



Uses of The Behavioral Objective Sequence

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What is the Behavioral Objective Sequence (BOS)?

An *integration* of:
behavioral and
developmental concepts
into
a scope and sequence
of behavioral *skills*
necessary for school success.



How is the BOS structured?

- The BOS contains six major skill areas (called subscales):
 - Adaptive
 - Self-management
 - Communication
 - Interpersonal
 - Task
 - Personal



Adaptive Subscale

- The student demonstrates developmentally appropriate behaviors in response to routine expectations and rules, and modifies behaviors appropriately in response to new or changing circumstances.



Self-Management Subscale

- The student demonstrates skills to respond appropriately to challenging experiences with self-control and seeks to be successful.



Communication Subscale

- The student demonstrates the verbal and nonverbal skills that enable him/her to appropriately meet his/her own needs and to affect others in positive ways.



Interpersonal Subscale

- The student demonstrates ability to interact with others in social and task situations with behaviors that meet personal and interdependent needs, and that contribute to a sense of belonging.



Personal Subscale

- The student engages in dialogue with a counseling adult, permitting the adult to assist in resolving personal issues and building self-worth.

(Note: “counseling adult” refers to any adult providing services relating to the objectives. This may be a counselor, social worker, teacher, psychologist, or other trained adult.)



Task Subscale

- The student will engage in learning tasks and activities that are routinely assigned by the teacher and for which grades or credits are received. These behaviors include preparation for the learning activity, attempting tasks, and demonstrating growth.

The Structure of the Subscales – Hierarchy of Skills

- Each subscale is arranged using a hierarchy of skills:
 - Level 3: The lowest level skills equivalent to typically developing preschool years.
 - Level 2: Equivalent to skills typically emerging during elementary school years.
 - Level 1: The highest level skills typically acquired during adolescence and young adulthood.



The Structure of the Subscales – Skill Organization

- The BOS contains a total of 233 developmentally sequenced behavioral skills.
- Each skill is organized using a pattern of:
 - Long term goals, followed by
 - Short term objectives

Let's Review – The BOS Contains:

- Six Subscales, each with a
 - Hierarchy of three skill levels (preschool, elementary, adolescents)
 - A total of 233 skills
 - Organized by
 - Long term goals, and
 - Short term objectives



Uses of the BOS

- Skill Assessment (initial)
- IEP Development
- Instructional Planning
- Structuring the Learning Environment
- Skill Assessment (progress)



Uses of the BOS

- Skill Assessment
 - Strength-based measurement
 - Observation
 - Baseline data collection
 - Rating scale



Uses of the BOS

○ IEP Development

- Present level of performance determination
- Annual goal development
- Short term objective development (if applicable)
- Placement/LRE consideration



Uses of the BOS

- Instructional Planning
 - Developmentally based, behavioral curriculum
 - Social skills curricula decision making
 - Instructional strategies
 - Learning materials



Uses of the BOS

- Structuring the Learning Environment:

The six subscales of the BOS represent three distinct functioning levels, each corresponding to a “normal” developmental stage.

Examination of environmental structures for each developmental stage provides insight for structuring an appropriate learning environment.



Uses of the BOS: Structuring the Learning Environment

(Slide 2)

- Level 3 (skills typically mastered during preschool years):
 - Focus: Self; Significance; Success
 - Issues: Trust; Pleasure; Security; Support
 - Interventions: Routines; Repetitions; Modeling; Rewards; Limit Setting; Consistent and Planned Consequences; Continuous Supervision
 - Adult Role: “Benevolent Dictator”



First Steps

The adult –

- protective yet open stance, literally "wrapped around" the child
- the gaze - intent on the child and the child's task
- the hands - present and supportive, yet open to allow progress
- the position in the portrayal - ground rather than figure, present, almost like the air, the floor, or the future, structures which the child can take for granted
- the countenance - the emotions are there to see
- on a path of nurturing, depending on an internal sense to make good choices



First Steps

- **The child –**
- all angles and lines pulling toward the child - egocentric, self focused child
- the child, not aware of egocentrism, focused on an unseen outward point
- holding on, without thinking about the need for comfort, just expecting it
- foot poised, unaware or unconcerned about the floor, the future, the risks
- on a path to adulthood, trusting others to protect and guide



First Steps

- **In the Classroom**
- So it could be in the classroom. To draw a parallel from this Picasso, the teacher provides the basic
- needs, envelopes the student, almost unaware, with the safety and structure necessary for purposeful
- learning. The teacher attends to the path ahead, smoothing it as necessary, warning as needed, yet
- allows, no, facilitates each step forward. The teacher senses students' abilities, gives a hand where
- needed, yet the hand is open. The loving, dedicated teacher does not pull back to prevent progress, is
- not jealous of the student who goes beyond reach, who asks questions beyond the teacher's knowing,
- does not imprint personal fears or anxieties.

Uses of the BOS: Structuring the Learning Environment

(Slide 3)

- Level 2 (skills typically mastered during elementary years):
 - Focus: Group membership; Competence; Sensitivity to Others; Awareness of Values; Communication Skills
 - Issues: Applying Skills in Groups; Balancing Personal and Group Needs; Responding to New Settings and People; Managing Movement
 - Interventions: Routines; Repetitions; Verbal Rewards; Limit Setting with Expanded Choices; Consistency with Group Consequences; Natural and Logical Consequences
 - Adult Role: “Group Leader”



Uses of the BOS: Structuring the Learning Environment

(Slide 4)

- Level 1 (skills typically mastered during adolescence and early adulthood):
 - Focus: Belonging; Cooperation; Personal “Power”
 - Issues: Applying Skills in New Situations; Expanding and Reinforcing Competencies; Transitions to New Environments
 - Interventions: “Normal” Expectations; Social Rewards; Expanded Choices; Group Problem Solving; Self Selected Goals
 - Adult Role: “Guide/Facilitator”



Uses of the BOS

- Skill Assessment (progress)
 - Progress monitoring
 - Reporting
 - Grading period
 - Semester
 - Annual



Let's Review – The BOS Is Useful For:

- Skill Assessment (initial)
- IEP Development
- Instructional Planning
- Structuring the Learning Environment
- Skill Assessment (progress)

Sample BOS Assessment and Instructional Intervention Options

BOS Item

Related Skillstreaming Lessons

Interpersonal

307. approach another student with a verbal or physical gesture of friendship

Examples

1. initiates a greeting
2. invites a peer to join in a game
3. offers to share treats with a peer
4. offers to help a peer with a math problem
5. offers a compliment to start a conversation

Elementary

3. Saying thank you
14. Introducing yourself
15. Beginning a conversation
17. Joining in
21. Giving a compliment
23. Suggesting an activity
24. Sharing
30. Expressing concern for another
33. Expressing affection

Adolescent

2. Starting a conversation
3. Having a conversation
5. Saying thank you
6. Introducing yourself
8. Giving a compliment
10. Joining in
19. Expressing affection
23. Sharing something

Sample BOS Assessment and Instructional Intervention Options

BOS Item

Related Skillstreaming Lessons

Self-Management

218. refrain from inappropriate behavior or breaking group rules when others in the group are losing control, with adult verbal support

Examples

1. remains seated or quiet as directed when another student is behaving inappropriately
2. refrains from verbal or other behaviors that may reinforce another's misbehavior, when directed by an adult

Elementary

10. Ignoring distractions
26. Knowing your feelings
32. Dealing with another's anger
36. Using self-control
39. Avoiding trouble
55. Accepting no
56. Relaxing
57. Dealing with group pressure

Adolescent

15. Knowing your feelings
18. Dealing with someone else's anger
26. Using self-control
29. Avoiding trouble with others
42. Dealing with group pressure

Sample BOS Assessment and Instructional Intervention Options

BOS Item

Related Skillstreaming Lessons

Communication

141. verbalize positive feelings and expectations about self

Examples

1. tells teacher “I did a really good job in math today”
2. tells peer “I can solve this problem by myself”
3. tells social worker “I had a very good day, will you call my mother and tell her?”
4. sets a goal to get promoted to a new program

Elementary

13. Setting a goal
26. Knowing your feelings
27. Expressing your feelings
59. Making a decision

Adolescent

15. Knowing your feelings
16. Expressing your feelings
27. Standing up for your rights
45. Setting a goal
46. Deciding on your abilities
49. Making a decision



Your Turn

- Questions?
- Comments
- BOS Review Time



Thanks for participating!

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