

Module 5
Developing and Evaluating Behavior Support Plans

Participant Workbook 5

Contents

Examples of Hypothesis Statements

Hypothesis Development

Sample Behavior Support Plan Strategies

Behavior Support Plan Summary

Questions to Drive the Selection of Behavior Support Plan Elements

Monitoring Plan for Intervention Outcomes

Phases of Escalating Behavior and Matched Response

Features of Emergency Plans

Action Plan #2 Support Plan Implementation

Extension Activity: Developing and Evaluating Support Plans

Examples of Hypothesis Statements

_____’s behavior is more likely to occur when (describe particular circumstances).

% *David is more likely to engage in persistent question asking during transitions between activities.*

_____’s behavior is less likely to occur when (describe particular circumstance).

% *David is less likely to engage in persistent question asking when he is told in advance about upcoming changes to his usual activity routine.*

_____’s behavior is maintained/reinforced by access to:

Attention: From whom? What type?

Activities: What type? Which tangible items?

Sensory Stimulation: What type?

% *Michael’s face slapping appears to be maintained by the attention it gains from supervisors.*

% *Debby’s hand banging on surfaces appears to be related to her desire for coffee.*

% *Jeffrey’s repetition of commercials appears to be maintained by the auditory feedback it provides.*

_____’s behavior is reinforced/maintained by escaping or avoiding (describe particular circumstance).

% *John’s running appears to provide escape from activities requiring fine motor skills.*

_____’s behavior is related to (describe broad setting events or ecological variables associated with the behavior, e.g., medical, social, environmental, personal/historical, curricular).

% *Marlene’s whining behavior appears to be related to recurrences of her allergies to dairy products, citric acid, animal dander, and dust.*

Hypothesis Development

Hypothesis: One's best guess about the relationship between the environmental events or conditions and a person's challenging behavior; and approach for narrowing the field of possible influences until eventually the governing variables are identified.

<u>Antecedent Conditions</u>	<u>Maintaining Consequences</u>
<ul style="list-style-type: none">• medical concerns• curriculum/instruction• control/personal issues• physical environment• social interaction	<ul style="list-style-type: none">• self-stimulation• positive reinforcement• (social attention, tangibles, activities)• negative reinforcement• (escape, avoidance)

Develop hypotheses statements for your focus individual using the guidelines provided below.

_____ 's behavior is more likely to occur when _____
(Name of individual) (Describe particular circumstances)

_____ 's behavior is less likely to occur when _____
(Name of individual) (Describe particular circumstances)

_____ 's behavior is maintained/reinforced by access to: _____
(Name of individual) (Attention: from whom? what type?)
(Specific types of activities, tangible items)
(Sensory stimulation: what type?)

_____ 's behavior is reinforced/maintained by escaping or avoiding:
(Name of individual)

(Describe particular circumstances)

_____ 's behavior is related to:
(Name of individual)

(Describe broad setting events or ecological variables associated with the behavior, e.g., medical, social, environmental, personal/historical, curricular).

Sample Behavior Support Plan Strategies

Antecedent and Setting Event Manipulations

1. Addressing medical or physiological factors
2. Enhancing predictability of settings
3. Providing opportunities for choice making and personal autonomy
4. Modifying curriculum and instruction
5. Strengthening relationships
6. Facilitating broader lifestyle change

Natural Consequences and Functional Reinforcers

1. Identifying nature, types, and schedules of reinforcement
2. Providing access to reinforcers when individual engages in positive behavior
3. Withdrawing access to reinforcers when individual engages in the problem behavior
4. Correcting errors and providing appropriate feedback
5. Utilizing natural, non-punitive consequences for behavior

Curricular and Instructional Strategies

1. Identifying adaptive skills that provide positive alternatives for problem behavior
2. Analyzing tasks and presenting skills systematically
3. Using systematic instructional procedures
4. Embedding teaching opportunities in natural context
5. Modifying instructional activities

Communication: Messages, Modes, & Methods

1. Identifying communicative intent of target behaviors
2. Selecting effective modes of communication
3. Utilizing naturalistic teaching procedures
4. Arranging natural context to promote communication
5. Delivering functional reinforcers contingent on communicative alternatives

Methods to Promote Durable Lifestyle Change

(Generalization & Maintenance)

1. Teaching adaptive skills in the natural context
2. Using functional mediators and natural contingencies
3. Creating opportunities to practice skills
4. Teaching self-management skills
5. Enhancing and modifying lifestyle characteristics
6. Providing ongoing monitoring and supports

Behavior Support Plan Summary

Name of Focus Individual:

Support Team Members:

Intervention Settings:

Goals for Focus Individual/Team (lifestyle changes desired):

Target Behaviors (defined in measurable terms):

Data Collection Methods

Functional Assessment:

Monitoring Intervention Outcomes:

Hypothesis Statements (contextual issues, functions):

Support Plan Elements

Antecedent/Setting Event Manipulations:

Alternative Skills to be Taught:

Consequence-Based Interventions:

Generalization & Maintenance Strategies:

Quality of Life Adaptations:

Quality of Life Adaptations:

Crisis Management Plan:

Questions to Drive the Selection of Behavior Support Plan Elements

Technical Soundness:

- % What are the anticipated immediate and long term effects of this behavior support plan?
- % How are the strategies identified within the support plan logically related to the hypotheses?
- % Is there a history of previous positive outcomes associated with the strategies indicated on the support plan?
- % What mechanisms will be developed to ensure that the support plan is being implemented with fidelity across settings?
- % Are the hypotheses driving the intervention derived from a comprehensive and valid assessment?

Ecological Relevance:

- % Do the assessment results apply to all target contexts for intervention?
- % Are sufficient resources available and accessible to implement the behavior support plan?
- % What strategies will need to be devised or modified in order for the plan to be implemented successfully in multiple settings?
- % In what ways can support plan strategies be incorporated into existing routines and activity structures?
- % Can the environment be adapted in ways that will improve the implementation of the plan (e.g., change in staff roles, redistribution of resources)?

Social Validity:

- % Do the strategies incorporated in the support plan uphold the dignity of the individual?
- % How intrusive or restrictive are the strategies identified on the support plan?
- % Will the strategies incorporated on the support plan lead to positive and meaningful lifestyle outcomes?

- % Do the support providers view the plan as being:
 - appropriate (fair, reasonable, and viable):
 - likely to be effective in changing the behavior?
 - able to produce desired and valued outcomes?

- % Do the support providers have the level of knowledge and skills needed to implement the support plan?

- % Are the interventions compatible with the values and priorities of the individual and their family?

- % Is a commitment to implement and maintain the support plan clearly indicated by team members?

Accountability and Support:

- % Are sufficient resources allocated to implement the behavior support plan?

- % Are mechanisms in place to monitor the intervention and provide ongoing support?

- % Are existing policies driving behavior support in concert with the interventions included in the plan?

- % Are mechanisms in place to insure the communication between team members and accountability for using the support plan?

- % Do the social milieu and philosophical orientation of the service systems involved promote positive behavior support efforts?

Monitoring Plan for Intervention Outcomes

Types of Outcomes (What will the team measure?)	Methods (How will it be measured?)	Time Lines (When and how often will it be measured?)
Decreases in problem behavior:		
Increases in alternative skills:		
Other (e.g., lifestyle changes)		

Phases of Escalating Behavior and Matched Responses

Phase	Definition	Matched Response
Calm	Neutral, positive state (e.g., typical activity level, even affect)	Be aware of behavior indicators and aspects of surroundings that promote and sustain clam.
Trigger	Events provoking the behaviors of concern	Intervene by removing/reducing the salience of the trigger and/or prompting an effective coping response.
Agitation	Deviation from “calm” indicators of anxiety	Provide support matched to person’s apparent need (e.g., increase clarity of expectations, reduce demands of situation, provide/withdraw attention).
Acceleration	Active resistance, verbal aggression/threatening, violation of behavior standards/rules	Establish clear limits; remove potentially dangerous materials; encourage others to exit the situation; ensure adequate support in managing the person’s behavior.
Peak	Aggression to oneself, others, or property	Protect individual and others to greatest extent possible; block nonaggressively; restrain momentarily, as needed.
De-escalation	Cessation of aggression; reduction in frequency/intensity of actions	Introduce cues to signal positive behavior; provide opportunity to diffuse and regain control of behavior.
Recovery	Return to “calm”	Analyze pattern that lead up to crisis; establish/revise plan for prevention and intervention in the future.

Features of Emergency Plans

1. Clearly define the behaviors that are indicative of each phase of escalation for the person, including what would constitute an emergency.
2. Identify the specific procedures to be implemented to head-off, manage, and diffuse the person's behavior in emergency situations.
3. Consider staffing or support patterns and logistical issues (e.g., availability of people, morale and stress level of care providers, scheduling concerns, resources).
4. Develop and implement mechanisms for monitoring the individual, their environment, the frequency of incidents, and support provider responses; insure adequate reporting procedures.
5. Provide appropriate staff training, including behavior support plan and sensitivity to the needs of a person with disabilities, strategies for monitoring behavior and the environment, and specific intervention strategies.
6. Establish a plan for evaluating the appropriateness and effectiveness of the emergency plan; insure ongoing assessment and development or enhancement of the behavior support plan.

Action Plan #2 Support Plan Implementation

Objectives and Activities	Time Lines	Team Member Responsible
(Intervention Strategies, Monitoring)		

Extension Activity: Developing and Evaluating Support Plans

Hypothesis statements provide the foundation for the development of the behavior support plan. In order to assess the outcomes of the interventions, a plan for monitoring the behavior of the focus individual will be necessary. This extension activity will require obtaining the following information:

- Develop or refine preliminary hypothesis statements regarding possible relationships between your focus person's behavior and their environment (contextual issues, functions).
- Within your team, develop a monitoring plan for tracking the behavior of your focus person so that it will be possible to assess the outcomes of the interventions developed and determine the need for modifications to the behavior support plan.
- Assess current crisis management strategies for addressing or diffusing emergency situations. If necessary, revisit these procedures prior to the next session.
- For your hypotheses driving the "behavior support plan", begin to identify preliminary antecedent and setting event manipulations, alternative skills, and appropriate consequences (see behavior support plan format).

NOTES