

Behavior Intervention Plans:

Making Them Efficient, Effective & Practical

Introduction

In 1997 the IDEA was reauthorized by the U.S. Congress, and with the passage of this legislation came new and significant requirements for serving public school students with social, emotional, and behavior issues. There were several pieces to the legislation with the most significant components being the requirements for Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP). Together, these new mandated requirements have become the standard by which school districts will be monitored and evaluated regarding services provided to students with Emotional Disturbance (ED) or those with behavior goals in their IEP. This has proven to be particularly true in due process hearings and other legal matters pursued by parents of students with disabilities.

This training manual represents the efforts of many different professionals who have gathered ideas, resources, materials, and protocols in an attempt to understand the new requirements as well as make the process efficient, effective, and practical. The initial efforts both nationally and locally, focused on the FBA process and eventually led to attempting to understand what are the most important variables in making the BIP's appropriate and meaningful.

This training manual is a work in progress and we intend to continue to improve it to make it a quality document that serves the needs of students, their families, and school staff. Please feel free to contact us if you have questions, comments, or suggestions that you think may add to the quality of what we are attempting to accomplish.

Table of Contents

Key Points Regarding Discipline Issues.....	1
Disciplinary Procedures for IDEA Students.....	2
School Districts' Responsibility	3
Functional Behavior Assessment: Components Concepts and Questions.....	4
FBA Flow Chart.....	5
Functional Behavioral Assessment Literature Review	6
Functional Behavioral Assessment – Rob O’Neill.....	7-8
Functional Behavioral Assessment – Tasks and Assignments.....	9
Functional Assessment Checklist for Teachers & Staff (FACTS).....	10
FBA Form.....	11-14
Understanding Reasons for Specific Problems.....	15
Building A Support Plan.....	16
From FA to BIP	17

Competing Behavior Analysis..... 18

Effective BIP’s : Include the Following..... 19

Behavior Support Tools.....20-25

Problem Solving..... 26

Teach Behavior Support – Focusing on Trouble Spots..... 27

APPENDIX

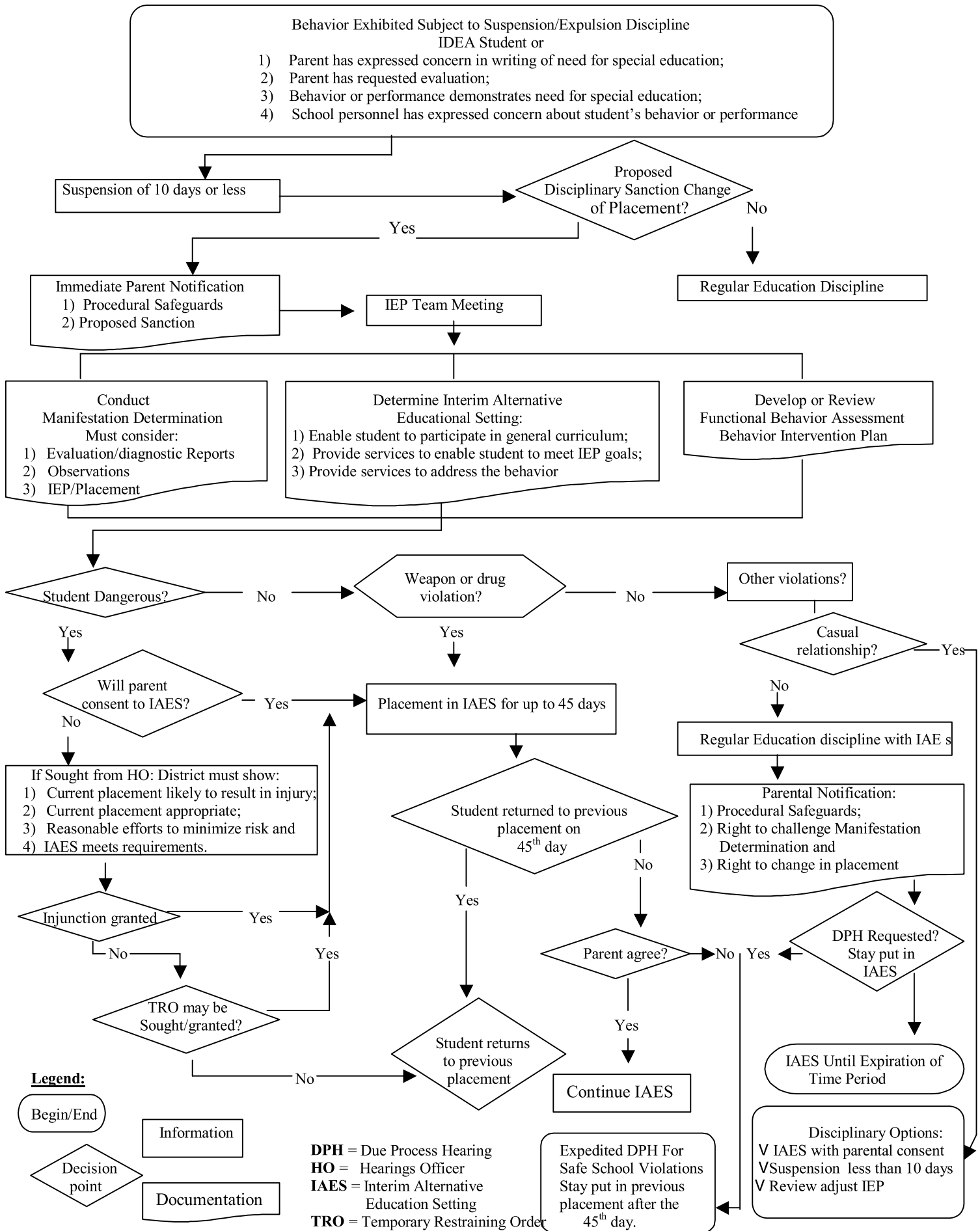
- Functional Behavioral Assessment – Team Leader Protocol.....28-32
- Manifestation Determination – IDEA.....33-35
- Manifestation Determination – 504.....36-38
- Ross FA/BIP Guidelines..... 39-43
- Ross Sample FBA..... 44-45
- Martin FBA Form..... 46-55
- Student Driven Interview..... 56
- Parent Driven Interview..... 57
- Behavioral Skills Checklist.....58-60

KEY POINTS REGARDING DISCIPLINE ISSUES

- **Parent involvement (all levels, all decisions in Special Education).**
- **THE “NEW” IEP TEAM**
 - Parent
 - 1 regular education teacher
 - District representative (general curriculum)
 - Specialist to interpret
 - District assigned person
 - Student
- **“MDT” language deleted.**
- **No longer SED - Now ED (Emotionally Disturbed).**
- **Increased responsibilities for Emotionally Disturbed.**
- **General education participation.**
- **Re-evaluation “on demand”.**
- **“PRIOR” KNOWLEDGE**
 - Parents express concern in writing.
 - Behavior/performance indicates need.
 - Parents requested evaluation.
 - School staff expressed concerns.
- **Alternative education placement — weapons/drugs/dangers — 45 days.**
- **Voluntary state funded mediation.**
- **Procedural safeguards and notice of rights.**

- **Record of disciplinary action.**

DISCIPLINARY PROCEDURES FOR IDEA STUDENTS



School districts have a responsibility to provide:

- **Documentation and a paper trail demonstrating, in a**
- **Reasonable person's judgment, the school district's**
- **Evidence of a good faith effort to assist the students in**
- **Benefiting from their educational experience**
- **In the least restrictive environment**

Functional Behavior Assessment Components & Concepts

Functional Behavioral Assessment (FBA) is defined as an individualized problem-solving process which is recommended when customary intervention processes are not working.

FBA is a process with four components. These are:

- **Functional Assessment (FA)**
- **Behavior Intervention Plan (BIP)**
- **Implementation**
- **Monitoring**

Under IDEA all four of these components are required to complete a FBA and require data to

FBA is based on four basic concepts. They include:

- **Behavior is purposeful. What is the student trying to obtain or avoid?**
- **Behavior is learned. What appropriate behaviors may be taught?**
- **Behavior is predictable. What patterns exist?**
- **Behavior is interactive. What is the student's behavior communicating?**

Four Basic Questions

When completed, an FBA should address the following questions.

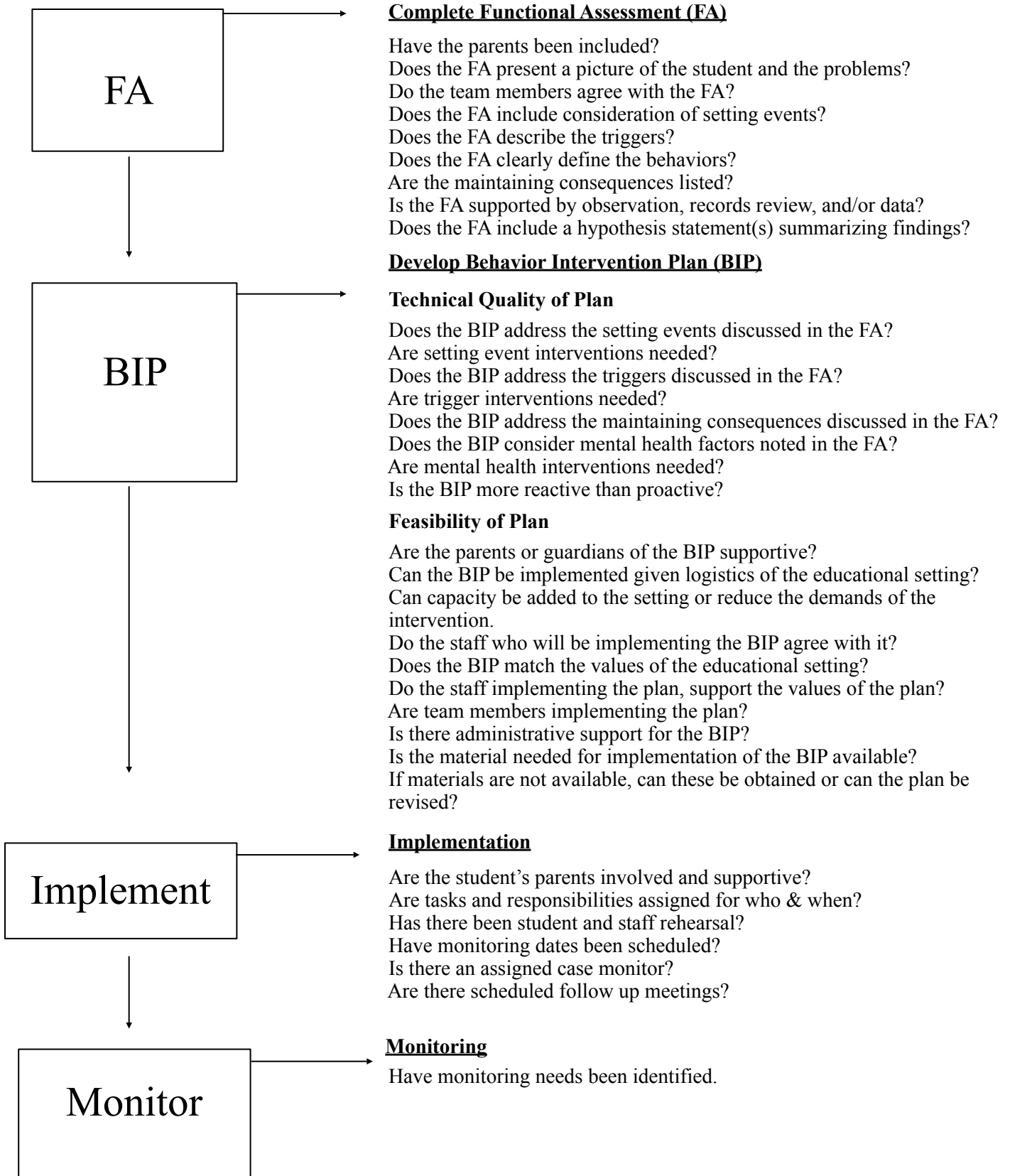
Functional Assessment

- **What are the antecedents and the consequences of the behavior?**
- **What function does the behavior serve for the student?**

Behavior Intervention Plan

- **What are the modifications of the environment that can be made to alter the student's behavior?**

FBA Flow Chart



Is the data required for plan monitoring currently available?

If no above, are new sources of data available?

Are there effectiveness measures?

Will the data support decisions regarding effectiveness of the BIP?

Will the data support decisions regarding the implementation of

BIP?

reviewed?

Is there a set point at which the effectiveness of the BIP will be

FUNCTIONAL BEHAVIORAL ASSESSMENT LITERATURE REVIEW

Many examples of functional assessment interviews and questionnaires can be found in the literature. In most cases they share an emphasis on gaining information about the following:

- What are the problem behaviors that are causing concern?
- What events or physical conditions that occurred significantly earlier in time, prior to the problem behavior, increase the predictability that the problem behavior will occur?
- What events and situations occur just prior to the problem behavior that reliably predict occurrence of problem behaviors will or will not occur?
- Given a specific situation when the problem behavior occurs, what are the consequences that appear to maintain the problem behavior? (i.e. what is reinforcing the behavior?)
- What appropriate behaviors (if any) could produce the same consequences that appear to maintain the problem behavior? What can we learn from previous behavior support efforts about strategies that are ineffective, partially effective, or effective for only a short time?

FUNCTIONAL BEHAVIORAL ASSESSMENT

**Rob O'Neill, Associate Professor
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What is Functional Behavior Assessment?

A Functional Behavior Assessment is a process of gathering information about the things or events that influence a person's problem behaviors. These things or events could be either external things in the person's environment (e.g., interactions with others, work demands), or internal things (e.g., illness, fatigue, depression).

Why Do We Do A Functional Behavior Assessment?

A Functional Behavior Assessment gathers information that is used to guide the development of a treatment or intervention plan. This plan should focus both on reducing or eliminating the problem behaviors and increasing appropriate desired behaviors.

How Do We Carry Out A Functional Behavior Assessment?

There are three major strategies for collecting functional assessment information.

Indirect/informant methods – This involves collecting information from students, teachers, parents, or other relevant persons through interviews or the use of checklists, rating scales, or questionnaires.

Systematic observation in typical settings – This involves conducting structured observations to collect data on the occurrence of the behavior and things that occur that may be related to it. These observations are usually done during the person's typical routine or activities (e.g., during classroom work periods, on the playground, etc.)

Experimental manipulations functional analysis – This involves setting up situations in which different events are directly manipulated (i.e., presented and withdrawn) to assess their effects on the person's problem behaviors. Data on the behavior are systematically collected to allow for comparisons of different manipulations.

What Should Be The Outcome of A Effective Functional Behavior Assessment?

1. A thorough description of all of the problem behaviors of concern, including how often they occur, how long, and how intense or potentially damaging they are. Also, it is important to identify behaviors that seem to typically occur together (e.g., the student yells, then throws things).
2. Identification of things and events that seem to “set up” and “set off” the student or predict when and where the behaviors are going to occur (e.g., when the student is not getting attention, when they’re asked to do particular activities, when they’re ill/tired/hungry, etc.).
3. Identification of the outcomes or consequences that the behavior receives that may be reinforcing and maintaining it (e.g., getting attention, getting help with work, avoiding/escaping work demands or activities). What is reinforcing the behavior?
4. Summarization of this information into summary statements or hypotheses about the behavior (.e.g., “When Janna gets little sleep the night before, and is asked to do math problems that are difficult for her, she will put her head down, refuse, and/or throw or destroy her books to escape having to do the task”). Essentially this is the best professional “guess” regarding the motivation for the student’s behavior.
5. Some level of systematic observational data that supports the statements or hypotheses you’ve developed. This could be either the systematic observations or experimental manipulations mentioned above.

Again, the whole purpose of conducting an assessment is to guide the development of a plan. Such a plan should include a comprehensive array of strategies, such as changing curriculum and instruction, teaching new alternative skills, and rewarding appropriate behaviors.

FUNCTIONAL BEHAVIORAL ASSESSMENT

Tasks and Assignments

Student: _____

Date: _____

Team Members:

- _____
- _____
- _____

*Team Leader

- _____
- _____
- _____

<u>WHAT</u>	<u>WHO</u>	<u>WHEN</u>	<u>COMPLETION DATE</u>
<u>Observations:</u>			
#1			
* _____	_____	_____	_____

#2			
* _____	_____	_____	_____

(Location)			
<u>Interviews</u>			
_____	_____	_____	_____
• Parent	_____	_____	_____

• Teacher	_____	_____	_____
(s)	_____	_____	_____

• Student	_____	_____	_____

- Other (s) _____

Protocols

- _____

- _____

- _____

- _____

Records

Review _____

Behavior Intervention

Plan _____

Monitoring

- Implementation _____

- Effectiveness _____

Functional Assessment Checklist for Teachers & Staff (FACTS)

Student _____
Grade: _____

Date: _____
Staff Reporting _____

Student Profile: *Please use the space below to identify the student's strengths. Some possible strengths include academic interests, social skills, hobbies, sports, etc..*

Directions: *To gain a better understanding of the nature and scope of the problem behavior(s) please check the most relevant item(s). Then use the CONSIDERATION space at the bottom of each section to provide a brief description of the problem behavior, predictors, and consequences.*

Problem Behavior(s): Behavior(s) of concern that has been occurring.

<input type="checkbox"/> Tardy	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Disrupts class activities	<input type="checkbox"/> Theft
<input type="checkbox"/> Inattentive	<input type="checkbox"/> Fighting/Physical Aggression	<input type="checkbox"/> Insubordination/Disrespectful	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Sleeping	<input type="checkbox"/> Verbally Harasses Others	<input type="checkbox"/> Other	

CONSIDERATIONS: *What behavior typically occurs first and how does it escalate? What does behavior look like?* _____

Predictor(s) & Setting Events: Person(s), place, or time where behavior of concern is most likely to occur.

<i>Location</i>	<i>Person(s)</i>	<i>Time</i>	<i>Academic Concerns</i>	<i>Setting Event</i>
<input type="checkbox"/> In Class	<input type="checkbox"/> Peer(s)	<input type="checkbox"/> Before School	<input type="checkbox"/> All Classes	<input type="checkbox"/> Use of medication
<input type="checkbox"/> Hall	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Morning	<input type="checkbox"/> Reading	<input type="checkbox"/> Physical health
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Staff	<input type="checkbox"/> Lunch	<input type="checkbox"/> Math	<input type="checkbox"/> Illegal drug use
<input type="checkbox"/> Bus		<input type="checkbox"/> Homeroom	<input type="checkbox"/> Spec. Ed. Eligible	<input type="checkbox"/> Conflict at home
<input type="checkbox"/> Other _____		<input type="checkbox"/> Afternoon	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Consequence(s): What typically happens after behavior of concern occurs.

<i>Obtain attention</i>	<i>Escape/Avoid demand or situation</i>	<i>Current Strategies</i>
<input type="checkbox"/> Peer attention	<input type="checkbox"/> Escape difficult activity	<input type="checkbox"/> Change seating
<input type="checkbox"/> Adult attention	<input type="checkbox"/> Ignore/Decrease adult attention	<input type="checkbox"/> Contact parent
<input type="checkbox"/> Activity	<input type="checkbox"/> Negative peer attention	<input type="checkbox"/> Send to office
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

CONSIDERATIONS: What strategies have been effective? After an incident what does the student obtain (e.g. attention) or avoid (e.g. difficult task)?

SUMMARY OF BEHAVIOR

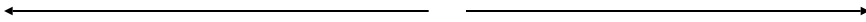
Directions: Please use the items selected above and information you've written in the CONSIDERATIONS to complete section below.

<i>Predictor(s) & Setting Event</i>	<i>Behavior(s) of Concern</i>	<i>Consequences</i>

FUNCTIONAL ASSESSMENT FORM

Answer 1 - 4 in order

Student: _____ Date _____ Strengths _____
 Team Members: _____ Interests _____



(3)

(2)

(1)

(4)

A

B

C

<u>Possible Setting Events</u>
Sleep Problems _____
Eating Problems _____
Gaps in Thinking _____
Gaps in Learning _____
Medication _____
Neurological Differences: _____
Problematic Learned Interactions: _____
Orderly transition to school? _____
Basic needs unmet: _____
Sensory Issues: _____
Anxiety: _____
Other: _____

<u>Predictors/Antecedents</u>
Time of Day _____
Activity(s) _____
What happens before _____
What happens after _____
Location(s) _____
Frequency _____
Intensity (Mild, Moderate, Severe) _____
Whom is student with at these times: _____
Other possible triggers: _____
Academic Task: _____
When is he/she most successful _____
Where is the biggest gap in fit in school? _____
Where is it most evident _____

<u>Problem Behaviors</u>
1) _____
1) _____
1) _____
1) _____
1) _____
1) _____
1) _____

<u>Apparent Purpose of Inappropriate Behavior Hypothesis Statement:</u>
1) _____
1) _____
1) _____
1) _____
1) _____
1) _____
1) _____



Setting Event

Strategies to Adjust Antecedents

**Teaching Student Alternative
Strategies For Getting His/Her
Needs Met**

Who/Where

SUMMARY STATEMENT (HYPOTHESIS STATEMENT)

<p style="text-align: center;">← A →</p> <p>B Current circumstances in this Behaviors student's life</p>	<p>C In School Needs</p>	<p>Problem</p>
<p>observed: As a Result of:</p>	<p>To get or avoid this: In this school situation:</p>	<p>These problem behaviors are likely to be</p>

BEHAVIOR INTERVENTION PLAN

Changes in Environment

To best encourage conditions for student to practice new skills or replacement behaviors

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Identify Skills to be Taught

To teach and reinforce acquisitions and Practice of new behavior(s)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Positive Reinforcers

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Corrective Procedures

- _____
- _____
- _____
- _____
- _____

BEHAVIOR INTERVENTION PLAN

APPARENT PURPOSE OF BEHAVIOR	POSITIVE BEHAVIO RS	ANTECEDENT / ENVIRONMEN TAL MODIFICATIO NS	TEACHING STUDENT- STRATEGIE S (SKILLS)	POSITIVE CONSEQUEN CES	NEGATIVE CONSEQUEN CES	By Whom
A.						

B.						



Understand Reasons for Specific Problems

We can begin to understand reasons for problem behavior (or any behavior) with a model of behavior.

1. Something sets student up... *also called the setting event*

Examples

2. Something set student off... *also called the antecedent or trigger*

Examples

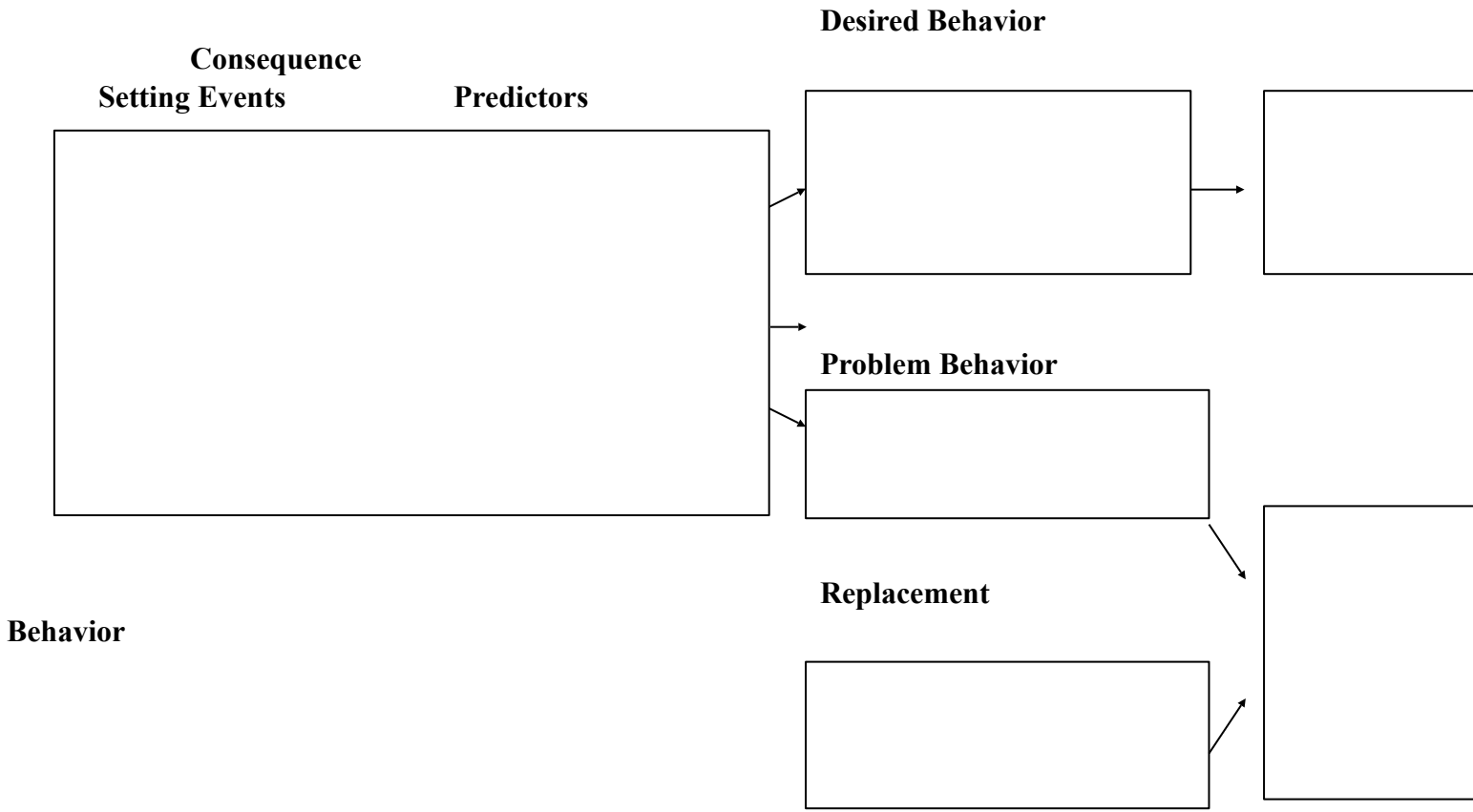
3. So they... *the behavior, maybe the problem behavior*

Examples

4. And they get or avoid... *the payoff*

Examples

BUILDING A SUPPORT PLAN



<p>What are ways to change the context to make the problem behavior unnecessary?</p> <ul style="list-style-type: none"> ___ Clarify rules and expected behavior for whole class ___ Written contract with the students ___ Student self-monitoring form extra ___ Change seating arrangement ___ Change schedule ___ Counseling 	<p>What are ways to prevent the problem behavior?</p> <ul style="list-style-type: none"> ___ Reminders about behavior when problem behavior is likely ___ Provide assistance ___ Modify assignments to match student skills _____
---	---

<p>What can be done to increase expected behaviors or to teach a replacement behavior?</p> <ul style="list-style-type: none"> ___ Practice expected behavior in class ___ Self-management program _____ _____ _____ _____ _____
--

<p>What should happen when a problem behavior occurs?</p> <ul style="list-style-type: none"> ___ Reward/punishment program ___ Contact with parent ___ Reduced privileges ___ Time out ___ Office referral ___ Reprimand in private _____ _____ _____
--

From FA to BIP

1. Start with the completed FA in a graphic format

2. Next, for each area of the FA, brainstorm what you can to do to either:

- **Get rid of that**
- **Add something to change that**
- **Cover it up**

3. What skills can we teach with the competing behavior analysis?

- **Easier?**
- **Likely?**
- **Fun?**
- **Does it meet a perceived developmental need?**
- **Support the student's dignity?**

Competing Behavior Analysis

The process of selecting new behaviors to teach, encourage, or reinforce that will replace a problem behavior.

The new behavior must:

- (a) Perform the same function as the problem behavior.
- (b) Be more efficient than the problem behavior.
This means it must be:
 - Less effort than the problem behavior
 - Result in reinforcement more quickly and more reliably than the problem behavior
- (c) Be something that we can encourage.

Can I teach it?

- λ Look for general rules
- λ Utilize problem solving
- λ Promote critical thinking (what will happen)
- λ Teach social skills
- λ Always focus on low tech
- λ (technical, jargon-filled approaches may turn people off)

Effective Behavior Intervention Plans (BIP): Include the Following:

- 1) Strategies to addressing the things that get the student ready to have trouble
- 2) Strategies to improve the student's environment
- 3) Ways to teach new skills, ways to communicate, or to cope better
- 4) Strategies to address things that set the student off
- 5) Ways to encourage, recognize or reinforce positive behavior and to prevent rewarding inappropriate behaviors
- 6) Responses to problem behaviors
- 7) Damage Control

If your plan does not include these things be sure you have decided that they are not needed.

Behavior Support Tools

PROACTIVE INTERVENTION STRATEGIES

Interventions that are implemented prior to the occurrence of the targeted behavior.

- Remove causes
- Address needs from student's perspective
- Distract when a "trigger" occurs
- Teach new skills
- Teach routines
- Promoting, adding information, and adding predictability
- Improving communication
- Encouraging and recognizing efforts
- Environmental changes
- Self-management
- Add coaching and check-in strategies
- Consider developmental needs of student
- Tie learning to interest of student

STRUCTURED INTERVENTIONS

Structural Interventions refer to the things that we do to add structure to an environment. We most often need to add structure when students are confused or unsure about what is going on or what is expected of them. With these interventions we often think of the need for preference and choice, but we also need to think of the innate human need to clarify and understand the world.

Here are some examples of structural interventions.

- Defining responsibilities
- Defining expectations and role

- Adding reminders of expectations or instructions

- Schedules
- Managing transitions
- Teaching limits
- Teaching when things are OK versus not OK
- Teaching routines
- Adding predictability
- 4 to 1 positive to corrective interventions for positive student efforts
- Find preferred learning style for positive prompts

ENVIRONMENTAL INTERVENTIONS

With **Environmental Interventions**, we are considering changing features of the environment that cause a student's problems. We then want to:

- Remove the thing that is bothering the student
- Change responsibilities
- Change features of the student's work space such as noise or lighting
- Listen to student preferences
- Distract students when a trigger occurs
- Keep students involved and occupied

MEETING UNIQUE NEEDS

Unmet needs are a significant source of frustration and, therefore, a significant source of student problem behaviors. Most of us, as adults, do well at meeting our own needs. But when students rely strictly on others to help in daily life, the larger framework of needs can be forgotten quickly.

- Relationship changes

- Build a friendship network and build personal connections
 - Introduce students to others who are near them and promote having a work partner.
 - Don't set limits on who can be friends. Students with and without disabilities can be valuable in social lives.
 - Don't create invisible walls around a student.
 - Always model respect and politeness in your supportive interactions.
- Listening to student preferences.
- Address wellness issues.
- Consider a student's personal meaning making.
- Loneliness may be the greatest student disability.

INSTRUCTIONAL INTERVENTIONS

Instructional Interventions often are necessary to teach or support functional alternatives to problem behavior. Building new skills will benefit just about everybody by helping the student to see and overcome challenges in life.

- Teach new communication skills
- Teach social skills
- Teach learning skills
- Pre teach expectations before content instruction and transitions
- Teach routines to follow
- Use alpha vs. beta directions
- Use different modes of instruction (visual, auditory, kinesthetic)

- Teach students to make choices. Choice making can be taught like any other skills. Consider the four levels of choice making.
 - Open Choice: Give the freedom to decide what to do without any advice or suggestions
 - Constructed Choice: Remind the student of the chance to make a choice, but do not tell what the choices are
 - Multiple Choice: Give a number of options
 - Offer at least two positive choices that student can live with
 - Restricted Choice: Select between an appropriate choice and the choice that will result in a negative consequence

MENTAL HEALTH INTERVENTIONS

Mental Health Interventions are absolutely necessary for a student who has a mental illness, but some of these ideas could be beneficial for just about any student.

- Medication. If a student has a psychiatric illness, medication is often the treatment of choice.
- Counseling. Counseling can be adapted to students with the range of abilities and may be provided one-to-one or in groups.
- Desensitization. Slowly get a student used to the things that bother him or her.
- Relaxation. Many students, with or without disabilities, have a tough time relaxing. Here are some strategies that work:
 - Breathing meditation
 - Visual meditation
 - Long walks when you teach breathing meditation during walking time
 - Listening to music
- Validation. Basically, with validation the student is validated in his

or her feelings or ideas, and then those feelings or ideas are used to guide the student in more useful activities.

MOTIVATION AND CONSEQUENCE INTERVENTIONS

Motivation Interventions help build motivation to do things. They are often followed by consequence interventions.

- Goal setting
- Planning for big goals
- Giving frequent feedback
- Making things more fun to do
- Get allies in creating interest in activities

Consequence interventions refer to things we do to either encourage or extinguish a student's behavior. Behavior Intervention Plans typically refer to using consequences to manage behavior. These strategies are called consequences because a consequence is delivered to decrease the possibility of the reoccurrence of the behavior.

Providing Incentives. With an incentive consequence, a positive thing is given to the student as a result of something the student does. The positive consequence is thought of as an incentive. If the person likes the incentive, they are more likely to do the same thing again. Students can also be provided with an incentive to stop doing something unpleasant when they do a specific behavior. Group incentives may also be provided.

There is a big difference between natural consequences and punishment delivered by staff. Natural consequences are the ordinary unpleasant consequences that any of us might face as a result of our actions. Punishment is what adults do to consequence a behavior.

REACTIVE INTERVENTIONS

Reactive Interventions are used when we know that a person is going to have some problems, or has already had problems.

- De-escalation
- Damage Control
- Calming
- Relaxation
- Reduce demands
- Increase reinforcements
- Give the person time or space alone
- Avoid reinforcing problem behavior

Problem Solving

1. What is the problem? One sentence – The problem is that...

2. What are some possible intervention ideas?

3. Pros and Cons for each idea

Idea	Pros	Cons

4. Pick one and further develop the idea into an intervention

Teach Behavior Support:

Focusing on Trouble Spots

Sometimes, one step of a skill gives a student trouble. You can recognize this by observing the student's performance, and noting where problems occur.

If this happens:

- 1) Teach that skill in isolation

- 2) Begin with the step right before the trouble spot

- 3) Role play first in isolation then in situations in which the skill will be used

- 3) Give extra support while the student is learning this step, such as more verbal prompting or modeling the trouble step right before the trainee tries the step

Example: If a student is having trouble with one part of a behavior plan (let's say they can recognize escalated behavior, but are having trouble with de-escalation), teach de-escalation alone in mock situations in which the person is often escalated.

APPENDIX

Functional Assessment

Team Leader Protocol

Screening for an Understanding of Student Problem Behavior. . . An Initial Line of Inquiry

Line of Inquiry	Guiding Thoughts for the Interviewer/Facilitator										
<p><i>Introduction of the Interview Process to the Team</i></p> <p>What we are going to do is go through a process that may give you a better understanding of (<u>name's</u>) behavior. The outcome of this process is that you will gain some new insights about his (or her) behavior, and you will, therefore, be in a better position to develop some useful hypotheses about what is influencing his/her behavior. From these hypotheses you can begin to develop strategies that will help you to better address your team's concerns. The process should also illuminate some skill deficits and lifestyle issues that will have to be addressed over the longer term. By the end of the meeting we should have developed some hypotheses, developed a plan to achieve some short term reduction in problem behavior, and begun to look at an intermediate time span to give the student time to learn the skills he or she needs to develop.</p> <p>If you are ready to begin, I'll get us started by simply recording what you see as the student's problem behavior. The next thing we're going to talk about are the things that set off the student's problem behavior. These are what we call "fast triggers." These are specific things that are going on as the problem occurs (we suggest using the metaphor of "fast triggers" when speaking about Antecedent conditions. We encourage you to label that column on the flip chart as such and not as "antecedent." The same holds true for Setting Events being referred to as "slow triggers.") Next we will talk about "slow triggers." These are setting events that will adversely influence the student's behavior from a distance in space/time. These are things that influence the student's quality of life such as the family situation, lack of opportunity, issues of general health and well being, and things that tend to reduce the student's coping mechanisms or impede his/her abilities. Next we will talk about what happens to the student when he/she engages in the noted problem behavior. Then we're going to talk about why the student might be acting the way he/she is acting. Having overviewed the process, what does he/she do that you see as a problem?</p>	<ul style="list-style-type: none"> • The process of the interview will be greatly aided by the interviewer/facilitator using a flip chart (as opposed to a piece of paper at the table) to record salient information from the team. <p>You should set your top page on the flip chart in the following format to parallel the line of inquiry:</p> <p>Strengths of the Student:</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Slow Triggers</td> <td style="width: 20%;">Fast Triggers</td> <td style="width: 20%;">Problem</td> <td style="width: 20%;">Perceived</td> <td style="width: 20%;">Actual</td> </tr> <tr> <td>(Setting Events)</td> <td>(Antecedents)</td> <td>Behavior</td> <td>Functional</td> <td>Consequence</td> </tr> </table> <ul style="list-style-type: none"> • Whenever possible, include family members, others who know the child well, and the child him/herself (where appropriate) in addition to school staff in the process. Also, where appropriate, other agency staff should be recruited to participate. • The primary emphasis throughout the process is to facilitate the team in reaching consensus on relevant factors related to the child's behavior as a result of responses/dialogue on focused questions. • It is important to generally adhere to the line of inquiry as presented, as it should aid you in keeping the team focused on relevant program issues as opposed to the meeting serving only as an outlet to vent frustration with or at the child. 	Slow Triggers	Fast Triggers	Problem	Perceived	Actual	(Setting Events)	(Antecedents)	Behavior	Functional	Consequence
Slow Triggers	Fast Triggers	Problem	Perceived	Actual							
(Setting Events)	(Antecedents)	Behavior	Functional	Consequence							

Line of Inquire	Guiding Thoughts for the Interviewer/Facilitator
<p>Identifying Problem Behaviors:</p> <ul style="list-style-type: none"> • Ask: “What does he/she specifically do that is a problem?” • Ask questions that operationalize the behaviors. For example: <ul style="list-style-type: none"> * “What does he/she do that aggravates other students?” * “How does he/she show disrespect?” * “What does his/her defiance look like? Sound like?” 	<ul style="list-style-type: none"> • While it is theoretically ideal to start by discussing student strengths, it is likely that the team you are facilitating agreed to meet in light of what they feel are problems concerning this particular student’s behavior. Therefore, it is prudent to acknowledge the team’s current mindset, and to subsequently start by focusing on what team members describe as the student’s problem behavior.
<p>Identifying Student Strengths:</p> <ul style="list-style-type: none"> • Ask: “What does he/she do that is helpful to other students?” <ul style="list-style-type: none"> * “How does he/she show respect?” * “What are his/her greatest attributes?” 	<ul style="list-style-type: none"> • Once team members have had an initial opportunity to process information related to the student’s problem behavior, it is important to help the team identify not only what the problems are, but also what are positive attributes of the student to build upon (list the positive attributes in the “strengths” section).
<p>Identifying Antecedents and Setting Events:</p> <ul style="list-style-type: none"> • Ask: “What sets his/her problem behavior off?” • Ask: “What is going on when he/she does these things?” • Ask: “What else is going on when the problem behavior occurs?” • Clarifying and re-labeling. For example: <ul style="list-style-type: none"> * Ask questions like: “Does getting started on all assignments create difficulty, or only certain types of assignments?” * Follow up by asking questions like: “If written tasks are the primary problem, are they a problem across all subject areas?” <p>General Discovery. Specifically:</p> <ul style="list-style-type: none"> • Ask: “Are there problems with transitions?” • Ask: “Are there problems with specific kids?” • Ask: “Are there problems with specific adults?” • Ask “Are there problems with other general features?” <p>Interviewer Note: Problem behaviors are added as they are identified throughout the interview process.</p>	<ul style="list-style-type: none"> • Try to help the team to operationally focus on fast triggers at the point in the process. • During the interview, we recommend separating Antecedents and Setting Events as far as the inquiry goes. Setting Event issues tend to emerge naturally throughout the interview. The facilitator should be listening for evidence of life stressors, general health issues, coping skills (or lack thereof), etc. These should be recorded on the chart as Slow Triggers. In the event that these issues do not emerge, the interviewer/facilitator should make specific inquiries into these areas. <p>It is predictable that you will get many examples of what will likely be described as different kinds of work refusal or defiance. While it is useful in the previous step (Problem Identification) to operationalize problem behavior, it is more useful to use generalities at this stage in this section. Thus, in the above example, we recommend that you summarize the work refusal and defiance as simply, “. . . whenever a demand or a request is made.” Similarly, problems in halls, Cafeteria and recess can be summarized broadly.</p>

Line of Inquiry	Guiding Thoughts for the Interviewer/Facilitator
<p>Identifying Consequences of Problem Behaviors:</p> <ul style="list-style-type: none"> • Ask: “What do you do when the problem behavior occurs?” • Ask: “What happens immediately after the problem behavior occurs?” • Ask questions that will elicit both imposed (structural) consequences (e.g., loss of points) as well as those that are more naturally occurring environmental (functional) consequences (e.g., reactions of other children). In example, ask: <ul style="list-style-type: none"> * “What do you do immediately when he/she engages in the problem behavior?” * “What do the other students do immediately when he/she engages in the problem behavior?” 	<ul style="list-style-type: none"> • It is important to help the team to understand the difference between “imposed or structural consequences” and “natural or functional consequences.” • Some participants will offer strategies that they are using to address the problem such as “Praise him for doing his work.” This response should be redirected at this stage to something like, “But tell me what you actually do after he engages in the problem behavior?”
<p>Identify Perceived Function:</p> <ul style="list-style-type: none"> • Ask: “What do you think he/she gets by behaving this way? What actually happens?” • Ask: “What might he/she get out of or avoid?” • Ask: “What else does he/she get or avoid?” • General Discovery. Specifically: <ul style="list-style-type: none"> * Ask: “Does his/her behavior result in a power struggle?” * Ask: “Does his/her behavior help him to clarify the parental (family) system?” 	<ul style="list-style-type: none"> • Keep in mind that it is not uncommon for a child’s particular behavior to serve more than one purpose/function for that child. Therefore, be sure the team focuses on all relevant settings and clearly understands the relationship between the child’s behavior and its function. While being efficient with everyone’s time (as most teams have scheduled timeframes within which to meet), try to elicit as much detail from team members as possible concerning the function of the problem behavior.
<p>Interviewer note: Most teams will identify one, some, or all of the following perceived functions:</p> <ul style="list-style-type: none"> * Avoid unpleasant circumstances (work, person, place, activity, etc.) * Gain access or connection with others * Get access to preferences * Obtain a sense of power and control * Clarify the rules * Clarify parental roles * Reduce anxiety or release tension * Sensory feedback (feels good) * Escape feeling of inadequacy 	

Line of Inquiry	Guiding Thoughts for the Interviewer/Facilitator
<ul style="list-style-type: none"> • Summarize Perceived Functions segment. Examples: <ul style="list-style-type: none"> * “These are the things he/she is trying to get or avoid.” (verbally list them for added impact.) * “These are the things that all children need!” (get agreement from team.) * “Most kids get these types of examples met through socially acceptable means.” * “The problem is that he/she is getting (perceived function) by doing this (problem behavior) at an unacceptable frequency, intensity, duration, or at inappropriate times instead of using more acceptable ways to obtain the same results.” 	<ul style="list-style-type: none"> • If you find the team is exclusively focusing on the student’s problem behavior at this point (i.e., giving no recognition of anything positive that the student does), there are a number of strategies you can use to broaden the team’s focus. For instance, it may be helpful to clarify that while the team is trying to find the function for problem behavior, it is important to acknowledge that there are many instances of appropriate behavior. It may be useful to ask for a story of what happens when the student engages in appropriate behavior. It is recommended that you put that sequence on the chart under the categories of behavior, antecedents, perceived functions and actual consequences. It is quite powerful for the team to see that the student gets the perceived functions (needs) met by what is perceived as appropriate behavior as well. This can be brought back up when developing strategies and when using the Competing Path Analysis.
<p>Specific Hypothesis Formation:</p> <ul style="list-style-type: none"> • Ask/summarize as follows: Any of these antecedents (verbally list them again for impact/review) appear to set off any of these problem behaviors. Do you agree? <p>The goal here is to have the team understand that most, if not all, problem behaviors are a response to any given set of antecedent and setting event conditions. The presence of the noted antecedent conditions will increase the likelihood of the student using the problem behaviors listed. It is rare at this stage of the assessment process that a specific antecedent will be directly paired with only one specific problem behavior. This concept seems to make a great deal of sense to teams.</p>	<ul style="list-style-type: none"> • When summarizing members’ statements, try to use their language to the greatest extent possible. Be sure to explain your translation of their terms into other words where necessary. • Despite the fact that this initial line of inquiry will serve as an entry point for most teams, whenever possible it is recommended that specific hypothesis statements be developed by the team and that the influence of the identified quality of life factors (i.e., setting events be discussed).

Line of Inquiry	Guiding Thoughts for the Interviewer/Facilitator												
<ul style="list-style-type: none"> • Ask/summarize as follows: “So, when (<u>antecedent event</u>) happens in conjunction with (<u>setting events</u>), he/she does (<u>problem behavior</u>), in order to (<u>perceived function</u>).” * The facilitator/consultant leads the team to the specific hypothesis by selecting any antecedent and setting event and pairing it with any problem behavior and then inviting the team to supply the function (in order to . . .). This serves the dual purpose of teaching the structure of writing specific hypothesis statement in the A-B-C format; and if there are any idiosyncratic antecedent/problem behavior relationships, they will be more than likely identified here. At this point teams are generally opening up their perspective to new relationships and possibilities and are energized for brainstorming solutions. * Based on the team’s circumstances (knowledge base, time, composition), you can also consider describing the competing Path Analysis. 	<ul style="list-style-type: none"> • In generating specific hypotheses, it may be helpful to formally introduce the team of the Competing Path Analysis. If the circumstances at this particular juncture do not lend themselves to a formal introduction to this analysis, you will want to follow up with (at a minimum) key team members following the meeting. In either case, you should incorporate your understanding of the Competing Path Analysis into your facilitation of the team. <p style="text-align: center;"><u>Identify the “desired behavior” and an “alternative behavior”</u></p> <table style="margin-left: auto; margin-right: auto; border: none;"> <tr> <td style="padding: 5px;">Setting Events</td> <td style="padding: 5px;">Predictors/ Antecedents</td> <td style="padding: 5px;">Problem Behavior</td> <td style="padding: 5px;">Maintaining Consequence Function</td> </tr> <tr> <td></td> <td></td> <td style="padding: 5px;">Desired Behavior</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="padding: 5px;">Alternative Behavior</td> <td></td> </tr> </table> <ul style="list-style-type: none"> • Be sure to use the flip chart with team notes to re-focus the team on an ongoing basis. This should also serve to reinforce the team for their work so far. 	Setting Events	Predictors/ Antecedents	Problem Behavior	Maintaining Consequence Function			Desired Behavior				Alternative Behavior	
Setting Events	Predictors/ Antecedents	Problem Behavior	Maintaining Consequence Function										
		Desired Behavior											
		Alternative Behavior											

Line of Inquiry	Guiding Thoughts for the Interviewer/Facilitator
<p>Developing Interventions:</p> <ul style="list-style-type: none"> • Ask the team to examine the list of imposed consequences and decide if the child is meeting his/her needs (function) by engaging in use of the problem behavior (e.g., student is trying to avoid doing a difficult task and the consequence for misbehavior is termination of the task at hand in order to be sent to the office). The first step in planning interventions is to identify different ways for the student to meet his/her needs that are socially acceptable to achieve the same function (i.e., replacement behavior). • Describe how 1) the team can manipulate antecedent and setting event conditions; 2) that the team can teach new skills to the student in order to help him or her a) learn a replacement behavior, b) improve general skills, and c) improve self-control, and 3) the consequence strategies need to stress reinforcement strategies to increase use of alternative behaviors. 	<ul style="list-style-type: none"> • In formulating interventions, be sure to consistently link (through restatements) the relationship between the team’s hypotheses and their interventions of choice. Be sure to place greatest emphasis on the learning of new alternative skills and explain that redirection of problem behavior will become a secondary effect once the child learns/uses these skills on a consistent basis. Also, be sure to emphasize the importance of the team reinforcing/honoring the child’s use of alternative skills (particular functional equivalents to the problem behavior) so that the problem behavior becomes ineffective, inefficient, and irrelevant.

MANIFESTATION DETERMINATION FOR IDEA ELIGIBLE STUDENTS

The purpose of a Manifestation Determination is for the IEP team to determine whether a student's behavior, which is subject to discipline, is a manifestation of his or her disability. To do this, the team must compare the present behavior with information about the student's disability and past behavior. The legal guidelines that must be followed are outlined on the following pages.

The IEP team must meet as soon as possible, but in no case later than ten (10) school days after the date on which the decision to take disciplinary action is made. Proper notice of the IEP team meeting must be given. At the meeting, the team must consider, in relation to the behavior in question, all relevant information including evaluation and diagnostic results, observations of the student, the student's IEP and placement documentation and information supplied by the parents.

If the team determines that the behavior was a manifestation of the student's disability, the student may not be expelled or suspended beyond the ten 10 day limit (10 school days in the current school year). If the team determines that the behavior was not a manifestation of the disability, the student may be disciplined in the same manner as a non-disabled student, but all special education and discipline records of the student must be transmitted for consideration by the District Hearings Officer or other person making the final determination regarding disciplinary action.

Necessary steps:

1. Scheduled meeting of IEP team and other qualified personnel and give parents prior written notice of the meeting and their parental rights.
2. Collect relevant information for consideration by the IEP Team.
3. Convene the meeting of the IEP team not more than ten (10) School days after the decision to take action.
4. At IEP team meeting, consider relevant information and school policies, and complete manifestation determination using worksheet.
5. Notify the parents of the determination.
6. If student is to be disciplined in same manner as non-disabled students, forward special education and discipline records to District Hearings Officer or other person making the final determination regarding disciplinary action.

Manifestation Determination Worksheet for IDEA Eligible Students

Student's Name: _____ Date: _____

District: _____ Resident School: _____ Attending School: _____ Grade: _____

Qualifying disability under IDEA _____

Sources of information: for completing Manifestation Determination: (attach copies)

- | | |
|----------------------------------|-----------------------------------|
| _____ Functional assessment | _____ IEP and placement documents |
| _____ Assessment/evaluations | _____ Interviews conducted |
| _____ Diagnostic information | _____ Direct observation |
| _____ Behavior Intervention Plan | _____ Information from Parents |
| | _____ Other: _____ |

Behavior Incident: _____

General building policy which relates to student's behavior in question: _____

Proposed disciplinary action: _____

A: IEP/PLACEMENT

- | | | |
|--|------------------------------|--|
| 1. In relationship to the behavior is the IEP appropriate? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Is the present placement appropriate? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Were special education and related services provided consistent with the student's IEP and placement? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Were all supplementary aids and services provided consistent with the IEP and placement? | <input type="checkbox"/> N/A | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 5. If the behavior in question was in the IEP, were behavior intervention strategies consistent with the IEP | <input type="checkbox"/> N/A | <input type="checkbox"/> Yes <input type="checkbox"/> No |

If the answer to any of the questions is No, then you must conclude the behavior is a manifestation of the disability.

B: Nature of the Disability:

1. Describe the child's disability. **(Include any behavioral characteristics and severity.)** _____

2. To what extent, if any, does the child's disability impair his or her awareness and understanding of the impact and consequences of the behavior in question? _____

3. At the time of the offense, did the student lack substantial capacity to appreciate the wrongfulness of the misconduct as a result of the student's disabilities? _____
4. Prior to the offense, had the student demonstrated or expressed an understanding of the rule(s) involved? _____

If the child's disability impaired their ability to understand the impact or consequence of their behavior or to control their behavior, the behavior must be considered a manifestation of their disability.

C: Role of Impulsivity

Impulsivity is generally regarded as an unpremeditated and abrupt act or feeling.

1. To what extent, if any, does the disability impair the students ability to control his behavior? **(Include a description of specific characteristics related to the disability and the child's ability to consider long range consequences before action.)** _____

2. To what extent, if any, does the child demonstrate a pattern of impulsivity in school? _____

3. To what extent, if any, does the child demonstrate a pattern of impulsivity at home? _____

4. To what extent, if any, are the current and previous act(s) related to impulsivity? _____

5. At the time of the offense, did the student lack substantial capacity to control his or her behavior as a result of the student's disability? _____

D: Review of Disciplinary Records
(Attach additional pages as necessary)

1. Has the behavioral incident or similar behavior occurred in the past? _____

2. What is the additional behavioral history of the student? **(Including, severity, setting and frequency)?**

3. What is the history of behavioral interventions:? **(Include a description of how long the behavior has been occurring, settings where interventions have been applied and results of the behavioral techniques used to date)** _____

4. Did the child exhibit similar behavior in the past that was related to the disability? **(If so, provide the approximate date(s), specific behavior, and resulting discipline)** _____

E: Determination

Based on the above factors, is the student's behavior in this specific instance a manifestation of the student's disability?

_____ Yes _____ No

<u>POSITION</u>	<u>SIGNATURE</u>	<u>AGREE</u>	<u>DISAGREE</u>
Special Education Teacher	_____	_____	_____
Person Knowledgeable about Evaluation	_____	_____	_____
District Representative	_____	_____	_____
Parent or Guardian	_____	_____	_____
Regular Education Teacher	_____	_____	_____
Other	_____	_____	_____

MANIFESTATION DETERMINATION FOR SECTION 504 ELIGIBLE STUDENTS

The purpose of a Manifestation Determination is for the 504 team to determine whether a student's behavior, which is subject to discipline, is a manifestation of his or her disability. To do this, the team must compare the present behavior with information about the student's disability and past behavior. The legal guidelines that must be followed are outlined on the following pages.

The 504 team must include persons knowledgeable about the student, evaluation data, and services available in the district. The team must meet as soon as reasonably possible. At the meeting, the team must consider, in relation to the behavior in question, all relevant information including evaluation and diagnostic results, observations of the student, the student's 504 documentation and information supplied by the parents.

If the team determines that the behavior was a manifestation of the student's disability, the student may not be expelled or suspended beyond the ten (10) day limit (10 school days in the current school year). If the team determines that the behavior was not a manifestation of the disability, the student may be disciplined in the same manner as a non-disabled student, but all special education and discipline records of the student must be transmitted for consideration by the District Hearings Officer or other person making the final determination regarding disciplinary action.

Necessary steps include:

1. Schedule meeting of 504 team and give parents written notice of the meeting.
2. Collect relevant information for consideration by the 504 team.
3. At meeting, consider relevant information and school policies, and complete manifestation determination using worksheet.
4. Notify the parents of the determination.
5. If student is to be disciplined in same manner as non-disabled students, forward special education and discipline records to District Hearings Officer or other person making the final determination regarding disciplinary action.

Manifestation Determination Worksheet

For 504 Eligible Students

Student's Name: _____ Date: _____

District: _____ Resident School: _____ Grade: _____

Qualifying 504/ADA Impairment: _____

Sources of information for completing Manifestation Determination (attach copies)

_____ Functional Behavior Assessment

_____ Interviews conducted

_____ Assessment/evaluations

_____ Direct observation

_____ Diagnostic information

_____ Information from Parents

_____ 504 documents

_____ Other: _____

Behavior Incident: _____

General building policy or district policy which relates to the behavior in question: _____

Proposed disciplinary action: _____

A: 504 Plan Of Accommodation

1. In relationship to the behavior, is the 504 plan appropriate? Yes No
2. Has the 504 plan been implemented? Yes No
3. Is the placement in the present 504 plan appropriate? Yes No
4. Has that placement been implemented? Yes No
5. Only if the behavior in question was in the 504 plan, were the behavior intervention strategies consistent with the 504 plan? Yes No

If the answer to any of the questions is no then you must conclude the behavior is a manifestation of the disability.

B: Nature of the Disability:

1. Describe the child's 504 impairment? **(Include any behavioral characteristics and severity.)**

2. What major life functions are impacted by the child's disability? **(Include a description of how the disability impedes academic and/or other social performance.)**

3. To what extent, are those major life areas impacted by the child's disability? **(Include a description of the child's strengths, deficits, and coping/compensating strategies.)**

If the child's disability impaired their ability to understand the impact or consequence of their behavior or to control their behavior the behavior must be considered a manifestation of their disability.

C: Role of Impulsivity

Impulsivity is generally regarded as an unpremeditated and abrupt act or feeling.

1. To what extent, if any, does the disability impair the student's ability to control his behavior? **(Include a description of specific characteristics related to the disability and the child's ability to consider long-range consequences before action.)** _____

2. To what extent, if any, does the child's behavior demonstrate a pattern of impulsivity in school?

3. To what extent, if any, does the child's behavior demonstrate a pattern of impulsivity at home?

4. To what extent, if any, are the current and previous act(s) related to impulsivity? _____

**D: Review of Disciplinary Records
(Attach additional pages as necessary)**

1. Has the behavioral incident or similar behavior occurred in the past? _____

2. What is the additional behavioral history of the student? **(Including severity, setting, and frequency)?**

3. What is the history of behavioral interventions? **(Include a description of how long the behavior has been occurring prior to specifically designed instruction or interventions, settings where interventions have been applied, and the results of the behavioral techniques employed to date.)**

4. Did the child exhibit similar behavior in the past that was related to the disability?
(If so, provide the approximate date(s), specific behavior, and resulting discipline.)

E: Determination

Based on the above factors, is the student's behavior in this specific instance a manifestation of the student's disability?

____ Yes ____ No

<u>POSITION</u>	<u>SIGNATURE</u>	<u>AGREE</u>	<u>DISAGREE</u>
504 Plan Coordinator	_____	_____	_____
Person Knowledgeable about Evaluation	_____	_____	_____
District Representative	_____	_____	_____
Parent or Guardian	_____	_____	_____
Teacher	_____	_____	_____

Other

_____	_____	_____
_____	_____	_____

FUNCTIONAL BEHAVIOR ASSESSMENT PROCESS

This is a tool intended for a Functional Assessment Team to collect and organize information about the conditions, causes and functions problem behaviors serve for a student. The object is to create a hypothesis or summary statement and a plan to address these behaviors.

Page one is the blank form to be recorded by the team. The team starts with identifying students strengths and interests (his or her assets).

Step (1) is a behavioral, objective, description of problematic behaviors.

Step (2) is to identify when, where, with whom the behavior(s) are most likely to occur. (fast triggers).

Step (3) is the context, or life conditions that may be contributing to the child's behavior. (slow triggers).

Step (4) is what the possible function(s) the behavior is serving or the need the student is attempting to meet.

The bottom of each step are potential accommodation/modifications for the above information.

Page 2 is a menu of possibilities for each of the 4 steps for the team to consider.

Page 3 is a list of possible strategies or Behavior Improvement Plan to adjust setting event and predictors.

Note: Much of this information is adapted from Hill Walker's work on Antisocial Behavior, Jeff Sprague, and George Sugai (University of Oregon), and Vern Jones' book "Classroom Management".

Student Name: _____

FUNCTIONAL ASSESSMENT

FORM **Teacher:** _____

Date: _____

Answer 1 – 4 in order

(3) SETTING EVENTS	(2) PREDICTORS, ANTICEDANTS	(1) PROBLEM BEHAVIORS	(4) APPARENT PURPOSE OR NEED BEHAVIOR SERVES TO AVOID OR OBTAIN
<p>Neurobiological ρ Impaired impulse control ρ Self stimulation i.e., rocking, rubbing ρ Inability to settle body and mind ρ Difficult temperament (for school setting) ρ Overactivity level (for school setting) ρ Head injury or toxin ρ Highly distractible ρ Anxious, fearful, stressed</p> <p>Basic Needs Unmet ρ Food, shelter, sleep</p> <p>Medical Needs Unmet ρ Sensory problems ρ Health needs ρ Safety needs</p> <p>Isolation Disconnection, Depression From: ρ Peers ρ Adults ρ Lack life energy/motivation for school or life</p> <p>ρ Past Trauma Effecting Current Functioning</p> <p>Antisocial Patterns (A) ρ Early onset ρ Late onset</p> <p>Problematic Learned Interaction Patterns ρ With peers ρ With adults ρ Problems making transition to school ρ Family Conflicts</p>	<p>Academic Driven ρ Whole class work ρ Receiving instruction ρ Preparing for task ρ Independent work ρ Small group work</p> <p>Authority Driven ρ Males or females ρ Regular teacher ρ Ancillary staff (music technology) ρ Substitutes</p> <p>Peer Driven ρ Problems with most peers ρ Problems with specific peers ρ With increased numbers of peers present ρ Setting determined, during less supervision</p> <p>Procedure Driven ρ Transitions ρ Start-stop procedures ρ Less structured areas</p> <p>ρ Access to desirable objects, tasks or people i.e., can't wait</p> <p>Communication Driven ρ Student lacks other skills to</p>	<p>Tunes Out Instruction ρ Doesn't take instruction ρ Doesn't start assignment ρ Doesn't work consistently ρ Doesn't turn work in ρ Doesn't ask for help</p> <p>ρ Distracts others</p> <p>Non-Compliance ρ Passive non following through of direction ρ Simple refusal ρ Direct defiance ρ Over negotiates ρ Escalates into temper outbursts</p> <p>Problems With Peers ρ Bullying- Victim Role ρ Victim role with others ρ Intrusive verbally ρ Intrusive physically ρ Peculiar behavior or communications</p> <p>ρ Escalating patterns ρ Takes others belongings</p> <p>Resists Changes ρ Agitation ρ Refusal, verbal/physical ρ Appears confused or overwhelmed ρ Withdraws ρ Argues</p> <p>ρ Inappropriate Behaviors</p> <p>ρ Other _____</p>	<p>ρ Academic Needs Not Being Met</p> <p>ρ Avoidance of task(s)</p> <p>ρ Self regulation i.e., discharge of impulses</p> <p>ρ Attention/Validation from adults</p> <p>ρ Attention/Validation from peers</p> <p>ρ Need for control by avoiding direction from adults</p> <p>ρ Protection from vulnerability</p> <p>ρ Need to test limits for power or security</p> <p>ρ Lack of commitment to task or optimism about competence</p> <p>ρ Lacks trust of adults in authority</p> <p>ρ Predatory defenses through aggression</p> <p>ρ Behavior is the only means to communicate a need or want</p>

<p>ρ Alcohol/Drug problems in self or family</p> <p>ρ Other:</p>	<p>indicate needs or wants</p> <p>ρOther _____</p>		
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(A) **Antisocial Behavior patterns include:** Recurrent violations of rules, i.e., hostility, aggression, defiance of authority.

Early Onset – more intractable, earlier arrests, alienation of peers, socialized early by family.

Later Onset – Better prognosis, socialized more by peers, not by pathological family (Walker, “Antisocial Behavior”).

SETTING EVENTS	PREDICTORS/ANTECEDENTS
<p>Neurobiological ρ Involve family to obtain developmental history ρ MD appointment with specific concerns communicated ρ Assess with family for community services</p> <p>Basic needs unmet ρ Connect with family to offer community “Strength Based” assistance ρ YST or Community staffing team</p> <p>Medical/Sensory ρ Facilitate referral to MD ρ Utilize district nurse</p> <p>Trauma ρ Facilitate services of trauma specialist ρ Reassure safety frequently ρ Modify settings to insure sense of safety ρ Coordinate with community agent i.e., Mental Health Worker</p> <p>Isolation/disconnection/depression ρ Assess cause ρ Increase students perceived support base ρ Teach social skill for inclusion, asking for assistance ρ Offer small group for academic tasks or social opportunities ρ Peer assistance ρ Cross age tutoring ρ Opportunities to build status with peers ρ Refer if remains unable to have energy for life or school ρ Involve student in decision making</p> <p>Transition to School ρ Task analysis-break down steps to beginning school day and modify as such ρ Increase structure and support with preferred adult or peer ρ Begin day with incentive schedule ρ Picture schedule or organizing activity ρ Daily check in group or with “coach”</p> <p>Learned Antisocial Interaction Patterns ρ Identify clear expectations for positive behaviors ρ Cost/benefit program for acceptable and non acceptable choices ρ Assess if early or late onset ρ Early onset requires full participation by parents, and community professionals ρ Late onset may be responsive to goal setting and reinforcement for positive and negative behaviors, monitoring peer influences</p>	<p>Academic Driven ρ Pinpoint specific problem ρ task analysis, breakdown steps for problematic task expectation ρ Create a strengths-needs scale* (a) ρ Modify content, length, time to perform tasks ρ Modify seating ρ Increase or decrease movement options ρ Stimulate interest areas* (b) for student ρ Allow peer help ρ Teach organization skills ρ Teach positive self talk ρ Teach communications skills: ρ How to get help, how to ask for a break, a quieter place ρ To recognize when help is needed ρ Over-teach classroom skill required* (c) ρ Pre-teach academic expectation* (d)</p> <p>Authority Driven ρ Evaluate quality of relationship*(e) ρ Increase rapport ρ Goal setting for specific expectations ρ Identify positive and negative adults for student-increase access to former ρ Look for ways to reinforce expected behaviors – 3:1 positive to negative statements ρ Response Cost Plan* (f) ρ Allow limited (2) choices when giving directives ρ Increase “Alpha” vs. “Beta” directives* (g) ρ Reinforce small steps toward compliance</p> <p>Peer Driven ρ Increase time with positive peers ρ Decrease time with negative peers ρ Cooperative learning options ρ Teach social skill to improve peer interaction ρ Teach verbal skill to meet social need or want ρ Teach conflict management skills</p> <p>Communication Driven ρ Teach social skill to verbalize or signal need or want ρ Teach multimode expression of need or want* (h) ρ Over-teach skill of communication of need or want* (i) ρ Prepare adults to recognize attempts to communicate* (j)</p> <p>Procedure Driven ρ Pre-teach steps to procedure ρ Specify behavioral expectation ρ Prepare for all changes ρ Picture schedule of procedures ρ Reassure verbally if fearful of change ρ Over request tasks with high degree of success prior to difficult procedure* (k) ρ Allow peer assistance, e.g. “Hall Buddy”</p>

- A. *Identify a list of what a student does well , as well as where improvement is needed. Attempt to build on strengths to improve behavior.*
- B. *Motivation = expectation for success x value of the subject x climate. (Vern Jones). Tying into a child's interest area greatly increases motivation.*
- C. *New behaviors respond best when exaggerating the number of trials to build social skills generalization.*
- D. *Anticipate problem area and question or state expectation for what will happen next.*
- E. *Examine how child may be "training" a negative response in adults. Consider ways to interrupt their learned interaction pattern.*
- F. *After expectation is clear, remove a privilege and name negative behavior (stated with brevity)*
- G. *Alpha commands are clear, direct, short and direct a student what to do and allow some time for compliance to occur. Beta commands are more wordy, vague, have multiple instructions and state what not to do.*
- H. *Present academic and behavioral curriculum and expectations in more than one mode; verbal, visual, role play.*
- I. *Practice when possible with student communicating need or want, in the setting which it is needed*
- J. *Attempt to be over sensitive to any step toward appropriate communication of need or want.*

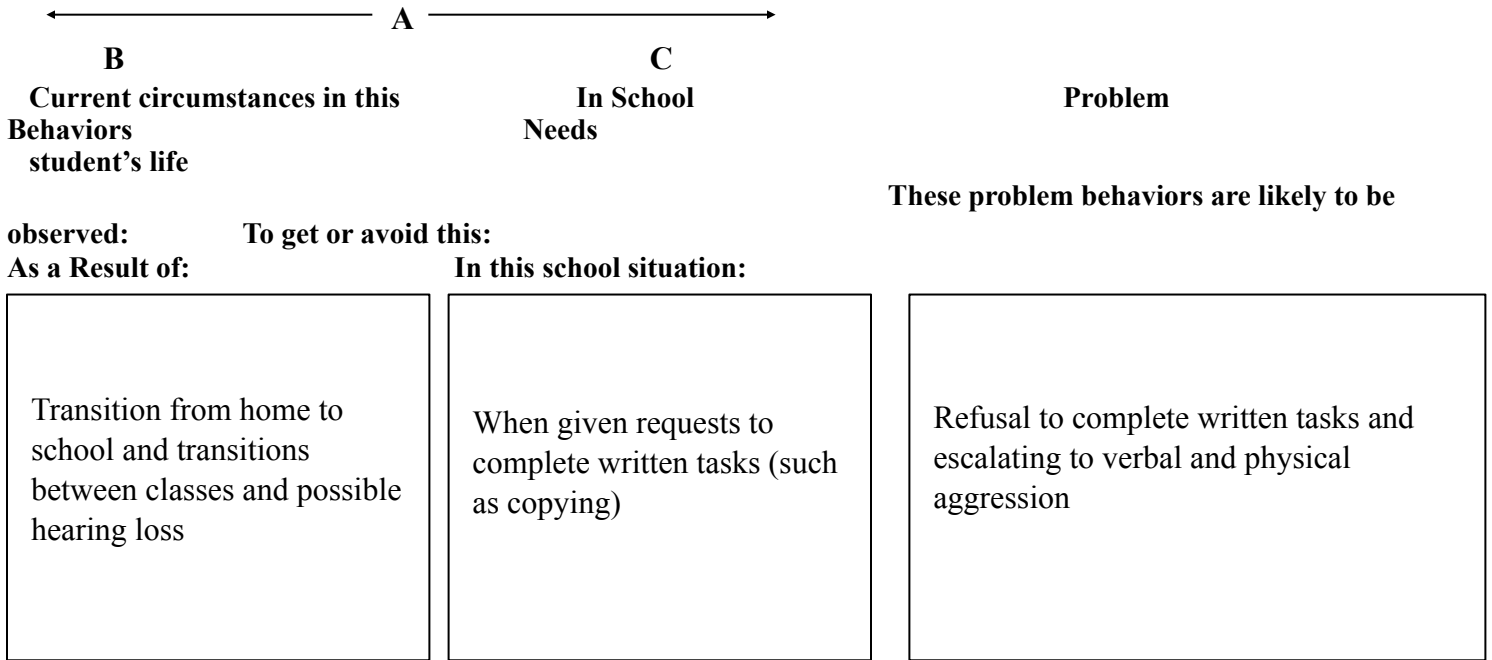
• <i>Audiological exam</i>
• <i>Physical examination</i>
• <i>Analysis school transition</i>
• <i>Picture schedule</i>

• <i>Pre-teach transitions</i>
• <i>Morning Breakfast</i>
• <i>AIDE time during academics</i>
• <i>Modify academic tasks</i>
• <i>Teach positive self talk</i>
• <i>Analysis adult interactions</i>
• <i>Reinforce expected behavior</i>

• <i>Pre-teach transitions</i>
• <i>Problem solving skills</i>
• <i>Teach verbal skills or signal to ask for help</i>
• <i>Recognize feeling fearful</i>

<i>Counselor/ Classroom</i>
<i>Counselor/RR Room</i>
<i>Counselor/C. Office</i>

SUMMARY STATEMENT (HYPOTHESIS STATEMENT)



BEHAVIOR INTERVENTION PLAN

<p>Changes in Environment</p> <p>To best encourage conditions for student to practice new skills or (replacement behaviors)</p> <ul style="list-style-type: none"> • <u>Call from parent or caretaker</u> • <u>Consistent schedule</u> • <u>Greet Jason</u> • <u>Picture schedule</u> 	<p>Identify Skills to be Taught</p> <p>To teach and reinforce acquisitions and Practice of new behavior(s)</p> <ul style="list-style-type: none"> • <u>Time management</u> • <u>Using words rather than action</u> • <u>Positive reinforcement</u> • <u>Teach transition</u> • <u>Redirecting behavior</u> 	<p>• <u>Self talk training</u></p>
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Positive Reinforcers

Corrective Procedures

Consequence menu

• Reinforcement menu

• Positive teacher attention

• 1 on 1 time with

counselor/
principal

• E-mail to parent

• _____

—

• Lost time pay back for out

of class

• Verbal warning

• _____

• _____

• _____

Behavior Support Protocol User Survey

The purpose of the *Behavior Support Protocol* is to design a plan that will be both effective and possible to implement. Your responses to the following questions will assist in our efforts to refine and improve it. Thank you.

Name:

Position:

School Address:

e-mail:

Return your completed survey to:

Emma Martin

Behavioral Research & Teaching

University of Oregon

Eugene, OR 97403-5262

(541) 346-5689 (FAX)

emartin@oregon.uoregon.edu

Did the Behavior Support Protocol provide a *workable* format for designing a comprehensive plan for a student?

Readability?

not applicable difficult to read somewhat difficult to read mostly readable very readable

Usefulness?

not applicable not useful somewhat useful mostly useful very useful

Comprehensiveness?

not applicable not comprehensive somewhat comprehensive fairly comprehensive very comprehensive

Would you use the Behavior Support Protocol when developing plans for future students?

not applicable highly unlikely somewhat likely likely highly likely

Define the main strengths and weaknesses of the protocol:

Suggestions for improving the protocol are:

Permission to use this form must be obtained in writing by Emma Martin, University of Oregon, (541) 346-5689 (FAX), emarting@oregon.uoregon.edu

Behavior Support Protocol	Student _____ Teacher _____
	School _____ Date _____

<i>Activity</i>	<i>Staff Responsible</i>	<i>Date(s)</i>	<i>Action</i>
-----------------	--------------------------	----------------	---------------

Functional Assessment

- | | | | |
|------------------------------|-------|-------|-------|
| 1. Interview | ===== | _____ | _____ |
| 2. Observations | ===== | _____ | _____ |
| 3. Competing pathway summary | ===== | _____ | _____ |

Behavior Support Planning

- | | | | |
|--------------------------------------|-------|-------|-------|
| 1. Select intervention strategies | ===== | _____ | _____ |
| 2. Design comprehensive support plan | ===== | _____ | _____ |
| 3. Finalize support plan | ===== | _____ | _____ |

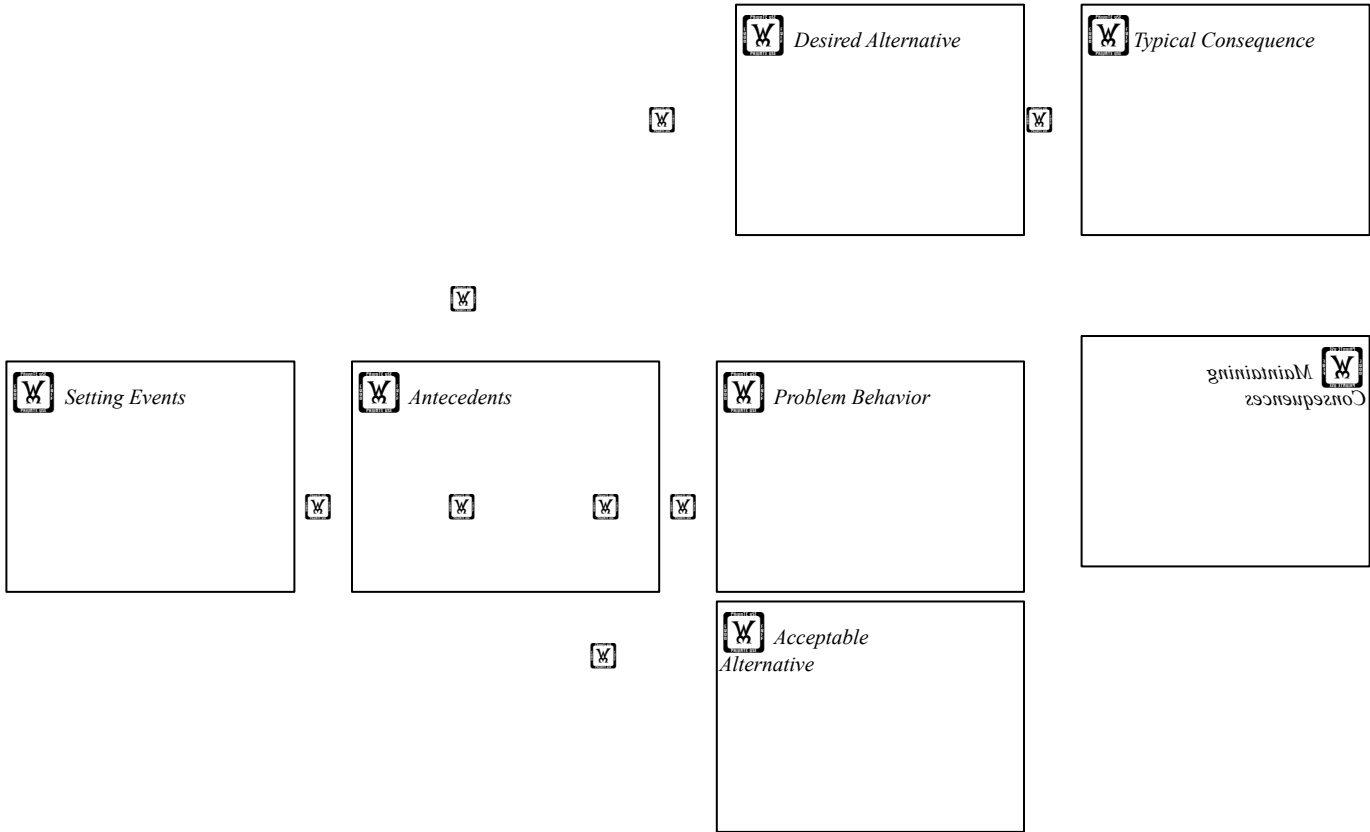
Implementation of Behavior Support Plan

- | | | | |
|--------------------------------------|-------|-------|-------|
| 1. Teach replacement behaviors | ===== | _____ | _____ |
| 2. Provide prompts and reinforcement | ===== | _____ | _____ |

Measurement and Evaluation

- | | | | |
|-----------------------------------|-------|-------|-------|
| 1. Monitor student performance | ===== | _____ | _____ |
| 2. Review of performance progress | ===== | _____ | _____ |
| | | _____ | _____ |
| | | _____ | _____ |

Competing Pathways Summary:



Select Intervention Strategies:

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies

Competing Pathways Summary

☒ What does the ***problem behavior*** look like?

☒ What typically happens before the problem behavior is observed? (***predictors***)

Examples: difficult task demand, teacher reprimand; teasing by peer

☒ What typically happens immediately after the problem behavior is observed (***maintaining consequence***)?

Examples: escape/avoid a task or teacher or peer attention; obtain a desired item or teacher or peer attention

☒ What events, conditions, or activities (***setting events***) make the problem behavior worse?

Examples: lack of sleep, medication, conflict with peer

☒ What would you like the student to do (***desired alternative***) instead of engaging in the problem behavior?

☒ If the student engages in the desired alternative behavior, what usually happens (***typical consequence***)?

Examples: earns passing grade; remains in class; assigned more work

☒ What other behaviors (***acceptable alternative***) could the student perform that could produce the same outcomes or maintaining consequences as the problem behavior?

Select Intervention Strategies

☒ Identify strategies for each of the four components (setting events, predictors, teaching, and consequences) of the competing pathways summary.

Teach replacement behavior(s) that are more relevant, effective, and efficient than the problem behavior(s).

Teaching Procedures	
<i>Desired behavior (long term goal):</i>	
<i>Acceptable behavior (short-term goal):</i>	
Positive Examples	Negative Examples
Teaching & Practice Activities	
Monitoring & Feedback Procedures	



Plan for Teaching the Replacement Behavior(s)

Assess the student's level of competency for the desired behavior:

<input checked="" type="checkbox"/>	<i>Level of Competency</i>
	<i>Acquisition</i> - Student does not know the skill.
	<i>Fluency</i> - Student knows the skill but cannot easily/readily perform it.
	<i>Maintenance</i> - Student knows the skill but is inconsistent in using it.
	<i>Generalization</i> - Student uses the skill in one context but not in another.

Write (a) ***desired*** (long term goal) and (b) ***acceptable*** (short-term goal) as ***replacements*** for the problem behavior.

Considerations for teaching the desired behavior:

Acquisition	Fluency
<ul style="list-style-type: none"> • modeling/practice • prompting • proactive feedback/correction • high rate of reinforcement 	<ul style="list-style-type: none"> • booster training sessions • opportunities to practice • prompts/feedback • reinforcement
Maintenance	Generalization
<ul style="list-style-type: none"> • pre-correction • feedback/correction • self-management • delayed reinforcement 	<ul style="list-style-type: none"> • pre-correction • reminders • practice across settings • self-management • natural occurring reinforcement

Select positive and negative instructional examples.

Plan teaching/practice activities:

Incorporate student involvement through role-play and practice.

Prompt replacement behavior(s).

Describe monitoring and feedback procedures.

Strategies for preventing problem behavior:

Setting Events	Antecedents

Strategies for responding to problem and replacement behaviors.

Consequences for Problem Behavior	Consequences for Replacement Behavior

Strategies to Promote Replacement Behavior(s)

Setting Events: Define ways to reduce the effects of the events that make problem behavior worse.

- Minimize likelihood of setting events.
- Neutralize effect of setting events.
- Modify the behavioral context.
- Add prompts for desired behavior.
- Increase the value of reinforcers for desired behavior.

Antecedents: Define ways for prompting the replacement behaviors.

- Prompts focus the student's attention on the ***replacement behavior***.
- Start with the least intrusive prompt. If necessary, provide more intrusive prompts.
- Systematically reduce the level of prompting, as the student becomes more competent in performing the replacement behavior.

Consequences: Define effective ways for responding to problem and replacement behaviors based on functional assessment information.

- Remove maintaining reinforcers for problem behaviors.
 - Implement reinforcement of alternative behavior
 - Treat occurrence of behavior as an instructional error.
 - Implement a consequence procedure.
- Administer positive reinforcement of the desired behavior:
 - Frequently.
 - Contingently.
 - Immediately.

Describe how the effects of the behavior support plan will be evaluated:

Data driven decision rule:

Program Evaluation Criteria

Measurement and evaluation procedures:

Data to be Collected	Procedures for Data Collection

Crisis Intervention procedures (if needed):

<i>Define behavior(s) during initial stages of anxiety.</i>	<i>Proactive Strategies</i>

<i>Define seriously disruptive and/or dangerous behavior.</i>	<i>Reactive Strategies</i>

Procedures for requesting team assistance:

Debriefing procedures:

Measurement & Evaluation Procedures

- Define a ***data decision rule*** to initiate a timely ***review*** of the student’s behavioral performance and progress.
 - Measurable and observable
 - Includes criteria for short and long term goals

- Measurement*** and ***evaluation*** procedures must:
 - be simple to implement.
 - not interfere with teaching.
 - assesses outcomes related directly to the problem and replacement behaviors.
 - facilitates decision making.

Crisis Intervention Procedures

- Clearly define the behavior(s) considered to be disruptive to the school environment and/or a threat to self or others.

Proactive Strategies	
<ul style="list-style-type: none"> • Pre-correction plan • Individual problem solving • Teacher recognition • Teacher proximity • Redirection 	<ul style="list-style-type: none"> • Independent activities • Movement activities • Provide opportunity for isolation from others • Relaxation activities • Preferred activities
Reactive Strategies	
<ul style="list-style-type: none"> • Avoid escalating prompts • Remain calm and detached • Implement crisis intervention strategies • Isolate student • Document the behavior • Implement safety procedures 	<ul style="list-style-type: none"> • Isolation and removal of other students • Restraint • Call police • Allow time for student to cool down • Engage in independent work • Restore environment

- Identify procedures for requesting assistance from the emergency response team.
- Define debriefing procedures for student and staff.
- Obtain administration approval and parent permission.

Student Functional Behavior Assessment Questionnaire

Instructions:

“I work with many kids who are capable learners but who need to improve on something in school. These questions will help us find the best ways to help you get on track and be the best student you can be. OK? Any questions before we start?”

What do you enjoy doing most in your life? _____

What are you good at? _____

What things in school do you feel best about? _____

Who are the people in school who like you and want you to do well? _____

Who do you think sometimes doesn't like you or care if you do well? _____

Who in school can you tell if something's not OK in your life? _____

What would you like to improve in school? _____

What do you think your teacher(s) would like you to improve?

What do you mostly get in trouble for? _____

What is your class doing then? _____

What does your teacher want all kids to be doing at that time? _____

What do you do if you don't know what to do? _____

What makes it difficult for you to do that? _____

What are you doing when you're in trouble? _____

What are you thinking or saying inside to yourself before you get in trouble?

What are you feeling inside then? _____

What happens after you make that choice? _____

What do you wish would happen? _____

What do you wish your teacher or other adult would do at that time?

What do you wish you would do? _____

What would be one thing you could do to make it better?

What gets in your way of doing it? _____

What would help you to make that choice?

What of all things bothers you the most in class/ school? _____

What helps you most in your out of school life(home)? _____

What do you wish would happen from home that would help you make good choices in school?

Does something happen in your out of school life that makes it easier to do well in school? Harder?

Has something happened recently that gets in your way? _____

“Thank you for the valuable information. I will talk with your teacher(s) and we will work on ways to use your answers to help you be the good learner we know you can be.”

Parent Centered Guided Functional Behavior Assessment Questionnaire

This questionnaire is intended to assist us in understanding and addressing the learning needs of your child. Only answer what you are comfortable with, however, the more accurate information we share, the more effective a plan can be made to assist him/her in school.

What does he/she most like to do? _____

What is he/she best at? _____

What activities do you share with your child?

How much time do you get to spend together doing what he/she likes? _____

How much time do you spend together on homework? _____

What is your child's general health? _____

What other health needs are there in the family? _____

What subjects in school does your child like? _____

What subject is she/he good in? _____

What subjects do he/she struggle with most? _____

What are you most concerned about in her/his school life?

What is your understanding of the schools concern about your child?

Do you see the same problem at home? _____

What are the behaviors you see at home? _____

Where, with whom and when does the problem occur?

What happens after? _____

Have you sought or been offered help through private or public agencies for this or other problems?

How do you handle it? _____

“What follows is a brief developmental history:”

Were their complications of pregnancy or birth? _____

Was mother's health OK? Illness, medications? _____

Were their drugs or alcohol used during pregnancy? _____

Did anyone express concern about the use of substances during pregnancy? _____

Is their drug or alcohol issue adults struggle with currently? _____

Was your child healthy and normal? _____

Did any MD or other adult express concern about your child's development in physical, motor, sensory, language or behavior areas? _____

Does any blood relative have learning problems? _____

How able was he/she to focus, sit on a lap, sleep, and stay with a task? _____

What was his/her school, preschool experience like? _____

Did staff express concerns to you? _____

What would you like to see your child be able to do at this time in school?

What would you like the school to do in considering your child's needs?

Thank you for the valuable information. Please call if you think of something else. We will be getting back to you to get your input about what might be helpful to your child in school.

BEHAVIOR INTERVENTION PLAN

STUDENT TARGET GOALS

I. Classroom Survival

- 1.Listening
- 2.Asking for Help
- 3.Saying Thank You
- 4.Bringing Materials to Class
- 5.Following Instructions
- 6.Completing Assignments
- 7.Contributing to Discussions
- 8.Offering Help to an Adult
- 9.Asking a Question
- 10.Ignoring Distractions
- 11.Making Corrections
- 12.Deciding on Something to Do
- 13.Setting a Goal

II. Friendship-Making

- 1.Introducing Yourself
- 2.Beginning a Conversation
- 3.Ending a Conversation
- 4.Joining In
- 5.Playing a Game
- 6.Asking a Favor
- 7.Offering Help to a Classmate
- 8.Giving a Compliment
- 9.Accepting a Compliment
- 10.Suggesting an Activity
- 11.Sharing
- 12.Apologizing

III. Managing Feelings

- 1.Knowing Your Feelings

- 2.Expressing Your Feelings
- 3.Recognizing Another's Feelings
- 4.Showing Understanding of Another's Feelings
- 5.Expressing Concern for Another
- 6.Dealing with Your Anger
- 7.Dealing with Another's Anger
- 8.Expressing Affection
- 9.Dealing with Fear
- 10.Rewarding Yourself

IV. Understanding the Feelings of Others

- 1.Watch the other person.
- 2.Listen to what the person is saying.
- 3.Figure out what the other person might be feeling.
- 4.Think about ways to show you understand what she/he is feeling.
- 5.Decide on the best way and do it!

V. Alternatives to Aggression

- 1.Using Self-control
- 2.Asking Permission
- 3.Responding to Teasing
- 4.Avoiding Trouble
- 5.Staying Out of Fights
- 6.Problem Solving
- 7.Accepting Consequences
- 8.Dealing with an Accusation
- 9.Negotiating

VI. Managing Stress

1. Dealing with Boredom
2. Deciding What Caused a Problem
3. Making a Complaint
4. Answering a Complaint
5. Dealing with Losing
6. Showing Sportsmanship
7. Dealing with Being Left Out
8. Dealing with Embarrassment

9. Reacting to Failure
10. Accepting No
11. Saying No
12. Relaxing
13. Dealing with Group Pressure
14. Dealing with Wanting Something That Isn't Mine
15. Making a Decision
16. Being Honest

5. Do not disagree with the compliment.

VII. Problem Solving

1. Define the problem in specific terms.
2. List possible solutions to the problem.
3. List advantages of each solution
4. List the disadvantages of each solution.
5. Decide on one of the solutions.
6. Implement the solution.
7. Choose another solution if the first one doesn't work.

VIII. Resist Peer Pressure

1. Eye contacts.
2. Calm voice tone.
3. Thank them for including you.
4. Explain that you do not want to participate.
5. Offer an alternative activity.
6. Continue to refuse to participate (if necessary).

IX. Asking for Help

1. Decide what the problem is.
2. Practice working the question or problems so it is specific.
3. Think about which teammate might help you. Pick one.
4. Tell the person about the problem and ask that person to help you.

X. Receiving a Compliment

1. Eye contact.
2. Smile.
3. Say "thank you".
4. Pleasant voice tone.

XI. Listening

1. Look at the speaker
2. Think about what the speaker is saying, not just what you'll say next.
3. Encourage the speaker to talk.
4. Let the speaker finish speaking.
5. Question the speaker to have ideas more fully explained.
6. Smile and nod head to show interest.
7. Ignore distractions about you.

XII. Asking a Question

1. Decide what you need to ask.
2. Decide whom you will ask
3. Decide how you will ask.
4. Choose a good time and place.
5. Ask your question.
6. Thank the person for giving you the answer.

XIII. Ignoring a Distraction

1. Count to five.
2. Say to yourself "I won't look I'll keep on working."
3. Continue to work.
4. Say to yourself "Good for me, I did it"!

XIV. Answering a Complaint

1. Listen to the complaint.

2. Asking the person to explain anything you don't understand.
3. Tell the person that you understand the complaint.
4. State your ideas about the complaint, accepting the blame if appropriate.

5. Suggest what each of you could do about the complaint.

XV. Giving a Compliment

1. Decide what you want to compliment about the other person.
2. Decide how to give the compliment.
3. Choose the right time and place to say it.
4. Give the compliment.

XVI. Disagreeing Appropriately

1. Eye contact.
2. Calm voice tone.
3. Empathy or concern statement.
4. State the disagreement specifically.
5. Give rationale.
6. Thank the person for listening.

XVII. Self Acceptance

1. Knowing strengths and growth areas
2. OK to make mistakes
3. Identifying feelings
4. Accepting praise and correction.
5. Value clarification
6. Coping with frustration and failure
7. Talking to self in a positive way.
8. Building self worth.

XVIII. Communication

1. Listening
2. Initiating conversation (conversational skills)
3. Group skills
4. Giving and accepting feedback
5. Clarity of expression.
6. Verbalizing positive and negative feelings.
7. Organizing thoughts into speech.

XIX. Roles and Personal Accountability

1. Knowledge of one's own roles/expectations
2. Recognizing others' roles/rules of school, home.
3. Dealing with conflicting roles.
4. How to change others expectations.
5. Knowing and taking care of own needs.
6. Knowing and accepting consequences for your behavior (blaming).
7. Developing problem solving/decision making skills.
8. Leadership
9. Knowing student rights.

XX. Improving Relationship With Peers and Adults.

1. Dealing with peer pressure.
2. Making and keeping friends.
3. Accepting others.
4. Dealing with teasing
5. Cooperating/sharing
6. Coping with success
7. Solving conflicts and knowing alternative behaviors.
8. Recognizing and dealing with controls.
9. Talking with adults: solving conflicts: making friends.
10. Awareness of adult needs.

XXI. Self Control

1. Awareness of behavior.
2. Attendance; punctuality.
3. Being on task.
4. Physical and verbal abuse.

5. Controlling temper.
6. Being able to change behavior.
7. Coping with change.

8. Accepting others' mistakes.
9. Following through on desired behaviors.