

6. PLANNING FOR INDIVIDUAL BEHAVIOUR

This section will

- identify the eight steps in an individual behaviour analysis
- explain the use of IEPs with students who are alcohol-affected

When all other classroom-based strategies have not worked, then the team may decide to address the behaviour through an individual behaviour plan. When developing individual plans for students with behavioural difficulties, it is important to keep in mind some basic guidelines for understanding – and accepting – the underlying reasons for the misbehaviour.

The basic guidelines are as follows:

1. Respect and recognize the characteristics of students who are alcohol-affected. These students have brain differences that can make them unable to respond in the ways that other children do.
2. Include students who are alcohol-affected in the planning team when addressing behavioural difficulties.
3. Accept the student as he or she is. Spend time developing a personal relationship with him or her.
4. Do not engage the student in an argument about his or her behaviour. Instead, step back and look for solutions.
5. Never assume instructions are clearly understood.
6. Search for meaning in what the behaviours are trying to communicate.
7. Recognize the strengths of the student.
8. Teach the student how to respond to situations.
9. Avoid “put downs” and “power struggles.”
10. Try differently, not harder. Be creative in developing interventions. If the intervention or strategy is not working, it is often best to change gears entirely and try a different approach.
11. Be flexible in your approach and planning.
12. **Celebrate small successes.**

“Trying differently rather than harder.”

– Malbin

Often, in dealing with students who are alcohol-affected, educational staff misinterpret a student’s behaviour and pass it off as “bad behaviour,” instead of trying to understand it and interpret it accurately. Some examples of common behaviour misinterpretations are as follows.



For an additional discussion of behavioural misinterpretations, see *Common Misinterpretations of Normal Responses in Students with FAS/E* (Evenson, D. L., 1996).

Common Misinterpretations of Normal Responses in Children/Adolescents/Adults with FAS and FAE*

Behaviour	Misinterpretation	Accurate Interpretation
<ul style="list-style-type: none"> • noncompliance 	<ul style="list-style-type: none"> • willful misconduct, attention-seeking, stubbornness 	<ul style="list-style-type: none"> • difficulty translating verbal directions into actions, doesn't understand
<ul style="list-style-type: none"> • repeatedly making the same mistakes 	<ul style="list-style-type: none"> • willful misconduct, manipulative 	<ul style="list-style-type: none"> • cannot link cause to effect, cannot see similarities, difficulty generalizing
<ul style="list-style-type: none"> • not sitting still 	<ul style="list-style-type: none"> • seeking attention, bothering others 	<ul style="list-style-type: none"> • neurologically-based need to move while learning
<ul style="list-style-type: none"> • poor social judgement 	<ul style="list-style-type: none"> • poor parenting, willful misconduct, abused child 	<ul style="list-style-type: none"> • not able to interpret social cues from peers, doesn't know what to do

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

Individual Behaviour Planning

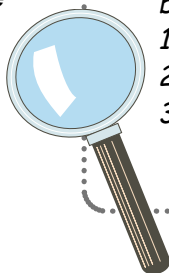
When classroom behavioural strategies and interventions fail to adequately address major behavioural concerns, educators should begin to develop individual behaviour responses. The process of developing an intervention plan for a student often begins with a behavioural analysis conducted by the student’s support team. This process often involves the eight steps described in the following case study.

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Close Up

8 Steps

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



A Closer Look at Individual Behaviour Planning

"Jim" is a student diagnosed with Fetal Alcohol Syndrome. He has been assessed as having below-average general abilities and some learning disabilities. Jim's teacher has identified relationship problems between Jim and his classmates. Two or three times a day, Jim is involved in arguments, shouting, and name calling, and approximately once a week these disputes escalate to pushing and shoving. At this point the teacher must separate Jim from the group. The teacher, along with Jim's foster parents, is concerned that Jim has no real friends in the class.

Jim has a difficult time focusing his attention for long periods of time. He will often get up and wander around the classroom and push other students' books off their desks. When the teacher intervenes, Jim's behaviour escalates and he throws a temper tantrum.

Step 1: Establish a planning team. The composition of a planning team depends on the needs of the student. Typically, a team will include the classroom teacher, the student, the parents, and the school administrator, guidance counsellor, and resource teacher. It may also include school division clinicians and external agency personnel, as well as a person with specialized information about the student's disorder and someone who can support the home.

In Jim's case, the planning team included Jim, his foster parents, the school psychologist, the school resource teacher, the case worker from Child and Family Services, Jim's homeroom teacher, and Jim's half-time paraprofessional. The resource teacher was named as the school case manager.

Step 2: Identify the issues and behaviour(s) that need to be addressed. The team reviews the background and status of the student, then focuses on the behaviour(s) that should be addressed. These behaviour(s) must be clearly and concisely defined. A priority list should be developed so that the most severe behaviours (often those involving safety concerns) are addressed first.

The team reviewed Jim's background, described his strengths, and reviewed the behavioural concerns. They decided to focus on three behaviours:

1. *Jim's verbal harassment of other students*
2. *Jim's physical contact (pushing and shoving) with his classmates*
3. *Jim's peer relationships*

(continued)

Each behavioural issue was clearly defined in terms of specific behaviours, including the physical and verbal components. What was known about the behaviours was also reviewed in terms of

- frequency, intensity, and duration*
- whether it was reactive or initiated*
- the situations in which it occurred*
- the outcomes that may have resulted subsequent to the behaviour(s)*
- Jim's emotional patterns that may be related to the behaviours*

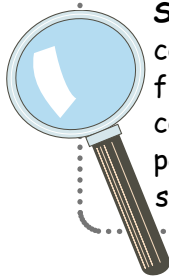
Additionally, Jim's relationships with students and staff, and classroom behaviour at other times (when he was not engaging in the behaviours of concern) were reviewed. Information gaps and inconsistencies were identified.

Step 3: Collect existing information. Team members collect existing information and data from files and interviews. The interviews may take place with the student, the parents, the teachers, and other staff members who have worked with the student. Through these discussions, the team learns critical information about the behaviours in question and the situational factors that may affect or trigger them. The team also learns of the interventions that have been tried, and their success rates.

The resource teacher who was acting as case manager reviewed the files and talked to Jim's current and former teachers. Jim was described as a tactile-kinesthetic learner who is easily distracted but productive in activity-based learning, and can stay on task for short blocks of time. At noon hours Jim spends his time outside and keeps to himself. He responds well to positive reinforcement and both verbal and activity-related reinforcers. It was noted that Jim's behaviours of concern seemed to follow immediately after being given a written assignment.

The team also reviewed Jim's home situation. Jim's foster parents had a short list of tasks that Jim completed each morning. His foster parents found that Jim works best when his tasks are broken down into smaller steps. Jim responds well to the completion of tasks when he is given positive reinforcement. Rewards for Jim include snowmobile rides, dog grooming, and working on an old lawnmower engine.

Step 4: Collect data on the identified behaviour. The staff collects data about the student's behaviour, including its intensity, frequency, settings, triggering antecedents, environmental concerns, and consequences. These data may be collected by parents, teachers, counsellors, support staff, and/or clinicians, and should be collected in various settings (e.g., the classroom, home,



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playground, school bus). It is especially important to identify the frequency, intensity, and context (the when, where, and how) of the behaviour, as well as any other factors deemed necessary to understand it. These data - which are known as **baseline data** - must be collected prior to deciding on an appropriate intervention. It may be helpful to graph the data and share the graphs with staff, students, and parents. Examples of behavioural data collection forms are found at the end of this section.

The team collected data related to the identified behavioural problem areas. The paraprofessional tracked Jim's behavioural incidents (or lack of incidents) over a two-week period. She recorded the time, location of her observations, and the type of behaviour that occurred (or did not occur). She also documented the observed (not speculated) outcomes of the behaviours that did occur. The designated observation periods were before school, between classes, in classes, and at noon hour. Information on Jim's emotional disposition was also noted.

Step 5: Conduct additional assessments. In order to rule out other possible causes for the behaviour, it is sometimes necessary to conduct additional assessments. These may include a(n)

- medical assessment
- academic assessment of learning style (conducted by the resource teacher)
- ability assessment (conducted by the school psychologist)
- speech and language assessment
- hearing screening
- environmental assessment and sensory profile (conducted by the occupational therapist)
- any other types of assessment deemed necessary

The staff considered the need for additional assessments. Because a full assessment had recently been conducted by the school psychologist, it was decided that an additional environmental assessment was required to determine if any other factors were contributing to Jim's outbursts. The teacher reported that Jim could handle most of the work given to him, but that his work was inconsistent (e.g., one day he would successfully complete an assignment, the next day he would not do anything). The teacher put together a sampling of Jim's work to assist with the assessment.

Step 6: Develop a hypothesis. Based on the data collected, the team develops a hypothesis (best guess) about the reasons for the student's behaviour. The hypothesis should state



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the function or purpose of the behaviour and the type of strategy that might best correct it.

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

The team met again to review the findings. It was determined that Jim's pushing and harassing other students often occurred after large assignments (especially projects) were given to the class. Jim's classmates typically left him alone during his verbal outbursts but would occasionally respond verbally to him. However, the greatest frequency of his problem behaviours occurred during the afternoon classes of social studies and language arts. It was also noted that it was during the afternoon classes that the teacher assigned homework, and that Jim did not appear to have close friends who associated with him during the school day. His foster parents reported they had an assigned homework time for Jim, and that he was not allowed to receive his reward for doing his morning chores until his homework was done.

Based on this information, the following hypothesis was made: "Jim becomes overwhelmed when he feels assignments will take longer than the class time assigned to complete the work. Jim does not like getting homework. His harassing and pushing students is typically reactive to student approaches and more likely to occur when he is feeling overwhelmed. The behaviour might be frequently reinforced by the students becoming emotionally upset as a result of Jim's aggression or subsequent leaving him alone."

Step 7: Develop an intervention plan to address the behaviour.

The team develops a written plan to address the behavioural problems, including the details and routines required for its implementation. The team should then determine 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.

In Jim's case, the team agreed to the following plan:

- *The entire team will review the routines and expectations of the school.*
- *A small group of Jim's peers will help him when a project is assigned.*
- *The teacher will give Jim a project in sections. For example, if*

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SMART Outcomes

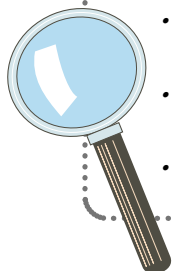
Specific: written in clear, unambiguous language

Measurable: allows student achievement to be described, assessed, and evaluated

Achievable: realistic for the student

Relevant: meaningful to the student

Time-related: can be accomplished within a specific time period (typically one school year)

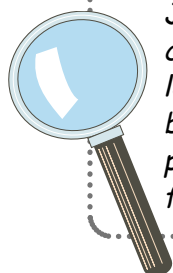


a project will take two weeks to complete, the teacher will give Jim a section that will take him one period to complete (scaffolding). With longer assignments and large numbers of questions, Jim will be given only enough questions to show mastery.

- *The school counsellor will ask Jim to join the model club at noon hour (positive consequence). Jim enjoys working on building things and it will give him an opportunity to interact with his peers.*
- *A graduated incentive system will be set up to provide positive feedback and reinforce Jim for each day he is incident-free. This system will be coordinated with what Jim's foster parents are doing at home.*
- *The student specific-outcome developed for Jim: When Jim is upset, he will recognize his emotional state using a checklist, 80% of the time by December 1.*

Step 8: Monitor and evaluate the intervention plan. Strategies should be developed for monitoring the success of the plan and making changes where necessary. Ongoing data should be collected and compared with the baseline data that were collected prior to the intervention. If no change can be observed, a new strategy or hypothesis should be developed. If there is a significant change, the team should discuss how the new behaviour can be maintained.

In Jim's case, the team agreed to meet again in a month to review Jim's progress. If the changes were working, the plan would be continued and the supports would be maintained. The team has learned that in this case, the supports for Jim may always need to be there. If the plan is not working, the team will change it. If the plan is successful, the team will begin to work on a new objective for Jim, and take the time to celebrate the success.



Individual behaviour planning should be implemented for students who are an ongoing concern to staff due to their challenging behaviours, and who do not respond to school-wide positive behaviour interventions. This planning will vary in complexity and approach.

Functional Behaviour Assessments

Without data, conclusions are only opinions.

Functional behaviour assessments are conducted to determine

- a problem behaviour
- the conditions under which the behaviour occurs
- the function that the behaviour serves for the student (supported by direct observation)

Based on the data collected, a hypothesis is made as to why the student engages in the problem behaviour. Once the hypothesis is made, interventions are developed to meet the student's needs. The procedures for the intervention are developed in a Behaviour Support Plan.



A wealth of information is available on functional behaviour assessments. One excellent resource, developed by the Centre for Effective Collaboration and Practice (CECP), is available online at www.air-dc.org/cecp/resources/problembehavior/main.htm.

Poem*

by David Vandenbrink, written at age 21

**Does the man born blind
Never knowing the colours of life
Miss the ability to see
How can one miss what you never had
How do you realize you're the only one
That sees the way you see
I feel normal, I live normal
I feel different. I am different
The way I act is not who I am
I was born to fool the fools
I desire what you have only because I've
Been told its better to be like you
Than to be who I am**

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Individual Education Plans

An Individual Education Plan is a student-centered planning tool developed using a team approach. For students who are alcohol-affected, the plan usually addresses the domains of academics, behaviour, social interaction, and communication. More severely affected students may require additional domains.

Individual Education Plans for students who are alcohol-affected should follow the procedures provided in *Individual Education Planning, A Handbook for Developing and Implementing IEPs, Early to Senior Years*, 1998. The IEP for students who are alcohol-affected should also consider the following suggestions:

- External team members who are working regularly with the child or family should be invited to attend and contribute to regular IEP meetings. This can assist in ensuring consistency in approaches between school, home, and the community. Minutes should be used to keep the external members up-to-date if they are unable to make all meetings.
- Behavioural and social domains are very important and should be well-developed within the IEP document. These sections need to include intervention strategies, safety plans (as required), implementation strategies, and student-specific outcomes that are measurable. Data on what works and what doesn't work need to be collected and used in decision-making.
- The IEP planning team needs to make provisions for frequent revisions to the plan. Because the plan may need to be revised frequently, arrangements need to be made for some of the team members to meet around specific issues between IEP team meetings.
- These meetings should also be used to celebrate successes and support the teacher and other team members in their difficult work.
- It is important to set regular meetings in order to prevent crisis situations from developing. Problems can be prevented from escalating if they are addressed as soon as they begin.



Details on the development of an Individual Education Plan have been published in *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (Manitoba Education and Training, 1998). In addition to the print document, sample Individual Education Plans are available online at www.edu.gov.mb.ca/metks4/instruct/specedu/iepindex.html.

Making Time to Develop Plans

The development of Individual Education Plans requires that teachers have time to attend the planning meetings. There is no easy answer to the issue of finding/making time for the meetings. Teachers and administrators must collaborate to be creative and flexible in finding convenient meeting times.

Some approaches that schools have successfully used to provide staff with the time to attend meetings include

- using parent-teacher days and evenings for meetings
- conducting meetings before and after school hours
- allocating a “professional development” day in the spring and fall for staff to attend meetings
- using substitute time as required (using student service’s funding) for staff to attend meetings
- employing internal coverage of classes to free staff members to attend meetings
- using exam days for meetings, with alternate activities planned for the larger student group

Do not tell me what I cannot do. Help me find a way to do it.

This section has focused on the development of individual plans for students who are alcohol-affected and have severe behavioural challenges. It outlined the importance of understanding the behaviour of individuals who are alcohol-affected, and provided a case study that examined the eight-step process for analyzing behavioural problems. Finally, it reviewed the individual planning process.

Section 6 Support Materials

- ABC Observation Form
- Functional Assessment Checklist for Teachers & Staff (FACTS)
- Behaviour Planning Form

Functional Assessment Checklist for Teachers & Staff (FACTS)*

Student _____ Date _____

Grade _____ Staff Reporting _____

Student Profile: Please use the space below to identify the student's strengths. Some possible strengths include academic interests, social skills, hobbies, sports, etc.

Directions: To gain a better understanding of the nature and scope of the problem behaviour(s) please check the most relevant item(s). Then use the Considerations space at the bottom of each section to provide a brief description of the problem behaviour, predictions, and consequences.

Problem Behaviour(s): Behaviour(s) of concern that has been occurring.

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fighting/Physical Agression	<input type="checkbox"/> Disrupts class activities	<input type="checkbox"/> Theft
<input type="checkbox"/> Inattentive	<input type="checkbox"/> Verbally Harasses Others	<input type="checkbox"/> Insubordinate/ Disrespectful	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Sleeping		<input type="checkbox"/> Other _____	
<input type="checkbox"/> Inappropriate language			

Considerations: What behaviour typically occurs first and how does it escalate? What does the behaviour look like?

Predictor(s) and Setting Events: Person(s), place, or time where behaviour of concern is most likely to occur.

Location	Person(s)	Time	Academic concerns	Setting Event
<input type="checkbox"/> In class	<input type="checkbox"/> Peer(s)	<input type="checkbox"/> Before school	<input type="checkbox"/> All classes	<input type="checkbox"/> Use of medication
<input type="checkbox"/> Hall	<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Morning	<input type="checkbox"/> Reading	<input type="checkbox"/> Physical health
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Staff	<input type="checkbox"/> Lunch	<input type="checkbox"/> Math	<input type="checkbox"/> Illegal drug use
<input type="checkbox"/> Bus		<input type="checkbox"/> Homeroom	<input type="checkbox"/> Spec. Ed. eligible	<input type="checkbox"/> Conflict at home
<input type="checkbox"/> Other _____		<input type="checkbox"/> Afternoon	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Considerations: A specific activity that is difficult for the student? Does behaviour occur alone or with peer group?

Consequence(s): What typically happens after behaviour of concern occurs?

Obtain attention	Escape/Avoid demand or situation	Current strategies
<input type="checkbox"/> Peer attention	<input type="checkbox"/> Escape difficult activity	<input type="checkbox"/> Change seating
<input type="checkbox"/> Adult attention	<input type="checkbox"/> Ignore/decrease adult attention	<input type="checkbox"/> Contact parent
<input type="checkbox"/> Activity	<input type="checkbox"/> Negative peer attention	<input type="checkbox"/> Send to office
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

Considerations: What strategies have been effective? After an incident what does the student obtain (e.g., attention) or avoid (e.g., difficult task)?

Summary of Behaviour

Directions: Please use the items selected above and the information you've written in the Considerations to complete the section below.

Predictor(s) & Setting Event	Behaviour(s) of Concern	Consequences

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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 increases 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.

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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.

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 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: _____