Intervention

6 ox 10. What Teaching Strategies/Necessary Curriculum/Materials are needed to teach the functionally equivalent replacement behavior?

Teaching of underlying pivotal skills that will increase the student's ability to perform general positive behaviors should also be considered. (See following page for how to teach a new behavior.)

Key Concept: Teach in a systematic way, model, prompt, cue and reinforce successive approximations of the desired behavior, i.e., "shape" the behavior. The plan must capture the team's teaching plan, specifying at least one detail about how this will be done, e.g., materials listed, strategy described or attached, list of skill steps referenced, etc.

The intervention selected by team must be <u>logically</u> related to the assessment:
- What was determined to be the function of the behavior? (line 8);
- What the team believes the student should do instead of the behavior? (line 9);
- What is supporting the problem behavior in the environment? (line 6).

Distinctions:
- General, positive behavior instruction teaches the student underlying skills, often useful in problem situations.
- Functionally equivalent replacement behavior specifically allows the student to get or reject something in a more socially acceptable manner as compared to the problem behavior method.

- **Protest:** Instead of swearing, use simple, acceptable protest language taught by teacher to express a displeasure or disagreement (acceptable language selected by teacher and student would then be attached).
- **Escape:** Instead of running out of room, use a break card and go to a designated "time away" area as taught by teacher, using the teaching a new behavior method attached. **(See section 12, Resources for Environmental Factors on Time Away)**
- **Avoid:** Instead of kicking a non-preferred staff member to avoid working with him, teach student to hand non-preferred staff members a "I'm finished working with you" card using the "teaching a new behavior" method (See "Teaching a New Behavior," Section 7, Page 3.)
- **Get attention:** Instead of poking peers with a pencil to gain peer attention, gently tap on the arm as taught by teacher.
- **Requesting access to a preferred activity:** Instead of grabbing desired materials, teach student to hand picture of desired activity to staff using methods as described in a picture exchange system used in the classroom.

Examples of potential general, pivotal, positive behaviors to teach (These need to be in addition to a FERB for the problem behavior)*:*

- General positive (problem: not turning in work): The RSP teacher/counselor will teach organizational skills—how to write down assignments, organize papers, make to-do lists, etc. using teacher made materials - three times a week with daily general education monitoring.
- General positive (problem: fighting in group games at recess): Teach (shape/model/cue/prompt) the steps of how to solve a conflict; Roleplay techniques for avoiding a fight or conflict 2x week. (Team references steps in attached list.)
- General positive (problem: crying, foot stomping, head banging in response to stressors): Teach coping strategies for 1.unexpected interruptions, 2. being assigned work that is too difficult, 3. being teased 4. missing the school bus, 5. forgetting lunch money, using attached visuals and social story method.
- General positive (problem: student has frequent peer altercations, no friends): Teach student how to access an adult "mentor" selected by the student to assist in problem solving situations. (teach through role play of examples and non-examples, prompt, reinforce. Teacher will instruct 3x and repeat until mastered.) Ó

TEACHING NEW BEHAVIORS
Social Skills, Classroom or Playground Desirable Behavior, Conflict Resolution, etc.

There are four basic steps to follow when teaching any new behaviors:

1. **Modeling:**
   Students are shown examples of competent use of the behavior;
2. **Role-Playing:**
   Students are requested to practice the behavior;
3. **Performance Feedback:**
   Students are provided with constructive feedback regarding the adequacy of their performance;
4. **Generalization and Maintenance:**
   Students are encouraged to use their newly learned behaviors in many settings. Support in the classroom, at home, and in peer groups optimizes outcomes.

Each step is discussed below:

Modeling

"learning by imitation"

Characteristics of the selected models:
   a.   Skilled at the behavior
   b.   High status with peers
   c.   Same sex, approximate age, social status
   d.   Friendly and helpful
   e.   Rewarded for modeling (*very important)

Modeled behavior:
   a.   Keep simple - one skill at a time
   b.   Minimize irrelevant details
   c.   Use repetition
   d.   Use several different models

At least two examples should be modeled for each behavior so that the students are exposed to examples in different situations.

Role Playing

Students need to learn to only **what** to do, but **how** to do it.

Works best when student:
   a.   Chooses to participate
   b.   Has commitment to behavior role playing

Feedback

Positive reinforcement for enacting role-playing behavior. Forcing role-playing is not recommended.

Generalization

Training sessions should be conducted in settings that most closely resemble the application setting. For social skills, assign "homework" in which students try out the social skills they have role-played, in <u>real</u> life situations and report back on success. Sometimes pairs of students can agree to observe each other trying it out in other settings.

Encourage staff, relatives, and friends to provide verbal praise to students. Train students to reinforce <u>themselves</u> when practicing a new skill as well.