Psychology 278: INTERVENTIONS AND PREVENTION

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Office Hours: By appointment only

Required Texts:

- Shinn, M. R., & Walker, H. M. (2010). *Interventions for achievement and behavior problems in a three-tier model including RTI.* Bethesda, MD: National Association of School Psychologists
- Thomas & Grimes (2008). *Best practices in school psychology V. Bethesda, MD: National association of school psychologist.*
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied Behavior Analysis* 2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Supplementary Resources

- Chafouleas, S., Riley-Tillman, T. C., & Sugai, G. (2007). *School-based behavioral assessment: Informing intervention and instruction.* New York: Guilford Press.
- Bear, G., C., & Minke, K. M. (2006). *Children's needs III: Development, prevention, and intervention.* Bethesda, MD: National Association of School Psychologists
- Alberto, P. A., & Troutman, A. C. (2003). Applied behavior analysis for teachers. Upper Saddle River, NJ: Merrill Prentice Hall.
- Neef, N. A. et al. (2004). *Behavior analysis in education (2nd ed).* Lawrence, KS: Journal of Applied Behavior Analysis
- Rathvon, N. (2008). *Effective school interventions (2nd ed.): Evidence-based strategies for improving student outcomes.* . New York: Guilford Press
- Thomas, A., & Grimes, J. (2008). *Best practices in school psychology –V.* Bethesda, MD: National Association of School Psychologists

Course Description: Psychology 278, Intervention and Prevention, will provide students with the knowledge base needed to design, implement, and evaluate effective interventions and prevention programs for students with behavioral/emotional, social, and/or academic problems. Issues pertaining to interventions with families, teachers, and culturally diverse groups will be presented. Students will participate in a field experience 1-2 days per week.

Course Prerequisites: The student must be in a Psychology graduate program and maintaining a minimum 3.0 grade point average. Other graduate students may be admitted with permission of instructor. Students should have a background in child development, human learning, and applied behavior analysis.

NASP Domains Covered in Psych 278:

- Data-based decision-making and accountability
- Consultation and Collaboration
- Effective instruction and development of cognitive/academic skills
- Socialization and development of life skills
- Student diversity in development and learning
- School and systems organization, policy development and climate
- Prevention, crisis intervention, and mental health
- Home/school/community collaboration
- Research and program evaluation
- School psychology practice and development
- Information technology

Program Goals & Objectives:

- Operate within a scientist-practitioner framework by using the scientific method and research to guide practice and demonstrate accountability.
- Demonstrate respect for and sensitivity to cultural and individual differences.
- Deliver school psychological services from a consultation framework with an emphasis on problem-solving to prevent and remediate learning and adjustment problems experienced by children and youth.
- Link assessment methodologies to the development, implementation, and evaluation of research-based interventions.
- View problems from a systems/ecological perspective focusing on the child, family, school, and community.
- Demonstrate a theoretical and empirical basis for professional practice.
- Engage in evaluation of individual practice and school-based and/or community based programs.

Course Goals & Objectives:

- Students will be able to evaluate research on effective techniques and programs for prevention of and/or interventions with academic and behavior problems exhibited by students such as classroom misbehavior, homework completion, truancy, crises, including suicide, and anger, parent training, prevention programs, and program evaluation.
- Students will demonstrate understanding of the influences of peers, family, culture, community, and school climate on learning and behavior.
- Students will be describe appropriate communication and intervention strategies to collaborate with students and families of cultural and linguistic diversity.
- Students will implement appropriate data gathering techniques for assessment that leads to intervention.
- Students will plan, implement, and evaluate an intervention.
- Students will utilize technology to obtain information and resources for class and field

assignments (e.g., internet links). Students will utilize technology to present information in reports (e.g., EXCEL) and class (PowerPoint).

Course Policies

Statement on Disability: Students with disabilities who have registered with Disabled Student Services will be accommodated according to their specific needs.

Course Ethics: Professional ethical guidelines (CASP, NASP, ABA, APA) will apply to all aspects of this course. Thus, names or identities of children, parents, teachers, and other school and community persons will be kept strictly confidential.   Students are expected to provide the best possible services to children of all races, ethnic origins, and creeds. Diversity of all types is to be respected, including, but not limited to, political, philosophical, social and/or ethnic.

It is expected that students on field experiences will conduct themselves in a professional manner, including appropriate dress, cooperation, tact, and punctuality. Failure to adhere to the policy of confidentiality or reviews indicating unprofessional conduct will result in a review with the program faculty and a determination of whether the student should be allowed to continue in the graduate program.

In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such may result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Cheating and Plagiarism: "Cheating is the practice of fraudulent or deceptive acts for the purpose of improving a grade or obtained course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student which are intended to gain an unearned academic advantage fraudulent or deceptive means" (CSU, Fresno, Faculty Handbook, 1990-92, p. 97).

"Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material so used as one's own work." (CSU, Fresno, Faculty Handbook, 1990-92, p. 97).

The Professor expects students to maintain honesty and integrity in their academic performance and professional conduct. Suspicions of cheating and plagiarism will be dealt with according to the Academic Policy Manual of the CSU, Fresno. If the student has questions regarding the actions that would or would not be acceptable behavior as relating to cheating and plagiarism, it is the responsibility of the student to clarify such activities with the Professor. Furthermore, if a student observes another student(s) cheating or plagiarizing, the student should confront the student(s) directly and notify the Professor. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment

that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the class and the program. Cell phones should be turned off before coming to class. Talking in class while the professor or someone else is talking is unacceptable. You may work together on assignments; however, written work that is turned in must be your own. Coffee, water, soda, etc. are allowed in class but food is not unless it is a treat for the entire class.

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. Copies used in this course have been provided for private study, scholarship, and/or research. Other uses may require permission from the copyright holder. The user of the work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page.
www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicyfull.pdf

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Course Requirements

</div>

Topic Discussion (100 points): You are required to lead a 45-60 minute class on a chapter/topic of relevance to the class and interest to you. You are expected to provide your classmates with a handout that includes resources and a ─How To/Best Practices" insert. In addition to the handout, please email your presentation slides to the class and professor **prior to your presentation**. Dates and topics will be discussed the first week of class. Topics may be chosen from the asterisked topics in the syllabus.

Quizzes (100 points): 5 quizzes worth 20 points each will be given throughout the semester. Quizzes may or may not be announced. Quizzes will be short answer and cover class discussions, student presentations, and readings. **Quizzes may not be made up**.

Observation System (10 points): Each student will design a data collection sheet to share with his/her classmates and develop a method of measuring behavior in the natural environment. Data collection can take many forms, but should be included with your consultation project. Your data collection forms will be passed out to classmates on the night that you present your intervention project.

Functional Behavior Assessment-FBA (190 points):
Each student will complete a FBA that results in a full written evaluation report and Behavior Intervention Plan (BIP). A Behavior Support Plan (BSP) will be accepted if the student has difficulty obtaining a case that is not severe enough for a BIP; however, the student must receive approval from the instructor BEFORE this decision is made. The FBA will require consultation skills; decision-making abilities; review of student background; and behavioral observations, including baseline data. Requirements for the FBA will be provided. Students will present an overview of the BIP on the last 2 nights of class.

Consultation/Intervention Projects (300 points): The term project will be a consultation/ intervention case in which the problem solving process is implemented. *You might actually attempt two interventions, as students do transfer, get ill, are expelled, and therefore are not available for you to complete your intervention . . .and obtain the necessary points and credit!* Students will design a behavioral intervention (e.g., Self Monitoring, Classroom Management, Peer tutoring, Home-School Notes, Differential Reinforcement). The intervention must involve home/parents or a home-school component in designing or implementation. Interim reports (e.g., a PII, data collection sheet, and intervention plan) are required. The project will be written up in the form of a manuscript with abstract, brief literature review, methodology, results and discussion. Your project should be based on a review of the empirical literature; five reference articles will be required with the PAI. The intervention will be developed into a PowerPoint presentation for presentation to the class. Dissemination to a wider audience, such as a conference presentation, is encouraged. A minimum of three baseline data points are required; these may be collected within the same week, but cannot all be collected on the same day. Six or 7 will be better for determining stable trend and level, but should be collected within at least a 2 week span. The intervention is to be implemented for at least six weeks and for a minimum of 15 minutes two times per week; daily implementation is desirable. Using best practices in single subject design is encouraged (multiple baseline, control, or reversal). You do not have to personally implement the intervention; working through a consultee (e.g., teacher, parent, classroom aide) is appropriate. However, regardless of whether you implement it yourself or supervise another, documentation of intervention integrity and assessment of social validity are required for maximum credit.

Psych 278 Intervention Project Grading Based on NCSP Criteria	Possible Points
PII/Initial Interview	25
Problem collaboratively defined (5)	
Parents are involved in problem-id process (5)	
Behavior identified as skill and/or performance deficit (5)	
Behavior defined in context of local/peer norms (5)	
Behavior defined in current and desired level of performance (5)	
Baseline Data (Include original data forms) (5)	15
Student behavior and peer/grade norms (5)	
Trend lines (5)	
Computer graph – required	
PAI/ Intervention Design Interview	20

Hypotheses developed regarding function of behavior (5)

Consider child, curriculum, peers, teacher, classroom, home (5)

Data to confirm or reject hypotheses: may include record review, interview, observation, testing, self report (5)

Hypotheses reflect awareness of diversity (linguistic, cultural) (5)

Intervention   25

Intervention is linked to observable, measurable goals (5)

Intervention selection based on data from problem analysis and

    hypothesis testing (5)

Intervention is evidence-based (citations/reference articles) (5)

Intervention was developed collaboratively (5)

Intervention reflects sensitivity to classroom practices

    resources. Acceptability of intervention is verified. (5)

Intervention Design   30

Copy of plan as written out for teacher and/or parent (10)

    Logistics of setting, time, resources, and personnel are included

Copy of any materials for intervention (10)

Data form if differs from baseline data form

Two reference articles are attached (10)

PEI/Evaluation Interview / Social Validity   45

Treatment integrity data are included - Interobserver Agreement (10)

 Progress monitoring data are demonstrated to be effective when

  compared to baseline data (5)

Data are used to inform further problem solving and decision

    making (continuation, modification, maintenance) (5)

Single case design was specified (changing criterion, multiple

    baseline, reversal) (5)

Strategies for transfer/generalizing outcomes are addressed (5)

Effectiveness of intervention is shared with parents, teachers,

Administration (5)

Evidence of social validity is included (10)

	30
Manuscript	
Abstract	5
Lit Review	15
Rationale for intervention	
Target Behavior/Dependent Variable	5
Setting & Procedures	15
Independent Variable	
Treatment Implementation	
Complexity of design (e.g., reversal, multiple baseline)	10
Data (Number of points)	10
Materials	10
(Include in appendix)	
Results	15
Graph	10
Discussion	10
References	10
Clarity of Writing	5
-APA, grammar errors	0
PowerPoint	20
TOTAL	330

*Data and evidence of implementation of intervention plans are necessary to get credit for this class. Verbal progress reports will be a regular part of class; if you are having difficulty obtaining students to work with, it is your responsibility to notify your field supervisor and me and ask for assistance.

	Possible Points
Psych 278 Functional Behavior Assessment Grading **Based on BICM Criteria**	
Permission	5
Target Behavior	5
Teacher Interview	5
Parent Interview	5
Observations	20
Assessment of Ecology	20
Function of Behavior	20
Baseline data	20
Review of records	10
Report	10
PENT forms	50
BIP Presentation last night	20
TOTAL	190

Grading:

Class Presentation/Discussion on Topic	75 points
Handout on presentation	25 points
Consultation/Behavior Intervention Project	300 points
Observation System	10 points
Quizzes	100 points
Functional Behavior Assessment	190 points

Total = 700 points

90%+ = A; 80-89% = B; 70-79%=C; 60-69% = D; <60% = F

	5 points/week will be deducted from each late assignment.

	SCHEDULE of Topics and Readings *(Schedule is subject to revision)*
Session 1	***Overview of course***
Session 2	***RTI Behavioral Model*** Best Practice V – Chapters 14 and 16
Session 3	***Intervention Integrity/Intervention Evaluation*** Roach & Elliott (2008). Best practices in facilitating and evaluating intervention integrity. *Best practices V*, Chapter 11. Batsche, Castillo, Dixon & Forde (2008). Best practices in linking assessment to intervention. *Best practices V*, Chapter 10. Hixson, Christ, & Bradley-Johnson (2008). Best practices in the analysis of progress-monitoring data and decision making. *Best Practices V,* Chapter 135 Upah (2008). Best practices in designing, implementing, and evaluating quality interventions. *Best practices V*, Chapter 12. Shinn & Walker (2010). Chapter 8.
	Sign up for presentations
Session 4	***Single-case Design in school / Data collection / Graphing*** Forman & Burke (2008). Best practices in selecting and implementing evidence-based school interventions. *Best practices V*, Chapter 48. Wacker, McMahon, Steege, Berg, et al. (1990). Applications of a sequential alternating treatments design. *JABA,* 23, 333-339. Dixon, Jackson, Small, et al. (2009). Creating single–subject design graphs in Microsoft Excel^TM 2007. *JABA,* 42, 277-293. (technical article for reference)
	Noell et al. (2000). Increasing intervention implementation in general education following consultation: A comparison of two follow-up strategies. JABA 572 **Permission should be out for intervention student(s) this week**
Session 5	***Intervention Selection / Empirically Supported Interventions*** MCKevitt & Braaksma (2008). Best practices in developing a positive behavior support system at the school level. *Best practices V*, Chapter 44. Shinn & Walker (2010). Chapters 7, 16 and 17 (PBIS)
Session 6	***Behavior Intervention Case Manager (BICM) Training – Lecture 1*** ***Functional Analysis / Hughes Bill / FBA*** Steege & Watson (2008). Best practices in functional behavior assessment. *Best Practices V,* Chapter 19 Cooper, Heron, & Heward (2007) Functional behavior assessment. Chapter 24 Watson, Ray, Turner, & Logan (1999). Teacher-implemented functional analysis and treatment: A method for linking assessment to intervention. *School Psychology Review, 28, 292-302.* Hughes Bill requirements PBIP forms - http://www.pent.ca.gov Threat Assessment Requirements – Examples

Session 7	***Behavior Intervention Case Manager Training (BICM) – Lecture 2*** ***Function-based Treatments / Functionally equivalent goals/ BSP / BIP design***
	Northup et al. (1994). The treatment of severe behavior problems in school settings using a technical assistance model. JABA, 27, 33-48. Horner, & Day (1991). The effects of response efficiency on functionally equivalent competing behaviors. *JABA,* 24, 719-732. 504 versus IEP BIP/BSP
Session 8	***Group Contingencies / Classroom Management / Token Economies*** Litow & Pumroy (1975). *A brief review of classroom group-oriented contingencies.* JABA. Speltz, Shimamura, & McReynolds, W. T. (1982). Procedural variations in group contingencies: Effects on children's academic and social behaviors. *JABA,* 15, 533-544
Session 9	***Home-school Collaboration / Homework Interventions*** Cooper, Heron, & Heward, Chapter 26: Contingency contracting. Olympia, Sheridan, Jenson, & Andrews, D. (1994). Using student-managed interventions to increase homework completion and accuracy. *JABA,* 27, 85-99 Ward, & Stare (1990). The role of subject verbalization in generalized correspondence. *JABA,* 23, 129-136 Dawson (2008). Best practices in managing homework. *Best Practices V,* Ch. 66 Shinn & Walker (2010). Study Skills: Making the Invisible Visible. Ch. 22
Session 10	***School-Wide 3-Tier Intervention / Peer Mediation*** Strein & Koehler (2008). Best practices in developing prevention strategies for school psychology practice. *Best Practices V,* Chapter 81. Shinn & Walker (2010). Peer teaching interventions for multiple levels of support. Ch. 24.
Session 11	***Three-Tier Model for ADHD*** Power & Mautone (2008). Best practices in linking families and schools to educate children with attention problems. *Best Practices V,* Chapter 51. DuPaul, Stoner, & O'Reilly (2008). Best practices in classroom interventions for attention problems. *Best Practices V,* Chapter 89. Shinn & Walker (2010) Interventions for ADHD. Chapter 31.
Session 12	***Three-Tier Model for Social Skills / Bullying / GLBT Awareness*** Felix & Furlong (2008). Best practices in bullying prevention. *Best Practices V,* Chapter 79. Shinn & Walker (2010). Bullying and Peer Harassment. Chapter 27.
	PII, data collection sheet, parental permission due.
Session 13	***Three-Tier Model for Anxiety / Depression*** Shinn & Walker (2010). School-based prevention and intervention for depression and suicidal behavior. Ch. 15. Huberty (2008). Best practices in school-based interventions for anxiety and depression. *Best Practices V,* Chapter 92
	Baseline data (graphed and raw data), PAI, Intervention plan: Stepped out plan for teacher and/or parent, data collection form, treatment integrity form
Session 14	**Three-Tier Model for School Violence / Gangs / Resiliency Model** Shinn & Walker (2010). … aligning elements within a multilevel approach to

	school violence prevention. Ch. 13. Shinn & Walker (2010). Gang prevention strategies for schools. Ch. 29. Shinn & Walker (2010). Behavior prevention and management in three tiers in secondary schools. Ch. 17
Session 15	***Three-Tier Model for Health Promotion*** Shinn & Walker (2010). Prevention and early interventions to promote healthy children in school. Ch. 9 Obesity prevention. htt*p://www.nasponline.org/publications/cq/cq333obesity.aspx*

Session 16	***Preschool Interventions – Social Skills / Communication*** Zanolli & Daggert (1998). The effects of reinforcement rate on the spontaneous social initiations of socially withdrawn preschoolers. JABA, 31, 117-125. Hanley, Heal, Tiger & Ingvarsson (2007). Evaluation of a class wide teaching program for developing preschool life skills. *JABA,* 40, 277-300 Shinn & Walker (2010). … A linked systems approach for social-emotional early learning. Ch. 12
Session 17	***Interventions for Students with Autism – Classroom interventions / Social Skills / Communication Training / Pivotal Response Training*** Kamps, Leonard, Vernon, et al. (1992). Teaching social skills to students with autism to increase peer interactions in an integrated first-grade classroom. *JABA,* 25, 281-288. Steege, Mace, Perry, & Longenecker (2007). Applied behavior analysis: Beyond discrete trial teaching. *Psychology in the Schools, 44*, 91-99. ***Intervention Presentations***
Session 18	***Intervention Presentations*** **Intervention paper due, PEI, integrity and social validity data**

PROBLEM IDENTIFICATION INTERVIEW –

Consultant _____   Teacher _____   Parent _____

Date _____   School _____

Student (First name only) _____   Grade _____

Sex: M F   IEP: Y N

Describe the <u>problem</u> behavior (topography, frequency).
How does this student's behavior compare to peers or norms?
Describe <u>other behaviors</u> that seem to be related to the problem behavior.
Describe the conditions under which the problem behavior is <u>most likely</u> to occur.
Describe what usually happens <u>after</u> the problem behavior occurs.
Describe what usually happens immediately <u>before</u> the problem behavior occurs.
Describe what <u>you</u> usually do when the behavior occurs.
Do you believe this is a SKILL or PERFORMANCE deficit? Why?
Describe what <u>other students</u> do when the behavior occurs.
Describe what you would like the student to do <u>instead</u> of the problem behavior. What level of performance would be acceptable?
List or describe <u>other interventions</u> that have been tried.
Make an appointment to conduct an observation.
Other relevant information.

Adapted from Sugai, G. & Tindal, G. (1993). Effective school consultation: An interactive approach. Pacific Grove, CA: Brooks/Cole Publishing.

INTERVENTION PLANNING FORM

Teacher /Parent_____Consultant _____ School _____ Student _____ Grade _____ Sex: M F IEP: Y N
Review PII information: Definition is objective, clear, and complete.
Observation/baseline data (attach): Is problem validated? Compare to peers and/or norms. Graph should include student data and trend line and norm/peer data.
Hypothesized function(s) of behavior: How do hypotheses reflect awareness of diversity (cultural, linguistic, individual differences)? Data for support or reject hypotheses (may include record review, interviews, observations, testing, or self report)
List 4 or 5 positive strategies to improve student performance. Strategies are based on empirical literature (2 references will be required). Circle one chosen. Consider child, curriculu, peers, teacher, classroom, and home factors.
Criterion goal for target behavior.
Strategy for decreasing unacceptable behavior.
Identify what is needed to insure implementation.
Attach sheet with intervention stepped out and Intervention Implementation checklist. - Intervention is linked to observable, measurable goals - Intervention selection was based on data - Verify acceptability of intervention - Copy includes setting, time, resources, and personnel
Attach measure for student progress (same as utilized for baseline data)
Date for starting intervention _____ Next meeting _____
Other notes

PLAN EVALUATION

Teacher _____Consultant _____

School _____ Student _____

Grade _____ Sex: M F IEP: Y N

Progress monitoring: data collected _____ times per week and graphed.

Visual analysis of data was on-going; intervention was modified as necessary.

Degree of treatment integrity was monitored. (Include TI form and data)

Outcome based on progress monitoring data:

a) Was successful – continue

b) Successful – fade

c) Some success – revise

d) Unsuccessful. Evaluate plan and implementation. Recommendations.

Plans for transfer/generalizing outcomes.

Evaluation of social validity of goals, process, and outcomes. (include assessment form(s – consultee and client) and data.

Evaluation of yourself as consultant; strengths and weaknesses.

PERMISSION FOR INTERVENTION

I am a graduate student at California State University, Fresno, in the School Psychology Program working at your child's school under the supervision of the school psychologist, _____. I would like permission to work with your child on an intervention for my Intervention and Prevention class, Psychology 278.

I would be interviewing you, your child's teacher, and your child, and observing in the classroom. The teacher, you, and I would then design an intervention to help your child with something like homework completion, staying on task, or another specific social, behavioral, or academic concern. The intervention will take place over 6 to 10 weeks this semester. Your input in designing and implementing the program is very valuable. You will receive feedback of your child's progress. All data and information collected will be reported anonymously for my class project. Benefits to your child are an individualized intervention to help him or her be more successful in school.

If you have any questions please contact any of the following:

_____ at _____
 (graduate student)

_____ at _____
 (school psychologist)

Jason Stricker, MS, BCBA   559-524-6370
School Psychologist
CSU, Fresno course advisor

   1. -

   I give permission for my child, _____, to participate in this project.

   _____   _____
   (parent/guardian)   (date)

PBIP Assignment

1) Parental permission (either our form, or copy of a regular special ed or school assessment plan)* (5 points)
2) Functional Analysis Assessment
3) Description of behavior (5 points)
   a. Target behavior does NOT have to be serious; a behavior that would merit a Behavior Support Plan is fine – even preferred unless you are working closely with your field supervisor
4) Interviews – might follow the information on the O'Neill et al. one distributed in class.
   a. Teacher (5 points)
   b. Parent (5 points)
   c. Could also gather information from normed rating scales if appropriate but this is not required
5) Direct Observations (conducted by you or under your supervision)
   a. Recommendations from various field supervisors I surveyed range from a couple of observations to 20 hours. I believe at least four thirty minute observations over a one to two week period should suffice – as long as you obtain the data to determine the frequency, duration, and/or intensity of the behavior AND the function (20 points)
   b. Gather information to confirm the ecology as supporting or not supporting the behavior
      i. Physical, social activities, scheduling, instruction, communication, independence and participation, social interactions (20 points)
      ii. Determine what accommodations are present (what are they doing right), what supports are missing, what is prompting or maintaining behavior (10 points)
   c. Baseline of target behavior and FERB* (10 points)
6) Review of records (10 points)
   a. Health/medical, history of behavior, previous interventions
   b. Special ed file if available: developmental, cognitive, communicative levels
7) Put all of the information gathered in a psychoeducational report* (10 points – writing)
   a. Report must include background information, operational definition of behavior, information from interviews, ecological analysis, and observational data.
8) Complete the PENT BSP form online* (50 points)
   a. Follow the scoring guidelines and examples carefully in writing the BSP

*Materials to turn in for assignment

BEHAVIOR SUPPORT PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: ☐ *IEP date:* ☐ *504 plan date:* ☐ *Team meeting date:*

Student Name   **Today's Date**   **Next Review Date**

1.   The behavior impeding learning is (*describe what it looks like*)

2.   It impedes learning because

3.   The need for a Behavior Support Plan ☐ early stage intervention ☐ moderate ☐ serious
   ☐ extreme

4.   Frequency or intensity or duration of behavior
   ☐ reported by   and/or ☐ observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis

What are the predictors for the behavior? (S*ituations in which the behavior is likely to occur: people, time, place, subject, etc.*)

5.

What supports the student using the problem behavior? (*What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?*)

6.

Intervention

| Remove student's need to use the problem behavior |

What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (*Changes in Time/Space/Materials/Interactions to remove likelihood of behavior*)

7.

Who will establish?   Who will monitor?   Frequency?

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis

Team believes the behavior occurs because: (*Function of behavior in terms of getting, protest, or avoiding something*)

8.

| Accept a replacement behavior that meets same need |

What team believes the student should do INSTEAD of the problem behavior? (*How should the student escape/protest/ avoid or get his/her need met in an acceptable way?*)

9.

<table>
<tr><td rowspan="2">Intervention</td><td>What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s)

10.

Who will establish?   Who will monitor?   Frequency?</td></tr>
</table>

<table>
<tr><td>Intervention</td><td>What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

11.

Selection of reinforcer based on:

☐ reinforcer for using replacement behavior ☐ reinforcer for general increase in positive behaviors

By whom?   Frequency?</td></tr>
</table>

What strategies will be employed if the problem behavior occurs again?

12.   1. Prompt student to switch to the replacement behavior

2. Describe how staff should handle the problem behavior if it occurs again

3. Positive discussion with student after behavior ends

Optional:
   4. Any necessary further classroom or school consequences

Personnel?

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what condition	Measured by whom and how

Are curriculum accommodations or modifications also necessary? Where described: □ yes □ no
....

Are environmental supports/changes necessary? .... □ yes □ no

Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? ..... □ yes □ no

Are both teaching of new replacement behavior AND reinforcement needed? .... □ yes □ no

This BSP to be coordinated with other agency's service plans?.. □ yes □ no

Person responsible for contact between agencies   .... □ yes □ no

Manner and content of communication

14.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. DeliveryManner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. DeliveryManner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. DeliveryManner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

PARTICIPATION	PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

☐ Student

☐ Parent/Guardian

☐ Parent/Guardian

☐ Educator and Title

☐ Educator and Title

☐ Educator and Title

☐ Administrator

☐ Other

☐ Other