COURSE PROJECT:

PART 2 Identify at least one functionally equivalent, new behavior, skill, communication strategy, alternative routine, coping strategy, social skill, relaxation exercise, etc., to TEACH the focus person as a positive alternative to the challenging behavior. 9. Describe HOW you will present & teach the new, replacement skill(s). Describe the strategies and/or teaching style you will use to systematically teach the replacement behavior(s) and skills listed in #8. (ex.: shaping, chaining, utilizing a teaching style matching the learning style of the learner, adapting prompting/cueing/fading strategies, utilizing task analysis, role play, modeling, peer tutoring, cooperative learning, etc.). 10. List additional positive support strategies you plan to use, including: A) List support strategies you will use as antecedent changes, based upon your functional assessment information. Examples could include changes in: scheduled activities or routines, prompting & cueing strategies, curriculum, teaching style, availability or presence of specific stimulus cues, improving predictability for the individual through adapted schedules & calendars, stimulus change strategies, providing improved opportunities for choice & preference, development and/or use of augmentative communication strategies, picture schedules, etc .B)List any changes that you plan to implement in consequence conditions. Describe the reinforcement strategies you will use to reinforce the replacement behavior. Other consequence changes could include: adding or adapting reinforcement schedules, changing existing consequences to minimize reinforcement for problem behavior while maximizing reinforcement for appropriate replacement behaviors, using more Differential Reinforcement of Appropriate behaviors (“catch ‘em being good!”), etc. C) Describe Quality of Life changes & Additional Positive Support Strategies. This could include: improved opportunities for social inclusion & opportunities to meet others; increased opportunities for community exposure and instruction; utilizing a Person Centered Planning process to assist with transition or career planning, opportunities for employment & other valued roles; ensuring that curriculum is functional & meaningful to the student; environmental and/or structural systems changes which may lead to improve the overall quality of life for the person, and additional supports that take place OUTSIDE the typical school day to enhance social, community & home situations.11. Note any changes in the behavior (the focus person and yours), if any, that have occurred since you started gathering information related to the problem behavior.