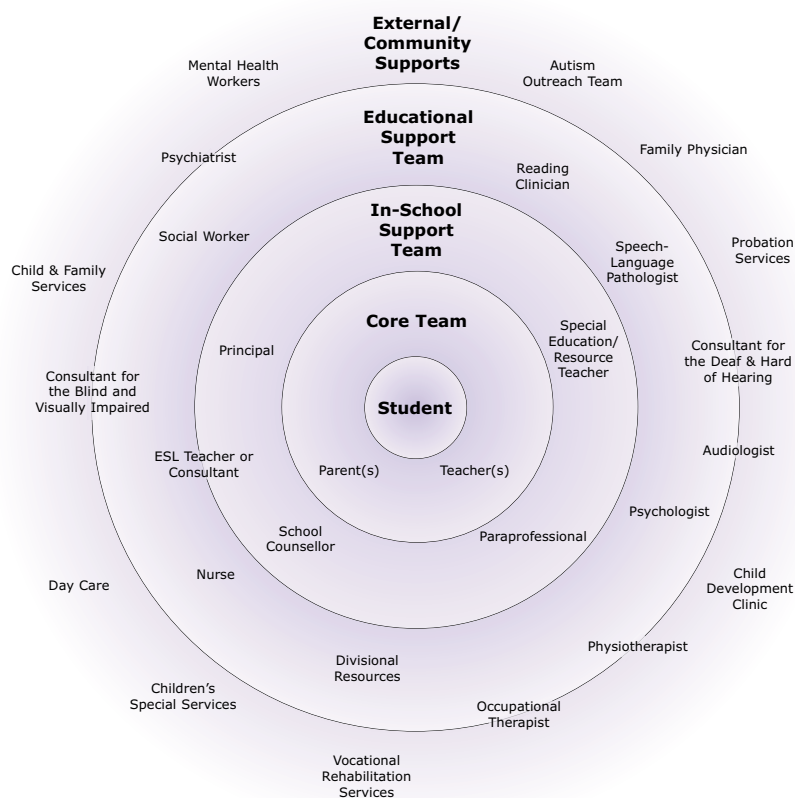

Section 7:
Planning for Individual Behaviour

7. PLANNING FOR INDIVIDUAL BEHAVIOUR

Eight Steps in a Behaviour Analysis

As behavioural difficulties become more severe, personalized interventions and planning are required. The suggestions in this section of the document are recommended for working with students who fall into the following three behavioural categories:

- **Category 3:** Students requiring specialized interventions and supports to address specific disabilities.
- **Category 4:** Students requiring intersectoral involvement with treatment plans or placements.
- **Category 5:** Students requiring intensive, coordinated, multi-system interventions and highly personalized treatment facilities tailored to address individual needs.



When classroom behavioural strategies and interventions have failed to adequately address major behavioural concerns, the team must then develop individual responses. Planning for behaviour at this level will involve all teams, including the Core Team, In-School Team, and the External Team.

The process of developing an intervention plan for the student often begins with a behaviour analysis. A sample process using eight steps is provided below.

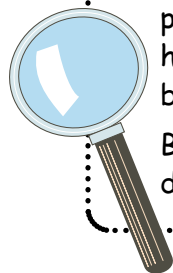
Steps in a Behaviour Analysis

- Step 1** Establish a planning team.
- Step 2** Identify the behaviour(s) that should be changed.
- Step 3** Collect existing information.
- Step 4** Collect data on the identified behaviour.
- Step 5** Conduct additional assessments.
- Step 6** Develop a hypothesis.
- Step 7** Develop an intervention plan to address the behaviour.
- Step 8** Monitor and evaluate the intervention plan.

In the following sections, the eight steps are explained in detail and illustrated with a case study of Michael.

Close-up of Michael

**Close
Up**

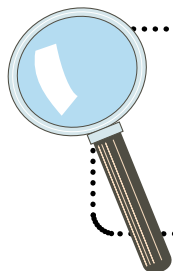


Michael is a Grade 7 student who attends the local Middle School. Michael was recently assessed by the school psychologist. She found him to be functioning in the Low Average range of ability and diagnosed him with Attention Deficit Hyperactivity Disorder. His behaviour and attendance at school have been deteriorating. His home is somewhat dysfunctional and his mother is currently experiencing medical problems. Michael's older brother has been very physical with him. Some of these home issues have resulted in a case worker being assigned from Child and Family Services (CFS).

Based on the continuing behavioural problems, the school decided to develop an intervention plan for working with Michael.

STEP 1: Establish a planning team

The composition of the planning team will vary according to the needs of the student. The team will typically include the classroom teacher, student, parent/guardian, administration, school counsellor, and/or resource teacher. It may also include school division clinicians and external agency personnel. The team could include additional individuals with specialized information regarding the student's disorder and/or an advocate that supports the child and family.



To develop the plan, a team was established that included Michael, his parents, the school psychologist, the school resource teacher, the CFS case worker, Michael's homeroom teacher, and Michael's half-time paraprofessional.

STEP 2: Identify the behaviour(s) to be changed

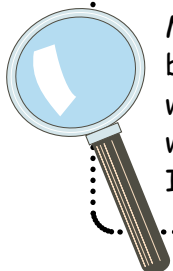
The team will begin by reviewing the background and status of the individual and then focusing on the behaviour(s) to be addressed. The behaviour(s) will be clearly and concisely defined. This will also involve developing a prioritized list so that the most severe behaviours are identified first. In most cases, behaviours involving safety concerns will be dealt with first.

At its first meeting, the team reviewed background information on Michael, described Michael's strengths, and reviewed the behavioural concerns that were increasing. Based on the discussions, it was decided to focus on three behaviours.

1. Hurting other students
2. Bullying smaller students
3. Compliance issues with teachers, particularly in mathematics

Each of the behavioural issues was clearly defined in terms of the specific behaviours that were involved in "hurting" others, "bullying," and "compliance issues," including both physical and verbal components.

What was known about the behaviours in question was also reviewed. This data included the frequency, intensity, and/or duration of the behaviour, whether it was reactive or initiated, situations in which it occurred, and outcomes that may have resulted subsequent to the behaviour(s). Information regarding Michael's emotional patterns that may be related to the behaviours was also reviewed. Additionally, his relationships with students and staff, and his classroom behaviour when he was not engaging in the behaviours of concern, were reviewed. Information gaps and inconsistencies were identified.



STEP 3: Collect existing information

Team members will collect existing information and data from files. It can also involve interviews with the student, parent/guardian, or teachers. The team should also network with other staff members who have worked with the child. Through the discussions, the team can learn critical information regarding the behaviours in question and situational factors that may affect its occurrence and non-occurrence. Further information on what interventions have been tried and what has worked (both in school and at home) might be identified.

“Understanding the child’s story is the information that begins to open up the path to a solution.”

As the resource teacher was acting as case manager, he reviewed the files and talked to the student's previous and current teachers. Michael was described as a concrete learner who preferred tactile/kinesthetic learning, was very productive in activity-based learning, and could stay on task for short blocks of time. At noon hour, he spent his time in the gym and was a help to the physical education teacher. It was found that Michael responded well to positive reinforcement; both verbal and activity-related reinforcers were successful. As well, in Grade 5 he had developed a good relationship with the counsellor. The school had developed a program of token rewards, although information about its specific application was unavailable.

It was noted that Michael was not always “inappropriate” at school, but that many of the behaviours of concern seemed to be correlated with him coming to school upset.

Information on Michael's home situation was also reviewed. Although sketchy, it was learned that Michael was often picked on and bullied by his older brother, which would upset him for quite a while after each incident. Very little support was provided to Michael by his mother after these incidents.



STEP 4: Collect data on the identified behaviour

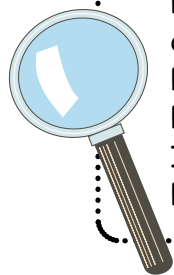
The staff need to collect data, which include intensity, frequency, settings, triggering antecedents, environmental concerns, and consequences of the behaviour. The data can be collected by teachers, counsellors, support staff, or clinicians in various settings, i.e., classroom, home, playground, or school bus.

Data on behaviour can be collected in a number of ways, utilizing a variety of forms. The data must identify the frequency, intensity, and the context (the when, where, and how) of the behaviour.

Examples of behavioural data collection forms are found at the end of this section.

Data must be collected prior to deciding upon an appropriate intervention. This data is known as **baseline data**. It is often effective to graph the data, and share the resulting visuals with staff, students, and parents. The planning team should identify what information is required, based on its preliminary discussions, to gain a more complete understanding of the behaviour and its possible functionality for the individual.

“Without data, conclusions are only opinions.”



The team members decided that they would collect data on the identified behavioural problem areas. The paraprofessional was asked to track Michael's behavioural incidents or lack of incidents over a two-week period. She was asked to record the time, location of her observations, whether or not the behaviour occurred, and the type of behaviour that occurred. Additionally, she was required to document the observed (not speculated) outcomes of the behaviours that did occur. Observations were to occur before school, between classes, in classes, and at noon hour. Information on Michael's emotional disposition was also to be included in the observation record.

STEP 5: Conduct additional assessments

In order to rule out other possibilities for the behaviour, it is sometimes necessary to conduct additional assessments. These assessments may include:

- Medical
- Resource teacher: academic, learning style
- School psychologist: ability
- Speech and language pathologist: language, hearing screening
- Occupational therapist: environmental, sensory profile

Other professionals may be required for additional assessments.



The staff considered the need for additional assessments. Because a full assessment had been recently conducted by the school psychologist, it was decided additional psychological assessments were not required. A medical assessment was requested to review Michael's medications to ensure there were no complicating issues associated with these. It was decided that the resource teacher would also consult with the mathematics teacher to determine Michael's skill level. He was having some difficulty dealing with the new abstract concepts that were being introduced in mathematics.

STEP 6: Develop a hypothesis

Based on the data that has been collected, the team members need to develop a hypothesis (best guess) about the reasons for the behaviour. The hypothesis will be about the function or purpose of the behaviour and the type of strategy that is best used to correct it.

After collecting the data, the team met again to review the findings. It was determined that the majority of the behavioural problems associated with "hurting" and "bullying" occurred in unstructured time, prior to school, between classes, and in the lunch room. There had also been disruptions in the mathematics classroom. It appeared that in some situations the behaviour was reactive: Michael did not know how to react to challenges from other students and this led to pushing or hitting incidents. Students would typically run away from Michael or leave him alone after the incidents, although occasionally they would report the incident and Michael would be required to see the counsellor. The incidents often involved students who were smaller or younger than Michael and occurred with greater frequency when Michael appeared visibly upset about something prior to the incident. Occasionally, Michael appeared to be looking for trouble, i.e., no apparent provocation was identified.

Bullying occurred with smaller students, usually when Michael was not involved in meaningful activity. This behaviour usually resulted in compliance on the part of the bullied students or them running away from Michael. Again, this behaviour was more likely to occur when Michael was upset prior to the incident. Similarly, Michael's behaviour was occasionally reported to the administration and he was required to see his counsellor.

The greatest frequency of these behaviours occurred during the morning periods. It was observed that Michael did not have close friends who associated with him during the school day.

In classrooms, Michael often rejected assistance from the teacher or paraprofessional because it "made him look like a dummy." Typically, Michael's inability to respond correctly in math class often resulted in other students snickering or avoiding him. Asking for assistance (which occurred very seldom in the past) often resulted in "groans" from other students over such "simple stuff."

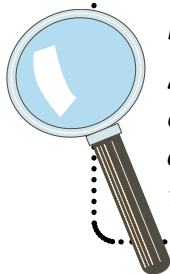


Based on Michael's story, the following hypothesis was made:

Michael's bullying and hurting students is typically reactive to student approaches and more likely to occur when Michael is emotionally volatile. However, it is also initiated without direct provocation when Michael is emotionally volatile. The behaviour is discriminative in that it is only directed towards smaller children. The behaviour might be frequently reinforced by the students becoming emotionally upset as a result of his aggression or by them subsequently leaving him alone. The aggressive behaviour may also be reinforced by the infrequent requirement that he see his counsellor in response to teacher intervention.

The behaviour may have been acquired through the direct experiences he had with his brother and the indication that the brother "got away with it" most of the time.

Michael's requests for assistance were previously punished by other students' negative reactions. His subsequent rejection of assistance was reinforced by the absence of further negative feedback from the students.



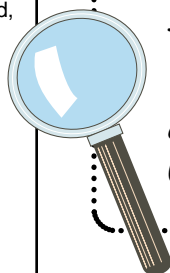
Note: Any hypothesis should be correlated with information available through the assessment process. Inferences regarding unknown variables or information could be misleading and not in the best interests of the student. Further assessment of the situation may be required under these circumstances.

STEP 7: Develop an intervention plan to address the behaviour

The team will develop a written plan to address the problem. The plan will contain the details and routines that are required for implementing the plan. It will also delineate how the plan will be introduced to the student, who will be responsible for teaching the strategies, and how long the plan will be used. The student-specific outcomes should be written using the SMART format.

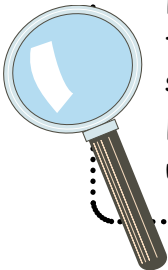
SMART Outcomes

- **Specific:** written in clear, unambiguous language
- **Measurable:** allows student achievement to be described, assessed, and evaluated.
- **Achievable:** realistic for the student
- **Relevant:** meaningful for the student
- **Time-related:** can be accomplished within a specific time period, typically one school year.



The team and Michael agreed on the following plan.

The team and the paraprofessional will review the routines and expectations of the school for unstructured time periods (especially lunch period).



A small group of peers will be asked to assist Michael in unstructured times. A variety of activities that Michael enjoys or finds meaningful will be introduced into these situations and Michael will be encouraged and socially reinforced by these students to participate.

Michael will receive counselling from the school counsellor to identify his emotions and learn to address the need to "seek support" when emotionally upset. The counsellor will be available to Michael to provide support upon Michael's request.

An incentive system will be set up to provide positive feedback and reinforcement for Michael for each day that interaction with other students is incident-free.

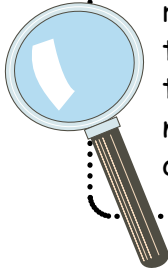
The student-specific outcomes developed for Michael:

By December 15, Michael will follow a three-step process towards demonstrating acceptable confrontation management skills when challenged by other students.

By January 15, Michael will verbally identify his emotional state using a chart of emotional labels.

STEP 8: Monitor and evaluate the intervention plan

This step involves developing strategies for monitoring the success of the plan and making changes where necessary. Data will be collected again and compared with the baseline data that was collected prior to the intervention being used. If no change can be observed, then a new strategy or new hypothesis should be considered. If there is a significant improvement, how can the new behaviour be maintained?



The team agreed to meet again after a two-week time period to review the progress with the plan. If the changes are working, the plan will be continued with a gradual removal of supports. If the plan is not working, it will be reviewed and changed as necessary. If the plan is successful, the team will begin to work on a new outcome and take the time to celebrate the success.

Functional Behavioural Assessments

A functional behavioural assessment is a systematic process that analyzes the problem behaviour to determine its purpose and to develop interventions to teach acceptable alternatives to the behaviour. It is conducted to determine the problem behaviour, conditions under which the behaviour

occurs, the function that the behaviour serves for the child, and direct observation to confirm the function. Based on the data collected, a hypothesis is made as to why the child engages in the problem behaviour. Once the hypothesis is made, interventions will be developed to meet the child's needs. The procedures for the intervention will be developed in a Behaviour Intervention Plan.



Additional information on Functional Behaviour Assessments can be found at:

Centre for Effective Collaboration and Practice (CECP)
<www.air-dc.org/cecp/resources/problembehavior/main.htm>

Positive Behavioural Interventions and Supports
<www.pbis.org/english/index.html>



Additional information on behaviour analysis can be found in the following resources:

Miller, L.K. *Principles in Everyday Behaviour Analysis* (3rd Edition), 1997.
O'Neil R.E., R.H. Horner, R.W. Albin, J.R. Sprague, K. Storey, and J.S. Newton. *Functional Assessment and Program Development for Problem Behaviour, A Practical Handbook*. (2nd Edition), 1997.

Individual Behavioural Planning

In dealing with a significant behavioural problem, there are a variety of planning tools that can be used. The three types that are most commonly used include an Individual Education Plan, a Behavioural Intervention Plan, and a multi-system plan.

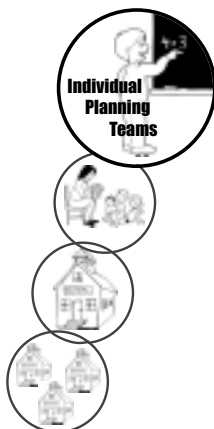
- **Individual Education Plan (IEP):** An Individual Education Plan is a child-centred planning tool. The plan is developed by a team of individuals that will include parents/guardians, the student, teacher(s), support personnel, clinicians, and outside professionals. For students with behavioural problems, the plan will usually address the domains of academics, behaviour, social interaction, and communication.



Complete information on Individual Education Planning is found in the document:



Manitoba Education and Training. *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*, 1998.
<www.edu.gov.mb.ca/metks4/instruct/specedu/iepindex.html>

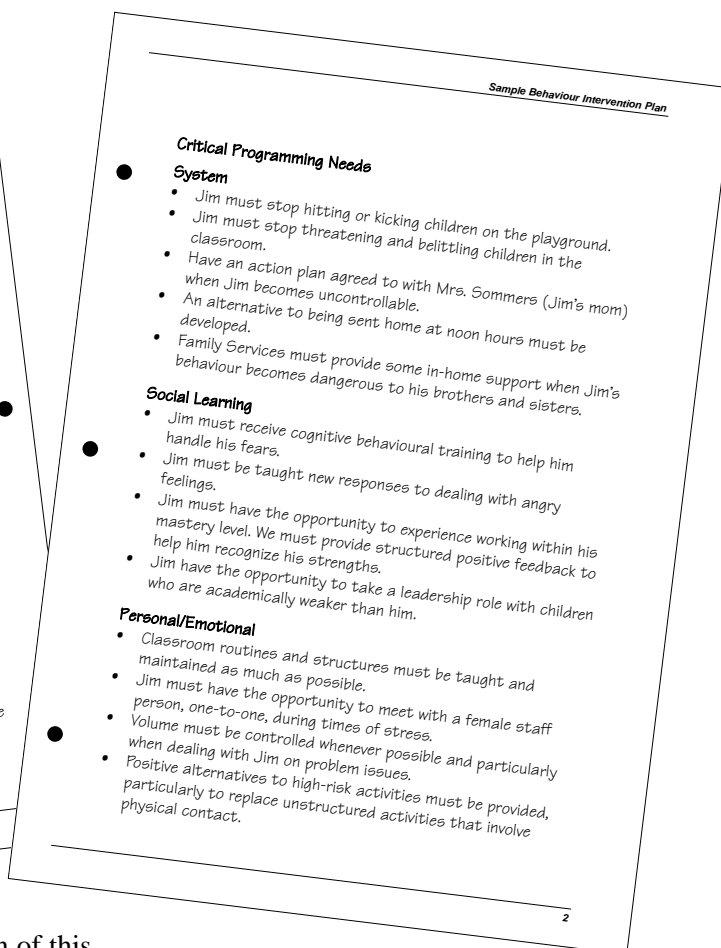
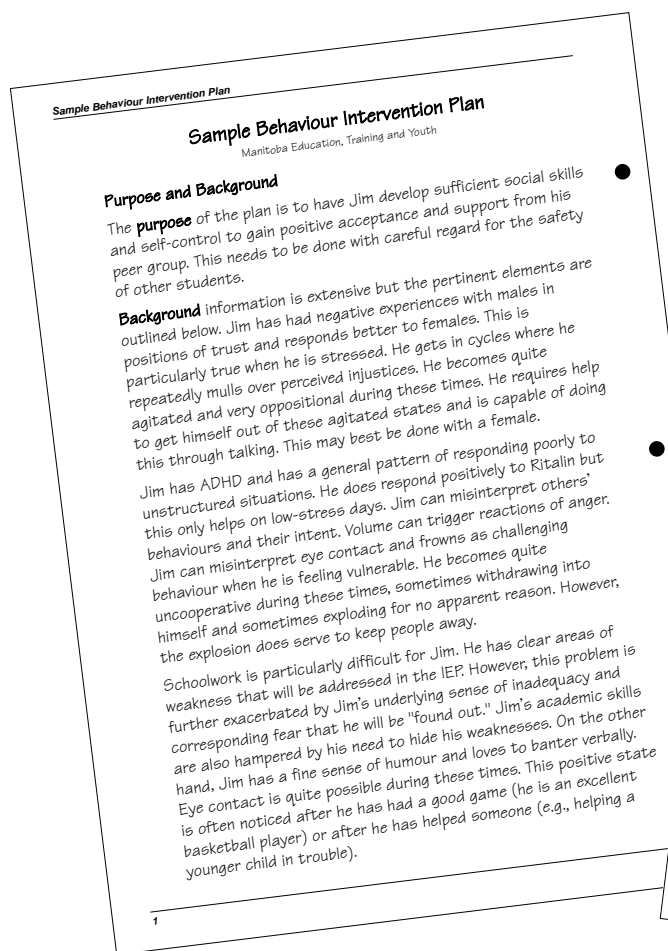


- **Behavioural Intervention Plan (BIP):** Students demonstrating high levels of disruptive, disturbing, aggressive, or violent behaviours which interfere with the school or classroom learning environment and which may present safety concerns for themselves or others may require a Behaviour Intervention Plan. Students who have had life experiences that threaten their personal survival or psychological integrity have programming needs that go beyond those normally provided through behavioural interventions and require supports at home as well as at school. For this reason, behaviour intervention planning teams will usually include external agency representatives. Behavioural Intervention Plans will include:

1. Purpose and background
2. Programming needs (system needs, social learning needs, personal/emotional needs)
3. Interventions (proactive, reactive)
4. Supports (divisional supports, outside supports, home supports)
5. Outcomes and evaluation



A full description of the development process for a Behaviour Intervention Plan and a case study example are found on the Internet at:
www.edu.gov.mb.ca/metks4/instruct/specedu/bip/index.html
 (Behaviour Intervention Planning)



For a full description of this Behaviour Intervention Plan for Jim, please see the web resource.

- **Multi-System Planning:** Multi-system planning provides for the coordination of services for children/adolescents with severe to profound emotional/behavioural difficulties.

These plans are developed by a team of caregivers that may include representatives of Child and Family Services, Child and Adolescent Mental Health Services, Community and Youth Correctional Services, the school division, clinical services, parents/guardians, alternative caregivers, and the student (where appropriate).

The plan must be collaboratively developed by all of the agencies or systems involved. Interventions are coordinated across the student's learning/living environments through shared service goals which are developed to direct the caregivers' interventions in a coordinated and effective manner. These plans clearly outline the role each will play in the student's plan.

Multi-system planning must include a 24-hour plan and a jointly agreed-upon treatment plan.



For additional information on multi-system planning, please see:

Manitoba Education and Training, et al. *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders*, 1995.

For additional information and a case study, please see: Provincial Coordination of Services Committee. *Participant's Manual, Sharing the Caring: Facilitating a Multisystem Case Management Process*, June 1999.



Guidelines for submitting multi-system applications are available at:

www.edu.gov.mb.ca/metks4/instruct/specedu/multiapp.html

A sample of a coordinated multi-system plan can be found at:

www.edu.gov.mb.ca/metks4/instruct/iep/ieptim.html

“Behaviour, like academics, needs to be taught.”

Addressing Behavioural Problems through Special Classes

School divisions/districts are increasingly utilizing special and alternative classes for youth who have a difficult time conforming to the rules and requirements of the traditional school. Classes vary greatly in their design, philosophy, and effectiveness, and they serve a very diverse population that often includes anti-social youth and students who have experienced behavioural difficulties in the regular program.

Schools with special or alternative classes developed for students with behaviour challenges must always keep in mind that one of the key goals for students is the improvement of socialization skills. Goals should be developed for the student to learn the necessary skills that are required to return to the general population of students.

Special Classes for Students who are Behaviour Disordered

Several school divisions address the needs of students with severe behavioural challenges through the use of special classes for students with behavioural disorders. The classes typically have the following characteristics:

- Caring and respectful environment
- Low ratio of students to teachers
- Specific special class entrance requirements
- Highly structured classrooms
- Specially selected staff
- IEPs and BIPs for students
- Positive rather than punitive systems of intervention
- Social skills instruction
- Academic programming at appropriate levels
- Parental involvement

Planning for re-entry to regular classrooms and limiting the time in the special class is important. As the student nears the end of his or her time in the class, a transition plan is developed.

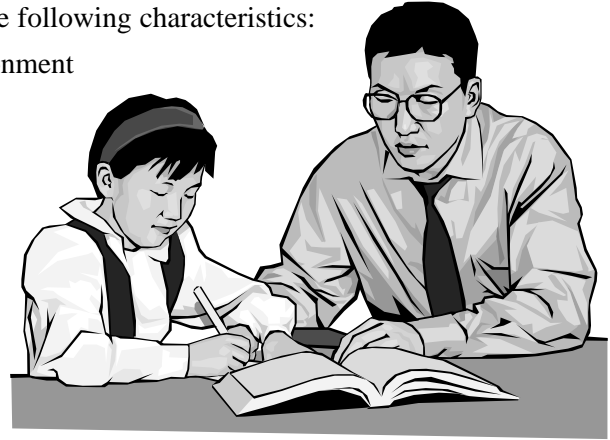
- Selection of the receiving school (involve the student)
- Preparation of the receiving school including staff
- Preparation of the student for the new school
- Visitations for the student and parents to the receiving school
- Development of an appropriate program in the receiving school
- Arranging to maintain a contact at the special class
- Introducing the student to the staff who will be involved in the new school
- Gradual re-entry into the new program

Alternative Education Programs

Alternative learning programs can be used for students in Category 1 and Category 2. These students may have additional social/emotional needs that may make it difficult for them to succeed in regular classrooms.

These programs typically have the following characteristics:

- A caring and respectful environment
- Reduced ratio of students to teachers
- Specific program entrance requirements
- Flexible programming
- Mentor relationship with staff
- Specially selected staff
- High interest approach in classrooms
- Regular courses credits plus School-Initiated Courses (SIC) or Student-Initiated Projects (SIP)
- Most often available at the Senior Years level
- Resources to address risk issues
- Out-of-school facility or separate school building
- Work training often a component of the program



This section of the document has focused on the development of individual plans for students with behavioural challenges. An eight-step process for analyzing a behaviour problem was fully explained using a case study. The individual planning process and the type of planning tool required will vary depending on the severity of the behaviour. Information on the development of an IEP, BIP, and multi-system plan was provided with links to the Manitoba Education, Training and Youth website.

NOTES

Section 7 Support Materials

- Behaviour Frequency Checklist
- Functional Assessment Observation Form
- Behaviour Planning Form
- Plan for Success

Behaviour Frequency Checklist

Name: _____ Date: _____

For each incident, place a check mark (✓) in box. Record total number of daily check marks for each category.

	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Aggression					
<i>Total</i>					
Verbal Abuse					
<i>Total</i>					
Non-Compliance					
<i>Total</i>					
Disruptive Behaviour					
<i>Total</i>					
Inappropriate Touching					
<i>Total</i>					
<i>Total Incidents Per Day</i>					

The following **Behaviour Planning Form** is taken from a set of materials entitled *Interventions: Collaborative Planning for Students At Risk* by R. Sprick, M. Sprick, and M. Garrison. Although the steps on the form appear to be self-explanatory, there is key information about each of the steps provided in the materials and/or through training that increase the successful use of the information presented on the form. The materials can be purchased through Sopris West 1-800-547-6747 or www.sopriswest.com. Training requests can also be made by contacting Sopris West.

Behaviour Planning Form

Name of student _____

Name of meeting _____

Staff members present:

Leader: _____

Recorder: _____

Timekeeper: _____

Steps 1 and 2: (4 minutes)

1. Have the classroom teacher(s) describe the problem.
2. Clarify the problem as a group. Identify when, how often, how long, etc.
It may be necessary to narrow the scope of the problem.

Step 3: (4 minutes)

Use examples to define the borderline between acceptable and unacceptable behaviour

Acceptable

- 1.
- 2.
- 3.
- 4.

Unacceptable

- 1.
- 2.
- 3.
- 4.

Step 4: (1 minute)

Identify a consequence for the unacceptable behaviour.

Step 5: (4 minutes)

Identify eight proactive strategies that would help the student(s) learn to behave in a more positive and acceptable manner. (See attached menu of proactive strategies for suggestions.)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Step 6: (2 minutes)

Finalize the plan by having the teacher pick three proactive strategies from the list. These are techniques the teacher will implement, although all three may not be implemented at once.

Step 7: (3 minutes)

Develop an evaluation plan using at least two independent measures to assess progress.

Step 8: (1 minute)

Identify things that other staff members can do to assist the teacher.

Step 9: (1 minute)

Summarize the plan and set a date for a follow-up meeting to evaluate and revise the plan.

Date and time of next meeting: _____

Transcona-Springfield School Division No. 12 Plan for Success

Behaviour Support Continuum Checklist

Student _____ School _____
 Current Grade Level _____ School Year _____

Please check off the interventions and/or supports that are currently in place for the student, or that are required, to assist in the process of maximizing his/her opportunity for success.

Support/Intervention	Required and currently in place	Required, but not currently in place	Not required at this time
School-Wide Supports (Effective for 90% of Students)			
Administration support in problem solving (i.e., assisting the student if they are being victimized by others, etc.)			
Classroom adaptations around behaviour based on the child's social and/or emotional development			
School-wide adaptations to address the student's behaviour (e.g., "Thumbs Up," "High Fives," etc.)			
Scripting or "Social Stories" to assist with social, emotional or behavioural issues			
Connection to a peer mentor			
Connection to a peer tutor			
Connection to an adult mentor			
Connection to an adult tutor			
Connection to School Counsellor			
Connection to on-site Behaviour Intervention Teacher			
Involvement from Behaviour SERT			
CGC clinician support/involvement			
Mediation between the student and the victim prior to the student's return to school			
Restitution prior to the student's return to school			
Code of Conduct			
Strong curriculum			
Differentiated instruction			

(continued)

Support/Intervention	Required and currently in place	Required, but not currently in place	Not required at this time
School-Wide Supports (Effective for 90% of Students)			
Classroom-based social skills instruction			
Positive delivery			
Welcoming environment			
Cultural respect			
Second Step			
Lions-Quest			
“Free the Horses”			
“1-2-3 Magic”			
FAST			
Bully-Proofing Programs			
Staggered recess, entry, and/or exit			
Teacher Advisory Groups			
Teacher problem-solving/team meetings			
Positive delivery			
Peer mediation			
Conflict management			
Targeted Supports (Needed for 5–9% of Students)			
Paraprofessional support for part of the day			
Positive reinforcement schedule, points system, or token economy			
Resource assessment			
Small group instruction			
Accommodations/Adaptations to academic program			

(continued)

Support/Intervention	Required and currently in place	Required, but not currently in place	Not required at this time
Targeted Supports (Needed for 5–9% of Students)			
"First Step to Success" (K–1 only)			
Behaviour Intervention Plan			
Social skills training (in a group), i.e., "TAPS" or Developmental Teaching, etc.			
Functional assessment			
Resource support/involvement based on classroom and resource assessment			
AEP to address academics			
IEP addressing social/emotional issues			
Level II funding			
Scripting/social stories			
ALERT program			
Anger management			
Developmental teaching			
Joint home/school planning			
Parenting programs			
Systems meetings/"System of Care"			
Reading Recovery			
Positive reinforcement schedule			
Daily check-in			
Monitoring homework			
Creative timetabling			
Structuring "free time"			
Alternative work space			

(continued)

Support/Intervention	Required and currently in place	Required, but not currently in place	Not required at this time
Targeted Supports (Needed for 5–9% of Students)			
Calm space/crisis support			
WEVAS			
Nonviolent crisis intervention			
Intensive Supports (Needed for 1.5% of Students)			
Individualized paraprofessional support			
Gentle teaching			
Special play			
Outside agency support/involvement (e.g., CFS, MATC, etc.). Please specify _____			
Level III funding, including Multi-system/24-hour planning			
Regularly scheduled systems meetings			
Involvement with Mobile Crisis Team			
Placement in a stabilization unit			
Individual therapy			
Special school setting			
Other (Please specify)			

Comments: _____

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