



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# Using the FBA and BIP Process to Support Students needing Intensive Intervention

## Using the Competing Behavior Pathway to Develop the Behavior Intervention Plan (Part 3 of 4)

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Developed by the Technical Assistance Partnership for Behavior

5/11/2023

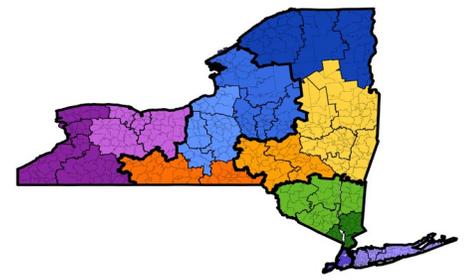


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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Today's Facilitators

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Complete evaluation form</li><li>✧ Find a quiet place to participate</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Use “mute” to prevent background noise</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Slide Marker Icons

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# Purpose



**The purpose of this 4-part professional development series is to:**

1. build fluency with the science of behavior that provides the theoretical foundation on which FBAs and BIPs are based;
2. promote acquisition of the skills necessary to complete the FBA process;
3. develop the skills necessary to create, implement and progress monitor the BIP; and
4. ensure these skills align with the New York State Regulations of the Commissioner of Education, Part 200

# Objectives

## **Part 1: Understanding the Behavior Pathway**

Build fluency with the theoretical foundations on which FBAs and BIPs are based (i.e., the behavioral pathway)

## **Part 2: Conducting the Functional Behavior Assessment**

Understand and develop the skills necessary to complete the FBA; learn the components of the Competing Behavior Pathway (CBP) from which to develop the BIP

## **Part 3: Using the Competing Behavior Pathway to Develop the Behavior Intervention Plan**

Identify interventions based upon the Competing Behavior Pathway

## **Part 4: Implementation and Progress Monitoring of the Behavior Intervention Plan**

Develop the skills necessary to 1) ensure the BIP is implemented with fidelity and 2) progress monitor a student's response to the plan with regard to changes in both the problem and replacement/desired behaviors.

# Part 3 Agenda:

## *Using The Competing Behavior Pathway to Develop the Behavior Intervention Plan*

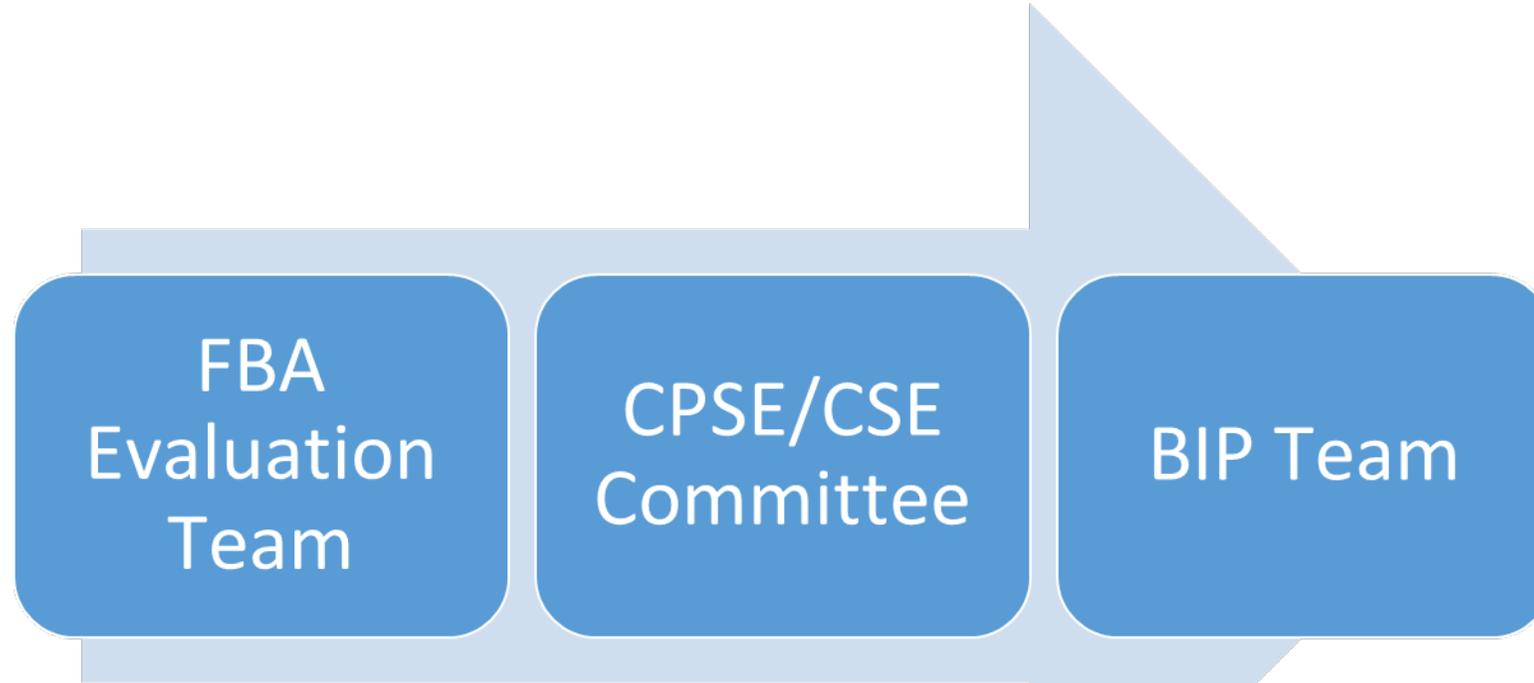
- Welcome!
- Introductions and Group Agreements
- BIP Teaming Process
- Conducting the FBA
- Designing the BIP using the critical features of Prevent, Teach, Reinforce
- Using the Competing Behavior Pathway to build the Behavior Intervention Plan



# To BIP or Not To BIP

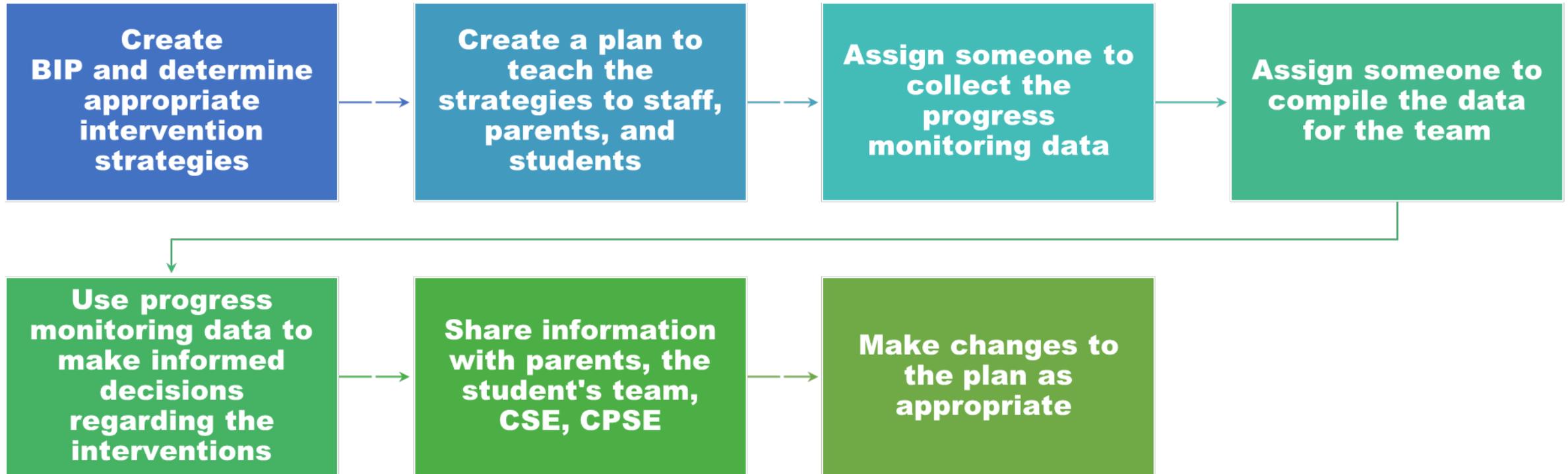
That is the question...

# Using a Team Approach

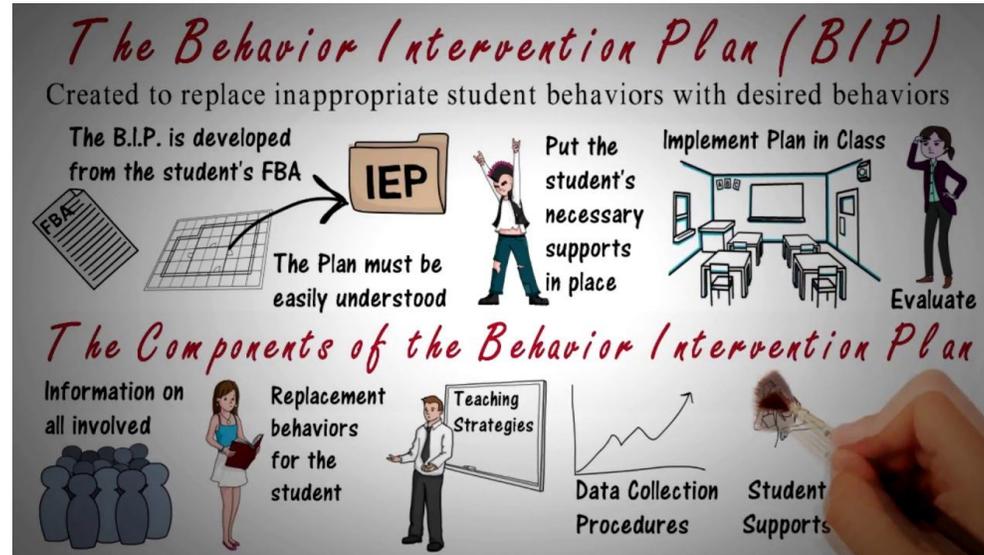


***“Fluid & Dynamic”***

# BIP Team Roles and Responsibilities



# Using the Competing Behavior Pathway to develop Behavior Intervention Plans (BIPs)



# What is a BIP?



200.1 (mmm): Behavioral intervention plan means a plan that is based on the results of a functional behavioral assessment and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

# When is a BIP appropriate?



200.22 (b) Behavioral intervention plan:

(1) The CSE or CPSE shall consider the development of a behavioral intervention plan, as such term is defined in section 200.1(mmm) of this Part, for a student with a disability when:

- (i) the student exhibits persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- (ii) the student's behavior places the student or others at risk of harm or injury;
- (iii) the CSE or CPSE is considering more restrictive programs or placements as a result of the student's behavior; and/or
- (iv) as required pursuant to section 201.3 of this Title.

# What informs the development of a BIP?

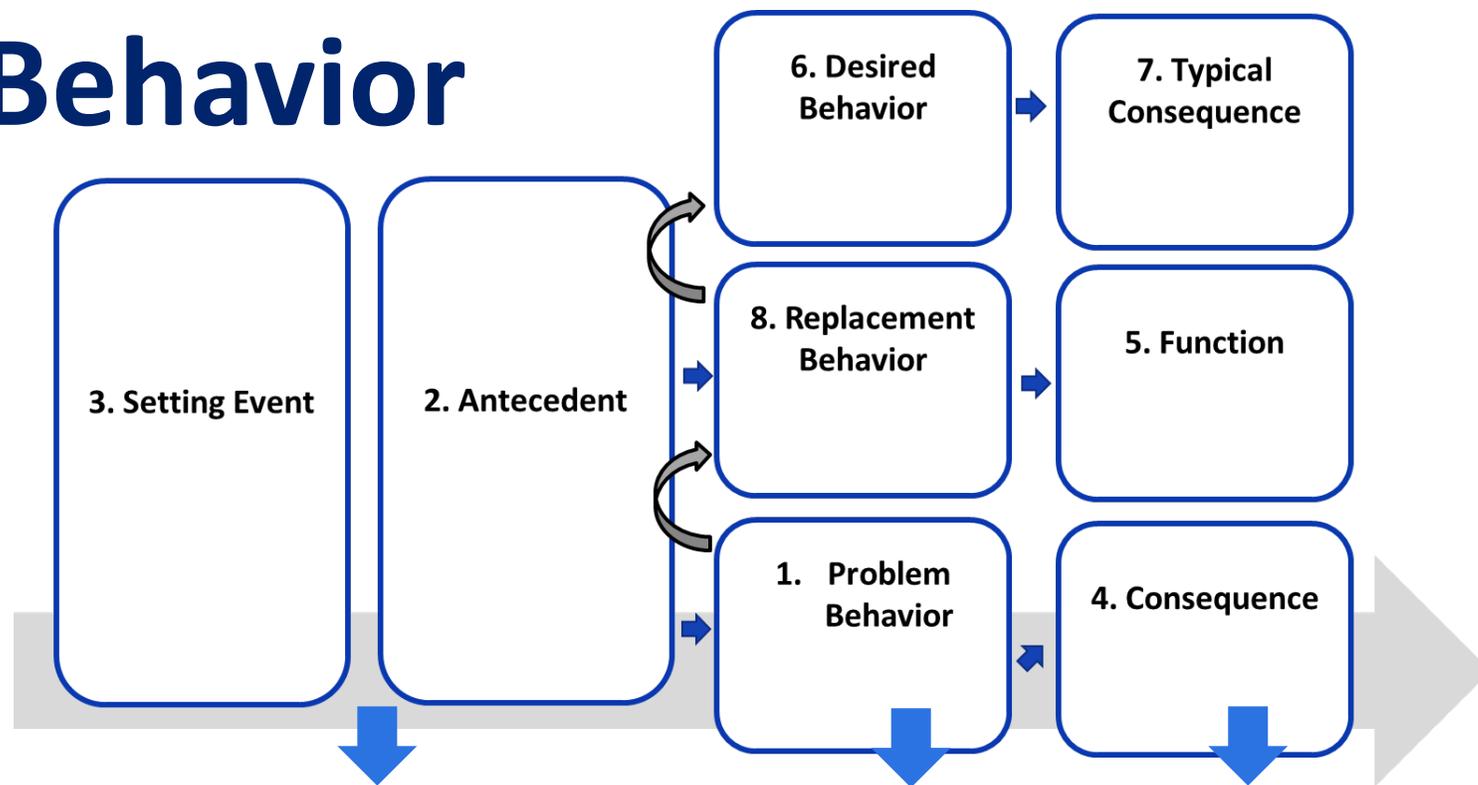


200.22 (a)(3): The FBA shall provide a baseline of the student's problem behaviors with regard to frequency, duration, intensity and/or latency across activities, settings, people and times of the day and include the information required in section 200.1(r) of this Part in sufficient detail to form the basis for a behavioral intervention plan for the student that addresses antecedent behaviors, reinforcing consequences of the behavior, recommendations for teaching alternative skills or behaviors and an assessment of student preferences for reinforcement.

# Behavior Changes because...

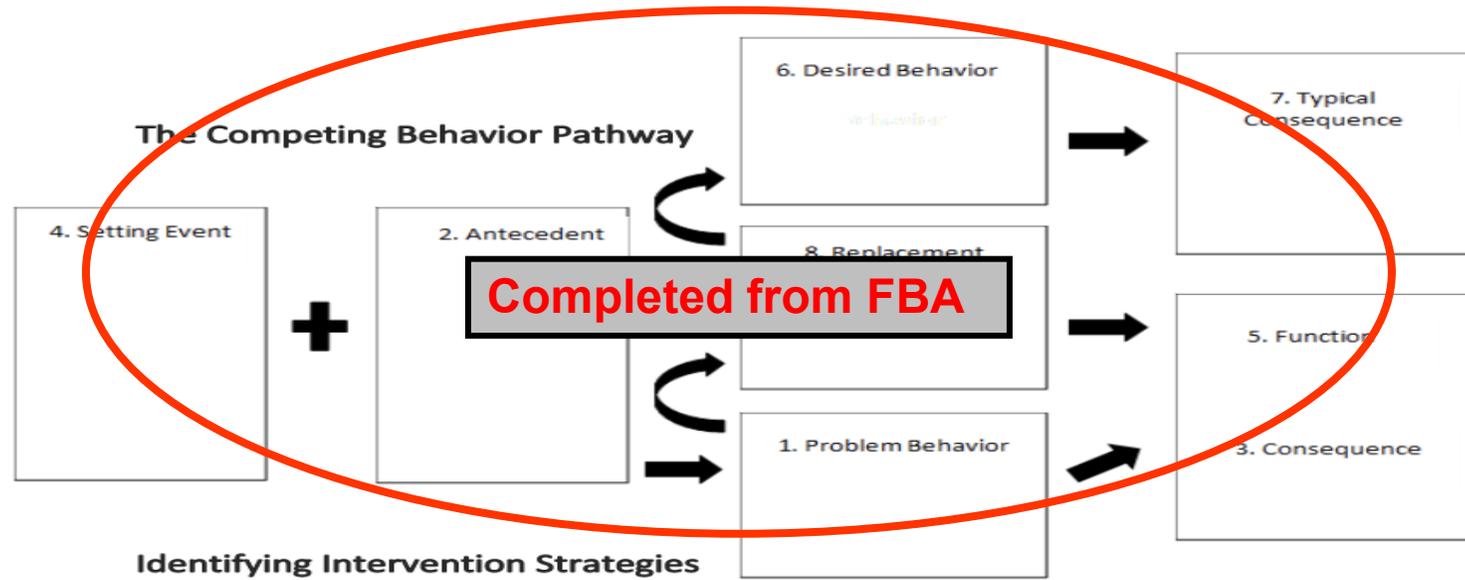
- Preventive environmental changes make the problem behavior irrelevant by removing the predictive or triggering conditions (i.e., setting events and antecedents) under which the behavior is functional and make the replacement and desired behaviors increasingly relevant by creating contexts that actively trigger them with pre-corrections, cues and prompts.
- Explicit teaching supports student mastery of the replacement and desired behaviors so that they are more efficient (i.e., require less effort and energy) than the target behavior.
- Consequence strategies make the problem behavior increasingly ineffective in obtaining reinforcement (i.e., extinction) while making the replacement and desired behaviors increasingly effective in obtaining reinforcement.

# Competing Behavior Pathway – Identify



Preventative Strategies Setting Event Strategies and Antecedent Strategies	Teaching/Instructional Strategies	Consequence/ Reinforcement Strategies
<p><b>Make problem behavior <u>irrelevant</u> by:</b></p> <ul style="list-style-type: none"> <li>- removing triggers for the problem behavior from the environment</li> <li>- introducing cues, prompts and pre-corrections for the replacement behavior into the environment</li> </ul>	<p><b>Teach replacement behaviors that are more <u>efficient</u> and <u>effective</u> in obtaining the maintaining consequence of the problem behavior</b></p>	<p><b>Reinforce the replacement behavior and prevent reinforcement for the problem behavior (i.e., <u>extinction</u>)</b></p>

# Competing Behavior Pathway - Connections



Setting Event Strategies	Manipulate Antecedent to Prevent Problem & Prompt Replacement Behavior	Teach Behavior Explicitly Teach Replacement & Desired Behavior	Alter Consequences to reinforce replacement & desired behavior & extinguish negative behavior
	Prevent Problem Behavior	Teach Alternate Behavior	Reinforce Behavior
	Prompt Replacement/ Desired Behavior		Response to Problem Behavior/ Corrective Feedback

These are prevention strategies

These are teaching strategies

These are reinforcement extinction and suppression strategies

# Critical Features of BIPs (Teach)

- **Teach** replacement (and eventually desired) behavior using explicit instruction
- **Prevent** problem behaviors by altering environmental conditions known to trigger the problem behavior and by adding explicit environmental triggers for replacement (and eventually desired) behavior
- **Reinforce** replacement (and desired behavior) on a schedule that far exceeds any reinforcement still available for problem behavior
- **Extinguish** problem behaviors by minimizing to the extent possible the source of reinforcement that sustains the behavior
- **Suppress** future occurrences of B- by contingently introducing behavior weakening consequences into the environment

# Teaching Strategies

These strategies are designed to:

- ensure the student is provided with **explicit** instruction that supports acquisition of a functionally equivalent replacement behavior

And

- ensure replacement behaviors are systematically shaped over time to increasingly approximate desired behaviors

<u>Alter Setting Event</u>	<u>Modify Antecedents</u>	<u>Teach Behavior</u>	<u>Manipulate Consequences</u>
<u>Eliminate or Neutralize Setting Events</u>	<u>Remove/Modify “Triggers” for the Problem Behavior</u>	<u>Teach Replacement Behavior</u>	<u>Reinforce Replacement or Desired Behavior</u>
	<u>Prompts for Replacement or Desired Behavior</u>	<u>Teach Desired Social Skills</u>	<u>Extinguish/Suppress Problem Behavior</u>

# Teaching Replacement Behaviors - Staff



## Orient Staff:

- Dissemination of the instructional strategies
- Inform staff of the specific replacement behaviors that will be expected of the student
- Train/teach staff how to implement any of the instructional strategies that are to be used with the student
- Respond to questions and clarify strategies as needed

# Teaching Replacement Behaviors – Students

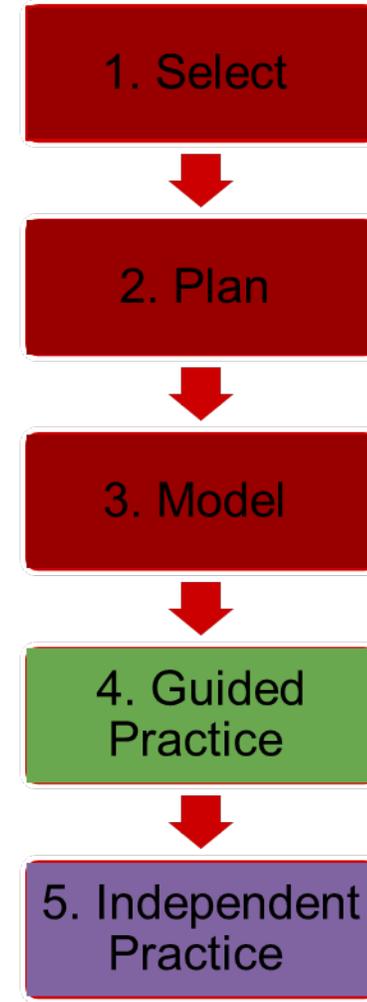
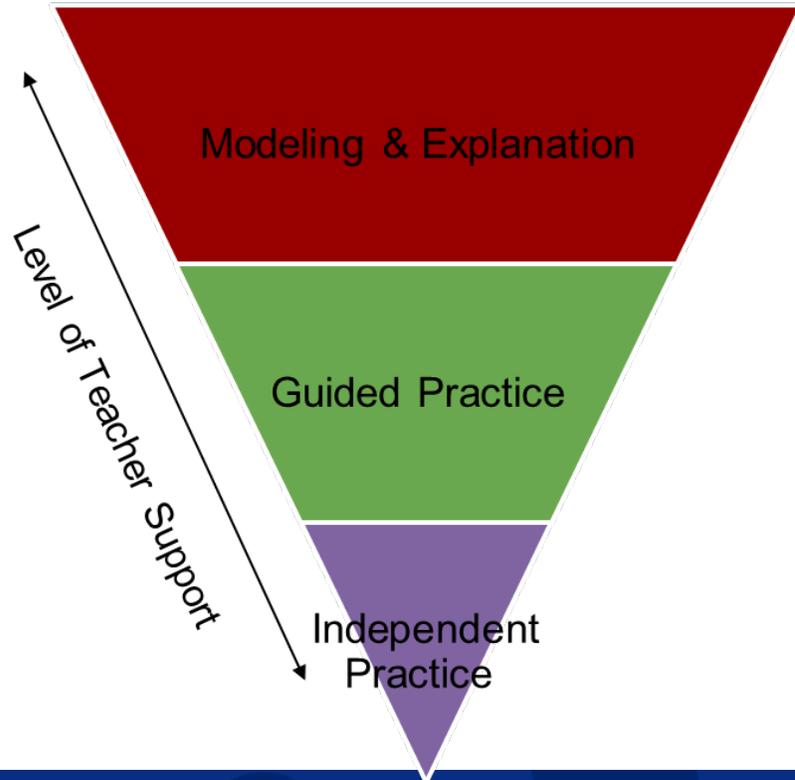
Orient Student and Obtain Commitment:

- Tactfully review with the student the gap between her current performance versus desired performance
- Stress this is a performance or skill deficit, not a character flaw
- Offer to teach the student new behaviors that will allow him to better comply with expectations
- Obtain student commitment to use the new behaviors (i.e., replacement behaviors) going forward

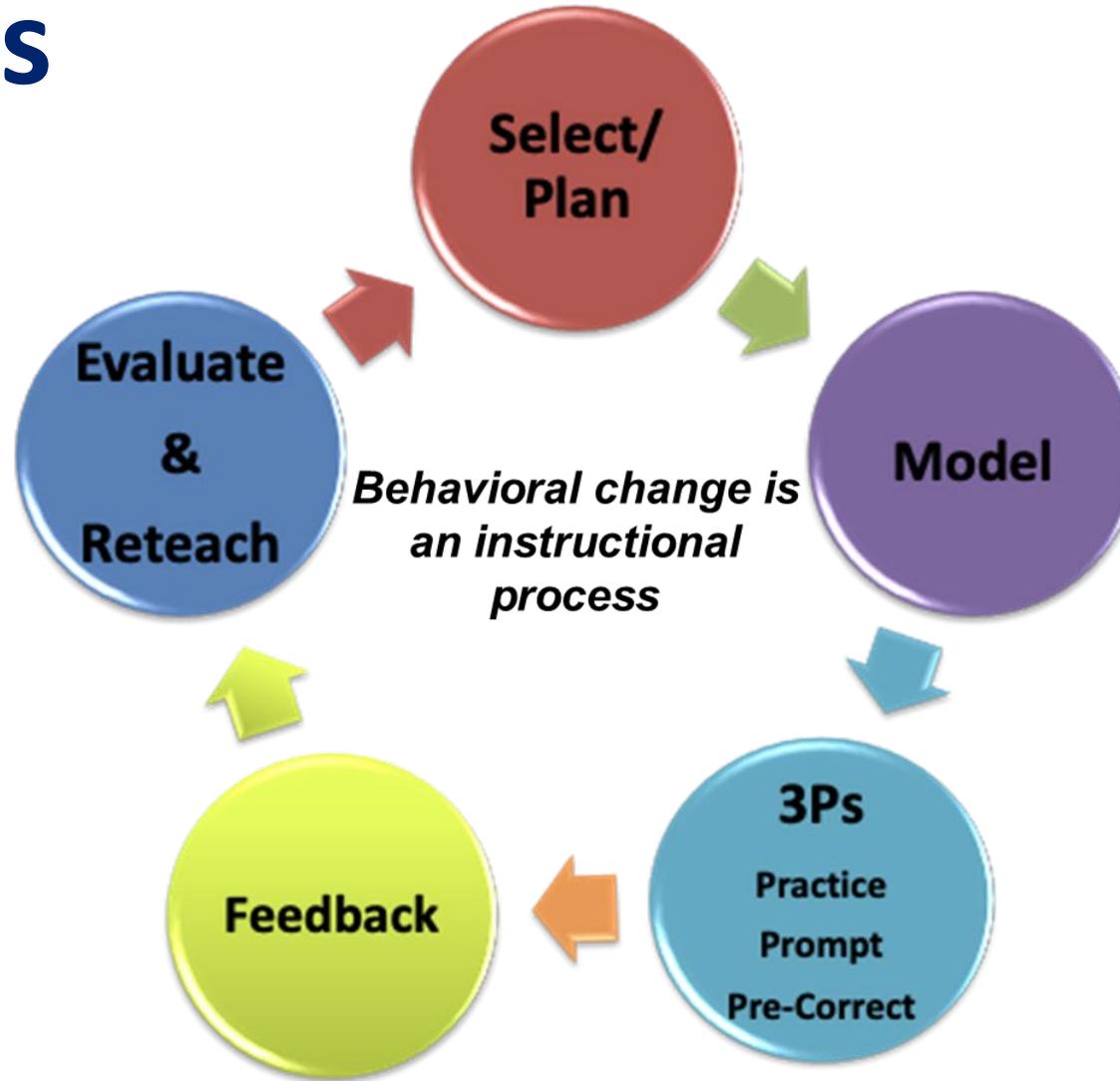


# Use Explicit Instruction to Teach Replacement Behavior

The Explicit Instruction Model  
Teaching Replacement Behaviors Using  
Explicit Instruction



# Teaching Academics & Replacement Behaviors



# Planning for Generalization and Maintenance

- Have the student identify several instances that will arise to use the new behavior --- mindfully anticipate its use
- Review with the student the pre-correction you will provide in the applied setting (the classroom) to support the student's use of the new behavior
- Review the prompt, or correction procedure, you will use to support the student's use of the new behavior if they slip up.
- Review with the student the positive consequences that will ensue if he chooses to use the replacement behavior

# Planning for Generalization and Maintenance Continued

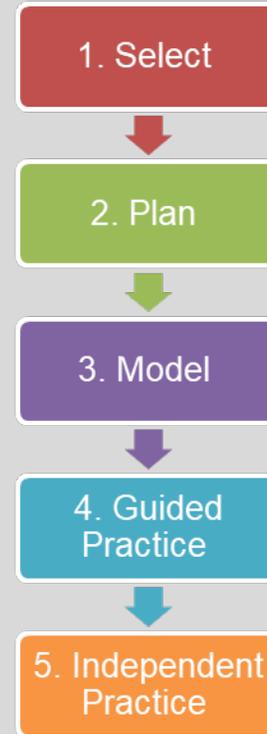
- Review with the student the positive consequences he will choose to forfeit (i.e., extinction), and the punishment he may choose to obtain (i.e., suppression), if he chooses to use the problem behavior
- Re-emphasize student commitment to choose the replacement behavior
- Affirm the student enthusiastically and state your belief in him
- Be prepared to coach in the moment by:
  - providing the presets and prompts described above
  - following through contingently with both the positive and negative consequences described above

# YOUR TURN – Interviewing Tools

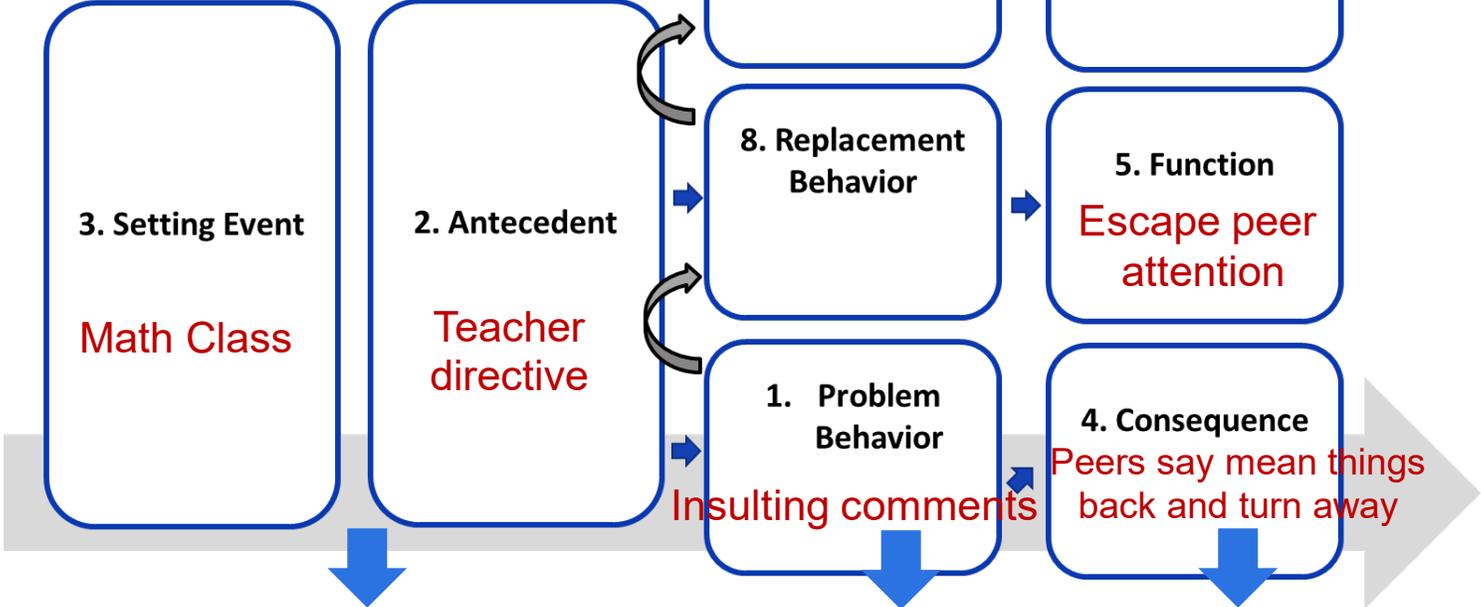


At your table identify the replacement behavior you choose for Will. Identify how you will operationalize and teach the behavior using explicit Instruction.

## Teaching Replacement Behaviors Using Explicit Instruction



# Will's Competing Behavior Pathway



Preventative Strategies Setting Event Strategies and Antecedent Strategies	Teaching/Instructional Strategies	Consequence/ Reinforcement Strategies
<p><b>Make problem behavior irrelevant by:</b></p> <ul style="list-style-type: none"> <li>- removing triggers for the problem behavior from the environment</li> <li>- introducing cues, prompts and pre-corrections for the replacement behavior into the environment</li> </ul>	<p><b>Teach replacement behaviors that are more efficient and effective in obtaining the maintaining consequence of the problem behavior</b></p>	<p><b>Reinforce the replacement behavior and prevent reinforcement for the problem behavior (i.e., extinction)</b></p>

# Critical Features of BIPs (Prevent)

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- **Extinguish** problem behaviors by minimizing to the extent possible the source of reinforcement that sustains the behavior
- **Suppress** future occurrences of B- by contingently introducing behavior weakening consequences into the environment

# Prevention Strategies

## Manipulating Setting Events and Antecedents to Make Problem Behavior Irrelevant.

- Setting Events increase the likelihood that the antecedent will trigger the problem behavior by temporarily enhancing the reinforcement value of the maintaining consequences.
- Whereas, Antecedents, occur immediately before the problem behavior and act as “triggers” for problem behavior

# Examples

- Example #1: Previous conflict at home with parents (setting event) increases the likelihood Alan will say “no” and argue (problem behavior) in response to a teacher directive (antecedent) because he will find being told to leave the classroom (maintaining consequence) especially rewarding.
- Example #2: Independent seat work tasks more than 5 minutes in length (setting event) increase the likelihood that Jamal will complain about work, knock papers from his desk and leave his area (problem behaviors) in response to the explicit direction to work quietly (antecedent) because he will find teacher redirection, encouragement and assistance with work (maintaining consequence) especially rewarding

# Setting Event Intervention Strategies

These strategies are designed to:

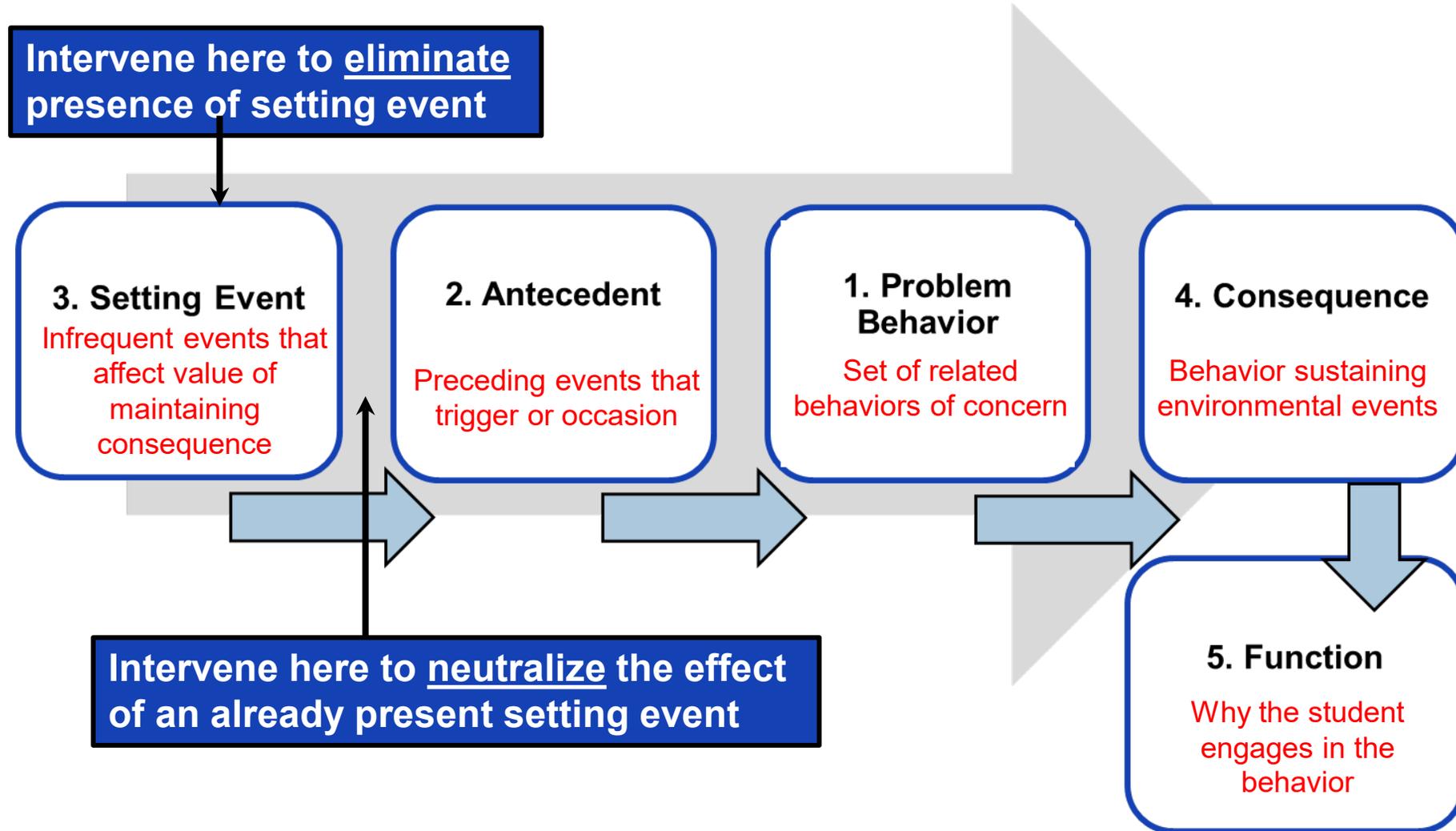
- Eliminate identified setting events

OR

- Build in a neutralizing routine to defuse the effects of a setting event

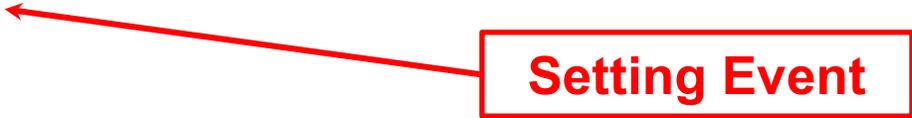
<u>Alter Setting Event</u>	<u>Modify Antecedents</u>	<u>Teach Behavior</u>	<u>Manipulate Consequences</u>
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# Eliminating and Neutralizing Setting Events



# Example: Eliminating Setting Events

When directed to write in his daily journal in first period, Sam complains verbally, crumbles the paper and curls up on the floor. If teachers encourage him to reengage, he runs away to the coat room where teachers leave him alone. These escape maintained problem behaviors are more likely to occur on days that Sam forgets to take his medication before school.



**Setting Event**

Sam's team members (including his parents) have decided that Sam will go to the school nurse's office each morning to take his medication.

\*By ensuring that Sam takes his medication, the team will be eliminating the setting event.

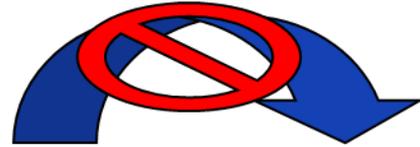
# Example: Eliminating Setting Events Tamika

When asked to transition to a new activity, Tamika sometimes has tantrums (crying, screaming, flopping) that result in adult's interacting with Tamika to soothe, encourage and redirect her. This teacher attention maintained is more likely when Tamika has had no individual contact with a teacher for more than ten minutes.

Tamika's team members have decided that she will: have her assignments divided into smaller "chunks". After the completion of each chunk a teacher will review her work and give feedback and thus provide frequent intermittent teacher attention.

By ensuring Tamika never goes without teacher attention for more than ten minutes (i.e., never experiences deprivation), the team has eliminated the setting event.

# Neutralizing Routines



Setting Events Antecedents Behavior Consequence



- Act as “separating events” that occur between a setting event that has already occurred and the triggering antecedent
- Diminish the effects of setting events that have already occurred by reducing the reinforcement value the maintaining consequences will offer were the student to engage in problem behavior.

# Example: Neutralizing Routines - Ramona

When given a directive to begin work on independent academic tasks, Ramona places her head on her desk and refuses to begin work until teachers ask her what is wrong and encourage her to get started. This teacher attention maintained problem behavior is more likely to occur on days when she is teased on the bus on the way to school.

Ramona's team has decided: to build in a morning "check-in" during which Ramona spends 5-10 minutes talking with a preferred adult about her bus ride and her readiness to make good choices in the classroom.

The purpose of this routine is to help neutralize the effects of having been teased on the bus. Ramona's need for teacher attention after getting teased will be proactively addressed.

# Example: Neutralizing Routines - Bo

When given a directive to begin work on independent academic tasks, Bo verbally refuses to do the work, tears up the assignment, leaves his desk area, refuses ensuing direction to return to his seat and grows increasingly loud until he is sent to the office. This task avoidance problem behavior is more likely to occur when the subject is Math.

Bo's team has decided: that during math but prior to being given a directive to do independent work, Bo will be *pre-corrected* to use his escape card (the replacement behavior) if needed and reminded that he will earn extra time playing basketball if he does.

The purpose of this routine is to help neutralize the effects Math has on the problem behavior by reminding Bo he has a more efficient and effective way to escape that will also earn him time in the gym, something he values

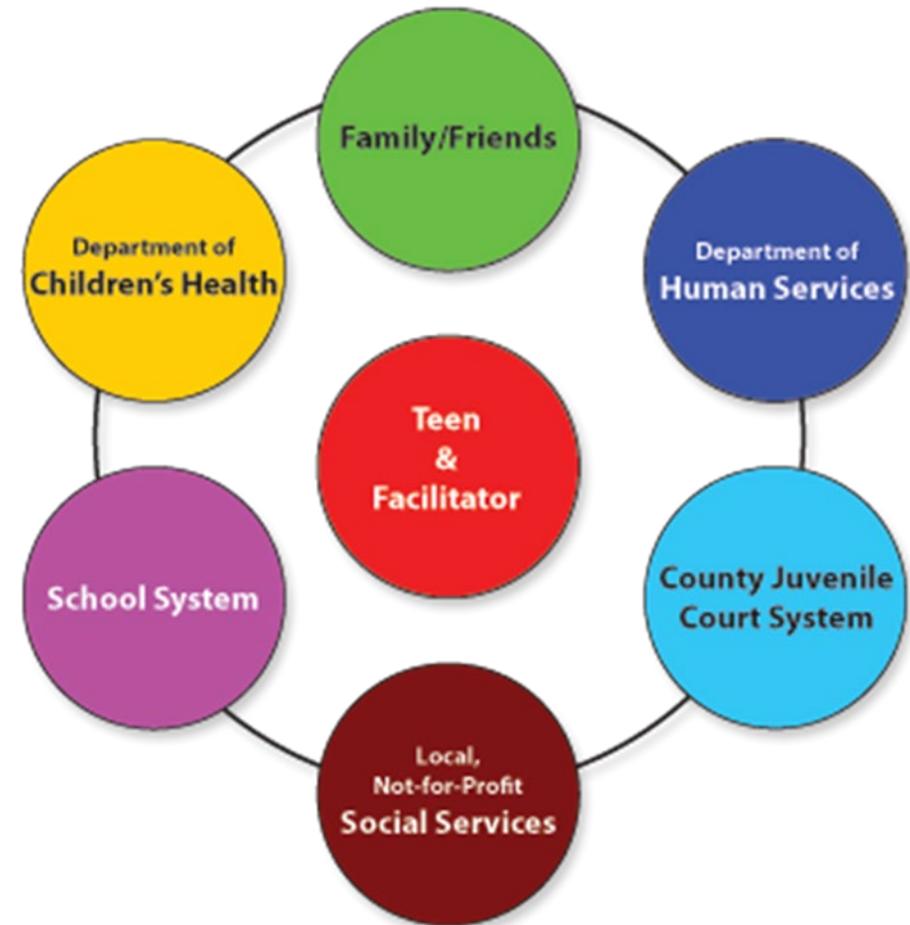
# Working with Partners to Address Setting Events



System of Care Framework

System of care Framework (From Stroul, B. & Friedman, R. (1986 rev ed)

## Wraparound Concept



# Antecedent Intervention Strategies

These strategies are designed to:

- Eliminating/ Modifying antecedents that “trigger” the behavior

AND

- Prompting Replacement/Desired Behavior (e.g., pre-correction)

<u>Alter Setting Event</u>	<u>Modify Antecedents</u>	<u>Teach Behavior</u>	<u>Manipulate Consequences</u>
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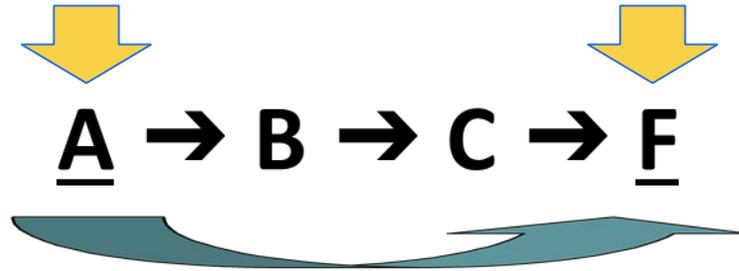
# Make Problem Behavior Irrelevant

## Eliminate or Modify Antecedent Triggers

Evidence-based examples include:

- Explicit rules and expectations directly taught and publicly posted
- Assessment-based differentiated instruction (instructional match)
- Opportunities to actively respond (correctly)
- Scheduled Praise and Attention (Adult and/or peer)
- Structure via predictable routines
- Change up tasks (task interspersal or behavioral momentum)
- Student Choice
- Effective Directives
- Teacher Proximity

# Eliminating or Modifying Antecedent Triggers



Instead of asking Morgan to write an essay in order to tell us what she knows about how the two-party political system developed in this country, let's have Morgan dictate her answers into voice-to-text software.

\*By allowing Morgan to dictate her response we have addressed both the antecedent (long writing assignments) and the function (escape from long writing assignments).

# Effective antecedent strategies must directly address both the specific antecedent and the function of the problem behavior identified in the FBA

During independent reading time in language arts, when several minutes have passed without teacher attention. Maria **makes noises, talks out, and walks around the room**. This behavior is maintained by adult attention.

Which is the best antecedent strategy?

Addresses:  
1. Antecedent? 2. Function?

- ~~• Have peers remind the student to stay in her seat~~
- ~~• Give student more time to finish her reading assignment~~
- Teacher provides frequent praise for reading quietly and staying in her seat
- ~~• At the beginning of independent reading, explain to the class why it is important to sit quietly~~
- ~~• Provide student with readings on preferred topics~~

# Antecedent Strategies

## Prompting the Replacement or Desired Behavior

Prompts are *supplementary* antecedent stimuli used to evoke a desired response under specific environmental conditions



# Pre-Correction

A systematic approach to preventing identified chronic problem behavior that involves providing an explicit stimulus cue for the replacement or desired behavior.

## Critical Features:

- Pre- means before...
- Pre-Correct for what to do – prompt for the replacement or desired behavior
- Pre-correction should always be paired with identifying and removing from the environment antecedent triggers for identified problem behavior

# Prompts

- Verbal Cues
  - Pre-correction
- Movement Cues
  - Pointing, tapping, touching, looking at
- Position Cues
  - Place one stimulus closer to the student



# Examples of Pre-Correction

- “Before we line up, remember walk in a straight line, quiet voices with hands to self”
- “Before we break into group work, if you need help -- remember you can ask a peer in your work group quietly for help, and if they don’t know the answer, go on to the next problem, and you can ask me at the break.”
- As students enter the classroom, the teacher points to a visual schedule that prompts students to pick up their folders, go straight to their desk, and to get started quietly on the warm-up activity on the board, while saying, “Make sure to follow the schedule”.
- Teacher raises hand above head as a visual prompt, saying, “If you know the answer to this question, quietly raise your hand.”

# Response Interruption & Redirection

At the earliest signs of problem behavior, quickly signal the student to stop and then immediately prompt the alternative behavior.

**Example:** During independent work, Darrell often talks out to get teacher attention. If ignored, Darrell begins yelling and throwing materials.

**Intervention:** When Darrell first starts talking out, his teacher immediately, briefly and in a way that is not reinforcing prompts him to use the appropriate behavior they have rehearsed during the explicit instruction component of the BIP. If/when Darrell uses this response prompt to choose the new replacement behavior, the teacher explicitly and significantly reinforces

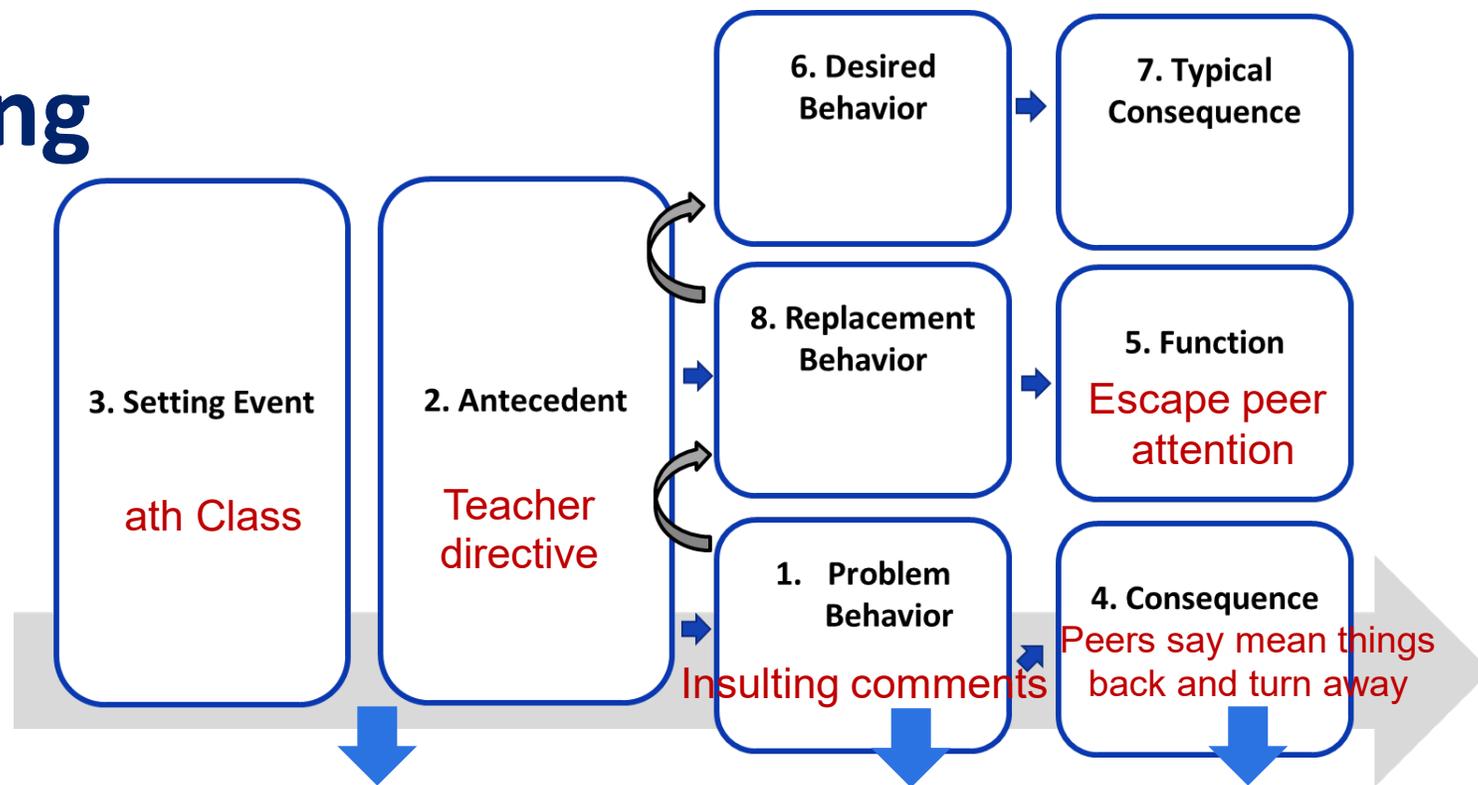
# YOUR TURN: Prevent



- Using Wills competing behavior pathway, identify what prevention strategies you might put in place for him
- Remembering Setting events cannot always be eliminated but could be naturalized
- What cues prompts or pre-corrections would you use?



# Will's Competing Behavior Pathway – Teaching Plan



Preventative Strategies Setting Event Strategies and Antecedent Strategies	Teaching/Instructional Strategies	Consequence/ Reinforcement Strategies
<p><b>Make problem behavior <u>irrelevant</u> by:</b></p> <ul style="list-style-type: none"> <li>- removing triggers for the problem behavior from the environment</li> <li>- introducing cues, prompts and pre-corrections for the replacement behavior into the environment</li> </ul>	<p><b>Teach replacement behaviors that are more <u>efficient</u> and <u>effective</u> in obtaining the maintaining consequence of the problem behavior</b></p>	<p><b>Reinforce the replacement behavior and prevent reinforcement for the problem behavior (i.e., <u>extinction</u>)</b></p>

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- **Extinguish** problem behaviors by minimizing to the extent possible the source of reinforcement that sustains the behavior
- **Suppress** future occurrences of B- by contingently introducing behavior weakening consequences into the environment

# Consequence Strategies

Consequence strategies are designed to:

- systematically strengthen replacement or desired behaviors by reinforcing them with sufficient frequency

AND

- systematically weaken problem behavior by denying it access to reinforcement and/or responding to it with behavior suppressing consequences

<u>Alter Setting Event</u>	<u>Modify Antecedents</u>	<u>Teach Behavior</u>	<u>Manipulate Consequences</u>
<u>Eliminate or Neutralize Setting Events</u>	<u>Remove/Modify “Triggers” for the Problem Behavior</u>	<u>Teach Replacement Behavior</u>	<u>Reinforce Replacement or Desired Behavior</u>
	<u>Prompts for Replacement or Desired Behavior</u>	<u>Teach Desired Social Skills</u>	<u>Extinguish/Suppress Problem Behavior</u>

# Reinforcing Replacement and Desired Behavior

**Fundamental principle of BIPs** - For behavior change to occur, the student's environment must deliver reinforcement for the replacement or desired behavior that is ...

- more desirable,
- more immediately available,
- obtainable in greater magnitude and
- available more consistently

...than the reinforcement that the environment makes available for the problem behavior.



*“If we do not put theory to work for us in this way in our interventions, behavior change will not occur.”*

# Consequence Strategies that Strengthen Behavior

**Reinforcement Defined:** The process by which a consequence that reliably follows (is contingent on) a behavioral response increases the future probability of that response under the same or similar environmental conditions.



# Consequence Strategies that Strengthen Behavior

**Positive Reinforcement:** A type of reinforcement in which the consequence for a behavior involves the contingent addition of a stimulus to the environment that the learner experiences positively or pleasurablely.

**Example:** The issuing of full points on a student's Check-In, Check-Out DPR contingent upon that student meeting the criteria for acceptable performance.

**Negative Reinforcement:** A type of reinforcement in which the consequence for a behavior involves the contingent removal of a stimulus from the environment that the learner finds rewarding to see go.

**Example:** A student who misbehaves to escape completing math worksheet, is allowed to cross one problem out for every one problem he completes.



# Strategies for Delivering Reinforcement

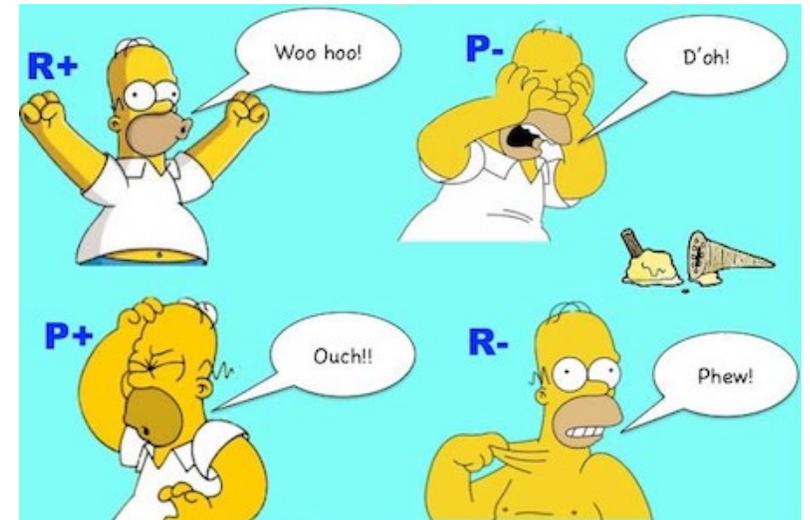
- Shaping - reinforcing successive approximations to the desired behavior
- Fading - reinforcing behavior that occurs during successive approximations of a target environment
- Contingency Contracts - A contingency (or behavior) contract is an agreement between a student and teacher and a parent, (perhaps), which states behavioral or academic goals the student is to achieve and the reinforcement or reward that the student will earn contingent upon achievement of these goals.
- Token Economies - Token economies are programs in which students (entire classrooms or individuals) earn points or tokens for appropriate behavior and, at a later time, trade them for preferred activities, objects, or privileges.

# Strategies for Suppressing or Weakening Problem Behavior

**Punishment**: a reduction in the future probability of a specific response as the result of the contingent and immediate delivery of a consequence for that response.

**Positive Punishment**: reducing the probability of a behavior occurring in the future by **contingently introducing an aversive stimuli** into the environment

**Positive Punishment**: reducing the probability of a behavior occurring in the future by **contingently removing a desirable stimuli** from the environment



# Conditions for Effective Punishment

- Punishment must be consistently response-contingent --- if this, then that --- and should be delivered immediately following the targeted behavior - do not use intermittently
- The consequence should be aversive enough to suppress future occurrences of the behavior without being inappropriately or unprofessionally harsh
- Punishments should be varied because students habituate --- grow comfortable with – the same punishment when they experience it repeatedly over time and so it ceases to have the desired effect
- Positive reinforcement for the behavior being punished needs to be minimized
- Always reinforce appropriate behavior that is incompatible with the behavior targeted for punishment
- Punishment procedures should avoid providing a discriminative stimuli for punishment (“wait till your father gets home”)
- Punishment procedures should avoid being a discriminative stimulus for positive reinforcement (only after punishment are certain types of reinforcement made available)
- Punishment procedures should not be used to suppress previously learned escape behaviors (research has shown that punishment can accelerate, rather than suppress, escape motivated behavior)

It is very difficult to get right all the conditions necessary for punishment to work. That is why punishment, especially punishment used in isolation of other preventive and positive strategies, is not terribly effective at changing behavior. But it is an evidenced-based strategy, that when blended into a complete BIP can help suppress problem behavior

# Strategies for Delivering Reinforcement



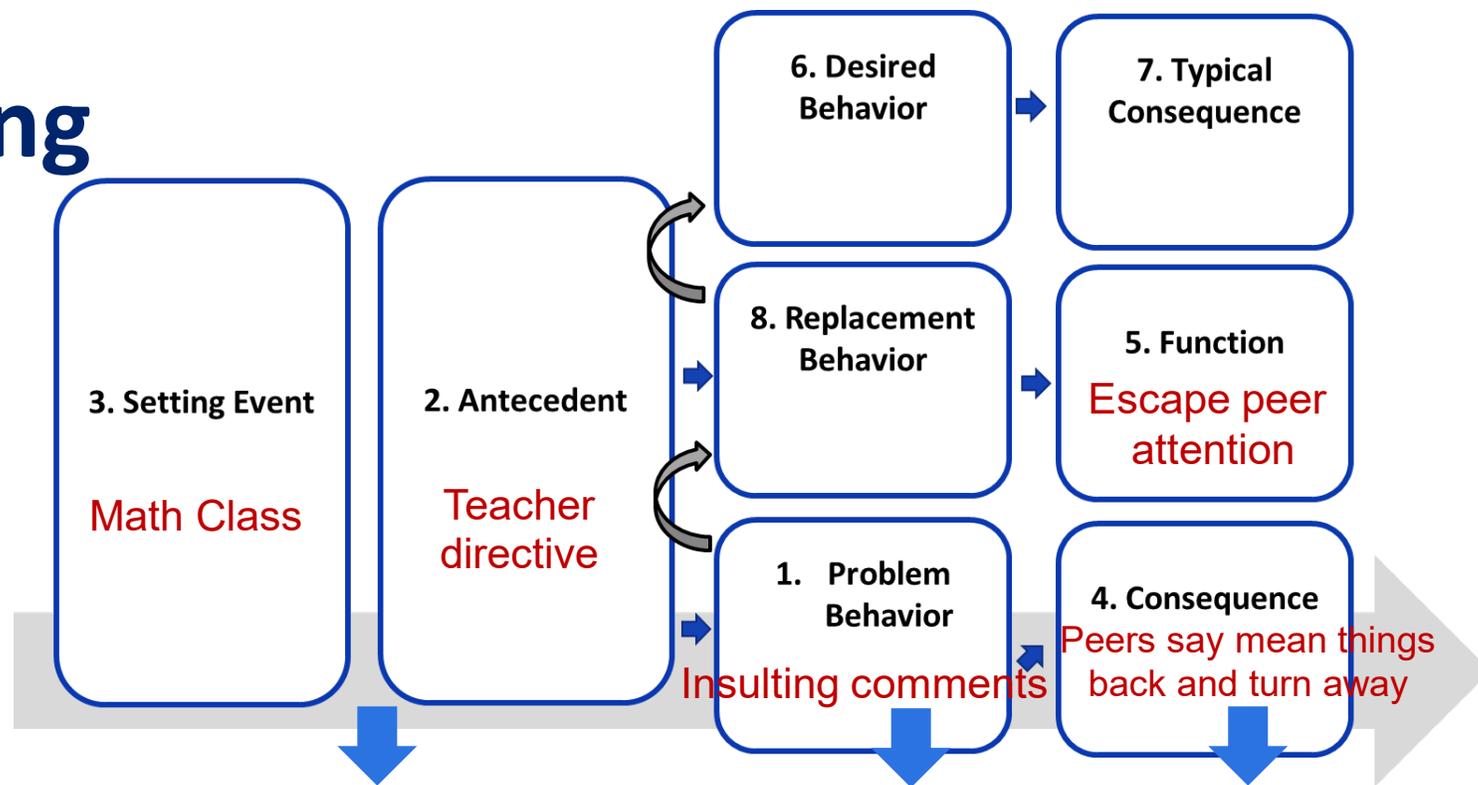
- Extinction - systematically preventing reinforcement for a specific, previously learned (i.e., reinforced) behavior
- Response Cost - a behavior weakening procedure in which a specific amount of previously earned reinforcement is contingently withdrawn following a specific student response
- Overcorrection - involves having the student engage in repetitive behavior as a penalty for having displayed an inappropriate response
- Time-Out - a procedure that temporarily excludes a student from the opportunity to earn reinforcement

# YOUR TURN: Reinforce and Extinguish/Suppress

- Using Will's competing behavior pathway, identify consequence strategies for Will that reinforce the replacement behavior.
  - How will you respond when Will uses the replacement behavior?
- Using Will's competing behavior pathway identify consequence strategies for Will that prevent the problem behavior from being reinforced (extinguish/suppress).
  - How will you respond when Will reverts to the problem behavior?



# Will's Competing Behavior Pathway – Reinforcement Strategies



Preventative Strategies Setting Event Strategies and Antecedent Strategies	Teaching/Instructional Strategies	Consequence/ Reinforcement Strategies
<p><b>Make problem behavior <u>irrelevant</u> by:</b></p> <ul style="list-style-type: none"> <li>- removing triggers for the problem behavior from the environment</li> <li>- introducing cues, prompts and pre-corrections for the replacement behavior into the environment</li> </ul>	<p><b>Teach replacement behaviors that are more <u>efficient</u> and <u>effective</u> in obtaining the maintaining consequence of the problem behavior</b></p>	<p><b>Reinforce the replacement behavior and prevent reinforcement for the problem behavior (i.e., <u>extinction</u>)</b></p>



# Exit Ticket

So, what's next?  
**Part 4!**

# When is a BIP reviewed?



201.3: If the conduct resulting in the suspension is determined to be a manifestation of (related to) the student's disability write a BIP to address the behavior, the school district implemented a BIP for the student, or if a BIP had already been developed, review the BIP and modify it as necessary to address the behavior.

# When is a BIP reviewed continued?



200.22 (b)(5) Progress monitoring: The implementation of a student's behavioral intervention plan shall include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the behavioral intervention plan and on the student's IEP. The results of the progress monitoring shall be documented and reported to the student's parents and to the CSE or CPSE and shall be considered in any determination to revise a student's behavioral intervention plan or IEP.

# What will be covered next:

Implementing and progress monitoring the BIP

***Note: Please bring prior training day's materials with you to the next training session***

# Questions? Follow-up?



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# Training Evaluation Survey

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