

Step 4: Identify & Define Replacement Behaviors



The intervention plan includes a:

- △ **Prevent** intervention
- △ **Teach** intervention
- △ **Reinforce** intervention

Each selected intervention must logically link to the hypothesis developed by the team during the FBA and be feasible for the adults in the student's classroom to implement. The facilitator is familiar and knowledgeable about intervention prior to guiding the team in selection and development of strategies.

OBJECTIVES

- △ The PTR Team will identify interventions from the three components – Prevent, Teach and Reinforce
- △ The team will task-analyze each intervention
- △ The team will develop a plan for training and supporting the teacher implementation of the interventions
- △ The team will develop a measure of implementation fidelity

Individualized Interventions and the BIP (page 62-67)

Intervention strategies should meet three criteria:

- △ clearly linked to the FBA results
- △ selected by team members to ensure team buy-in
- △ supported by research evidence

Prevent Interventions	Teach Interventions	Reinforce Interventions
<ol style="list-style-type: none"> 1. Team reviews Prevent Data and "When..." component 2. Prevent strategies should serve to modify or neutralize the triggers, making challenging behaviors irrelevant 3. Consider how to incorporate the hypothesized function when selecting the Prevent strategy 4. Prevent strategies are usually easier to implement than Team or Reinforce strategies, but all three are essential elements of the plan 	<ol style="list-style-type: none"> 1. Teach strategies requires the most team discussion 2. These strategies teach a new skill to perform instead of the challenging behavior 3. Two types of replacement behaviors can be selected: FERB-allows student to get something/someone or escape something/someone in an appropriate and socially valid way ALTERNATIVE SKILLS-a desirable behavior or one that is physically incompatible with the challenging behavior *Teams can decide to teach only one type of replacement behavior or teach both concurrently 	<ol style="list-style-type: none"> 1. Developing reinforcers that make the challenging behavior ineffective in achieving the function and making the replacement behavior more effective is the key 2. The immediacy and frequency of the reinforcer for the replacement behavior and how they will arrange the environment to enhance success is important to discuss 3. Two mandated Reinforce strategies are listed; how the replacement behavior will be reinforced with the function and how adults and others will change their responses to the student's challenging behavior, so it no longer achieves the function

PTR Intervention Checklist (page 67-69)

- △ Used to select and come to consensus on the strategies that will be included in the student's BIP
- △ Intervention strategies are broad allowing for teams to customize each strategy selected for the student's intervention plan
- △ Teams can select strategies in two ways:
 1. Each team member rank-orders between two and four interventions within the Prevent and Teach category
 2. The team can collaborate as a unit on the ranking of interventions under the Prevent and Teach category
- △ The facilitator uses the scoring table to organize the rankings and as a framework for discussion
- △ The facilitator will identify the highest ranked interventions, which can be decided in either of two ways:
 1. Facilitator can calculate the mean ranking for each intervention selected and choose the intervention with the lowest mean score
 2. Facilitator can identify the intervention selected by the greatest number of people, regardless of its ranking
- △ The primary consideration is to determine whether the top intervention selected is linked to the FBA hypothesis
- △ The interventions must match the hypothesis and be doable in the classroom by asking the teacher, "Can you do this with all of your other responsibilities?"
- △ Deciding whether the student's challenging behavior is due to a skill deficit or performance deficit is an overarching theme to pay attention to, especially when the antecedent triggering the behavior is related to academic demands

SKILLS DEFICIT	PERFORMANCE DEFICIT

- △ For the reinforce category, the team can decide how the reinforcement for the replacement behavior will be delivered and how the responses following the challenging behavior will be changed so it is no longer effective or efficient in achieving the function

Developing the Behavior Intervention Plan (BIP) (page 69-75)

- △ After consensus is reached on a minimum of one intervention strategy from each component, the team will discuss the specific details of each intervention strategy with specific steps or task analysis of each strategy that will be performed by the teacher or other individuals implementing the plan
- △ Planning discussion includes the description of the materials, the schedule of when and how often the strategies will be used, the primary person who will implement specific steps and responses contingent on specific student behavior
- △ The BIP should be a step-by-step description of how to implement the intervention strategies

Considerations

1. Make sure the IBRST continues to be valid and functional for monitoring behaviors after the plan is implemented.
2. In a majority of cases, PTR interventions do not require additional resources beyond the time to develop and implement the plan.
3. Replacement behaviors must be directly taught to the student, including explaining the rationale for the behavior's use; modeling the behavior; setting up opportunities for the student to practice the new behavior; get reinforced for correct performance by achieving the behavior's function; and receive error correction/additional practice opportunities for incorrect performance.
4. Reinforcement strategies are most effective when the replacement behavior is immediately reinforced after it is performed, especially during the initial implementation of the plan.
5. Team begins developing strategies for responding to challenging behavior so that it no longer achieves its reinforcer and redirecting/prompting the student to use his or her replacement behavior.

Task Analysis (page 71-75)

*This important feature contributes heavily toward implementation fidelity.

Prevent Interventions	Teach Interventions	Reinforce Interventions

#1 Review the Plan and Develop a PTR Plan Assessment for Coaching/Fidelity

#2 Train the Teacher to Implement the Plan

#3 Train Others to Implement the Plan

#4 Determine How Best to Provide Active Coaching Support

Role of the PTR Facilitator

Selecting Interventions & Developing a Behavior Intervention Plan (BIP) (Page 81-82)

- Summary.* The BIP is the core document describing how the intervention is to be implemented. The BIP is most likely to be effective if linked to the FBA hypothesis agreed upon by the student-centered team and includes research-based strategies from each of the PTR categories. The PTR Intervention Checklist helps the team select at least one Prevent, one Teach, and one Reinforce intervention using a consensus building process. Team members select and rank order feasible strategies for classroom implementation, "Can you do this with all of your other responsibilities?" The BIP should be a step-by-step description of how to implement the intervention strategies. Before implementing, the team needs to consider if:
 - o IBRST continues to be valid and functional for monitoring behaviors after the plan is implemented
 - o interventions require additional resources beyond the time to develop and implement the plan
 - o replacement behaviors can be directly taught
 - o reinforcement strategies are effective
 - o strategies are developed for responding to challenging behavior, so it no longer achieves its function
 - o strategies are developed for redirecting/prompting the student to use the replacement behavior
- PTR Facilitator Roll.* The facilitator's role during this process is extremely important. This step is the primary one requiring the teacher to make changes in the way they interact with the student and implement the strategies. The facilitator's responsibilities include:
 - o providing explanations or descriptions of the behavior interventions on the PTR Interventions Checklist so the team can make relevant selections.
 - o synthesizing the team's rankings of interventions and ensuring the top-ranked selections link to the FBA hypothesis.
 - o guiding the teacher to describe the procedures of each selected intervention by asking pertinent questions.
 - o ensuring the intervention steps are feasible for the teacher to implement in his or her classroom setting.

Training and Actively Coaching the Plan (Page 81-82)

1. *Summary.* Training on the plan should use features of active practice-based coaching: instruction or explanation of the strategy, modeling/demonstration of the strategy, rehearsal or role playing, and feedback. The next step is to determine if anyone else needs to be trained. In most cases, the student will need to be trained. After all training is completed, a plan is developed to deliver on-going active coaching support. The teacher will decide how the coaching support will occur. The PTR Plan Assessment (Coaching/Fidelity) checklist can be used to measure fidelity of plan implementation and used as feedback in practice-based coaching sessions.
2. *PTR Facilitator Role.* The facilitator's role during this process is extremely important. This step is the primary one requiring the teacher to make changes in the way they interact with the student and implement the strategies. The facilitator's responsibilities include:
 - scheduling a time to train the teacher to do the steps of the plan.
 - providing on-going coaching support that includes observations and feedback.
 - planning for measuring implementation fidelity of the intervention plan.

PTR Intervention Checklist

Student _____ Date _____

<i>Prevent interventions</i>	<i>Teach interventions</i>	<i>Reinforce interventions</i>
<input type="checkbox"/> Provide choices	*Replacement behavior <input type="checkbox"/> Functionally equivalent <input type="checkbox"/> Alternative skill (desired)	*Reinforce replacement behavior <input type="checkbox"/> *Functionally equivalent <input type="checkbox"/> Alternative skill (desired)
<input type="checkbox"/> Transition supports	<input type="checkbox"/> Teach specific academic skills	*<input type="checkbox"/> Discontinue reinforcement of problem behavior
<input type="checkbox"/> Environmental supports (enhance independence, engagement, predictability)	<input type="checkbox"/> Teach problem-solving strategies	
<input type="checkbox"/> Curricular modifications	<input type="checkbox"/> Teach general coping strategies	
<input type="checkbox"/> Stay close/Noncontingent attention (positive, caring comments; positive gestures)	<input type="checkbox"/> Teach specific social skills	
<input type="checkbox"/> Classroom management (whole class)	<input type="checkbox"/> Teach active engagement	
<input type="checkbox"/> Peer modeling	<input type="checkbox"/> Teach learning skills strategies	
<input type="checkbox"/> Setting event (slow trigger) modification/neutralization	<input type="checkbox"/> Teach self-management (self-monitoring)	
<input type="checkbox"/> Peer collaboration/Support	<input type="checkbox"/> Teach independent responding	
Does the severity or intensity of the student’s problem behavior pose a safety threat or danger to the student or to others? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, is a crisis or safety plan needed? <input type="checkbox"/> Yes <input type="checkbox"/> No		

*Required to be selected and included in the student’s PTR Behavior Intervention Plan.

PTR Intervention Scoring Table

Student _____ Date _____

Hypothesis:

<i>Prevent</i>	<i>Rank</i>	<i>Teach</i>	<i>Rank</i>	<i>Reinforce</i>	<i>Rank</i>

*Indicates teacher ranked intervention strategy as 1.

Task Analysis of PTR Behavior Intervention Plan

Student _____ Date _____

Hypothesis:

Intervention type	Specific steps	Action Items
<i>Prevent behavior intervention(s)</i>		

(continued)

Student _____ Date _____

Intervention type	Specific steps	Action Items
Teach behavior Intervention(s)		
Replacement behavior:		

(continued)

Student _____ Date _____

Intervention type	Specific steps	Action Items
<i>Reinforce</i> behavior Intervention(s)		
Reinforce replacement behavior:		
Discontinue reinforcing problem behavior:		