

**Behavior Intervention
Planning:
Beyond Legal
Mandates**

**Presented by
Sharon Lohrmann, Ph.D.**

Sharon Lohrmann, Ph.D.

- > Assistant Professor of Pediatrics at the Elizabeth M. Boggs Center on Developmental Disabilities located in New Brunswick, New Jersey
- > Directs the NJ Positive Behavior Supports in Schools project, a partnership with the NJ Department of Education, Office of Special Education Programs.
- > Co-investigator of a NIH funded research study to investigate the transformation of coercive interactions within the context of valued family routines.

Sharon Lohrmann, Ph.D.

> Author of a number of publications in peer-reviewed journals including *Journal of Positive Behavior Interventions*, *Research and Practice in Severe Disabilities* (Formally, *JASH*), *Exceptional Children*, and *American Journal on Mental Retardation*

> Belongs to a number of professional organizations including Council for Exceptional Children, TASH, Association of Positive Behavior Support, and AAMR

> Holds a doctorate degree from Lehigh University 

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co-authored by Sharon Lohrmann, Ph.D.
and Fredda Brown, Ph.D.

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Technically Sound Functional Behavioral Assessments and Behavior Intervention Plans

Elizabeth M. Boggs Center On Developmental Disabilities
UMDNJ-RWJMS-Pediatrics
sharon.lohrmann@umdnj.edu

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Overview of the Presentation

- To present the key components of a technically sound functional behavioral assessment and behavior intervention plan using the positive behavior support problem solving process

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Introduction to Positive Behavior Support

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What is Positive Behavior Support?

➤ An approach to behavioral support that fuses multiple theoretical orientations including:

- Applied Behavior Analysis
- Ecological Psychology
- Systems Change
- Positive Psychology
- Cultural Psychology

See Carr, E. (2005) keynote address at the 3rd Annual APBS Conference at www.apbs.org

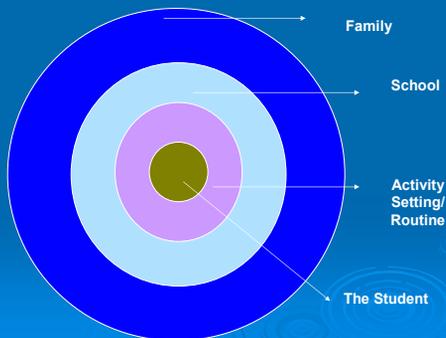
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Guiding Principles of PBS

- The student exists within layers of multiple systems
- To understand and effectively intervene on behavior we have to apply a consistent PBS problem solving process

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The Student Within Systems



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Guiding Principles

- The environment, including adult behavior, is expected to change
- Successful outcomes will depend on the fidelity of the process and the persistence with which it is applied

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Overview of the PBS Process

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What is a Functional Behavioral Assessment?

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Operant Learning Model

Setting Events	Antecedent Triggers	Behavioral Response	Maintaining Consequence
Confrontation earlier in the day	T.K. bumped into Kevin in the hallway causing his books and papers to Scatter	Kevin began threatening T.K. and pushing him in the chest	A crowd of students gathered around Kevin was sent to the office and suspended School chatter "don't mess with Kevin"

What is Functional Behavioral Assessment?

A problem solving **process that uses information from a variety of sources collected over time** that identifies variables contributing to occurrences of problem behavior and helps us to understand the reasons why problem behavior is occurring



A Functional Assessment is Not:

- A particular tool or assessment instrument
- A one shot meeting or observation
- Intended to be conducted by a single person

An FBA should be considered part of the intervention process.

When done well it not only produces an effective support plan but can change the attitudes and beliefs of the staff providing educational services

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Consider...

- Not all behaviors need a Functional Behavioral Assessment
- An FBA will be most effective in environments that are well managed and probably not be effective in environments that are poorly managed, thus address classroom/setting management issues then determine the need for an FBA

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Beyond Legal Mandates: Best Practice Guidance for When an FBA is Needed

1. Is the behavior persistent over time and across settings?	If yes, then
2. Are the environments where behavior is occurring effectively managed?	If yes then,
3. Is the student responsive to environmental management strategies	If not then,
a. Does the behavior interfere with the student's or others' learning?	OR
b. Does the behavior place the student or others at risk of harm?	OR
c. Does the behavior place the student at risk of being placed in a self contained or out of district placement?	

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What Should an FBA Assessment Report Contain?

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FBA Assessment Report Quality Indicators

- Assessment reports reflects and quantitative summary of the data collected
- Assessment reports interprets the data collected to develop a comprehensive hypothesis statement proposing a reason for why behavior is occurring
- Assessment report reflects that a team based process was used to gather and interpret data

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FBA Assessment Report Quality Indicators

- Assessment report reflects that information **was gathered on the Big 5:**
 - Strengths, preferences, and learning style
 - Behaviors identified as priorities for intervention (defined operationally)
 - Setting event influences
 - Antecedent triggers
 - Consequences and responses

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1: What are the student's strengths, preferences, and learning style?

For example:

- Things the student is good at?
- Things the student likes to talk about
- Learning or social conditions the student excels
- Strategies that seem to work well

Strengths	Preferences	Learning Style
<ul style="list-style-type: none">• Friendly• Helpful• Athletic	<ul style="list-style-type: none">• Football• NASCAR• geography	<ul style="list-style-type: none">• Class outline• Bulleted directions

2a: What are the behaviors?

➤ **Behaviors should be defined in observable and measurable terms:**

- Verbs (hits)
versus
adjectives
(aggressive)

<u>Problem Behaviors</u>	
<ul style="list-style-type: none">• debate over assignment or activity choices• arguing• getting out of his seat• pushing•	<ul style="list-style-type: none">• making noises with objects• kicking• hitting other students either once or repeatedly• talking back to the

Example Behavior Group Definition

Classroom Disruption	Unprepared for class, not following directions, making noises with objects, talking to other students, debates over assignment or activity choices with teacher, not initiating work, getting out of his seat, engaging in activities other than what he is suppose to be doing, yelling out.
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2b: If multiple behaviors/behavior groups have top priorities been defined?

➤ Apply “mini tests”:

- Disrupt the entire class?
- Interfere with access to meaningful instructional time?
- Place people at risk of harm?
- Interfere with the teacher’s ability to manage the area or activity?

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3: What setting events are influential?

➤ Setting events are global influences on our behavior such as:

- Medical issues
- Sensory issues
- Sleeping/eating patterns
- Interaction histories
- Major life events

Possible Setting Events

- Fight earlier in the day
- Male teachers
- Not enough sleep the night before

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4: What conditions trigger behavior?

- All behavior is preceded by an antecedent event – it not a question of whether there is one or not – **but has the assessment been thorough enough to identify them**

Behavior Group: Classroom Disruption	
Antecedents	Consequences
<ul style="list-style-type: none">➤ Less structured to more structured situations➤ Lecture where he has to take notes➤ Multi component/ step tasks/projects➤ Lots of materials or items to keep track of➤ Work he does not know how to do	

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5: What consequences follow behavior?

- How adults and peers respond will increase (or decrease) the likelihood that behavior will occur in the future – this IS the reinforcement
- Most adult responses inadvertently REINFORCE behavior

Behavior Group: Classroom Disruption	
Antecedents	Consequences
<ul style="list-style-type: none">➤ Less structured to more structured situations➤ Lecture where he has to take notes➤ Multi component or step tasks/projects➤ Lots of materials or items to keep track of➤ Work he does not know how to do	<ul style="list-style-type: none">➤ Verbal redirection➤ Verbal reprimands➤ Move seat➤ Made to stay after school (5 minutes)

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FBA Assessment Report Quality Indicators

- Assessment report reflects the process and methods used to gather information.
- What to look for:
 - Were team meetings used for information gathering and to interpret information?
 - Was information gathered from multiple sources and included key people who have first hand knowledge
 - Have data been collected across days, times, and settings?
 - Were records reviewed and does the report document NEW information learned from the review

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Gathering Observation Data

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Why is Observation Data Needed?

1. To collect sufficient information to make objective and factual decisions about the function of behavior
2. Establish a baseline of performance to use as comparison to evaluate progress.
3. To develop reasonable incremental criteria for improvement
4. To make decisions about interventions and intervention schedules

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How Many Observations?

- The number of observations will vary depending on each individual situation
- Multiple observations are recommended because:
 - Behavior is context related so, different settings may have different sets of variables
 - Behavior, much like academic performance can vary day to day
 - Time of day may be an influential factor
 - Reactivity may require desensitization to an observer
 - A brief snapshot may be misleading and guide the team to make inaccurate decisions

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Types of Observation Data

- Essential (Primary) Data

- Supportive (Secondary) Data

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Gather Essential Direct Observation Data

- **Essential Data:** The team will almost always need to collect this type of data.

Recording Method	Information it Provides	Why Select?
Frequency	How many times did the behavior/behavior group occur during the observation period	Essential to establishing a baseline, can provide a scatterplot across routine, day, or days

Example of a Summary Statement for the ABC Frequency Data

Using a frequency measure, occurrences of behavior were recorded during five class periods (math, language arts, science, social studies, and gym). On average behavior occurred 2-3 times per class with the greatest number of occurrences happening during social studies and math. Predominantly, occurrences of behavior were preceded by academic work tasks, demands to comply, independent work, teacher instruction, and note taking. Verbal redirection was the most often used adult responses followed by verbal reprimands. The following is a quantitative summary of the frequency data collected:

ABC Recording Form Summary

Classes, Routines, or Settings Observed:	Antecedents							Behavior Group Being Observed: Classroom Disruption	Consequences						
	Academic work	Demand to comply	Transition	Requesting	Asking	Independent work	Cooperative group		Teacher instruction	Note taking	Verbal redirection	Verbal reprimand	Moved Seat	Peer response	Sent to Office
Math	1	1	1	0	1	0	1	1	3	3	1	1	0	0	Y
Language Arts	2	1	0	0	2	0	0	0	2	2	0	0	0	0	Y
Science	0	0	1	0	0	0	1	1	2	2	0	0	0	0	Y
Social Studies	1	1	0	1	0	0	2	2	4	2	2	1	0	1	Y
Gym	0	2	0	1	0	1	0	0	2	2	0	0	0	0	N
Summary across observations	4	5	2	2	3	1	3	4	13	11	3	2	0	1	Y
Average occurrence across observations									2-3						

Gather Direct Observation Data

- **Supportive Data:** Goes beyond a frequency count to provide important descriptive information about the occurrences of behavior.
 - When a behavior occurs at a very low frequency it should always be accompanied by some form of supportive data

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Gather Supportive Duration Data

Recording Method	Information it Provides	Why Select?
Duration	How long does a behavior last?	Helps to qualify intensity

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Duration Data Summary

Summary Statement Example: Duration of behavioral incidents were recorded during five class periods (math, language arts, science, social studies, and gym). On average behavior lasted 5 minutes per incident and 13.5 minutes per class. The longest occurrences happened in math and social studies and the shortest occurrence happening in science. The following is a quantitative summary of the duration data collected.

Classes, Routines, or Settings Observed:	List the amount of time <i>each</i> incident of behavior occurred during this observation. Separate occurrences with a comma	Sum the total time behavior occurred during this observation session across individual incidents of behavior
Math	4 minutes, 8 minutes, 6 minutes	18 minutes
Language Arts	3 minutes, 7 minutes, 5 minutes	15 minutes
Science	2 minutes, 4 minutes	6 minutes
Social Studies	4 minutes, 3 minutes, 8 minutes	15 minutes
Average occurrence across observations		5 minutes per incident 13.5 minutes per class period

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Gather Supportive Latency Data

Recording Method	Information it Provides	Why Select?
Latency	How long does it take a behavior to start following a given cue	To get information about the amount of time needed to process a request or tolerate a condition

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Latency Data Summary

Summary Statement Example: Using a latency measure the lapse of time from a given cue to a target behavioral response was recorded for task preference and task difficulty. For the task preference assessment, a cue to complete preferred or non preferred tasks was given. The number of seconds that lapsed were counted and recorded. On average Cassie began preferred tasks within 3 seconds of a cue to begin. In contrast, it took an average of 42 seconds for Cassie to begin a non preferred task. For the task difficulty assessment, Cassie was given a cue to begin an easy or a hard task. The number seconds that lapses were counted and recorded. On average, Cassie began easy tasks within 13 seconds of a cue and 54 seconds to begin difficult tasks. The following is a quantitative summary of the data collected:

Type of Request	Response time for opportunity 1	Response time for opportunity 2	Response time for opportunity 3	Response time for opportunity 4	Response time for opportunity 5	Average Response Time
Preferred Task	3 seconds	2 seconds	4 seconds	3 seconds	2 seconds	3 seconds
Non Preferred Task	49 seconds	38 seconds	41 seconds	39 seconds	42 seconds	42 seconds
Easy Task	12 seconds	14 seconds	13 seconds	12 seconds	14 seconds	13 seconds
Hard Task	52 seconds	49 seconds	60 seconds	52 seconds	55 seconds	54 seconds

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Gather Supportive Percentage of Intervals Data

Recording Method	Information it Provides	Why Select?
Percentage of Intervals	What period of time was the behavior present?	Report a percentage of time behavior was present during a given routine or activity

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Interval Data Summary

Summary Statement Example: Using an interval measure the presence of behaviors was recorded during four class periods (math, language arts, science, and social studies). On average behavior was present during 33% of intervals. The greatest number of intervals with behaviors present were recorded during social studies and math and the fewest percentage of intervals recorded was during science. The following is a quantitative summary of the duration data collected:

Report the number of intervals and percentage of time the behavior was present during each class, routine, or setting observed					Summary across observations	Average Occurrence
Observation 1 Social Studies	Observation 2 Science	Observation 3 Math	Observation 4 Language Arts	Observation 5 N/A	Across observations, the total # of intervals / total possible intervals 80 / 240	20 intervals per class
# of intervals / total possible intervals 28 / 80	# of intervals / total possible intervals 10 / 80	# of intervals / total possible intervals 22 / 80	# of intervals / total possible intervals 20 / 80	# of intervals / total possible intervals 7		
47 % of intervals	17% of intervals	37% of intervals	33% of intervals	% of intervals	33% of intervals across observations	33% of intervals

Gather Supportive Anecdotal Data

Recording Method	Information it Provides	Why Select?
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Anecdotal (could include ODR reports)	Narrative description	When behavior happens at a low frequency, each incident should be thoroughly documented
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Anecdotal Recording Considerations

- It is a structured and intensive approach to data documentation **NOT** just someone's notes about what they saw
- When Anecdotal Recording is used it needs to be "combed through" to pull out the relevant antecedents and consequences and to develop a tally of behavioral occurrences

Anecdotal Data Summary

During a 4 day period, 9 incidents were recorded. The antecedents, behavior, and consequent events documented included the following:

Antecedents	Behavior	Consequences
<ul style="list-style-type: none">Request to stop activityPrompt to move to another areaRequest to start work	<ul style="list-style-type: none">ScreamingBites hand and forearmScratches at staff	<ul style="list-style-type: none">Verbal redirectionsPhysical redirectionsTaken for a walkTask removed

FBA Assessment Report Quality Indicators

- Does the report summarize and interpret the information into a comprehensively written hypothesis statement?
 - Does the report suggest that the team understands why behavior is occurring and provides an explanation to support their hypothesis?

What is Function?

- Function refers to the reason or purpose behind why the student is engaging in the problem behavior

All behavior serves a function

All behavior is driven
by a desire to:

Get something we want
(Positive Reinforcement)

Escape (or delay) out of something we
don't want
(Negative Reinforcement)

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Remember.....

1. Often there is more than one hypothesis statement to explain behavioral patterns
2. One behavior can serve multiple functions
3. Just saying that the behavior is escape, attention, or item motivated is NOT enough – the hypothesis statement should explain WHY....

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A well written hypothesis
statement should read
like this.....

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Under this Influence (Setting Events)	<ul style="list-style-type: none"> • History of academic difficulty • Strained relationships with teachers
When (Antecedents)	<ul style="list-style-type: none"> • Multi-step directions or tasks • Reading out loud • Multi-digit calculations • Independent work
What (Behavior)	Randy engages in refusal behavior that may include cursing debating, arguing, all to communicate he will not/does not want do the task
In Order to (Maintaining Reinforcement)	Escape situations where the work is too difficult, he perceives he can not do the work and think he may "loose face" in front of peers, or simply does not understand the directions – by being sent out of the room to an office

Intervention Focus Question

➤ *How can we decrease the difficulty associated with academic tasks and activities so that Randy is motivated to want to participate in learning?*

Behavior Intervention Planning

Essential Components of a Behavior Intervention Plan

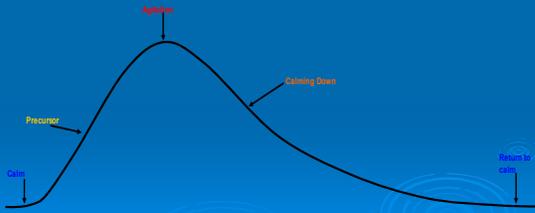
Every plan must include:

- Antecedent and Setting Event Interventions (PREVENTION)
- Alternative Skills and Instruction for those skills (INSTRUCTION)
- Consequences to reinforce desired behavior (REINFORCEMENT)
- Strategies to diffuse behavior when it occurs

➤ Many plans will also include:

- SAFETY plans
- Logical/natural punishers

Phases of Escalating Behavior



Medication side effects, history of conflictual relationships with adults
Later in the day

Less structured to more structured
Quizzes and tests
Lecture with note taking
Directives to do nor not do something
Multi-component

Do what they are told to do, do their task

Good grade, praise, won't get yelled out, warm fuzzy feeling

Desired Behavior

Maintaining Consequence

Classroom Disruption

Escape

Setting Events

Antecedents

Behavior

Maintaining Consequence

Ask for help

Replacement Behavior

Source: O'Neill et al (1997)

Antecedent and Setting Event Interventions

Prevention Interventions

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Intervention Components	Strategies
Prevention	<p>➤ How will you modify antecedent triggers to prevent behavior from occurring? Consider:</p> <ul style="list-style-type: none">• How will you change/modify each trigger identified in the hypothesis statement so it does not cause problem behavior.• What additional changes can you make to the environment to prevent problem behavior and promote appropriate behavior?
Antecedent and Setting Event Interventions	

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Ways to Design Antecedent Interventions

- Modify task, instruction, activities
- Predictability, Control, Decision Making
- Choices
- Change how we interact with the student
- Reduce environmental pollutants
- Modify instructional presentation
- Use safety signals
- Introduce preferred items, events, people

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Alternative or Replacement Skills

Instructional Interventions

Intervention Components	Strategies
<p>Alternative Skill Instruction</p> <p>Apply this test: Does the alternative skill result in the SAME outcome as the behavior? If not, probably not an alternative replacement skill</p>	<p>>What skills will you teach to replace behavior? Attach an instruction plan for each skill. Consider:</p> <ul style="list-style-type: none">•What are functionally equivalent skills to teach the student (i.e., skills that serve the same function as the problem behavior e.g., asking for help when presented with a difficult task, instead of leaving the room when frustrated)? Must be at least one of these in the plan.•What are functionally relevant skills to teach the student (i.e., skills that will help the student in the situation e.g., teaching the student anger management strategies for when he/she is frustrated with a task)?

Alternative skills are just like any other academic skill – they must be taught directly and systematically using a **Model-Lead-Test -Feedback** approach to instruction

Instruction should be specified in the plan or in an addendum to the plan

Develop a Teaching Plan

- Use the baseline to establish preliminary criteria
- Use modeling during neutral conditions
- Use modeling and assistance during neutral conditions
- Expand instruction to trigger conditions
- Provide support and feedback for fluency and generalization

Skill: Request a break using the sign for break during non-preferred, difficult, and long tasks without adult prompting

Modeling during neutral activities: After 6 minutes of working on a neutral task, prompt Cassie to request a break: "Cassie, you've been working hard! Let's take a break. (Model the sign for break). Move the work materials away and have Cassie remain in her seat. Provide her with a neutral squeeze toy. Set the timer for 1 minute. At 40 seconds provide a transition warning: "Cassie when the timer goes off we will start work again." Provide a second transition warning at 50 seconds. When the timer goes off have Cassie press the stop button and have her put the squeeze toy down. Introduce a highly preferred work task.

Criteria for moving to the next prompt level: Cassie is attentive to the model and shows that she understands the sign means she can stop working.

Instruction during neutral activities: Continue teaching break during neutral activities. Prompt Cassie to make the sign for break at an intermittent schedule from 6-9 minutes. "Cassie you've been working hard! Let's take a break. Show me break (model sign for break and assist Cassie to make the break sign)." Set the timer for 1 minute and provide Cassie with a neutral squeeze toy. At 40 seconds provide a transition warning: "Cassie when the timer goes off we will start work again." Provide a second transition warning at 50 seconds. When the timer goes off have Cassie press the stop button and have her put the squeeze toy down. When Cassie returns to work begin interspersing a return to the original task, a new highly preferred task, or a new neutral task in random order.

Feedback for Corrects: provide social praise "Nice job telling me break Cassie." And then honor the request

Feedback for Errors: interrupt the error immediately and provide physical assistance. Pair with social praise "Nice job telling me break Cassie." And then honor the request

Criteria for moving to the next prompt level: Continue using this prompt level until Cassie begins to make the break sign without assistance.

Fluency: Across tasks and activities remind Cassie at the start to ask for break if she needs to stop. Use the same break procedures as above. Pay close attention for precursor behaviors that suggest Cassie needs a prompt to request the break. Whenever she asks for the break provide her with social praise and honor the request immediately. Depending on the situation either transition Cassie back to the original tasks or introduce a new neutral task. Avoid introducing preferred tasks at this point. Once Cassie demonstrates consistent fluency across activities, begin inserting brief latency delays between the request for break and honoring the break that Cassie will be able to tolerate (e.g., "one more than take a break"). Make decisions about extending the delay latency based on the occurrence or absence of problem behaviors.

•**Feedback for Corrects:** provide social praise "Nice job telling me break Cassie." And then honor the request

•**Feedback for Errors:** interrupt the error immediately and provide physical assistance. Pair with social praise "Nice job telling me break Cassie." And then honor the request

Criteria for maintenance: Cassie is able to (a) initiate requesting a break independently. Probe for independence at least 2 times per day using a non-preferred, long, or difficult task.

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Consider:

- Skill matches function?
- Skill is easy and efficient to use?
- Skill is effective at achieving function?
- Skill is acceptable in the environment?
- Skill is being honored when used?

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Consequence and Response Strategies

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Types of Consequences to Consider

- What consequences will be put in place to **strengthen the occurrence of appropriate behaviors** in the future?
- How will **staff respond to precursor or redirectable behaviors** to prevent escalation?
- How **should staff respond to unmanageable behaviors**?
- What, if any, **consequences will be put in place to decrease the occurrence of problem behaviors** in the future (Punitive contingent responses)?

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Consequence Strategies to Strengthen Behavior

- Social praise, your most powerful ally
- Prompts and reminders to use alternative skills
- Incentive systems
- Self monitoring and self-reinforcement
- Natural consequences – student of the month

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Providing Social Praise

Words you choose to say	The tone and intonation of your voice	Your body language
Descriptive Objective Validating	Enthusiastic Genuine	Eye contact Orientation

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Intervention Components	Strategies
Strengthen Appropriate Behavior	<p>The plan should include procedures for providing the student with positive reinforcement for appropriate and desired behavior. Consider:</p> <ul style="list-style-type: none"> - The plan should ALWAYS include social praise and specify the schedule and quality of that praise. - ALMOST always plans should include an incentive system beyond social praise. <p>Consider:</p> <ul style="list-style-type: none"> • Is the schedule/criteria for the student to receive incentives commensurate with baseline levels of behavioral occurrence? • Is the quality of the reinforcement consistent with student preferences? • Are reward items kept fresh? Offered in a pool of choices?

Responding to Precursor and Redirectable Behaviors

➤ The plan should include strategies that diffuse potentially difficult situations quickly and with minimal attention to the problem behavior. For example

- How to maintain the class and keep instruction going
- Strategies that preserve the dignity of the student

Consequences to Weaken Behavior

Mild consequences consistently delivered are more effective than harsh consequences

The occurrence of problem behavior should be viewed as a

TEACHABLE MOMENT

Guidelines for Consequences to Weaken Behavior

- Use consequences typical to the setting
- Deliver negative consequences consistently and immediately
- Follow negative consequences with positive consequences at earliest appropriate opportunity (fair pair)
- Ratio of positive to negative consequences should be at least **4:1**

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How to Deliver Negative Consequences

- Immediately
- Private conversation
- Remain calm, keeping a firm, but neutral tone of voice
- Use logical consequences connected to the offense
- Engage the student in decision making

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Avoid the Following:

- Public confrontation
- Public Humiliation
- Physical redirection
- Getting excited
- Arguing or debating the issue

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Intervention Components	Strategies
Responding to Unwanted Behavior	<p>The plan should address:</p> <ul style="list-style-type: none"> •Precursor behaviors: Strategies to diffuse or neutralize a situation. • Unsafe situations: A safety plan should be develop to keep everyone safe. •Natural consequences: What is typical to the setting and logical for the behavior?

Monitoring Plan Implementation

- Within 2 weeks of implementation monitoring activities should take place
- Data should be collected to measure effectiveness
- Opportunities for ongoing problem solving should be available
- **It is very common for the first plan to NOT completely work – it is EXPECTED that the BIP will need “tweaking”**

Evaluation Plan

- How will data on problem behavior be collected?
- How often will data on problem behavior be collected?
- Who will collect data?
- When will the plan be reviewed and evaluated?

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