

**POSITIVE BEHAVIOR
SUPPORT PLAN**

Introduction: Positive behavior support is a collaborative, assessment-based approach to developing successful individual strategies for people with challenging behavior (Lucyshyn, Dunlap, & Albin, 2002). Positive behavior support incorporates applied behavior analysis, a natural science, which initially evolved within the field of developmental disabilities. It uses proactive, educative, reinforcement-based and environmental redesign strategies to expand an individual's behavior repertoire, thereby enhancing quality of life and minimizing challenging behaviors. Positive behavior support integrates the technology of applied behavior analysis with person-centered values and family and perspective systems (Lucyshyn, Dunlap, & Albin, 2002).

Functional Behavior Assessment: Functional behavior assessment methods refer to a broad set of strategies that are used to identify antecedent variables that occasion challenging behaviors and consequential variables or reinforcers that maintain these behaviors. Functional assessment strategies can include indirect assessment, primarily in the form of structured interviews, descriptive assessment, involving observations of the individual in his or her natural environment, and functional analysis, which involves direct manipulation of variables to empirically validate hypothesized functions of challenging behaviors. These assessment results are necessary to identify intervention strategies most likely to have the greatest impact in reducing the targeted behaviors. When the behavioral intervention is matched to the function of the challenging behavior, positive clinical outcomes result (Parrish & Roberts, 1993). Functional assessment results offer the foundation for the design of a behavior support plan (Lucyshyn, Dunlap, & Albin, 2002).

Descriptive Analysis:

Descriptive Analysis tools will be implemented (Scatter Plot, A-B-C Data, Motivational Assessment Scale, Detailed Observation) to determine the potential functions of Billy's tantrum and other targeted challenging behaviors. Although more information and data will need to be secured during the upcoming months, it appears that Billy's tantrum behavior primarily serves as a means to escape specific demands and when he is denied access to tangibles. There is no doubt that the lack of expressive, receptive and functional communication contributes significantly to Billy's behaviors. Currently, the descriptive analysis tools to be used for Billy include the A-B-C (s), and detailed observation. Descriptive analysis techniques will be implemented minimally every 3-6 months.

Functional Behavior Assessment of Billy's Challenging Behaviors:

Target Behaviors	Function(s)	List last 12 months of tools implemented and dates of implementation
Tantrum	Primary- Escape Secondary-Tangible	Detailed Reports 9/05 A-B-C 9/05 Structured A-B-C 9/05
Isolated Noncompliance	Primary-Escape Secondary-Tangible	Detailed Reports 9/05
Screaming/Crying	Primary-Escape Secondary-Attention	Detailed Reports 11/05

Functional Communication Training: The goal of functional communication training is to teach individuals to communicate by using a message form and mode that matches the function of the behavior. Challenging behaviors often operate as a form of communication for individuals who have difficulty using appropriate interaction to access desirable outcomes (Lucyshyn, Dunlap, & Albin, 2002). The hypothesis that there is a relationship between challenging behavior and communication deficits has also been confirmed in the research literature, which suggests that behaviors such as aggression and self-injury represent nonverbal forms of communication (Durand, 1986b; Myer & Evans, 1986; Donnellan, Mirenda, Mesaros & Fassbender, 1984). Teaching alternative communicative responses to reduce challenging behaviors involves analyzing the function of the behaviors and teaching functionally equivalent communicative skills. This approach has been successful in reducing challenging behaviors as the adaptive communicative responses replace the challenging behaviors by providing the individual with a more effective means of accessing desirable outcomes (Bird, Dores, Moniz, & Robinson, 1989).

The following identified functions and adaptive communicative responses are based on data, record reviews, on-going descriptive and direct observation.

Challenging Behavior	Identified Immediate Function	Equivalent Adaptive Response	Communication Mode
Tantrum	Primary- Escape	-I need a break, walk -I need help	words/symbols
Isolated Noncompliance	Primary-Escape	-I need a break, walk -I need help	words/symbols
Screaming/Crying	Primary-Escape	-I need a break, walk -I need help	words/symbols

Functional Communication Procedures:

Communication skills and the development in this area are essential for all students. For some individuals, this may be the essential component to the support plan. An emphasis must be on teaching a mode of communication that is universal and easy to use by the student. Specific communication taught and reinforced should match the data that is accumulated from the descriptive analysis information, thereby providing the individual with alternative communicative skills to replace challenging behaviors. For example, if the individual is engaging in aggression as a means to escape frustrating situations, an alternative communicative means may be teaching the individual to say, “I need a break”.

“Break ”

Throughout the day, staff will cue Billy to communicate that he needs to take a break or Billy will independently communicate that he needs to take a break. As a means to teach Billy how to appropriately escape or break from frustrating tasks or periods of time, staff will teach Billy to verbally communicate, “break”. Staff will verbally praise Billy for this functional communicative response and honor a few minutes of a break. Staff will pause the timer during break.

“Help”

Throughout the day, staff will prompt Billy or he will independently communicate that he needs/wants help. Staff will verbally praise Billy for this functional communicative response and provide help upon each request. Example: It’s time for hand washing, Billy is frustrated regarding lifting his sleeves up, staff can cue Billy what do you need-use your words and delay five seconds. If Billy asks for help, staff will verbally reinforce this response and honor assistance. If Billy does not ask for help, staff will prompt Billy “if you need help, say I need help”. Upon response, verbally reinforce and provide assistance.

Prior to beginning work, Billy will select the reinforcer that he wants to earn for 5 minutes. Staff will provide him with two choices. Incorporate gross motor activity choices often throughout the day to allow Billy much needed movement and time out of his seat. Upon selecting, the symbol will be placed on the reinforcement board. Keep tasks ranging from 35 to 40 minutes. For tasks that are not concrete (start -> end) Billy should be offered his break/reinforcement after 40 minutes of working with the absence of challenging behaviors. He may choose to continue working or participating with his class, but should be reminded often that he has earned his reinforcement. Should Billy exhibit challenging behaviors (i.e. tantrum, noncompliance, screaming/crying) the prescribed procedures for the exhibited behaviors will be implemented. Billy will need to complete the remainder of the tasks in order to earn his choice of reinforcer. Repeat throughout the day. When completed, staff will verbally reinforce Billy for doing work and provide him with his earned reinforcer. A timer should be used during his reinforcement and set for 5 minutes. Provide Billy a verbal warning at the 1 minute mark that he has 1 more minute of (playground, coloring, etc.) before returning to the classroom/next activity.

Intermittent DRO

1. At the start of each day Billy will be provided with a choice between small edible reinforcers. He will select the reinforcer that he wants earn.
2. Upon Billy selecting, the symbol will be placed on the reinforcement board. Staff will cue Billy it's time to start morning meeting/work/activity, and remind him that he is having a quiet voice to earn the edible and place the symbol on the reinforcement board.
3. At some point during the prescribed interval, staff will verbally reinforce Billy for having a quiet voice and he will be provided his chosen reinforcer.
4. Should Billy exhibit challenging behaviors (i.e., tantrum, screaming/crying) the prescribed procedures for the exhibited behaviors will be implemented. Billy will not receive reinforcement for that prescribed interval and will have the chance to earn the reinforcement again during the following interval.
5. Repeat throughout the day.

Behaviors Targeted for Acceleration

Adaptive Behavior	Measurement	Definition	Procedure for Acceleration
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Task Completion: Any time Billy completes an activity (daily schedule activity, academics preferred/non preferred tasks,) for the prescribed interval without exhibiting tantrum behavior or isolated noncompliance. Each recording separated by a new work interval session.

Data: +/- per each activity. (+) Billy completed activity without exhibiting tantrum or isolated noncompliance.

Procedure: Verbally reinforce work compliance and remind Billy every 1-2 minute what he is earns when he is done. See reinforcement procedure for more information.

Transitions: Any time Billy transitions to an activity from break or another activity on his daily schedule without exhibiting tantrum behavior or isolated noncompliance.

Data: +/- per each activity. (+) Billy transitioned to the activity without exhibiting tantrum or isolated noncompliance.

Procedure:

1. Prior to beginning a break/reinforcement staff should set a timer for 5 minutes and review with Billy that he has earned his reinforcer for this amount of time before he needs to return to work/classroom. Provide Billy a verbal warning at the 1 minute mark that he has 1 minute left before the timer will go off and it will be time to do the next activity (name).
2. For upcoming scheduled activities, staff will gain eye contact with Billy, and let him know it's time to do the activities (names). Staff will remind him that he can earn another break and implement the reinforcement procedure steps. Staff will review with Billy that the next activities are (example): reading a book and math and what he is earning. Push words!!!!

3. If Billy walks to the activity designated area without exhibiting tantrum behavior or noncompliance, staff will verbally reinforce positive transitions “Nice job walking independently” and remind him that he is working on earning his next reinforcer.
4. If Billy exhibits tantrum behavior or isolated noncompliance during a transition, implement designated procedures.
5. Billy will either complete a group activity with his peers i.e., circle time or Billy will have 1-1 instructional time at his desk (single desk) with a teacher desk next to Billy.
6. See reinforcement, tantrum, screaming/crying and noncompliance procedure for additional guidelines.

Behaviors Targeted for Deceleration

A. Challenging Behavior(s)	Measurement	Definition	Procedure for Deceleration & Implementation Strategies
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Tantrum: Any time Billy exhibits two or more of the following behaviors: crying, screaming, swearing, aggression: (kicking, slapping, punching, spitting), property destruction (swiping or throwing objects, destroying inanimate objects), flopping to the floor, noncompliance (refusing to comply with a staff directive within 15 seconds of being given an instruction), bolting (running away from staff) or verbal threats. Each episode is separated by a new tantrum and ends upon 10 seconds absence tantrum.

Data: Episode and Duration Count

Procedure: Escape Extinction

1. If reinforcement contract has not yet been introduced, ignore the tantrum behavior and present Billy with his two choices of reinforcement. Remind him that he may earn his next break/reinforcer after completing the required tasks or activities. Staff may present Billy with his choices wherever he has had/is having the behavior, but do not allow Billy to make his choice until he has followed directions and is in his designated area. Once staff has presented his choices and given him the directive to come to the table/area to choose his reinforcer, allow for a 15 second delay and then verbally remind him of his choices again and gesturally prompt him to comply with the directive. If Billy again does not respond, staff will implement a physical guidance procedure to transition him back to class and to his desk. Staff will block and redirect Billy to remain on task and remind him when he starts to work of what he is earning when he finishes.
2. If the reinforcement contract has already been introduced, ignore the tantrum and remind Billy of what he is earning using words and his visual contract. Allow for a 15 second delay and then verbally remind him of his choices again and gesturally prompt him to comply with the directive. If Billy again does not respond, staff will implement a physical guidance procedure to transition him back to class and to his desk. Staff will block and redirect Billy to remain on task and remind him when he starts to work of what he is earning when he finishes.
3. Verbally ignore the challenging behaviors (avoid staying “stop”, don’t do that).
4. Remind him every 30 seconds that he can earn a break when he starts his work and the task/time expectation is complete. See reinforcement procedure for additional information.

Note: This procedure will be implemented as the primary procedure. Should Billy’s tantrum behavior accelerate in intensity in which the procedure is unsafe for staff to implement this procedure in the classroom (after repeated attempts to ignore is unsuccessful) or last for a duration of more than 5 minutes, the following strategy can be utilized.

1. Billy will be physically guided to the designated area (1:1 space or resource room if space is unavailable). A desk and chair will be designated in this area. In this area Billy will be presented with a work task. If the same task from the classroom can be carried over, this is ideal. If not, another task may be used. Staff will re-implement the above steps along and the reinforcement procedure in this designated area, which should tolerate Billy’s disruptive behaviors a little more successfully.

Note: Should significant safety issues result from the above procedure, only then can emergency procedures be implemented. See section called “Emergency Procedure”

Isolated Noncompliance: Any time Billy refuses to comply with staff directive or flops to the floor within 15 seconds of being asked. Each Noncompliance separated by a new request/demand. Do not include noncompliance that is exhibited during a tantrum episode.

Data: Frequency count

Procedure: Escape Extinction

1. If reinforcement contract has not yet been introduced, ignore the noncompliance and present Billy with his two choices of reinforcement. Remind him that he may earn his next break/reinforcer after completing the required tasks or activities. Staff may present Billy with his choices wherever he has had/is having the behavior, but do not allow Billy to make his choice until he has followed directions and is in his designated area. Once staff has presented his choices and given him the directive to come to the table/area to choose his reinforcer, allow for a 15 second delay and then verbally remind him of his choices again and gesturally prompt him to comply with the directive. If Billy again does not respond, staff will implement a physical guidance procedure to transition him back to class and to his desk. Staff will block and redirect Billy to remain on task and remind him when he starts to work of what he is earning when he finishes.
2. If the reinforcement contract has already been introduced, ignore the noncompliance and remind Billy of what he is earning using words and his visual contract. Allow for a 15 second delay and then verbally remind him of his choices again and gesturally prompt him to comply with the directive. If Billy again does not respond, staff will implement a physical guidance procedure to transition him back to class and to his desk. Staff will block and redirect Billy to remain on task and remind him when he starts to work of what he is earning when he finishes.
3. Remind him every 30 seconds that he can earn a break when he starts his work and the task/time expectation is complete. See reinforcement procedure for additional information and tantrum procedure should his behavior meet tantrum criteria.

Screaming/Crying: Any time Billy exhibits isolated screaming or crying. Each count separated by the absence of behavior for 5 seconds. Do not count during episodes that meet tantrum criteria.

Data: Frequency count

Procedure: Escape Extinction

1. Ignore the screaming and crying and verbally praise Billy for doing work or following directions.
2. Avoid eye contact with Billy during episodes of screaming/crying.
3. Remind Billy of the reinforcer he is earning for having a quiet voice. See reinforcement procedure for additional information and tantrum procedure should his behavior meet tantrum criteria.

Daily Activities Schedule

Each day, Billy will have the opportunity to participate in a variety of stimulating, engaging activities, including and recreational activities. Billy's personal preferences and strengths will be consideration when deciding on work and other activities. Staff will be responsible for assisting him in scheduling his daily activities. Staff is responsible for ensuring that the schedule is followed as closely as possible.

A daily schedule should be provided to Billy that consists of Maher Johnson symbols and sight words. The daily schedule should be predictable to Billy and reviewed at the beginning of his day and throughout the day. Each activity should alternate from what Billy considers a preferred activity to a less preferred activity. Less preferred tasks should be paired up with creative, motivating, and reinforcement strategies. Whenever possible, staff will inform Billy as to what he can expect during the day. Staff will tell him ahead of time who will be working with him, what work he will be doing and for how long he is expected to do it. Staff will always try to avoid surprises. Task completion and eventual task independence needs to be developed and taught consistency. Billy needs an active daily schedule across all his environments that help structure his day visually, provide opportunities for reinforcement for participation and/or completion of functional tasks and leisure tasks, and allow for further refinement of that skill to increase his level of independence.

Academic Accommodations

Billy requires breaks or alternatives to minimize frustration and mental fatigue. Creative and stimulating hands on activities motivate Billy. It is important that staff ensure that academic instructions, especially novel activities are short in duration, clear and concise. These lessons should be broken down into small steps and presented orally and paired with visual supports. Incorporating choice making opportunities throughout the day is important for Billy to be empowered by her daily schedule. It is important to gain Billy's eye contact prior to introducing visual or auditory instruction.

Learning Alternative Skills/Interactional Guidelines

Throughout the day, Billy will be presented with opportunities that will require more appropriate communicative responses (e.g. to ask for help, responding to staff and peers in a more appropriate manner and exhibiting a more appropriate method of achieving escape from a less preferred activity), to learn new skills (e.g., recreational and community skills, personal hygiene activities, etc.) and to independently engage in the skills he has already acquired.

Interactional Guidelines

Staff will make all efforts to verbally praise and provide attention to Billy for appropriate social behaviors throughout the day i.e., getting jacket, lining up, waiting etc... Communication should be required of Billy for all requests prior to the delivery of that request.

Staff will never talk about Billy or his behaviors in front of him. Staff will never discuss other student's behaviors in front of Billy. Staff will be prepared to include Billy, as much as possible, in any and most of the conversations that take place. It is extremely important that all staff role model socially appropriate behaviors. Explicit terminology and socially inappropriate terminology will not be permitted in front of the students.

In efforts to promote eye contact, staff will implement the following procedure.

1. It is important that this teaching procedure is introduced prior to the introduction of conversations, requests, transitions etc... and throughout the day.
2. Staff will position their body in front of Billy and/or prevent him from walking away. Preferably, these teaching trials should be done with Billy when he is sitting.
3. Staff will verbally say "Billy, look at me" and delay five seconds.
4. If Billy does not look at staff upon five seconds, staff will repeat the verbal cue "Billy, look at me paired with a gestural cue two fingers pointing to Billy eyes and moving staff fingers to their eyes and delay five seconds.
5. If Billy has not provided eye contact within five seconds, staff will introduce the verbal cue and a physical prompt (two fingers under Billy chin and gently guide his eyes to make eye contact with yours.
6. Upon a brief eye contact from Billy during either step 2, 3, or 4, staff will provide verbal praise "Nice job looking at me".

Staff Training & Notification Guidelines

Staff will be intermittently observed and evaluated by the ALMC. Re-training and evaluation is on going via in-service training and direct observation of skills. ALMC personnel will observe staff implementing Billy's program to ensure consistent implementation of the support plan. Deviation of the support plan is not permitted unless ALMC has reviewed data and approved clinical changes.

Data Collection & Review Process:

Each day the prescribed measurement procedures of each target behavior will be recorded. Graphing of the data will occur on a monthly basis. The Augmentative Learning and Movement Center will review data describing the targeted behavior at least bi-weekly.

Criterion for Termination:

The above plan will be discontinued in the event that no treatment effect is seen within 90 days, or if the threat of injury or negative side effects is apparent.

Safety Guidelines & Nonverbal and Physical Interventions

Prompting Procedures (Educational Technique):

Prompting is the technique used to provide the additional stimuli needed to shape a new behavior. Physical prompting is used during instructional sessions to achieve one of two objectives: To teach a nonexistent skill or to refine an existing skill. There are three types of prompts: Verbal (an instruction), Gesture (pointing, looking in a certain direction, holding a hand up, putting your finger to your lips, etc.), Physical (involves touching the student, as in guiding from one location to another and manually guiding the individual's hands)

Graduate Guidance (Educational Technique):

Graduated guidance is a technique combining physical prompts and systematically fading the prompts. There are three parts to graduated guidance: full graduated guidance, partial graduated guidance, shadowing.

Shaping (Educational Technique):

The technique used for creating new behaviors is called shaping. Shaping is the reinforcement of successive approximations of a target behavior to produce a behavior that is not currently in a student's behavioral repertoire. The shaping procedure consists of seven steps.

Nonverbal/Verbal Interactions:

Staff will always remain 3 feet or a handshake distance away when a student is exhibiting antecedent or challenging behaviors. Staff will remain neutral with their body language. Verbal cues must be presented in neutral and firm method. A supportive stance in which staff feet are positioned in a "L" stance is recommended. Staff will never turn their back to a student if they are exhibiting antecedent or challenging behaviors.

Transport Technique (2 Staff):

Staff will move their hands under the arms of the student and clasp their own wrists (staff). This forms a cross-grained grip to secure the student between staff. Staff will remain close to the student and use their hips to maintain pressure.

Transport Technique (1 Staff)

Staff needs to gain control of the arms of the acting out student and position her/himself so that he/she will be able to wrap arms around the resisting student. To secure arms, lock one arm under the other. Staff will position themselves behind the student.

Emergency Physical Restraint:

An Emergency Physical Restraint can be implemented only if Billy is exhibiting unsafe behaviors to himself, community behaviors that will put community members at risk and/or severe aggression or self-injury that can result or is causing harm to Billy or others. All prescribed procedures will be implemented first. Emergency physical restraints can be utilized if prescribed procedures have proven ineffective (safety issues). Unless otherwise prescribed and documented, physical restraints are only to be utilized as an emergency procedure not as a planned procedure.

An emergency physical restraint may be necessary as a means to protect the safety of Billy and others. Prior to the occurrence of target behaviors, all antecedent or management or highlighted consequential strategies will be attempted. If the target behavior is displayed, all attempts should be made to redirect Billy in the least restrictive manner and alternative behaviors should be presented. Environmental manipulations should be made in attempts to avoid physical interaction with Billy. If the target behaviors

continue to accelerate and people are at risk, staff will need to ensure safety and provide the necessary physical presence to minimize risks to the welfare of Billy and others. It should be noted that Billy reacts strongly to any form of physical intervention or restraint and therefore it should only be used for extreme or unsafe circumstances such as severe aggression or self-injury that cannot be stopped or decelerated by prior mentioned techniques.

1. One person must identify her or her self as the LEAD and be responsible for overseeing the restraint and ensuring personnel are implementing the correct procedure.
2. A second person must also identify her or her self as the BREATHING manager whose responsibility is to ensure the individual's breathing pathway is not blocked or impaired.
3. Both of these individuals will most likely be involved in the physical implementation of the restraint however need to identify themselves as to the above roles.
4. The specific method of restraint for an individual is outlined in the Behavior Support Plan. Any variation of the method (as a result of intensity of behaviors, environmental factors, staff training) must be identified and written up accordingly.

CPI Control Position

Staff needs to gain control of the arms of the acting out student and position her/himself so that he/she will be able to wrap arms around the acting out student. To secure arms, lock one arm under the other. Staff will position themselves off to one side. A secondary staff should remain in the background, ready, if immediate assistance is needed.

1. Staff will assist the student to be seated cross-legged on the floor, standing up and in a chair.
2. Staff will position themselves behind the student with staff positioned to either side of the student's head.
3. Staff will hold the student's left hand in their right hand and her/her right hand in their left hand (Student's arms crossed in front of her/him).
4. Staff will fade restraint (slowly releasing your hands) after 30 seconds of calm behavior. (DEFINED AS NOT EXHIBITING TARGET BEHAVIOR/ACTIVE RESISTANCE).
5. If the student's behaviors are to accelerate after the restraint has been removed and the above criterion has been met, staff will implement steps 1-4 again.
6. Provide the following information on an incident report
 - Description of incident
 - Duration of restraint
 - Variations in the method of restraint (if any)
 - Antecedents (potential) leading to the restraint
 - Individual's response to the restraint
 - Present status of the individual

Identification of the LEAD staff and Breathing Manager