

# Tiered Behavior Supports and Problem Solving

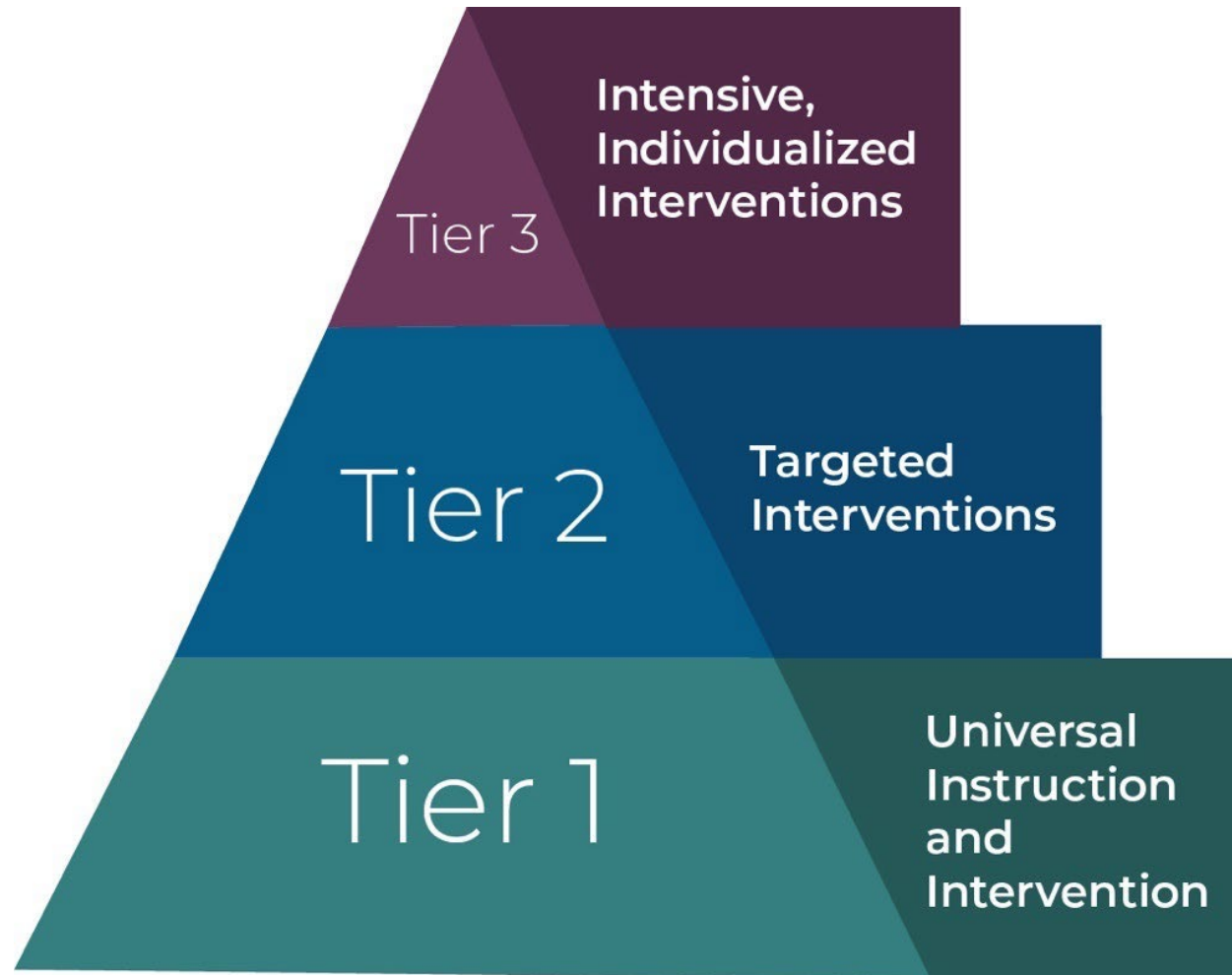
Promising Youth Conference – May 9, 2024

# Learning Intentions & Criteria

- Participants will be able to:
  - Understand Tiered Behavior Supports
  - Identify the personnel involved in a multi-disciplinary team supporting student behavior needs
  - Articulate the problem-solving process for behavior instruction and support
  - Apply the problem-solving process for behavior instruction and support to a given scenario



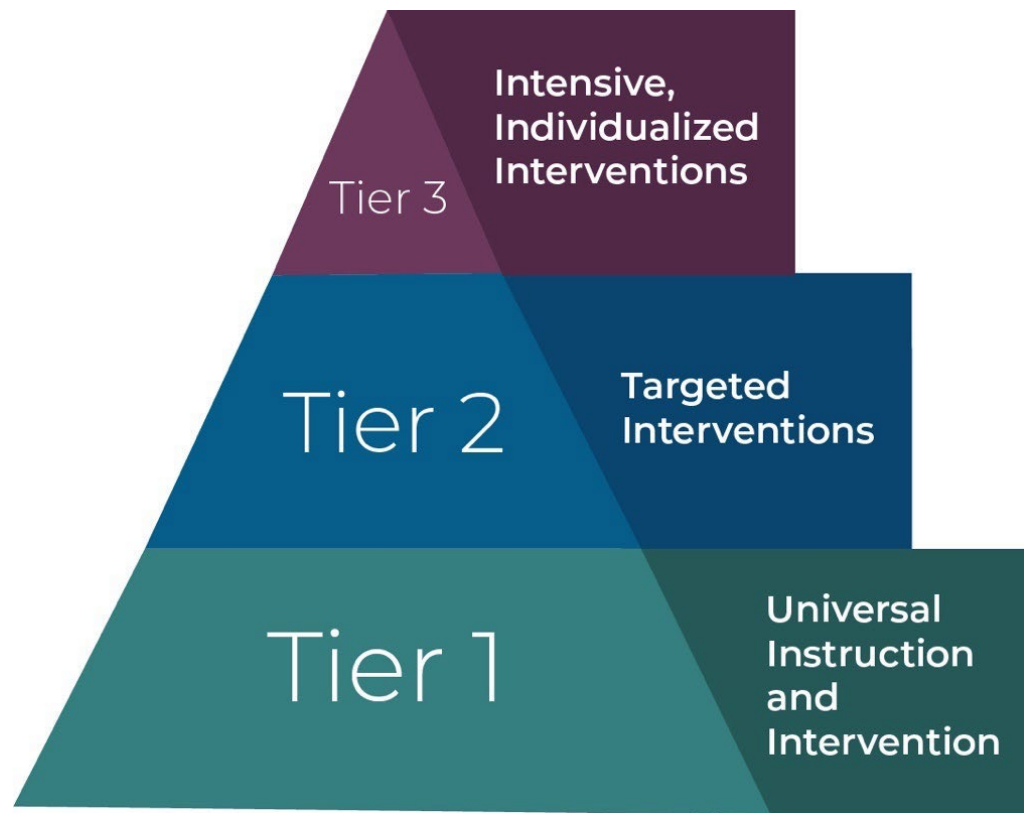
# Tiered Supports



# Multi-disciplinary teaming for behavior

- School teams who meet regularly to discuss student needs across the school, engaging in a variety of actions and processes to problem solve student needs
- Who might be included in a multi-disciplinary team to support student behavior needs?
- How might the multi-disciplinary team change depending upon the complexity of the student behavior needs?

# Problem Solving Steps Across Tiers



# STEP 1: DEFINE THE PROBLEM BEHAVIOR AND COLLECT BASELINE DATA

## Activities

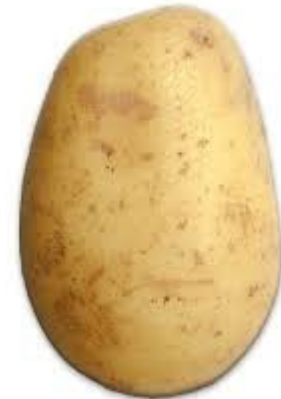
- a. Define the problem behavior in measurable and observable terms
- b. If multiple behaviors are a concern, reach agreement about which behavior to prioritize
- c. Decide how to collect data on the problem behavior
- d. Collect baseline data

## Questions to consider

- What does the problem behavior look like?
- What is the student expected to do, and what is the student actually doing?
- What specific, observable behavior are we targeting for change?
- How will we measure this behavior?

# Defining Behavior: Operational Definition Criteria

- Is it **clear**?
  - observe it, measure it
- Is it **complete**?
  - all behavior accounted for, not capturing extra (examples & non-examples), can you break it down further?
- Is it **objective**?
  - Defines all terms, avoids subjective terms
  - no interpretations, “what do you mean by...?”
  - Passes the “Average Joe” test
- Passes the “**Potato Test**”
  - If a potato can do it, it’s not a behavior



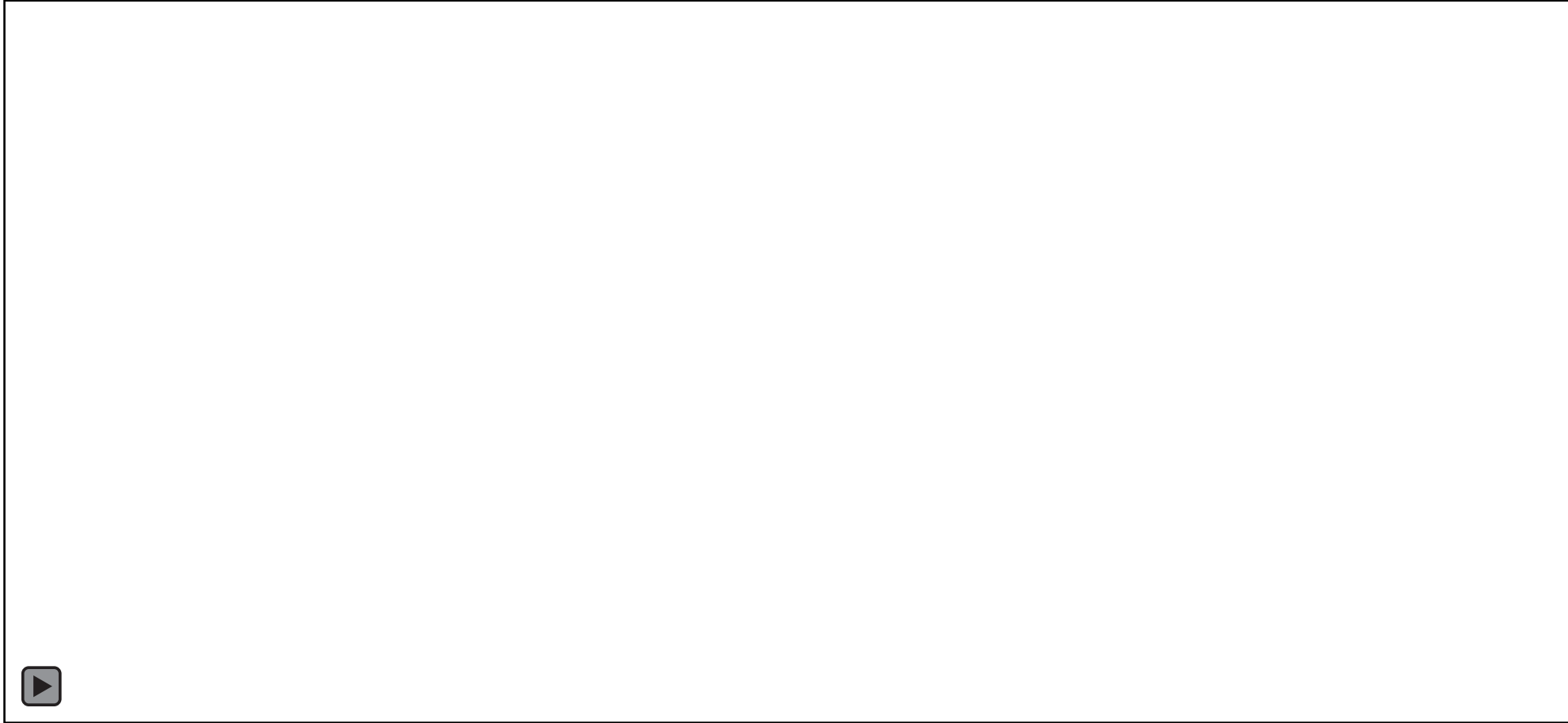
# Scenario for STEP 1

Jim is a 30-year-old salesman at a business with about fifteen employees working in his office. He has been reprimanded by his boss for slapping one particular employee on more than one occasion. He also makes fun of this employee and makes it more difficult for this employee to do his work by playing practical jokes.





# Step 1 Define the Behavior



# STEP 1: Activity 1

**What:** Define the problem behavior in measurable and observable terms

## Tips:

- Have conversations with the student(s), staff, and parent(s) to understand more about the behavior; gather information and ask clarifying questions
- Be objective when analyzing and defining the problem behavior
- If there are multiple behaviors of concern, determine which behavior to prioritize

## Reflective Questions:

- What does the problem behavior look like?
- What is the student expected to do and what is the student actually doing?
- What specific, observable behavior is targeted for change?

# STEP 1: Activity 2

**What:** Decide how to collect data on the problem behavior

**Tips:**

- Review data collection types and determine which type will best capture the behavior being measured
- Ensure the person collecting data is trained

**Reflective Questions:**

- How will the behavior be measured?

# STEP 1: Activity 3

**What:** Collect baseline data

**Tips:**

- Collect enough data points to reflect student(s) baseline (e.g., 3-5 data points)
- Collect data with fidelity, at different times of the day and in multiple environments

**Reflective Questions:**

- Have the baseline data been collected with fidelity?



# STEP 1: Reflection

- What is your operational definition of Jim's slapping behavior?
- How did you determine what data to collect?

# STEP 2: ANALYZE THE PROBLEM BEHAVIOR

## Activities

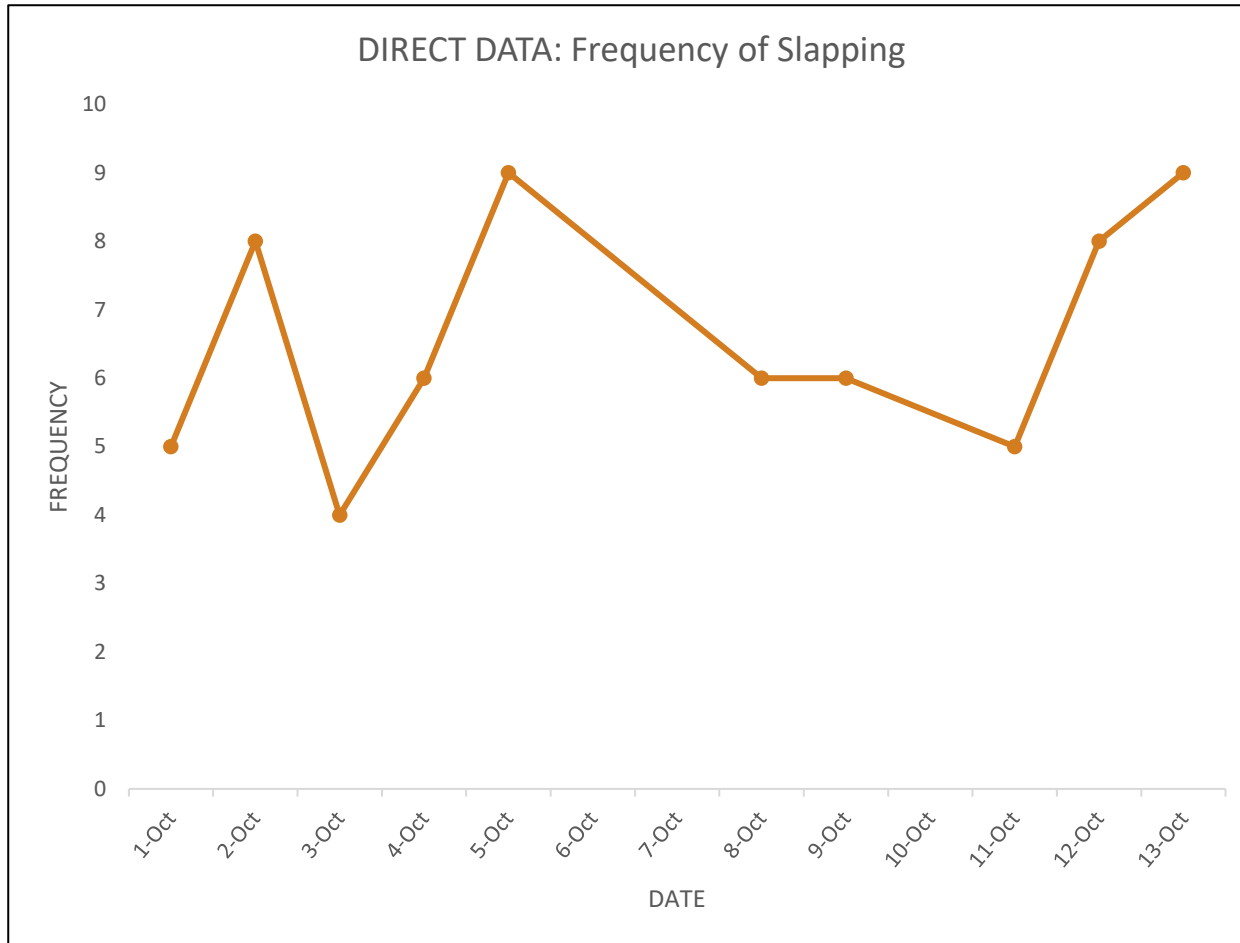
- a. Identify any patterns to the context in which the problem behavior is occurring
- b. Hypothesize why the problem behavior is occurring

## Questions to Consider

- Where, when, and how often does the problem behavior occur?
- Is the behavior a skill problem or a performance problem (can't do vs. won't do)?
- Is the problem more likely to occur in particular situations or with certain people?
- What purpose (i.e., function) is the behavior serving for the student?



# Scenario: Direct/Indirect Baseline Data



Indirect data sources:

Tracking slaps:

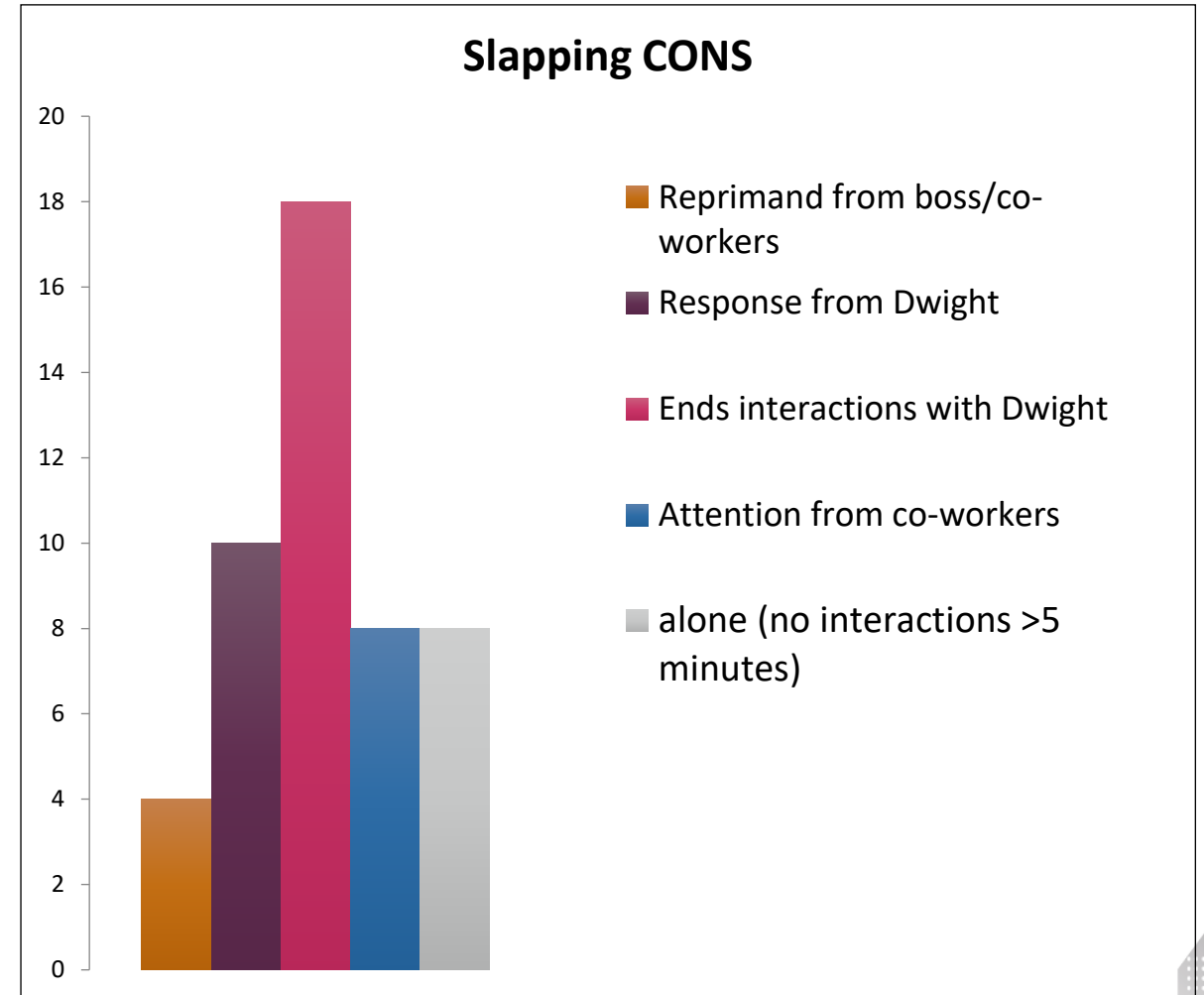
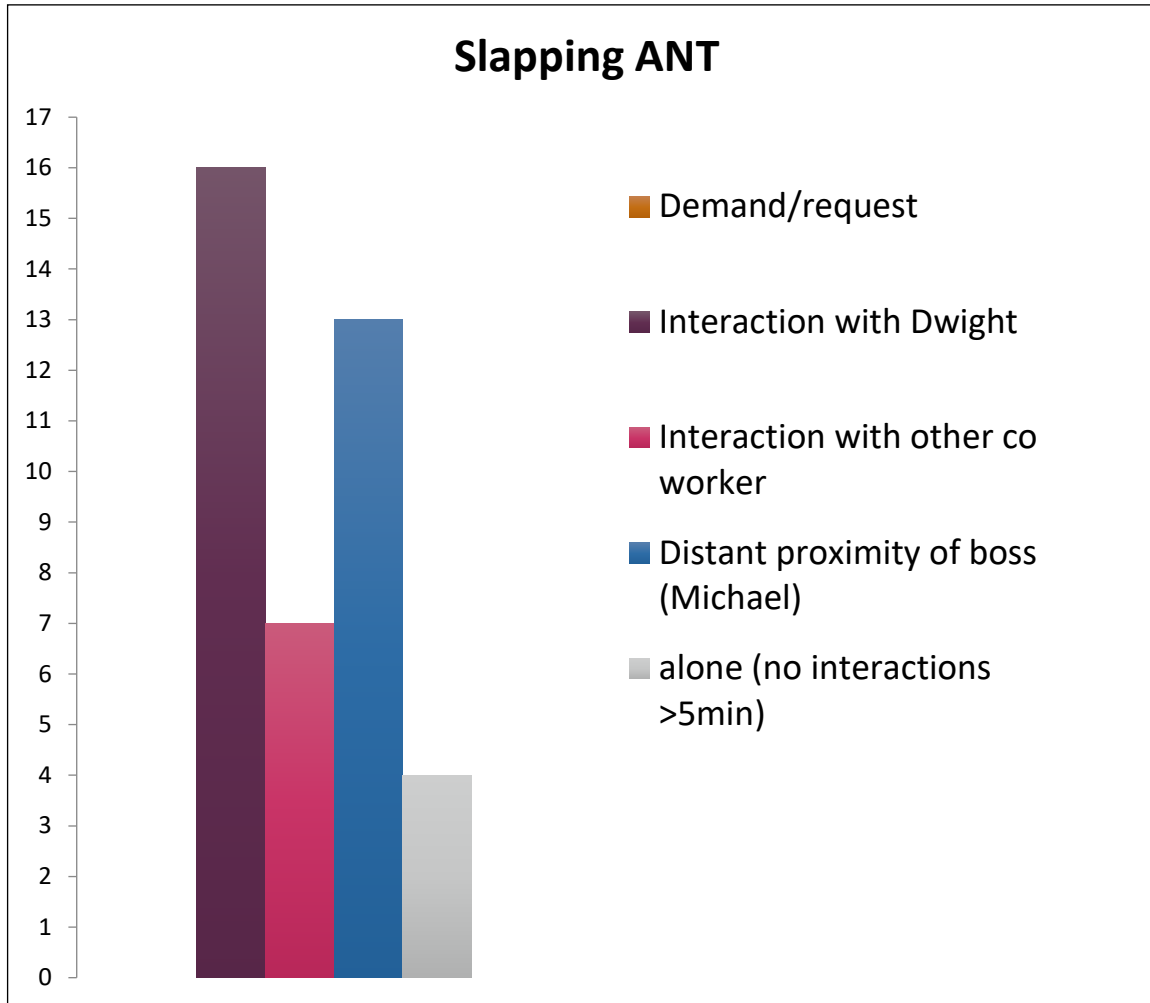
- Average of 25 “incidences” per week through September

# Scenario: Sample of ABC data

Time/setting event	Antecedent:	Behavior:	Consequence:
7:45, Outside, walking into the office	Jim and Dwight are walking into the office	Jim opens the door for Dwight	Dwight refuses to enter first; stating that he never lets anyone walk behind him
7:46		Jim says, "That still leaves a 30% chance that I'll attack you from the front."	Dwight responds with, "Yeah, but it will be easier to stop."
7:46	Dwight continues talking	Jim slaps Dwight across the cheek	Dwight stands stunned while Jim walks away into the building



# Scenario: Synthesis of ABC Data



# STEP 2: Activity 1

**What:** Identify any patterns to the context in which the problem behavior is occurring

**Tips:**

- Match the length of time and amount of effort put into this analysis with the complexity and intensity of the behavior
- Track what is happening prior to the behavior (antecedent) and following the behavior (consequence)

**Reflective Questions:**

- Where, when, and how often does the problem behavior occur?
- Is the behavior a skill or performance issue (can't do vs. won't do)?
- Is the problem more likely to occur in particular situations, a specific environment, time of day, or with certain people?

# STEP 2: Activity 2

**What:** Hypothesize why the problem behavior is occurring

**Tips:**

- Looking at both the antecedent(s) and consequence(s) will help in determining the function of the behavior
- Understand and consider the four functions of behavior (i.e., escape, attention, tangible, sensory/automatic)

**Reflective Questions:**

- What purpose (i.e., function) is the behavior serving for the student?
- What is the student getting access to or gaining from engaging in the problem behavior?
- What is maintaining the problem behavior?

# STEP 2: Reflection

- What is most likely the function of Jim's slapping?
- What is your hypothesis on why the slapping is occurring?

# STEP 3: CHOOSE A REPLACEMENT BEHAVIOR TO TEACH

## Activities

- a. Identify what the team would like the student to do instead of the problem behavior
- b. Consider the student's individual strengths, needs, and probable function of the behavior when determining a replacement behavior
- c. Set a goal for the student based on their use of the replacement behavior

## Questions to Consider

- What does the replacement behavior look like, and how will it be measured?
- What is the goal for improvement?

# Scenario for STEP 3

Other than slapping Dwight and playing pranks on him, Jim is reportedly good at his job. His sales numbers are high and he has many repeat customers. They report that he is timely in his work, personable and attentive to their needs. Jim often complains about Dwight. He has requested on 5 occasions to have Dwight's desk moved to a different part of the office. Jim spends his break time and lunch time talking to Pam, the receptionist at the office.



# STEP 3: Activity 1

**What:** Identify what the team would like the student to do instead of the problem behavior (replacement behavior)

**Tips:**

- Consider the student's individual strengths, needs, and probable function of the behavior when determining a replacement behavior

**Reflective Questions:**

- What does the replacement behavior look like (i.e., observable, measurable, and matches the function of the problem behavior)?
- How will the replacement behavior be measured?

# STEP 3: Activity 2

**What:** Set a goal for the student based on their use of the replacement behavior

**Tips:**

- Consider the student's baseline for this behavior when determining a feasible goal

**Reflective Questions:**

- What is the goal for improvement?
- What criteria regarding the replacement behavior will need to be met for fading of the intervention to start?



# STEP 3: Reflection

- What replacement behavior did you determine would be the most appropriate?
- What goal was set for Jim, considering the replacement behavior?



# STEP 4: PLAN AND PREPARE INTERVENTION

## Activities

- a. Generate a list of possible solutions and choose one intervention to implement
- b. Match the intensity of the intervention to the student's support tier
- c. Set a start date for the intervention
- d. Assign team members to prepare each part of the intervention prior to the start date

## Questions to Consider

- What changes can be made in the classroom environment to help prevent the problem from occurring (antecedent strategy)?
- What skills can be taught to the student to help replace the problem behavior with a positive alternative behavior (teaching strategy)?
- What consequences, if any, can be put in place to reduce the occurrence of the problem behavior (consequence strategy)?



# Scenario for STEP 4

Jim is on a small sales team. As stated previously, he currently sits at the desk next to Dwight and is often partnered with Dwight on a variety of work projects, without any supervision. His boss, Michael, often does not acknowledge the accomplishments of Jim, but engages mostly with Jim when correcting or reprimanding him. After spending time with Pam, at his break or lunch time, there is usually a lull in his negative interactions with Dwight for a period of time.

# STEP 4: Activity 1

**What:** Generate a list of possible solutions and choose one intervention to implement

**Tips:**

- Use information about what other strategies and interventions (if applicable) have already been tried when problem solving potential solutions
- Match the intensity of the intervention to the student's support tier using behavioral data to inform components of the intervention (rate, frequency, time or location of intervention)
- Include the student in conversations regarding potential intervention, reinforcers or other supports.

**Reflective Questions:**

- What changes can be made in the classroom environment to help prevent the problem from occurring (antecedent strategy)?
- What changes can be made in the classroom environment to encourage the replacement behavior?
- What skills can be taught to the student to help replace the problem behavior with a positive alternative behavior (teaching strategy)?
- What consequences, if any, can be put in place to reduce the occurrence of the problem behavior (consequence strategy)?

# STEP 4: Activity 2

**What:** Set a start date for the intervention

**Tips:**

- Consider what materials, training, etc. are needed to implement the intervention

**Reflective Questions:**

- Who needs to know about this intervention prior to implementation?
- How long will it take for all who need to know to be provided information?



# STEP 4: Activity 3

**What:** Assign team members to prepare each part of the intervention prior to the start date

**Tips:**

- Include the individuals who will be involved in the implementation in the conversation to build buy-in and determine feasibility

**Reflective Questions:**

- Who will be assigned to different aspects of the intervention (e.g., implementation, data collection and graphing, fidelity checking, scheduling team meetings)?
- How will the team ensure all implementation efforts are coordinated (e.g., regular meetings, email, face-to-face communication)?

# STEP 4: Reflection

- What solution(s)/intervention(s) did you decide to implement?
- What preparations would need to be made prior to implementation?



# STEP 5: IMPLEMENT INTERVENTION AND COLLECT INTERVENTION DATA

## Activities

- a. Train all staff involved on their responsibilities for implementation and/or data collection
- b. Ensure student understands the intervention
- c. Collect intervention data and enter/graph it regularly to monitor implementation
- d. Check implementation fidelity often

## Questions to Consider

- Is the intervention being implemented as intended?
- Are there any factors that may be influencing the effectiveness of the intervention?





# STEP 5: Activity 1

**What:** Train all staff involved on their responsibilities for implementation, data collection, and fidelity checks

## Tips:

- Ensure student understands the intervention
- Observe staff on their implementation and providing coaching, as needed, throughout implementation
- Consider creating a training protocol so intervention steps are written

## Reflective Questions:

- What will the training sessions look like?
- How will the team know that training was effective?

# STEP 5: Activity 2

**What:** Collect intervention data and enter/graph it regularly to monitor implementation

## Tips:

- Consider who will be collecting the data and how often
- Consider who will be graphing the data (if needed to be done manually)

## Reflective Questions:

- Are there any factors that may be influencing the effectiveness of the intervention?
- Is there additional training needed, and if so who will provide it and when?
- How often will data be gathered and visualized for analysis (daily, weekly)?

# STEP 5: Activity 3

**What:** Check implementation fidelity often

## Tips:

- Determine fidelity criteria
- Create a fidelity checklist aligned to the intervention and training protocol
- Determine how often fidelity checks will be conducted and by whom (should have been determined in STEP 4: Activity 3)

## Reflective Questions:

- Is the intervention being implemented as intended?
- If the intervention is not being implemented as intended, what are the barriers?
- How can those barriers be addressed and overcome?

# STEP 5: Reflection

- What process did you take in determining the intervention data collection plan?
- How will you be checking fidelity on data collection?



# STEP 6: ANALYZE DATA AND REFLECT ON STUDENT NEEDS

## Activities

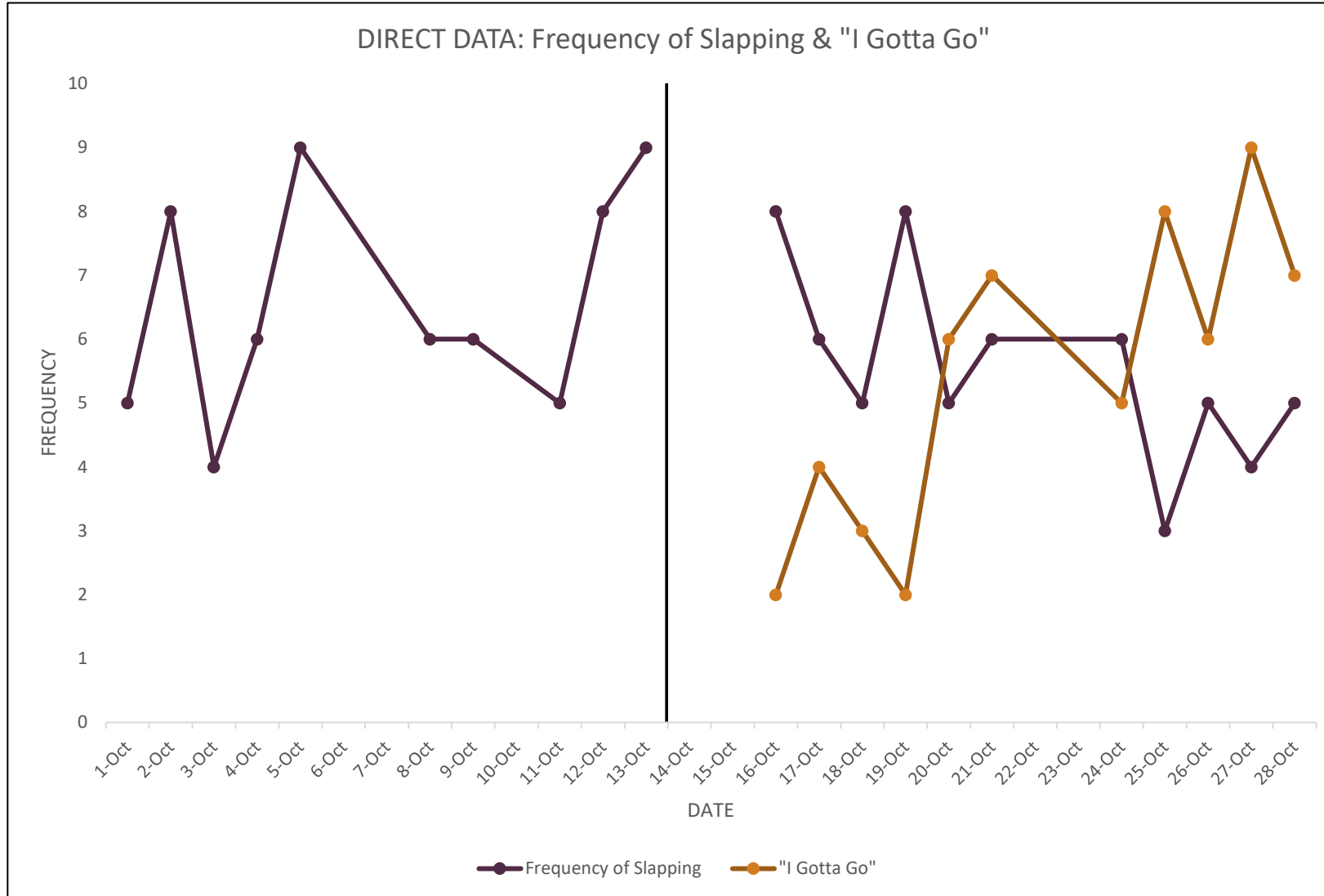
- a. Continue entering and graphing data regularly and frequently
- b. Meet after 4-6 weeks to review progress
- c. Determine whether the intervention is working as desired or not (and if not, determine why)

## Questions to Consider

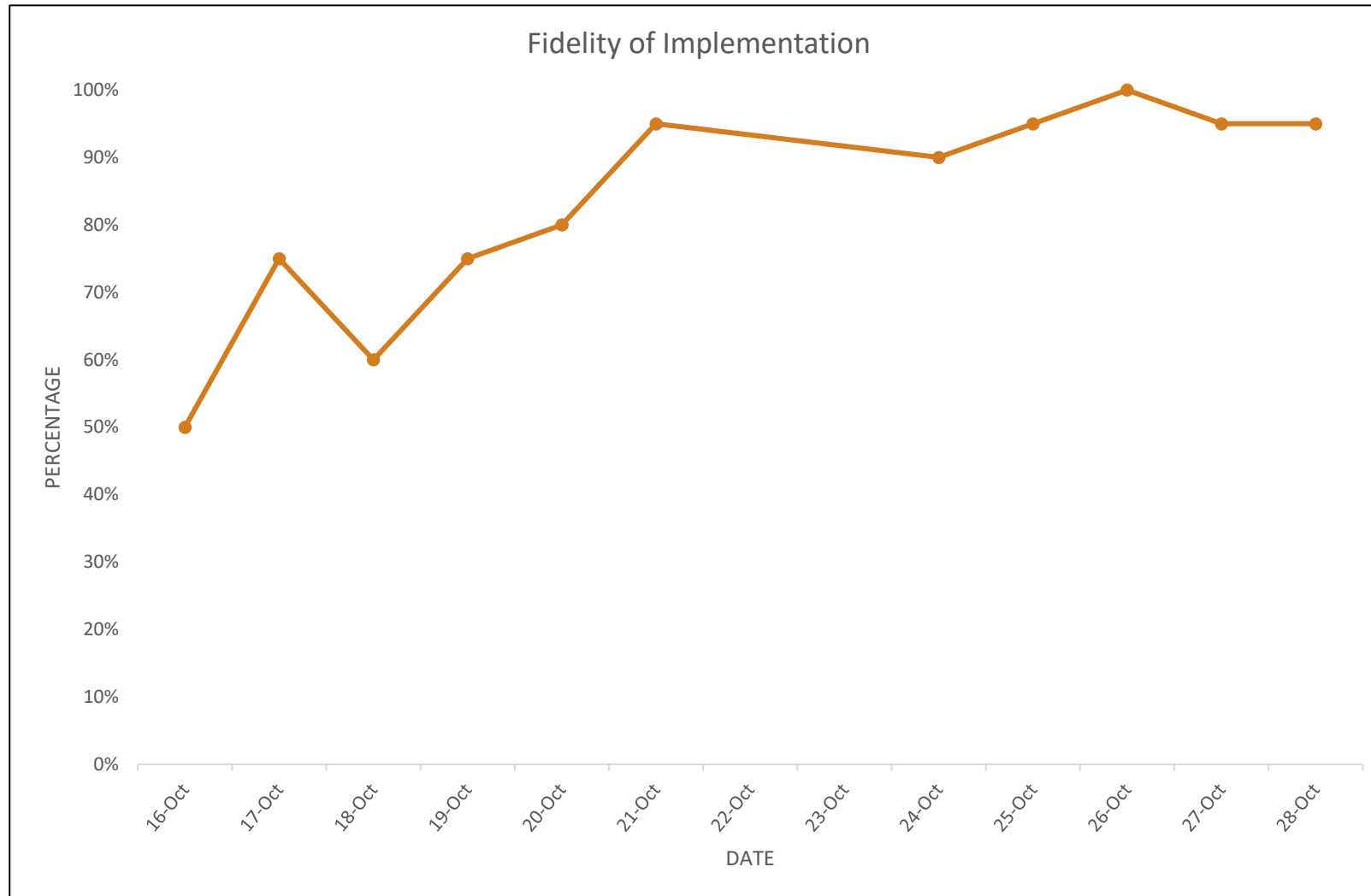
- Has the behavior changed since the intervention started?
- If so, are changes adequate?
- What is the discrepancy between what the student is doing now and what the student is expected to do?



# Scenario: Baseline and Intervention Data



# Scenario: Fidelity Data



# STEP 6: Activity 1

**What:** Continue entering and graphing data regularly and frequently to monitor progress

## Tips:

- Consider the most feasible and practical format for entering data (e.g., digital, pen and paper)
- Meet every 4-6 weeks to review progress
- Document possible confounding variables (e.g., medication changes, illness, etc.)

## Reflective Questions:

- What is the trend of the data (i.e., increasing, decreasing, stable)?
- Does the data vary over time?
- Who should be involved in the data review?
- Are there possible confounding variables that may be influencing the data?



# STEP 6: Activity 2

**What:** Determine whether the intervention is working as desired or not (and if not, determine why)

## Tips:

- Discuss and consider anecdotal observations in addition to graphed intervention data and fidelity data

## Reflective Questions:

- Has the behavior changed since the intervention started, and if so, are the changes adequate?
- What is the discrepancy between what the student is doing now and what the student is expected to do?
- Are there any external variables that are impacting behavior change?

# STEP 7: CONTINUE OR ADAPT INTERVENTION

## Activities

- a. Adjust the intervention, as needed, based on the team's analysis of data
- b. Document any adjustments made to the intervention
- c. Highlight any intervention changes/dates

## Questions to Consider

- What do the data reveal about the effectiveness of the intervention?
- After reflecting on the data, what adjustments to the intervention needed to be made?



# STEP 7: Activity 1

**What:** Adjust the intervention, as needed, based on the team's analysis of data

## Tips:

- Consider what intervention components may need to be altered or adjusted
- Use data to inform adaptations, including fidelity data

## Reflective Questions:

- What do the data reveal about the effectiveness of the intervention?
- After reflecting on the data, what adjustments need to be made?



# STEP 7: Activity 2

**What:** Document any adjustments made to the intervention

**Tips:**

- Highlight the date of any changes to an intervention
- Consider the intended outcome of the changes

**Reflective Questions:**

- How will the adjustments to the intervention be communicated to all relevant parties?
- How/when will relevant parties be re-trained?
- How will related materials (e.g., data sheets, fidelity checks) be provided?
- How will adjustments or modifications to the intervention be tracked?

# In summary

- Tiered supports can be enhanced when problem solving steps are applied to any tier
- Data is everything!
- Problem Solving behavior is a lot like the scientific method, it's an art.
- The classroom and school wide environment, interactions, and relationships play a large role in student behavior.
- Behavior intervention is not about “fixing” students, but about creating a safe and supportive environment where each student can thrive.



# Questions?

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# Citation and Resource

## Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual – 2023 Edition:

- <https://www.schools.utah.gov/safehealthyschools/pdfs/LRBITechnicalManual2023.pdf>

