

Lesson Plan

Objective: To incorporate **person-centered planning** into a positive behavioral support plan appropriate for the demands of a general education classroom.

Setting and materials: The analysis of the student's behavior is conducted by a special education teacher trained in functional analysis.

Content taught

Functional Analysis

1. Description of the undesirable behavior(s) operationally defined.
2. Prediction of the times and situations when the undesirable behavior(s) will and will not be performed across a full range of typical daily routines.
3. Definition of the function(s) (maintaining reinforcers) that the undesirable behaviors produce for the student.
 - Phase One: Interviews are conducted with the student's mother and his teachers.
 - Phase Two: The assessor spends 2 weeks working directly with the student and recording incidents of problem behavior utilizing the observation form developed by O'Neill and colleagues.
 - Phase Three: Categories of behaviors that demonstrate a high degree of covariance are identified.
 - Person-Centered Planning: Develop a vision or dream for the student's future, goals directly related to the achievement of the vision, and an action plan that addresses what activities need to occur to obtain the identified goals, and a detailed Positive Behavioral Support Plan as to how each action will be completed, by whom, and when.

Teaching procedure

Note: Positive Behavioral Support Plan described below is specific to student described in article.

Ecological Supports

1. Obtaining an updated medical evaluation to address seizure disorder.
2. Pairing Michael with a peer during periods of transition. Michael was provided with a partner who could model calm behavior and explain to Michael what changes were occurring and what was expected from each student.
3. Providing adequate training for a new educational technician to work with Michael and cross-training so that the technicians could work with other students as well.
4. Building a circle of friends to support Michael (Falvey, Forest, Pearpoint, & Rosenberg, 1993; Stainback & Stainback, 1992).

Antecedent Supports

1. Infusing opportunities for Michael to exert some control over his environment and school program by having the opportunity to make such choices as what activity to do first or asking for a break when he became frustrated with difficult tasks.
2. Identifying learning activities and instructional strategies that would be interesting and supportive of Michael; for example, interspersing easy, more preferred tasks with difficult, less preferred tasks proved successful. A second example involved such instructional modifications as reduced length of assignments and additional assistance with tasks that predicted the occurrence of challenging behaviors.

Consequence-Related Supports

1. Providing a clear explanation of Michael's "learning needs" to all staff members. The team was then able to develop and implement educational goals and objectives for Michael with the understanding that he had legitimate learning and health-related concerns resulting in the need for instructional modifications.
2. Remaining emotionally supportive or at least neutral when confronted with problem behaviors because Michael responded to the emotional states of teachers as much if not more than he did their verbal directions. Thus, when a teacher became upset while working with Michael, he or she asked someone else (e.g., educational technician, therapist, regular education teacher) to step in and work with Michael.

Teaching Replacement Behaviors

- Taught more appropriate, alternative ways to communicate to others when he needed assistance, a change in activities, or a break. Student had the ability to communicate these messages; however, he did not do so in challenging situations.
- Therefore it was critical for instructional staff to teach the student that his attempts to use appropriate communication methods would be listened to by staff, and just as importantly, that his requests would be honored.
- Student was continually encouraged to tell his teachers when he needed assistance or a break from the work he was doing rather than resorting to aggressive or disruptive behavior.

Method of evaluation

- Record time engaged in academic tasks.
- Record amount of one-to-one assistance needed.
- Record quality of academic performance.
- Record involvement in group activities.
- Record use of "replacement" behaviors.
- Consumer satisfaction of student, teacher, parents, and others.

Lesson plan based on: Artesani, A. J. & Mallar, L. (1998). Positive behavior supports in general education settings: Combining person-centered planning and functional analysis. Intervention in School and Clinic, 34, 33-38.