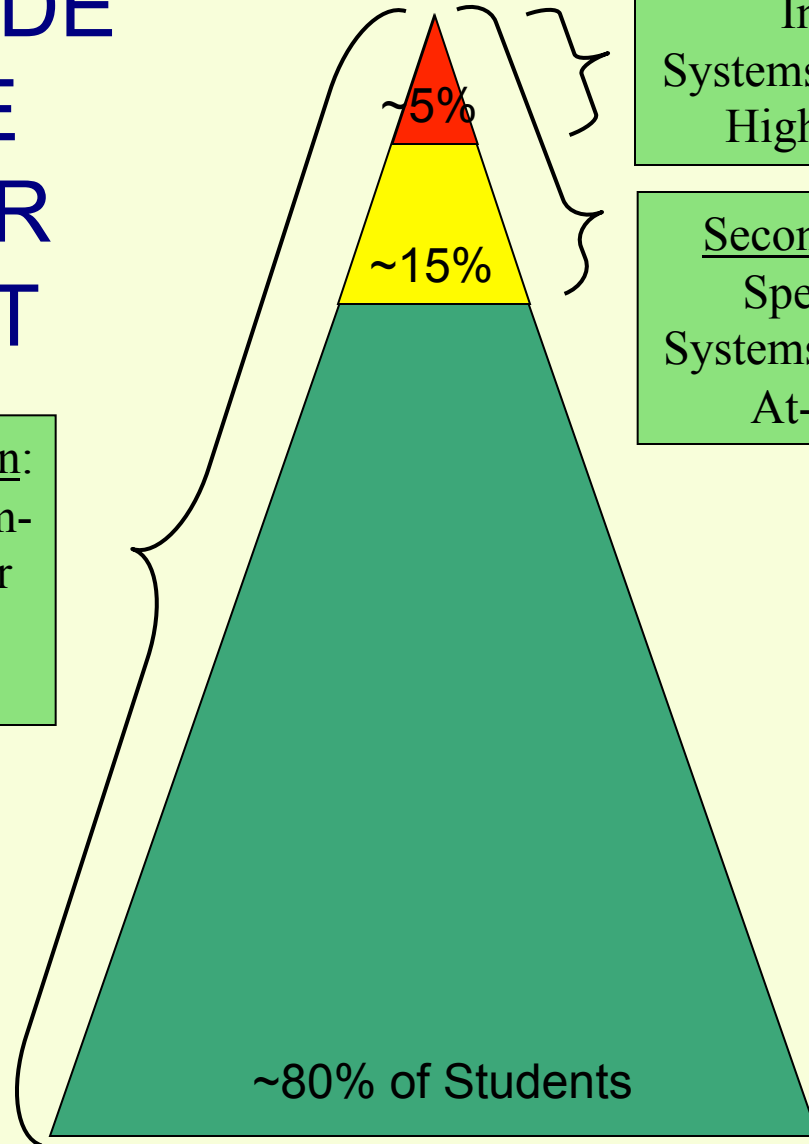


Simplified FBA and BIP for Classroom Application

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CONTINUUM OF SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



Tertiary Prevention:
Specialized
Individualized
Systems for Students with
High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students with
At-Risk Behavior

Underlying Principles of 3-Tiered Prevention Models 4

Components

What are the
predictable
failures?

1

What can
we do to
prevent
failure?

2

How will we
maintain
consistency?

3

How will we
know if it's
working?

4

**Same at
Every
Level!!**

Simplified FBA

Simplify Vernacular

- In special education we often use acronyms or terminology that are difficult for others to understand.
 - Just using the term “function” may be less effective than saying “*how behavior meets a student’s needs*” or “*how behavior helps the student communicate*” or “*why they’d want to do it*” or “*purpose*” or “*what’s in it for them?*”

Simplify Rationale

- Simplified rationale
 - If we can predict it then we can prevent it – and that will save time and effort
 - The FBA is just the information we need in order to build an effective intervention plan

Simplify Procedures

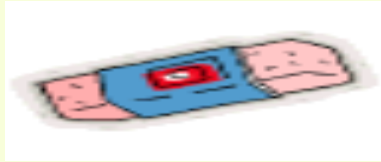
- What’s the least amount we could do to make this student be successful?
- Prompting, Graphics, Coaching, Support

Why Do People Behave?

Modeling? Accident? Instinct? Condition??

Why Do People Continue Behaving?

IT WORKS!



ERASE

problem behavior



Explain - What is the problem?

Reason - What is he/she getting out of it or avoiding?

Appropriate - What do you want him/her to do instead?

Support - How can you help this happen more often?

Evaluate - How will you know if it works?

Assessing predictable relationships between the environment and behavior

**F
E
B
A**

- Involves gathering information from all those who know student
- Predict when/where behavior problems will occur
- Determine why problems occur
- The purpose is to get the information necessary to create a successful plan

FBA – 3 Techniques

1. Post-Hoc Reporting

- Simplest – think functionally about what has been observed in the past

2. Naturalistic Observation and Reporting

- Structured questionnaires (i.e., FACTS)
- Use when reports alone are insufficient

3. Systematic Observe and Recording

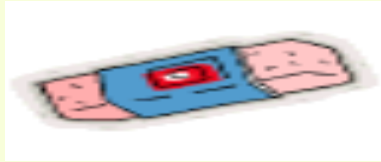
- Least simple (ABC charting, scatterplots)
- Use when more simple not sufficient

Assessment & Intervention Record

Functional Assessment and Intervention Team Meeting Record

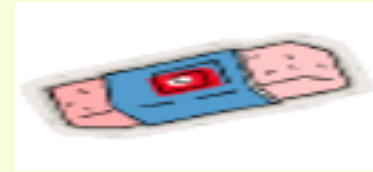
| | | | |
|--|--------------------|-------------------|-----------------|
| Student name: | Eric Thered | Meeting Date: | 11/1/03 |
| Referring Person: | Mrs. Smith | Date of Referral: | 10/15/03 |
| Team members present: | | | |
| Ms. Jung - Counselor Mrs. Smith - Teacher Principal Andrews Ms. Miller - PE Teacher Mr. Jones - Library Teacher | | | |

Referral Information



ERASE

problem behavior



Explain - What is the problem?

Reason - What is he/she getting out of it or avoiding?

Appropriate - What do you want him/her to do instead?

Support - How can you help this happen more often?

Evaluate - How will you know if it works?

QUESTION 1

WHAT IS THE PROBLEM?

Assessment & Intervention Record

Reason for referral

Eric makes frequent noises in the classroom that are annoying and disruptive to class learning time.

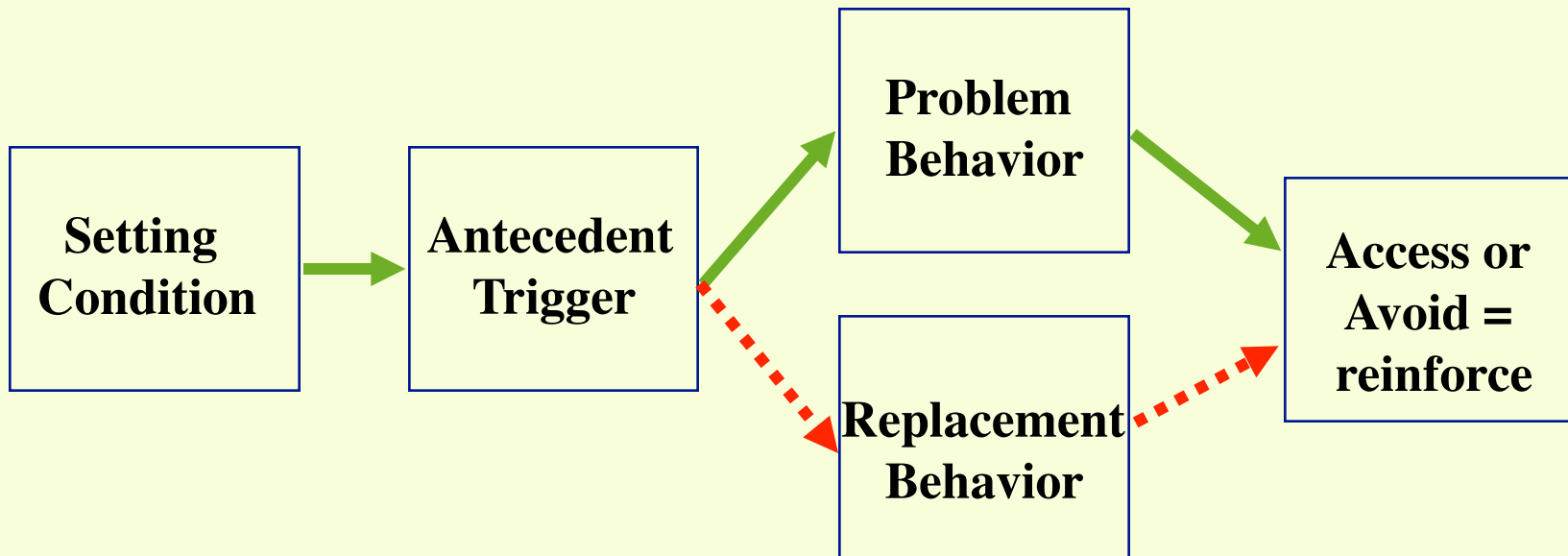
Reason for referral

QUESTION 2

WHAT IS HE/SHE
GETTING OUT OF IT?

Functional Behavior Pathways

ERIC



Assessment & Intervention Record

| Place information from reports and observations in the columns below | | |
|--|---|--|
| <i>What happens immediately before and after the problem behavior?</i> | | |
| Problem Antecedents | Problem Behavior | Problem Consequences |
| Teacher working with student | Humming | Teacher attends to Eric and then answers question |
| Teacher moving about classroom | Yawning, hitting pencil against paper | Teacher attends to Eric and helps him with task |
| Teacher working at board | Pounding on desk | Teacher attends to Eric and then grants request |
| Independent reading time in the library | Yells across the library | Library teacher attends to Eric and answers question |
| <i>What happens immediately before and after instances of positive behavior?</i> | | |
| Positive Antecedents | Positive Behaviors | Positive Consequences |
| Class discussion with directions to raise hand | Raises hand before speaking | Teacher and student attention and response |
| Cooperative group work in library | Uses appropriate tone of voice and refrains from noise making | Student attention and work completion |

Assessment & Intervention Record

| <i>When are you likely to see the problem behavior and what are the likely consequences?</i> | | |
|--|--------------------------|---|
| General Antecedents | Problem Behaviors | General Consequences |
| Independent work time & no direct teacher attention | Disruptive noises | Teacher attention (answering questions, granting requests, etc.) |

FUNCTION

Function of Behavior

Does the problem behavior allow the student to access and/or avoid attention, tasks, items, or sensory stimulation? (Ex: When in math class, Bart engages in disruptive behavior to gain teacher attention)

During independent work times in the classroom and when the teacher is not attending directly to Eric, he engages in noise making to access the teacher's attention to meet his requests.

Create a Testable Explanation

Developing a plan for creating an instructional environment that predicts positive behavior in place of problems

BIP

- Create environments that predict success
- Teach replacement behaviors
- Facilitate success
- Provide functional consequences for positive & negative behaviors
- Monitor effectiveness of plan

Behavior Intervention Plans (BIPs)

- Based on Function
- Involves all who know student
- Effective & Efficient (logical & realistic)
- Measurable
- Implemented by all
- When it works - keep going
- When it fails - change

QUESTION 3

HOW CAN WE TEACH
HIM/HER A BETTER
WAY TO GET THE SAME
THING?

Assessment & Intervention Record

INTERVENTION

Replacement Behavior

What should the student be doing instead? (what do others do for same function?)

raise hand and wait quietly to get attention



Develop a Replacement Behavior

Assessment & Intervention Record

Design Instruction

Can the student perform this behavior? Under what conditions will this behavior be successful and unsuccessful? What teaching examples will help make this clear to the student? (Ex: behavior will work when getting attention from teachers but not peers; examples of different ways to get teacher attention.)

- **Eric can physically raise his hand - he's done it before**
- **This will only work in the classroom - not on playground or in PE**
- **Examples: when he wants help, has questions, needs something in the classroom**

Design Instruction

QUESTION 4

WHAT ELSE CAN WE DO
TO HELP THE STUDENT
TO BE SUCCESSFUL?

Assessment & Intervention Record

Predicting and Preventing Failure

What are some circumstances or conditions that might tend to predict failure and what can be done to prevent or remove those conditions?

| Predictable Failure | Temporary Solution |
|--|--|
| <i>What would make this intervention fail?</i> | <i>How can we prevent this failure?</i> |
| If he raises his hand and but doesn't get attention | Be vigilant - continually scan the room and try to respond to Eric as soon as possible after he raises his hand |
| If he makes noises and gets attention | Do not allow him to get his needs met by making noises. Provide attention only when he raises his hand. |

Prevent Failure

Assessment & Intervention Record

Facilitating Success

What are some strategies that will make the replacement behavior more likely (Ex: manipulate instructional or organizational routines and schedules, change physical location of objects or persons, use prompts/cues/pre-corrects, prompts, changing routines, etc.)

- **move independent work time after lunch when Eric is less active**
- **reminder before quiet work times**
- **verbal prompts to entire class "I'm helping people who are raising their hands"**
- **physical prompt to Eric - show him a raised hand**

Facilitate Success

Functional Consequences

- All positive consequences must either
 - Meet the same function as the problem **OR**
 - Provide a consequence that is larger and more reinforcing than the function of problem behavior
- All negative consequences must
 - Deny the same function as the problem **OR**
 - Provide an aversive that is more powerful than the function that the student receives

Assessment & Intervention Record

Positive Consequences for Problem Behavior

| <i>How can natural reinforcers be made available to the student when desired behavior occurs?</i> | <i>What other reinforcers might be needed to help it happen?</i> |
|---|---|
| Natural Reinforcer | Artificial Reinforcer |
| Provide teacher attention | <ul style="list-style-type: none">• provide attention more quickly than would normally be the case in the classroom• classroom tickets may be used occasionally in the beginning to provide additional reinforcement |

Develop Positive Consequences

Continuum of Negative Consequences

- Correction
- Ignoring (extinction)
- Response cost (ability to gain and lose)
- Time out from reinforcement
- Overcorrection
 - Positive practice
 - Restitution
- Remove Privileges
- Corporal Punishment
 - Small to large

Assessment & Intervention Record

Negative Consequences for Replacement Behavior

What can be done when the student displays the problem behavior *so that the desired function cannot be realized*

- **Initially attempt ignoring noises**
- **If noises become too disruptive begin taking away some of his earned tickets and/or use brief 5 minute time out**

Develop Negative Consequences

QUESTION 5

HOW WILL I KNOW IF IT
WORKS?

Assessment & Intervention Record

Measure

How will behavior change be measured? (Ex: when the student is asked to complete a task a tally will be made as a measure of whether task completion.)

- **only during quiet work times**
- **monitor number of noise making instances and number of hand raises**
- **Divide number of hand raises by total of both to get % of opportunities performed correctly**

Develop Measurement Plan

Assessment & Intervention Record

| Behavioral Objective | | |
|--|--|--|
| <i>What are the conditions under which behavior will be measured and the criteria for success (Ex: when in the classroom, Bart will raise his hand and wait quietly for teacher attention during 80% of opportunities)</i> | | |
| Condition | Behavior | Criteria |
| <i>When is the behavior likely to occur?</i> | <i>What do you want the student to do?</i> | <i>How much is enough? (Use the measure from above)</i> |
| During independent work times in the classroom or library | Eric will raise his hand and wait quietly for teacher attention | During 80% of opportunities by the end of the quarter |

Write an Objective

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Place information about behavior and environment in the columns below

What happens immediately before and after the problem behavior?

| Problem Antecedents | Problem Behavior | Problem Consequences |
|---------------------|------------------|----------------------|
| | | |

What happens immediately before and after instances of positive behavior?

| Positive Antecedents | Positive Behaviors | Positive Consequences |
|----------------------|--------------------|-----------------------|
| | | |

Summarize important information obtained by team discussions

What do we know about the student that might help us better understand the problems he or she is having?

| |
|--|
| |
|--|

General Antecedents = under what conditions is this behavior most likely to occur?

Ex: when a peer bumps or when asked to work quietly

| |
|--|
| |
|--|

General Consequences = what outcomes does the student get from problem behavior?

Ex: access to attention or escape from aversive tasks

| |
|--|
| |
|--|

Predictable Explanation of Behavior

When are you likely to see the problem behavior and what are the likely consequences?

| General Antecedents | Problem Behaviors | General Consequences |
|---------------------|-------------------|----------------------|
| | | |

Function of Behavior

Does the problem behavior allow the student to access and/or avoid attention, tasks, items, or sensory stimulation? (Ex: When in math class, Bart engages in disruptive behavior to gain teacher attention)

| |
|--|
| |
|--|

INTERVENTION

Replacement Behavior

What should the student be doing instead? (what do others do for same function?)

Design Instruction

Can the student perform this behavior? Under what conditions will this behavior be successful and unsuccessful? What teaching examples will help make this clear to the student? (Ex: behavior will work when getting attention from teachers but not peers; examples of different ways to get teacher attention.)

Predicting and Preventing Failure

What are some circumstances or conditions that might tend to predict failure and what can be done to prevent or remove those conditions?

| Predictable Failure | Temporary Solution |
|--|---|
| <i>What would make this intervention fail?</i> | <i>How can we prevent this failure?</i> |
| | |
| | |

| Facilitating Success | |
|---|--|
| <i>What are some strategies that will make the replacement behavior more likely? (Ex: manipulate instructional or organizational routines and schedules, change physical location of objects or persons, use prompts/cues/pre-corrects, prompts, changing routines, etc.)</i> | |
| | |

Positive Consequences for Problem Behavior

| <i>How can natural positive consequences be made available to the student when desired behavior occurs?</i> | <i>What enhancements can be made to increase the power of natural positive consequences?</i> |
|---|--|
| Natural Positive Consequence | Artificial Positive Consequences |
| | |

Negative Consequences for Replacement Behavior

| <i>What can be done when the student displays the problem behavior so that the desired function cannot be realized?</i> |
|---|
| |

Measure

How will behavior change be measured? (Ex: when the student is asked to complete a task a tally will be made as a measure of whether task completion.)

Behavioral Objective

What are the conditions under which behavior will be measured and the criteria for success? (Ex: when in the classroom, Bart will raise his hand and wait quietly for teacher attention during 80% of opportunities.)

| Condition | Behavior | Criteria |
|--|--|---|
| <i>When should the behavior occur?</i> | <i>What do you want the student to do?</i> | <i>How much is enough? (Use the measure from above)</i> |
| | | |

Set a date for follow-up meeting to discuss intervention outcomes

Date and time

Was the intervention successful – did behavior meet criterion levels?

YES NO

If Yes, move on to new skill or increase criterion levels – specify below

| |
|--|
| |
|--|

If No, team must make decisions regarding how to proceed

Ex: further assessment, adapt existing intervention, change intervention, lower criteria, hands off with further monitoring

| |
|--|
| |
|--|

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