Incorporating Self-regulation in BIPs

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Your Expectations:

Objectives

- review the critical features of Behavior Intervention Plans

- distinguish between functions of behavior, motivation, and regulation

- develop a BIP designed to foster student self-regulation
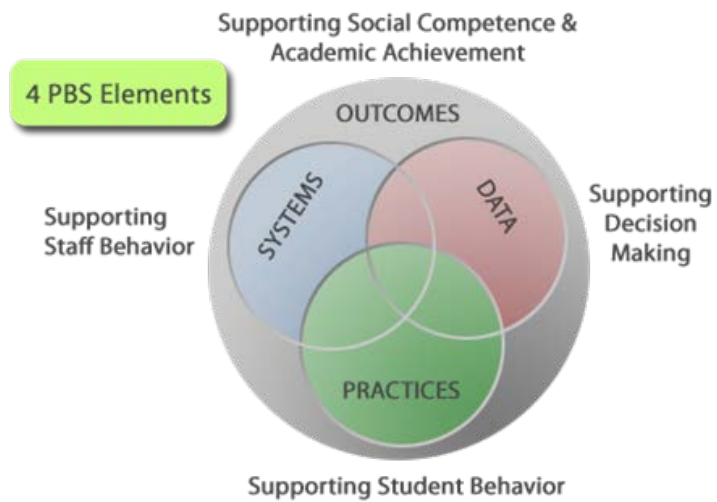
Rationale

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Theory

Positive Behavior Interventions & Supports

Applied Behavior Analysis

Self-Determination Theory

PBIS

Practices

	Tier 1	Tier 2	Tier 3
Teaching	Lesson Plans Lesson Schedule Review Schedule	CICO • check in meeting • check out meeting Social Skills Instruction • lesson plans • lesson schedule Academic Instruction • lesson plans • teaching schedule	BIP
Supervision	Signage • Matrix • Routines & Procedures School-wide Reinforcement System	CICO • DPR Social Skills Instruction • DPR Academic Instruction • DPR	BIP
Prompting	Signage • Matrix • Routines & Procedures		BIP
Positive Feedback	School-wide Reinforcement System	CICO • DPR Social Skills Instruction • DPR Academic Instruction • DPR	BIP
Corrective Feedback	Continuum of Supports	CICO • DPR Social Skills Instruction • DPR Academic Instruction • DPR	BIP

Data

	Tier 1	Tier 2	Tier 3
Implementation	TFI / SET SAS	TFI Intervention Implementation Checklist Social Validity	TFI BIP Implementation Checklist Social Validity
Outcomes	school-level ODR Attendance LRE Placement Exclusionary Discipline Academic Achievement	student-level DPR ODR Attendance LRE Placement Exclusionary Discipline Academic Achievement	student-level DPR ODR Attendance LRE Placement Exclusionary Discipline Academic Achievement

Systems

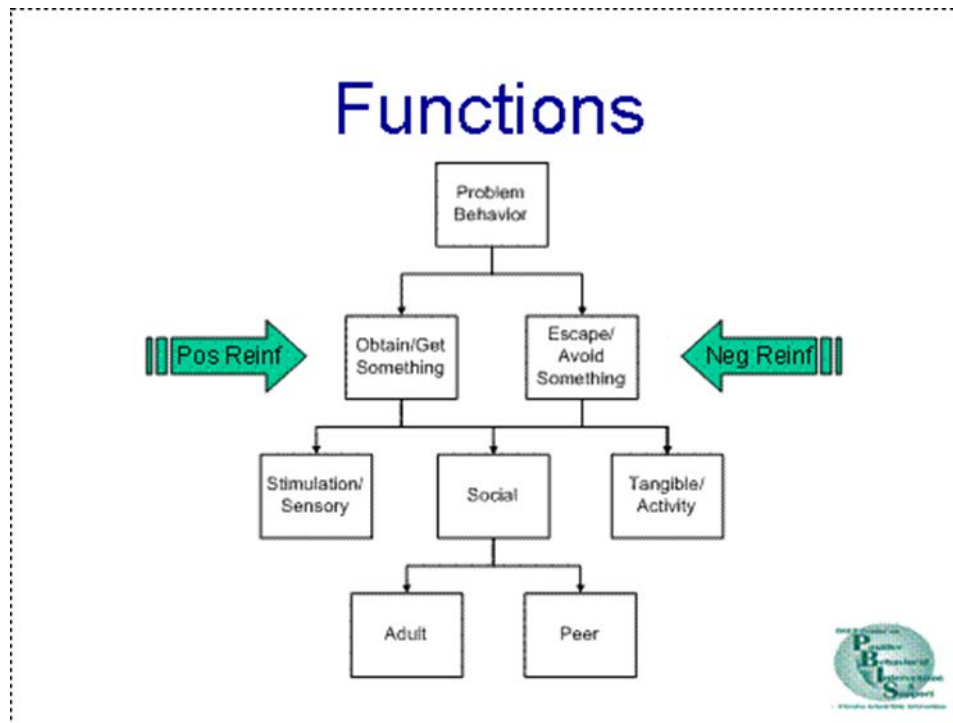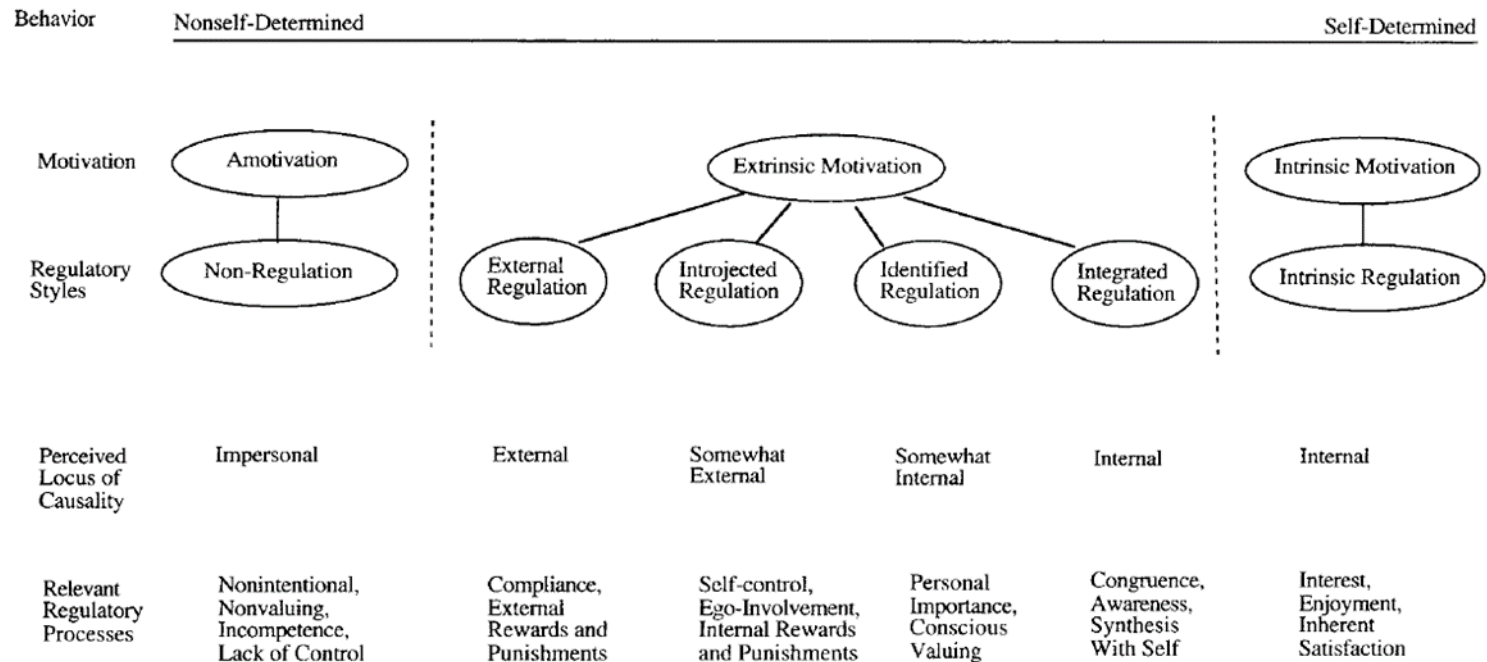|	Tier 1	Tier 2	Tier 3
Team	Meeting Schedule Team Meeting Agenda Universal Checklist Action Plan	Meeting Schedule Team Meeting Agenda Action Plan	Meeting Schedule Core Team Agenda Action Team Agenda Action Plan
PD	Data-decision Rules Strategy Implementation	Data-decision Rules Nomination Procedures Intervention Implementation	Data-decision Rules Identification Procedures Intervention Implementation
TA	Prompting supports Positive Feedback Corrective Feedback	Prompting supports Positive feedback Corrective feedback	Prompting supports Positive feedback Corrective feedback
DBDM	Data Management System(s) Data Review Schedule DBDM Worksheet Solution Plan	Data Management System(s) Data Review Schedule Data-decision Rules Problem-solving Action Plan	Data Management System(s) Data Review Schedule Data-decision Rules Student Support Meeting Process Guide

Applied Behavior Analysis

The ABC Model

Antecedents
Anything that prompts people to act

Behavior (Actions)
What we do
What we say

Consequences
What happens to the person as a result of the behavior
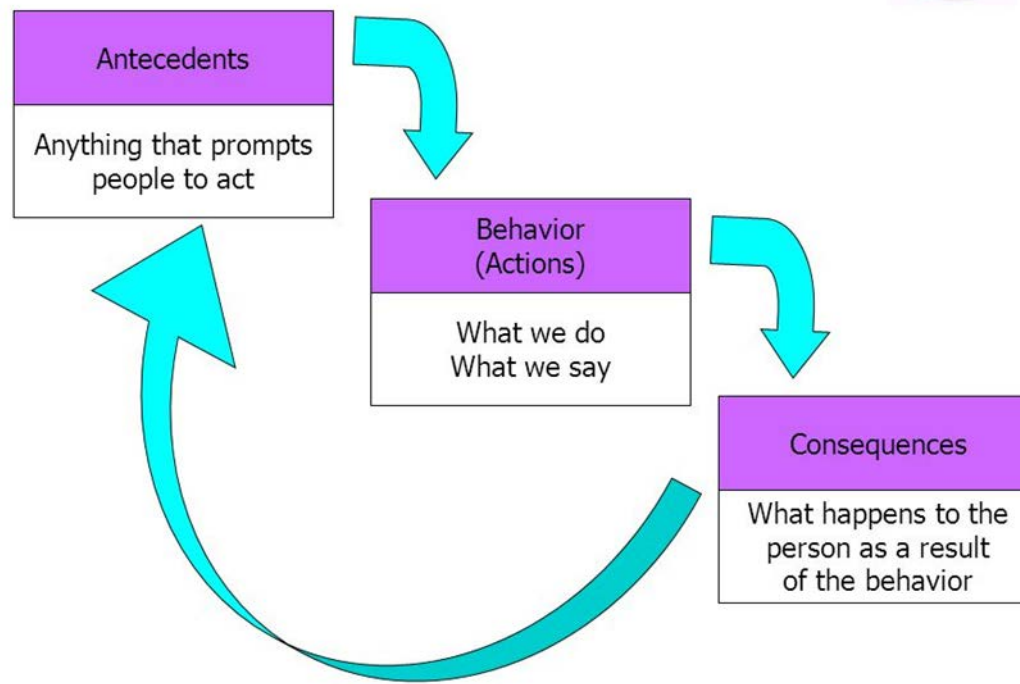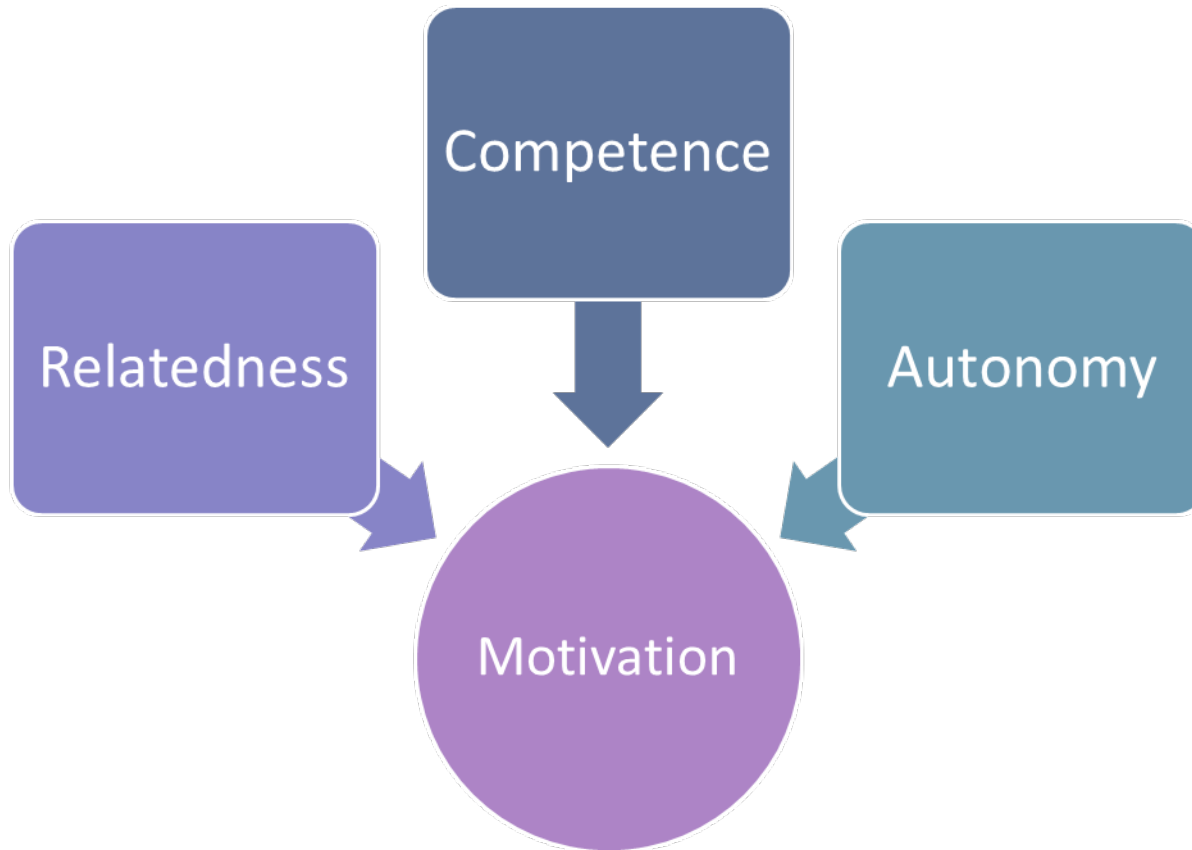
Function of Behavior

Self-determination Theory

Figure 1
The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes

Behavior	Nonself-Determined					Self-Determined
Motivation	Amotivation		Extrinsic Motivation			Intrinsic Motivation
Regulatory Styles	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Perceived Locus of Causality	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal
Relevant Regulatory Processes	Nonintentional, Nonvaluing, Incompetence, Lack of Control	Compliance, External Rewards and Punishments	Self-control, Ego-Involvement, Internal Rewards and Punishments	Personal Importance, Conscious Valuing	Congruence, Awareness, Synthesis With Self	Interest, Enjoyment, Inherent Satisfaction

Motivation

Behavior Intervention Plans

Critical Features

- Functional Behavior Assessment
- Competing Behavior Pathway
- Intervention Strategies
    - Setting Events
    - Antecedents
    - Instruction
    - Feedback
- Safety Strategies
- Progress Monitoring
- Maintenance & Generalization Strategies

Critical Features

- Functional Behavior Assessment
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- Progress Monitoring
- Maintenance & Generalization Strategies

Competing Behavior Pathway

Behavior Intervention Plan

Student Name: Jo   Action Team Members: Date of Meeting:

1. COMPETING BEHAVIOR PATHWAY

		Desired Replacement (Long Term Objective)	**Reinforcing Consequences for Desired Replacement**	
Setting Event	**Triggering Antecedent**	**Problem Behavior**	**Maintaining Consequences**	**Function**
		Alternative Replacement Behavior (Short-term Replacement)		

2. INTERVENTION STRATEGIES

2.1 Setting Event Strategies	2.2 Antecedent Strategies	2.3 Teaching Strategies	2.4 Consequence Strategies to Reinforce Appropriate Behavior

Adapted from Horner, R. (2008), Anderson, C. (2007) from Todd, Horner, Sugai, & Colvin (1999)

2017-2018 MO SW-PBS Tier 3 Team Workbook

Application

Scaffolding Self-Regulation

	Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequent Strategies
External				
Somewhat External				
Somewhat Internal				
Internal				

Case Study 1

Competing Behavior Pathway

		Desired Replacement (Long Term Objective) Work quietly on independent work	Reinforcing Consequences for Desired Replacement Suzy will earn time to work with friends	
Setting Event When specific friends are around	**Triggering Antecedent** Asked to work independently	**Problem Behavior** Talking out, joking, disrupting class	**Maintaining Consequences** Gets peers to laugh and teacher attention	**Function** To get attention
		Alternative Replacement Behavior (Short-term Replacement) Ask appropriately to work with a partner or obtain peer interaction by completing small parts of independent tasks		

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce
• Move Suzy's group across the room from her friends	• Provide a visual schedule of class activities, showing independent and group work time • Teacher will clarify expectations for independent work and provide precorrects	• Teach her what it looks like and sounds like to work independently • Participate in social skills instruction	• When Suzy completes assigned portions of work independently, she will check in with a peer about the assignment.

Assessing for Self-regulation

	Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequent Strategies
External				
Somewhat External				
Somewhat Internal				
Internal				

Case Study 2

EXAMPLE

Behavior Intervention Plan

Student Name: Pat   Action Team Members: Pat, Pat's dad, Counselor, Art Teacher, 4th Grade Teacher, Principal   Date of Meeting: Sept. 15

1. COMPETING BEHAVIOR PATHWAY

		Desired Replacement (Long Term Objective)	**Reinforcing Consequences for Desired Replacement**	
		Appropriately seek assistance to start and complete work. Use writing strategies.	Successful completion of tasks results in increased independence and choice	
Setting Event	**Triggering Antecedent**	**Problem Behavior**	**Maintaining Consequences**	**Function**
History of difficulty with written work; difficulty with similar writing assignment on previous day	Independent written work	Sits still when directed to write, leaves the assigned work area, walks around the room, cusses, hits	Pat is taken to another area in the room for a "time out" or is sent to the office.	Escape from tasks
		Alternative Replacement Behavior (Short-term Replacement)		
		Pat will ask for a break.		

2. INTERVENTION STRATEGIES

2.1 Setting Event Strategies	**2.2 Antecedent Strategies**	**2.3 Teaching Strategies**	**2.4 Consequence Strategies to Reinforce Appropriate Behavior**

1) Help Pat finish the previous day's task before class begins.
  a) She can dictate answers.
  b) She can use a keyboard to type her work rather than writing her work.
  c) Allow her to write single word answers rather than requiring her to write sentences.
	1) Pat and her teacher will create a schedule of activities for each day to allow her to preview work she will be assigned for the day.
	2) Provide physical breaks* as "stress relievers."
		1) Teach Pat to request a break rather than refusing to get out work or talking out. Pat and the teacher will determine the number of breaks she can take in a day.
		2) Teach Pat how to privately seek assistance. Pat and her teacher will identify how Pat will privately show she needs help.
		3) Teach writing strategies to help Pat start and persist in tasks that require writing (e.g., word banks, pictionaries, planning sheets etc.)
			1) Use Daily Progress Report to monitor task initiation. Allow Pat to track her task initiation.
			2) Pat will earn points each time she initiates an assignment and each time she finishes an assignment. She will use a Check-in/Check-out procedure* to earn and record her points. She can trade points for privileges such as additional breaks. She and her teacher will determine how often she will trade her points and identify privileges she can earn.

Assessing for Self-regulation

	Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequent Strategies
External				
Somewhat External				
Somewhat Internal				
Internal				