Positive Behavior Support Plans: The Interface Between Instruction and Intervention

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Addressing problem behaviors involves careful attention to detail, teamwork, and persistence and patience.

- There are few easy answers.
- Each case is unique.
- There are systematic approaches that are powerful and are evidence based.
Caveat!

We do not have all the answers

Basic principles guide how we intervene on problem behavior (parsimony)
Don’t blame the student

• People do what they have learned to be effective

• We all do what “works” (makes things better for us)

• What works is determined by a relationship between what we do and how the individual responds because of what we do.
Don’t blame yourself

- There are many factors that effect behavior
- We do what we have been taught to do
- The environment selects behavior
  - Both staff and students are part of the environment and the principles of behavior apply to both
Behavior: It’s not just the tough stuff!

- Behavior does not occur in a vacuum: we do things in an environment; behavior changes the environment
- “Good” or “Bad” or otherwise, it is what a person does
- Empiric approach can make behavior predictable
The ABCs

- **Antecedent** – What happens immediately before the behavior
- **Behavior** – What the person does (observable and measurable)
- **Consequence** – What happens immediately after the behavior

- Observing what happens before and after a behavior allows prediction
  - If we can predict we can get some control!
Setting Event Examples:

- Health
- Sleep
- Family issues

May make certain behaviors more likely to occur but only if the immediate evocative antecedent occurs.

Example: I lose my temper in traffic if I have unexpected guests stay at my house, but only if traffic is moving slower than I prefer. Unexpected guests are a setting event, slow traffic evokes the behavior.
<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Something interesting happens</td>
<td>Look in that direction</td>
<td>Seeing the event</td>
</tr>
<tr>
<td>Teacher asks “When did the Supreme Court issue its decision on Brown vs. Board of Ed.?”</td>
<td>Student says “May 17, 1954”</td>
<td>The teacher nods and says, “Yes, that is correct.”</td>
</tr>
<tr>
<td>Driving and the traffic light turns red</td>
<td>Depress brake pedal</td>
<td>Car stops</td>
</tr>
<tr>
<td>Spoon on table</td>
<td>Reaching toward it</td>
<td>Touching spoon</td>
</tr>
</tbody>
</table>
What is problem behavior?

- If the behavior prevents instruction; it is worth doing something about
- If the behavior will prevent the student from appropriate social interaction; it is worth doing something about
- If it is dangerous, something absolutely must be done
Problem behavior is best thought of as a defective repertoire of behavior.

Often, problem behavior is a defective repertoire of communicative behavior.

Reducing problem behavior will be most effective when it includes teaching a socially acceptable replacement behavior.

Ideally, this replacement behavior will be easier and will contact the same reinforcement as the problem behavior.
Consequences

- Positive Reinforcement
- Negative Reinforcement
- Punishment
Reinforcement

• Consequences that increase the future probability of a behavior occurring in the same circumstances are known as reinforcement.

• Improving conditions!

• When discussing the function of a behavior we are talking about what reinforcement the behavior contacts.
• When defining the function of behavior you are defining the type of reinforcement that the behavior contacts
  • Socially mediated positive reinforcement *(Good stuff is provided by other people)*
  • Socially mediated negative reinforcement *(Non-preferred stuff is removed by other people)*
  • Automatic reinforcement *(The behavior produces its own reinforcement)*
Positive vs. Negative Reinforcement

Both positive and negative reinforcement are consequences that increase the future probability of behavior.

Positive reinforcement means something is added (attention, preferred items/activities, etc.)

Negative reinforcement means something is removed (instructions, someone’s presence, materials, non-preferred items, etc.)

Both are improving conditions!
Automatic Reinforcement

When the behavior produces the reinforcement without any social aspect

Can be positive or negative
  Self stimulation
  Pain attenuation

Difficult to address and not always a singular function of problem behavior
Consequences that decrease the future probability of a behavior occurring in the same circumstances are punishment.

Punishment is neither “good” nor “bad” it is an effect on behavior.

However, contrived punishment delivered by another person can result in that person, and any paired environmental stimuli, becoming something to be avoided.

Use of punishment can only occur if it is documented that positive measures have been exhausted and were ineffective (See PA Code Chapter 14 regulations).
Function of behavior

- We behave to change our immediate world
- How things change as a result of what we do make it more or less likely that we will do the same thing in the future
- When things get better, we do what happened just before more often
- If things get worse, we do whatever we did just before less often
<table>
<thead>
<tr>
<th>Function in Common Terms</th>
<th>Function in Technical Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Socially mediated positive reinforcement</td>
</tr>
<tr>
<td>Tangibles</td>
<td>Socially mediated positive reinforcement</td>
</tr>
<tr>
<td>Escape</td>
<td>Socially mediated negative reinforcement</td>
</tr>
<tr>
<td>Self stimulation</td>
<td>Automatic positive reinforcement</td>
</tr>
<tr>
<td>Pain attenuation</td>
<td>Automatic negative reinforcement</td>
</tr>
</tbody>
</table>
## FBA vs. FA

<table>
<thead>
<tr>
<th><strong>Functional Behavior Assessment</strong></th>
<th><strong>Functional Analysis</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Information gathering from multiple sources including review of records, observation, interviews.</td>
<td>• Scientific method wherein we manipulate variables thought to cause the behavior of concern to determine under what circumstances the behavior will occur and why.</td>
</tr>
<tr>
<td></td>
<td>• Typically conducted by a BCBA.</td>
</tr>
<tr>
<td></td>
<td>• Will evoke the behavior of concern (ethical concerns).</td>
</tr>
</tbody>
</table>
The Behavior Support Plan: 3 Critical Components of Intervention

1. Reduce motivation to engage in problem behavior
2. Teach competing skill
3. Extinction: problem behavior does not contact reinforcement
The Behavior Support Plan: 3 Critical Components of Intervention

- These components must be in place for all identified functions of behavior
- Problem behavior may serve more than one function
- Many different behaviors might serve the same function
- All three components must be addressed for each function if the behavior plan is to be effective
Reducing Motivation to Engage in Problem Behavior

- Motivation is an antecedent to behavior
- Motivation is in the environment, it is not an “internal” or an “intrinsic/extrinsic” phenomenon
- Motivation establishes (or abolishes) the value of particular reinforcement
- Motivation is the result of changes in the environment and that is fortunate since we can control the environment!
Reducing Motivation to Engage in Problem Behavior

Socially Mediated Negative Reinforcement

- Escape or delay onset of instruction
- Is instruction a warning signal of worsening conditions?
- Use of promise reinforcement
- Is instruction at the right level according to assessment?
- Are teaching procedures appropriate and being followed with fidelity?
Reducing Motivation to Engage in Problem Behavior

Socially Mediated Positive Reinforcement

- Access preferred stimuli, interactions, activities, etc.

- Are you teaching the student to ask appropriately for what they want? (Mand training)

- Use of promise reinforcement

- Conditioning and checking for new reinforcement

- Is the student allowed to access to preferred items in the absence of problem behavior?
  - “We hid the iPad because he would not give it up!”
Reducing Motivation to Engage in Problem Behavior

Automatic Reinforcement

- The problematic behavior produces the reinforcement

- Is the student engaged in incompatible activities with dense reinforcement?

- If the behavior is not harmful, is it possible to teach when and where the student can engage in the behavior?

- If the behavior is harmful, are interruption/redirection procedures being used?
Active student engagement is one of the factors directly correlated with student achievement and reduction in problem behavior.
• Teaching a competing skill, and/or a replacement skill, is absolutely critical

• Role of practice and scheduling instruction that addresses problem behavior

• Teaching these skills requires that staff are trained in how to teach them

• Teaching these skills requires that fidelity checks be conducted on the teaching procedures to identify further training needs when necessary
- The worst time to teach these skills is when problem behavior is already occurring
  - Strike when the iron is cold!
- Often, requires teaching in the evocative condition
- Must be guided by a skills sequence
Teaching a Replacement vs. Incompatible Competing Skill

**Functional Replacement Behavior**
- More appropriate than the target behavior
- Serves the same function
- Teaches a skill to access the same reinforcement that the problem behavior previously accessed

**Incompatible Replacement Behavior**
- More appropriate than the target behavior
- Does not need to serve the same function
- Cannot occur at the same time as the problem behavior
Teaching an Incompatible Skill

- Does not address function of problem behavior
- Can be very helpful at maintaining safety (e.g. Ready Hands, “Stop” while transitioning, etc.)
- Needs to be practiced at times when no problem behavior is occurring
- Incompatible behavior should be practiced often and densely reinforced
• Teach Interruption/Transition
  https://www.pattan.net/Videos/Interruption-Transition-Protocols-to-Address-Probl

• Pair instruction with improving conditions

• Teaching students to tolerate instruction
Teaching a Competing Skill

- Teach Student to Tolerate Instruction
  - Schedule of reinforcement
  - Errorless teaching
  - Rapid instructional pace
  - Fading in demands
  - Error correction procedures
  - Appropriate instructional level
  - Pairing
Teaching a Competing Skill

Socially Mediated Positive Reinforcement

- Teach the student to ask for what they want appropriately (Mand Training)
- Teach Wait for Reinforcement
- Teach Giving Up Reinforcement
- Teach Accepting No

* For information on mand training please see past conference session at [https://autism.outreach.psu.edu/archive/](https://autism.outreach.psu.edu/archive/)

as well as at the PaTTAN website [https://www.pattan.net/Disabilities/Autism](https://www.pattan.net/Disabilities/Autism)
Teaching a Competing Skill

- Response Interruption and Redirection
- Differential reinforcement of other behaviors
- Teaching when/where the behavior can occur

Automatic Reinforcement
Extinction

• When previously reinforced behavior no longer results in reinforcement

• Reduces behavior over time if the extinction procedure matches the function of the problem behavior (Time out vs. Escape extinction)

• Can initially result in increases in magnitude and changes in topography (ethical and procedural considerations)

• A critical component of any behavior plan for staff to know what to do when the problem behavior occurs
Extinction

Extinction for problem behavior that occurs to gain access to preferred items, activities, interactions, etc. involves preventing access and teaching an appropriate response.

- If the problem behavior persists the preferred item is no longer available and the student should be redirected to other tasks.
- Example: Count and Mand
Extinction

For extinction to occur for behavior that has typically resulted in avoiding/delaying tasks or instruction, the behavior should not result in any delay or removal of those tasks.

The demand to complete the task should be delivered in a firm neutral tone.

When the initial demand is followed, two to three additional demands should be introduced, and reinforcement should be reinstated.

Socially Mediated Negative Reinforcement
Extinction

Automatic Reinforcement

• Because automatically reinforced behavior produces its own reinforcement extinction procedures should focus on prompting incompatible behavior, blocking the occurrence of behavior, and preventative measures (e.g. dense reinforcement for other behavior)
Extinction

Automatic Reinforcement

- While these procedures (RIRD, blocking, etc.) can be exhausting to maintain, they can also be very successful.
Extinction results in changes in magnitude and variation of behavior.

This means things may get worse before they get better.

Because extinction has the potential to increase magnitude or evoke other problem behavior, there are ethical considerations.

Returning to conditions of reinforcement when instructional control is recovered is critical.
Extinction procedures where a demand is maintained (escape extinction) must only occur for mastered skills

- Safety of the student and staff must be considered

- It is not always advisable or possible to use extinction procedures

- A crisis plan must be developed in cases where extinction might lead to dangerous behavior/situations
Function – Maintain Access to Reinforcer

Reduce motivation:
Use a promise reinforcer (show prior to instruction to establish motivation to comply with the request) when asking student to give up an item/task or transitioning.

Teach Replacement: Giving up Preferred Items
• Provide lots of opportunities to practice the behavior under many different conditions.
• Sequence steps carefully.

Consequence if problem behavior occurs:
Do not allow student to maintain access to reinforcer following problem behavior.
Function – Avoiding Transitions

Reduce motivation:
- Use a promise reinforcer when asking students to transition to less preferred activities.
- May also involve having them give up a reinforcer or stop an ongoing preferred activity.

Teach Replacement: Interruption Transition
- Provide lots of opportunities to practice the behavior under many different conditions.
- Skill sequence: initially transition to short distance away, short duration, perform easy tasks.

Consequence if problem behavior occurs:
Problem behavior does not result in transition going away.
Function – Tolerating denial of access

Reduce motivation:
Offer an alternative reinforcer when denying access to another reinforcer.

Teach Replacement: Accepting No
- Provide *lots* of opportunities to practice the behavior under many different conditions.
- Consider skill sequence (start with denial of less valuable items first).

Consequence if problem behavior occurs:
Do not allow problem behavior to gain access to reinforcers.
Selecting interventions by topography may actually worsen rates of behavior problems (e.g. Time out for behaviors maintained by socially mediated negative reinforcement).

Interventions must be based on function, or functions, of problem behavior (e.g. socially mediated positive and/or negative reinforcement).
The Behavior Support Plan: 3 Critical Components of Intervention

1. Reduce motivation to engage in problem behavior
2. Teach competing skill
3. Extinction: problem behavior does not contact reinforcement
Interventions must be:

- Evidence based (Applied Behavior Analysis provides the most evidence based interventions for individuals with autism)
- Derived from the identified function(s) of the problem behavior
- Implemented across staff. To do this training and fidelity measures should be embedded into the behavior plan
- Monitored for effectiveness (Data collection)
Interventions are often selected based for reasons other than functional relations such as:

- Interventions familiar to the team
- Interventions that worked in the past with other students
- Topography based interventions (i.e., timeout for hitting)
- Ease of implementation

*These are poor criteria for selecting an intervention!*
• Behavior Plan (addresses all identified functions)
  • Address motivation
  • Teach competing skill
  • Adjust consequences: extinction and other methods to make problem behavior inefficient and ineffective

• Monitor plan (fidelity checklists)

• Adjust plan based on data/effectiveness
  • Both for motivation, instruction, and consequence
Why keep data?

- Data keeps us honest
- Anecdotal reports are unreliable
  Subjective – “I know the best restaurant!”
  Imprecise – “She’s doing much better since being placed in my class!” “I’m a safe driver.”
- Data tells us if we are being effective teachers
- Data should alter our teaching behavior
How to observe

• Count it: How often does it occur? When does it occur? How long does an episode of problem behavior last?

• What are we doing before problem behavior occurs? (student was left on their own; demand; told, “no,” transition, etc.?)

• What do we do after problem behavior occurs? (ignore, react, give something, soothe)
• We must also have others observe our teaching behavior.

• Fidelity checklists should be developed for each aspect of the behavior plan:
  • Reduce motivation
  • Teach replacement
  • Extinction
Fidelity Checklist Examples
## INTENSIVE TEACHING

### Procedural Fidelity Checklist

<table>
<thead>
<tr>
<th>Date:</th>
<th>Instructor:</th>
<th>Student:</th>
<th>Observer 1:</th>
<th>Observer 2:</th>
<th>IOA%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Is instructional area neat and sanitized?</td>
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<tr>
<td>2. Does instructor have all materials needed for instruction organized and ready?</td>
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<tr>
<td>3. Does instructor have a variety of valuable reinforcers available?</td>
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<tr>
<td><strong>Teaching Procedures</strong></td>
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<tr>
<td>4. Does session begin with delivery of reinforcement or an opportunity to mand?</td>
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<tr>
<td>5. Does instructor gradually fade in the demands/tasks presented?</td>
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<tr>
<td>6. Does instructor use fast-paced instruction (no more than 2 seconds between student’s response and your next instruction)?</td>
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<tr>
<td>7. Does instructor mix and vary instructional demands (no more than 3 of the same operant/task in a row)?</td>
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<tr>
<td>8. Are easy and difficult tasks interspersed at the appropriate ratio?</td>
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</tr>
<tr>
<td><strong>Easy/hard ratio:</strong></td>
<td></td>
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<tr>
<td>9. Does instructor use a natural tone of voice?</td>
<td></td>
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<tr>
<td>10. Does instructor reinforce at set VR schedule?</td>
<td></td>
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<tr>
<td><strong>VR:</strong></td>
<td></td>
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<tr>
<td>11. Does instructor use 0 second delay prompts for teaching targets?</td>
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<tr>
<td>12. Are prompted trials followed by a transfer trial, distractor(s), and a check trial?</td>
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<tr>
<td>13. Does instructor differentially reinforce (better reinforcement) target responses?</td>
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<tr>
<td>14. Does instructor differentially reinforce (better reinforcement) quicker and more independent responding?</td>
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<tr>
<td><strong>Error Corrects</strong></td>
<td></td>
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<tr>
<td>15. Does instructor re-present the instruction followed by a 0 second delay prompt when errors occurred?</td>
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<tr>
<td>16. Does instructor prompt student if no response occurred within 2 seconds for a previously mastered item?</td>
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</tr>
</tbody>
</table>
Teaching the GIVING UP REINFORCERS Protocol
Procedural Fidelity Checklist

Date: ____________________  Instructor: ____________________  Student: ____________________
Observer 1: ____________________  Observer 2: ____________________  IOA% ________

<table>
<thead>
<tr>
<th>Identified Promise Reinforcer(s):</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does instructor identify and have prepared in advance the promise reinforcer(s) to be used for giving up reinforcers?</td>
<td></td>
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</tr>
<tr>
<td>2. Does instructor present a promise reinforcer valuable to student at the time he/she ran the trial? Does instructor check for MO?</td>
<td></td>
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</tr>
<tr>
<td>3. Does instructor present the promise reinforcer before he/she gave the direction to transition?</td>
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<tr>
<td>4. When instructor uses the promise reinforcer: (Must have 3/3 for YES):</td>
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</tr>
<tr>
<td>• Does he/she deliver the promise reinforcer immediately if student gave up the reinforcer without problem behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• If student does not give up reinforcer within two seconds, does instructor put away the promise and prompt immediately?</td>
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<tr>
<td>• If instructor uses a prompt to give up reinforcer, does he/she then run a transfer trial?</td>
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<tr>
<td>5. Does instructor intersperse both easy and target steps during training session?</td>
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<tr>
<td>6. Does instructor run giving up reinforcer trials on an unpredictable schedule?</td>
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</tr>
<tr>
<td>7. Does instructor run giving up reinforcer trials rarely in relation to other teaching trials? (In other words, does instructor still have manding sessions or IT sessions and use those teaching trials in between the giving up reinforcers trials?) Instructor should not be running giving up reinforcers trials for an entire session.</td>
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<tr>
<td>8. If problem behavior occurred, does instructor immediately remove promise reinforcer?</td>
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<tr>
<td>9. If problem behavior occurred, does instructor continue to prompt student to give up the reinforcer and run the transfer trial until student gives up the reinforcer without problem behavior while maintaining safety of student?</td>
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<tr>
<td>10. If student was slow to give up the reinforcer, required prompts, or presented with problem behavior, does instructor practice the giving up reinforcers within a few trials in order to get better performance?</td>
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</tr>
<tr>
<td>11. Does instructor differentially reinforce better cooperation at giving up reinforcers (quicker, more successful, free of problem behaviors get more and better reinforcement)?</td>
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</tr>
<tr>
<td>12. Does instructor record data on the giving up reinforcers data sheet?</td>
<td></td>
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</tr>
<tr>
<td>13. Does instructor tally all occurrences of problem behavior?</td>
<td></td>
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</tr>
</tbody>
</table>
# Teaching the ESCAPE EXTINCTION Protocol

## Procedural Fidelity Checklist

**Date:** ____________  **Instructor:** ________________  **Student:** __________________

**Observer 1:** __________________________  **Observer 2:** __________________________  **IOA%** ____________

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. If problem behavior occurs when instructor presents a demand/instruction, does instructor keep demand on (escape extinction) until instructional control is obtained while maintaining safety of student?</td>
<td></td>
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<tr>
<td>2. Once student complies with original demand without problem behavior, does instructor present at least 2 other easy tasks?</td>
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<tr>
<td>3. If student complies with tasks presented without presenting problem behavior, does instructor reinforce him/her?</td>
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<tr>
<td>4. Does instructor make sure to reinforce less after running the escape extinction than when he/she reinforce during a cooperative run-through?</td>
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<tr>
<td>5. If during the presentation of easy tasks, student reverts to problem behavior, does instructor repeat steps 1 through 4?</td>
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<tr>
<td>6. Does instructor tally all occurrences of problem behavior?</td>
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<tr>
<td>7. After having used escape extinction, does instructor evaluate his/her teaching to determine the possible reason why problem behavior occurred and what he/she needs to change for his/her next session?</td>
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</tbody>
</table>
# Behavior Intervention Plan

## Procedural Fidelity Checklist

<table>
<thead>
<tr>
<th>Date:</th>
<th>Instructor:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observer 1:</td>
<td>Observer 2:</td>
<td>IOA%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Behavior Assessment</strong></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was a Functional Behavior Assessment conducted for each student with significant problem behavior, which includes a summary and identified functions?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Behavior Intervention Plan</strong></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Was a behavior intervention plan created for each student with significant problem behavior?</td>
<td></td>
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<tr>
<td>3. Does the behavior intervention plan behaviorally define target behaviors in observable and measurable terms?</td>
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<tr>
<td>4. Is a functional response class identified for each significant behavior?</td>
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<tr>
<td>5. Are interventions derived from and match function?</td>
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<tr>
<td>6. Is there a clear plan written that includes behavioral descriptions of how adults should respond to problem behavior or teach replacement behavior?</td>
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<tr>
<td>7. Does the problem behavior intervention plan include manipulation of establishing operations for each identified function?</td>
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<tr>
<td>8. Does the problem behavior intervention plan include teaching an alternative behavior within the response class for each identified function?</td>
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<tr>
<td>9. Does the problem behavior intervention plan include extinction for each identified function? (or if not possible other measures to avoid reinforcement of problem behavior such as reinforcing lower levels in the chain)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>10. Is intervention observed to be implemented consistently?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Is every observed instance of problem behavior dealt with?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Was all staff systematically trained prior to implementing the plan?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Training &amp; Fidelity</strong></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Is the staff training documented?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Is there treatment integrity for the interventions?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Data Collection</strong></th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Is data being taken problem behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Is data being graphed?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
http://webapps.pattan.net/files/PaTTANAutismResources.zip
A plan for each function

- PBSP should be function specific
- When there is a dual function to problem behavior separate plans for each function should be developed (Running example)
- Avoid “shotgun” approaches to intervention
## Behavior Intervention Plan

<table>
<thead>
<tr>
<th>Student</th>
<th>DOB:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan developed on</td>
<td>Plan developed by:</td>
</tr>
</tbody>
</table>

### Implementation Date:

### Reviewed Plan with Parent on:

### IEP revised to add plan on:

### Staff Training Date:

### Next Team Mtg. date:

### AREA

<table>
<thead>
<tr>
<th>Definitions and Staff Behavior (specifies what team is to do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior targeted for reduction:</td>
</tr>
<tr>
<td>Hitting, grabbing, kicking, yelling, bolting, flopping to floor, tearing items from the wall, throwing items, and growling.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functional hypothesis: (from section 1):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primary function is socially mediated negative reinforcement in the form of avoidance and/or escape from demand.</td>
</tr>
<tr>
<td>2. Secondary function of the behavior is <strong>socially mediated positive reinforcement</strong> in the form of adult attention to gain reinforcers and/or information.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competing behavior within response class to be targeted for strengthening:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For demand condition: Respond to instructions within 2 seconds of instruction. (Compliance to instructions given)</td>
</tr>
<tr>
<td>For attention condition: Mand for item/attention appropriately through the use of vocalizations (using words).</td>
</tr>
</tbody>
</table>

### Intervention Design

<table>
<thead>
<tr>
<th>Intervention procedures derived from functional hypothesis statement</th>
</tr>
</thead>
</table>

### Examples
How will team reduce motivation for student to engage in problem behavior? (MO manipulation)

**Demand Condition**

1. **Pair teaching environment with reinforcement** to reduce the desire for escape/avoidance behaviors.
2. **Check for motivation** to ensure the use of reinforcers that are valuable at the moment.
3. **Use effective teaching procedures to maintain value of reinforcement and decrease value of escape:**
   - Mix and vary instructional demands
   - Intersperse easy and hard demands at a ratio of 90:10 (as progress is demonstrated go to 80:20)
   - Use errorless teaching and error correction procedures
   - Initially use a low and variable ratio of reinforcement (VR=3). Gradually increase the VR when Student shows success with current VR for 10 consecutive school days.
   - Use fast-paced instruction to reduce down time, increase his rate of response and to avoid delaying reinforcers.
   - Use a promise reinforcer when interrupting Student during a preferred activity and when asking him to transition to a less or non-preferred activity. This means that you will place the demand to transition while showing the reinforcer to the Student and deliver **immediately** if and when Student complies (must wait for compliance).
   - **Teach “hands together”** to compete with hitting, grabbing, throwing behaviors and to gain instructional control.
   - Vary reinforcers and vary their delivery to keep the value of the reinforcers strong over time.
Attention Condition:

1. **Deliver a high density of non-contingent attention and other reinforcers throughout the day.** When in group situations, provide non-contingent reinforcement (reinforce all other behavior when problem behavior is not occurring) to Student in the form of non-specific reinforcement such as praise, a high five, an edible, etc. on a dense schedule. This should reduce other forms of inappropriate behaviors that would gain him attention.

2. **Keep Student engaged.** This will decrease the motivation for seeking attention in inappropriate ways.

3. **Condition all staff and peers in classroom as reinforcers.** This will increase Student’s approach behaviors and increase the value of being with all staff and peers and not just a select few.

4. **Provide many manding opportunities throughout the day to improve** Student’s manding skills across instructors. Improving manding skills also helps him gain quicker access to the things he wants. Include peer to peer manding sessions to condition peers as reinforcers and to improve Student’s attention seeking skills toward peers.

5. **Condition new items activities as reinforcers.** This will allow for more variety of reinforcement, which helps in maintaining value and the variety of items/activities that he can request.

6. Initially, **when denying a reinforcer requested, offer an alternative in its place.** The alternative should be of equal value or interest.

7. If you notice Student is motivated for an item or your attention but does not “mand appropriately” within 2 seconds, immediately prompt Student **with the correct mand** and deliver the reinforcer or deliver the reinforcer without requiring the mand as long as no problem behavior is occurring.

8. **Dense reinforcement** for all naturally occurring mands where there is no problem behavior.
**Demand:**
Reinforce Student at a variable ratio schedule of 3. (an **average** of every three responses)
Provide immediate reinforcement for all target responses.

**Transition Interruption Procedures**

Also see the extensive guidelines for running procedures, data collection, **transition** skill tracking sheet, procedural check list, and data collection form for running the Interruption-Transition Protocol at the end of this document.

Procedural summary-

- The instructor will run a cold probe with data collection for the target level of transition on its first trial of the day.
- If the level is mastered on cold probe, the instructor will introduce the next step from skill tracking sheet.
- The instructor will determine the demand to transition to a less reinforcing activity that he/she will place on Student.
- The instructor will identify and have prepared in advance the Promise Reinforcers to be used in the interruption transition training.
- The instructor will present the Promise Reinforcer before he/she gives the direction to transition.
- The instructor will present the direction to transition in clear direct wording.
- If Student successfully complies, the instructor will give him the Promised Reinforcer and have him return to the preferred activity. (The instructor can deliver additional reinforcement when Student returns to the activity).
- If Student engages in problem behavior as soon as the instructor requests the transition, he/she will not remove the demand or allow access to the preferred item or activity that Student is being asked to give up. In addition, he/she will remove the Promised Reinforcer. The instructor will keep the demand on the Student and use physical guidance to obtain compliance with the demand while maintaining his safety and the safety of others. Once at the transitioned area, the instructor will continue to place easy demands until he/she gains instructional control, and he/she will place the demand for Student to go back to the original area. **(Do not give additional reinforcement upon return to the original location when problem behavior has occurred).**

- Allow Student there for a few seconds and interrupt him again using the original procedure and do **not** place extra demands **unless** problem behaviors occur. Differentially reinforce the better transition if and when it occurs.

- As Student accomplishes successful transitions, delay the interval that he must wait to go back to the original activity. **(Follow the specific transition targets provided)**

How will team teach the student another skill that competes with the need to engage in problem behavior? (Differential reinforcement procedure)
Attention:

When Student mands for items/attention appropriately, immediately reinforce. At least 2 formal mand sessions should be conducted for Student each day (day currently equals a half-day of school), specific targets (4-5) should be selected to formally teach at one time. The following steps will be used to teach mand targets:

- Once motivation for an item is confirmed, staff will prompt Student with the vocal word or words to teach him how to obtain the item.
- When Student repeats the word or words staff will wait a few seconds in an attempt to get an independent response before delivering reinforcement (transfer trial). (this step reduces prompt dependency in the future)
- If Student successfully emits the response on the transfer trial, immediately deliver the reinforcer.
- If he fails to emit a response, prompt again and deliver the item/activity, but less (quantity/quality) than if he gives the response on the transfer trial
- If he emits an error response on the transfer trial, then staff will correct the error by averting eye gaze and neutralizing hands for 4 seconds response, and then repeat the prompt and deliver the item but less (quantity/quality) than if he gives the response on the transfer trial
- If he mands independently (with no prompt) immediately deliver the item/activity but BETTER reinforcement (more quantity/quality) than when he requires a prompt.
- In the natural environment, staff will capture and contrive situations where Student can mand. This will increase Student’s opportunities to practice appropriate manding skills when MO is present and high and provide more opportunities for Student to be reinforced for using these appropriate manding behaviors.
- While in the natural environment if a mand is prompted have Student repeat the mand with no prompt or a faded prompt before delivering the item if possible. This will eliminate/reduce prompt dependency.
| **How will team be sure that engaging in the target behavior for reduction does not result in reinforcement?** (Extinction: what will team members do when student engages in problem behavior?) | **Demand Condition**

If an instruction is given to Student and he exhibits problem behaviors (this includes transitions):

- Do not remove the demand or allow access to the preferred item or activity. In addition, remove the promised reinforcer. Instead, keep the demand on Student and use physical guidance to obtain compliance with the demand if transitioning.
- Block/avoid access to all reinforcement.
- Do not provide direct eye contact or any other dialogue other than repeating the demand.
- Stay calm and do not react to the behaviors exhibited (i.e. cleaning up spit, making facial gestures, etc.)
- Do not begin delivering appropriate reinforcers when a demand has been placed or in the activity transitioned to with physical guidance until Student complies with at least 3 instructional demands with no problem behavior. (Avoid the use of easy demands such as asking Student to contact areas of his head due to his high level of sensitivity there. For example do not say “touch your head”, “touch your hair”, “do this” tap head) |
Attention Condition

Make sure Student is NOT accessing attention/reinforcers when he is engaging in the behaviors targeted for reduction i.e. hitting, grabbing, kicking, yelling, bolting, flopping to floor, tearing items from the wall, throwing items, and growling, etc. as this will increase the likelihood of these behaviors occurring again in the future.

If Student engages in problem behavior to obtain an item or attention do the following:

1. Hold up your hand as a signal that reinforcement (attention) is not available
2. Wait for behavior to stop and then start a silent time delay (count) of 5 seconds before prompting the appropriate mand. Do a silent count; do not count the passage of time aloud as this evokes more problem behavior from Student. Do not start the count until problem behavior has stopped. If problem behavior starts again, then you should stop the count and restart when behavior stops again.
3. Remove and/or block access to all reinforcement when problem behavior occurs. Contacting reinforcement during periods of problem behavior increase episodes of problem behavior in the future.
4. Do not vocalize or make direct eye contact with Student during this time. Added dialogue becomes non-productive and adds attention to the problem behavior.
5. Once you reach your count (with no occurrence of problem behavior) then immediately prompt the appropriate mand (if you know what he wants) and reinforce it or prompt by asking, “What do you want” (if you do not know what he wants).
6. If the count is continually restarted and problem behavior does not stop, discontinue the opportunity to mand. Redirect the student to engage in another activity that is not highly reinforcing.

7. Record the episode and duration on the ABC data collection sheet.
8. Fill out the Procedural Integrity check list and review it with the teacher (if not the teacher).
How will team verify if intervention is successful? Data collection and review procedures

| The **number of episodes and duration** of problem behavior will be collected and graphed to monitor effectiveness of interventions in decreasing problem behaviors.

Criterion for mastery is 10 days in a row of 0 occurrences of problem behavior.

In addition:

**Attention**

Frequency counts of prompted, unprompted, and spontaneous mands during mand sessions will be counted and graphed to monitor if manding behavior is increasing. (See mand rate and data collection form)

**Demand**

Data will be collected on acquisition of target items and cumulative graphs of acquired targets will allow monitoring of increase in target skills.

**Transition Interruption**

Data will be collected on the percentage of transitions without problem behavior per day.
<table>
<thead>
<tr>
<th>Emergency Procedures/Administrative Review (for significant aggressive or self injurious behaviors)</th>
<th>To be determined by school district …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Training Procedures</td>
<td>Verbal Behavior Project Consultant and the classroom teacher will provide guided practice to staff on the procedures recommended. The teacher will monitor and oversee that procedures occur with accuracy and will review the procedural check list provided with staff when problem behaviors occur. The teacher and staff will collect and graph behavior data daily to monitor intervention effectiveness.</td>
</tr>
</tbody>
</table>
Procedural Integrity Check for Student – Escape Extinction

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did I offer a Promised Reinforcer prior to the demand if appropriate?</td>
</tr>
<tr>
<td>2.</td>
<td>Did I remove the demand or allow access to the preferred item or activity when problem behavior occurred?</td>
</tr>
<tr>
<td>3.</td>
<td>Did I remove the promised reinforcer when the problem behavior occurred?</td>
</tr>
<tr>
<td>4.</td>
<td>Did I <strong>not</strong> give direct eye contact to the behavior or have dialogue with the student?</td>
</tr>
<tr>
<td>5.</td>
<td>As soon as 15-20 seconds of calm are demonstrated, did I present a very easy task that he has a high probably of doing?</td>
</tr>
<tr>
<td>6.</td>
<td>If there was cooperation (completing 2-3 compliant demands without problem behavior), did I reinforce cooperative behaviors immediately?</td>
</tr>
<tr>
<td>7.</td>
<td>If problem behavior continued did I repeat steps 2-5?</td>
</tr>
<tr>
<td>8.</td>
<td>Did I redirect back to the routine/task ASAP and continue to densely reinforce cooperation?</td>
</tr>
<tr>
<td>9.</td>
<td>Did I record the episode and duration on the ABC data collection sheet?</td>
</tr>
</tbody>
</table>

Percentage of Y’s _________________ ___ / 9
### Procedural Integrity Check for Count and Mand

<table>
<thead>
<tr>
<th>Question</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you hold up your hand as a signal that reinforcement (attention) is not available?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2. Did you wait for behavior to stop and then start a silent time delay (count) of 5 seconds before prompting the appropriate mand?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>3. Did you do a silent count?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>4. Did you wait for the problem behavior to stop before you started the count?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>5. If problem behavior started again, did you stop the count and restart when behavior stopped again?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>6. Did you remove and/or block access to all reinforcement when problem behavior occurs?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>7. Did you refrain from dialogue and/or make direct eye contact with Student during times of problem behavior?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>8. Once you reached your count (with no occurrence of problem behavior) did you immediately prompt the appropriate mand and reinforce it?</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>9. If the count was continually restarted and problem behavior did not stop, did you discontinue the opportunity to mand and redirect the student to engage in another activity?</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

Percentage of Y’s _____________ ___ / 9
In Closing

When we were on the train from London to Exeter, two young girls, perhaps four and two, came into our compartment with their parents. For half an hour they were beautifully behaved. Then the younger tried to get a comic book away from her sister. They fought and the younger girl cried. The parents separated them and immediately got out a bag of sweets. "To keep them quiet?" Possibly, but in any case to reinforce fighting and crying.

(Skinner, 1980; p. 66)
Willow Hozella, BCBA
whozella@pattan.net

Commonwealth of Pennsylvania
Tom Wolf, Governor