

Basic FBA to BSP

Using FBA to Develop Function-Based Support for Students with Mild to Moderate Problem Behavior

Session #2: Identifying Function-Based Interventions

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- ### Objectives for PART 2: Identifying Function-based Interventions
- By the end of this training session Team Leaders will be able to:**
1. Explain the three essential characteristics of alternative behavior
 2. Describe the different types of behavior support strategies/ interventions that must be included as part of the BSP
 3. Discriminate between function-based and non-function-based teaching and antecedent strategies
 4. Identify function-based strategies for rewarding alternative/desired behavior AND minimizing the payoff for problem behavior
 5. Label missing and incorrect components, when provided with sample behavior support plans

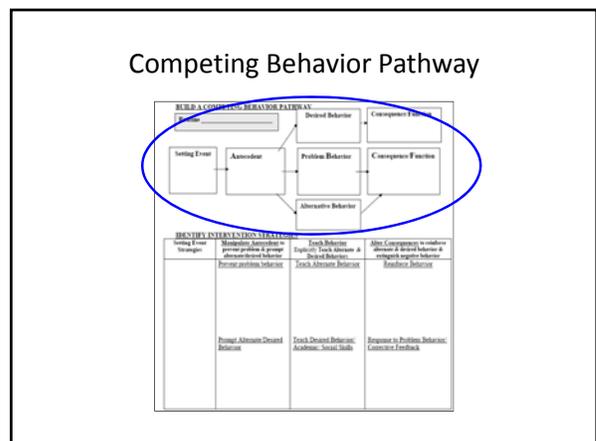
Basic FBA to BSP Training Series

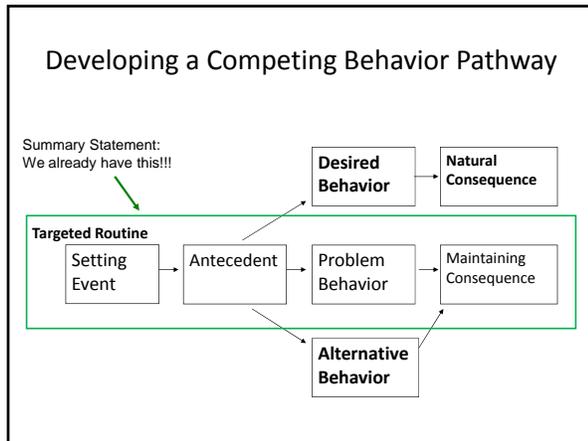
This is the a four-part series of training sessions on utilizing FBA data to develop behavior support plans for students with **mild to moderate behavior problems** in schools.

	Practical	Comprehensive
For:	Students with mild to moderate problem behaviors (behaviors that are NOT dangerous or occurring in many settings)	Students with moderate to severe behavioral problems; may be dangerous and/or occurring in many settings
What:	Relatively Simple and Efficient process for behavior support planning based on "practical" FBA data	Time-intensive process that involves emergency planning, family-centered planning, and collaboration with outside agencies
Developed by whom:	Team of school-based professionals (e.g., PBS team members whose job responsibilities include FBA and behavior support planning)	School-based team including professionals trained to develop and implement intensive interventions for students with severe problem behaviors (e.g., behavior specialist)

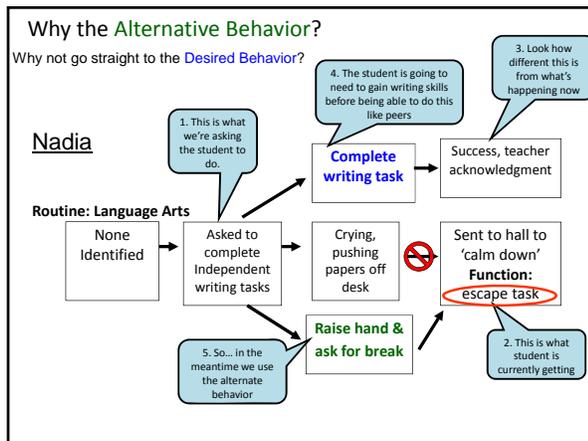
- ## From FBA to BSP
- The most important purpose of conducting FBA is to inform the development of comprehensive Behavior Support Plans that directly address the **FUNCTION** of student behavior
 - **Start with** FBA results, specifically the **Summary Statement**

- ## Critical Components of Behavior Support Plans
- **#1:** Competing Behavior Pathway
 - **#2:** Function-Based Behavior Support Strategies
 - **#3:** Implementation Plan
 - **#4:** Evaluation Plan





- ### Desired vs. Alternative Behaviors
- **Desired Behavior**
 - Long term goal = Follow classroom routines without problem behavior and with minimal supports
 - Often requires teaching complex skills that the student is lacking (e.g., academic skills, social/communication skills, organizational skills)
 - **Alternative Behavior**
 - An immediate attempt to reduce problem behavior
 - Serves the same **FUNCTION** as the problem behavior
 - Allows team to implement support plan aimed at teaching new skills and increasing desired behaviors
 - ★ Should be a behavior that the student already engages in or can be quickly learned with minimal instruction ★



- ### Three Essential Characteristics of Alternative Behavior
- **Alternative Behavior:**
 - Serves the same function as the problem behavior (reliably results in the same type of consequences as the problem behavior)
 - Is easier to do than the problem behavior
 - Requires less (or at least no more) physical effort than the problem behavior
 - Is socially acceptable

- ### Identifying Appropriate Alternative Behavior
- When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to avoid/escape the difficult task.
- Which is the **best** alternative behavior?
- ~~Move to sit by another student~~
 - ~~Request adult attention~~
 - ★ Request an easier task/worksheet
 - ~~Ask if she can play on the computer instead~~
 - ~~Ask for a reward for completing the task~~
1. Serve same Function? Does it provide escape?

2. Is Behavior easier to do than problem behavior?

3. Is Behavior socially acceptable?

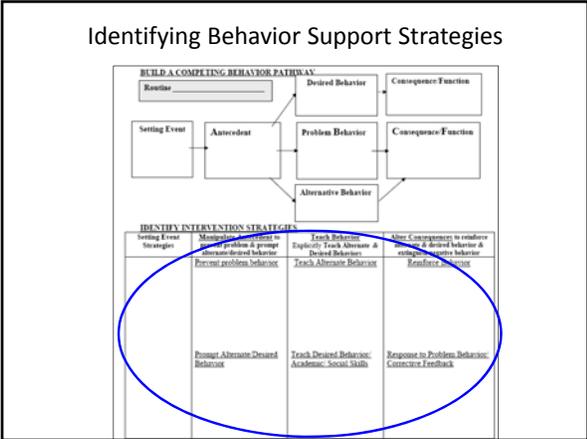
- ### Identifying Appropriate Alternative Behavior
- During independent reading time in language arts, Audrey **makes noises, talks out, and walks around the room**. The FBA has shown that this behavior is maintained by adult attention.
- Which is the **best** alternative behavior? Why/Why Not?
- Ask to sit at the teachers desk during reading
 - Raise hand and ask for a break
 - ★ Request help/adult attention
 - Ask for a reward for completing the task
 - Request an easier task
1. Serve same Function?

2. Is it Easier?

3. Is it Socially Acceptable?

Behavior Support Strategies

- ### Critical Components of Behavior Support Plans
- #1: Competing Behavior Pathway
 - #2: Function-Based Behavior Support Strategies
 - #3: Implementation Plan
 - #4: Evaluation Plan



Identifying Behavior Support Strategies

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequences Strategies
Eliminate or Neutralize Setting Events	Prevent/Modify "Triggers"/ Prompts for Alt/Des	Teach Alternate / Desired Behavior	Reinforce Alt/Des Behavior

Team identifies a range of strategies/interventions to address:

- Prevention
- Teaching
- Consequences

We consider the **FUNCTION** of the problem behavior when selecting these strategies.

- ### Why Do We Consider Function?
- To efficiently address the problem behavior
 - By directly addressing the function of the problem behavior we dramatically increase the probability that strategies will improve behavior
 - To avoid accidentally making the problem behavior worse!!

- ### Identifying Function-Based Intervention Strategies
- Function-Based strategies...
- DIRECTLY address the function of the problem behavior by:
 - #1. Providing a way to access the maintaining reinforcer by engaging in appropriate behavior
 - or...
 - #2. Preventing access to the reinforcer following problem behavior

Prevention Strategies

Setting Events & Antecedents

Review

- **Setting Events** indirectly “set-up” the problem behavior by **temporarily** altering the **value** of maintaining consequences
- **Antecedents** occur immediately before and act as **“triggers”** for problem behavior

Bonus Question:
What if the FBA information does not specify a setting event??

Setting Event Strategies

These strategies are designed to:

- Eliminate identified setting events

Or

- Build in a **neutralizing routine** to defuse the effects of a setting event

Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
Eliminate or Neutralize Setting Events	Prevent/Modify “Triggers”	Teach Alternate Behavior	Reinforce Alt/Des Behavior
	Prompt Alt/Des Behavior	Teach Desired Behavior/Academic/Social Skills	Response to Problem Behavior: Corrective Feedback

Example: Eliminating Setting Events

- When asked to transition to a new activity, Charlie sometimes has tantrums (crying, screaming, flopping) that result in adult attention. This is most likely to occur when Charlie has not interacted with an adult for several minutes.
- Charlie’s team members have decided that she will:
 - a) Be given a class “job” which will require her to interact with staff frequently
 - b) Receive frequent, intermittent teacher attention for appropriate and neutral behavior

Neutralizing Routines

Setting Events → Antecedents → Behavior → Consequence

- **Neutralizing Routines:**
 - Diminish the effects of setting events that have already occurred
 - Act as “separating events” that occur between the setting event and the triggering antecedent

Example: Neutralizing Routines

- When asked to complete academic tasks Ramona is more likely to engage in adult attention maintained problem behavior on days when she has a **Conflict at Home** before school.
- Ramona’s team has decided to:
 - Build in a morning “check-in” on these days, during which Ramona spends 5-10 minutes talking with a preferred adult before going to class.
- The purpose of this routine is to help **neutralize the effects** of having the conflict at home.

Antecedent Strategies

These strategies are designed to **prevent** problem behavior by:

- Eliminating/Modifying** antecedents that "trigger" the behavior

AND

- Prompting** Alternative/Desired behavior (pre-correction)

Setting Event Strategies	Modify Antecedent	Teach Behavior	Alter Consequences
Eliminate or Neutralize Setting Events	Prevent/Modify "Triggers"	Teach Alternate Behavior	Reinforce Alt/Des Behavior
	Prompts for Alt/Des Behavior	Teach Desired Behavior/ Academic/ Social Skills	Response to Problem Behavior/ Corrective Feedback

Selecting Antecedent Strategies: **Modifying Triggers**

When identifying preventive antecedent strategies:

- Eliminate or alter the antecedent so student will no longer need to use problem behavior

The **BEST** antecedent **MODIFICATIONS** directly address:

- #1. The identified **ANTECEDENT**
- #2. The **FUNCTION** of the problem behavior

Antecedent Interventions **Directly** address the identified antecedent

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk
 - **Antecedent = Asked to read aloud in class**
 - Potential options that **more directly** address the antecedent
 - Give student passage in advance to practice pre-reading
 - Do not ask student to read aloud in class
 - Let student read 1 sentence directions that he is familiar with, instead of entire paragraphs from the text
 - **Now, why is Function important?**

Antecedent interventions **must address the function** the problem behavior serves

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk to **avoid public speaking (not related to reading difficulty; related to extreme social anxiety)**.
 - Does the Intervention **address the Function** of Behavior
 - ~~Give student passage in advance to practice pre-reading~~
 - Do not ask student to read aloud in class (or respond publicly)
 - ~~Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text~~

Identifying Antecedent Strategies

- When Pam is **asked to work on long-division problems** in math class, she argues, refuses to work, and uses profanity to **avoid/escape the difficult task**.

Addresses:
 1. **Antecedent?** **Function?**
- Which is the **best** antecedent modifying strategy to **prevent** problem behavior?
 - Have student check in with teacher at beginning of class
 - Give student more time to complete the difficult tasks
 - ★ Give student an easier math assignment she can be successful with
 - Warn student she will be sent to office for using profanity
 - Allow student to practice long-division on the computer

Antecedent Strategies: **Prompting** the Alternative/Desired Behavior

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

Example:

- Pam's problem behavior is maintained by escape from difficult math assignments.
 - When handing out assignments, Pam's teacher will **remind** her that she can raise her hand and request an easier task (**alternative behavior**).
 - Pam's math assignments will include specific **visual prompts** to help her successfully complete the tasks (**desired behavior**).

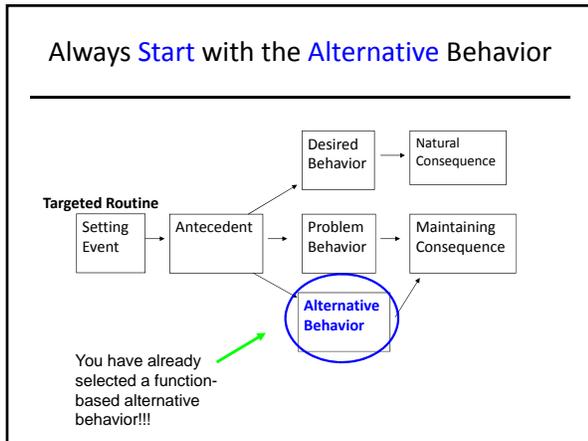
Teaching Strategies

Alternative & Desired Behaviors

Teaching strategies help make problem behavior inefficient by teaching:

1. Functionally-equivalent alternative behavior
2. New desired skills/behavior

Setting Event Strategies	Manipulate Antecedents	Teach Behavior	Alter Consequences
Eliminate or Neutralize Setting Events	Prevent/Modify "Triggers"	Teach Alternate Behavior	Reinforce Alt/Des Behavior
	Prompt Alternative/Desired Behavior	Teach Desired Behavior/ Academic/ Social Skills	Response to Problem Behavior/ Corrective Feedback



Teaching Strategies: Alternative Behavior

Never assume that the student already "knows" how and when to use the alternative behavior

- Develop an observable definition of the behavior
 - Identify and teach examples & non-examples of **HOW** and **WHEN** to use the alternative behavior
- Provide **MULTIPLE** opportunities to **Review & Practice** throughout the day

Next, teach content/skills needed to support student in achieving the **Desired Behavior**

This may be something to focus on right away, or only after the student is consistently using the alternative behavior

Setting Event Strategies	Manipulate Antecedents	Teach Behavior	Alter Consequences
Eliminate or Neutralize Setting Events	Prevent/Modify "Triggers"	Teach Alternate Behavior	Reinforce Alt/Des Behavior
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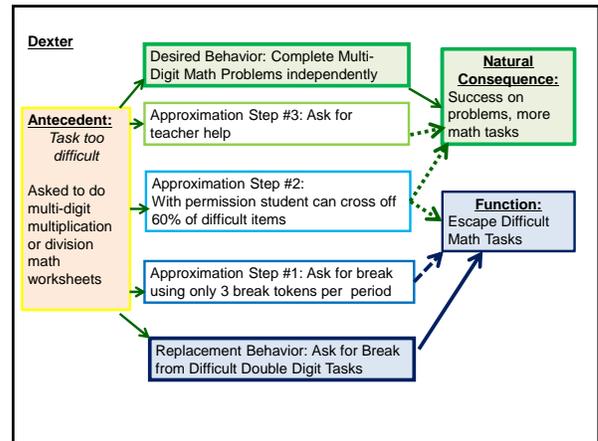
Teaching Strategies: Desired Behavior

To teach desired skills we may need to consider:

- Additional assessment to identify specific skill deficits
 - Academic and/or organizational deficits
 - Social skills deficits
- More focused instruction in class
- Appropriate instructional grouping
- Additional support and practice at home
- Special Education support for academic skill deficits

Teaching Desired Behavior: Successive Approximations

- It is often necessary to teach approximations of the desired behavior to move **from** the Alternative Behavior **to** the Desired Behavior.



Consequence Strategies

These strategies help make problem behavior behavior ineffective by:

- Reinforcing Alternative & Desired behaviors
- Minimizing reinforcement for problem behavior

AND...

Setting Event Strategies	Maintain/ Antecedent Prevent problem & prompt alternate/desired behavior	Teach Behavior Explicitly Teach Alternative & Desired Behaviors	Alter Consequences: Reinforce alternate & desired behavior & extinguish negative behavior
Eliminate or Neutralize Setting Events	Modify/Prevent "Triggers"	Teach Alternate Behavior	Reinforce Alt/Des Behavior
	Prompt Alt/Desired Behavior	Teach Desired Behavior/ Academic/ Social Skills	Response to Problem Behavior Redirection Extinction

Consequences: Reinforcing the Alternative Behavior

- It is extremely important that the alternative behavior is reinforced:
 - Immediately
 - Consistently
 and...
 - Regularly (MULTIPLE opportunities to practice)
- This is necessary for the alternative behavior to successfully compete with the problem behavior.

Consequences: Reinforcing Desired Behavior

- The goal is to ultimately have the student move from the alternative behavior to the desired behavior.
- Start with reinforcing REASONABLE approximations of the desired behavior
 - Considerations:
 - What is the student currently doing?
 - How does this compare to what we want?
 - Will rewards be delivered often enough to strengthen and maintain behavior?
 - Do we have a powerful reinforcer? Consider FUNCTION!

What are REASONABLE Expectations?

- If the student is currently out of seat and off task for the most of the class period and is not turning in any completed assignments.
 - Probably **NOT** reasonable to expect:
 - To earn reinforcer, student will be on task for entire class period, and complete all assignments for one week.
 - More reasonable **INITIAL** goal:
 - Student will: a) be in seat and on task for at least 20 minutes of the class period, and b) turn in assignments that are at least 30% completed for 2 consecutive days.

When possible use consequences for desired behavior that match the **FUNCTION** of the problem behavior.

- If the function of behavior is to **Gain Peer Attention**, for being in her seat and working quietly for 30 minutes the reinforcer might be:
 - 15 minutes to work with a peer buddy
- If the function of behavior is to **Avoid Difficult Tasks**, for staying on task and completing over 50% of an assignment the reinforcer could be:
 - a "Free Homework Pass"

Reinforcing Alternative/Desired Behavior

- When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to **avoid/escape the difficult task**. (Alt Behv: ask for easier task.)

Which are the **best** reinforcement strategies (2)?

- ~~Student earns teacher praise for staying on task~~
- ★ Student is given an easier task when asks appropriately
- ~~Student can earn one "free homework pass" after completing all math assignments for three weeks~~
- ★ Student can earn "skip 5 problems" card for each 5 long-division problems completed
- ~~Student earns 5 extra recess minutes for completing all worksheet items~~

Reward for alternative behavior serves same function?

Reasonable expectations for desired behavior?

Reinforcing Alternative/Desired Behavior

- During independent seatwork, Ronnie makes **inappropriate noises and makes faces at peers**. The function of Ronnie's behavior is to **obtain peer attention**. (Alt Behv: ask to work with peer.)

Which are the **best** reinforcement strategies (2)?

- Student is allowed to sit by a preferred peer for 15 minutes, if he is quiet and on task during seatwork every day for a week
- Student will receive a "free homework pass" if he has no problem behavior during independent seatwork
- ★ When student is on task with no problem behavior for 15 minutes, he will be allowed to sit at back table and read with a peer
- Student is allowed to work with a peer when he makes noises and faces
- ★ Student is allowed to work with a peer when asks appropriately

Function?

Reasonable expectation?

Consequences: Responding to Problem Behavior

- Responses to Problem Behavior should focus on two things:
 - Redirecting** to the Alternative Behavior
 - Extinction** of the Problem Behavior

Responding to Problem Behavior: Redirection

- At the earliest signs of problem behavior, quickly **redirect** to the alternative behavior

Example:

- During independent work, Annie often talks out to get **teacher attention**. If ignored, Annie will begin yelling and throwing materials.
 - When Annie first starts talking out, her teacher will **immediately** remind her how to appropriately get adult attention and will praise Annie's use of the alternative behavior.

Bonus Question:
What type of reminder might Annie's teacher use?

Responding to Problem Behavior: Extinction

- Important to note that extinction should **always** be combined with high rates of reinforcement for appropriate behavior.

Example:

- Darci engages in problem behavior that results in **peer attention**.
 - Darci’s peers will receive “Duck Bucks” for ignoring her inappropriate behavior.
- Darci will **also** be learning how to interact with peers appropriately and will earn time with peers for alternative/desired behavior.

Identifying Consequence Strategies: Responding to Problem Behavior

- When Pam is asked to work on long-division problems in math class, she **argues, refuses to work, and uses profanity** in order to **avoid/escape the difficult task**. (Alt Behv: Ask for easier task.)

Which are the **best** strategies for responding to problem behavior (2)?

Do strategies include:

1. Redirection?
2. Extinction?

- ~~Student is not allowed to participate in art project with peers~~
- ★ Student stays in from recess to finish work with teacher
- ~~Student writes an essay on what it means to be 'respectful'~~
- ★ When student begins to argue, she is quickly prompted to ask for an easier task
- ~~Student is sent to the office for arguing with teacher~~

Identifying Consequence Strategies: Responding to Problem Behavior

- During independent reading time in language arts, Audrey **makes noises, talks out, and walks around the room**. The FBA has shown that this behavior is **maintained by adult attention**. (Alt Behv: ask for help from teacher.)

Which are the **best** strategies for responding to problem behavior (2)?

Redirection? Extinction?

- ★ When student begins to engage in problem behavior, she receives a brief visual prompt to ask for teacher help/attention
 - Peers receive “Duck Bucks” for ignoring problem behavior
 - Student goes to school psychologist’s office to discuss her behavior
- ★ Teacher minimizes attention for problem behavior
 - Student stays in from recess to finish assignment with teacher

Key Points from Selecting Function-based Strategies



- All BSPs begin with a complete and accurate FBA Summary Statement.
- Alternative behaviors should be: functionally equivalent, easy to do, and socially appropriate.
- All BSPs must contain Preventive, Teaching and Consequence strategies.
- Consequences must address both rewarding appropriate behavior AND **minimizing the payoff for problem behavior**.

Critical Components of Behavior Support Plans

- **#1:** Competing Behavior Pathway
- **#2:** Function-Based Preventive, Teaching, & Consequence Strategies
- **#3:** Implementation Plan
- **#4:** Evaluation Plan

Implementation Planning: Who will do what, by when?

After strategies are selected, the Leader will guide members in developing a plan to specify:

- **What** specific activities will be involved?
 - Developing materials (ex. reinforcement system)
 - Designing and teaching curriculum
 - Data collection design
- **Who** is responsible for implementing each part of the intervention?
- **When** will each part of the plan be implemented?

BEHAVIOR SUPPORT IMPLEMENTATION PLAN				
Tasks	Person Responsible	By When	Review Date	
			Impl. Rating: 2: 100% - 90% 1: 80% - 50% 0: 50% - 0%	Evaluation Decision: Monitor, Modify, or Discontinue
Prevention (environmental redesign)			2 1 0	
			2 1 0	
			2 1 0	
Teaching (teach new skills)			2 1 0	
			2 1 0	
			2 1 0	
Consequences (reward appropriate behavior, minimize pay-off for problem behavior)			2 1 0	
			2 1 0	
			2 1 0	

Impl. Score: $\frac{0}{24}$
Total Possible

Evaluation Planning

- The team leader will ensure that the BSP includes an evaluation plan with:
 - A short-term goal that is reasonable based on current performance
 - A long-term goal focused on increasing desired behavior
 - Specific activities/procedures that will be used to evaluate progress
 - A specified date when the team will next meet to review progress

Evaluation Planning: How Will We Measure Progress??

EVALUATION PLAN
Behavioral Goal (Use specific, observable, measurable descriptions of goal)

The team identifies:
 - Short-term goal
 - Long-term goal
 - Specific evaluation procedures
 - Date to meet and evaluate the effectiveness of the plan

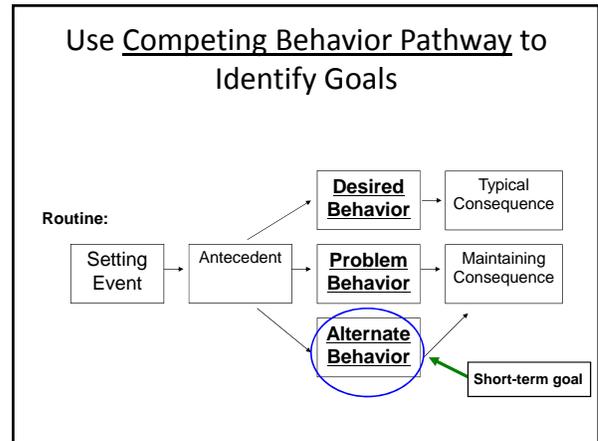
What is the short-term behavioral goal? _____ Expected date _____

What is the long-term behavioral goal? _____ Expected date _____

Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented?			
Is Plan Making a Difference?			

Plan date for review meeting (suggested within 2 weeks) _____



Example Goals

• During Writing class, Leroy is currently engaging in problem behavior (throwing materials and cursing) to escape difficult tasks in writing approximately 3 days per week. On average, he is completing only 25-30% of his work in writing class.

Behavioral Goals (Use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal?
 During Writing, Leroy will ask appropriately for an easier task or for a "break" from difficult tasks without **throwing materials or cursing** at least 75% of the time as measured by a daily point card.

Short-term goal
 Increase Alt. Behavior & Reduce Problem Behavior
 + Approximation toward Desired Behavior

What is the long-term behavioral goal?
 Leroy will **complete at least 80% of his assigned work** in his writing class with **no more than 3 incidences of problem behavior** (throwing materials, cursing) for one month.

Long-term goal
 Increase Desired Behavior & Reduce Problem Behavior

_____ / 5 / 1 _____ Expected date

Evaluation Planning: How Will We MEASURE Progress?

- In addition to long- and short-term goals, the evaluation plan includes the specific data that will be collected to assess:
 - Is the plan being implemented as designed?
 - Is the plan making an impact on student behavior?

Considerations When Developing Evaluation Measures

- Does the measure capture the **specific** tasks/target behaviors of interest?
 - Is the plan being implemented?
 - Did I implement the plan? vs. Did I check in with student and provide specific praise when she entered class?
 - Is the plan making a difference?
 - Was it a "good" or "bad" day? vs. How many talk-outs occurred during Spanish class today?
- What is the best way to measure the behavior (are measures sensitive to change)?
 - Frequency/rate, Duration, Latency, Intensity

Example: Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is plan being implemented?	Check in with Miss Posey (SPED) for modified assignments	Mrs. Ryan	Implement as of 2/27 Daily for 2 weeks
-Modified assignments -Verbal prompts -Rewards for app. behavior -Response to prob. behavior	Collect daily-task checklists	Mrs. Foster	Collect 3 x per week
Is plan making a difference?	Teacher notes # of occurrences per week in math	Mrs. Ryan	Implement 2/27 Check in 3 x per week
-# of tantrums/ week -Student use of hand-raising to request escape	Teacher notes daily on behavior report card	Mrs. Ryan	Daily for 2 weeks
-# math problems completed in class/ total problem	Teacher grade book / permanent products	Mrs. Foster	Weekly

Plan Review Date 3/14/05

Example: Implementer Checklist

Questions	Yes (every day this week)	Kind of (2-3 days this week)	No (0 days This week)	Notables *
1. At the <i>beginning of class</i> , and <i>before transitions</i> , did I remind the students that I would be looking for star behaviors?				
2. Did I provide at least one extra reminder, before transitions or difficult tasks, to my <i>target students</i> ?				
3. Did I pair specific praise with stars at a ratio of 4 praise statements to every 1 redirect?				
4. Did I use my target students as positive examples?				
5. Did my target students meet their 5 star goal?				
6. Did I catch my target students early in the lesson / class?				
7. Did the class earn extra recess, choice time, etc. after meeting the star goal?				
TOTALS				

Balancing Accuracy and Feasibility

- Are implementers consulted/included when designing measures?
- How often will data need to be collected?
- How much time, effort will data collection methods require? Does this "fit" the context/setting?
- Are there forms that staff are already using (ex. point cards) that can be modified/used?

Rating Contextual Fit

During Science class, Jacob often makes inappropriate comments, pushes materials off his desk and refuses to do his work.

- To evaluate the effectiveness of Jacob's BSP, the team members have suggested that his teacher:
 - Collect continuous 5 sec partial interval data on the Indicate at the end of each class period if Jacob had (0, 1-3, or 4 or more) instances of problem behavior

The Implementation Plan is used to record:

1. The extent to which the plan is being implemented and...

2. Team evaluation decisions made, based on the data presented at the meeting

BEHAVIOR SUPPORT IMPLEMENTATION PLAN				Review Date: 3/21/11
Tasks	Person Responsible	By When	Goal Rating: 1-3 (1-3 = 1-3 days in 5 sec. 4-5 = 4-5 days)	Evaluation Decision: Monitor, Modify, or Discontinue
Prevention: Make problem behavior irrelevant (antecedent intervention) Provide Joe with easier math work	Mrs. S	3/7	2	1 0 Add more multi-digit problems
Teaching: teach new skills; alternate behavior Teach Joe to raise hand and ask to go to back of room	Ms. T-couns.	3/7	2	1 0 Monitor
Extra math tutoring	Mrs. S	3/7	2	1 0 Monitor
Explain new behavior plan to Joe and get agreement to cooperate	Ms. T-couns.	3/7	2	1 0 Completed/Discontinue
			Goal Rating: 7	Final Product: 8

Is the Plan Being Implemented?

• If Yes: Great job!

- If No:
 - Do implementers understand how and when to use strategies?
 - Are strategies feasible in the natural setting?
 - Are there ways that plan can be modified to make implementation more likely?

***Note:** If the plan is not being implemented with fidelity, we can not assess if the plan is working.

Is the Plan Making a Difference?

• If Yes: Great! And...

Have criteria been met?

- If No:
 - Keep monitoring
- If Yes:
 - Modify goal?
 - Increase self-monitoring?
 - Begin gradually fading antecedent supports?
 - Begin gradually fading or modifying rewards?

• If No: Then...

Is plan being implemented?

- If NO:
 - Focus on implementation
- If Yes:
 - Is student consistently being rewarded for alt/des behavior? How often?
 - Are reinforcers for alt/des behavior “strong” enough?
 - Is problem behavior still being rewarded?



THANK YOU!!

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