D18 – Understanding and Supporting Students with Challenging Behavior: Building Capacity in Teachers and Schools

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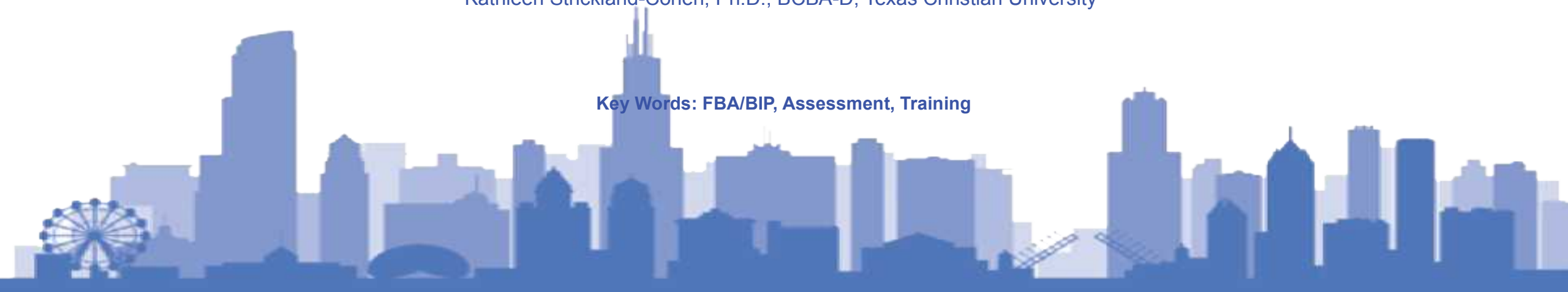
Key Words: FBA/BIP, Assessment, Training



Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

- Where are we in our implementation?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Where are you in the implementation process?

005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real and implement all tiers across all schools (investment)
- Let's make it our way of doing business & sustain implementation (institutionalized use)

Leadership Team Action Planning Worksheets: Steps

Self-Assessment: *Accomplishments & Priorities*

Leadership Team Action Planning Worksheet

Session Assignments & Notes: *High Priorities*

Team Member Note-Taking Worksheet

Action Planning: *Enhancements & Improvements*

Leadership Team Action Planning Worksheet

Please Provide Feedback

Your feedback is important to us! Please take a few moments at the end of the session to complete an evaluation form for this session. Forms are available:

- In our **mobile application** by clicking the link in the session description.
- **Online** underneath the posted presentations at www.pbis.org/presentations/chicago_forum_18

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Introductions

- Who is here today?
  - Teachers?
  - Administrators?
  - Paraprofessionals?
  - District Behavior Specialists/BCBAs?
  - Outside consultants?

  - Responsible for conducting FBA and building BSPs?

The Logic Behind Multi-Tiered Behavioral Support

- SWPBIS creates a school climate that supports the appropriate academic and social behavior of ALL students with a focus on:
  - **PREVENTION**
  - **EARLY INTERVENTION**

Typical Practice… How are we doing?

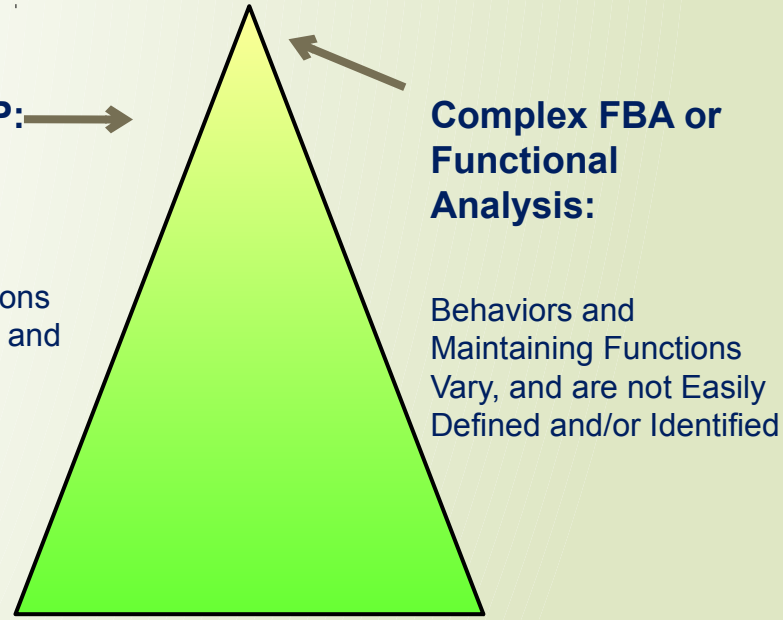
- We often use our most effective tools only after challenging behaviors have become severe and/or dangerous (Scott et al., 2010)

- Students who engage in persistent, lower-level challenging behaviors are more likely to receive less effective, exclusionary practices
  - Verbal Reprimands
  - ODRs
  - Suspensions

(Renshaw, Christensen, Marchant, & Anderson, 2008)

A Proactive Approach to Behavior Support Planning

- Many of problem behaviors that teams encounter do not require comprehensive FBA-BSP
- Using simplified FBA-BSP procedures that “match” the level and intensity of problem behavior
  - Provide FBS at the first signs of persistent problem behavior



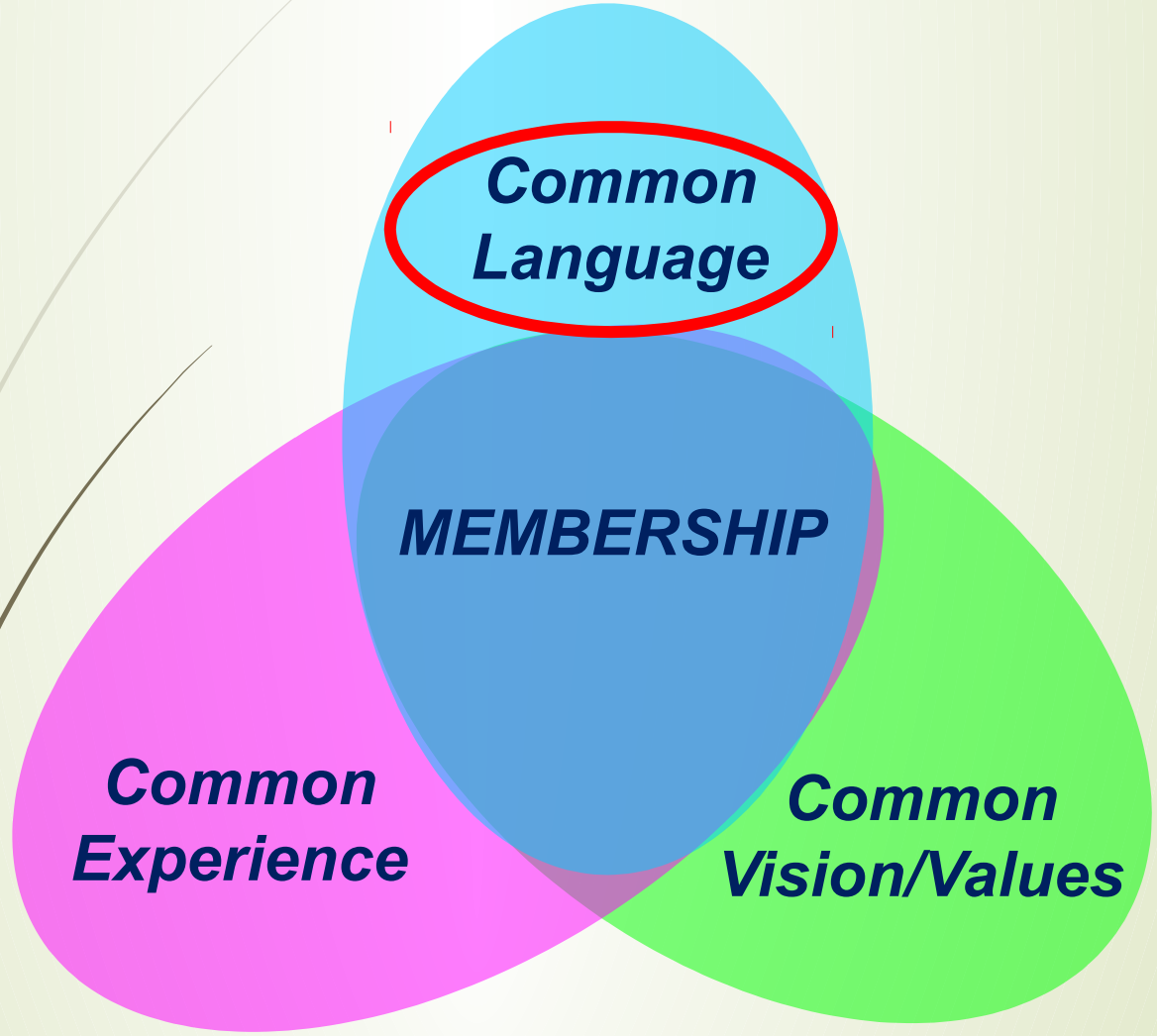
School-wide Positive Behavior Support is:

- A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to be effective learning environments for all students.

- Evidence-based features of SW-PBIS
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership – Team-based implementation (Systems that support effective practices)
  - **Common understanding of the Basics of Behavior & Behavioral Intervention across ALL Staff**

Establishing a Social Culture

for Supporting Students w/ Challenging Behavior



Common Language

- Antecedent/Trigger
- Behavior (observable definitions)
- Consequence
- Function/ Possible Motivation
- Setting Event
- Replacement Behavior
- Desired Behavior

Pair & Share

- Discuss with a partner next to you:

  - **What advantages can you see to training all staff in the *Basics of Behavior* and *Function-Based Behavioral Intervention*?**

Benefits of Common Training in Understanding the Basics of Behavior & Behavioral Intervention

- Staff have more tools to understand behavior & implement effective interventions in their classroom prior to referral
- Staff can collect data prior to intervention on function of student behavior
- Staff can more effectively complete discipline referral forms
- Increase efficiency & accuracy of FBA interviews with staff
- Increased understanding of behavioral interventions (increase buy-in to plan & reduce resistance)

Why is Function so Important?

Why is the function of behavior important?

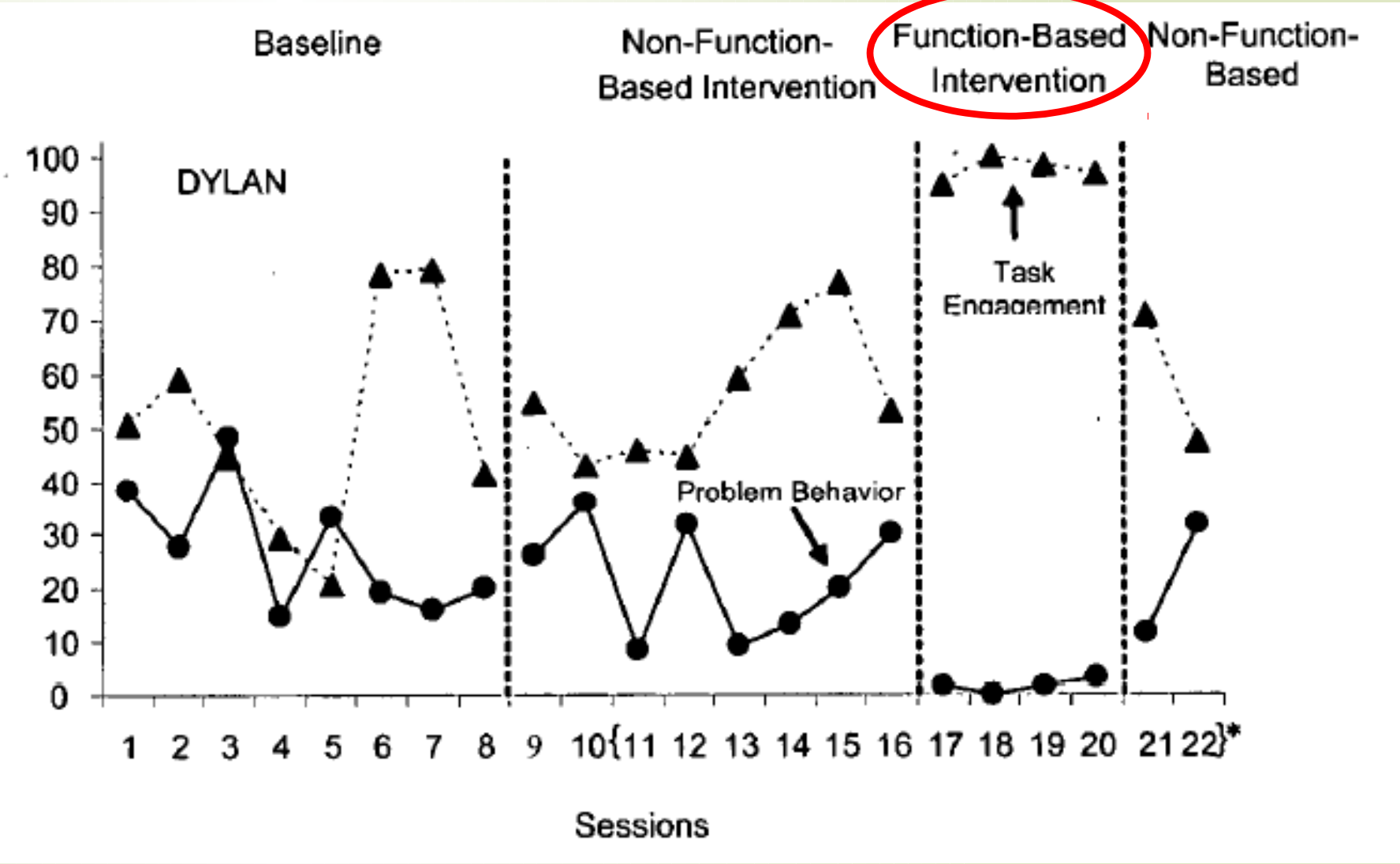
(Click numbers to reveal information)

1. Any intervention can potentially make problem behavior:
   - Better
   - Have no effect — Fluff
   - Make it worse

First, do no harm!

2. Using function to guide selection of interventions should help to more efficiently identify effective interventions & avoid interventions that can make things worse.

Filter & Horner, 2009



Ingram, Lewis-Palmer & Sugai, 2005

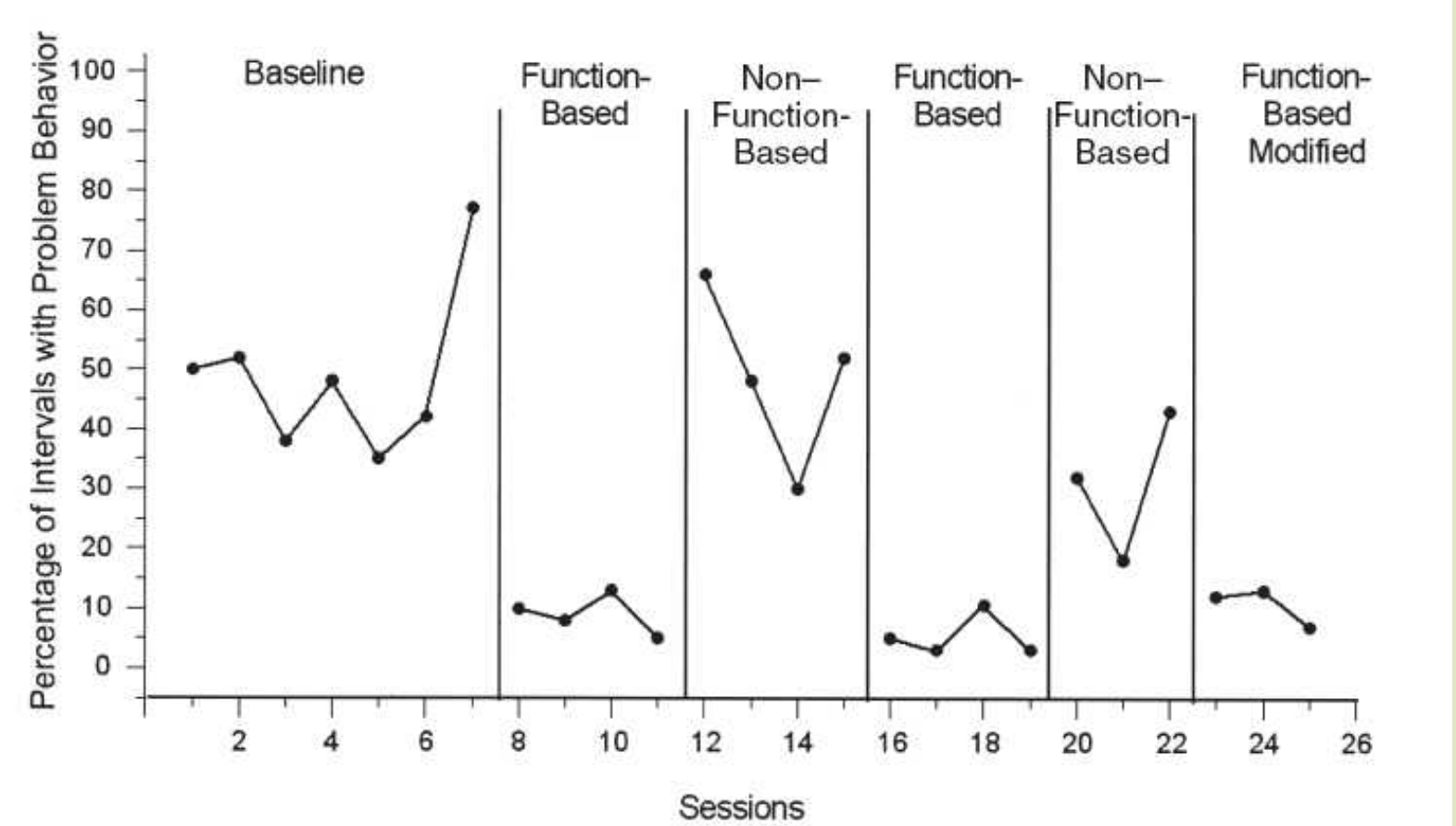


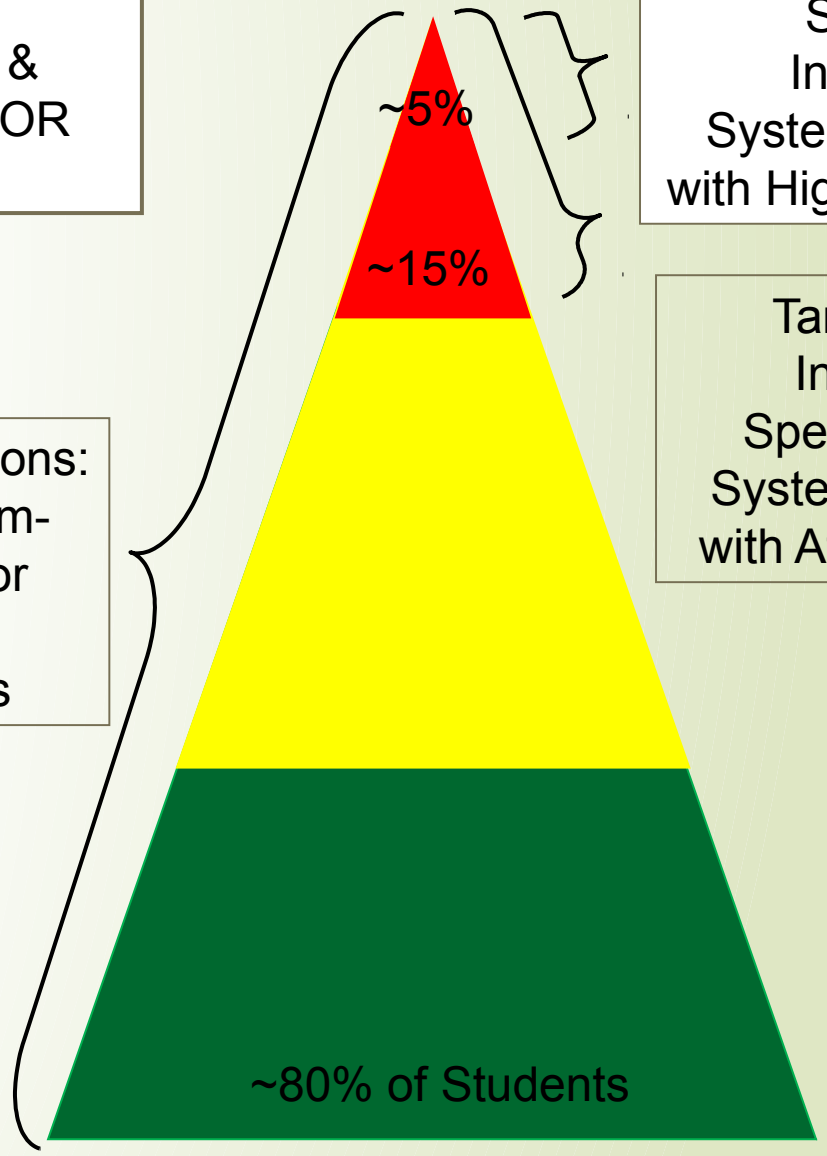
Figure 1. Function-based and non–function-based Behavior Intervention Plans for Carter (Student 1).

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behaviour

Targeted Group Interventions: Specialized Group Systems for Students with At-Risk Behaviour

Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings



The Basic FBA to BIP Training Series

Basic FBA to BIP

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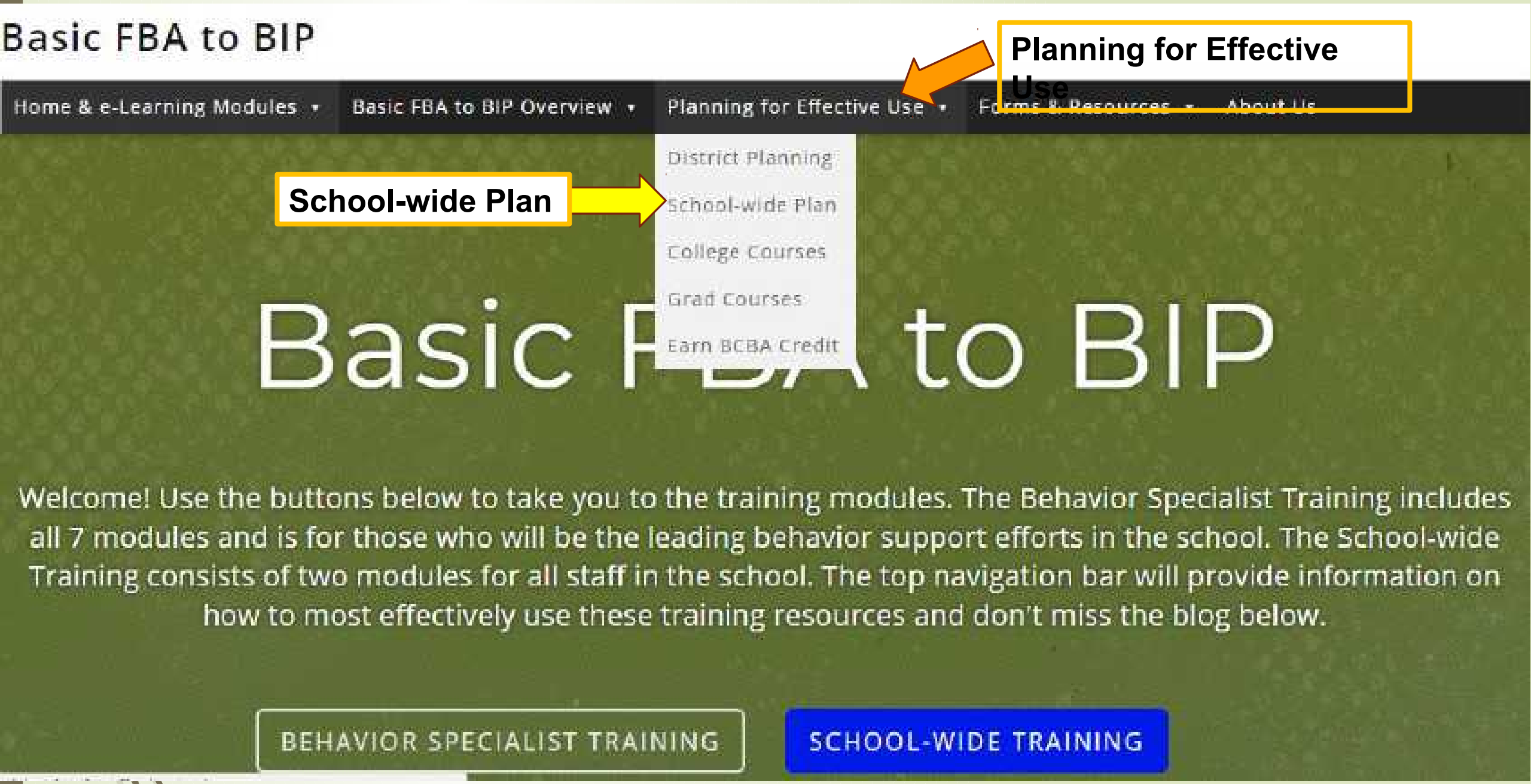
Basic FBA to BIP

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.

BEHAVIOR SPECIALIST TRAINING

SCHOOL-WIDE TRAINING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BEHAVIOR SPECIALIST TRAINING
SCHOOL-WIDE TRAINING

Home & e-Learning Modules
Basic FBA to BIP Overview
Planning for Effective Use
Forms & Resources
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Basic FBA to BIP
Planning for School-wide Training
It's important that staff complete the homework tasks for practice.
Planning for School-wide Training
The school-wide training is intended for all staff in your school.Before completing the training, it's important to provide your colleagues with a clear understanding of the goals for the training.
Goals of School-wide Training:
1. To provide staff with a framework and tools for understanding problem behavior and behavioral intervention to support them with students with challenging behavior in their classroom.
2. To create a common language in the school for discussing students with challenging behavior and intervention planning.

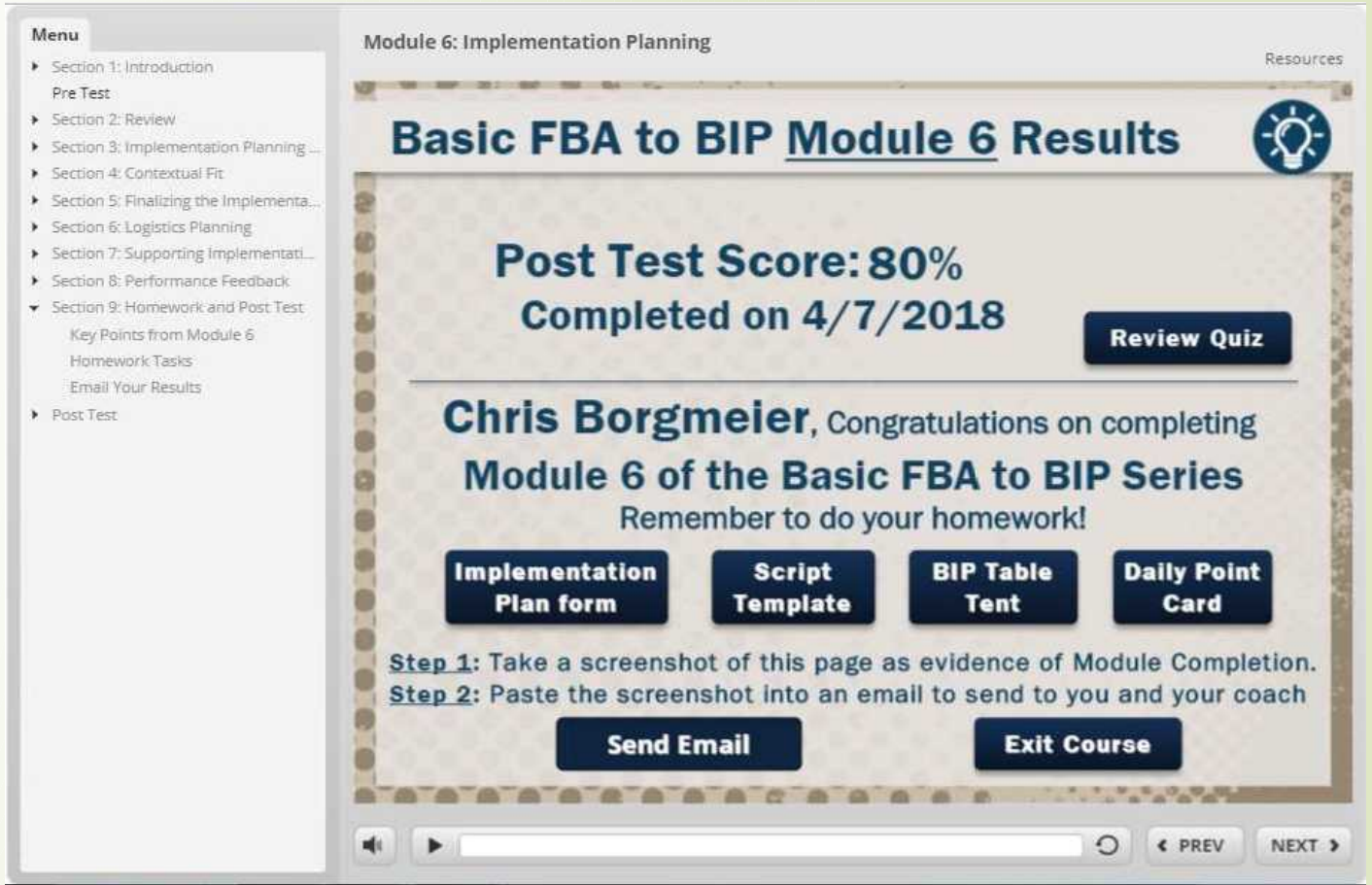
1. Planning for School-wide Training

- Planning:
  - Module 1 – 60 min. & Module 4 – 75-90 min

- **Direct staff members to www.BasicFBA.com**
- **Click on "School-wide Training" button**

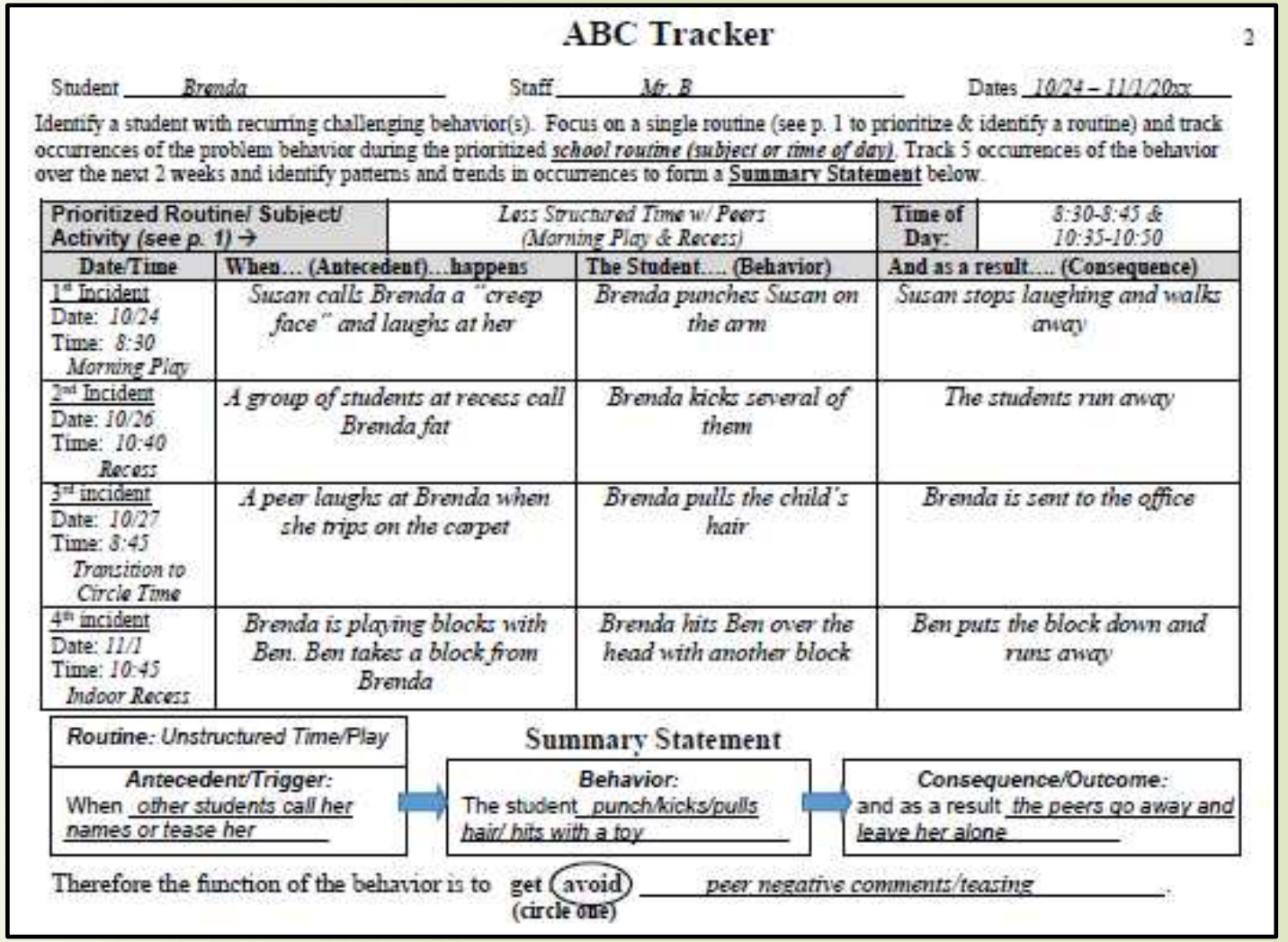
2. Planning for School-wide Training

- After completing the module have each staff member print a screenshot of Results slide and turn it in



3. Planning for School-wide Training

- Support staff with completing the Homework Task
- Create opportunities for Staff to Review/Discuss Homework
- Collect the Homework Task in 2 weeks
- Move on to Module 4



ABC Tracker

2

Student *Brenda* Staff *Mr. B* Dates *10/24 – 11/1/20xx*

Identify a student with recurring challenging behavior(s). Focus on a single routine (see p. 1 to prioritize & identify a routine) and track occurrences of the problem behavior during the prioritized *school routine (subject or time of day)*. Track 5 occurrences of the behavior over the next 2 weeks and identify patterns and trends in occurrences to form a **Summary Statement** below.

Prioritized Routine/ Subject/ Activity (see p. 1) →	*Less Structured Time w/ Peers (Morning Play & Recess)*	Time of Day:	*8:30-8:45 & 10:35-10:50*
Date/Time	**When… (Antecedent)…happens**	**The Student…. (Behavior)**	**And as a result…. (Consequence)**
1st Incident Date: *10/24* Time: *8:30* *Morning Play*	*Susan calls Brenda a "creep face" and laughs at her*	*Brenda punches Susan on the arm*	*Susan stops laughing and walks away*
2nd Incident Date: *10/26* Time: *10:40* *Recess*	*A group of students at recess call Brenda fat*	*Brenda kicks several of them*	*The students run away*
3rd incident Date: *10/27* Time: *8:45* *Transition to Circle Time*	*A peer laughs at Brenda when she trips on the carpet*	*Brenda pulls the child's hair*	*Brenda is sent to the office*
4th incident Date: *11/1* Time: *10:45* *Indoor Recess*	*Brenda is playing blocks with Ben. Ben takes a block from Brenda*	*Brenda hits Ben over the head with another block*	*Ben puts the block down and runs away*

Routine: *Unstructured Time/Play*

Summary Statement

Antecedent/Trigger: When *other students call her names or tease her*

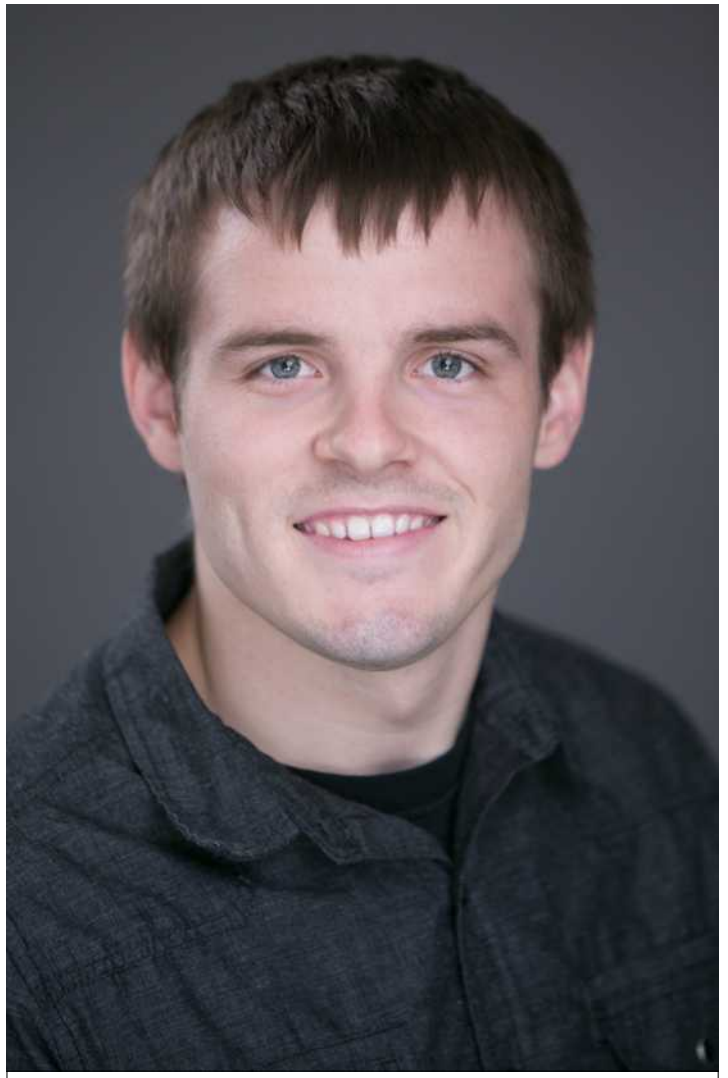
Behavior: The student *punch/kicks/pulls hair/ hits with a toy*

Consequence/Outcome: and as a result *the peers go away and leave her alone*

Therefore the function of the behavior is to get (avoid) *peer negative comments/teasing*.
(circle one)

Basic FBA to BIP e-Learning Modules

Eddie Croissant
Lead Instructional Designer



Tyler Collier
Web Developer

Online Module Features

- Pre and Post Assessment for Each Module
- Participant Guide and Materials to Follow Along and Practice Using Forms/Tools
- Interactive Activities with built in Checks for Understanding
- Embedded video to model interviewing
- Embedded video for practicing observations
- Links to data collection and graphing resources specific to Basic FBA to BSP
- Email follow-up with Homework Reminders
- Free!

Basic FBA to BIP Training Series

Module 1 - Defining & Understanding Behavior

Module 2 - FBA: Practice Interviewing

Module 3 - FBA: Practice Observing

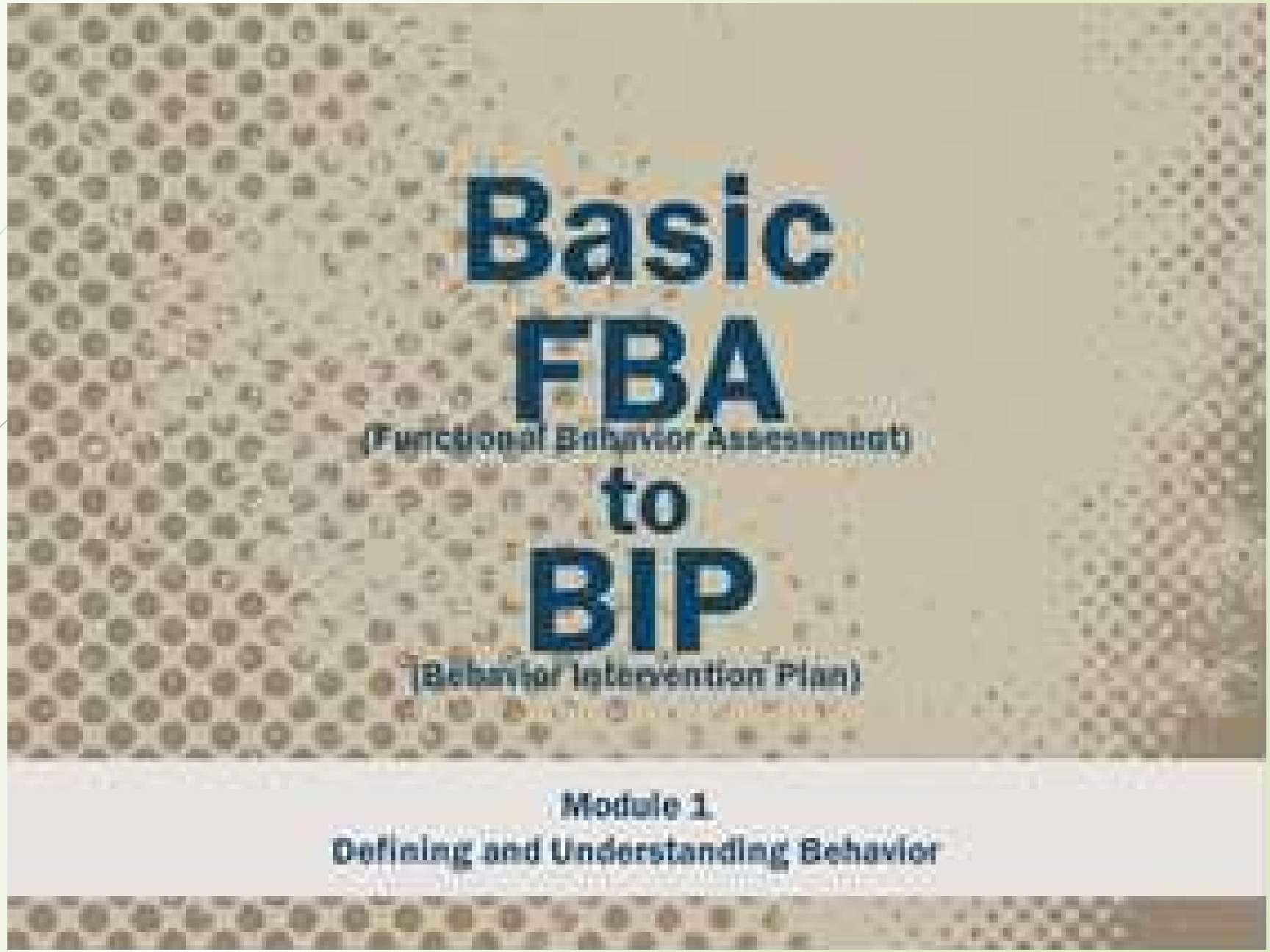
Module 4 - Critical Features of BIP

Module 5 – Building BIP from FBA

Module 6 – Implementation Plan & Leading a BIP team

Module 7 – Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed with all staff in the school


Basic
FBA
(Functional Behavior Assessment)
to
BIP
(Behavior Intervention Plan)
Module 1
Defining and Understanding Behavior

Module 1 Objectives

By the end of this module you should be able to:

(Click numbers to reveal information)

1. Define observable behavior (**What**).
2. Identify events that predict **Where & When** the specific behavior occurs.
3. Identify **Why** a student engages in the specific behavior.
4. Construct hypothesis statements that summarize the **What, Where, When, & Why** of a student's behavior.

Understanding Behavior

Behavior can be confusing and frustrating.

This training will provide a research-based framework for understanding challenging behavior.

(Click on the buttons below to advance the comic strip)

The A-B-C's of Understanding Behavior

Routine
Where: Place and Time

Antecedent:

(Trigger)
When _____ happens...

Behavior:

The student does (What)...
_____

Consequence:

...and as a result
_____

Function (Why):

Therefore, the function of the behavior is to get/avoid _____

Click on each box to learn more...

Always start with "B"

Start by defining the problem behavior

Routine Where: Place and Time **Antecedent:** (Trigger) When _____ happens...	**Behavior:** The student does (What)... _____	**Consequence:** ...and as a result _____

Click on each box to learn more...

Defining Observable Behaviors

Definitions of behaviors need to be:

Specific: clearly defined in detail

Observable: action that can be seen

Measurable: action that can be counted or timed

Defined so clearly that a person unfamiliar with the student could recognize the behavior without a doubt!

Are these specific, observable & measurable?

Select Yes or No to the following behaviors:

	Yes!	No!
Gets out of desk and hits other students Yes, it's easy to visualize the student doing this.	○	○
Has separation anxiety (from parent). No, this is not very clear... children express separation anxiety in many different ways – this definitely needs to be more specific.	○	○
Spacey No, people can space out in different ways – this should be more specific.	○	○
Reads 120 wpm Yes, this is observable, we could have a student read aloud and measure this.	○	○
Says she hears voices Yes, this is the tricky one – because she "says" she hears voices we can observe that... we can't observe whether she is actually hearing voices.	○	○
Emotionally disturbed No, not specific enough – need more details of what the behaviors look like.	○	○
Doesn't like classmates No, we need to know the specific behaviors "swears at, hits, scowls at" that we can observe to show the student doesn't like the classmates.	○	○

Defining Behavior

Definition – What does the Behavior look like?

Talking out: Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.

Examples of Talking Out

Answering a question directed to another student

Talking when the teacher is giving directions

Talking to peers during independent work time

Non-Examples of Talking Out

Answering a question that the teacher directed to the child

Yelling to another student during recess

Talking with a peer during group work

Video Activity: Defining the Behavior

Directions:
Watch the video and write a specific, observable, measurable definition of the behaviors you see with examples and non-examples.

Definition:

Examples:

Non-Examples:

How did I do?

Antecedents

THEN we move on to the Antecedents
Where & When does the behavior occur?

- **Routine** (Place and Time)
- Triggering **Antecedents**

Identifying Routines (WHERE)

It's important that we understand Behavior within a Routine (**WHERE**)
BECAUSE ...Behavior is Contextual.
Your behavior likely changes depending on the **context** you are in.

Behavior is Contextual

Concert

Workplace

Party

Sporting Event

Mute/Sound

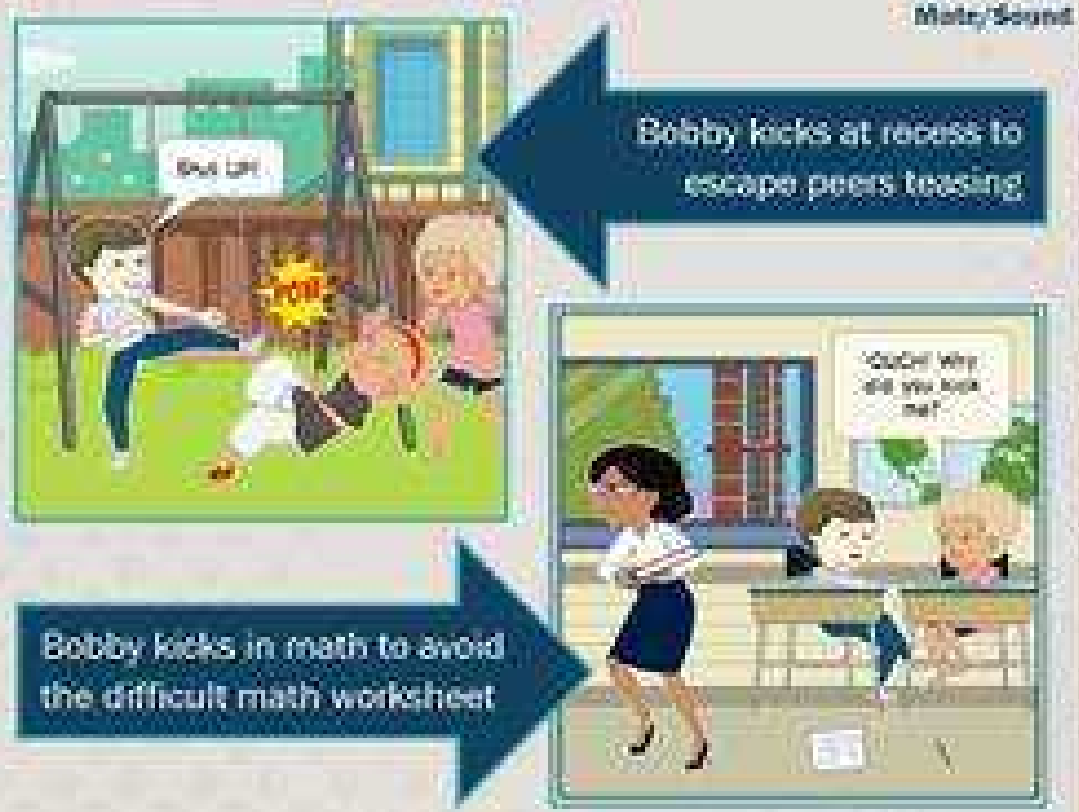
For example: you might act very differently at a party, concert, or sporting event for your favorite team than you do in your professional workplace.

Identifying Routines

Understanding Behavior

When trying to **understand behavior**, it's important to identify and focus on one routine.

This allows us to gain a more **focused** and more **accurate** understanding of the behavior.



Activity: Identifying Routines

WHERE = Routines where the problem behavior is most likely to occur.
(**Place** and **Time**)

Examples:

- During math class from 10 to 10:45
- Non-structured activities (lunch, recess)

At the lunch table, | when told to shut up by a peer, | Ben hits the student.

Show me the activity!

Select the Routines. Correct selections will appear in Blue, Incorrect in Red.

In language arts class, | when asked to read aloud in class, | Tracy gets up and tells jokes.

Next scenario

During circle time, | when praised | Jessie starts crying.

Identifying Antecedent "Triggers"

Routine
Where: Place and Time

Antecedent

(Trigger)
When _____ happens:...

Behavior:

The student does (What)...

_____

At the lunch table,	when told to shut up by a peer,	Ben hits the student.

Identification Scenario #2

In math class, Bea stares off into space and does not respond to teacher directions when she is given a difficult math problem.

Show me the activity!

In the next several slides, drag words from the word bank to the blank/boxes.

Routine: "During _____"	
Antecedent/Trigger: When	Behavior: The student...

Stares and does not respond to directions

Math Class

Given a difficult problem

Identifying Consequences

To determine the consequence identify **what happens** right after the behavior... identify the outcome that is most meaningful to the student....

Routine Where: Place and Time **A**ntecedent: (Trigger) When _____ happens...	**B**ehavior: The student does (What)... _____	**C**onsequence: ...and as a result _____

Click on each box to learn more...

Consequences

To determine the consequence, identify what happens right after the behavior… identify the outcome that is most meaningful to the student

Consequence Scenario 2

Nancy cries during reading time when she is asked to work by herself. This results in the teacher sitting and reading with her.

Show me the activity!

In the next several slides, drag words from the word bank to the blank/boxes.

Routine: "During _____"

Antecedent/Trigger: When	Behavior: The student...	Consequence/Outcome: ...and as a result
_____	_____	_____

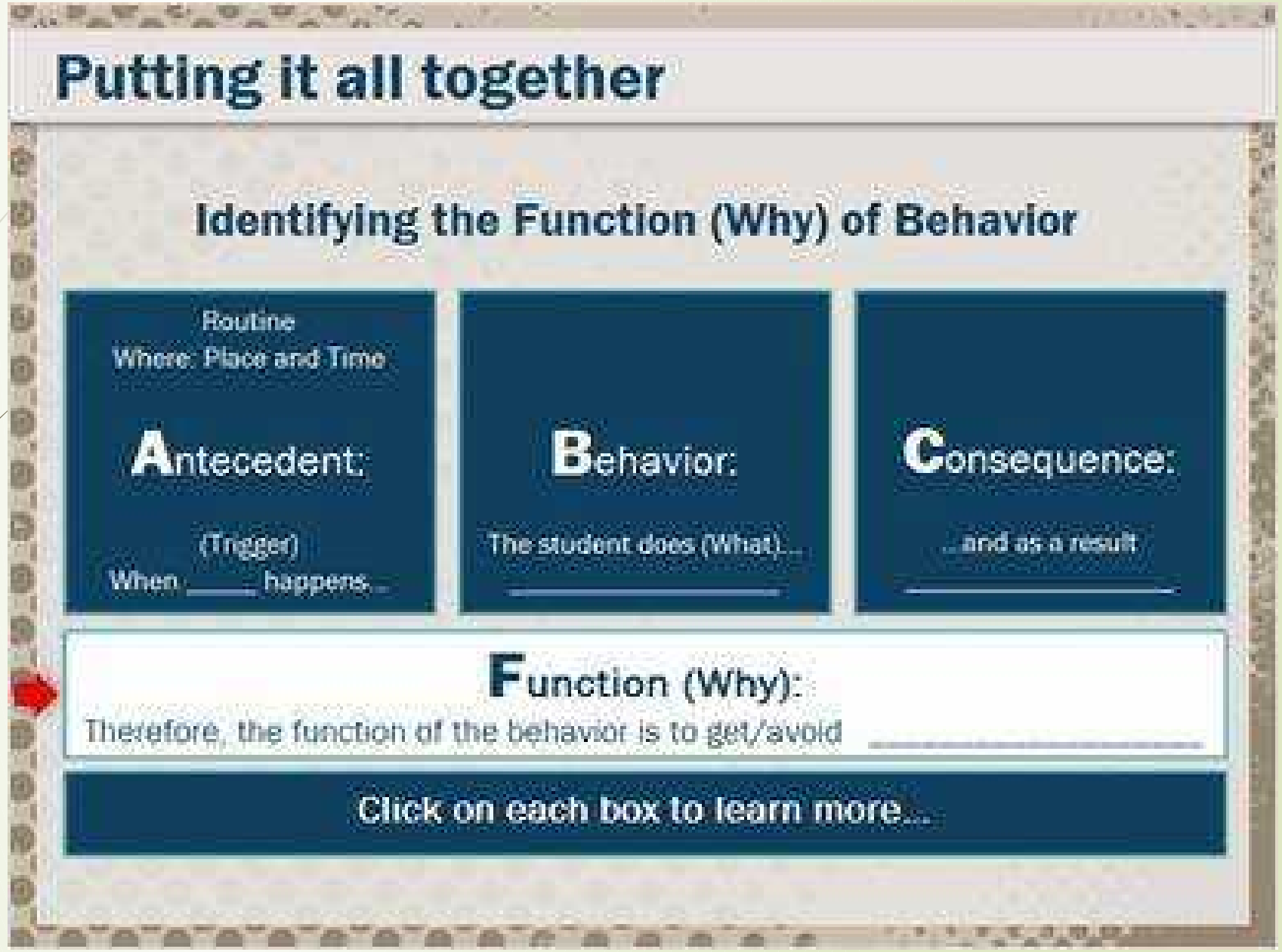
Asked to work by herself

Reading

The teacher sits & reads with her

Cries

Putting it all together



Most Common Functions of Behavior

To Obtain/Get:	To Avoid/Escape:
• Peer attention • Adult attention • Desired activity • Desired object/ items • Sensory stimulation: auditory, tactile, etc.)	• Difficult Task • Boring Task • Easy Task • Physical demand • Non-preferred activity • Peer • Staff • Reprimands

Bobby's Summary Statement

When asked to work with a partner in science, Bobby tears up his assignment and stomps his feet. The teacher then has Bobby sit down at his desk to complete the same assignment, while the rest of the class works together with their partners.

Drag boxes on to the correct location, then identify the function.

Routine: "During _____"

Antecedent/Trigger: When _____

Behavior: The student... _____

Consequence/Outcome: ...and as a result _____

Therefore, the function is to: get/avoid

(select get or avoid and type your answer in the box above)

Submit

Asked to work with a partner

Science

Sent to his desk to complete the assignment

Tears up assignment & stomps feet

Setting Events

Setting Events: are more distal events, often occurring outside the routine.

Setting Events temporarily alter the student and can **"SET UP"** or increase the likelihood of the student engaging in the problem behavior.

Setting Events	Routine Where: Place and Time **Antecedent:** (Trigger) When _____ happens...	**Behavior:** The student does (What)–____	**Consequence:** ...and as a result

Function (Why):

Therefore, the function of the behavior is to get/avoid _____

Click on **Setting Events** box to learn more...

Setting Events "Set Ups"

Examples:

Lack of sleep or food

Having a fight on the way to school

Substitute teacher/ changes in routine

Forgetting to take medication

Bad grade on a test/reprimands

Setting events come and go – they are not permanent student characteristics.

Non-Examples:

Diagnosis of Autism or ADHD

"Bad" home life

***Note: Setting Events can be difficult to identify, and are often unknown.**

Brenda's Behavior Patterns

Click on arrows to reveal the ABCs of the incidents:

Date/Time	When (Antecedent) happens	The Student (Behavior)	And as a result (Consequence)
1st incident Date: 10/24 Time: 8:30 Morning Play	Susan calls Brenda a "creep face" and laughs at her	Brenda punches Susan on the arm	Susan stops laughing and walks away
2nd incident Date: 10/26 Time: 10:40 Recess	A group of students at recess call Brenda fat	Brenda kicks several of them	The students run away
3rd incident Date: 10/27 Time: 8:45 Transition to Circle Time	A peer laughs at Brenda when she trips on the carpet	Brenda pulls the child's hair	Brenda is sent to the office

Summary of Behavior

Routine: Unstructured Time/Play	**Antecedent/Trigger:** When other student call her names or tease her	**Behavior:** The students punch/kicks/pulls hair/hits with a toy	**Consequence/ Outcome:** the peers go away and leave her alone

Therefore the function of the behavior is to AVOID peer teasing

ABC Tracker
Routines Analysis

ABC Tracker
Routines Analysis

Student: *Brenda* Grade *Kindergarten*

Staff: *Mr. B* Date: *10/23/20xx*

**This form should be completed by a teacher or staff member before referring a student for behavioral intervention.

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Routine/Subject/Activity & Staff Involved	Likelihood of Problem Behavior (Low 1 2 3 4 5 6 High)	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:30-8:45	*Morning Play*	1 2 3 4 **(5)** 6	*Hits peers*	*Send to time-out & apologize*
8:45-9:00	*Morning Circle*	1 2 3 **(4)** 5 6	*Hits peers*	*Send to time-out & apologize*
9:00-10:35	*Literacy Block*	**(1)** 2 3 4 5 6		
10:35-10:50	*Recess*	1 2 3 4 **(5)** 6	*Hits peers*	*Send to time-out & apologize*
10:50-11:30	*Math*	**(1)** 2 3 4 5 6		
11:30-11:45	*Clean-up & Dismissal*	1 2 **(3)** 4 5 6		

List the Top 2 Routines from the Table above in order of Priority of Concern: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).

	Routine/Subject/Activity	Problem Behavior(s): *Provide an Observable & Measurable Definition*
Routine # 1	*Less Structured Time w/ Peers (Morning Play & Recess)*	*Hits, kicks, pulls hair, throws objects at peers*
Routine # 2		

Choose 1 Routine to focus on when completing the ABC Tracker on the next page
If you'd like to track 2 different routines, complete an ABC Tracker (p.2) for each routine

Is Behavior of Concern an Immediate Danger to self/others?	YES **(NO)** (Circle One)	If YES, refer case to Behavior Specialist immediately

If the behavior is ***NOT*** an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.

ABC Tracker

Teacher completes in Classroom

ABC Tracker

2

Student *Brenda* Staff *Mr. B* Dates *10/24 – 11/1/20xx*

Identify a student with recurring challenging behavior(s). Focus on a single routine (see p. 1 to prioritize & identify a routine) and track occurrences of the problem behavior during the prioritized *school routine (subject or time of day)*. Track 5 occurrences of the behavior over the next 2 weeks and identify patterns and trends in occurrences to form a **Summary Statement** below.

Prioritized Routine/ Subject/ Activity (see p. 1) →	*Less Structured Time w/ Peers (Morning Play & Recess)*	**Time of Day:**	*8:30-8:45 & 10:35-10:50*
Date/Time	**When… (Antecedent)…happens**	**The Student…. (Behavior)**	**And as a result…. (Consequence)**
1st Incident Date: *10/24* Time: *8:30* *Morning Play*	*Susan calls Brenda a "creep face" and laughs at her*	*Brenda punches Susan on the arm*	*Susan stops laughing and walks away*
2nd Incident Date: *10/26* Time: *10:40* *Recess*	*A group of students at recess call Brenda fat*	*Brenda kicks several of them*	*The students run away*
3rd incident Date: *10/27* Time: *8:45* *Transition to Circle Time*	*A peer laughs at Brenda when she trips on the carpet*	*Brenda pulls the child's hair*	*Brenda is sent to the office*
4th incident Date: *11/1* Time: *10:45* *Indoor Recess*	*Brenda is playing blocks with Ben. Ben takes a block from Brenda*	*Brenda hits Ben over the head with another block*	*Ben puts the block down and runs away*

Routine: *Unstructured Time/Play*

Summary Statement

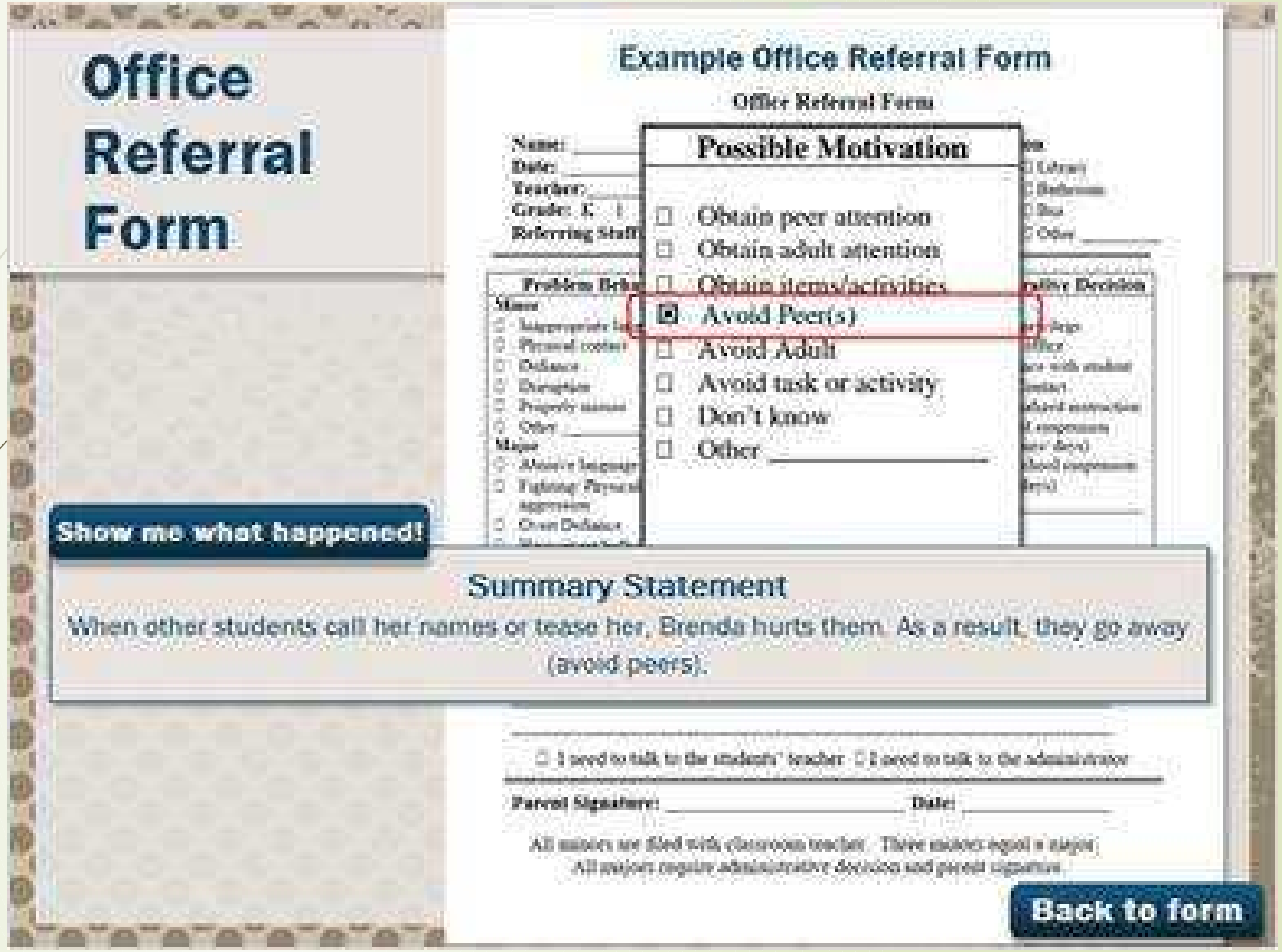
Antecedent/Trigger: When *other students call her names or tease her*

Behavior: The student *punch/kicks/pulls hair/ hits with a toy*

Consequence/Outcome: and as a result *the peers go away and leave her alone*

Therefore the function of the behavior is to get (avoid) (circle one) *peer negative comments/teasing*.

Office Referral Form



SWIS & Possible Motivation

In 2016-17 school year

- **5,290,881** ODRs written in SWIS
- Almost **33%** listed **"Unknown"** as the perceived motivation
- That's about **1.7 million** "Unknown" Possible Motivations

Video Activity 2

Watch Section 1 of this video and identify the Possible Motivation for Reginald's behavior in the referral form.

Video Activity 2

Watch Section 1 of this video and identify the Possible Motivation for Reginald's behavior in the referral form.

Problem Behavior	Possible Motivation	Administrative Definition
Minor ☐ Inappropriate language ☐ Physical contact ☐ Defiance ☐ Disruption ☐ Property misuse ☐ Other_____ **Major** ☐ Abusive language ☐ Fighting/Physical aggression ☐ Overt defiance ☐ Harassment/bullying ☐ Disruption ☐ Other_____	☐ Obtain peer attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid Peers ☐ Avoid adult ☐ Avoid task or activity ☐ Don't know ☐ Other_____	☐ Loss of privilege ☐ Time in office ☐ Conference with student ☐ Parent contact ☐ Individualized instruction ☐ In-school suspension (__hours/days) ☐ Out of school suspension (__hours/days) ☐ Other_____

Back to Video

How did I do?

Build Summary Statements from Patterns of Behavior

(Click both icons to reveal details)

It is best to look at patterns of behavior, rather than just a single occurrence of behavior.

Patterns > *Single Occurence*

Summary Statements are best constructed based on Patterns of Behavior.

Remember to click BOTH icons to proceed.

Preliminary ABC Summary

Look for Patterns:

Antecedent/Trigger - Time of Day, Location, Date (Day of the Week), Referring Staff, People Involved

Behavior - Problem Behavior

Consequence/Function - Possible Motivation, Administrative Decision

Date	Referring Staff	Time	Location	Problem Behavior	Possible Motivation	People Involved	Admin Decision
1/23/2017	Keane	10:15	Classroom	Abusive Language	Avoid Peers	Peers	Time in Office
1/22/2017	Keane	10:00	Classroom	Defiance	Avoid Task or Activity	Teacher	Time in Office
1/18/2017	Ruth	12:15	Lunch	Harassment/ Bullying	Obtain Peer Attention	Peers	In School Suspension
1/18/2017	Keane	10:30	Classroom	Abusive Language	Avoid Task or Activity	Teacher	Time in Office
1/8/2017	Keane	10:15	Classroom	Defiance	Avoid Task or Activity	Teacher	Time in Office

Antecedent	Behavior	Consequence/Function
10:10:30 in the Classroom w/Mrs. Keane	Defiance & Abusive Language	Sent to Office Avoid Task or Activity

Activity-Student Referral Report

Generate a preliminary ABC Summary based on the Student Office Discipline Referral Report below

Date	Referring Staff	Time	Location	Problem Behavior	Possible Motivation	People Involved	Admin Decision
2/6/17	Kalin	1:30	Classroom	Disrespect	Avoid Task	Teacher	Detention
1/26/17	James	12:15	Playground	Aggressory/ Fighting	Unknown	Peers	Out of School Suspension
1/10/17	Kalin	2:00	Classroom	Disrespect	Avoid Task	Teacher	Detention
12/16/17	Kalin	1:15	Classroom	Disrespect	Avoid Task	Teacher	Detention
12/5/17	Kalin	1:30	Classroom	Disrespect	Avoid Task	Peers	Detention
11/20/17	Kalin	1:45	Classroom	Disrespect	Avoid Task	Teacher	Detention

Type your answers in the boxes below to continue.

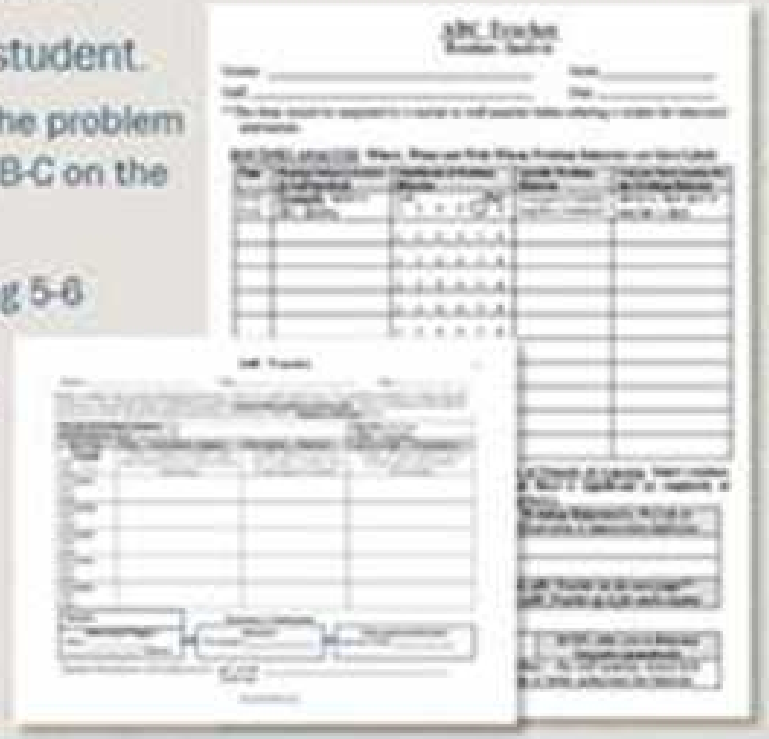
How did I do?

Antecedent	Behavior	Consequence/Function

Tasks for Teachers and Staff

Select the boxes to see your homework tasks.

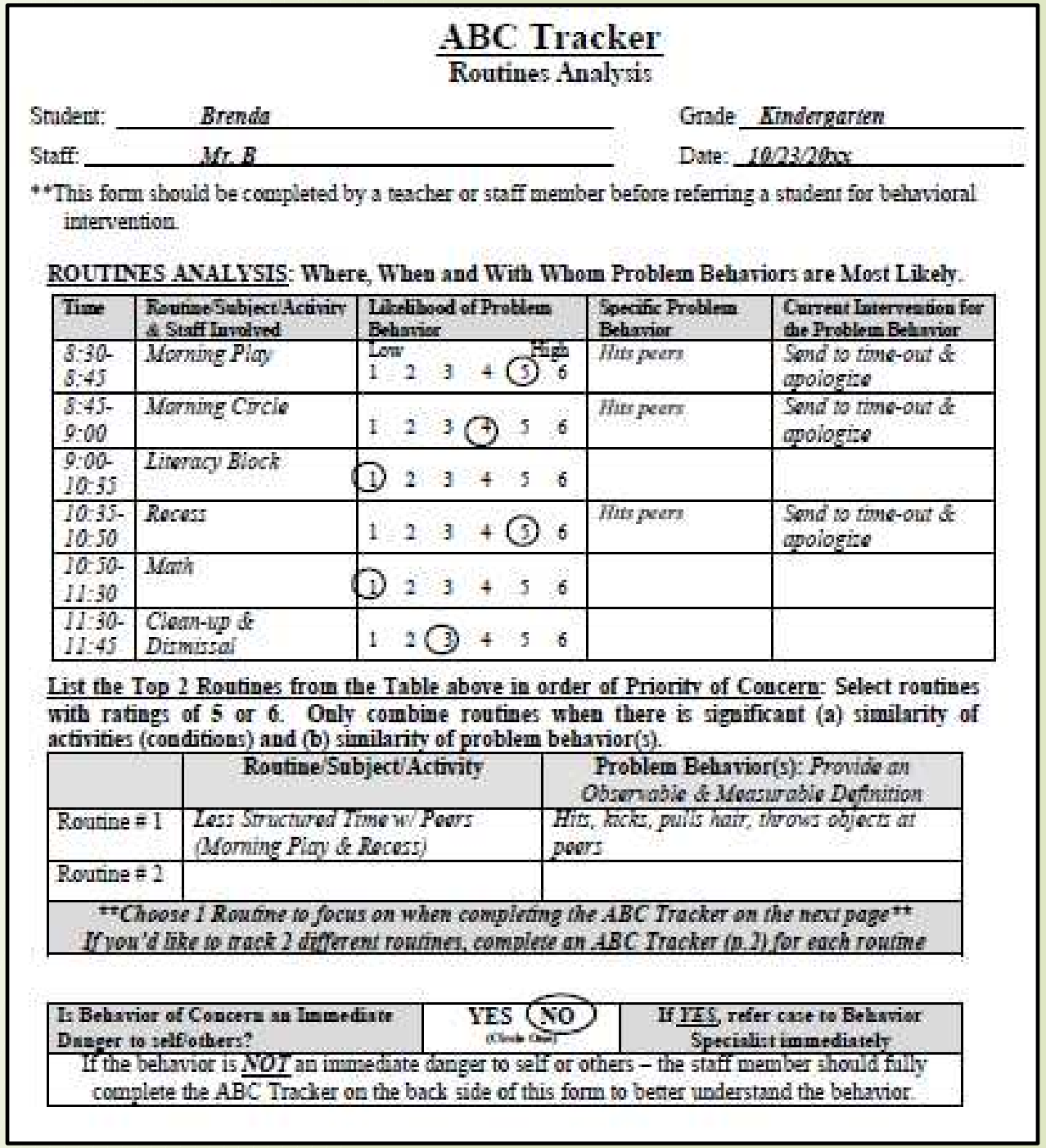
- [ ] 1. Select a student in your classroom or setting who has a persistent problem behavior that is not dangerous.
- [ ] 2. Complete the ABC Tracker for that student.
  - [ ] Whenever you see an occurrence of the problem behavior each day, write down the A-B-C on the tracker form.
  - [ ] At the end of the week, or after seeing 5-6 occurrences of the behavior, write a Summary Statement at the bottom of the page.
- [ ] 3. Remember to use A-B-C to inform "Possible Motivation" when completing referral forms.



Time for the Post Test!

Homework Task

Routines Analysis for Teacher



ABC Tracker
Routines Analysis

Student: *Brenda* Grade *Kindergarten*

Staff: *Mr. B* Date: *10/23/20xx*

**This form should be completed by a teacher or staff member before referring a student for behavioral intervention.

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Routine/Subject/Activity & Staff Involved	Likelihood of Problem Behavior (Low 1 2 3 4 5 6 High)	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:30-8:45	*Morning Play*	1 2 3 4 **(5)** 6	*Hits peers*	*Send to time-out & apologize*
8:45-9:00	*Morning Circle*	1 2 3 **(4)** 5 6	*Hits peers*	*Send to time-out & apologize*
9:00-10:55	*Literacy Block*	**(1)** 2 3 4 5 6		
10:35-10:50	*Recess*	1 2 3 4 **(5)** 6	*Hits peers*	*Send to time-out & apologize*
10:50-11:30	*Math*	**(1)** 2 3 4 5 6		
11:30-11:45	*Clean-up & Dismissal*	1 2 **(3)** 4 5 6		

List the Top 2 Routines from the Table above in order of Priority of Concern: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).

	Routine/Subject/Activity	Problem Behavior(s): *Provide an Observable & Measurable Definition*
Routine # 1	*Less Structured Time w/ Peers (Morning Play & Recess)*	*Hits, kicks, pulls hair, throws objects at peers*
Routine # 2		

***Choose 1 Routine to focus on when completing the ABC Tracker on the next page**
If you'd like to track 2 different routines, complete an ABC Tracker (p.2) for each routine

Is Behavior of Concern an Immediate Danger to self/others?	YES **(NO)** (Circle One)	If YES, refer case to Behavior Specialist immediately

If the behavior is ***NOT*** an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.

Homework Task

ABC Tracker

Summary of Behavior

ABC Tracker

Student *Brenda* Staff *Mr. B* Dates *10/24 – 11/1/20xx*

Identify a student with recurring challenging behavior(s). Focus on a single routine (see p. 1 to prioritize & identify a routine) and track occurrences of the problem behavior during the prioritized *school routine (subject or time of day)*. Track 5 occurrences of the behavior over the next 2 weeks and identify patterns and trends in occurrences to form a **Summary Statement** below.

Prioritized Routine/ Subject/ Activity (see p. 1) →	*Less Structured Time w/ Peers (Morning Play & Recess)*	**Time of Day:**	*8:30-8:45 & 10:35-10:50*
Date/Time	**When… (Antecedent)…happens**	**The Student…. (Behavior)**	**And as a result…. (Consequence)**
1st Incident Date: *10/24* Time: *8:30* *Morning Play*	*Susan calls Brenda a "creep face" and laughs at her*	*Brenda punches Susan on the arm*	*Susan stops laughing and walks away*
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4th incident Date: *11/1* Time: *10:45* *Indoor Recess*	*Brenda is playing blocks with Ben. Ben takes a block from Brenda*	*Brenda hits Ben over the head with another block*	*Ben puts the block down and runs away*

Summary Statement

Routine: *Unstructured Time/Play*

Antecedent/Trigger: When *other students call her names or tease her*

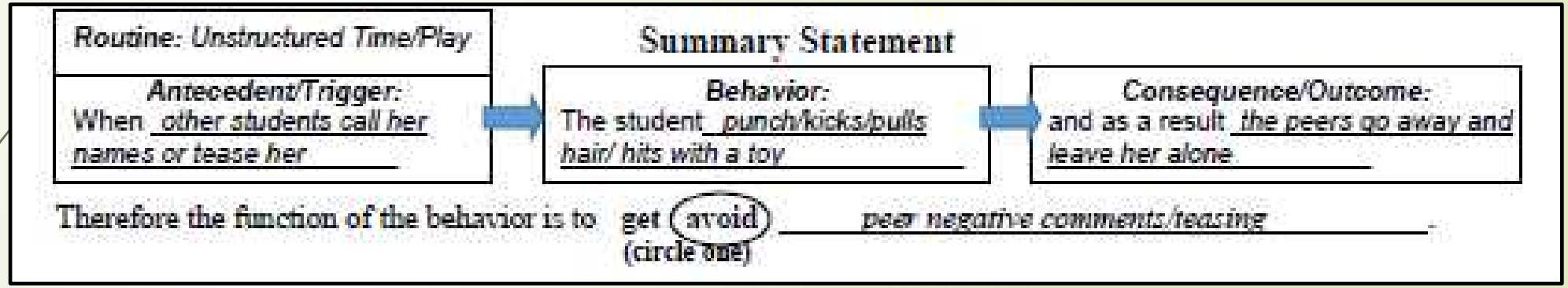
Behavior: The student *punch/kicks/pulls hair/ hits with a toy*

Consequence/Outcome: and as a result *the peers go away and leave her alone*

Therefore the function of the behavior is to get (avoid) *peer negative comments/teasing*.
(circle one)

ABC Tracker: Summary of Behavior

- Use the Summary of Behavior to guide Intervention Planning



  - Teacher can use it to clarify understanding of behavior & brainstorm interventions
  - Teacher Assistance Team can use it to begin to guide intervention planning

Incorporate A-B-C & Function into Student Request for Assistance & Intervention Planning

- Have Staff turn in an A-B-C Tracker as part of Student Request for Assistance
- Review Office Discipline Referrals for trends in:
  - A – Location/Time/People Involved
  - B – Behavior
  - C – Administrative Decision/ Possible Motivation
- Use trends in A-B-C & Function to inform intervention planning

Module 4
Function-Based Intervention

Basic FBA to BIP Training Series

Module 1 – Defining & Understanding Behavior

Module 2 – FBA: Practice Interviewing

Module 3 – FBA: Practice Observing

Module 4 – Function-Based Interventions

Module 5 – Behavior Intervention Strategies

Module 6 – Implementation Plan & Leading a BIP Team

Module 7 – Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed
with all staff in the school

Module 4 Objectives

Use a Competing Behavior Pathway to identify Function-based behavior supports that:

(Click numbers to reveal information)

1. Teach positive behaviors to replace problem behavior.
2. Use strategies to prevent problem behavior & prompt positive behaviors.
3. Reinforce replacement & desired behaviors.
4. Effectively redirect problem behavior and minimize the pay-off for problem behavior.

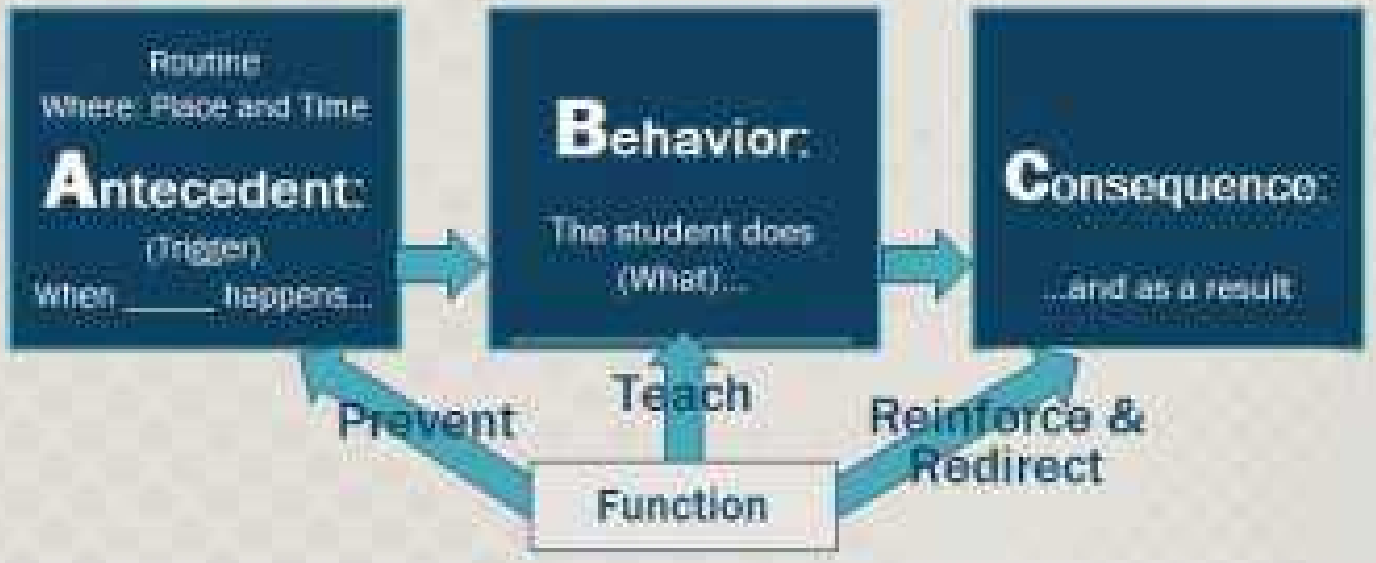
From FBA to BIP

The most important purpose for conducting an FBA is to inform development of a comprehensive Behavior Intervention Plan that directly addresses the FUNCTION of student behavior.

Function of Behavior

Function is learning. The student learns to predict the relationship between their behavior and responses in the environment around them.

Student learns that under these Antecedent conditions, if I engage in this behavior, I can usually expect a certain outcome or Consequence.



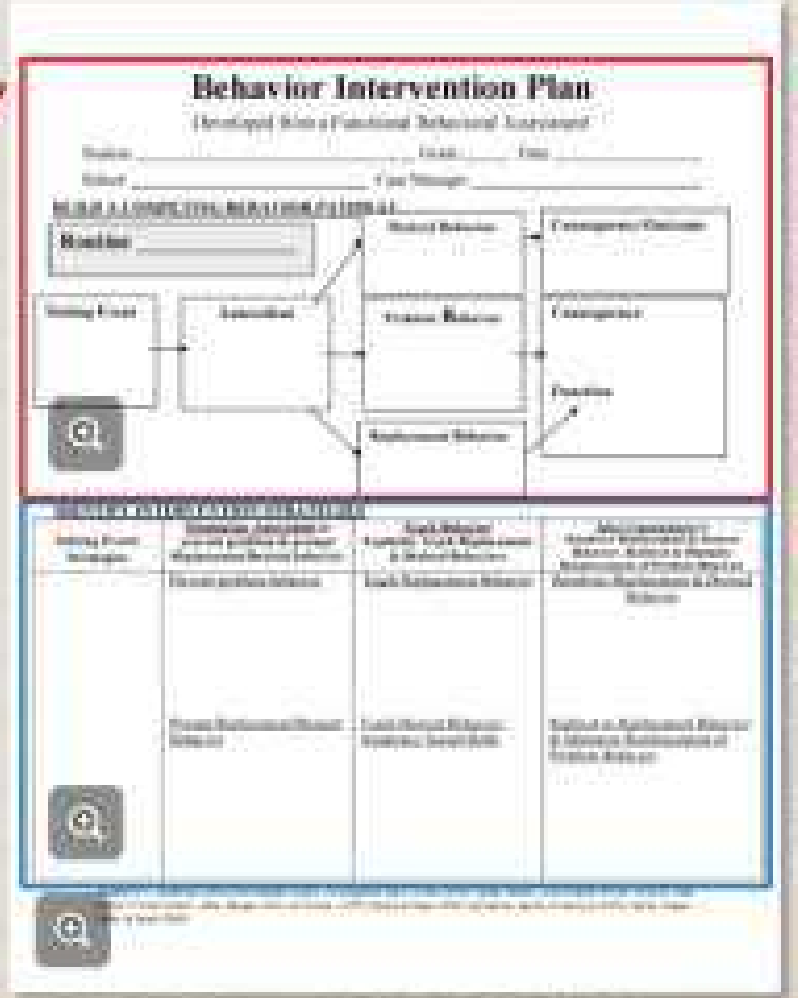
Behavior Intervention Plan form

Completing Behavior Pathway

- The road map for intervention planning

Intervention Strategies

- Brainstorm interventions here as suggestions for implementers in the intervention planning meeting



Desired Behavior

(Click exclamation points to reveal information.)

- The Desired Behavior is usually a long-term goal that:
  - reduces the problem behavior,
  - follows classroom or setting expectations &
  - includes being a productive participant in the setting.
- When engaging in the Desired Behavior the student should:
  - look as much as possible like the other students in the classroom,
  - function as independently as possible, receiving the minimal amount of support reasonable for the student to be successful
  - engage in self-management and self-advocacy to address their needs.

Expectations for the Desired Behavior will vary across students and some students will require some level of ongoing support.

Desired Behavior & Consequence

BUILD A COMPETING BEHAVIOR PATHWAY

Routine Math

Setting Event	Antecedent/Trigger	Problem Behavior	Consequence/Function
None Identified	Task too difficult: When asked to complete math worksheets with multi-digit multiplication or division	Student disrespects teacher calls teacher "racist", refuses to work, breaks pencil, destroys paper, out of seat walking around room	Escapes Difficult Math Task -by arguing w/ teacher, destroying materials & being sent to hall or office

Desired Behavior

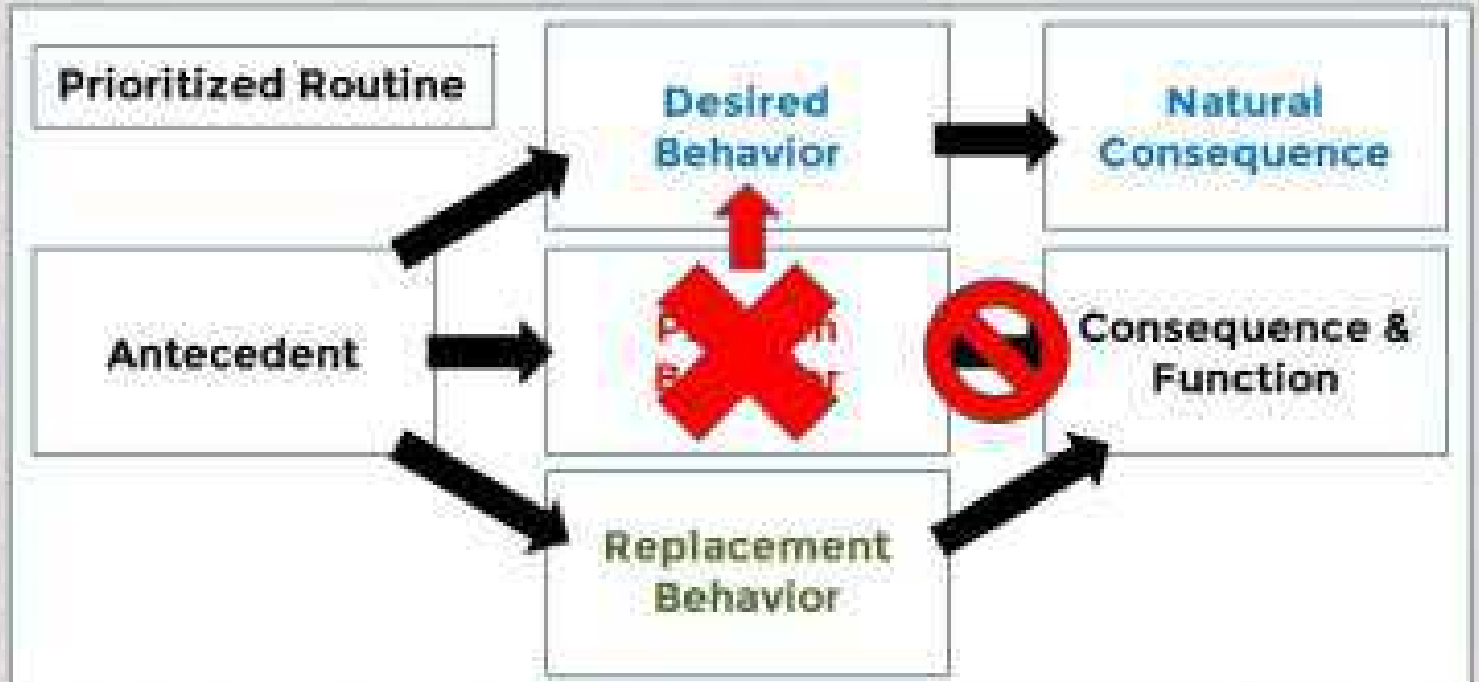
Consequence/Outcome

NOTE: Student can & will complete single digit multiplication & any addition or subtraction problems)

Replacement Behavior

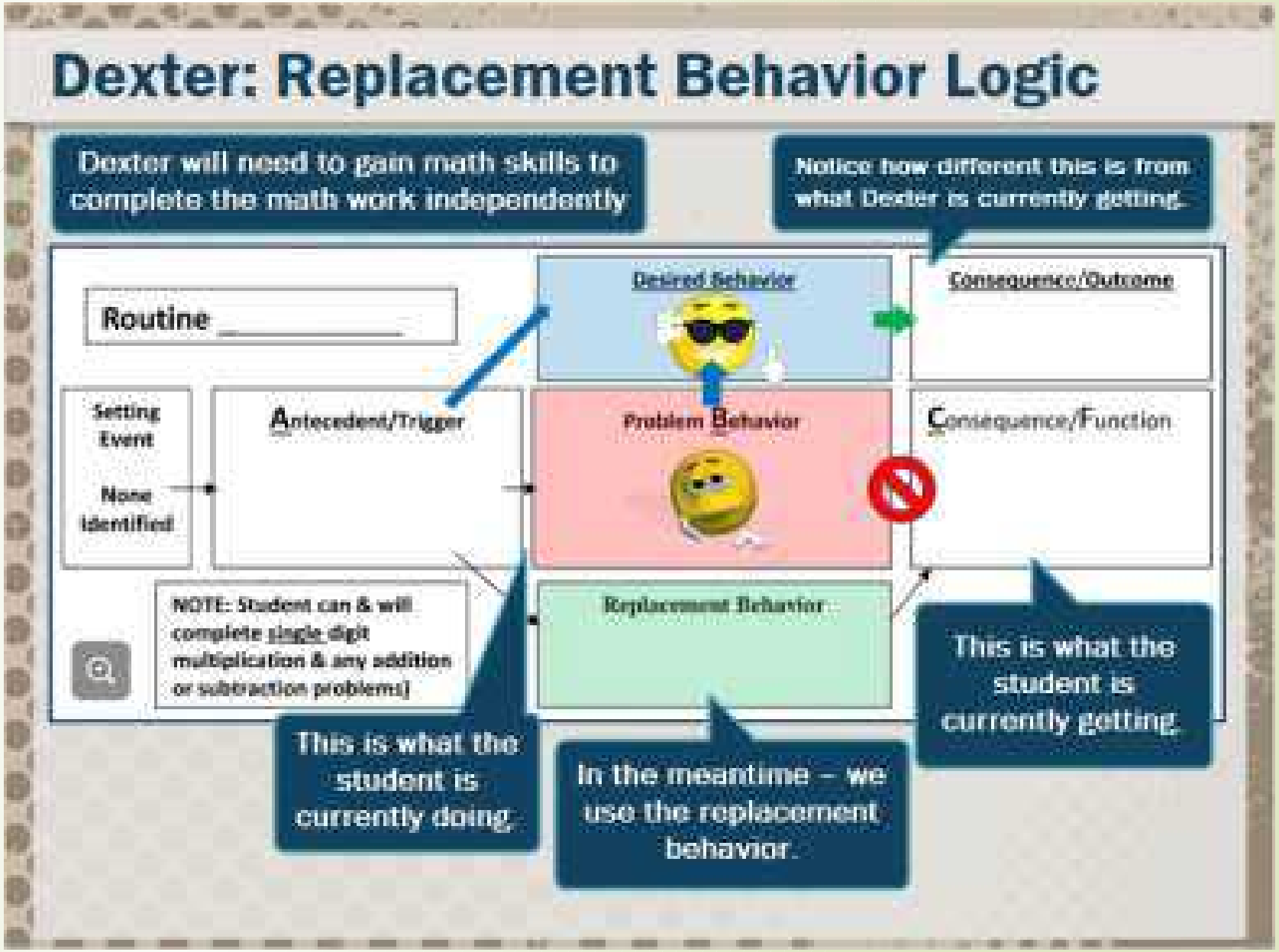
Understanding Replacement Behaviors

Why can't we jump from the Problem Behavior right to the Desired Behavior?



We need to start with the Replacement Behavior.

Dexter: Replacement Behavior Logic



Purpose of Replacement Behaviors

(Click exclamation point to reveal information.)

Replacement Behaviors are:

- an immediate attempt to reduce disruption and potentially dangerous behavior
- designed to reduce the student's use of the problem behavior by replacing it with a more acceptable behavior that will also meet the student's needs

Critical Features of Replacement Behaviors

(Click exclamation points to reveal information.)

An effective Replacement Behavior:

- Serves the same function as the problem behavior.
- Is easier to do than the problem behavior.
  - Replacement Behaviors must require less effort than the problem behavior.
- Is socially acceptable.

Behavior Intervention Plan form

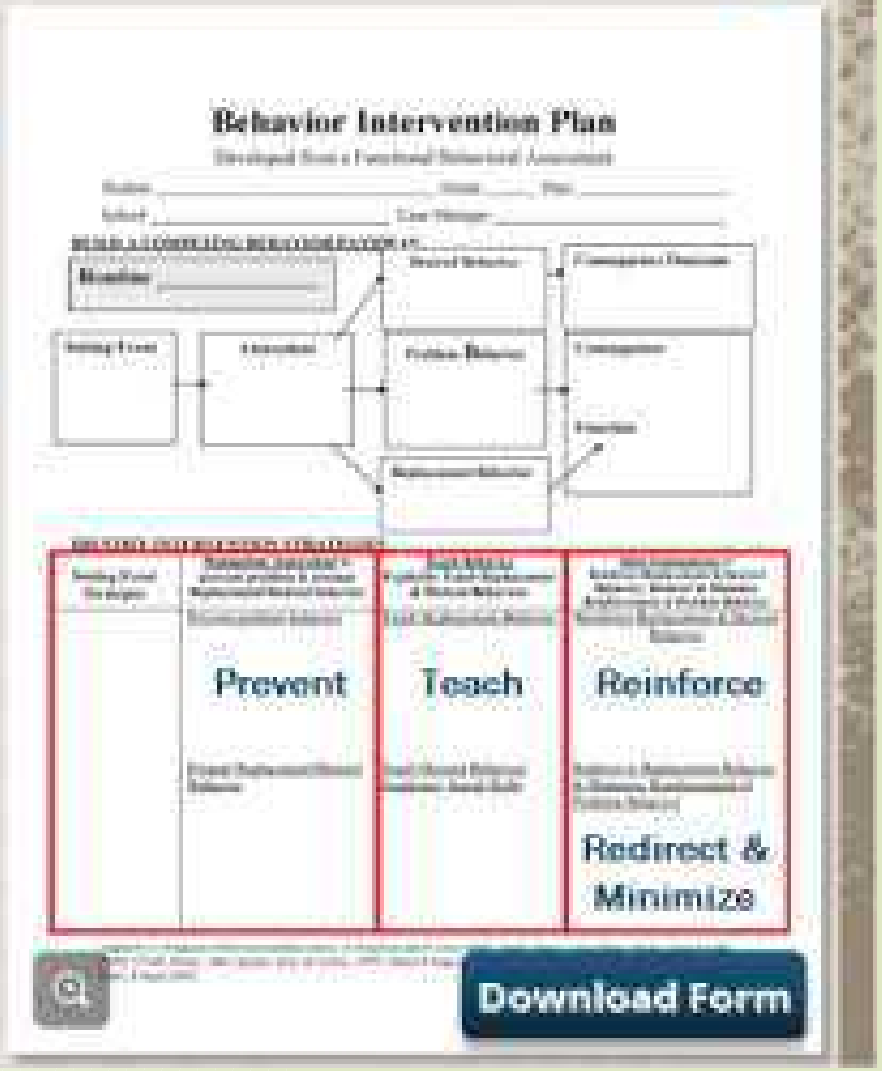
Steps in the Behavior Intervention Planning Process

#1 Competing Behavior Pathway

#2 Identifying Function-Based Interventions

#3 Implementation Planning (Module 6)

#4 Evaluation Planning (Module 7)



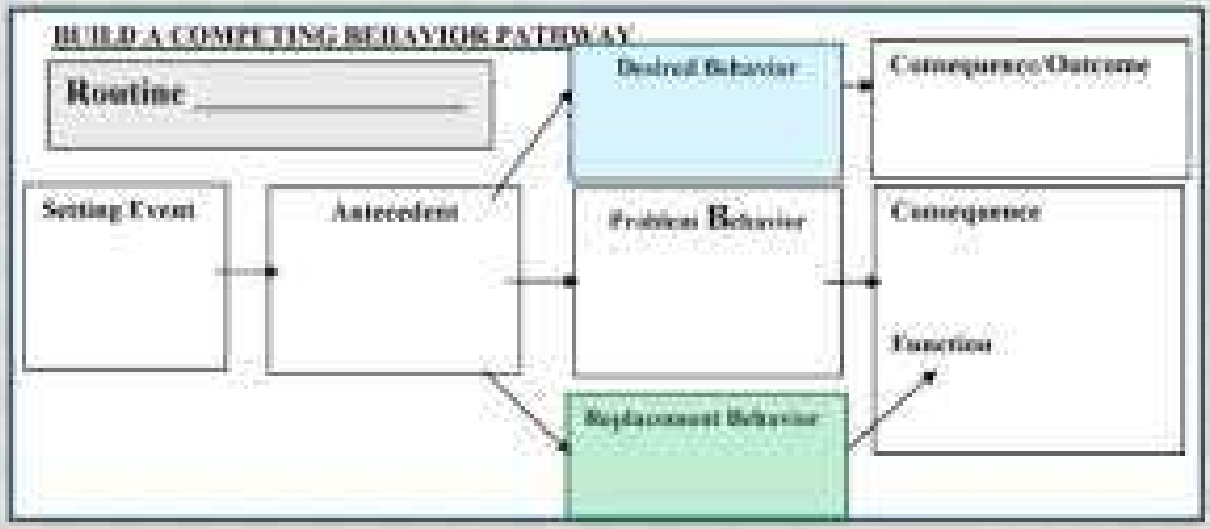
Teaching Behavior

Teaching is an essential component of behavior intervention.

Step #1: Identifying WHAT skills to teach

Use the Competing Behavior Pathway to identify what skills to teach:

- Replacement Behavior
- Skills necessary for the Desired Behavior



Critical Features of BIP

Replace problem behavior by **Teaching** a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

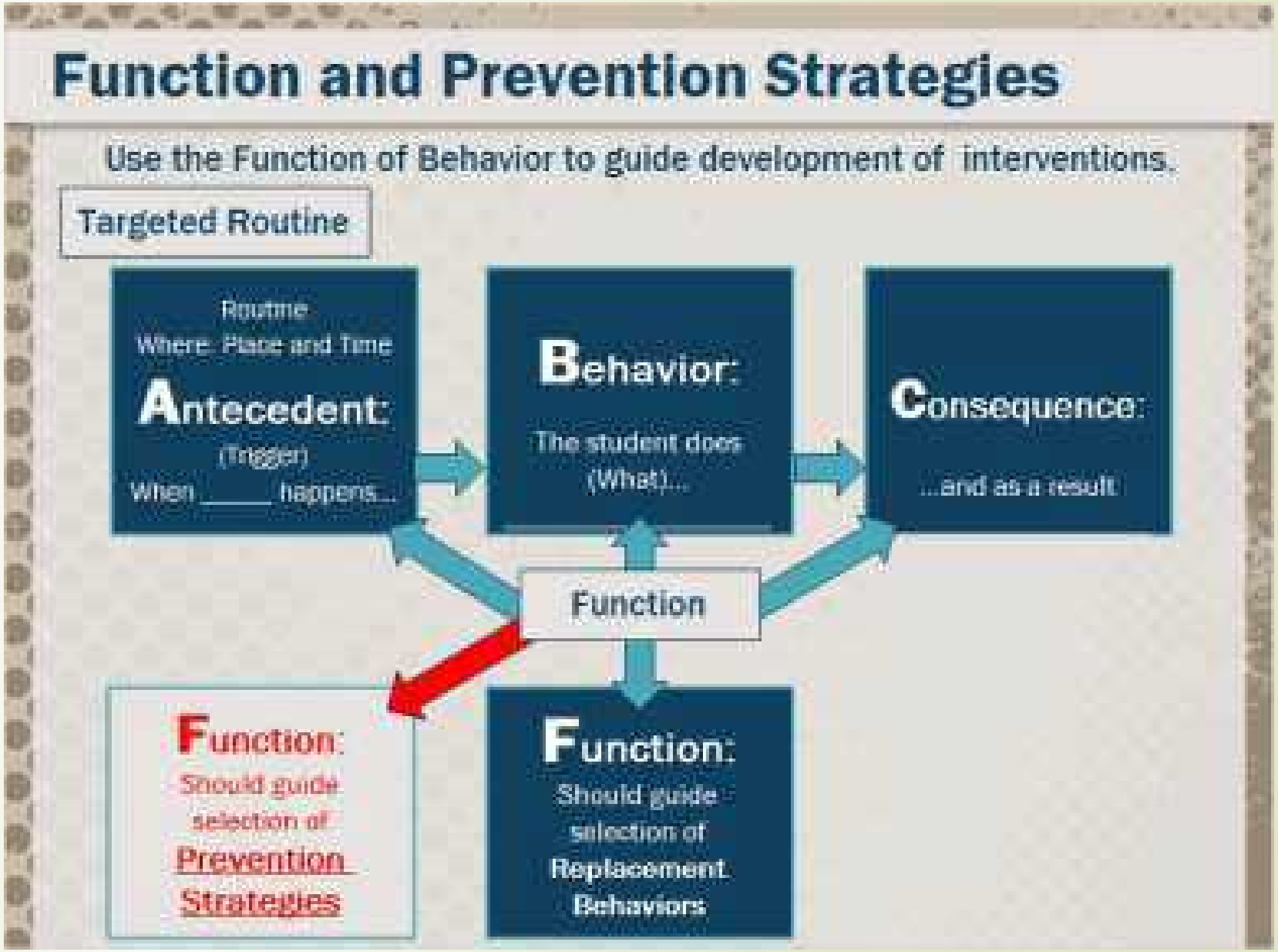
Prevent problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

Reinforce replacement & desired behaviors based on function/pay off for the student.

Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior.

Minimize Reinforcement by ensuring that problem behaviors do NOT pay-off for the student (i.e. does not result in the function of behavior).

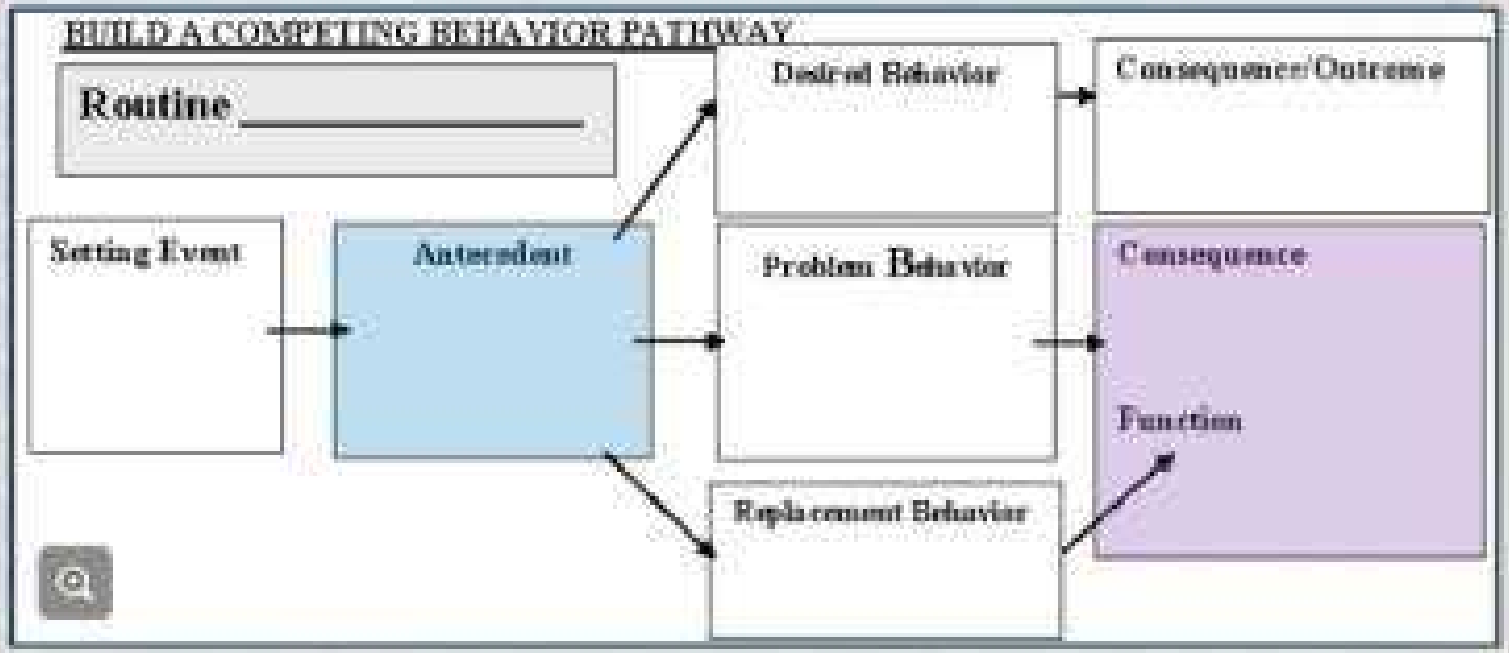
Function and Prevention Strategies



Antecedent Interventions Prevention

"Prevention is the best medicine." – Desiderius Erasmus

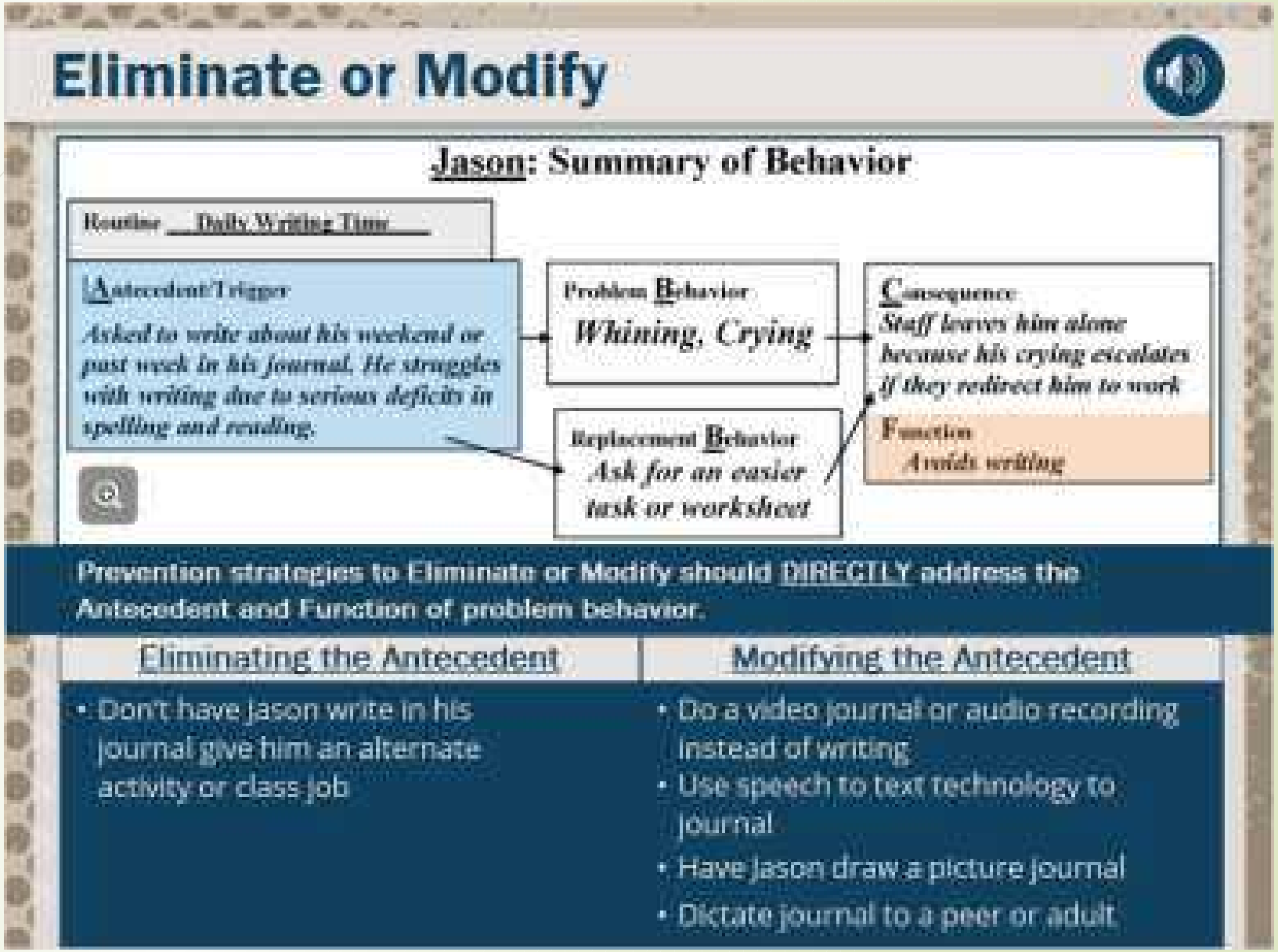
"An ounce of prevention is worth a pound of cure." – Benjamin Franklin



Prevention strategies usually involve either:

- Eliminating the Antecedent OR
- Modifying the Antecedent to prevent problem behavior.

Eliminate or Modify



Antecedent Intervention: Make Problem Behavior Irrelevant

(Click on numbers to proceed.)

1. By replacing the multi-digit math worksheet →

2. With a modified worksheet of single digit problems that is more consistent with Dexter's skills →

...so Dexter should be able to more successfully do the work.

3. By modifying the Antecedent, we can make problem behavior irrelevant by PREVENTING Dexter's need to engage in problem behavior.

Multi-Digit problems

1384
x 86

57 | 9457

Single Digit problems

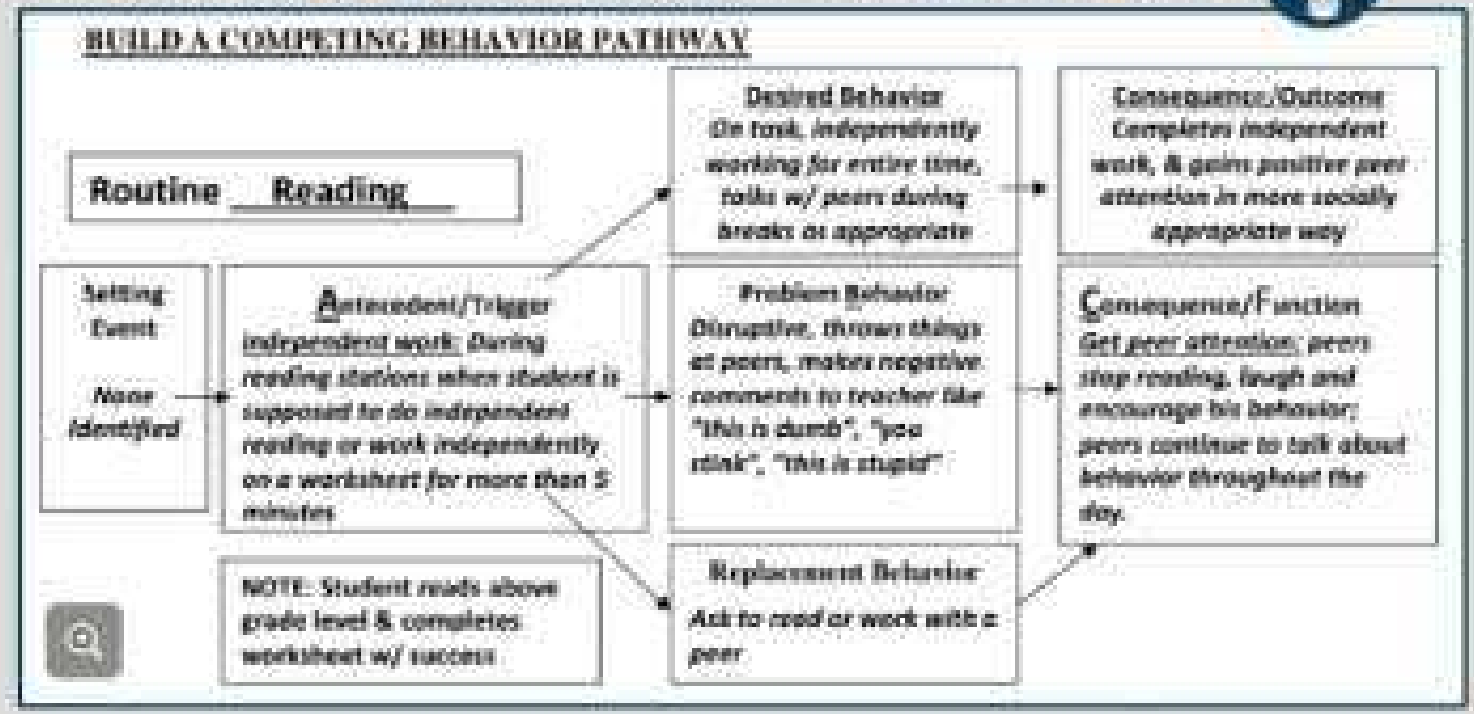
9 x 4 = 36

5 x 7 = 35

6 x 3 = 18

7 | 63

Activity: Identify Antecedent interventions for Quinn



Use the X to view the question. A question mark icon is available in the upper right hand corner if you need to review the pathway while answering questions. See Participant Guide p. 3

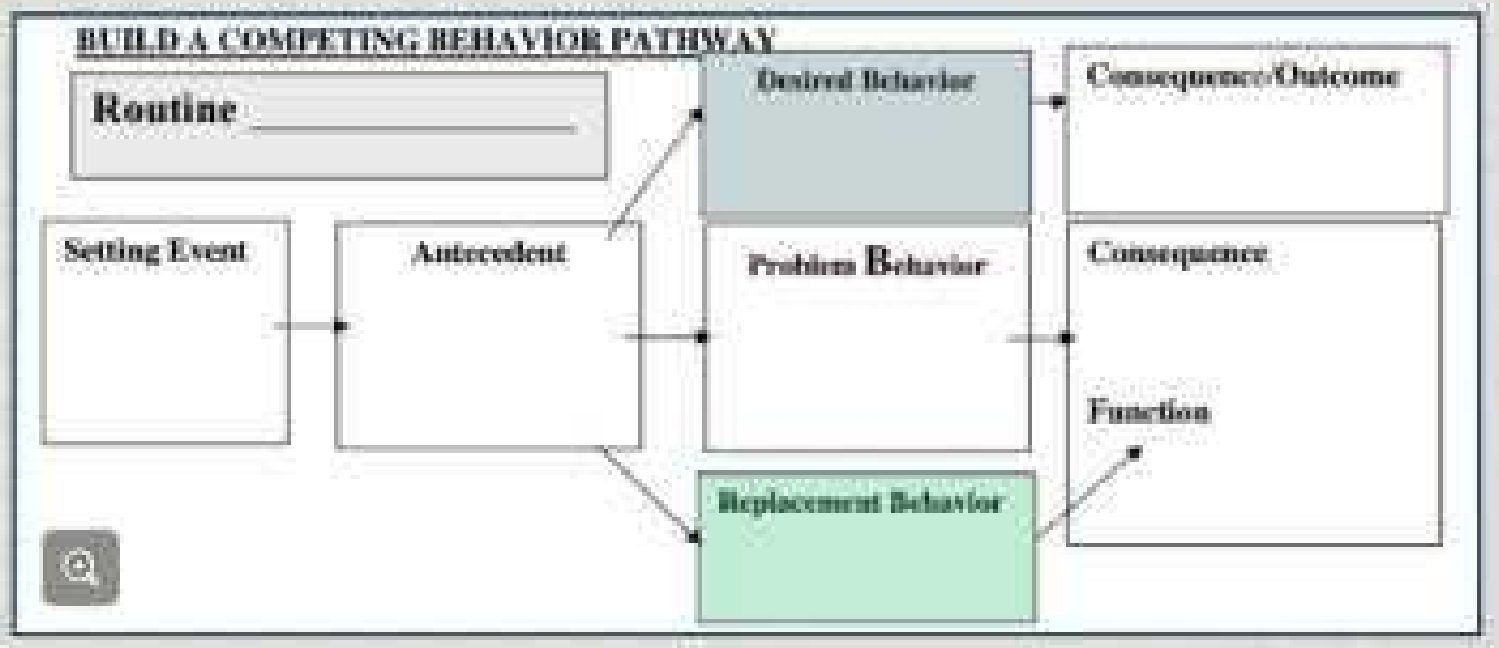
Download Form

Function and Prevention Strategies

What to Reinforce?

We need to reinforce two different types of behaviors:

- Replacement Behavior
- Desired Behavior



Reinforce the Replacement Behavior

IMPORTANT - When the student engages in the Replacement Behavior quickly provide the consequence that matches the function of the problem behavior.

Jason: Summary of Behavior

Routine: Daily Writing Time

Antecedent/Trigger
Asked to write about his weekend or past week in his journal. He struggles with writing due to serious deficits in spelling and reading.

Desired Behavior
Independently completes writing assignment

Consequence/Outcome
Enjoyment of journaling and Satisfaction of completing assignment

Problem Behavior
Whining/Crying

Consequence
Staff leaves him alone because his crying escalates if they redirect him to work

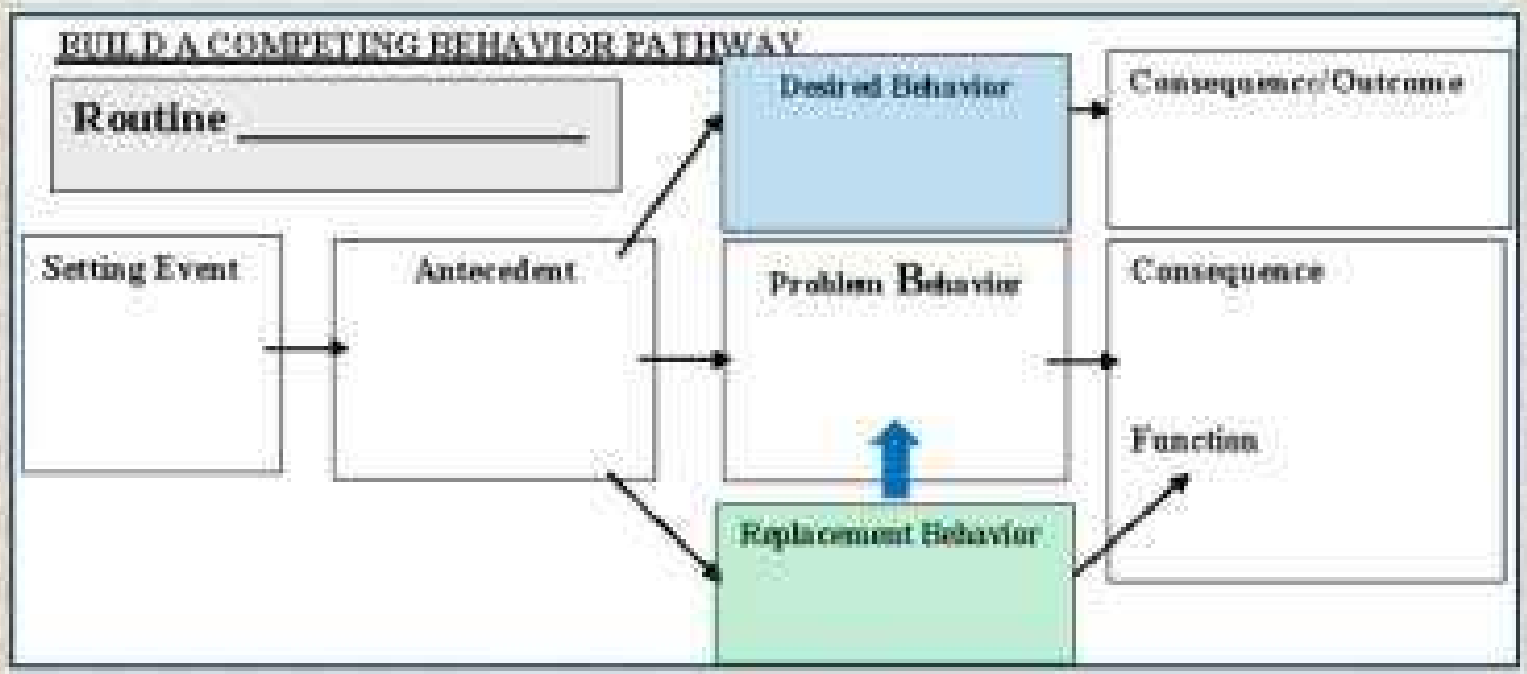
Replacement Behavior
Ask for an easier task or worksheet

Function
Avoids writing

(Click on each comic cell to zoom.)

Continue

Reinforce the Desired Behavior



Click numbers to reveal information.

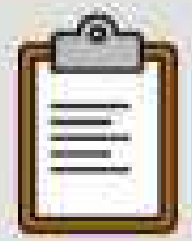
1. Ultimately, we want the student to progress beyond the Replacement Behavior to the Desired Behavior.
2. Motivating the student along this progression by reinforcing approximations of the Desired Behavior can begin at the start of the BIP.

Motivating Desired Behavior

Click exclamation points to reveal information.

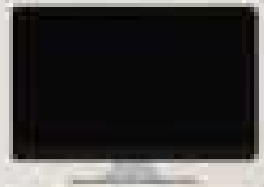
Effective motivators for students should include:

- **Reasonable Expectations**



- **Reasonable Time frames**
  - Use short intervals with frequent opportunities for feedback
  - Keep incentives within sight by making sure the time until the next opportunity to earn an incentive is not too long

- **Valued Incentives**



Critical Features of BIP

Replace problem behavior by **Teaching** a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

Prevent problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

Reinforce replacement & desired behaviors based on function/pay off for the student.

Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior.

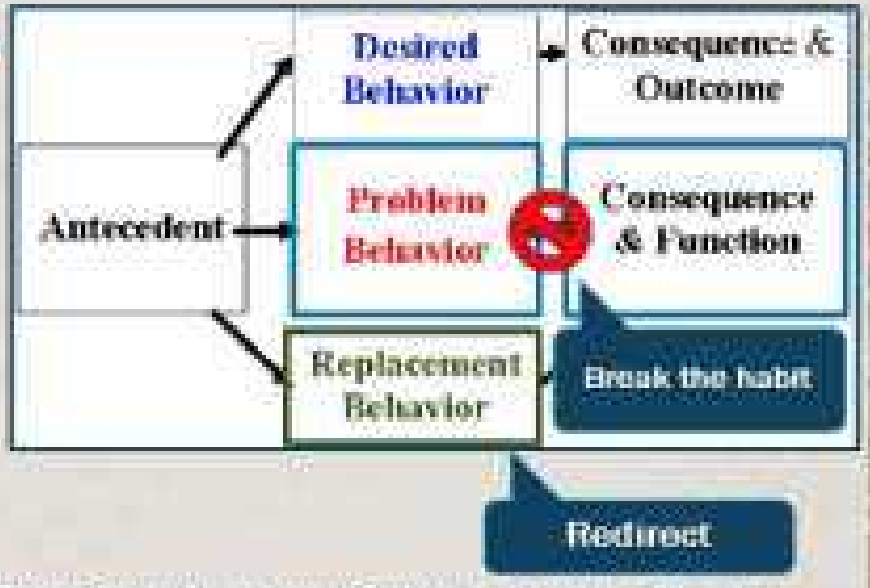
Minimize Reinforcement by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior).

Breaking Habits

We need to actively support the student to help them "Break the Habit" of using the problem behavior to meet their needs.

Responding to Problem Behavior should focus on two things:

1. Redirecting to the Replacement Behavior at the earliest signs of problem behavior.
2. Minimizing the pay-off (function) of the problem behavior.



If the problem behavior remains functional, or continues to pay-off, the student is not likely to quit using the problem behavior

Redirect the Problem Behavior

When should I redirect?

(Click on bullets to reveal information.)

- **At the earliest signs of problem behavior, redirect the student to use the Replacement Behavior**
  - The earlier we redirect behavior the greater the chance the student will comply and we can prevent escalation.
  - Get to know your student and identify the earliest signs of problem behavior and even precursors to behavior.

Redirect Now ——— Way too late

• Examples: first signs of frustration, complaining, work refusal, talking back, fidgeting.	• Non-examples: yelling, verbal threats, leaving the room, physically aggressive behavior.

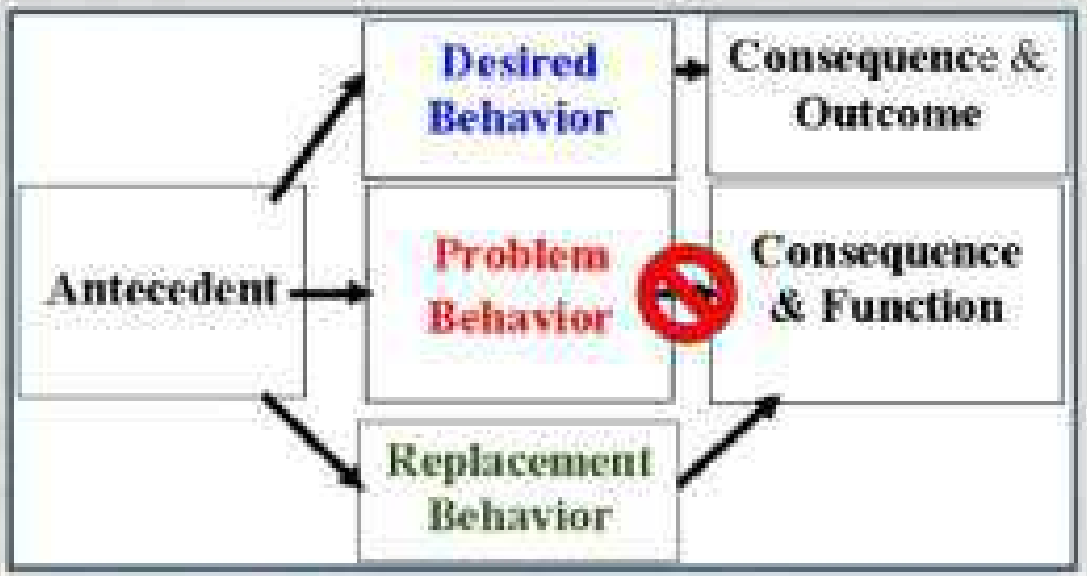
Do no harm

1. Any intervention can potentially make problem behavior:
   - Better
   - Make it worse

First, do no harm!

The behavior intervention plan should actively minimize or eliminate the pay-off for the problem behavior.

Minimize Pay Off for the Problem Behavior



- Take steps to make sure the problem behavior is no longer functional for the student or there is no reason for the student to stop using the problem behavior. **(Click on bullets below.)**

- If teachers and staff have been inadvertently reinforcing problem behavior, identify alternative responses to student problem behavior.
- Always evaluate new interventions to make sure they are not reinforcing the problem behavior.

Breaking Habits: Attention Seeking

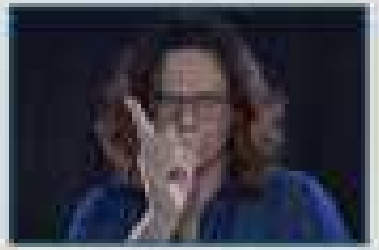
Try to *minimize* the pay-off the student has been receiving for the problem behavior.

(Click on the exclamation marks to proceed.)

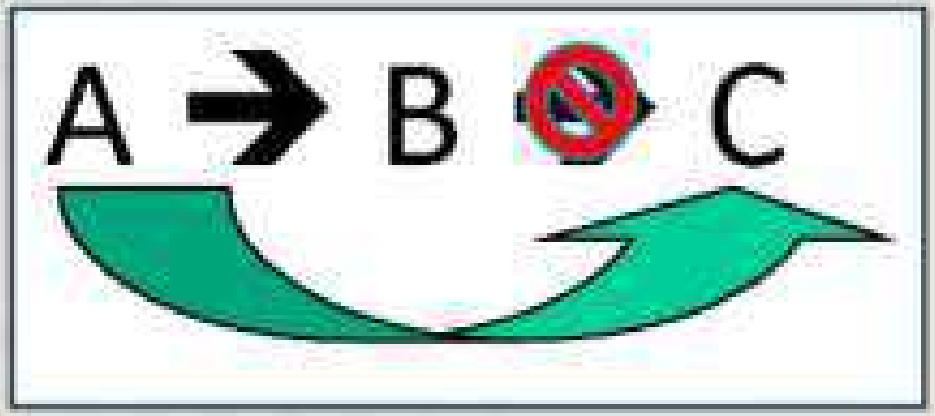
- Student is making negative comment & throwing paper and small objects to get attention from adults

  - Limit attention – walk over to student's desk, verbally praising & focusing on other student who are on-task, make a quick "stop" sign w/shake of the head (no words and limited eye contact).

  - Non-example: – walk over, pull student aside and lecture student on why behavior is not okay for 3 minutes.



Make the Problem Behavior Ineffective or Inefficient



- We must refuse to (C) let Dexter avoid difficult math tasks by (B) engaging in disrespectful behavior & instead prompt him to raise his hand and (C) reward him for (B) raising his hand & asking for a break (Replacement Behavior).
- By not providing Dexter w/what he wants when he engages in disrespectful behavior we are making the problem behavior **Ineffective**.
- It is important that we work hard to **Reinforce** Dexter for engaging in the Replacement behavior, or he is likely to go back & escalate the problem behavior.

Homework Task

Directions:

- [ ] Complete the Behavior Intervention Plan form including the Competing Behavior Pathway and identify suggested interventions for the student on whom you conducted the FBA.
- [ ] Try to identify multiple interventions options for each category of intervention: prevention, teaching, reinforcement, and responding to problem behavior.

Behavior Intervention Plan Form
(see pp. xx in Participant Guide

Download Form

Time for the Post Test!

Use Results of ABC Tracker

ABC Tracker

Summary of Behavior

ABC Tracker

Student *Brenda* Staff *Mr. B* Dates *10/24 – 11/1/20xx*

Identify a student with recurring challenging behavior(s). Focus on a single routine (see p. 1 to prioritize & identify a routine) and track occurrences of the problem behavior during the prioritized *school routine (subject or time of day)*. Track 5 occurrences of the behavior over the next 2 weeks and identify patterns and trends in occurrences to form a **Summary Statement** below.

Prioritized Routine/ Subject/ Activity (see p. 1) →	*Less Structured Time w/ Peers (Morning Play & Recess)*	**Time of Day:**	*8:30-8:45 & 10:35-10:50*
Date/Time	**When… (Antecedent)…happens**	**The Student…. (Behavior)**	**And as a result…. (Consequence)**
1st Incident Date: *10/24* Time: *8:30* *Morning Play*	*Susan calls Brenda a "creep face" and laughs at her*	*Brenda punches Susan on the arm*	*Susan stops laughing and walks away*
2nd Incident Date: *10/26* Time: *10:40* *Recess*	*A group of students at recess call Brenda fat*	*Brenda kicks several of them*	*The students run away*
3rd incident Date: *10/27* Time: *8:45* *Transition to Circle Time*	*A peer laughs at Brenda when she trips on the carpet*	*Brenda pulls the child's hair*	*Brenda is sent to the office*
4th incident Date: *11/1* Time: *10:45* *Indoor Recess*	*Brenda is playing blocks with Ben. Ben takes a block from Brenda*	*Brenda hits Ben over the head with another block*	*Ben puts the block down and runs away*

Summary Statement

Routine: *Unstructured Time/Play*

Antecedent/Trigger: When *other students call her names or tease her*

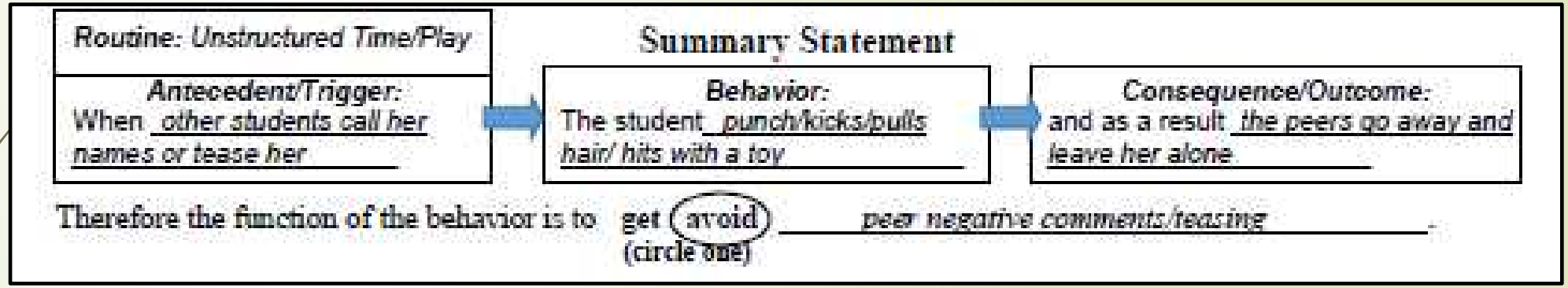
Behavior: The student *punch/kicks/pulls hair/ hits with a toy*

Consequence/Outcome: and as a result *the peers go away and leave her alone*

Therefore the function of the behavior is to get (avoid) *peer negative comments/teasing*.
(circle one)

ABC Tracker: Summary of Behavior

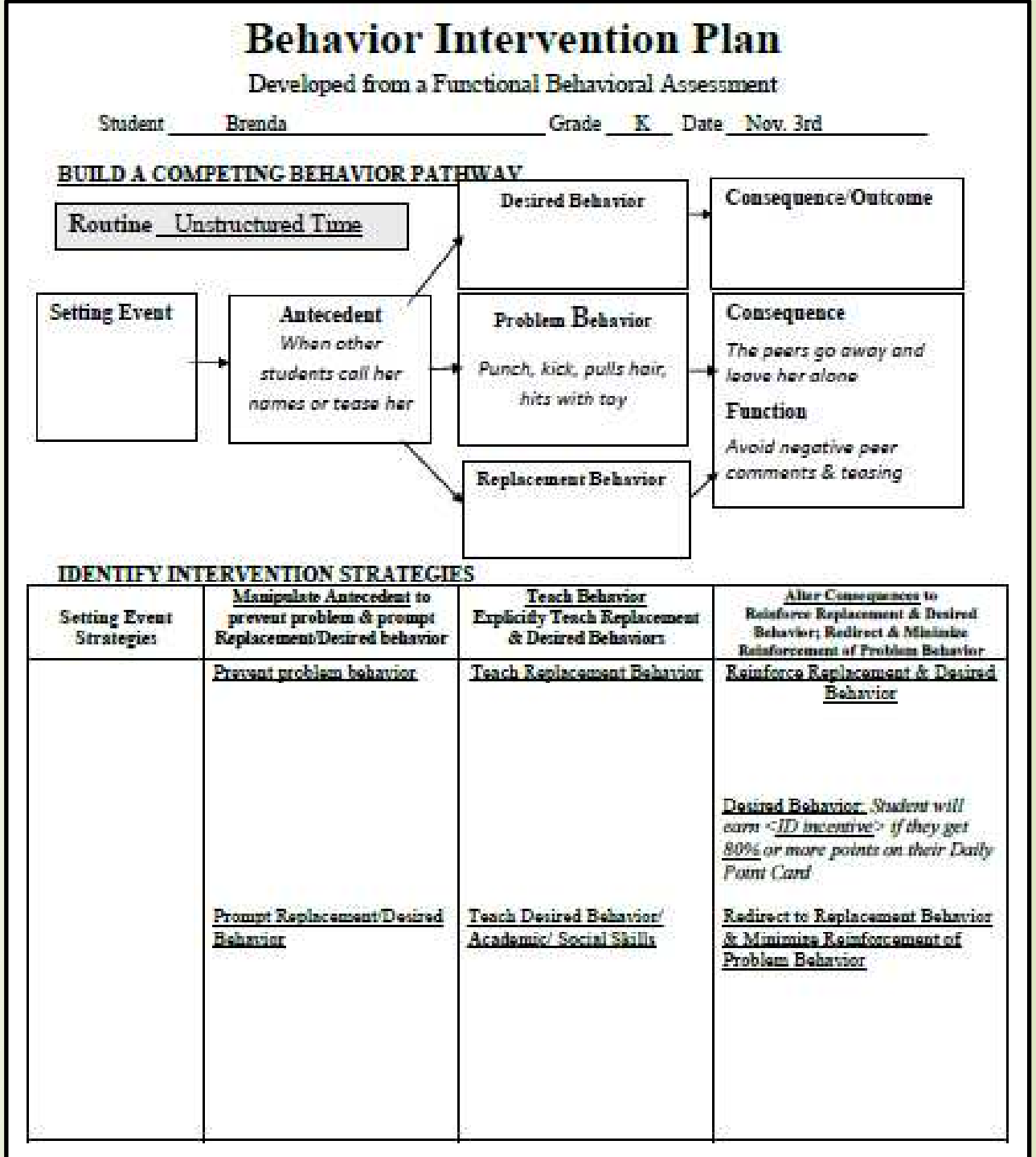
- Use the Summary of Behavior to guide Intervention Planning



  - Teacher can use it to clarify understanding of behavior & brainstorm interventions
  - Teacher Assistance Team can use it to begin to guide intervention planning

Homework Task

- Teacher adds Summary from ABC Recording form to Competing Behavior Pathway
- Generates intervention ideas to implement with the student in their classroom



Behavior Intervention Plan

Developed from a Functional Behavioral Assessment

Student Brenda Grade K Date Nov. 3rd

BUILD A COMPETING BEHAVIOR PATHWAY

Routine: Unstructured Time

Setting Event

Antecedent: *When other students call her names or tease her*

Problem Behavior: *Punch, kick, pulls hair, hits with toy*

Desired Behavior

Replacement Behavior

Consequence/Outcome

Consequence: *The peers go away and leave her alone*

Function: *Avoid negative peer comments & teasing*

IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	Manipulate Antecedent to prevent problem & prompt Replacement/Desired behavior	Teach Behavior Explicitly Teach Replacement & Desired Behaviors	Alter Consequences to Reinforce Replacement & Desired Behavior; Redirect & Minimize Reinforcement of Problem Behavior
	Prevent problem behavior	Teach Replacement Behavior	Reinforce Replacement & Desired Behavior
			Desired Behavior: *Student will earn <ID incentive> if they get 80% or more points on their Daily Point Card*
	Prompt Replacement/Desired Behavior	Teach Desired Behavior/ Academic/ Social Skills	Redirect to Replacement Behavior & Minimize Reinforcement of Problem Behavior

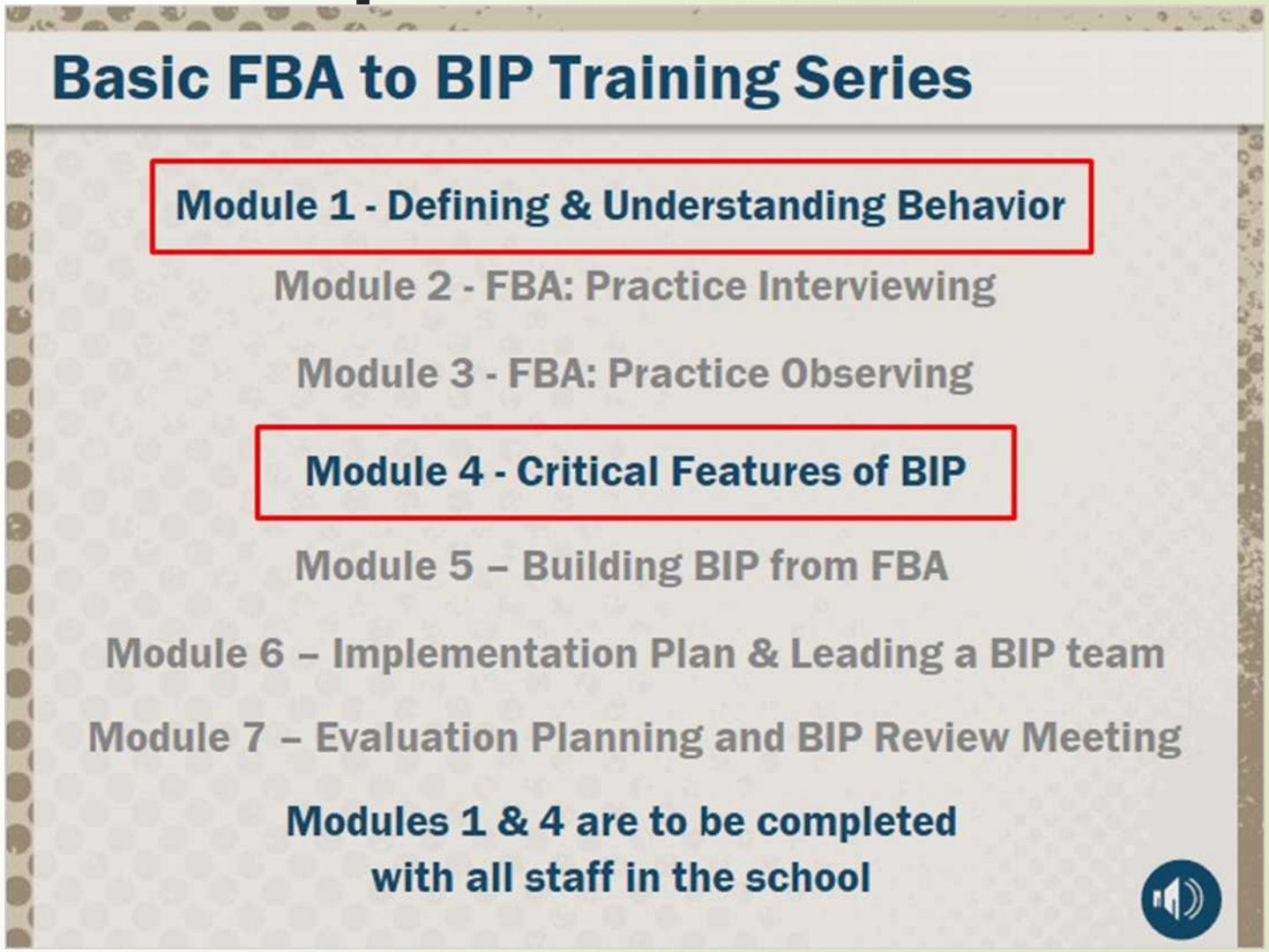
Goals

- Create a common language for approaching student problem behavior across the school
- Increase Teacher's Capacity to
  - Understand and clearly communicate student problem behavior
  - Generate effective function-based interventions
- Incorporate date about function more effectively in to Tier 2 intervention planning
  - ABC Tracker information
  - Possible Motivation patters on Discipline Referrals
- Increase the effectiveness and efficiency with which teacher can participate in formal FBA/BIP

Pair & Share

How might you use Basic FBA to BIP in your school?

Training Behavior Specialists Complete all 7 Modules



Basic FBA to BIP
Home & e-Learning Modules
Basic FBA to BIP Overview
Planning for Effective Use
Forms & Resources
About Us
www.basicfba.com
Basic FBA to BIP
Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.
BEHAVIOR SPECIALIST TRAINING
SCHOOL-WIDE TRAINING

Any Questions?

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- www.basicfba.com
  - @BasicFBA

Please Complete the Session Evaluation to Tell Us What You Thought of This Session