Chapter 7

BEHAVIOR SUPPORT PLANS AND FUNCTIONAL ASSESSMENTS OF BEHAVIOR

What This Chapter Is About

IDEA focuses on positive behavioral support to prevent behavior problems in school. The law requires development of behavior support plans (BSPs), involvement by general education teachers, and use of behavior support as an alternative to discipline. The BSP can be developed as part of the IEP process (described in more depth in Chapter 6) or can be written outside of the annual IEP process whenever the student's behavior becomes an issue.

Parents should seek to include positive behavior supports (PBS) in the student's BSP. PBS uses a behaviorally-based approach to enhance the capability of educators and parents to design effective environments that support student learning and behavior. In contrast, behavior plans should prohibit or at least limit the use of physical behavior management tools, including aversive conditioning (including seclusion) and physical restraint.

BSPs are important in determining whether behavior subject to proposed discipline is a manifestation of a student's disability. By developing a comprehensive BSP during the IEP process, parents may be able to prevent the need for future discipline if the school fails to adhere to the BSP and the student misbehaves. (For further discussion of discipline, see Chapter 10)

Advocacy Tips in Chapter 7

♦ Behavior support planning is a related service; use that requirement to improve positive services for your child (Page 2).

♦ Understand and request positive strategies (Page 4).

♦ Look carefully at all data; in a complicated school setting with many staff members, even one person can wreck a behavior plan by not following it (Page 7).

♦ Use positive alternatives to aversive conditioning and physical restraint to address behavior difficulties with students with disabilities (Page 10).

♦ Include the behavior plan in the IEP, or attach it by reference (Page 11).

Preventing Behavior Problems Before They Occur

As will be seen in Chapter 13, the 1997 and 2004 IDEA amendments substantially retooled the procedures for the suspension and expulsion of students with disabilities. Yet IDEA continues to recognize the imperative of *preventing* problems which may lead to suspension and expulsion by providing behavioral support services in a proactive manner before discipline problems arise.

The prevention theme is imbedded in every area of special education law, including the evaluation and IEPT process, the preference for placement in general education, the training of personnel, and the role of other agencies with behavioral expertise or resources. For example, IDEA continues to require that the IEPT consider "appropriate strategies, including positive behavioral supports, strategies, and supports," whenever a student's behavior "impedes his or her learning or that of others ..." **34 CFR 300.324(a)(2)(i).** Further, IDEA continues to recognize that behavior support planning is a related service, through school social work and school psychologist services, among others. **34 CFR 300.34(c)(10), (c)(14).** Finally, since 1997, IDEA has interwoven the focus on positive behavioral supports with an increased emphasis on a student's ability to participate in the general curriculum. Accordingly, any IEP should act to prevent problems before they arise, using positive behavior support and other tools.

> ►**Advocacy Hint: Always consider developing a BSP for your student.** The parent/advocate should note the power of the IDEA provision quoted above: *whenever* behavior interferes with learning, the IEPT must consider behavior support plans (BSPs), preferably positive ones. If a student has behavioral problems, the first question to ask is "where is the student's BSP?" If there is none, and there is a history of past behavioral difficulties, both the letter and intent of this IDEA provision have been violated, casting serious doubts on the propriety of imposing negative discipline or suspension/expulsion.

Critical Elements of Positive Behavior Support

A well-written positive behavior support plan increases general accountability and consistency while protecting the student from misuse of seclusion and restraint. These plans must be designed by a team, including parents, who know the student well and have committed the time, resources, and effort to complete a functional assessment and implement the plan with integrity. The following PBS plan elements are adapted from work by Horner, Sugai, Todd and Lewis-Palmer (1999-2000).

1.   **Functional behavior assessment:**

♦   Identify the student's strengths and positive contributions;

♦   Describe the behavior(s) of concern with precision;

♦   Describe the context of the behavior within the routines of the student's daily schedule;

♦   Learn how the student perceives and experiences events;

♦ Complete a functional assessment with observation data that:

- o predicts reliably where and when problem behaviors are most likely and least likely to occur;

- o identifies triggers and consequences that are believed to maintain the behavior;

- o considers individual student mental health needs, physical health, social history, instructional factors, and other personal factors and features that may contribute to the student's problem behavior; and,

- o culminates in data analysis producing a statement of the behavior's function that suggests under what circumstances and with what motivation the student engages in the behavior.

2. **Redesign of the environment:**

♦ Invest in preventing occurrences of problem behavior. Make problem behavior irrelevant and inefficient by selecting strategies and supports that are related to the data-based hypothesis for the individual student that includes:

- o teaching of new skills or replacement behaviors;

- o teaching new routines or adjust schedules;

- o creating supportive environment;

- o building new relationships; and,

- o developing antecedents to prompt or support behavior.

♦ Develop strategies that acknowledge/encourage positive behaviors.

♦ Modify or eliminate practices or conditions that reinforce problem behavior(s).

♦ Describe specific objectives for successful completion.

3. **Emergency response plan to prevent injury:**

♦ Identify preventative strategies:

♦ Evaluate the environmental situation;

♦ Assess student's crisis level;

♦ Prevent escalation;

♦ Interact specifically and safely with the student if seclusion or restraint is required; and

♦ Return the student to the learning environment as soon as possible.

4. Monitoring evaluation, and plan revision to ensure that:

♦ Data is collected, shared, and understood;

♦ The student, when possible, participates and understands the plans;

♦ School staff and parents understand and know how to implement plans with clear description of roles and responsibilities in the plans;

♦ Proposed supports are presented to all parties in language understandable to each, to the extent possible, with copies provided to each staff member involved as well as to the student and/or parent;

♦ Supplemental resources required to make the plans work are in place;

♦ Team can re-group to review and revise plans as often as needed; and,

♦ Plans preserve individual dignity, community values and cultural preferences.

Strategies for dealing with various behavior problems are outlined in Appendix 7-1. Specific examples of positive behavior supports are described in Appendix 7-2.

►**Advocacy Hint: Think positive.** During the development of the student's IEP, insist on the inclusion of positive strategies to address the student's behaviors. "Positive" is not just positive reinforcement – it is a specific proactive approach that includes the elements discussed in this chapter. Ask the school to hire a behavior specialist if the staff does not understand or cannot develop positive strategies.

Functional Behavior Assessments

A BSP is only as good as the data that supports it. Whenever a student's behavior has become an issue, data should be collected by school staff through a functional behavior assessment (FBA).

A comprehensive FBA identifies the consequences to maintaining behaviors and the contexts in which those behaviors reflect antecedents and setting events. An FBA is flexible and should be revised as needed. Data that demonstrate the effect of a selected support determine the need to revise the written plan of behavioral support.

The four main goals of an FBA are to:

♦ Describe behavior;

♦ Predict when and where the behavior may occur;

♦ Identify the possible reasons for that individual's behavior across time and places; and

♦ Propose supports that match a "best guess" about why the behavior occurs, leading to resolution of the problem.

FBAs can be helpful in four basic situations:

♦ An individualized education program (IEP) can develop an FBA and design supports in a written behavior plan if a student's behavior interferes with learning.

♦ If a student's learning is not progressing toward written IEP goals and objectives and/or behavior problems are impeding a student's progress, an FBA can troubleshoot what is/is not working for the student.

♦ An FBA can help to get to the root of disagreements between parents and a school district over issues of least restrictive environment, placement, or types of services needed for the student.

♦ An FBA is required when the student experiences significant change in educational placements, such as suspension over 10 days or placement in an interim or alternative education setting, if the behavior that led to such discipline was a manifestation of the student's disability.

There are many positive outcomes that can result from IEP teams effectively conducting functional behavior assessments under the appropriate circumstances. These include enabling the student to derive meaningful benefit from the IEP through skill development and reduction in problem behavior, providing staff with positive approaches to short and long term support with the student across circumstances and settings, and more effectively integrating relevant information about the student and contributing factors associates with problem behavior from a variety of sources.

In short, the insight gleaned by the team as a result of conducting a functional behavior assessment can be directly translated into effective strategies and supports that result in positive outcomes for all involved in the process.

The first stage of a functional behavior assessment is to gather broad information about the student's skills, abilities, interests, preferences, general health, and well being. This information is essential to design effective behavior support plans that assist the student to achieve outcomes that positively impact his or her quality of life as well as reduce problem behaviors. This type of information is typically gathered through team discussions and interviews, the use of rating scales (e.g. Motivation Assessment Scale), and person centered planning processes.

In the second stage of a functional behavior assessment, the IEP team gathers contextual information that pinpoints the circumstances/situations that are regularly associated with the occurrence of problem behavior and the function of the student's problem behavior. Six basic questions asked during this stage are:

♦ When is the student most likely to engage in the problem behavior?

♦ What specific events appear to be contributing to the student's problem behavior?

♦ What function(s) does the problem behavior serve for the student?

♦ What might the student be communicating through problem behavior?

♦ When is the student most successful and thus less likely to engage in the problem behavior?

♦ What other factors might be contributing to the student's problem behavior?

The IEP team is ready to develop hypotheses once the assessment process yields discernible patterns of student behavior that begin to explain when and why the student engages in problem behavior. These hypotheses summarize assessment results by offering logical explanations for problem behavior and guide the development of support plans. Two types of hypotheses are recommended to guide the identification and selection of child centered supports/strategies, *specific and global hypotheses.*

A specific hypothesis pulls together the specific information gathered during the functional behavior assessment. Specific hypotheses help to explain why problem behavior occurs by describing both fast and slow triggers (i.e. antecedent and setting events) for the problem behavior and the possible function of the problem behavior. A framework for teams in developing a specific hypothesis statement is:

When this occurs:	A description of fast and slow triggers associated with the student's problem behavior.
The student does:	A description of the problem behavior
In order to:	A description of the possible function.
A few examples:	When Selena is not engaged with others or activities for fifteen minutes or longer (especially during lunch or free time), or when she did not get to sleep before 11:00 pm the previous evening or does not feel well, she screams, slaps her face and pulls her hair to gain access to teacher attention.

While specific hypotheses are essential for building effective behavior support plans, they alone cannot provide a comprehensive understanding of the student or the complexity of conditions that might be negatively influencing behavior. Therefore, the team should next develop a global hypothesis statement. A global hypothesis attends to broad influences in the student's life such as the student's skills, health, preferences, daily routines, relationships, and general quality of life. Global hypotheses, while relevant across all components of behavior support plans, most specifically drive the long term prevention component of behavioral support plans. In short, they help to keep the team focused on expanding the student's skills and opportunities across time and settings.

An example of a global hypothesis statement for Selena is as follows:

Selena enjoys interacting with others and keeping busy in activities. She seems happiest when she is interacting one-to-one with an adult (e.g. teacher) or participating in adult led activities. She will occasionally sit alone for 15 minutes when listening to music of her choice, although she seems to grow bored in such situations.

Selena currently has no formal means of communication. Although she enjoys interacting with others, she had never been observed to independently initiate appropriate interactions with her teacher or other students. Her independent initiation skills are very limited. Selena has limited access to non-disabled peers during her day at school (e.g. afternoon recess) and has a history of colds and viral infections which, in turn, adversely affect her sleep patterns. Selena's self-injury appears to signal her desire for social interaction, something to do, teacher assistance, or comfort when she is tired and/or not feeling well. Given her current situation, Selena's self-injury appears to be her most viable means for communicating these basic needs.

The identification of possible supports (typically through brainstorming) and the selection and packaging of the best matched strategies to address the student's needs are accomplished in relation to the specific and global hypotheses. The hypothesis statements provide a foundation from which the team can logically link supports that address a) short term prevention of problematic situations, b) the teaching of alternative skills, c) responses to problem behaviors (including crisis management), and d) long term prevention.

An FBA and BSP worksheet and sample BSP are included in Appendix 7-3.

►**Advocacy Hint: Review the FBA data.** Sometimes, BSPs can be complicated, calling for a variety of responses to a variety of behavioral problems. This can be even more difficult when the BSP must be implemented in several classrooms and other settings, as in a departmentalized middle or high school. As a result, there may be instances where a particular staff person fails to implement the specified response to a behavior. For example, a bus driver, rather than ignoring a targeted behavior as called for in the BSP, may yell at the student, thereby escalating the problem. Such problems in consistent implementation of the BSP may support a finding that the misconduct was a manifestation of the student's disability.

Appropriate Behavior Supports

Aversive conditioning is the use of certain types of procedures specifically intended to be unpleasant to the student, to reduce or eliminate undesirable behavior. Aversive conditioning involves a planned response to a targeted, undesirable behavior of the student. The response is contingent upon or follows the student's behavior. "Seclusion" is sometimes used as an aversive procedure since isolation is usually unpleasant or noxious.

Physical restraint involves the use of direct physical contact that prevents or significantly restricts a student's movement. Physical restraint would not include a brief hold by an adult to calm or comfort the student, or to escort the student from one area to another, or assisting a student in completing a task or response if the student does not resist such assistance. Restraint would also not include the use of an adaptive or protective device recommended by a physician or therapist when used as recommended, or safety equipment used as intended by the general student population.

Aversive conditioning and physical restraint should **<u>never</u>** be used as behavior support tools. Physical restraint should be used rarely, if at all, and only after behavior support procedures using positive behavior supports have been systematically applied with no evidence of success and when it would be harmful or dangerous if the student continues to exhibit the undesirable behavior. Parents can suggest during the IEP process that physical restraint should only be used in an emergency situation, when the student's behavior poses an *immediate* risk of safety to the student or others. In addition, the emergency response plan should specify that physical restraint should only be used when other less restrictive supports have been attempted and failed to control the student's behavior.

The plans should stress caution in the use of physical restraint because there is great potential for misuse resulting in possible harm or abuse of the student. During the development of the BSP, parents should request the following restrictions:

♦ Physical restraint should only be used as long as necessary to allow the student to regain control of his or her behavior.

♦ Staff should strive to use physical restraint for no longer than 5 minutes. If support of more than 5 minutes is necessary (see #1), staff should seek additional support and expertise to help control the student's behavior.

♦ The use of physical restraint should involve at least two appropriately-trained staff to protect the care, welfare, dignity and safety of the student.

♦ During physical restraint, staff must continually observe the student for indications of physical distress and seek medical assistance if there are any indications of such distress.

♦ Physical restraint should never be used so as to affect a student's ability to breathe or speak, which would prohibit the use of prone (face down) restraint.

♦ Physical restraint should not be used for any student in any manner in which their physician has determined would negatively impact on their health.

♦ School staff must attempt to notify parent or guardian as soon as possible after staff begins to use a physical restraint and a written report of each such use should be given to the parent or guardian within 24 hours of its use. Staff should engage parents or guardians in a discussion or whether there is any need for follow up action to prevent the need for such support in the future.

♦ Physical restraint should not be used for the convenience of staff or as a form of discipline or punishment.

Parents can help to ensure the proper implementation of physical restraint by understanding and monitoring what takes place. The following specifications should be written into the IEP as part of an emergency response plan:

♦ the specific behavior that is to be reduced or eliminated;

♦ the frequency of the behavior should be noted so that comparisons may be made after the plan is implemented;

♦ the type of technique that will be used;

♦ the duration of each episode of using physical restraint;

♦ the name and qualifications of those who designed the technique and those who will administer the technique;

♦ the methods by which effectiveness will be monitored;

♦ the date when the use of the technique will be evaluated;

♦ effective monitoring should include information on the frequency of the behavior after the plan is implemented compared to pre-plan levels.

If a pattern of behavior emerges which calls for the use of physical restraint, parents should request that school staff conduct a functional behavior assessment (see above) and develop or revise the student's BSP.

To avoid additional danger in its use, only persons with special knowledge of and experience in the use of behavior support should be allowed to use physical restraint. If used at all, procedures should also be monitored very closely to ensure that they are being used properly and effectively.

The Michigan Department of Education has stated that any use of aversive conditioning or restraint should only be implemented with parental consent. Parents have the right to withhold consent for use of aversive conditioning or physical restraint, or to withdraw consent later. If the school plans to use aversive conditioning or physical restraint with a student but the parent feels that use of aversive conditioning or physical restraint is inappropriate, a hearing may be requested. (See Chapter ? for a full description of hearing rights related to the contents of an IEP).

Any time the use of aversive conditioning or physical restraint violates the IEP, a person may file a formal complaint under Part 8 of the Michigan Administrative Rules for Special Education. (See Chapter 10, "Complaints") The parent may also request a new IEPT to either include more specific detail in the student's IEP concerning physical restraint, or to stop the practice altogether.

The Michigan Child Protection (Child Abuse) Law (**MCL 722.621 et seq.**) also provides safeguards that apply to misuse of aversive conditioning or physical restraint. This law prohibits child abuse defined as "harm or threatened harm to a child's health or welfare that occurs through nonaccidental physical or mental injury, sexual abuse, sexual exploitation, or maltreatment, by … any … person responsible for the child's health or welfare or by a teacher [or] a teacher's aide ..." **MCL 722.622(g).** Any nurse, psychologist, social worker, school administrator, school counselor or teacher, or regulated child care provider who has reasonable cause to suspect child abuse or neglect has the duty to immediately make an oral report of the suspected child abuse to the Department of Human Services. **MCL 722.623.** The identity of a person reporting the suspected abuse shall be confidential, subject to disclosure only with the consent of that person or a court.

Note: Michigan law prohibits corporal punishment, which is defined as "the deliberate infliction of physical pain by hitting, paddling, spanking, slapping or any other physical force used as a means of discipline." **MCL 380.1312(1).** Recent amendments to the corporal punishment law authorize "reasonable force" to maintain order and control, including preventing students from inflicting harm on themselves or others. **MCL 380.1312(4).** The corporal punishment law requires the Michigan Department of Education to develop a "model list of alternatives to the use of corporal punishment," and this list must be distributed by the local school district to all employees, volunteers and contractors. **MCL 380.1312(9).**

►**Advocacy Hint: Think positive, not aversive.** There are several teaching methods designed to meet the needs of students with severe behavioral difficulties. Many of these methods are based on the development of positive relationships between teacher and learner. They include multisensory approaches to behavior change. These approaches teach interaction skills to people with severe behavioral difficulties to reduce punishment and fear. The teacher and student learn to move away from a punitive relationship toward a relationship based on mutual trust and respect.

Those techniques are alternatives to punishment and can be used in any setting to address problems including self-injury, aggression and self-stimulation. The techniques can form the basis for the component of the IEP addressing behavior change and socialization skills.

Michigan Protection and Advocacy Service, Inc.

BSPs and Discipline

In addition to general requirements focusing on positive BSPs and general education supports, IDEA continues to recognize the need for BSPs in its provisions governing suspension and expulsion. (See Chapter 13 of this manual for a more detailed explanation of this process). For example, when the IEPT considers whether a student's misconduct was a manifestation of his or her disability, it must determine whether the conduct was the direct result of the school's failure to implement the IEP. **34 CFR 300.530(e).** If it is determined that the behavioral strategies were *not* provided consistent with the student's IEP, then the behavior must be considered to be a manifestation of the student's disability, and the student cannot be expelled. In addition, if the behavior is a manifestation of the student's disability, a functional behavior assessment and BSP must be created or modified to address the behavior in question. **34 CFR 300.530(f).**

Obligations to develop or change a BSP may arise if a student is placed in an alternative educational setting for up to 45 days. If the student is unilaterally placed in an alternative educational setting, the school must provide, as appropriate, a functional behavior assessment and behavior support services and accommodations. **34 CFR 300.530(d).**

►**Advocacy Hint: Put the behavior plan in the IEP.** The possibility of discipline including removal to an alternative setting makes it extremely important that a comprehensive BSP be developed and included as part of any student's IEP. Then if the school fails to adhere to that BSP and the student engages in behavior because of that failure, the parent/advocate can argue that the behavior was a manifestation of the student's disability and discipline should not be imposed under the school' general discipline policy. (See Chapter 13)

<center>**Appendix 7-1**</center>

<center>**Strategies for Dealing With Various Behavior Problems**</center>

Taken from Torin D. Toguts' "Best Practices for Addressing Student Behavior Problems"- Georgia Level Services Program. Paper published for the 6th Annual Council for Parent, Attorneys, and Advocates (COPAA) Conference in March 2004.

Attention Seeking

Attention seeking is often a by-product of misbehavior and not the primary function. A student may engage in attention seeking behavior because he or she is not likely to receive the desired attention in any other way. One strategy is to teach the student various ways to secure positive peer social interactions and/or receive teacher praise. Role playing can be introduced to teach the student appropriate things to say (e.g. I need help on this problem, instead of swearing, yelling at a classmate, or ignoring a teacher's request). It is very important to understand the amount of time a student will wait for the attention he or she needs. Students can be taught to tolerate longer waiting times. Other strategies include: (1) keep the student from engaging in original problem behavior; (2) teach replacement behavior; (3) ensure the student has enough opportunity to engage in new replacement behavior; and (4) offer adequate opportunity for student to be reinforced for new behavior.

Strategies for Dealing With Escape-Motivated Behavior

Examples of escape motivated behavior are: a student avoids lengthy or difficult assignments, avoids working in groups a student does not like, avoids negative peer or adult interactions, and avoids wanting to be removed from friends in class. Strategies to address these avoidance issues are to teach the student to use socially acceptable escape behavior (e.g. asking for help). If a student cannot timely complete an assignment because he or she lacks the skills to do it, the original assignment should be replaced with another assignment that is within the students skill level, or strategies used to provide the student with direct instruction or working with peers. The IEP team may address avoidance behavior by allowing a student to leave after attempting an acceptable way to leave the situation. An incentive may be used to reward the student to remain at an undesirable task. Other useful supports may include: asking the student to use correct behavior to ask for additional assistance, teacher signals student to use predetermined alternative behavior, and making curricular accommodations or instructional modifications

Addressing Skill Deficits: Working With Students Who Lack Skills

A functional behavior assessment may reveal that a student is acting inappropriately because he or she lacks the requisite skills or believes that inappropriate behavior is allowing the student to avoid an unpleasant task. A positive behavior plan would allow the student to determine positive and negative examples of what conduct is expected. If a student does not know how to perform the expected behavior, an support plan should include instruction to teach those skills. It may be necessary to teach the student both behavioral and cognitive skills, and for the IEP team to conduct a task analysis that breaks down the skill into its components' parts of the individual behaviors that comprise the skill.

A student may also be unable to appropriately deal with the aggressive verbal behavior of a peer. The student can be taught to recognize the verbal behavior (words or action) that may lead to aggression, and discern whether the student provokes aggressive behavior. Role playing is another way to teach the student ways to defuse the situation, along with learning the choice of walking away or seeking assistance from others. Overt teacher modeling of self-control in conjunction with guided and independent practice, and individual or small or group discussion of "when and how to" strategies may prove effective techniques.

Addressing Performance Deficits: Working With Students Who Have Skills But Do Not Use Them

An IEP may sometimes determine that the student knows the skills necessary to perform the behavior, but does not consistently use these skills. Assuming these facts, the support plan should include strategies, and supports designed to increase the student's use of the behavior. If the functional behavior assessment shows that the student is engaging in misbehavior because he or she believes the behavior is more desirable than the alternative accepted behavior, the support plan should contain techniques for addressing this belief.

There are other times a student does not perform the behavior: he or she does not see a good reason to do so. If Homero can avoid feeling ridiculed by threatening or hitting peers, he may not see an advantage of interacting positively with peers. The support plan, therefore, may include strategies to increase his use of existing skills to interact appropriately with peers. It may also be necessary to prompt peers to initiate play with Homero and to reinforce both his and his peers engaging in positive social exchange.

Appendix 7-2

Student Supports As Part of the Behavior Support Plan

Student supports are designed to address factors beyond the immediate context in which the inappropriate behavior occurs. Counselors and school psychologists can help the student address academic or personal issues that may contribute to problem behaviors. Other supports include: (1) peers for providing academic and behavioral support through tutoring and conflict-resolution activities; (2) families, who provide support through setting up homework centers at home and developing a homework schedule; (3) teachers and paraprofessionals, who may provide academic and curricular modifications to address and decrease a student's desire to avoid a task or assignment; (4) language specialists, who are able to increase a student's expressive and receptive language skills that can provide alternative ways to respond to an aggressive or stressful situation; (5) other school staff, including cafeteria workers and volunteers, with whom the student may feel more comfortable; (6) community agency service providers, including mental health, Big Brother and Sister organizations, or other social service agency personnel who can provide long-term student and family support and support; and (7) other community organizations such as religious groups, cultural and ethnic organizations, YMCA or YWCA, and recreation centers. An IEP team can make referrals and obtain medical evaluations so that other options can be considered.

Reinforcement for using appropriate replacement behavior is a critical component of the support plan. The IEP team can use baseline data to determine the frequency with which the behavior occurred and was reinforced. The IEP team can develop a support plan so that the student is reinforced more for the replacement behavior than he or she is for the problem behavior. School personnel should reinforce appropriate behavior at least twice as often as the problem behavior was reinforced.

In determining the best reinforcer to use, knowledge of the student's preferences and strengths is important. For example, knowledge that the student prefers to use a computer or engage in certain extracurricular activities is instrumental in using these reinforcing activities as replacement behavior. The amount and frequency of the delivery of the reinforcer, in relationship to the amount of effort required of the student to understand and conform his behavior to the written standards, are salient variables for the IEP team to consider when developing a support plan. Another consideration is offering the student non-contingent access to a reinforcer especially if the student has not previously has access to it.

If the desired response calls for a dramatic change in the student's behavior, the IEP team will need to accept successive approximations or gradual changes toward the desired behavior. This means teaching the student gradual steps to deal with the situation. This may include teaching the student self-control, for example, to master and complete academic assignments and to solicit peer support. Another consideration is the use of fading or gradually replacing extrinsic rewards with intrinsic ones on a natural time schedule. Fading occurs only when the student has shown an inclination and willingness to engage in appropriate behavior.

Appendix 7-3

Functional Assessment/Behavior Support Plan Worksheet
(credit to Bernie Travnikar)

Student Name: _____   Date: _____

Teacher Name: _____

Pro-social behaviors: _____

What does the student do well?	Where does it occur?	What is/or can be done to reinforce this behavior?

Prioritize up to two target behaviors that most interfere with the student's functioning in the classroom. Estimate or directly observe the frequency (how often), intensity(high, medium, low), and duration of each:

Behavior: (baseline levels)	Frequency	Intensity	Duration

From the list below, indicate the triggers (antecedents), concurrent events, and consequences that seem to support the current behavior.

Triggers	Concurrent Events:	Consequences
□ Lack of social attention	□ Independent seat work	□ Behavior ignored
□ Demand/request	□ Group instruction	□ Reprimand/warning
□ Difficult task	□ Crowded seating	□ Time out
□ Transition (lack)	□ Unstructured activity	□ Loss of incentives/privileges
□ Transition (setting)	□ Unstructured setting	□ Sent to office
□ Interruption in routine	□ Peer attention	□ Communications with home
□ Negative social interaction	□ Adult attention	□ In-school suspension
□ Consequence imposed for negative behavior	□ Other: _____	□ Out-of-school suspension
□ Other: _____		□ Other:_____

Adapted from National Association of School Psychologists (1998)

Michigan Protection and Advocacy Service, Inc.

What function(s) does the identified behavior(s) seem to serve for the student?

Escape	Attention/Control
□ Avoid a demand or request	□ Get desired item/activity
□ Avoid an activity/task	□ Gain adult attention
□ Avoid a person	□ Gain peer attention
□Escape the classroom/setting	□ Get sent to preferred adult
□ Escape the school	□ Other: _____
□ Other: _____	_____
_____	

This information was collected through:

□ Teacher interview
□ Direct Observation

Suggest any preferred items, activities or people to use as incentives in an support for this student (what can be used to increase positive student behaviors).

_____
_____
_____
_____

Behavioral Goals (state in observable, measurable terms related to target behaviors).

1. _____
_____
_____
_____
_____

2._____
_____
_____
_____
_____

Michigan Protection and Advocacy Service, Inc.

Sample Behavior Support Plan

Student Name: _____ **Date:** _____

Target Behavior: _____

Function of the behavior:_____

Support selected: _____

Support Steps/Components (include each step/component of the support, person responsible, and where and when it will occur).

Student progress (include how it will be monitored, how often, and by whom).
_____
_____
_____

Implementation (include how implementation will be monitored, how often, by whom).
_____
_____
_____

Indicate number of instructional weeks before plan will be evaluated: _____

Plan Evaluation (indicate student progress toward identified goals).
_____
_____
_____

Indicate extent to which the support was implemented as designed.
_____
_____
_____

Plan Revisions (indicate any revisions made to the plan).
_____
_____
_____

Date: _____ Outcome:_____
_____

Date: _____ Outcome:_____
_____

This CIP was reviewed and policed by the Syracuse City School District IDEA Reauthorization Discipline Committee: School Psychologists Alison Conley, Nancy Crawford, Dave Lochner, Kelly Malone, Anne Kilmer, Elizabeth Tucker-Schult, and James McDougal; SETRC Training Specialist Dave Sawadski; and Director of Special Education, Edward Erwin and adapted for this document.