


Behavior Intervention

Parent's Guide to Functional Behavioral Assessment, Intervention Plans, and Implementation of Positive Support Strategies



Functional Behavior Assessment

- Functional behavior assessment (FBA) is a comprehensive and individualized strategy to:
 - Identify the purpose or function of a student's problem behavior(s);
 - Develop and implement a plan to modify variables that maintain the problem behavior, and
 - Teach appropriate replacement behaviors using positive interventions
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- FBA involves an examination of how the student interacts with the environment, and attempts to determine specifically where, when, and why problems arise. It includes an assessment of the student's strengths and interests and involves an assessment of how skill deficits may contribute to problem behavior.

FBA Collaboration is Key

- Determining the need for and conducting the FBA requires collaborative teaming. The team should include the student's teacher, parent(s), student, if appropriate, support staff, administrators, persons who know the student well, and staff who have expertise in positive behavior support.
- FBA is best considered an on-going process of problem solving conducted by the intervention team. FBA information should be continually gathered, and data should be summarized and reviewed by the team. Data should be used to evaluate the effectiveness of interventions, and the intervention plan should be modified as necessary.
- How do we do this?

Define the problem behavior.

- A well-defined behavior is essential when collecting data and communicating results with other team members. Define the behavior in specific, observable, and measurable terms. In other words, something you can see and count.
- For instance, this is too vague-Johnny is aggressive. Instead-Johnny pokes, hits, or kicks other students with his feet or hands during transition time. This is a behavior that you can see and measure.
- Behaviors should be observable and measurable.
 - Easily observed
 - Countable
 - Beginning/end
 - Repeatable

Devise a plan to collect data

- Two basic methods for collecting data-direct and indirect
- Indirect uses student records, interviews, questionnaires, or checklists to identify how others perceive the situation and possible motivations for the problem behavior.
- Direct uses observations, record of the situational factors surrounding the problem behavior.
- Good FBAs should do both.

Compare and analyze the data

- To see the big picture, summarize the data. A summary could identify
 - Setting events
 - Antecedents or triggering events
 - The target behavior
 - Consequences that maintain the behavior
 - Simply identify the who, what, when, and where

Formulate the hypothesis

- Based on the data collected, what is the best educated guess to explain the function or reason for the behavior. Generally speaking, problem behaviors serve two basic functions:
 - To get something
 - To avoid and escape something

Motivations for Problem Behaviors

- Problem behavior usually serves a function for the individual. The student gains some type of reinforcement from the behavior. Consider the following when conducting an FBA.
- Attention-seeking: may be positive or negative attention, from adults or peers.
- Communication: the behavior may be an attempt to communicate a specific message, such as a desire to have something or to get the teacher to do something. Children with expressive communication deficits may find that problem behavior is a more efficient way of communicating their needs than through language.

- Escape/avoidance: the behavior may result in preventing or stopping something that is unpleasant to the student, such as an assignment he/she finds difficulty, interacting with an unpleasant person, or being at school at all.
- Gain access to things or activities: problem behavior may be rewarded when it results in the child getting something that he/she wants.
- Control: some children use problem behaviors as a way to exert control over other people or their environment, e.g., gain predictability or structure.
- Obsessive/compulsiveness: some individual exhibit repetitive or ritualistic behaviors that have no apparent function, or are internally driven by anxiety.

Motivation for Problem Behavior

- An FBA looks at the function of the behavior. Function=why you do something/what you get out of it/reinforcer. Every behavior has a function. Every single one. Everything everyone does results in some type of reinforcement or some reason why you do it.
- We typically narrow it down to 3 types of behavioral function:
- Attention (tangible) Behavior is functioning to get positive or negative attention. The attention can come from peers or adults. Negative behavior can sometimes be just as reinforcing as positive behavior for some individuals. Or behavior is functioning to gain access to a tangible item. The item can be food, electronics, or even access to play area.

Motivation for Problem Behavior

- Escape: Behavior is functioning to get out of something. It could be to get out of a work activity, demand, specific environment (like the noisy cafeteria or over stimulating gym), or social situation.
- Sensory: Behavior gives some type of internal or natural reinforcement to the individual (i.e., the student would do this if they were alone).

FBA Collaboration is Key

- FBA is best considered an on-going process of problem solving conducted by the intervention team. FBA information should be continually gathered, and data should be summarized and reviewed by the team. Data should be used to evaluate the effectiveness of interventions, and the intervention plan should be modified as necessary.
- Determining the need for and conducting the FBA requires collaborative teaming. The team should include the student's teacher, parent(s), student, if appropriate, support staff, administrators, persons who know the student well, and staff who have expertise in positive behavior support.
- How do we do this?

Who completes the FBA?

- Federal law is not clear on who is responsible for or completes the FBA.
- Job security for me I guess and my fellow LSSPs. But some districts have the teacher write the FBA and BIPs. Or the LSSP writes the initial FBA and BIP and the teacher updates, monitors, etc.
- When do we update, change, or request FBA's and BIP's?

House Bill 785

- HB 785 became effective in June 2021
- When does HB 785 require ARD Committees to complete Functional Behavioral Assessments (FBAs) for students?
- If an FBA has never been conducted or the most recent one is more than one year old, HB 785 requires the local education agency (LEA) to seek consent from a student's parent/guardian to conduct an FBA when an LEA takes a disciplinary action that results in a change of placement of a student serviced by special education. The LEA must seek consent by the 10th school day after the change in placement.

HB 785

- Under what circumstances must the ARD committee review and/or revise a student's existing FBA or BIP?
- When an LEA takes a disciplinary action that constitutes a change of placement under federal law, the LEA must review any previously conducted FBAs and BIPs, and, as necessary, revise them. Outside the context of a disciplinary change of placement, the LEA should review and/or revise a student's BIP annually, and more frequently, as appropriate.

- In the case of a disciplinary change in placement where the student's FBA is less than one year old, and the student has a BIP, can the required review of the BIP and FBA occur outside of an ARD committee meeting as long as the review is done within the 10 school days from the change of placement?
- No. The student's parent, the LEA, and relevant members of the student's ARD committee (as determined by the parent and the LEA) must convene to conduct a manifestation determination review, which must be held within 10 school days of any change in placement for a child with a disability because of a violation of a code of student conduct. This group must meet to conduct the manifestation determination and, at the same time, review all relevant information in the student's file including the student's IEP, which includes the BIP, along with previously conducted FBAs. The committee will determine whether the student's BIP needs to be revised. If a disciplinary change of placement occurs for a student, and that student has an FBA that is less than one year old, by the 10th school day following the change of placement, the LEA must review any previously conducted FBA as well as any BIP developed for that student and, as necessary, the ARD committee must revise the BIP.

HB 785

- If the decision is made for a disciplinary change in placement and, in accordance with Texas Education Code §37.004(b-1)(1)(A), the LEA must seek consent to conduct an FBA, when must consent for the FBA be obtained? Does consent for the FBA and completion of the FBA need to occur within 10 days of disciplinary placement change?
- The requirement is that consent for an FBA must be sought from the student's parent or guardian no later than the 10th school day after the change of placement. There is not a requirement that the consent be obtained and that the FBA also be completed by the 10th school day. Note, however, that by the 10th school day after the change in placement, the LEA must also review any previously conducted FBA of the student and any BIP for the student based on that assessment.

HB 785

- In the case of a disciplinary change in placement where the student does not have a BIP and has never had an FBA conducted, what must the ARD committee do?
- The ARD committee will describe the FBA process and, if the parent consents to an FBA, the ARD committee will document the parent's consent and will discuss a timeline of completion of the FBA. Once the FBA is completed, the LEA must notify the parent of the outcomes of the FBA. The ARD committee will determine if a BIP needs to be developed based on the outcomes of the FBA and any other relevant factors.

HB 785

- In the case of a disciplinary change in placement where the student's most recently conducted FBA is more than a year old, what must the ARD Committee do?
- The ARD committee follows the process listed above. If the parent consents to the FBA process and the student has an existing BIP, the ARD committee will determine if the BIP needs to be revised based upon the outcomes of the FBA and any other relevant factors. Amendments to the student's IEP, which includes the BIP, must be shared with all members of the student's ARD committee and each teacher with responsibility for educating the student

Behavior Intervention Plans

A behavior intervention plan is a plan that is based on the results of the FBA and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

Behavior intervention plans should match the results of the FBA. If the FBA found that writing difficulties lead to problem behavior, then the BIP should include support strategies to the student in the area of writing.

If the FBA found that the student performed best with hourly reinforcement, then that schedule should be reflected in the BIP.

Behavior Intervention Plans



- A behavior intervention plan must identify: the baseline measure of the problem behavior, including the frequency, duration, intensity and/or latency of the targeted behaviors;
- Intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behaviors;
- A schedule to measure the effectiveness of the interventions, including frequency, duration, and intensity of the targeted behaviors at scheduled intervals.

BIP Essentials

- For behavioral practices to be effective, implemented widely, and sustained over time, they need to be manageable for teachers.
 - The BIP provides important documentation regarding the student and represents an agreement between those involved in its development.
 - It is an action plan for those who work directly with the student.
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- It should be simple and easy to read. Clearly stated and with enough detail for staff to know what to do.
 - Strategies or interventions found in the BIP should be written specific to the student and the context of the school environment.
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- Remember, students respond best to BIPs that use positive methods to encourage and teach appropriate, alternative behaviors. For example, positive methods may include:
 - Modifying the physical environment
 - Adjusting the curriculum or instructional strategy
 - Changing the antecedents or consequences for the student's behavior
 - Finally, teaching a more acceptable replacement behavior that serves the same function

BIP Essentials

- Monitor the plan. Regardless of the behavior intervention plan that your team develops, be sure to regularly monitor the student's progress over time.
- This means collecting data on student progress.
- Review and evaluate the behavior goals.
- Then determine whether to continue or modify the BIP. Setting review dates ensures that this will happen.

BIP Essentials

- Use language that specifies what will happen and avoid the use of vague language. Instead of “student may receive a reward,” state “student will receive 3 rewards daily for completion of bell work, class participation, and turning in assignments.
- The student should be instructed regarding the plan, as appropriate
- The plan should be discussed with all staff, as appropriate, prior to implementation.
- Any time a BIP is developed for a student, the parent should be informed and encouraged to partner with the school in the development of that plan

BIP Essentials

- Every person who implements the BIP should have access to a copy of the plan. Any specialized training necessary to implement the plan should occur as soon as possible. Data collection procedures should be reviewed with staff.
- Unless otherwise indicated, behavior intervention plans should be implemented throughout the school day. Collaboration and effective communication between team members are essential to maintain a high level of consistency in implementing the plan.

Behavior Intervention Plans



- The committee must consider the development of a behavioral intervention plan for a student with a disability when the:
- Student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- Student's behavior placed the student or others at risk of harm or injury;
- Considering more restrictive programs or placements as a result of the student's behavior; and when the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.

HB 785

- What does HB 785 require in relation to behavior plans for students, such as Behavior Intervention Plans or Behavior Improvement Plans (BIPs)?
- HB 785 amends TEC § 29.005 and requires BIPs, which are part of a student's individualized education program (IEP), to be reviewed annually, at minimum, and more frequently as needed, or when not found effective. When reviewing the student's BIP, the student's admission, review, and dismissal (ARD) committee must address the safety of the student and others, and changes in circumstances, including but not limited to:
 - Placement of the student in a different educational setting;
 - an increase or persistence in disciplinary actions taken regarding the student for similar types of behavior;
 - a pattern of unexcused absences; or
 - an unauthorized, unsupervised departure from an educational setting.

HB 785

- Does an ARD committee need to meet to review a BIP if a student attempts to run out of the classroom or campus or engages in other behaviors that pose a safety concern?
- The ARD committee is required to review a BIP, which is part of a student's IEP, at least annually and more frequently if appropriate to address changes in the student's circumstances that may impact the student's behavior or to address the safety of the student or others.
- HB 785 provides examples of changes in circumstances that may warrant more frequent review of the BIP, such as:
 - The placement of the student in a different educational setting;
 - an increase or persistence in disciplinary actions taken regarding the student for similar types of behavioral incidents;
 - a pattern of unexcused absences; or
 - an unauthorized unsupervised departure from an educational setting. This list is not exhaustive. HB 785 does not specify that a review is required after each instance of a behavior, such as running out of a campus or classroom, but that the behavior plan must be reviewed more than once a year, if appropriate.

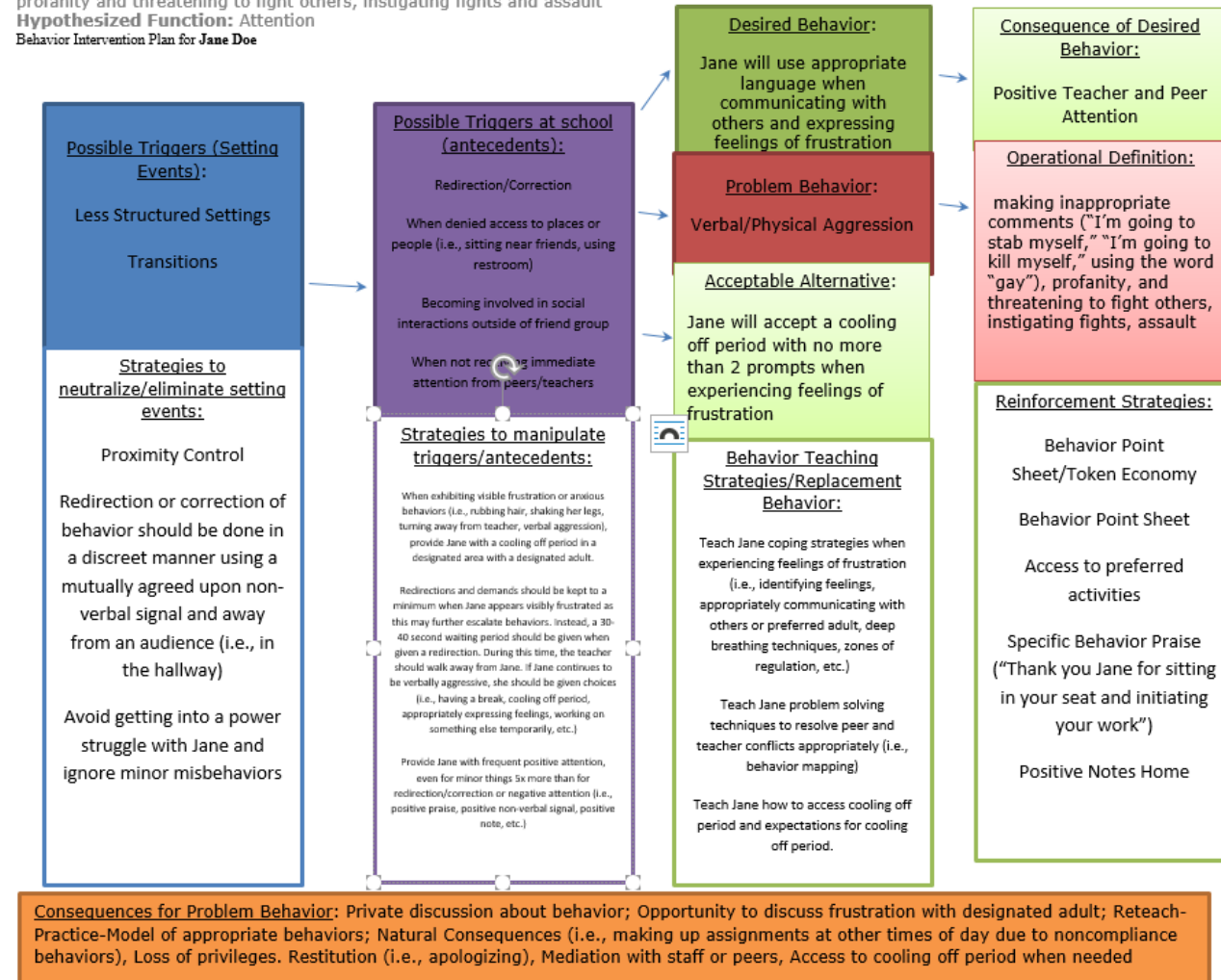
Examples of BIPs

Problem Behavior: Verbal and Physical Aggression

Operational Definition: making inappropriate comments ("I'm going to stab myself," "I'm going to kill myself," using the word "gay"), profanity and threatening to fight others, instigating fights and assault

Hypothesized Function: Attention

Behavior Intervention Plan for Jane Doe



Examples of BIPs

Name:	Date:
Parent:	School:
D.O.B.	Teacher:
Telephone:	Support Staff:

Target Problem Behaviors:

- ☐ Student is oppositional and defiant toward peers, teachers, adults, and authority figures
- ☐ Student often argues and bickers with peers and adults
- ☐ Student does not admit responsibility for their part in circumstances, incidents, and issues and/or does not care
- ☐ Student is often disrespectful toward peers and adults
- ☐ Student frequently blames others for their behaviors, failures, or shortcomings
- ☐ Student does not care about disciplinary actions and measures
- ☐ Student chooses not to follow through with directives and directions
- ☐ Student frequently engages in power struggles with others, even over perceivably small and insignificant things
- ☐ Student chooses not to follow and comply with school and class rules, routines, and procedures
- ☐ Other:

Intervention Plan:

Objectives:

- ☐ Increase student compliance with school and class rules, routines, and procedures
- ☐ Increase student's cooperation and compromise with peers and adults
- ☐ Improve the student's problem solving, conflict resolution, and coping skills
- ☐ Reduce incidents of power struggles, arguing, and oppositional and defiant behaviors
- ☐ Increase student's independent and responsible decision making
- ☐ Student will recognize and assume responsibility for their part in incidents
- ☐ Improve the student's relationship skills
- ☐ Improve the student's concepts of cause and effect or action and consequence
- ☐ Student will follow teacher and adult directives and directions without arguing
- ☐ When given choices or options, the student will select one and follow through
- ☐ The student will decrease disruptive behavior

Other:

Preventative Strategies:

- ☐ Teachers will speak and interact with the student in a neutral and emotionally flat manner using a calm tone
- ☐ Teachers will give the student choices when asking them to do something
- ☐ Teachers will state directives, expectations, and directions in a clear and concise manner, and then walk away from the student to avoid being drawn into a power struggle
- ☐ Teacher will frequently state school and class rules in a clear and concise manner to the class
- ☐ Teacher will listen to the student's concerns without interrupting and validate their feelings
- ☐ Teacher will give student choices on how to complete assignments (verbal responses, typing, etc) or what parts to work on
- ☐ Teacher will avoid addressing the student in front of others and will avoid power struggles
- ☐ Teacher will focus on the student's effort rather than their accuracy or grade
- ☐ Teacher will externalize directives, requests, and corrections (rather than saying "I want you to...", say "when the bell rings that means..." or "the school rules say we must...")
- ☐ Teacher will provide the student with a more highly structured routine, schedule, and classroom environment
- ☐ Teacher will send the student for a break or an errand when they see the student escalating (get a drink, drop a note off, etc)
- ☐ When appropriate and possible, the teacher will ignore disruptive behavior from the student
- ☐ Other:

Examples of BIPs

Positive Reinforcement:

- ☐ Teacher and parent will reward the student for putting forth good effort, attempting assignments and tasks, and exhibiting a positive attitude
- ☐ Teacher will praise and encourage the student for good effort, attempting tasks, completing work, etc (utilize the clinically supported ratio of at least 4 positive to 1 correction)
- ☐ Teacher will give the student frequent positive feedback, like a pat on the back, high-five, etc
- ☐ Teacher will provide positive feedback and praise discretely, whispering or leaving a note to be discovered
- ☐ Teacher will provide frequent positive praise and feedback for each small part or step of a problem or item solved or completed and for good effort on these small parts (rather than praise and encouragement after the whole is completed)
- ☐ When helping the student, the teacher will approach and interact with the student as though they are a team and in it together
- ☐ Teacher will send a positive note home, call the parent in front of the student to give positive verbal praise, or write encouraging notes or put reward stickers on their papers that are complete or they put forth good effort on
- ☐ Teacher will meet with and mentor the student once a week after school to build rapport through talking, doing a non-academic task, playing a game, going to the gym, etc
- ☐ Student will utilize a sticker or other similar chart for effort and work, receiving rewards for reaching goals
- ☐ Other:

Consequences for Non-Compliance:

- ☐ Student will be subject to the school and class discipline policies and procedures
- ☐ Student will be subject to natural consequences
- ☐ Student will be sent for a timeout, break, or cool down period when they cannot follow directives
- ☐ Student will be sent home for the remainder of the day if multiple warnings are not heeded and the student continues to be oppositional, defiant, and refuses to follow directives
- ☐ Teacher will address student in the hall, restating the rules, expectations, and consequences
- ☐ Student will be sent to the office to speak with the administrator
- ☐ Teacher will move the student's seat
- ☐ Student will apologize to others they argue with and bother
- ☐ Student will complete a self-reflection sheet after engaging in target behaviors
- ☐ Teacher will tell the student clearly and concisely what behavior they are engaging in and the consequence if they continue
- ☐ Student will receive detention and/or lose privileges like gym and recess for not following directives or being disrespectful
- Other:

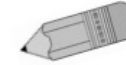
Home Intervention/Support:

- ☐ Parent/Guardian will monitor student's academics, behavior, and attendance on Parent Connect
- ☐ Parent/Guardian will maintain regular communication with teachers, administrator, and school
- ☐ Parent/Guardian will attend behavior meetings
- ☐ When the student is sent home for the remainder of the day by the school, the parent/guardian will pick the student up within 30 minutes of being called
- ☐ Parent/Guardian will consistently follow through with rewards and consequences at home
- ☐ Parent/Guardian will discuss behavior incidents with student and review rules, expectations, procedures, and consequences
- ☐ Parent/Guardian will implement and maintain a daily homework routine and assist the student when needed
- ☐ Parent/Guardian will maintain daily structured bedtime and morning routines
- ☐ Parent/Guardian will teach, reinforce, and role play conflict resolution, coping, anger management, and relationship strategies and skills
- ☐ Parent will discuss cause/effect/consequences of behaviors with student
- ☐ Other:

Example of BIPs

Attention Deficit Disorder and Conduct Problems

for _____
Developed by: _____
Date: _____



This behavior intervention plan has been created to support the goals and objectives in the IEP dated _____, and should be considered an addendum to the IEP.

I. Preventative Strategies/Modifications

In order to provide a program most conducive to success for Timmy, the following strategies and modifications are recommended for his program:

- Arrange for someone to meet him at the bus and escort him through the building to his classroom, so that he can enter the classroom more calmly.
- Create and consistently use a "Quiet Working Place" for Timmy to use when he is overstimulated, distracted, or needs time "alone," or when he has a task he needs to focus carefully upon.
- Planned seating with back to most of the activity in the room when doing seat work. Seating near adult at circle time.
- Modify activities/expectations (e.g., time on task, # of activities, criteria for completion, etc.) to reflect his needs and capabilities, providing for success and challenge. Team (OT/PT, Resource, Parents, etc.) input regarding these expectations is recommended.
- Use a picture sequence card/chart (large for class, small for himself) that outlines his daily schedule, to help him anticipate large transitions. Announcing upcoming transitions and counting down to them is also helpful.
- In lines give him a task or job (carry something, "give yourself a hug"), as well as place him in close proximity to the escorting adult.

II. Encouragement of Appropriate Behaviors (level 1)

Level 1 Interventions are most effective when child is fairly calm and still responsive to verbal redirection. These interventions often serve to prevent further escalation.

Intervention	Example
1. Frequent verbal cueing to help student understand positive expectations	"I play with kids who share." "I spend time with students who are working."
2. Give ample preparation for upcoming transitions and any changes in plans or routine. Timmy needs to know the routine each day. He likes to be reminded about what is happening next. Giving him helper roles assists in transitions.	"Time to clean up in 5 mins..., 2 mins..."
3. Praise other nearby children who are displaying appropriate behavior.	"_____ and _____ are cleaning quickly. Good job, you will be ready for snack."

Examples of BIPs

4. Frequent descriptive praise of appropriate behavior. "Catch him being good," especially when he is not drawn into others' inappropriate behaviors.	"You're sitting quietly. Good job!" He responds positively to attention and material reinforcers, such as stickers.
5. Use of proximity and attention whenever possible and reasonable to reinforce appropriate behavior.	"I see you working hard on your _____. When you are finished you can put a star on your chart!"
6. Redirecting student towards positive expectation.	"Timmy, what do we do next on your project?"

III. Decreasing Inappropriate Behaviors

A. Limit Setting (level 2)

To be utilized when Timmy is having trouble complying and the previous interventions are not being effective. The use of a firm voice tone and eye contact, coupled with time for him to comply will make these techniques the most effective.

<u>Intervention</u>	<u>Example</u>
1. Clear nonverbal cueing to assist in conjunction with short, simple verbal phrases, in close proximity.	Hand signal, facial expression and/or eye contact. Use for positives as often as possible. "We are quietly putting blocks away."
2. Directives are given in the form of a choice (promotes child's need for autonomy), using a firm, but gentle voice. (Precision Requests are helpful here.)	"You can sit near me and listen to the story quietly and put a star on your chart or you can take a quiet minute and try again in a few minutes." Counting is also sometimes effective. "You have until 4 to make a choice."
3. Clear limits are set by clarifying positive and negative consequences, in firm voice. (Give space and time to comply.)	"Timmy, sit with us quietly or take a quiet minute. Show me what you are going to do."

Examples of BIPs

IV. Plan for Involving Parents

1. Parents will be called to report any successes he has in managing his behavior.
2. Star charts and/or notes will be sent home to parents which tell them which positive behaviors received stars. They will reward him for obtaining a certain number of stars each day. For example, 4 stars = extra reading time with Mom; 8 stars = friend over after school; 8 stars = small prize; etc.
3. If Timmy has a bad day, teacher will call him in the evening to reassure him that things will go better the next day.
4. Parents will be encouraged to support Timmy's successes and to avoid focusing on and talking about his mistakes (Time Outs) at school. Misbehavior at school will be handled at school and it will not be necessary for parents to enforce additional punishment.
5. Meetings with parents will be set up to foster positive collaboration and a consistent plan from home to school.
6. Parents will be invited to participate in planning incentives, participating in field trips, and so forth.

Examples of BIPs

Student Name:	_____	ID#:	_____	DOB:	_____
School:	_____	Grade:	_____	Date:	_____

Social/Emotional-Behavior Intervention Plan (SE-BIP)

Proactive Interventions

Directions: Check **one or two** appropriate intervention(s). Ensure that the chosen intervention(s) match the function of the problem behavior.

***Q** What environmental adjustments and/or teacher behaviors will be attempted to make the problem behavior less likely to occur?*

<ul style="list-style-type: none"><input type="checkbox"/> P-1 Preferential seating<input type="checkbox"/> P-2 Encourage positive peer connections<input type="checkbox"/> P-3 Contract for grades<input type="checkbox"/> P-4 Daily/Weekly progress report<input type="checkbox"/> P-5 Establish teacher/parent communication system<input type="checkbox"/> P-6 Frequent monitoring and redirection by teacher<input type="checkbox"/> P-7 Establish a personal connection with student<input type="checkbox"/> P-8 Choice making<input type="checkbox"/> P-9 Curricular adjustments<input type="checkbox"/> P-10 Encourage participation in extracurricular activities<input type="checkbox"/> P-11 Provide guidance prior to independent work<input type="checkbox"/> P-12 Follow-up to ensure student understanding of task/request<input type="checkbox"/> P-13 Schedule adjustment (e.g. classes, transition times)<input type="checkbox"/> P-14 Give student an opportunity to mentor/tutor a peer<input type="checkbox"/> P-15 Increase frequency of task related recognition<input type="checkbox"/> P-16 Allow student to use quiet time/space<input type="checkbox"/> P-17 Identify appropriate settings for behavior(s)<input type="checkbox"/> P-18 Visual schedule<input type="checkbox"/> P-19 Environmental changes (lighting, furniture, sound sources)<input type="checkbox"/> P-20 Provide access to student support personnel (e.g. SSW, TRUST)<input type="checkbox"/> P-21 Other: _____	<p>Consider adjustments to when and where the problem behavior is likely to occur; in addition, consider adjustments to subject/activity or the people present when the problem behavior is most likely to occur.</p> <p>Describe interventions in detail:</p> <div style="background-color: #e6f2ff; height: 300px; border: 1px solid black;"></div>
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Questions and Answers

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