask for help/alternative activities Teach social interaction skills with peers <ol style="list-style-type: none"> initiate a positive interaction keep interaction going end interaction with positive comments Teach to use daily self-management card or schedule to monitor and record performance for each activity.	Positive consequences <ol style="list-style-type: none"> take a break, get help, or use alternative earn points for using skills rather than engaging in escalating problem behaviors or leaving without asking use points to 'buy' out of or to get choice (control) trade points at home points double for days he comes to school refraining from problem behaviors decide how many breaks per activity/day are acceptable decide acceptable alternatives brief summary of the day shared with home and school Corrective consequences <ol style="list-style-type: none"> go to crying spot (different location than break area) no points earned during activity if problem behaviors occur

Structure of classroom needs to be flexible enough to implement. Need admin for this

Trenton Support Plan Continued

Monitoring and Evaluation

1. Use self-manager points to get a proportion of the day that Trenton is successfully self-managing
2. Graph the proportion of day that Trenton is out of class due to breaks
3. Graph the proportion of the day that Trenton is out of class due to problem behavior
4. Monitor academic achievement
5. Meet regularly as a team to monitor progress and made adjustments
6. Trenton to take a communication log home and back to school daily to provide brief update on how the day/evening/weekend went

Hannah

Hannah is a fourth grade female student at a local elementary school. She has a diagnosis of Down Syndrome and receives specially designed instruction as defined on her IEP. Hannah has been attending the school since first grade and knows a few of the other students. Hannah receives most of her instruction in the special education class. It is located several doors down from the fourth grade class. Her teachers referred her to the Teacher Assistance Team and formed an Action Team to work on the problem. The teachers described Hannah's problem behaviors as giggles, waves, smiles, points and more giggles. She did not complete her work. Staff described instructional situations when there are 5 or more students per teacher as more problematic than individual or smaller group compositions (up to 4 students per teacher). When Hannah waves and giggles, peers usually wave or smile back and continue their work.

Action Team Plan

Date: 11/19/99 Student: Hannah
 Team Members: Sue, Nancy, Linda, Carrie, Amy, Anne
 Action Team Coordinator: Amy

At the initial Action Team Meeting, use this plan to organize activities and dates.

<u>Activity</u>	<u>People Responsible</u>	<u>Date</u>	<u>Team Meeting</u>
<u>Functional Assessment</u>			
1 interview	<u>Amy</u>	<u>11/19 →</u>	
2 observations	<u>Amy & Anne</u>	<u>11/19-12/13</u>	
3 summarize	<u>Amy & Anne</u>	<u>12/13</u>	<u>12/13 3:00</u>
<u>Support Plan Development</u>			
1 develop considerations for support plan	<u>team</u>	<u>12/13</u>	<u>12/13</u>
2. firm up support plan	<u>team</u>	<u>1/7</u>	<u>1/7 3:00-4:00</u>
<u>Support Plan Implementation</u>			
1. teaching	<u>Amy & Sue</u>	<u>1/18 - 2/7</u>	
2. coaching and feedback	<u>All staff</u>	<u>on-going</u>	
<u>Monitoring and Evaluation</u>			
1 managing student information	<u>team</u>	<u>weekly</u>	
2 meeting times	<u>team</u>	<u>Fridays 3-3:30</u>	

Self-management goals and objectives for Hannah

May 2001

Goal:

Hannah will participate in activities by engaging in appropriate behaviors (following directions, talking clearly and audibly). Activities include: 1:1, small group, large group, independent and transition times.

Objectives:

Hannah will use an articulate and audible voice 80% of situations including: 1:1 instruction, conversations with others and group sharing.

Hannah will follow adult instructions the first time, 80% of each school day.

Goal:

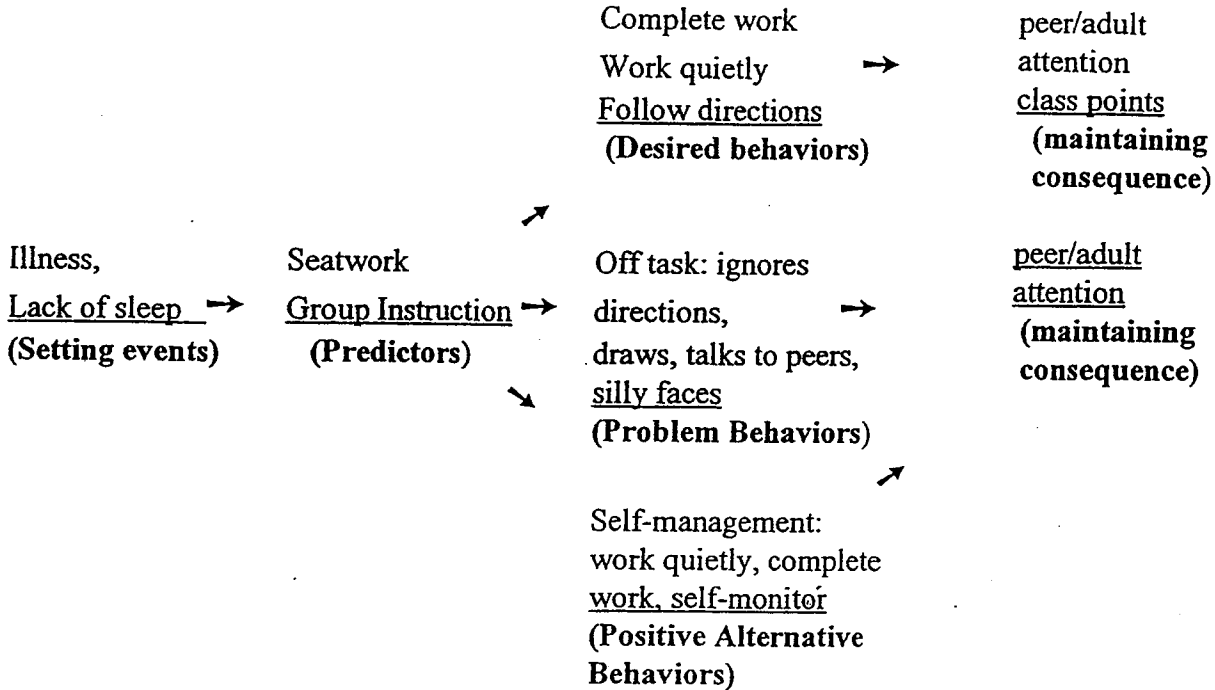
Hannah will transition from one activity to the next throughout the school day. She will be on time and have materials ready for each activity.

Objectives:

Hannah will use a picture schedule to get to each activity on time. She will record earned points at the end of each instructional session on her schedule (for being on time, having materials, and following directions). Her schedule will be used each school day.

**Behavior Support Plan
Hannah**

Summary Statement of the Problem



List strategies that make the problem behaviors irrelevant, ineffective, and inefficient

<ul style="list-style-type: none"> ✓ Adult morning "check-in" 	<ul style="list-style-type: none"> ✓ Use of picture schedule throughout the day ✓ Precorrect expected behaviors ✓ Precorrect peers to ignore silly behaviors and pay attention to appropriate behaviors 	<ul style="list-style-type: none"> ✓ TEACH on-task behavior for group instruction and seatwork ✓ TEACH use of self-monitoring system ✓ TEACH to self-recruit teacher help by raising hand and waiting quietly ✓ TEACH use of picture schedule system 	<ul style="list-style-type: none"> ✓ Pluses on self-management card ✓ Trade pluses for class points ✓ Invite a friend for free time ✓ Positive teacher attention for appropriate behaviors ✓ Zero on self management card when not on-task
<p>Setting Event Strategies</p>	<p>Predictor Strategies</p>	<p>Instructional Strategies</p>	<p>Consequence Strategies</p>

Self-Management Card
Hannah

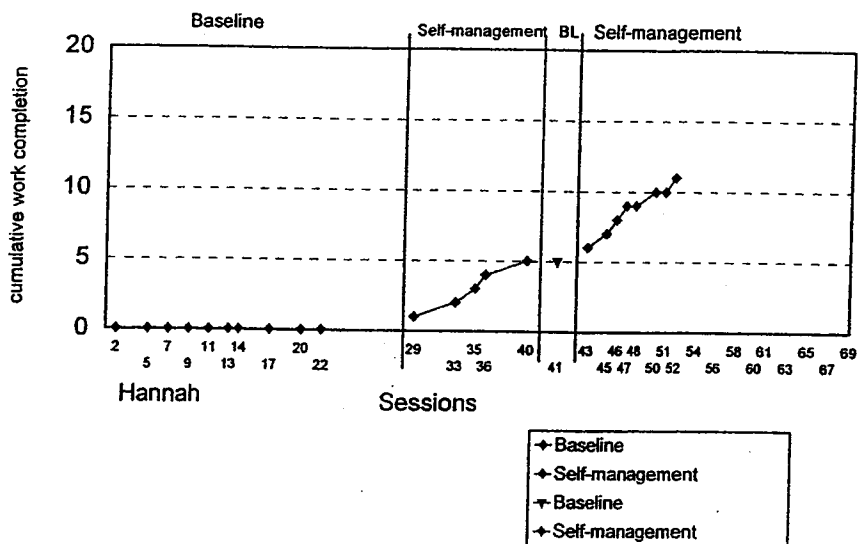
Am I on-task?

					✌				
	✌						✌		
			✌						✌

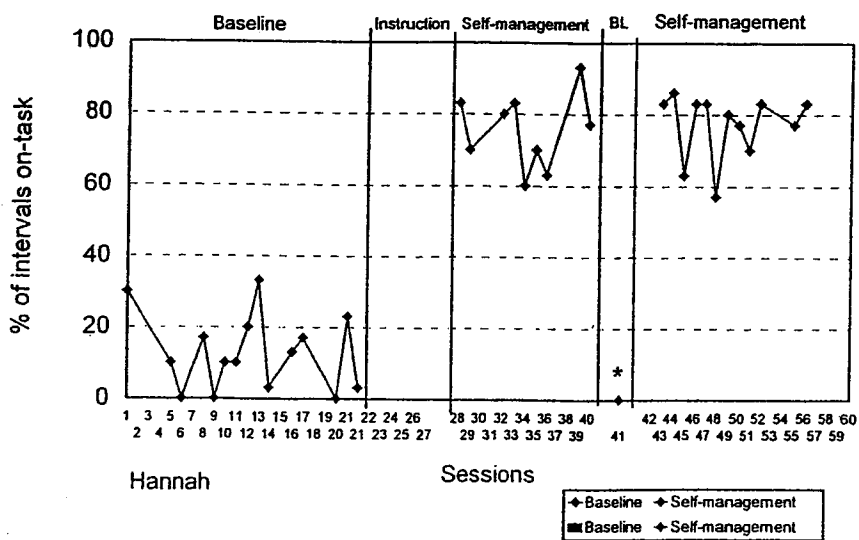
Adaptations for Large Group Instruction
(Hannah)
3/7/00

Before the Lesson	During the Lesson	Completing/After the Lesson
<p>Level of Participation</p> <p>Pass out materials Work with partner and share a book Review outline for the class Preteach skills, read aloud phrases</p>	<p>Task Size</p> <p>Ask fewer questions Give breaks Balance easy and difficult tasks</p>	<p>Time to Complete</p> <p>More time Finish later More 'think time'</p>
<p>Alternate Goal</p> <p>Identify items in pictures Learner two major vocabulary words Simplified worksheets Match pictures to goals</p>	<p>Level of Support</p> <p>Preteaching Summarizing in advance Peer tutor</p>	<p>Output Method</p> <p>Oral Simplified worksheet</p>
<p>Substitute Goal</p> <p>Tape recording of material in book Use computer to access information Play a game</p>	<p>Input Method</p> <p>Book on tape Videos</p>	<p>Acknowledgment</p> <p>Utilizes self-management system (+ for on-task) Verbal praise and reinforcement</p>
<p>Precorrection</p> <p>Practice one on one interactions with peer Teach vocabulary words in resource room Practice reading key phrases before class Practice routines</p>	<p>Task Difficulty</p> <p>Simplify language Give literal questions rather than inferential Restate answer of peers Read key phrases</p>	<p>Remove/Restrict</p> <p>Give 0 on self management card</p>

Self-Management: Work completion 4th Grade Seatwork

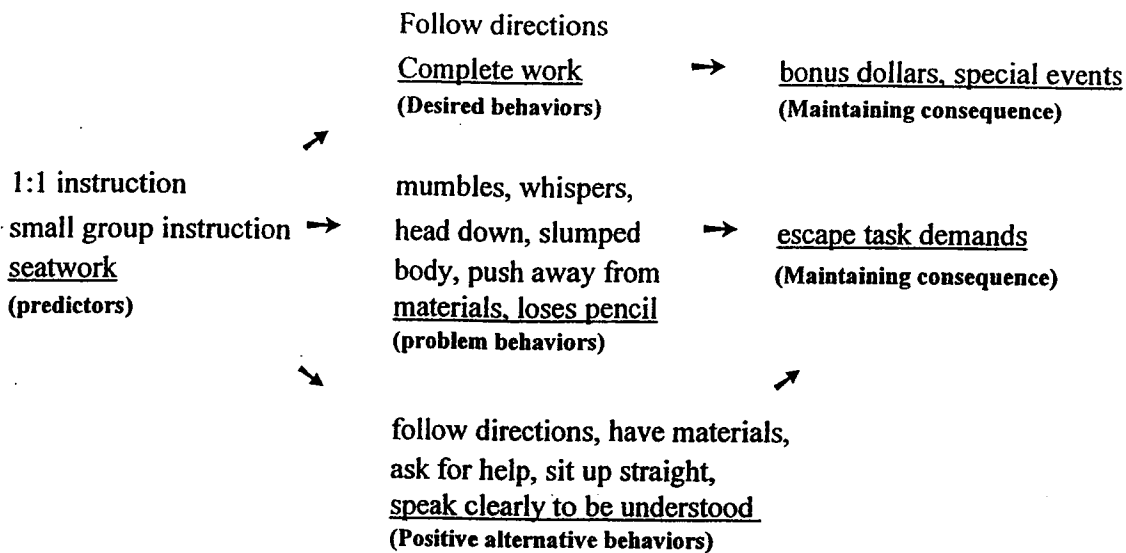


Self-Management: Time On-task 4th Grade Seatwork



Hannah
Behavior Support Plan, 5/01/00

Summary Statement of the Problem



List strategies that make the problem behaviors irrelevant, ineffective, & inefficient		
<ul style="list-style-type: none"> ✓ Establish a morning check-in routine to organize each days schedule ✓ Use of picture schedule to initiate time to work ✓ Review written instructional expectations before instruction begins ✓ Establish a goal: # of points, no more than one teacher point, etc 	<ul style="list-style-type: none"> ✓ Teach use of picture schedule for transitions & materials prepared ✓ Provide specific, clear, concise instructions for sitting up, being understood and task expectations ✓ Avoid repeating directions until S has a chance to respond ✓ Give one reminder if you can't understand her, followed by a teacher point if still does not use positive alternative behaviors ✓ Provide directions when there is no choice (time to ...), provide question when there is a choice (do you want to spend or save?). ✓ Supplement instructional formats with more practice of key concepts/strategies. Include range of examples 	<ul style="list-style-type: none"> ✓ Provide 5 positive comments to every corrective comment ✓ Give points for initiation of work time, having materials, and completing work ✓ Give points for following directions, sitting up straight, speaking clearly and being understood the first time. ✓ Give a teacher point for not following directions after initial direction and one warning ✓ Provide regular times for point exchange at end of instructional session for stickers ✓ Balance point book at end of day ✓ Spend or save options (use menu of options attached, include escape of task demand options)
Predictor Strategies	Instructional Strategies	Consequence Strategies

Today is: _____ Today's date is: _____

3 = did a great job
 2 = did OK
 1 = need to try harder

Check-in Time	Activity	I did my best	I followed directions	I used a clear voice	I was respectful	Total points earned
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
○		3 2 1	3 2 1	3 2 1	3 2 1	
Totals						

Comments

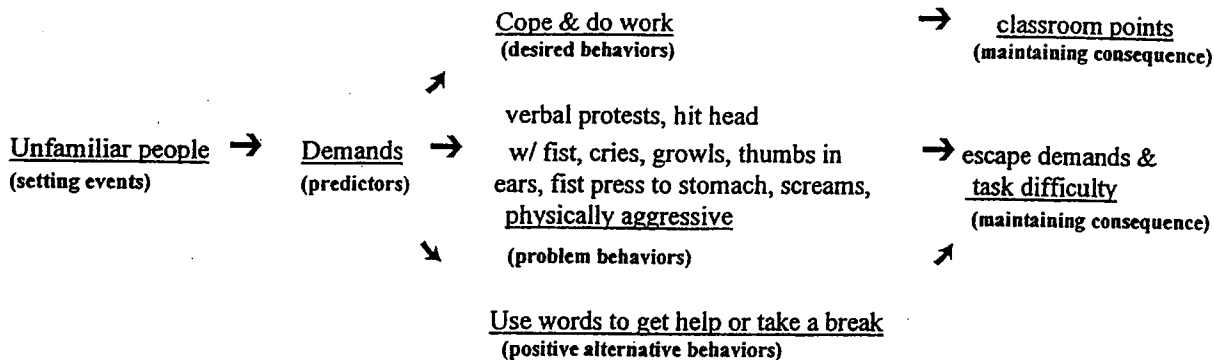
Jack

Jack is an eight year old male with the diagnostic label of Autism. He is a student at a local elementary school (K-5) with enrollment of 371 students. He receives systematic instruction, daily, in the Regional Learning Center. He participates with a second/third grade class for lunch and recess.

Jack has a history of problem behaviors that interfere with his opportunities to learn new skills and that are disruptive to other students. His problem behaviors follow an escalating sequence beginning with verbal protests and growling, followed by low intensity head hitting and crying, followed by outbursts of screaming and physical aggression to self and others.

Jack needs a predictable picture/word schedule for successful transitions throughout the school day. He receives individual instruction for all subjects, with the goal of participating in group instruction for math and reading. He is just below grade level in math skills and is a grade level behind in reading. Jack's behavior support plan targets behavioral IEP objectives, integrates predictability and systematic instruction for learning language concepts, interaction skills, articulating personal needs, and learning routines.

Behavior Support Plan for Jack 11/8/99



1. Guest teachers & volunteers do not teach Jack during academic instructional sessions
2. Only familiar staff work with Jack

1. Use of schedule board
2. Predictable schedule
3. Predictable expectations for length of task & amount of work to complete (# of stickers needed)
4. Remind to use words for help & break

1. Teach to use words:
 - ✓ 'this is too hard'
 - ✓ 'I need help'
 - ✓ 'I need a break'
2. Teach routines for taking a break & for going to time out
3. Practice using words & taking a break

1. Help with work, short break, fewer tasks
2. Specific verbal feedback for appropriate behavior (5:1)
3. Classroom points traded for choice activity for appropriate behavior & correct academic performance
4. Ignore low intensity behaviors
5. Remind to use words when frustrated
6. Time out for out of control screaming & physical aggression

Setting event Strategies

Predictor Strategies

Teaching Strategies

Consequence Strategies

Monitoring and Evaluation:

1. Problem Behavior events are recorded on problem behavior log as they occur.
2. Time out events are recorded on time out log as they occur.
3. Weekly review of problem behavior events, time out events, academic progress, generalization and maintenance of skills.

For more details see full behavior support plan narrative.

Behavior Support Plan for Jack

Revised 1/5/00

Problems of Concern

Jack verbally protests to do work, growls, hits his head with his fist, cries, sticks his thumbs in his ears, presses his fist into his stomach, screams and becomes physically aggressive. These behaviors follow an escalating sequence that increases in intensity and volume.

Summary Statement of the Problem Behaviors

Given demands related to instruction and transitions, Jack will verbally protest, growl, hit his head with his fist, cry, stick his thumbs in his ears, press his fist into his stomach, scream and be physically aggressive to escape the demands and difficulty of tasks.

Structural and Environmental Strategies

1. Guest teachers or unfamiliar people will not teach Jack during academic instructional sessions. Guest teachers or unfamiliar people will interact with Jack during break and play times only.
2. Familiar people will work with Jack throughout the school day.
3. Only trained staff will work with Jack during academic instructional sessions.
4. Jack will use a picture/word schedule board as a signal for moving from one activity to the next throughout the school day.
5. Staff working with Jack will make sure that he understands how much work or how long he needs to work.
6. Staff will remind Jack to 'use his words' when he needs help or a break.
7. Staff take short breaks as needed for preventing escalation of problem behaviors (see Consequence Strategies for preventing escalation).

Instructional Strategies

1. Give clear directions one of two ways:
 - a. give a clear precise direction or
 - b. give a clear direction with an option of how to complete the task.
2. Jack will be taught the following three concepts:
 - a. 'this is too hard'
 - b. 'I need help'
 - c. 'I need a break'
3. Each of these three concepts will be taught, individually, in the context of instruction. Jack will learn how to use his words in each of the three situations. Instruction will include:

- a. labeling the concept
- b. demonstration of using the concept during role play and practice times
- c. using the concept when reminded or prompted during instruction
- d. initiating the use of the concept as needed throughout the day.

When Jack uses any of these concepts, staff need to ensure that the work gets a bit easier, he gets help or he takes a short 3 minute break.

4. Teach routines

- a. **Break:** practice routine for taking a break including asking for a break, taking a break and coming back after the break
Break routine includes staying at the table with a choice of head down for a rest of look at a book for 3 minutes
- b. **Time out:** time out routine includes walking to time out room, staying in room until quiet for 5 seconds, and coming back to the original task.


Consequence Strategies

1. Positive Strategies

- a. When Jack uses his words to request help with work, a break or fewer tasks, he will receive help, less work or a break.
- b. Jack will receive specific positive feedback for appropriate behavior at a 5:1 ratio of positive to corrective feedback throughout the day.
- c. Jack will receive stickers for appropriate behaviors. When 5 stickers are earned, he gets a break.
- d. Jack will trade classroom points for a choice activity on a daily basis.

2. Corrective Strategies

- a. Lower intensity problem behaviors will be ignored (verbal protests, growls, fist hit to head, thumbs in ears and stomach press)
- b. When Jack's lower intensity problem behaviors increase in volume and or turn to crying, Jack will be reminded to use his words.
- c. When Jack's behaviors become uncontrollable (screaming and physical aggression) he will go to time out until he is quiet for 5 seconds.

Intensity & volume	Behavior	Consequence
<p style="text-align: center;">High</p>  <p style="text-align: center;">Low</p>	physical aggression screams	Time out
	cries	"tell me what you need"
	fist in stomach thumbs in ears growls hit head with fist verbal protests	Ignore inappropriate behaviors & reinforce appropriate behaviors

3. Preventing Escalation

When staff feel the need for a break, ask another staff person to cover and follow preventing escalation strategies.

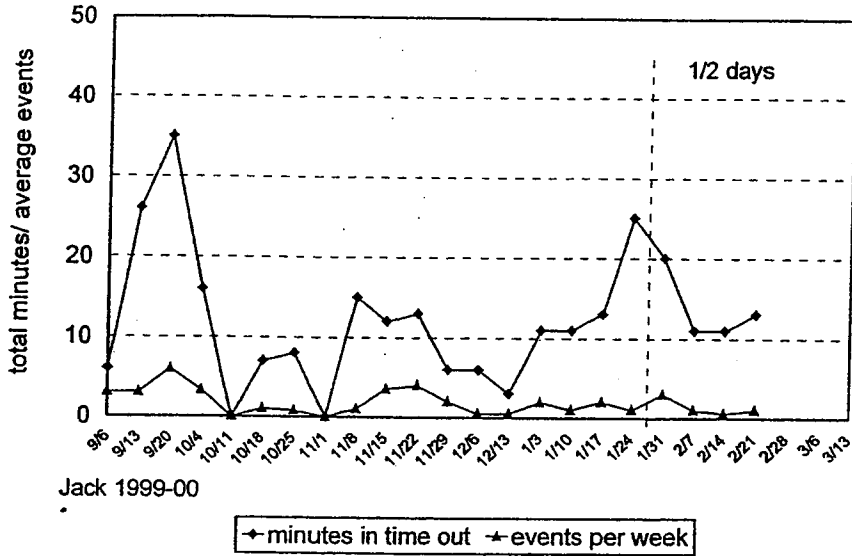
- a. look at data to get a overall idea of how the day is going (perception data, check mom's notebook, look at problem behavior graph to get an objective view point)
- b. conduct a self-check on use of survival tips
- c. take a short breather break
- d. go back to work with Jack.

Jack will always finish his work after break or time out.

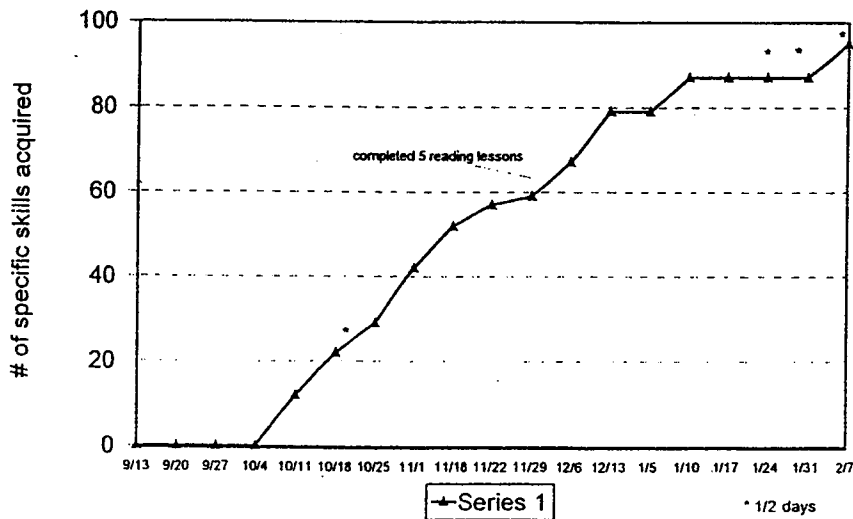
Monitoring and Evaluation

1. Jack's instructional team meets weekly to review behavioral & academic progress.
2. Problem behavior events and time out events are recorded as they occur and are summarized and graphed weekly.
3. Academic progress is monitored daily on the instructional monitoring data sheet.
4. Academic progress (number of specific skills learned) is summarized weekly.

Problem Behaviors



Academic Progress



Jack

Date:

Jack
Daily Log

Entering mood

Daily changes

Comments

Time in _____

happy

schedule

Time out _____

neutral

staff

Total time _____

upset

Schedule

Routine	Difficulty level Easy ▶ hard 1 2 3	Interactions with others	Time engaged in activity	Change in activity?		Problem Behaviors Low → high					
				Y	N	1	2	3	4	5	6
1.	1 2 3	Initiations 0-1 2-5 6+									
		Responses 0-1 2-5 6+									
2.	1 2 3	Initiations 0-1 2-5 6+									
		Responses 0-1 2-5 6+									
3.	1 2 3	Initiations 0-1 2-5 6+									
		Responses 0-1 2-5 6+									
4.	1 2 3	Initiations 0-1 2-5 6+									
		Responses 0-1 2-5 6+									
5.	1 2 3	Initiations 0-1 2-5 6+									
		Responses 0-1 2-5 6+									
6.	1 2 3	Initiations 0-1 2-5 6+									
		Responses 0-1 2-5 6+									
7.	1 2 3	Initiations 0-1 2-5 6+									
		Responses 0-1 2-5 6+									

Comments:

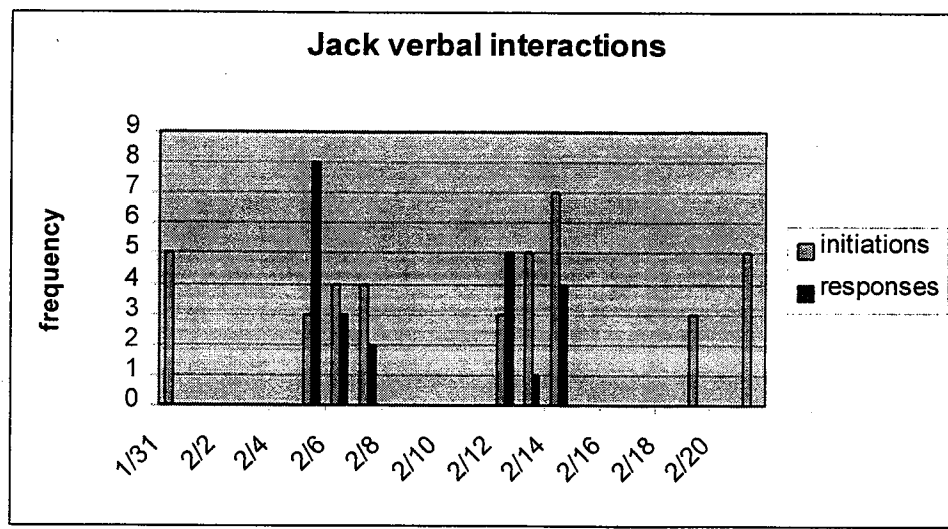
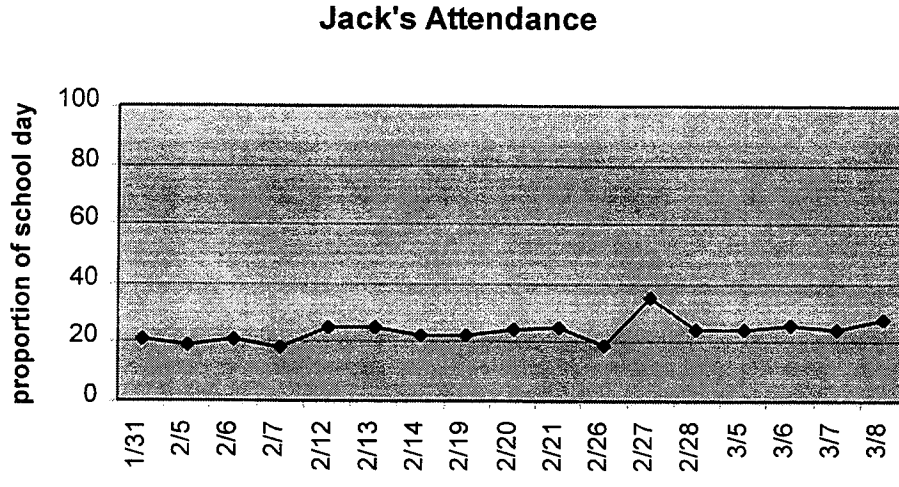
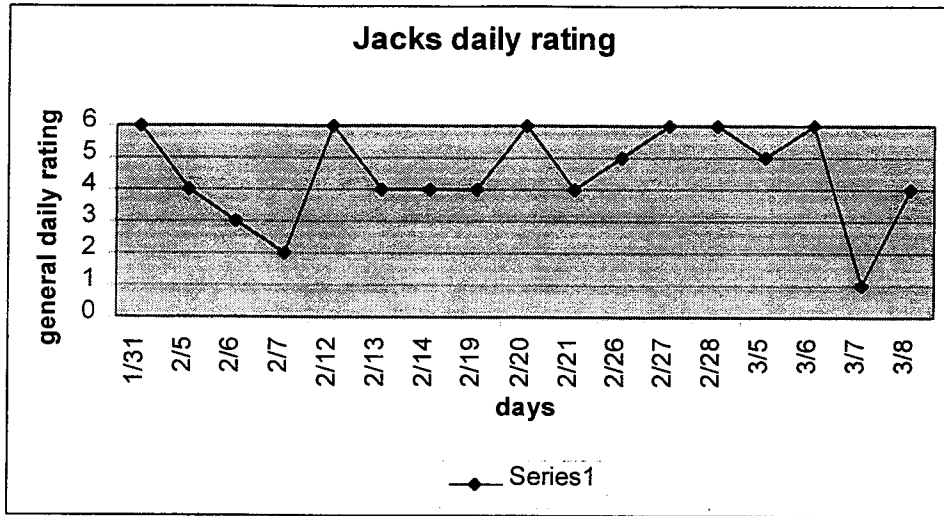
Things to anticipate tomorrow:

OVERALL DAILY RATING

Difficult $\xrightarrow{\hspace{10em}}$ Fantastic

1 2 3 4 5 6

Jack data summary



John

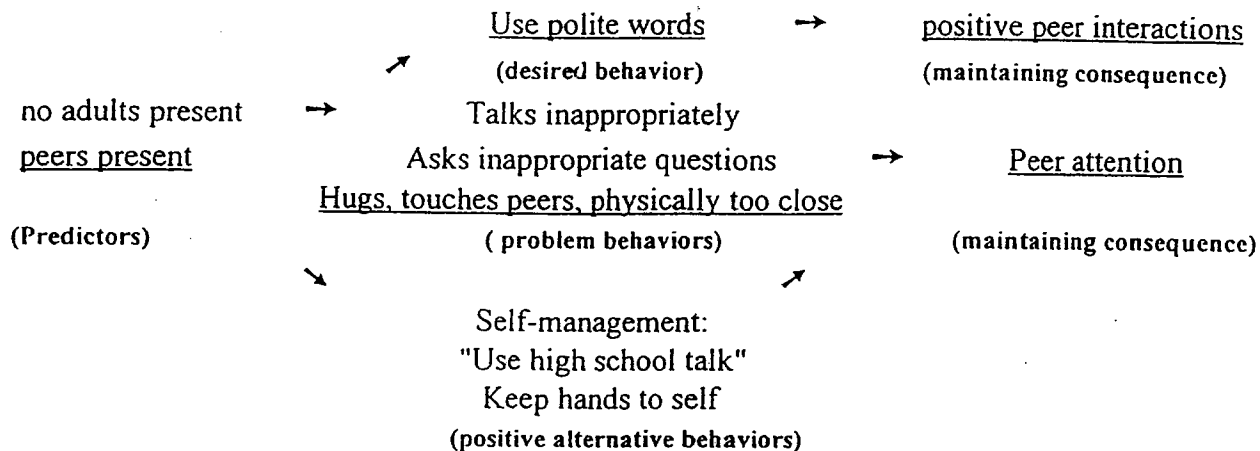
John is a fifteen year old sophomore enrolled in an urban community high school. John's diagnoses include Tourette Syndrome, Moderate Mental Retardation,, Perthes Disease, an orthopedic impairment that results in a stiff gait, and Pericarditis, a heart impairment that limits his rigorous physical activity. John has received specially designed instruction since his first grade year.

During his sophomore year he was referred to the school psychologist for out of control behavior, including inappropriate words, touch perseveration on topics. He has a chronic problem of making very inappropriate comments to female students. The frequency of his inappropriate comments is higher when adults are not visible. His sexual comments to female students caused a major stir at school.

An Action Team was formed, a functional assessment conducted, a support plan developed using FA results, defined socially appropriate behaviors that were taught and self-monitored. Results follow.....

John

Diagram Summary Statement and Competing Behavior Paths



List Strategies that Make the Problem Behaviors Irrelevant, Ineffective, and Inefficient

<ul style="list-style-type: none"> ✓ avoid watching soap operas at home ✓ daily communication & progress report with parents 	<ul style="list-style-type: none"> ✓ Daily debrief at start of school ✓ precorrect to use self-management system before problem times ✓ adult supervision at predictable problem times 	<ul style="list-style-type: none"> ✓ teach "high school talk" ✓ teach to keep hands to self. ✓ teach to use self-management system <ol style="list-style-type: none"> 1. Self-monitor 2. Self-recruit peer & teacher attn. 3. Self-talk 4. Self-recruit rewards 	<ul style="list-style-type: none"> ✓ self reward, plus, on card ✓ self-correction, zero, on card ✓ teacher feedback at the end of each period ✓ trade pluses for (supervised) free time with peers at the end of lunch ✓ Daily reports home ✓ Continue general ed. classes
<p>Setting Event Strategies</p>	<p>Predictor Strategies</p>	<p>Teaching Strategies</p>	<p>Consequence Strategies</p>

Inappropriate Talk Topics

Soap Operas

“Days of Our Lives”

Talk about touching

“Do you like to shake hands a lot, do you like to hug, can I hug you?”

Talk about body parts

Bathroom talk

“Do you want to eat lunch on the toilet?”

Silly/Nonsense Talk

Knock knock jokes that don't make sense

Asking to borrow money

Talk about sneaking or hiding

Lying

Violent/aggressive talk

“give her a spanking and tie her to a chair”

Swear words including “sucks”

Baby talk

“my mommy...”

Name calling

“you jerk”

Put downs about self or others

“I was a bad kid”

Talk about “my girlfriend”, or

asking “do you want to be my girlfriend?”

I Am A Self-Manager

Gen Ed 9:15- 9:30	Gen Ed 9:30- 9:45	Gen Ed 9:45- 10:00	Gen Ed 10:00- 10:15	Gen Ed 10:15- 10:30	Gen Ed 10:30- 10:45	Life Skills before Science	Cafet- eria at Lunch
M S	M S	M S	M S	M S	M S	M S	M S

At the end of each period rate either a + for high school talk or a 0 for not high school talk

For each period:

- rates +, staff rates + = 3 points
- rates 0, staff rates + = 2 points
- rates 0, staff rates 0 = 1 point
- rates +, staff rates 0 = 0 points

Each day 20 points or more = a soda, All "+"s = free time and/or a walk

John - Self-Management

