# Tier 2 and Tier 3 Activity

## Behavior Change Project

The purpose of the behavioral change project is for candidates to extend their understanding of behavioral interventions from textbook knowledge of concepts and principles to applications in their classrooms. This project will involve performing a functional assessment and designing an intervention with a student. Please include any data and references where appropriate.

### Tips:

* Choose a behavior(s) that is (are) easy to operationally define (i.e., hitting, speaking out, flopping on the floor, getting out of seat).
* Keep in mind, from this point on, that you will be eventually teaching the student a new replacement behavior. Using only a simple behavior management strategy (e.g., rewards) will result in a failing grade.
* Be sure your Behavior Intervention Plan (BIP) includes all the components of Positive Behavior Support (see below)

### Description of each section:

1. ***Title Page***
2. ***Introduction***

* The introduction should include a *description of the student* whose behavior will be observed. Include the individual’s age, gender, ethnicity, primary language, grade level, and setting. If applicable, also include a diagnosis that the individual has received along with specialized *services* that are provided (e.g., speech therapy, counseling, etc.)
* A description of the student’s *academic and behavioral functioning* levels must be provided with examples. As with any report or discussion of a student, a description of the student’s behavioral, academic, and personal **strengths** is required, in addition to a description of needs. Be objective in your writing. Rather than stating “cannot complete second grade level work” or “cannot maintain focused during group discussions” you can write “is able to complete assignments given adult support and visual prompts” or “is able to maintain focus to highly preferred activities for up to 3 minutes.”
* Describe some potential reinforcers for the target student
* Include an *operational definition of the Target Behavior(s)*: Describe each target behavior (problem) in measurable, observable terms.

1. ***Functional Assessment Procedures***

* *Functional Assessment Procedures & Functional Assessment Forms:* A functional assessment section will include a narrative of the relevant information about *how* you performed the observations and how your data were collected for your functional assessment. The persons, settings, and procedures involved should be described *thoroughly*. This must include the activity or situation within which you chose to observe the behavior.
* *Functional Assessment Forms:* Describe what type of information was gathered on the forms that you used (e.g., setting, social context, date, and so forth). If appropriate, provide references [e.g., Functional Assessment Data cards (Carr et al.1994); Frea, Koegel, & Koegel (1994), etc.] Actual copies of the data collection forms should be provided in the appendix.
* *Behavioral Interview Data:* Describe the process for conducting the interview and a brief description of the findings.
* *Antecedent, Behavior, Consequence (ABC) data collection forms*. Must have a minimum of 15 occurrences of the behavior. Include a description of the data collection sheets that were used during the behavioral observation.
* *Categorize and Hypothesize the function(s) of the target behavior*: Explain how you analyzed your ABC data and state a clear hypothesis. Provide examples from your ABC data collection to support your hypothesis.

1. ***Behavioral Intervention Plan***  
   Complete a BIP form that contains all components:

* *Identifying* Information
* Description of Behaviors
* Replacement Behaviors
* Preventive Strategies
* Teaching Strategies
* Consequence Strategies
* Data Collection Procedures
* Duration of Plan

Use the information from the Functional Analysis (FA) you conducted to develop a BIP in which you use the local form used in schools. Through this assignment you should be able to clearly articulate the BIP in writing to an IEP team. Make sure ALL sections are completed (respond clearly to all of the instructions).

1. ***Behavioral Intervention Plan Discussion***  
   Here you will discuss the training and support plan. Present the proposed replacement behavior(s) along with a rationale for teaching specific new skill(s) to the student, as well as any needed modifications to the classroom or curriculum. Please include references where appropriate. The replacement behavior(s) MUST serve the same function(s) as the target behavior(s). The method that you would use to teach the replacement behavior must be described in detail.  
     
   Be sure your Behavior Intervention Plan addresses each of the 5 components of Positive Behavior Support
   1. Proactive (vs. Reactive)
   2. System Level (vs. individual focused)
   3. Based on Function of Behavior (vs. based on topography of behavior)
   4. Teaches Skills (vs. reduction of disruptive communication)
   5. Improves quality of life (vs. reduction of challenging behavior only)
   * Describe how the student would be trained and reinforced for using the replacement behavior.
   * Discuss how the behavior will be generalized and maintained (e.g., prompting techniques, fading of support).
   * Clearly describe the intervention measurement procedures (they should be similar to those at baseline phase).
   * Behavior intervention plan should be developed to include good contextual fit with family values.
2. ***Presentation of Data—Results and Methodology***
   * In addition to presenting on the FA data, you will also present on the occurrences (or other type of data collection such as percentage of intervals, percentage of opportunities, duration or latency, etc.) of the target behaviors both prior to and during intervention. A graph must be provided *along with a narrative description of the graph in the text.*
   * Provide a rationale for your data collection method (why did you choose it?) in addition to a description of the form and the procedures for using the data collection method.
   * *Baseline Measurement*: A complete summary of the baseline information.
   * *Evaluation of your intervention will be determined partially by the results you present and included in this section within your final document*.
   * *Graph*: A graph presenting the baseline and intervention data collected must be included in this section. This is an AB graph with clear labels. We will go over how to create this in class. Embed your graph into this section. Must have at least 10 data points, total. At least 3 data points must represent your baseline data collection.
   * *Intervention Measurement*: A complete summary of the intervention measurement.
3. ***Discussion and Critical Reflection***  
   Describe how the plan you developed fit the needs and description of the student including individualized needs, strengths, cultural variables, and family values. What will you do to change or continue the intervention? What might you do differently next time? How was applied behavior analysis useful? Reflect on the experience as a whole.
4. ***References*** (in APA format) - Include any sources you used, including your textbook or articles.
5. ***Appendices*** - Include all data collection and behavioral interview sheets.