

Progress Monitoring Tool

The Progress Monitoring Tool is designed to assist you in recording your progress through this module. It is also intended to help you develop your personal plan for extending the resources and knowledge gained through studying the module. You are encouraged to print a hard copy of any element of the module that you believe may be helpful to you in the future. For that reason the format of this Tool is designed as a cover sheet for a notebook or resource file.

PBS Module 4: Intervention Strategies

Positive behavioral support often involves the implementation of multi-component interventions. This module describes research-validated interventions often used in a positive behavioral support plan and is appropriate for teachers working with students of all ages, with and without disabilities.

Resource Inventory: Foundations of Positive Behavioral Support. (Check the elements of the modules you plan to print and use as a resource in applying what you have learned.)

orientation

- Introduction
- Critical Questions
- Content Map
- Structure
- Help

support

- Syllabus
- Readings
- Research
- Directed Questions
- Glossary
- Assessment

lessons

Lesson 1 : Setting Events

- Outline
- Notes
- Glossary
- Readings
- Preview
- Presentation
- Activities
- Directed Questions
- Assessment

Lesson 2 : Antecedent Interventions

- Outline
- Notes
- Glossary
- Readings
- Preview
- Presentation
- Activities
- Directed Questions
- Assessment

Lesson 3 : Replacing Problem Behavior

- Outline
- Notes
- Glossary
- Readings
- Preview
- Presentation
- Activities
- Directed Questions
- Assessment

Lesson 4 : Consequence Interventions

- Outline
- Notes
- Glossary
- Readings
- Preview
- Presentation
- Activities
- Directed Questions
- Assessment

practice

- Practice 1
- Practice 2
- Practice 3

Glossary: Check those terms you wish to review in the future.

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> Antecedent | <input type="checkbox"/> Fading | <input type="checkbox"/> Physiological Events | <input type="checkbox"/> Response Class |
| <input type="checkbox"/> Antecedent Event | <input type="checkbox"/> Function | <input type="checkbox"/> Positive Behavioral Support | <input type="checkbox"/> Response Efficiency |
| <input type="checkbox"/> Antecedent Strategy | <input type="checkbox"/> Functional Activities | <input type="checkbox"/> Precorrection Intervention | <input type="checkbox"/> Schedule of Reinforcement |
| <input type="checkbox"/> Antecedent-Related Interventions | <input type="checkbox"/> Functional Analysis | <input type="checkbox"/> Proactive Interventions | <input type="checkbox"/> Self-Evaluation |
| <input type="checkbox"/> Coercion Theory | <input type="checkbox"/> Functional Assessment | <input type="checkbox"/> Prompts | <input type="checkbox"/> Self-Management |
| <input type="checkbox"/> Communication Interventions | <input type="checkbox"/> Functionally Equivalent | <input type="checkbox"/> Punisher | <input type="checkbox"/> Self-Monitoring |
| <input type="checkbox"/> Consequence | <input type="checkbox"/> Generalization | <input type="checkbox"/> Punishers | <input type="checkbox"/> Self-Reinforcement |
| <input type="checkbox"/> Consequence Interventions | <input type="checkbox"/> Immediacy of the Reinforcer | <input type="checkbox"/> Punishment | <input type="checkbox"/> Sensory Stimulation |
| <input type="checkbox"/> Crisis Prevention Strategies | <input type="checkbox"/> Instructional Content | <input type="checkbox"/> Quality of Life | <input type="checkbox"/> Sensory Stimulation Theory |
| <input type="checkbox"/> Curricular Modifications | <input type="checkbox"/> Interspersing | <input type="checkbox"/> Quality of the Reinforcer | <input type="checkbox"/> Setting Event |
| <input type="checkbox"/> Curricular Variables | <input type="checkbox"/> Multi-Component Intervention Plan | <input type="checkbox"/> Rapport Building | <input type="checkbox"/> Setting Event Intervention |
| <input type="checkbox"/> Discriminative Stimulus | <input type="checkbox"/> Navigation | <input type="checkbox"/> Redirection | <input type="checkbox"/> Social Network |
| <input type="checkbox"/> Environmental Modifications | <input type="checkbox"/> Neutralizing Routine | <input type="checkbox"/> Reinforcement | <input type="checkbox"/> Stimulus Control |
| <input type="checkbox"/> Errorless Learning | <input type="checkbox"/> Noncontingent Reinforcement | <input type="checkbox"/> Reinforcer | <input type="checkbox"/> Tolerance for Delay |
| <input type="checkbox"/> Escape-Motivated Behavior | <input type="checkbox"/> Off-Task Behavior | | |
| <input type="checkbox"/> Extinction | | | |

Module Tasks

Critical Questions: Check those questions you plan to complete and submit to your principal.

- 1. How does each intervention approach in the module fit within a positive behavioral support plan?
- 2. How does each lesson relate to the hypothesis statement that is developed from a functional assessment?
- 3. What types of interventions take into account the constantly changing value of reinforcers and punishers in a student's life?
- 4. What types of interventions involve redesigning the environment?
- 5. What does it mean to replace problem behavior with a new skill?
- 6. Why is it important to make sure that this new behavior you are teaching is functionally equivalent to the problem behavior?
- 7. What are the basic goals of a consequence intervention?

Lessons	Tasks completed
<p>Goals</p> <p>Lesson 1 Setting Events</p> <p>To learn important characteristics of setting events and how they influence problem behavior To understand how setting event interventions can be implemented To learn how setting event interventions can be used to promote desirable behavior.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activity <input type="checkbox"/> Directed Questions <input type="checkbox"/> Assessment
<p>Goals</p> <p>Lesson 2 Antecedent Interventions</p> <p>To learn how antecedent events are related to problem behavior To understand antecedent interventions that involve modifying the curriculum To understand how antecedent interventions are used to modify instructions and increase predictability of upcoming events in a student's life.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activity <input type="checkbox"/> Directed Questions <input type="checkbox"/> Assessment
<p>Goals</p> <p>Lesson 3 Replacing Problem Behavior</p> <p>To learn issues related to replacing problem behavior To plan strategies for teaching communication To develop interventions that focus on teaching self-management skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activity <input type="checkbox"/> Directed Questions <input type="checkbox"/> Assessment
<p>Goals</p> <p>Lesson 4 Consequence Interventions</p> <p>To learn what consequence interventions are and how they are related to positive behavioral support. To learn about how consequence interventions involve decreasing reinforcement for problem behavior. To plan how to implement consequence interventions that can be used to increase desirable behavior.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Activity <input type="checkbox"/> Directed Questions <input type="checkbox"/> Assessment

Notes