

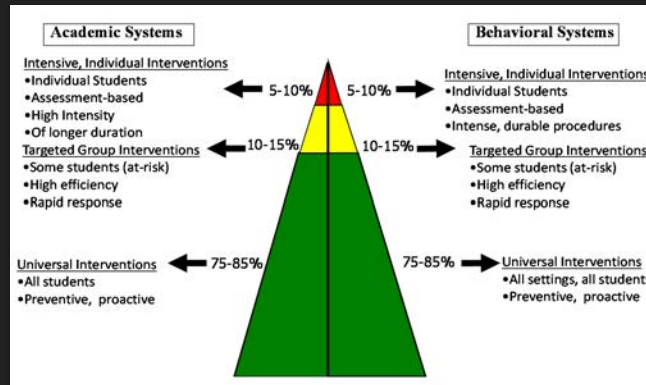
Hitting the Mark with Target Behavior Sheets

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Objectives

- Participants will...
 - develop an understanding of operational definitions of behavior.
 - analyze perceived function of displayed behaviors.
 - identify the relationship between function and reinforcement.
 - recognize the importance of fidelity and its role in successful implementation.

Tier III



Behavior

- The Players

Antecedents

- Trigger
- The spark
- Happens immediately before behavior

Behavior

- What EXACTLY is the student doing
- Must be defined
- Be specific
- Leave no room for interpretation
- Gets everyone on same page

Behavior

- Observable
 - He is screaming, throwing himself on floor, crying, cussing, refusing to work...vs.... He is throwing a fit.
- Measurable
 - She rolls her eyes when an instruction is given....vs....She is so disrespectful.

You Try It!

- The student is not paying attention. Define not paying attention.
- The student is rarely kind to peers. Define being kind.

Rules

- Dead Man's Rule
- Potato Rule
 - If either a dead man or potato could do it, you need to try again!

Consequence

- Happens immediately after
- Can be positive or negative
- If the consequence makes the behavior more likely to occur it is called a reinforcer.
- If the consequence makes the behavior less likely to occur it is called a punisher.

- Examples
 - Student interrupts teacher...peers laugh
 - Student flips off teacher...student gets sent out into the hallway
 - Student refuses to do work...student gets in school-suspension

Function

- Answers the question "Why?"
- Every behavior meets a function.
- Interventions must satisfy function.

Function

- Attention:
 - attention maintained: the student is doing this behavior to get positive or negative attention
 - I will also be including tangible maintained with this – behavior results in access to food/item/toy/etc.
- Escape:
 - escape maintained: the student is doing this behavior to get out of something (work, socialization, environment...)
- Sensory:
 - sensory: this behavior gives some type of internal and natural reinforcement to the individual (ie: the child would do this if they were alone)
- "I am not sure!"
 - A hypothetical assumption is what it is all about at this point!

<http://theautismhelper.com/behavior-week-identifying-target-behaviors-function/>

Reinforcement

- Students need to choose what they are working for
- Teachers should not choose
- Can change over time
- Should motivate student to change...if not, reinforcer should change
- Forced Reinforcement Survey
 - https://www.pbis.org/Common/Cms/files/Forum15_Presentations/B13_Forced-Choice-Reinforcement-Menu.pdf

Reinforcement Menu



Ipod Time	Listen to Music	Extra Recess	Extra Gym
Free Pencil and Eraser	Pick from Treasure Chest	Lunch with a Teacher	Visit Another Class
Read a Story to Principal or another class.	Learn a Magic Trick	Show and Tell with your Class	15 minutes of free choice activity
Work with a friend	Help a Younger Student	Help the Custodian	Help the Librarian
Help in the Office	Help with Morning Announcements	10 Minutes Sensory Room	Free Sticker or Sports Card

Piecing It Together

Target Behavior Tally Sheet

Person Supported: _____ **MONTH/YEAR:** _____

Instructions: Each time the target behavior occurs, put a tally mark (a slash mark) in the box. Write in your initials if you worked that day and recorded behaviors. At the end of the day, write "0" in the boxes for behaviors that did not happen.

STARTS AT MIDNIGHT

DATE:	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY		SUNDAY	
	MID	Ba	MID	Ba	MID	Ba	MID	Ba	MID	Ba	MID	Ba	MID	Ba
	4p	MID	8a	4p	8a	4p	8a	4p	8a	4p	8a	4p	8a	4p
Initials:														
Physical Aggression														
Verbal Aggression														
Self Harm														
Boundaries														
Other:														
Other:														
Actual broken property:														
Injury to:														
Other person														

Step 1

- Use Positive Language
- Should be desired replacement behavior
 - Make sure it meets function!

Step 2

- Limit number of skills
 - Unrealistic to change everything at once
 - Focus on 1-3 targets
 - Target most severe and/or behavior that happens most
 - Million dollar question: Which would you change first?
 - Ask student and parents for their input

Step 3

- Individualize the Target Skills
 - Specific to student
 - Add individualized flair
 - Include student in design and choice of skill
 - Tommy's should look different from Sally's

Step 4

- Be specific
 - Should be completely clear about what earns a point and what does not in directions
 - Should pass stranger test
 - Include operational definitions
 - Example:
 - Follow adult directions the first time...vs...Let the adult be in charge
 - Ring of definition cards

Hold On A Minute

- You must teach your staff how data is to be collected
- Do not just hand them the sheet
- Should practice together to be clear

- Student must be taught replacement behavior prior to implementation
 - Just made aware, not expected to have mastered
- Must know what is expected before measurement begins

Step 5

- Set Realistic Criteria
 - Determine baseline from data collected
 - Going from zero to hero is NOT realistic
 - Want student to experience success
 - Focus on growth, not perfection
 - Expect mistakes

Step 6

- Determine Level of Student Control
 - Should never be a mystery
 - Review regularly
 - Student should be allowed to have control if able
 - It is a privilege
 - Start out with full trust

Step 7

- Review Regularly with Student
 - Meet at pre-determined times of day
 - More at first, gradual fade
 - Do not wait until just the end of the day
 - Quick check-in

Turnaround Points

- "Now that I've blown it, I might as well keep going!"
- Remedy
- Perfection risk
- It is okay to make mistakes
- Skill- You can turn an undesired situation around
- Turnaround time should start small and grow with time
 - Teacher discretion

Bonus Points

- Any adult can give
- Doesn't affect data- figured separately
- Earn an additional reinforcer
- All students on target behavior sheets can contribute to big goal
- Suggested Opportunities for Points
 - Previously mastered skills
 - Social skills
 - Demonstration of target skill without prompting
 - Student and teacher dependent

Self-Monitoring

- Consistent demonstration of target skills
- Consistent agreement with teacher
- Disagreements are minimal
- Student can mark sheet and have separate teacher agreement column
- No punishment for disagreement
- Can make a challenge
 - Match me- earn bonus points
- Bonus points for honest self-assessment

Communication with Parents

- Valuable communication tool
- Must communicate what a successful day is
- Typically sent home daily
 - Talk with parents to determine how often
- Discuss reinforcement with parents
- Discuss punishment with parents
 - Do not want to double whammy students

Fidelity

- Consistency is key
- Cannot be hit or miss
- Same expectations every day
- Cannot say it is not working without fidelity
- Expect behavior to get worse before it gets better
 - Do not jump ship
 - This is normal
- We all have bad days

Fidelity Checklist

- A way to ensure fidelity
- Can include:
 - I reviewed with student as scheduled
 - I marked every increment of time as indicated
 - I allowed student access to sheet as determined
 - I communicated positively with student
 - I communicated with parents
 - I recorded data from day into data system

Please Take the Survey!!!



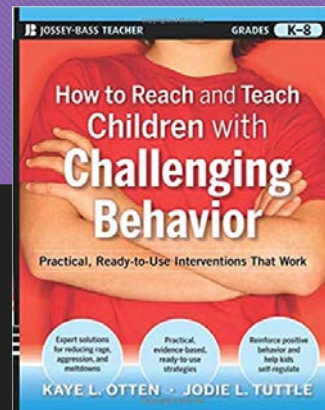
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Questions?

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References



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