

Understanding Replacement Behaviors

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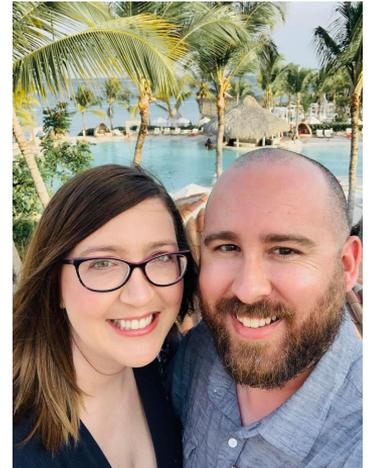
January 24th, 2024

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

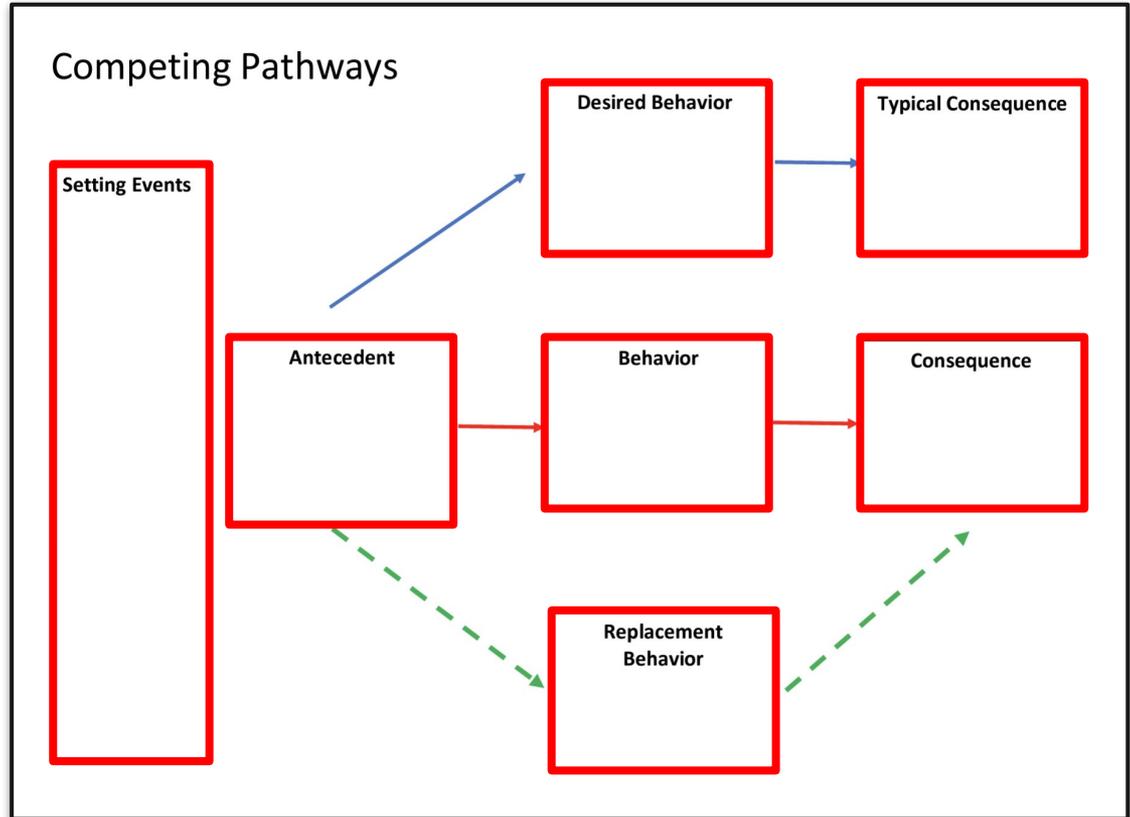
Functionally Equivalent

04

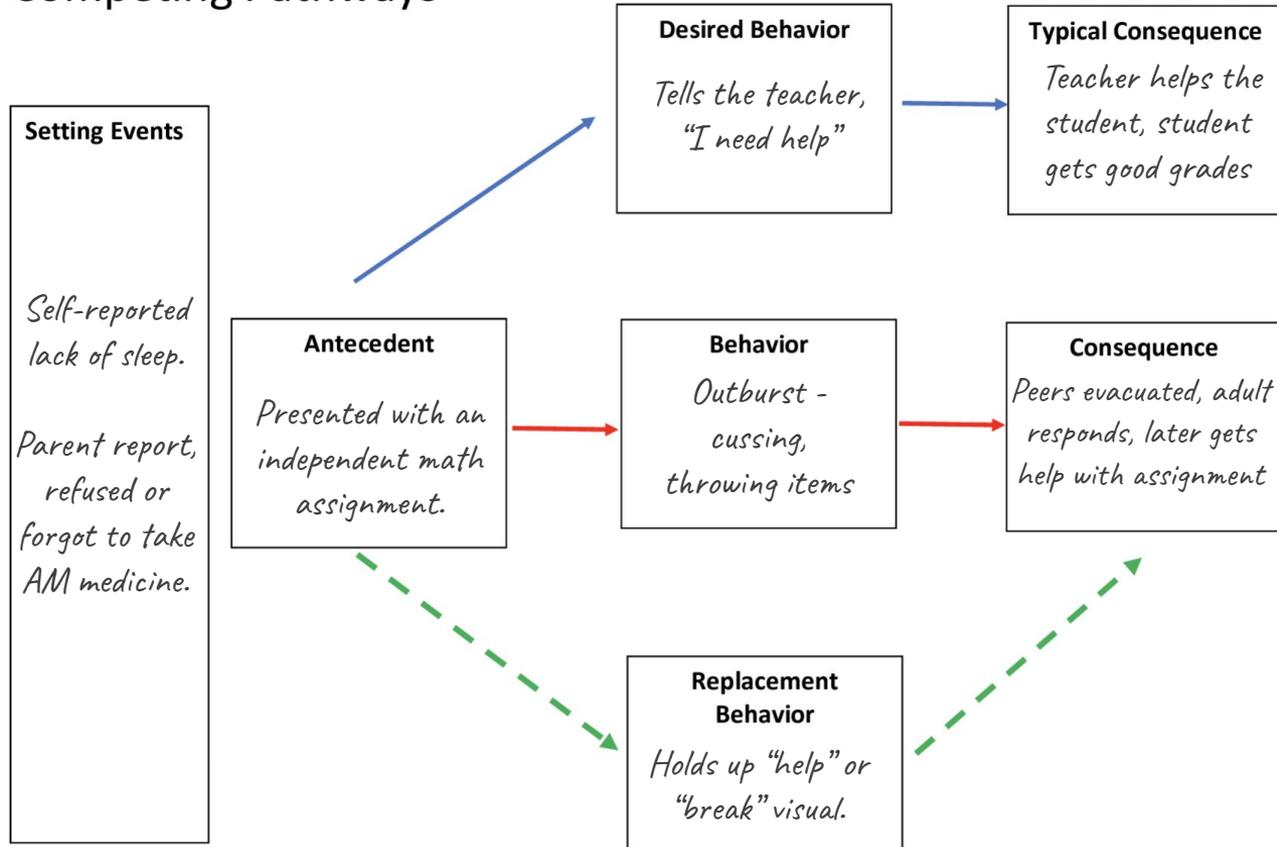
Writing the BIP and Goal Statement

01 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”



Competing Pathways



Setting Events

*Self-reported
lack of sleep.*

*Parent report,
refused or
forgot to take
AM medicine.*

Antecedent

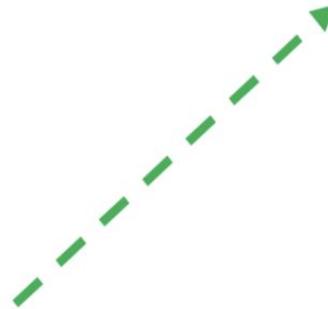
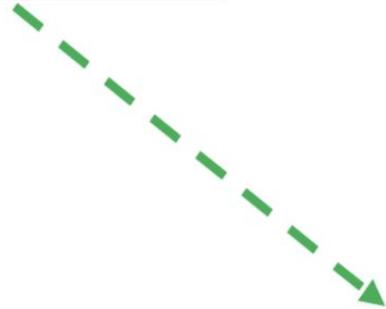
*Presented with an
independent math
assignment.*

Consequence

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

Replacement Behavior

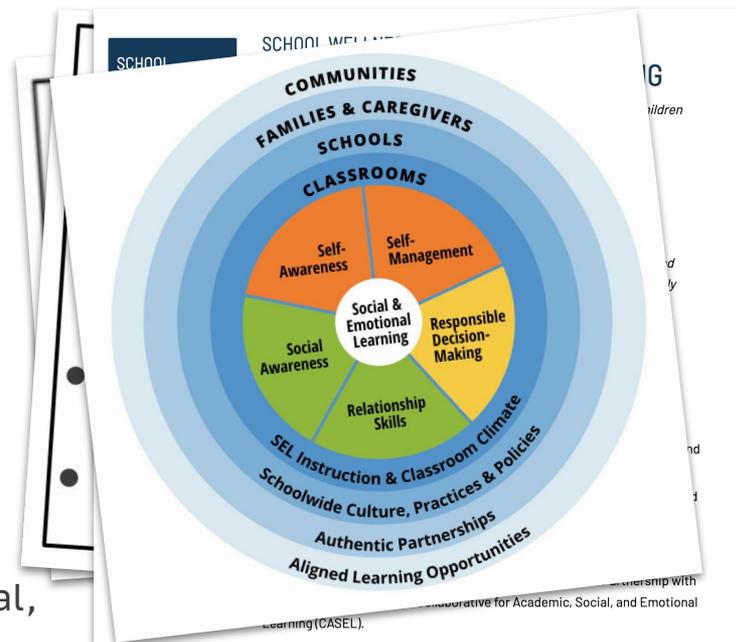
*Holds up "help" or
"break" visual.*



02 Identifying Replacement Skills Informally

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)*

04 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.

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 _____.

04 Writing the BIP (replacement behavior section)

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.

04 Writing the BIP (goal)

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?
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Resources

Competing Behavior Model

Functional Assessment and Program Development for Problem Behavior: A Practical Handbook 3rd Edition
by Robert E. O'Neill, Richard W. Albin, Keith Storey, Robert H. Horner, Jeffrey R. Sprague

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 (cmcconkey@rcs137.org) or Cheryl Light-Shriner, PhD, BCBA-D (slight@illinois.edu)