



**GUIDELINES FOR DESIGNING
BEHAVIORAL GOALS
FOR ONGOING PROGRESS
MONITORING**

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with

Contributions from PENT Cadre Members

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Why do we need well-written goals?

IDEA 2004 (Individuals with Disabilities Education Improvement Act) and NCLB (No Child Left Behind Act) have brought increasing attention to educators' need to progress monitor our interventions. These research based interventions must be designed to maximize student achievement and life outcomes. Well-written goals allow the school team to accurately measure progress over time and to determine next-step goals for the student. Without explicit, measurable goals, our evaluation of "progress" may be inaccurate.

Rationale for the structure of this manual

Rationale 1

Every goal is related to the individual student and his/her environment, the presenting data on the problem and the selected potential solutions. Behavior goal manuals that simply list goals do not demonstrate the link between the student's characteristics, the unique environmental variables and the function of the student's behavior. Therefore, the organization of this document presents descriptions of these individual variables prior to giving example goals to demonstrate to the reader how goals emerge from presenting baseline data. Each unique situation, e.g., student characteristics, time of day, environment, behavioral intensity, staff skills, requires unique problem solving and interventions.

Rationale 2

Many goal manuals list goal areas often followed by measurable objectives or benchmarks. However, in an era of high accountability, each goal must be described in observable, measurable terms for ongoing progress monitoring. Any additional objectives or benchmarks must also be observable and measurable.

Manual purpose

This document will hopefully serve as a guide to goal development and evaluation of the appropriateness and completeness of a selected goal.

COMPONENTS OF EFFECTIVE GOAL MONITORING

Three types of goals should be considered to progress monitor a behavior plan.

- 1) **Increasing** the general positive behavior expected of all students
- 2) **Decreasing or eliminating** the specific problem behavior
- 3) **Replacing** problem behavior with a more socially acceptable functionally equivalent replacement behavior (FERB)

Progress monitoring behavior change should include a goal for the student's conditional use of a functionally equivalent replacement behavior (FERB). Additional goals, to either monitor increasing use of general positive behavior or decreasing or eliminating problem behavior provides a framework for ongoing evaluation of the students' response to the interventions. Monitoring on all three goal types best illustrates the students' response to the interventions in many cases.

For example, the student may not yet have demonstrated mastery of the desired general adaptive positive behavior (e.g., turning in work on time, speaking politely, taking turns) but may have shown a dramatic decrease in problem behavior, e.g., refusing any written work, hitting peers to gain attention). S/he may also have attained partial success using the functionally equivalent replacement behavior (FERB), e.g., escaping hard work by taking a "break pass" rather than screaming to achieve removal from class.

1: Increasing General Adaptive Positive Behaviors

General adaptive positive behaviors are behaviors desirable in educational environments, e.g., completing all assignments, speaking politely, sharing toys with peers, following the rules of basketball at recess, sitting quietly on the bus, etc. These behaviors result in the highest quality of life experiences for all students. They increase access to least restrictive environments and are behaviors believed to produce the highest functional outcomes during and following the school years.

FACT : General positive behaviors must be within developmental and chronological age ability and capable of achievement by a student with specific type of disability.

Requirement: Evaluate behavioral expectations, the student's current developmental stage, chronological age and any disability to determine if this is a reasonable goal.

Solution 1: Become knowledgeable about any disability the student may have, and behavioral interventions consistent with developmental stages and appropriate performance expectations.

Solution 2: Become knowledgeable about typical support needs for students with the identified disability, e.g. autism, mental retardation, emotional disturbance, learning disabilities, and student with and without disabilities who exhibit low social awareness.

- See: Developmental Charts: <http://www.pent.ca.gov/behFdevt.htm>
- See: <http://www.pent.ca.gov/07BehaviorPlanning/gDisbeh/designingbehinterventions.pdf>

FACT: Behaviors that have never been shown under any condition require different approaches than those behaviors which are shown in some conditions, but not others.

Requirement: Recognize that positive behaviors the student has never shown will require more situation specific instruction than positive behaviors that have been performed by the individual in the past.

Solution: Consider whether the lack of desired general positive behaviors are due to skill deficits (student doesn't know how to do the required behavior) or performance deficits (student chooses to use these behaviors in some environments, but is not using them in the environment of concern.)

- **For skill deficits:** Systematically task analyze and teach the desired behavior. Amply shape (reinforce closer and closer approximations to the desired behavior), model and cue the student as to when the behavior is expected to be performed.
- **For performance deficits:** Determine what characteristics in the environment in which the desired behavior occurs are not present in the environment of concern. Alter the problem environment to include variables that maintain the behavior in the other environment. Then, shape, model, and cue the desired behavior.

2: Decrease or Eliminate a Specific, Targeted Problem Behavior

Problem behaviors are those that interfere with learning (academics, social, life skills) in an educational environment, e.g., not completing seatwork, swearing, refusing to share with peers, breaking game rules at recess, standing on the bus and shouting.

FACT: All behavior, including “problem” behavior, occurs in a specific environment for a specific reason (function).

Requirements:

- Do not expect problem behavior to decrease with no change in environmental conditions and supports for positive behavior.
- Do not expect elimination or reduction in problem behavior that occurs regularly without analysis of the reason it is occurring (the function) in the current environment.
- Recognize that punishment does not eliminate entrenched behaviors that are meeting a student’s specific need at that time.

For example, expecting problem behavior to stop if the student has no other way to communicate needs and wants is not reasonable or ethical. Expecting the student to stop swearing to protest work that is too difficult is not reasonable if we do not give the student an alternate way to protest the difficult work in a way we can accept and if we do not alter the environmental conditions to remove the need for the student to protest.

Solutions:

- Analyze the environment for mismatch between environmental conditions, curriculum, tasks, instructional strategies and the students skills and needs.
- Analyze the function of the behavior and develop both a reduction or elimination goal and a functionally equivalent replacement behavior (FERB) goal (see below) to monitor behavior plan success.

FACT: Students experiencing a lack of reinforcement due to curriculum mastery failure, aversive interactions, and instruction presented in an inadequate manner will need to express problem behavior to cope.

Requirement:

- The purpose of environmental changes is to remove the need for the student to use this problem behavior. Knowing what to change in the environment is critical and must be based on an environmental analysis of key variables. This analysis looks at the student’s specific characteristics and compares that to observed environmental characteristics to determine necessary alternations.
- Recognize that thorough environmental analysis must include whether aversives are present that need alteration. Something is in the environment that needs to be added or increased, eliminated or reduced. Often changing the reinforcement schedule and type will significantly reduce problem behavior.

Solution: Before considering behavioral goals and behavior plans, first evaluate the match between the student, the curriculum, the instructional strategies, the teacher and staff positive reinforcement schedules, and other environmental variables listed above (e.g., noise level, peer interactions, degree of choice, transition structure, etc.). These must be addressed prior to attempts to alter behavior. It is difficult to impossible to achieve compliance if the match between student and environment have not been addressed. Ethically, behavior support planning must address this issue. Environmental analysis to identify aversives to remove include:

- **Physical setting and/ or Social Setting**

If the physical or social setting is aversive for this particular student, adaptation may need to be made, or consideration of alternate settings may be warranted.

- **Instructional Strategies, Curriculum and Activities**

If instructional strategies, curriculum and activities do not match learner needs, changes will need to be made. Sometimes this student acts as a “barometer” indicating that ineffective instruction and curriculum are present for many or all the students, but this student communicates this fact more forcefully than others. In this situation, one student is referred, but changes will need to be made for the entire class.

At other times, only this specific student is out of sync with the instructional strategies/task or curriculum. Thus, an accommodation plan to allow better access and progress in the curriculum, promoting higher learning rates should be developed. However, often class wide changes can be made that simultaneously support this student and either enhance or do not detract from other students’ educational progress. Though problem behavior is a very common referral issue, often it is only the “tip of the iceberg” for underlying issues. Academically successful students are much less likely to engage in problem behavior than those experiencing aversive interactions or inadequate instruction.

- **Scheduling factors**

Students with some disabilities perform best with specific environmental structures to enhance comprehension of sequences and toleration of non-self selected activities. For example, students with autism and other moderate to severe disabilities often decrease problem behavior when adequate visual supports are available to them in the classroom. Tolerance for non-self selected activities are enhanced if the student realizes a desired activity will soon occur in the schedule, and conversely, lack of understanding that desired activities are forthcoming decrease tolerance for non-self selected activities. The video, “Visual Supports in the Classroom” illustrates this principle: www.kandi.org/aspergers/Detailed/12.html

- **Degree of Independence and or degree of choice**

Some students require a high degree of independence, or ample opportunities to make choices about the type or pacing of the activity or the reinforcer which will occur upon completion of a task.

- **Degree of Participation**

Many students have a strong preference for peer collaborative work and/or whole group instruction.

- **Reinforcement Schedules**

All students require positive reinforcement from staff and/or peers and the analysis examines whether there the contingently given reinforcer has enough power, frequency, immediacy and variety, to support desired rule-following behaviors. See: reinforcement development at: www.pent.ca.gov/07BehaviorPlanning/BSPscoringguiderubric.pdf

- **Social Interaction**

Some students do independent work best in a private area, but need social inclusion at other times. A student may find social interactions aversive and desire less interaction, or interaction given in a specific manner.

- For further information on environmental analysis and supports, see: <http://www.pent.ca.gov/05PosEnvInt/cClassroom/environmentalsupports.pdf>

FACT: Expecting full elimination of some behaviors may be unreasonable. The problem behavior may be so severe or entrenched or the student's general skills so limited, that our goals may need to be adjusted.

Requirement: Do not write a plan that focuses on full elimination of problem behavior in a short time frame.

Solution: Consider teaching methods that will permit the student to achieve a successful reduction in the intensity, duration, or frequency of the behavior.

Samples:

- **Intensity:** e.g., reduction in how loudly he screams
- **Duration:** e.g., how long she pounds on the desk
- **Frequency:** e.g., how often he requests aide assistance

3: Functionally Equivalent Replacement Behavior

Definition: WHAT IT IS

A functionally equivalent, replacement behavior (FERB) is a behavior we will teach and reinforce. This behavior allows the student to get the same outcome as the problem behavior. This behavior serves the same purpose (function) as the problem behavior, but is more socially acceptable and tolerable in the environment in which the problem behavior is occurring. Sometimes the behavior will be temporarily necessary until the environment better supports the student, or more general skills are mastered. Other times, the FERB will be needed continuously. For example, if Bill hits his peer to express a desire to play ball, a FERB might be to teach him to verbally request inclusion in the ball game. If Joan protests difficult work by using profanity, a FERB may be for her to protest by giving the aide the "stop" sign.

Definition: WHAT IT IS NOT

A FERB is NOT the absence of the problem behavior, e.g., not fighting on the playground, NOR is it the presence of good behavior we ultimately want, e.g., playing nicely with others on the playground.

Common problems in goal development for functionally equivalent replacement behavior (FERB)

FACT: The consultee may be unwilling to tolerate a FERB. The Teacher or other Consultee may simply want the student to STOP the problem behavior immediately and may be initially unwilling to participate in developing or allowing a Functionally Equivalent Replacement Behavior (FERB) goal to be considered to address problem behavior.

Requirement: Address teacher/consultee's reluctance

Solution:

- Always point out that a FERB may be a half-way point. Consider providing the following information to the reluctant consultee:

“As the student gains new general positive skills and as the environment better meets this student’s needs through changes that have been targeted in the behavior support plan, this student may no longer need to reject or gain something in the environment. Once this has been achieved, general classroom behavior supports for all students, including the student with behavioral challenges, may suffice.”

- Point out that a FERB allows the teacher to maintain “instructional control.” By allowing the student to get or reject something in a way the teacher and peers can tolerate, the student remains under teacher control, e.g., you told him to refuse an assignment in a specific manner, and he complied. He is thus under “instructional control.”

Remember also to address the issue of “fair” in your consultations. “Fair is not everyone getting the same thing, fair is everyone getting what they need.” Although time consuming to identify and teach a FERB, this is one of the key components for any interventions to address entrenched problem behavior. There are frequently no effective or ethical punishments or rewards that will work to suppress entrenched behavior.

FACT: A FERB is conditionally necessary. Environmental changes may or may not completely eliminate the student’s problem behavior. An appropriate FERB goal may have been developed, but the student may not exhibit the FERB because the environmental changes now effectively support desired general, positive behaviors.

For example, the amount of general positive reinforcement was increased and instruction methods were altered. Now the student no longer seeks the outcome achieved by the problem behavior, e.g., escape of an aversive environment. In other words, the plan succeeded without the use of a functionally equivalent replacement behavior!

Requirements:

- Recognize that behavior change “success” is not simply whether the student uses the FERB.
- Recognize that the need for a FERB may vary from permanent to temporary.
- Eliminating problem behavior requires careful design of interventions and on-going progress monitoring by a team knowledgeable about the disability and the student’s developmental skill capacity as well as what behaviors will ultimately increase student quality of life.

Solutions: Recognize that behavior support success should be evaluated in terms of overall goal attainment by the student. Especially for students with severe disabilities, but ultimately for all students, we must consider whether our interventions increase or decrease their quality of life now and/or in the future.

Outcomes may vary:

- As further pivotal skills are taught and environmental changes are made, general pro-social behaviors may be used by the student as an alternate method of meeting his or her needs.
- Alternatively, due to the severity of the student’s disability, s/he may continuously use the FERB as an alternative to the problem behavior.

GOAL COMPONENTS

Consider writing goals in three areas to fully progress monitor the changes made by the student:

- 1) **Presence of general positive behaviors** we want, such as completing written assignments with minimal prompts;
- 2) **Absence or decrease in problem behaviors** we don’t want, such as not running out of the room when upset about an assignment;
- 3) **Conditional use of a functionally equivalent, replacement behavior** (FERB), such as when “escape” is desired, student is taught to move to a break area in the room for a brief respite, rather than running out of the room to escape.

All goals, of any type, must consider the following components to assure adequate progress monitoring. Goals can be written with components occurring in different order but must contain all six elements:

- **By when?**
Specify a specific end date by which the goal will have been achieved.

- **Who?**
Specify the student's name.

- **Will do what?**
A behavior must be specified in “camera ready” terms. In other words, what does it look or sound like? Is it measurable? Would all observers agree, if they saw or heard this behavior, that this was the behavior in question?
 - “Defiance”—observers might disagree on when defiance has occurred.
 - “Defiance: Refusing to stop a self-selected activity to begin a teacher selected activity”---observers are likely to agree on when this behavior has occurred if they were there to see it occur.

- **Under what conditions?**
Specify what will be going on at the time of the expected behavior.
Consider: Where will this behavior occur? What activities are occurring around the student? What task is required of the student? Which adults are working with him or her? What degree and type of prompting is the student receiving? For example, “working on a written assignment for twenty minutes with no more than one verbal prompt in each 5 minute period,” “during recess, when confronted with peers who claim the ball in four square was out.”

- **At what level of proficiency?**
How well should the student perform the behavior and over what period of time will be evaluated to determine success? Consider: to what degree is assistance being provided during the performance of the desired behavior? For example, “on three out of four days, using all steps taught by the teacher to end a non-desired task (place work in folder, put stop sign on desk, give a gestural cue to the teacher who will nod agreement before student leaves for the break corner). ”Consider the duration, the intensity, the frequency or degree of skill mastery to demonstrate goal has been met.

- **As measured by whom and how?**
Which staff member(s) will measure performance? For example, methods of measurement may include: counting the times the student uses the behavior in a specific time period (event recording), the number of office referral slips received (permanent product), the number of continuous minutes a behavior occurs whenever it occurs (duration recording).

Tips:

- Collecting data for brief periods of time, interspersed throughout a longer monitoring period may be sufficient to measure attainment of goals. Data collection does not always require continuous monitoring. Continuous data collection for each behavior shown can interfere with instruction and should not be employed unless necessary.
 - “Percent of time” such as 80% is often difficult to record and alternative methods may wish to be designed such as “during 3 out of 4 observations”.
 - Remember, data collection done in one observation is not as powerful for documenting progress as periodic data collected over time.
 - Effective goal monitoring requires deciding the least intrusive measurement method. Consider whether a simple event recording (i.e., number of times behavior occurs or does not occur in a specific time period) or permanent product method (e.g., completed assignment, folder returned) will suffice.
 - Avoid stating simply “by teacher observation” without specifying how those observations will be recorded for progress monitoring.
- For more information on selection of data collection methods, see:
http://www.pent.ca.gov/07BehaviorPlanning/aFuncAssessment/datacollection_dk.pdf
- For data collection that also includes on-going analysis of behavior function, see:
<http://www.pent.ca.gov/07BehaviorPlanning/aFuncAssessment/functobserv.pdf>

GOAL FORMATS

- **Increasing general positive behavior and decreasing problem behavior goals**
For any behavior goal designed to either increase a general positive adaptive behavior, or to monitor absence or decrease in problem maladaptive behavior, the following format may be helpful to assure high quality goals that are measurable for progress monitoring.

When Increase and decrease goals are written in chart format, errors of omission that render the goal difficult to monitor are reduced. See tables 1 and 2 in appendix.

- **Functionally equivalent replacement behavioral goals**
Effective plans for on going problem behavior typically requires goals for the use of functionally equivalent replacement behavior (FERB) as well either an increase or decrease goal. Although a FERB goal can use a six component format, when a nine component format is used, errors in identifying true FERB goals are decreased.

When FERB goals are written in chart format, errors of omission that render the goal difficult to monitor are reduced. See tables three and four in appendix.

- See: <http://www.pent.ca.gov/10Forms/goalwritingguide.doc> for further guidance and training activities on writing functionally equivalent replacement behavior.

COMMUNICATION FOR PROGRESS MONITORING

- Behavior plans frequently fail when ongoing communication is not well designed. Simply waiting to report progress on a quarterly report or until an annual IEP meeting is not sufficient to assure the plan is being completely implemented and success is in progress.
- Continuous two way communication on goal progress is necessary to assure all stakeholders have input and continuous teaming occurs. Simply sending a report with no agreed upon action and reply do not result in continuous teaming.
- Especially when there are many stakeholders, or when there is doubt that all implementers will continue interventions for the time required to change the behavior, it is necessary to fully describe how the communication will occur and how each player will respond to the communication when received.
 - For example, what communication will the parent send back to the teacher after reviewing a daily report card? How will the administrator respond back to the counselor when a report of problem behavior is received? This requires considering the persons exchanging, the method, the frequency, the content and manner of the exchange.
 - Reciprocally exchange data. This not only increases on-going teaming, it serves as a method of assuring all identified persons are implementing interventions and following the behavior plan as written.
 - For example, the teacher sends daily report cards on increasing use of functionally equivalent replacement behavior to parents. Parents send back a statement about their praise of the students and his or her response. The therapist receives a report of behavioral incidents from the teacher. Therapist sends back a report on student's response to discussion of the incident.

Considerations for Effective Progress Monitoring: See tables 5 and 6 in **appendix**.

- | |
|---|
| <ul style="list-style-type: none">▪ Who will participate in the exchange?▪ Under what conditions? Continuous throughout a time period or conditional—if X occurs Y will be communicated▪ Manner of exchange of student progress and staff implementation data?▪ Content of exchange?<ul style="list-style-type: none">○ Outbound informationAND○ Inbound response▪ Frequency of exchange of student progress (and staff implementation data) ?▪ Two-way reciprocal exchange provisions |
|---|

- For training materials on this process, see:
<http://www.pent.ca.gov/07BehaviorPlanning/commprovision.pdf>

EXAMPLES OF GOAL WRITING FOR PROGRESS MONITORING

The following cases illustrate how baseline data is used in the process of determining effective goals for progress monitoring. **Goals are always uniquely related to specific cases.** The following case-embedded goals are meant to be contextual models of goals in relationship to specific variables (student characteristics, environment). The goals provided would not apply to a different student, in a different environment.

TASK REFUSAL/OFF TASK

TOM: A 6th grader with a READING DISABILITY

Specific Student Characteristics

Tom is a 6th grade middle school student served 3 periods per day in a special education pull out program to address skill deficits. He has a severe reading disability and difficulty with fine motor skills, but average cognitive ability. He gets along well with peers and adults, and is well liked in the school, and in the community.

Environmental summary and suggestions for changes

Tom has task refusal in Math and Social Studies classes but no task refusals in other classes. The math and social studies teachers do not use guided practice and rely on lecture and worksheet packets. Upon completion of the packet, an additional packet is given. When Tom refuses to work, he is immediately sent to the office with a discipline request for refusal to work.

Tom's behavior plan calls for significant changes in lesson presentation, guided practice instructional strategies to better meet the needs of all students and reinforcement for all students when work is completed.

Problem Behavior

Tom yells "I'm not doing this and you can't make me.!" or similar statements delivered loud enough for anyone passing in the hallway to hear his comments. During this episode, he crosses his arms and slides down in his chair covering his head with his jacket.

Baseline of Problem

Tom has had these problem behaviors 4/10 class periods in a one week period in science, first period, and social studies, fifth period, classes.

Positive behavior to increase

Tom will complete his independent seatwork assignments with no prompts or reminders.

Problem behavior to decrease/eliminate

Tom will decrease or eliminate verbal refusals and sliding down in his chair to demonstrate his refusal to work in science and social studies class. He does not use these behaviors in either a pull out special reading program or his other general education classes.

Function of the Behavior

Tom is hypothesized as using verbal refusals to escape seatwork in science and social studies class because he does not understand the task requirement and because he does not have the same reading and writing skills as his peers in those classes.

Functionally Equivalent Replacement Behavior (FERB)

Tom will request a temporary “time away” in the classroom (escape) from a lengthy packet (rather than escaping through verbal refusals or covering his head with his jacket).

Baseline of functionally equivalent replacement behavior

Tom has never used a time away procedure. It has never been available to him.

Reinforcers identified and effectiveness determined

- Reinforcement Response History: Tom has enjoyed sitting next to Billy during free time, his general education-only soccer team friend, and playing computer games during free time. He also enjoys positive comments from teachers.
- Reinforcement Design: Tom stated in this plan process that earning computer time, opportunity to sit next to Billy and hearing positive comments about his work would be motivating to him.

3 Goals for Tom’s Task Refusal Behavior

1. Positive Goal

	By When	Who	Will Do What	At What Level of Proficiency	Under What Conditions	Measured by Whom and How
Increase General Positive Adaptive Behavior	By 1/4/06,	Tom	Will complete independent seatwork	With 80% or better accuracy on assignments which have been tailored to his learning needs and skills with no prompts or reminders	During science and social studies class	On 4 out of 5 days over a period of four consecutive weeks as recorded by teachers in their grade books.

2. Decrease Goal

	By When	Who	Will Do What	At What Level of Proficiency	Under What Conditions	Measured By Whom and How
Decrease Problem Maladaptive Behavior	By 1/4/06,	Tom’s	Episodes of written seatwork task refusal (loud verbal “You can’t make me!” coupled with physical withdrawal (sliding down in chair with jacket on his head)	Will decrease to less than two episodes per month over a three-month period	During science and social studies classes	As measured by teacher on a IEP team designed form that records each period that a verbal or physical withdrawal “protest” behavior occurs.

3. Functionally Equivalent Replacement Behavior (FERB) Goal

By When	Who	Will Do X Behavior	For the Purpose of Y	Instead of Z Behavior	For the Purpose of Y	Under What Conditions	At What Level of Proficiency	As Measured By Whom and How
By 1/7/06	Tom	Will present his "pass card" to request a time away	For the purpose of escaping and protesting lengthy seatwork	Instead of loud verbal work refusal and physical withdrawal	For the purpose of escaping and protesting lengthy seatwork	Every time he needs a break inside the science and social studies classroom	Requesting it quietly without disrupting others (as taught by the teacher)	As measured by teacher event recording sheet on number of episode (see IEP).

Communication provisions

Who Will Participate ? Name Both Parties in the Exchange	Under What Conditions ? Is This Continuous Over a Time Period, or Conditional?	Manner of Exchange of Student Progress and Staff Implementation Data	Content of Exchange, Outbound Information AND Inbound Response	Frequency of Exchange of Student Progress and Staff Implementation Data	Two Way Specification
Parents, counselor, IEP case manager teachers	Continuous daily summaries collected on general positive behavior and use of FERB Episodic for any problem behavior	Weekly written data reports sent by email from science and social studies teachers to parents, counselor and IEP case manager.	Communication will be on: 1. work completion rate 2. frequency and location and antecedents at the time of any problem behavior 3. frequency, location and duration of "time away" use. Parents, counselor and IEP case manager will acknowledge receipt of the email as well as content of the discussion with Tom following the email about his behavior.	Weekly exchange of information collected daily	Teachers parents and counselors will both send and receive information; IEP case manager and counselor will receive information and respond stating whether to continue plan or remeet.

TASK REFUSAL/OFF TASK

RYAN: A 5th grader with NO Disabilities identified

Specific Student characteristics

Ryan is a fifth grade student on a K-5 elementary school campus and is enrolled in a general education class. He most probably has average cognitive ability as academic and social behavior is at age expectancy. He exhibits refusal to complete written work in class following lecture during some of his classes. All of his classes are in a general education classroom.

Environmental summary and suggestions for changes

Ryan has task refusal during language arts and social studies in his general education classroom of 31 students. These courses are taught in the afternoon. He has rare task refusal (less than 2 per week over a one week period) during other subjects. He has the same teacher for all subjects. The teacher relies on lecture paired with overheads (written words and sentences). During lengthy lecture Ryan will look increasingly agitated. Following lecture, written assignments are given and Ryan will refuse to do his work and is sent to the “discipline corner” in a 4th grade general education classroom, down the hall from his fifth grade class, to finish the work which was refused. Suggestions for changes include reducing teacher oral presentation time, involving Ryan as a “group leader” to organize four peers’ task completion and involving Ryan in producing and showing power points on a subject.

Problem Behavior

Ryan will yell, “I’m not doing this!” or laugh and say “This is so stupid” at an audible level which is loud enough for all classmates to hear. He hits his desk, then leans over his desk with a scowl. He then starts drawing with heavy lines on paper and often ends up ripping the paper.

Baseline of Problem

Ryan had a protest rate of 10 protests during a one week period in language arts and social studies.

Positive behavior to increase

Ryan will complete his work with no protest comments or escape behavior.

Problem behavior to decrease/eliminate

Ryan will decrease verbal and physical protesting (hitting desk and ripping paper) to demonstrate his desire to escape written work following lecture in social studies and language arts.

Functionally equivalent replacement behavior

Ryan will request temporary “time away break” in the classroom following lectures where written work is assigned instead of hitting his desk and ripping paper to escape work.

Baseline of functionally equivalent replacement behavior

Replacement behavior has not been observed in the classroom environment.

3 Goals for Ryan's Task Refusal Behavior

1. Positive Goal

By When	Who	Will Do What	At What Level of Proficiency	Under What Conditions	Measured By Whom and How
By 1/4/06	Ryan	Will complete independent seatwork which is assigned following language arts and social studies lecture	In 4 out of 5 days over a period of 4 consecutive weeks	When given language arts and social studies seatwork	As recorded by teacher in grade book

2. Decrease Goal

By When	Who	Will Do What	At What Level of Proficiency	Under What Conditions	Measured By Whom and How
By 1/4/06	Ryan	Will decrease his episodes of task refusal (verbally loudly stating: "I'm not doing this" or "This is stupid") accompanied by hitting some portion of his desk (physical response)	Two or less episodes over a 3 week consecutive period of time	During social studies and language arts class following a lecture of 20 minutes or more	As measured by teacher and recorded by the teacher in the teachers grade book

3. Functionally Equivalent Replacement Behavior (FERB) Goal

By When	Who	Will Do X Behavior	For the Purpose of Y	Instead of Z Behavior	For the Purpose of Y (Repeats)	Under What Contingent Condition	At What Level of Proficiency	As Measured By Whom and How
By 1/4/06	Ryan	Will request "break" following lecture by presenting break request card to go to break area	For the purpose of protesting and attempting to escape seatwork	Instead of loudly refusing to work or commenting on the work being stupid or hitting his fist on the desk	For the purpose of protesting and attempting to escape seatwork	Whenever he desires to escape a written assignment given after 20 minutes of lecture attendance	Break request will be quietly performed (no audible sounds when delivering break card)	As measured by teacher on event recording data observation form.

Communication provisions

<p><u>Who Will Participate ?</u></p> <p><i>Name Both Parties in the Exchange</i></p>	<p><u>Under What Conditions ?</u></p> <p><i>Is This Continuous Over a Time Period, or Conditional?</i></p>	<p><u>Manner of Exchange of Student Progress and Staff Implementation Data</u></p>	<p><u>Frequency of Exchange of Student Progress and Staff Implementation Data</u></p>	<p><u>Content of Exchange</u></p> <p><i>Outbound Information AND Inbound Response</i></p>	<p><u>Two Way Specification</u></p>
<p>Ryan's team will all exchange under different circumstances</p> <p>1. Teacher and parent will exchange continuously,</p> <p>2. Parent, teacher, school counselor, and principal will exchange conditionally on problem behavior as well as weekly summaries on positive behavior</p>	<p>1. Continuous-work completion rate and use or non-use of FERB</p> <p>2. Conditional-problem behavior</p>	<p>1. Reports will be hand carried by Ryan for work completion rate, and email of weekly summary of positive behavior from daily reports sent by teacher to counselor and principal</p> <p>2. Problem behavior content information to be text messaged to parent and emailed to counselor and principal sent by email</p>	<p>1. Daily summaries of positive behavior and use of FERB</p> <p>2. Weekly emails between teacher, principal and counselor with weekly acknowledgement and response to contents regarding Ryan.</p>	<p>Outbound</p> <p>1. General positive behavior goal progress on work completion and conditional use of FERB</p> <p>2. Conditional incident report</p> <p>Number of occurrences of problem behavior, antecedents to problem behavior, staff steps to defuse problem; subject, location in room and intensity (how loud) and duration of protest behavior</p> <p>Inbound: Parents will reply with specific praise or encouragement message used on work completion; , counselor will acknowledge email and respond to contents regarding email about Ryan either commending</p>	<p>Check content column to assure both outbound and inbound responses allow opportunity for new information, reflections, new ideas, student's response during debriefing, etc. No simple signature will suffice</p>

VERBAL PERSEVERATION

FRANK: 4th grader with Autism, Special Class

Specific Student characteristics

Frank is a fourth grade student with autism served in a special day class that primarily includes students with language delays or learning disabilities. Frank has progressed academically and socially in this environment but does continue to have difficulty with perspective taking. He is able to read words at grade level, but comprehension is at the high second grade level which is consistent with his level of language comprehension. He is good with numbers but has difficulty with math concepts. Frank is sometimes slow to process auditory input and comprehension is increased through use of visual cues. Frank sometimes becomes anxious when routines are changed or new material is introduced. Sequencing of activities can be difficult for Frank.

Environmental summary

There is an additional aide in the classroom that works with Frank and two other students under the direction of the classroom teacher during language arts and other morning activities. Frank uses a visual/written schedule to help him transition from locations/activities and a choice board during independent work time. He “works” for points that he redeems after completion of tasks for a self-selected reinforcer (from a reinforcement menu). The population of the classroom varies from a low of 6 students to a high of 14 students throughout the day. Frank sometimes has difficulty staying on task when the room has a higher population. Frank also has some challenges following a large group instruction and when interest in the subject is low. It has been recommended that a study carrel be made available to Frank and topics/materials of high interest be utilized whenever possible.

Problem Behavior

During large group and small group activities, Frank repeatedly asks questions that he knows the answer to (e.g. are we going to write on this; is my father picking me up today; will we go to recess after this is over; why are you asking me to be quiet, etc.) and verbally perseverates on words or phrases (e.g. Spongebob Squarepants video talk; phrases from a story that was read; “it’s going to blow”, etc.) These questions and statements are blurted out during lessons. When he does this, the teacher or aide will ask him to stop talking about those things; focus him on his work; and remind him about the reinforcer he is working toward.

Baseline of Problem

Verbal perseveration occurs 10-20 times during small group activities and 5-10 times during large group activities (approximately 50-80 times per morning). Frank does not raise his hand to speak.

Positive behavior to increase

Frank will have a visual in front of him as a reminder to raise his hand and wait to be called on when he wants to talk and will increase his on-topic conversations during small and large group instruction.

Problem behavior to decrease/eliminate

Frank will decrease his behavior of blurting out off-topic or redundant questions and statements during small and large group instruction.

Function of the behavior

Get information to alleviate/reduce anxiety; get pleasure from discussing/thinking about enjoyable topics; avoid or delay discussing or listening related to unfamiliar or less interesting topics

Functionally Equivalent Replacement Behavior

1. Frank will request an opportunity to ask an off-topic question or make an off-topic comment by raising his hand and handing the teacher/aide one of the limited number of “off-topic” cards available to him per instructional period.
2. Frank will initiate reviewing his schedule and other written sequenced events or rules/guidelines (social stories, power cards) when he expresses anxiety about his day or what he is to be doing and why.
3. Frank will request an opportunity to work at his desk or quiet area away from the main group when new or unfamiliar topics are introduced in a group.

Baseline of Replacement Behavior

Frank has never used an “off-topic” card but he has been successful in the past using other “request” cards such as “time away” or “my turn” when initial instruction was paired with a more frequent reinforcement schedule. During speech therapy, Frank has had some experience using “scripts” and “conversational sentence starters.” With prompting, Frank has used a visual schedule, Social Stories and Power Cards in the past, but has not initiated using them.

3 Goals for Frank’s Verbal Perseveration

1. Positive Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Increase general positive adaptive behavior	.By March 2007	Frank	given visual reminders to raise his hand and a list of appropriate comments or conversational sentence starters, Frank will raise his hand to make on-topic comments	for 70% of his conversational overtures over a period of three weeks	during morning small and large group instruction	as measured by teacher/aide event recording on an IEP team approved form

2. Decrease Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Decrease problem Maladaptive behavior	By March 2007	Frank's behavior	asking off-topic/redundant questions and making off-topic comments without permission to do so	will decrease to 10 times per morning over a period of two weeks	during morning small and large group instruction	as measured by teacher/ aide event recording on an IEP team approved form.

3. Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditions	At what level of proficiency	As measured by whom and how
a. March 1, 2007	Frank	Will raise his hand to request an oppty to talk off topic via use of an "off topic" card	Reducing anxiety or gaining gratification	Blurting out off topic subjects or verbal perseveration	Reducing anxiety of gaining gratification	During small or large group activities	90% of opportunities	Teacher and aide event recording on IEP approved data for
b. March 1, 2007	Frank	Initiate reviewing his schedule or other written sequenced instructions or guide-lines	Reducing anxiety about what is expected or what he will be doing when	Repeatedly asking for information about daily routines/ rules	Reducing anxiety about what is expected or what he will be doing when	During small or large group activities	4/5 opportunities	Teacher and aide event recording on IEP approved data form

Communication provisions

Who will participate	Under what conditions	Manner of exchange of student progress and staff implementation data	Content of exchange Outbound information AND Inbound response	Frequency of exchange of student progress and staff implementation data
SDC teacher, psychologist, parent, principal	weekly report	e-mail with data attached initiated by SDC teacher, and responded to by psychologist, parent, principal	Weekly report regarding Frequency of hand raising, on-topic statements, Frequency, time, location and topic of off-topic verbalizations/perseverations. Frequency of use of off-topic verbal request reinforcement schedule. Inbound: Parents to acknowledge weekly e-mail	Weekly on Friday

SPITTING AT PEOPLE

CHRISTA: 5 year old girl with moderate mental retardation

Specific Student characteristics

Christa is a 5 year old girl who attends an all day kindergarten with the periodic support of a behavior assistant. Christa presents with moderate mental retardation, low verbal skills (1 to 3 word sentences), poor impulse control, hyperactivity and tactile defensiveness. Christa enjoys stringing large beads, playing with dolls, pretend play in the classroom play kitchen, snack and lunch time. She has difficulty in circle time, with most transitions and engaging in academic skills such as number and letter recognition, and writing. She is good at matching and sorting and has fair fine motor skills. She receives pull out speech therapy and push in OT services which she enjoys.

Environmental summary and suggestions for changes

Christa is most successful during 1:1 and small group instruction (2 to 3 students). She responds well to structure and visual supports such as a visual schedule, gestures, and transitional objects. Christa is less likely to follow instructions (and more likely to spit) during or following less structured and more stimulating play or instructional times. Use of visual supports is inconsistent and availability of staff to support 1:1 and small group work is also inconsistent.

Recommendations have been made for consistent use of visual supports and use of transitional objects, increased reinforcement for following a schedule, modification of academic tasks and teaching independent work completion skills.

Problem Behavior

Christa spits at classroom staff when she does not want to do something they have asked her to do such as put away toys or come in from recess. She will stand at the top of the slide and spit at any staff member who attempts to approach her or who stands in the vicinity below. She will sometimes spit at other children if they try and enter the area where she is playing.

Baseline of Problem

Christa engages in spitting behavior 12/15 recess periods a week and 4/9 classroom transitions daily. She will spit at other children 1 to 2x/day.

Positive behavior to increase

Christa will follow the classroom schedule with no more than one prompt

Problem behavior to decrease/eliminate

Christa will eliminate spitting at people

Function of the problem behavior

Team members hypothesize that Christa spits at adult staff to avoid or delay transitions from something she wants to keep doing and sometimes to avoid going to less desirable activities. Christa spits at peers to keep them away from a toy she is playing with or solitary activity she is engaged in. She is possibly avoiding uncomfortable touch from peers when she tries to keep them away from where she is playing. (History of tactile defensiveness)

Replacement behavior (incorporates a new skill)

Christa will learn and use 1 to 3 word sentences to ask children to go away or staff for more time at activity

Baseline of replacement behavior

Christa will say "no" to children or staff 3 to 4x/day. This is followed by spitting 50% of those times.

Goal Cluster for Christa's Spitting

1. Positive Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Increase general Positive adaptive behavior	By April 1 2007	Christa	Will follow a picture schedule when asked to check her schedule	Ten out of 12 scheduled activities daily	For scheduled classroom activities, lunch, snack and recess upon presentation of visual schedule by teacher or aide	As measured by teacher/aide event recording on an IEP team approved form

2. Decrease Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Decrease problem Maladaptive behavior	By April 2007	Christa	Will refrain from spitting at people	100% of day	Across all environments With adults and children	As measured by teacher/aide event recording on an IEP team approved form.

3. Functionally Equivalent Replacement Behavior (FERB) Goal Replacement Behavior Goal Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditions	At what level of proficiency	As measured by whom and how
April 2007	Christa	Will use words such as "no" "stop" "not now" "go away" "later"	To communicate that she is not ready to have transition or have other children or adults enter her space	Instead of spitting at staff and peers	To communicate that she is not ready to have transition or have other children or adults enter her space	During transitions and free play time On the playground, in the classroom and in common areas of the school	In 3/4 transition opportunities when she is not yet ready or able to transition and 100% of peer inter-actions when she needs her space or is not ready to share.	As measured by teacher on IEP approved event recording form

4. Communication provisions

<u>Who will participate</u>	<u>under what conditions</u>	<u>Manner of exchange of student progress and staff implementation data</u>	<u>Content of exchange Outbound information AND Inbound response</u>	<u>Frequency of exchange of student progress and staff implementation data</u>
a) Classroom teacher and aide, parent b) School psych	a) Every day data forms b) when weekly reports are completed	a) Data forms in red behavior binder to be reviewed at end of day by classroom staff Daily sticker chart home to parent recording successes, to be returned with comment on reinforcement provided at home. b) weekly by psychologist and initialed.	a) Data on use of replacement behavior, schedule following and # of times spitting occurred and Context in which behavior occurred Parent to provide updates from home on use of language, motivators, and general occurrences of spitting. b) Data on use of replacement behavior, schedule following and # of times spitting occurred and Context in which behavior occurred	a) Daily to parents, daily review by classroom staff, b) Weekly review by psychologist, Review summary of data every six weeks in team meeting.

INAPPROPRIATE PHYSICAL TOUCHING OF OTHERS

Toby: 10th grade high school student with mild mental retardation

Specific Student characteristics

Toby is a 10th grade high school student with mild mental retardation who participates in a special day class 3 periods a day, one resource class and attends 3 regular education classes daily with the support of an assistant. Toby has difficulty establishing friendships in spite of a strong desire to have both male and female friends

Environmental summary and suggestions for changes

Toby touches other students in an inappropriate manner during passing time, lunch in the common area and in art and P.E. where there is less structure and more opportunities for close contact. Some students ignore the touching, others push Toby away, yell, or call him names such as "pervert" and "faggot". Instructors or instructional aides remind Toby to keep his hands to himself or require him to leave the area.

Toby's behavior plan specifies strategies to teach Toby appropriate greetings, conversation starters and commenting as well as the distance he needs to keep between himself and other students to respect personal space and privacy.

Suggestions for practice opportunities, a peer "buddy" and a change in the seating arrangement in the Art class are also provided.

Problem Behavior

Toby grabs, pokes, pats, leans against and "pets" (strokes) both familiar and unfamiliar male and female students. He does not injure or hurt students with his physical contact. Contact is made with hair on the head (stroking), shoulders, arms, back, stomach and buttocks.

Baseline of Problem

Unwelcome physical touch occurs on an average of 10 times a day across environments named above, including leaning into/on peers 2 to 3 times per day.

Positive behavior to increase

Toby will maintain a distance of a minimum of 26 inches (one arms length) when in proximity to or interacting with peers in the environments listed above with no more than one verbal prompt 3x/day.

Problem behavior to decrease/eliminate

Toby will refrain from touching other students with any body part throughout the day except to appropriately greet another with a "high 5" or handshake after an initial verbal greeting.

Function of the Problem Behavior

It is hypothesized that Toby touches and leans into peers in order to gain their attention and or initiate (get) an interaction. At times Toby appears to gain pleasure from physical contact with peers, especially leaning in, stroking hair or patting the buttocks of both male and female peers.

Replacement behavior (incorporates a new skill)

Toby will learn the name of peers and call them by name when he wants to make contact. He will ask them a question or make a relevant comment or give a compliment. Toby can shake hands or give high 5's at appropriate times to peers (to be taught). It has been suggested that Toby learn to dance so he can participate in school or community dances where physical contact in the context of dancing is acceptable.

Baseline of replacement behavior

He will give a high 5 or shake hands when initiated by another but does not currently initiate on his own. He knows the name of peers in his special day class but not of peers in his other classes. He will sometimes make out-of-place or inappropriate comments to initiate an interaction. Toby does not dance with others or attend dances currently.

3 Goal Cluster for Toby's Physical Touching of Others

1. Positive Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Increase general Positive adaptive behavior	By 1/04/07,	Toby	will maintain a minimum distance of one arms length during interactions with peers	With no more than one verbal or gestural prompt 4/5 interactions/day	During class, passing, breaks and lunch time	Teachers and support staff Tally of prompts

2. Decrease Goal

	By when	Who	Will do what	At what level of proficiency	Under what conditions	Measured by whom and how
Decrease problem Maladaptive behavior	By 1/04/07	Toby	Will refrain from touching others inappropriately: (poking, patting, stroking, grabbing, leaning on)	With no more than one verbal prompt 80% of interactions daily.	During art and PE class, during passing, breaks, assembly and at lunch time	teachers and support staff tally of number of prompts provided

3. Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditions	At what level of proficiency	As measured by whom and how
By January 7, 2007	Toby	will verbally greet/interact, give a high 5 or shake hands with a peer	To initiate social/ physical contact	making inappropriate physical contact	To initiate physical or social contact	In class, during passing, breaks and lunch	4/5 opportunities a day	As measured by teacher and support staff during first 2 minutes of class or transitions

Communication provisions

Who will participate	<u>Under what conditions</u>	<u>Manner of exchange of student progress and staff implementation data</u>	<u>Content of exchange Outbound information AND Inbound response</u>	<u>Frequency of exchange of student progress and staff implementation data</u>
a) The Parent, case carrier, para, behavior specialist, Art resource and PE teachers	a) weekly data report card	a) Participants give data report to case carrier. Data to be summarized on graph weekly	a) Outbound: Case Carrier will provide to all participants data on progress towards all behavior goals relevant to physical touch.	a) Data to be provided to case carrier weekly.
b) The parent and case carrier	b) monthly report summarized	b) Progress will be mailed to parent monthly. Parent, case carrier, paraprofessional, behavior specialist, art, resource and PE teachers to meet to review progress every 6 weeks.	b) Inbound: Parent to share impressions in space provided on monthly progress report form	b) Behavior specialist to review with CC every six weeks. All participants receive reviewed data following meeting

Ethics for Consultants

If in the course of observing behavior, or reviewing a behavior referral prior to observation, a consultant discovers that the behavior is very serious, the ethics of consulting on this behavior require increased scrutiny. Will the consultant be available for ongoing progress monitoring and supervision? Does the consultant have the advanced specialization and experience to address problem behavior that can result in substantive injuries to the student, staff and/or peers? If a consultant does not possess adequate analysis and program design skills, consultation and supervision abilities with staff involving students with very serious behavior, legal liabilities are increased for both schools and individual staff members. When the consultant questions his or her capacity, experience and training, administration should be informed that the case in question exceeds the staff member's training, experience or ability to safely design and adequately support an intervention plan. Alternative staff or outside professionals may then be necessary to address the problem.

Especially in cases with self-injurious behavior, when the student has possibilities of risk of injuries, reactive strategies for managing the problem when it occurs must be thoroughly reviewed by all team members. These reactive strategies must be rehearsed, and staff trained and supervised in their safe use. While a "hands off" approach is always best for severe behavior, physical protective strategies beyond verbal redirection of the student may be necessary in an emergency situation. Managing assaultive or self-injurious behaviors requires trained staff. Local regional staff, such as Special Education Local Plan Areas (SELPA) present trainings in appropriate, nationally endorsed methods, such as those provided by CPI or Pro-Act.

In behavior plans for severe behavior, it is wise to establish a behavior plan termination clause so all staff will know when the plan should be substantively revised, or alternative specialists identified to assist. If a termination point is reached, an immediate IEP team meeting should then be called to consider all options.

In California, a serious behavior (assaultive, self-injurious, severe property damage or other pervasive maladaptive behavior, requires specific assessment and behavior plan design. See: www.pent.ca.gov

Appendix Index:

- Table One: Decrease and Increase Goals Chart Formats
- Table Two: Examples of Decrease and Increase Goals
- Table Three: Functionally Equivalent Replacement Behavior (FERB) Goals Chart Format
- Table Four: Example of Functionally Equivalent Replacement Behavior Goal
- Table Five: Communication chart format for progress monitoring
- Table Six: Example of communication for progress monitoring

Table One: Decrease and Increase Goals Chart Formats

Consider	By When	Who	Will do What	At What Level of Proficiency	Under What Conditions	As Measured By Whom and How Measured
Increase General Positive Adaptive Behavior	Establish when criterion will be reached	The student	Consider observable measurable behavior, not internal states	How well should the student perform the behavior and over what period of time will be evaluated to determine success? Consider: to what degree is assistance being provided during the performance of the desired behavior?	Consider: Where will this behavior occur? What activities are occurring around the student? What task is required of the student? Which adults are working with him or her? What degree and type of prompting is the student receiving?	Consider: What period of time will the behavior be measured? What number of trials? What number of interactions? How will behavior be measured? On what document will the behavior be recorded?
Decrease Problem Behavior	Establish when criterion will be reached	The student	Consider observable measurable behavior, not internal states	How well should the student perform the behavior and over what period of time will be evaluated to determine success? Consider: to what degree is assistance being provided during the performance of the desired behavior? Consider: duration, intensity, frequency or degree of skill mastery to demonstrate Consider: teaching methods that will permit the student to achieve a successful reduction on the intensity, duration, frequency or topography of the behavior. Samples: Intensity: e.g., reduction in how loudly he screams Duration: e.g., how long she pounds on the desk Frequency: e.g., how often he requests aide assistance	Consider: Where will this behavior occur? What activities are occurring around the student? What task is required of the student? Which adults are working with him or her? What degree and type of prompting is the student receiving?	Consider: What period of time will the behavior be measured? What number of trials? What number of interactions? How will behavior be measured? On what document will the behavior be recorded?

Table Two: Examples of Decrease and Increase Goals

Examples: Two Goal Types for John	By When	Who	Will Do What (Consider Observable Measurable Behavior, Not Internal States)	At What Level of Proficiency (Consider Duration, Intensity, Frequency or Degree of Skill Mastery to Demonstrate)	Under What Conditions	As Measured By Whom and How Measured
Positive Increase General Adaptive Behavior	1/ 7/06	John	Will complete written in class assignments	For 3 out of 4 seatwork periods in a three week period measured 4 times in a grading period	With no more than one verbal prompt per seatwork period for all subjects	As measured by teacher observation and prompt use recording combined with teacher record book notation on task completion.
Decrease Problem Behavior	1/7/06	John	Will have no episodes of screaming or using profanity (words related to sexual activity, toileting or diet)	At any vocal intensity level (loud, soft or mouthing)	During any seatwork period for all subject areas	As measured by teacher observation and event recording.

Table Three: Functionally Equivalent Replacement Behavior Goal Format (FERB)

By When	Who	Will Do X Behavior	For the Purpose of Y	Instead of Z Behavior	For the Purpose of Y	Under What Conditions	At What Level of Proficiency	As Measured By Whom and How
Goal Attained by when?	student	The behavior to be used conditionally	The function the problem behavior served	The problem behavior in observable terms	repeat	Specify when student is expected to use this FERB rather than the problem behavior	How well will the student perform this behavior?	Specify the method of recording the behavior's use, and who will record

Table Four: Example of Functionally Equivalent Replacement Behavior Goal

	By When	Who	Will Do X Behavior	For the Purpose of Y	Instead of Z Behavior	For the Purpose of Y	Under What Conditions	At What Level of Proficiency	As Measured By Whom and How
Functionally Equivalent Replacement Behavior	1/7/06	John	Will go to a time away area	To escape a written task	Instead of Screaming and swearing	To escape a written task	Whenever he gestures, "I need a break" during any seatwork time, in any subject area	Demonstrating the quiet signaling technique taught by the teacher with 100% on each escape occurrence in a two week period	As measured by teacher event recording sheet (see IEP).

Table Five: Communication chart format for progress monitoring

<u>Who Will Participate in the Two-Way Exchange</u>	<u>Under What Conditions</u>	<u>Manner of Exchange of Student Progress and Staff Implementation Data</u>	<u>Content of Exchange of Both: Outbound Information AND Inbound Response</u>	<u>Frequency of Exchange of Student Progress and Staff Implementation Data</u>	<u>Two Way Specification</u>
Consider: Teacher Counselor Outside therapists Administrator Parents APE specialist Speech therapists Behavior specialists And so forth	Staff can exchange continuously, or only under specific conditions. For example, the administrator receives data on severe disciplinary infraction, parent receives teacher daily report card on task completion, therapist receives data on self-deprecating comments, and so forth	How will data go back and forth to assure two way communication? Consider: Email, mail, notes home, phone calls, telephone answering machine, etc. Hint: Ongoing communication assures staff actually implement the interventions!	Consider reporting on progress towards meeting all three goal types to the relevant stakeholders. Consider what information recipients should respond with, e.g., how student responded to a reinforcer delivered at home; debriefing given to student on problem behavior, and any new reactive strategies suggested or mitigating factors uncovered, etc.	Consider how frequently each communication partners need to receive and respond.	Check to be sure each communication partner has a role in exchanging information. A simple signature of receipt will not suffice

Table Six: Example of communication for progress monitoring

<u>Who Will Participate in the Two-Way Exchange</u>	<u>Under What Conditions</u>	<u>Manner of Exchange of Student Progress and Staff Implementation Data</u>	<u>Content of Exchange of Both: Outbound Information AND Inbound Response</u>	<u>Frequency of Exchange of Student Progress and Staff Implementation Data</u>
Continuous: 1. Teacher/Parent Conditional: 2. Principal, parent, counselor, teacher	Continuous: 1. Every day daily report card Conditional: 2. When teacher has sent student to counselor or office for a severe behavior episode	Continuous: 1. James hand carries the report home. Conditional: 2. Counselor, principal, teacher, parent exchange email about the incident.	1. Content outbound: Work completed, Content inbound: parent responds with specific report of praise given. 2. Content outbound: Counselor or office staff email debriefing content to parent, principal, counselor, teacher 3. Content inbound: Parent, counselor, principal respond with course of action suggestions.	1. Daily 2. On a per episode basis