Understanding Replacement Behaviors

Cassie McConkey
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Behavior Assessment Training (BAT) Monthly Meeting
Introductions

Cassie

- Mom to a neurodiverse student
- Special Education Teacher of Self-Contained ED
- BCBA at Rantoul City School District
- Developed process to guide collaborative teams to write high quality FBAs/BIPs
Overview

01
Hypothesis and Competing Pathway

02
Identifying Replacement Skills

03
Functionally Equivalent

04
Writing the BIP and Goal Statement
Hypothesis and Competing Pathway

- Insert your hypothesis statement into the competing behavior model
- Ask the team: What is the ideal behavior and the ideal consequence?
- Contrast that with a “meet in the middle scenario”
Self-reported lack of sleep. Parent report, refused or forgot to take AM medicine.

Antecedent
Presented with an independent math assignment.

Behavior
Outburst - cussing, throwing items

Replacement Behavior
Holds up “help” or “break” visual.

Desired Behavior
Tells the teacher, “I need help”

Consequence
Peers evacuated, adult responds, later gets help with assignment

Typical Consequence
Teacher helps the student, student gets good grades
Self-reported lack of sleep.

Parent report, refused or forgot to take AM medicine.

Presented with an independent math assignment.

Peers evacuated, adult responds, later gets help with assignment.

Holds up “help” or “break” visual.
How do you identify the skill that goes into the replacement behavior box?

- What is an approximation of the desired behavior?
- Look at the antecedent list, what are triggers? What precursor behaviors can be addressed or easier skills taught?
- Utilize the State of Illinois Social-Emotional Learning Standards
- Utilize CASEL (Collaborative for Academic, Social, and Emotional Learning)
02 Identifying Replacement Skills Formally

Use of assessments and curriculum created by companies:

- PEAK Relational Training - Dixon
- Skill-Based Treatment - Hanley
- STAR & Links
- VB-MAPP, ABLLS-R, many more

Please collaborate with your psychologist, social worker, and other team members when using formal assessments!
03 **Functionally Equivalent Skills**

Aligning the replacement behavior, functionally:

- Check your consequence pattern:
  
  *Peers evacuated, adult responds, later gets help with assignment*

- Confirm in your hypothesis statement:
  
  *...which results in escape from the difficulty of the task as well as 1 on 1 adult attention*

- Attach to your skill:
  
  The skill MUST...
  
  1. result in escape from the difficulty of the task (more quickly)
  2. create an opportunity to receive positive attention from an adult (before escalation)
Writing the BIP (replacement behavior section)

Directions from ISBE:

**Replacement Behaviors** – Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g. student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

Checklist:

- A replacement behavior has been provided for each problem behavior defined.
- Each replacement behavior serves the same function as the problem behavior.
- Each replacement behavior is written as a goal statement in the BIP.
- This goal is copied to a goal page in the IEP with a plan for monitoring progress.
- A description of how the replacement skill will be taught, by whom, and when this instruction will take place is provided.

Checklist pulled from the Illinois Behavior Intervention Checklist (iBIC), Cassie McConkey and Cheryl Light-Shriner (2023)
04 Writing the BIP (replacement behavior section)

1 State the antecedent.
2 State the behavior the student will use.
3 Out of all the opportunities, what mastery level are you looking for?
4 How will you observe this?
5 Is there a narrow period of time you want the mastery to happen in?

When ________________________________.

[student] will ________________________________

in _____% of ________________________________

over ________________________________.
Final Statement for Replacement Behavior section:

When presented with an independent math assignment, [student] will hold up a “help” or “break” visual in 80% of daily opportunities over two consecutive weeks.

Systematic instruction of this goal will be taught weekly during social work sessions, daily during check-in sessions with the special education teacher, and also reinforces by the classroom teacher in the general education classroom.
Final Goal Statement:

By January 2025, [student] will hold up a “help” or “break” visual in 80% of daily opportunities over two consecutive weeks.

Objectives
1. Student will
2. Student will
3. Frequency of outburst behavior will decrease from an average of 7 per day to an average of 2 per day.
Thanks!

Do you have any questions?
cmcconkey@rcs137.org

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Resources

Competing Behavior Model
Functional Assessment and Program Development for Problem Behavior: A Practical Handbook 3rd Edition

PEAK Relational Training
https://www.peak2aba.com/

Skill Based Treatment
https://ftfbc.com/pfa-sbt/

Illinois Behavior Intervention Checklist (iBIC)
For more information and access to the entire checklist, email Cassie McConkey, EdM, BCBA
(cmccconkey@rcs137.org) or Cheryl Light-Shriner, PhD, BCBA-D (slight@illinois.edu)