The Honeymoon myth and other ways we prevent BIP success

Crossing the Threshold

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Overview

❖ School Structure
❖ Behavior Plan Basics
❖ Behavior Plan Complications
❖ Behavior Plan Opposition
❖ Behavior Plan Structure
❖ Behavior Plan Implementation
❖ Honeymoons and Fidelity
School Structure

- Public schools are inherently political
- Schools are steeped in tradition
- Some kids “don’t belong”
Behavior Plans

- What is a behavior plan?
- Purpose
- Goal
- When do you need one?
- Who decides that you need one?

KEEP CALM AND Follow the Plan
Addressing BIPs in 2-8 (let’s pretend like they’re all easy) steps
Step 1

- Decide what the school actually wants.
Step 2

❖ Validate.
❖ Why would a teacher not want to accept your help?
❖ Why is it easier for a teacher to think that the problem cannot be solved?
Step 2 continued

- Resistance needs to be resolved in this step
- Think of resistance to CBT, we need to resolve the primary concern
- Would you rather be right, or get what you want?
Step 3

❖ Identify the problem behavior.
❖ What annoys you most?
Step 4

- Get a thorough background.
- Look for possible triggers and causes.
Step 5

❖ Get dirty.
❖ Move beyond the theoretical if you want to be respected.
Step 6

- Write it down.
- Keep it brief
- Keep it direct
- Don’t check any boxes
What Goes Inside

❖ Background
❖ Description of the Problem Behavior, clearly operationally defined
❖ Exact details of intervention broken into segments
❖ Method of data tracking
What Doesn’t Go Inside

❖ “Hawthorne Effect”
❖ “Premack Principle”
❖ Titles of other interventions
❖ Check boxes and stock language
Step 7

- Present your behavior plan.
  - In person
  - Folded and stamped
  - Before the ARD
  - Model key parts
  - Make plans for any things that need to be made (visual schedules etc)
Step 8

- Make experts.
- Plan follow up
- Plan for fading
Review

❖ 1- What do they want?
❖ 2- Validate
❖ 3- Pick the behavior
❖ 4- Background
❖ 5- Get dirty
❖ 6- Write it
❖ 7- Present it
❖ 8- Create experts
Optional Steps

- Require data before getting involved.
- Require intervention attempts
In a small group, write the intervention phase of a BIP for a student who needs:

- Positive Attention/Praise
- A Visual Schedule
- Visual Behavior Tracking Schedule (red, yellow, green; +/- on goals at intervals; etc)
“It worked great for a week and now the honeymoon is over”

“Well, he always does well with new things/people, it will wear off”