

# Problem Solving Process for Behavior Instruction and Support

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## DEFINE THE PROBLEM BEHAVIOR AND COLLECT BASELINE DATA

**Activity #1:** Define the problem behavior in measurable and observable terms.

**Tips:**

- Have conversations with the student(s), staff, and parents 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?

**Activity #2:** 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 the data is trained.

**Reflective Questions:**

- How will the behavior be measured?
- ABC Data
- Frequency
- Permanent Product
- Duration
- Latency
- Percent Occurrence
- Interval/Time Sample
  - Whole Interval
  - Partial Interval
  - Momentary

**Activity #3:** 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?

**NOTES:**

# 2

## ANALYZE THE PROBLEM BEHAVIOR

**Activity #1:** 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?

**Activity #2:** 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?

**NOTES:**

# 3

## CHOOSE A REPLACEMENT BEHAVIOR TO TEACH

**Activity #1:** 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?

**Activity #2:** 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?

**NOTES:**

# 4

## PLAN AND PREPARE INTERVENTION

**Activity #1:** 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 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)?

**Activity #2:** 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?

**Activity #3:** 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)?

**NOTES:**

# 5

## IMPLEMENT INTERVENTION AND COLLECT INTERVENTION DATA

<p><b>Activity #1:</b> Train all staff involved on their responsibilities for implementation, data collection, and fidelity checks.</p>	<p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Ensure student understands the intervention</li> <li>• Observe staff on their implementation and providing coaching, as needed, throughout implementation</li> <li>• Consider creating a training protocol so intervention steps are written</li> </ul> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What will the training sessions look like?</li> <li><input type="checkbox"/> How will the team know that training was effective?</li> </ul>
<p><b>Activity #2:</b> Collect intervention data and enter/graph it regularly to monitor implementation.</p>	<p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Consider who will be collecting the data and how often</li> <li>• Consider who will be graphing the data (if needed to be done manually)</li> </ul> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are there any factors that may be influencing the effectiveness of the intervention?</li> <li><input type="checkbox"/> Is there additional training needed, and if so who will provide it and when?</li> <li><input type="checkbox"/> How often will data be gathered and visualized for analysis (daily, weekly)?</li> </ul>
<p><b>Activity #3:</b> Check implementation fidelity often.</p>	<p><b>Tips:</b></p> <ul style="list-style-type: none"> <li>• Determine fidelity criteria</li> <li>• Create a fidelity checklist aligned to the intervention and training protocol</li> <li>• Determine how often fidelity checks will be conducted and by whom (should have been determined in STEP 4: Activity 3)</li> </ul> <p><b>Reflective Questions:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the intervention being implemented as intended?</li> <li><input type="checkbox"/> If the intervention is not being implemented as intended, what are the barriers?</li> <li><input type="checkbox"/> How can those barriers be addressed and overcome?</li> </ul>
<p><b>NOTES:</b></p>	

# 6

## ANALYZE DATA AND REFLECT ON STUDENT NEEDS

**Activity #1:** Continue entering and graphing data regularly and frequently to monitor progress.

**Tips:**

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

**Reflective Questions:**

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

**Activity #2:** Determine whether the intervention is working as desired or not (and if not, 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?

**NOTES:**

# 7

## CONTINUE OR ADAPT INTERVENTION

**Activity #1:** Adjust the intervention, as needed, based on the team's analysis of data.

**Tips:**

- Consider what intervention components may need to be altered, adjusted or faded
- 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?
- Do the data indicate that the intervention can be faded?

**Activity #2:** 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?

**NOTES:**