

Create a Behaviour Support Plan

Rae Anne Langdon and Irena
Rosychuk

“If a child doesn’t know how to read,
we teach.”

“If a child doesn’t know how to swim,
we teach.”

“If a child doesn’t know how to
multiply, we teach.”

“If a child doesn’t know how to drive,
we teach.”

“If a child doesn’t know how to
behave, we... ...teach? ...punish?”

“Why can’t we finish the last
sentence as automatically as we
do the others?”

(Herner, 1998)

Students learn any behavior in the same way they learn to read – through instruction/modeling, practice, feedback, and encouragement.

Diane Browning-Wright

Outline

- Defining the BSP: What, Why, Who, When
- Audience survey: Where are we coming from?
- Sections of the BSP: “Sonny” Example
- First steps to creating the BSP
 - 5 minute small group discussion to identify pressing need areas
- Determining the Function of Behaviour: Review of ABC Tracking
- Break into small working groups based on need areas

What is A Behaviour Support Plan (BSP) ?

- a school-based document, with staff and parent input
- designed specifically for individual students who display challenging, disruptive or harmful behaviours
- gives school-based staff step by step directions for supporting student
- identifies triggers
- lists ways to diffuse behaviours
- targets strategies to teach pro-social behaviours
- establishes common language to be used with all parties

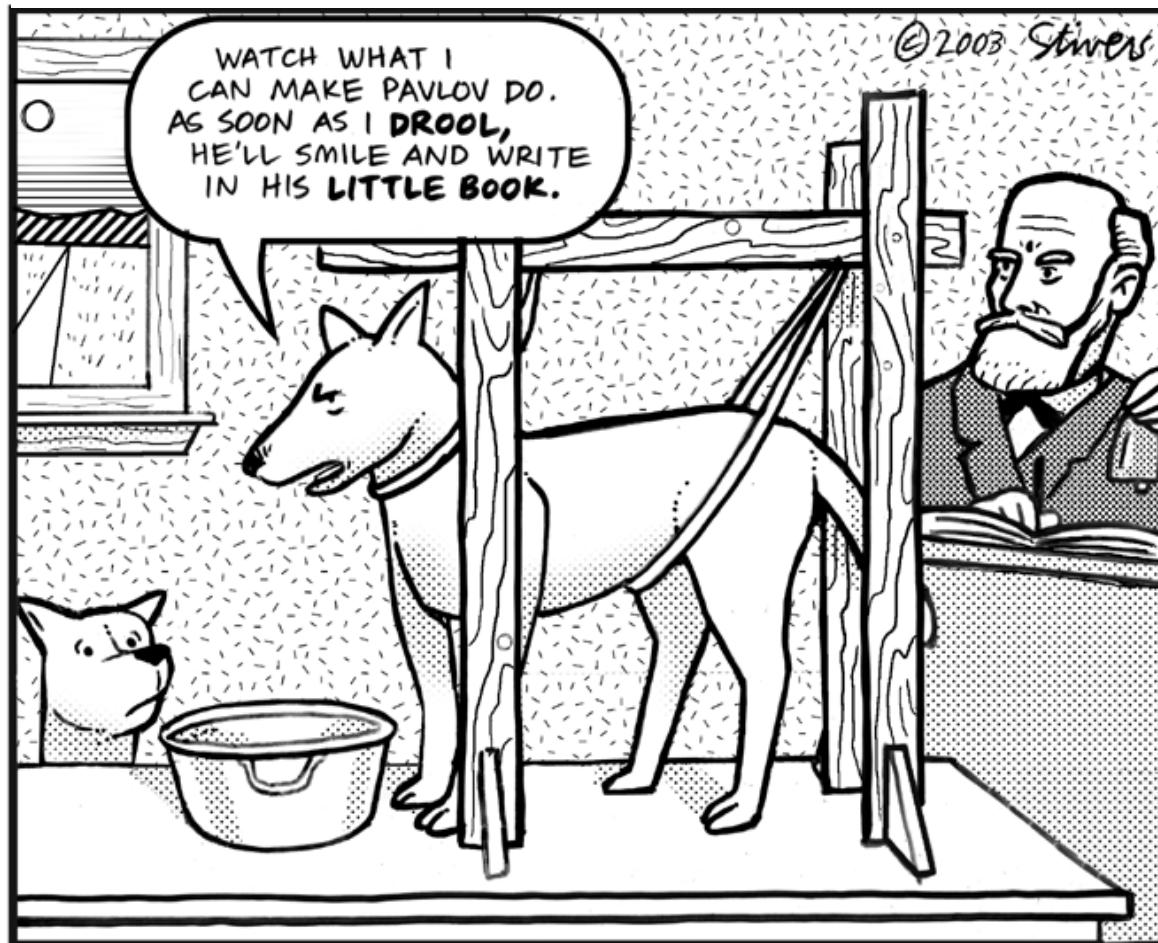
Intended Outcomes of BSP Implementation

- reduce concerning behaviours by identifying and addressing the triggers
- ensure that students and staff feel safe, valued and connected to their school community
- increase success and self-esteem of student
- restore harmony and safety to the classroom
- reduce stress of staff and classmates
- contribute to building respectful relationships, resilience, and well-adjusted students who are able to learn effectively.

State of Victoria (Department of Education and Early Childhood Development), 2007

“... a behavioural support plan is a document that is designed to change the behaviour of adults with the expectation that if adult behaviour changes, the behaviour of the student will change.”

– Robert Horner and George Sugai,
“Developing Positive Behavioral Support Systems”



Who are we and why are we here?

- School district and Division?
- Regular classroom or special program?
- Have you used a BSP before?
- Are you looking for general information or to develop a plan for a specific student or students?

BSP Example

- **Sample Individual Behaviour Support Plan**
- Sonny (13 years old, Grade 7)
- (open file)



Steps for Creating a BSP

- **Gather relevant information about the student.**
 - Past information, interviews, observations (ABC tracking)
- **Meet with relevant school staff and the student's parents to discuss why we should consider a BSP for this student.**
- **Convene a meeting of relevant school staff to draft the BSP.**
 - Relevant staff may include: teachers, learning leaders, home-school liaison, educational assistants, principals, behaviour support worker, system specialist, school resource officer
- **Refine the BSP based on input and feedback from team**
- **All team members sign the BSP. Set a date to review the BSP.**
- **Provide a copy to staff.**
- **Review the BSP with student learning team.**
 - Make (and track) any changes or proposed changes. All team members sign revised version.
- **Conclude the BSP.**
 - Assess student learning of pro-social behaviour and recommend whether or not to continue implementation of BSP, if applicable.

Gather Relevant Information- Past Information

- Piece together student behavioural history
 - Student file
 - Previous teachers / educational assistants
 - Current teachers / educational assistants in other settings
 - Parents / Guardian
- Is behaviour fairly constant in student's history, new to student, or intermittent?

Gather Relevant Information -

Interviews

- Invite Parent/Guardian to share knowledge of student and strategies used
 - In what settings other than school do we see this behaviour?
 - What do you think is the purpose of the behaviour?
 - What are some reasons we might see this behaviour? (triggers)
 - What are some effective ways you respond to the behaviour?
 - What is challenging about the situation for you (the parent?)

Gather Relevant Information -

Interviews

- Are there any health concerns? E.g. sleep or diet issues, changes in physical or mental health observed at home
- What is student's current medication? Since when? Any anticipated reviews or changes to medications?
- Names and specialties of any physicians seeing the student. Dates of upcoming appointments.
- If it appears that medical issues may be related to the behaviour, consider having a **Obtain/Release of Medical Information** signed so that information may be obtained directly from doctor.

Gathering relevant information- Observations

- Use an analytical system to gather data about the behaviour, e.g. ABC chart
- Description should be observable, i.e. what it looks like to a camera.
- Look at what is happening before the behavior occurs (**antecedent**)
- Look at what happens after the behavior occurs (**reinforcing behavior**)

STEP 1: A-B-C Tracking

Student:

Date:

Strength Behaviours: 1.

2.

Target Behaviours: 1.

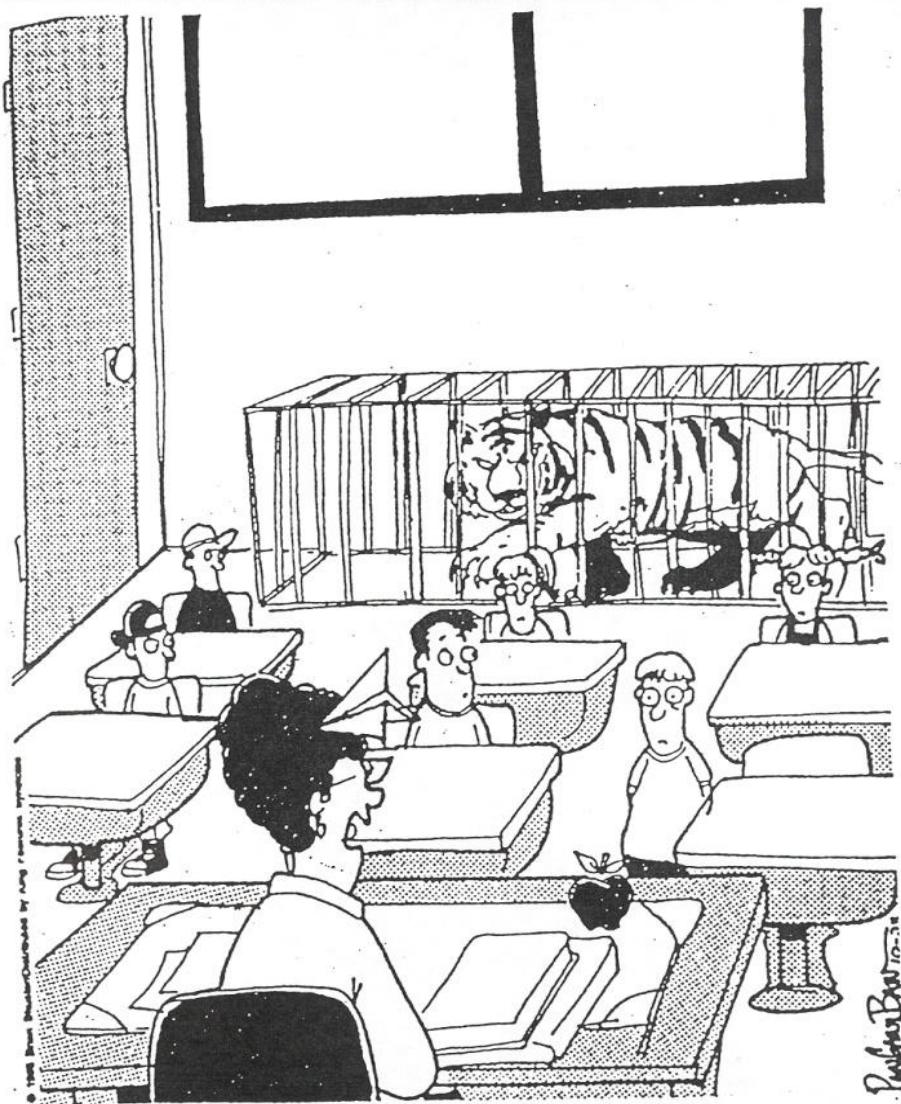
2.

Setting Event: (illness, medication, conflict at home, academic difficulties, other?) _____

Date	Time	A-Antecedent	B-Behaviour Intensity/ Duration	C-Consequence	Possible Function
					AVOID Adult attention Peer negatives Difficult tasks Sensory

STEP 2: Functional Assessment & Support Strategies

Function	<u>Behaviour</u>	Environment		Possible Support Strategies
		Structured activity Task too difficult Isolated by peers Physically demanding	Unstructured activity Task too long With peers After being corrected	
Obtaining attention				
Obtaining something desirable (object/person)				
Obtaining sensory input (physical/ psychological)				
Avoiding/escaping unwanted attention				
Avoiding/escaping unwanted items or tasks				
Avoiding unwanted sensory input (physical/psychological)				

CHAOS

"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

Triggers are different for every person.

Something one perceives as harmless may be a huge source of anxiety to another.

Environment: is there Something in the physical environment which is a trigger?

A=Antecedent

- Refers to situations in which we are likely to see the behaviour: time, place, people, object

Physical Setting:

Sensory under or over stimulation: noise, crowding, temperature, etc.; missing or present materials, configurations of furniture;

Social setting:

Interaction patterns in or around the student, people present or absent; substitute teacher

Instructional Strategies:

Mismatch between learner accommodation needs and instructional components.

Scheduling Factors:

Specific times within the schedule; with or without sequencing and transition supports; absence of a visual schedule; unanticipated changes in routine

B=Behaviour

- Rank Behaviours 1, 2, or 3 depending on Frequency, Intensity, and Duration

Frequency: How often the behavior happens

- Every ten seconds
- Three times per week
- Periodically during the month, see behavior logs: averages 2 x per month

Intensity: A description of the heightened impact of the behavior, e.g., the depth, the force, the strength, the vigor or extreme level of the behavior

- (Screams) loud enough to be heard in adjacent classrooms
- (Hits with retracted fist) hard enough to leave bruises
- (Bites) hard enough to leave marks, but has not yet broken skin

Duration: How long the behavior lasts

- After Lunch--5th and 6th Periods,
- Entire Period with no stopping
- Continuous for 20 minutes

Material sourced from: "Writing the Behaviour Support Plan"
<http://doe.sd.gov/oess/documents/EffectBSP.pdf>

B=Behaviour

- Select **two to three** target behaviours to change
- If it feels hard to choose just **two or three**,

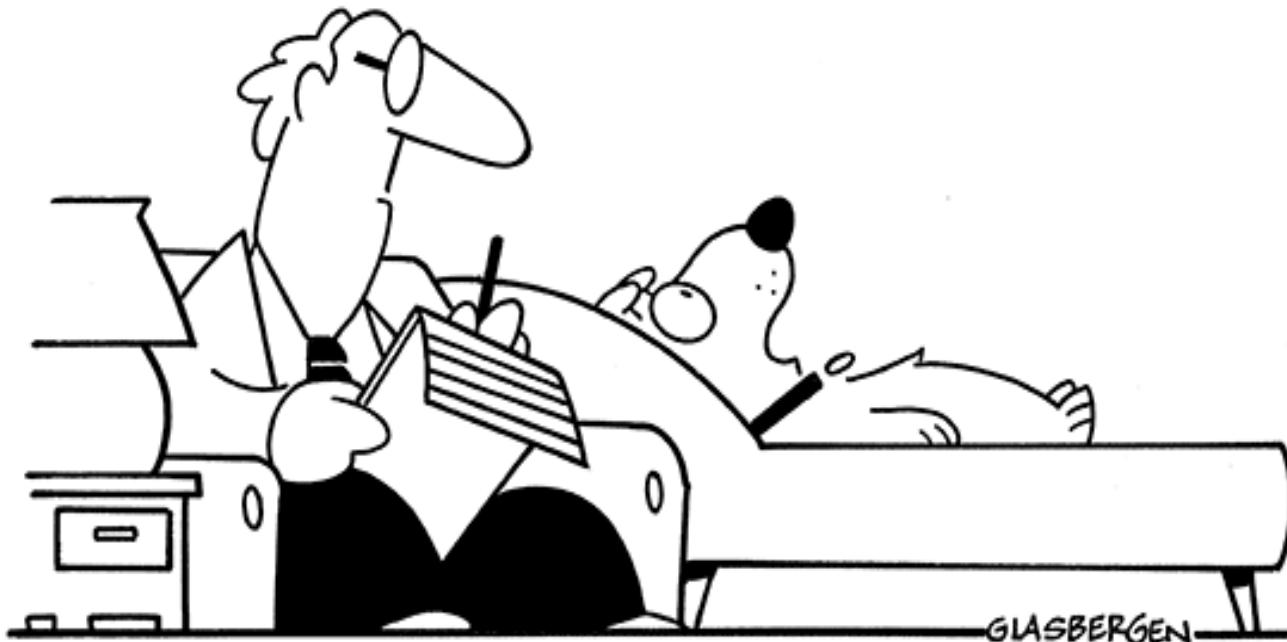
Consider the impact on students' achievement.

1. Are there less academic or social skills learned by this student or others because of the problem behavior?
2. Does this behavior raise safety or welfare concerns?

You may choose to track behaviours only at an **2 or 3 level of intensity** (see previous slide) since these will have the most impact on student achievement.

We cannot assume to know the function of the behaviour. Gather data and analyze.

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"I drink from the toilet because the water is always cold and available. I really don't think it's a low self-esteem issue."

C=Consequence

- What is the function of the behaviour?
- What is the student getting or rejecting?

Getting Examples:

- adult attention
- gain sustained peer attention and positive comments (use instead of “power”)
- gain a desired item or activity
- get a choice in the pacing of activities (use instead of “control”)



Reject: (Escape/Protest/Avoid) Examples:

- escape or avoid a task student states is (a) too hard or (b) too long, or (c) not meaningful to the student or (d) to escape peer comments that the task is too easy
- avoid or protest a demand or request or reprimand
- escape an environment in which the student states negative comments from peers frequently occur
- escape or avoid specific people or activities

Antecedent	Behavior	Consequence
The teacher places James' work folder on his desk in front of him.	James sweeps his folder and pencil onto the floor.	The classroom aide puts James in the time out corner. He Escapes doing his work.
At lunch, James sees that Martin has yogurt.	James bangs himself in the head with his fist at the lunch table.	Martin gives James his yogurt. He Acquires the desired object.

ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that <u>may</u> have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior
Feb. 8 th ; 9:35 AM (*)	Math Class	Mrs. England was lecturing to the class	George put his head on the desk (*Possible setting event: George said he had not slept well the night before)	Mrs. England asked George to participate in the class
Feb. 8 th ; 9:38 AM (*)	Math Class	Mrs. England asked George to participate in class discussion	George ignored Mrs. England's requests and kept his head on the desk	After asking twice, Mrs. England gave up and ignored George
Feb. 8 th ; 2:40 PM (*)	In class free time to work quietly	Mrs. England was working on one-on-one tutoring with other students; Time was running out for Mrs. England to work with George	George began humming loudly	Mrs. England and peers ignored George
Feb. 8 th ; 2:55 PM (*)	In class free time to work quietly	George's study partner suggested to go over assigned math sheets	George said "No", and threw his book at his partner	George's study partner returned to his desk. Mrs. England told George that if he did this again he would be sent to the office
Feb. 9 th ; 9:40 AM	Math lecture	Mrs. England was lecturing to the class	George began humming loudly	Mrs. England and peers ignored George
Feb. 9 th ; 9:50 AM	Math lecture	Mrs. England called on George for a problem	George told a joke about religion	Peers laughed
Feb. 9 th ; 9:55 AM	Math lecture	Mrs. England insisted that George answer the question	George threw his book at Mrs. England	Mrs. England told George that she was very disappointed with him, and sent him to the office
Feb. 9 th ; 11:00 AM	Sent to see school counselor	The school counselor was asking several questions to George, trying to interact with him	George ignored the school counselor's questions, put his head on the desk, and remained this way the entire time he was there	After 15 minutes trying to get George to talk, the counselor sent George back to class
Feb. 9 th ; 2:45 PM	In class free time to work quietly	George was working alone	George began humming loudly	Mrs. England asked George to stop
Feb. 9 th ; 2:50 PM	In class free time to work quietly	Mrs. England asked George to stop humming several times	George stopped humming	No one said anything
Feb. 10 th ; 12:45 PM	Lunch time	George was eating lunch with his peers	George told several jokes about sex	Peers laughed
Feb. 10 th ; 12:50 PM	Lunch time	Peers stopped laughing at George's jokes and began ignoring him	George threw his lunch tray on the floor and walked away	Peers looked at him

What do we want the student to do instead of the problem behaviour?

- **The functionally equivalent replacement behavior (FERB)** is a positive alternative that allows the student to obtain the same outcome that the problem behavior provided.
- **☒ The FERB must be as easily performed as the problem behavior.**

Examples of FERBs

(Swears at teacher: protesting a lack of attention)

- FERB: **Verbally state a desire for attention from the teacher.**

(Fights: protesting not getting his way during a recess game) –

- FERB: **Use protest language taught in verbal conflict resolution training.**

(Screams: protesting an unexpected activity)

- FERB: **Use the printed schedule to protest and then negotiate about an upcoming unexpected activity.**

(Runs from room-escaping hard work)

- FERB: **Go to time away/break center.**

(Gains sustained positive peer attention from gang members for assaultive behavior)

- FERB: **Gain sustained positive peer attention from an alternative group for pro-social behavior.**

Worst Case Scenarios:

The Reactive Plan

- The Reactive Plan comes into place when a situation with a student has not been resolved with the pro-active strategies
- Ideally, the Reactive Plan is never used. However, a well-written Reactive Plan will help staff and student come through a crisis reasonably calmly and with the minimum of trauma to everyone
- See our BSP examples (can be downloaded from CCTCA.com) for several examples of reactive plans

A few tips about the Reactive Plan...

- For BSPs that mention assault, be sure to *define* assault (keeping in mind that student behaviour may change)
 - We say: Some behaviours should never be tolerated (e.g. Throwing at another person, assault (hit, shove, stab, spit, kick, scratch, grab, pull hair and pinch) or threatening to assault someone, or damaging school property. “
- **DO NOT** include physical restraint as an option in the Reactive Plan unless you have Staff who are trained in Restraint Methods.
 - We strongly suggest: **NEVER use physical restraint .** Consider taking **Therapeutic Crisis Intervention** training which gives in-depth instruction on dealing with crisis including violent crisis.

A few tips about the Reactive Plan... cont'd

- Specify **by what time** parent/guardian is expected to retrieve student from school
 - For example: “Parent must arrive within 30 minutes of being notified by school”
- Do not discuss follow-up (i.e. Suspension or other action) until the student has left school and the situation has calmed. Write flexibility into the BSP.
 - When a student is sent home, we say to parents: “Admin will contact you within the day about the next steps.”
 - BSP says: “Based on the severity and number of people involved (in the incident or assault), Administration may extend suspension up to 5 days.”

Long term goals of BSPs

- Students increase the number of pro-social behaviours that they can perform independently.

Definition of Pro-Social Behaviour:

- Behaviour that in some way benefits people or society at large;
- That shows socially desired self-regulation (control of impulses)
- That shows concern/sensitivity to others' needs (empathy/sympathy) and differences (tolerance of diversity)