A Brief Introduction to Functional Behavior Assessments & Positive Behavior Support Plans

January 8, 2020

State Task Force Meeting

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Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Agenda

1. Defining Functional Behavior Assessment (FBA)
2. Why we conduct FBAs
3. How to conduct FBA
4. Developing Positive Behavior Support Plan (PBSP)
5. Implementing PBSP
6. Evaluating PBSP

Introduction

- Addressing problem behaviors involves careful attention to detail, teamwork, persistence and patience

- There are few easy answers

- Each case is unique

- There are systematic approaches that are powerful and are evidence based

What is problem behavior?

- If the behavior prevents instruction; it is worth doing something about

- If the behavior will prevent the student from appropriate social interaction; it is worth doing something about

- If it is dangerous, something absolutely must be done

What is problem behavior?

Problem behavior is best thought of as a defective repertoire of behavior

Often, problem behavior is a defective repertoire of communicative behavior

Reducing problem behavior will be most effective when it includes teaching a socially acceptable replacement behavior

Ideally, this replacement behavior will be easier and will contact the same reinforcement as the problem behavior

Functional Behavior Assessment (FBA)

- Process for identifying problem behaviors and developing interventions to improve behavior.

- Identification of environmental antecedents and consequences maintaining the behavior of concern.

- Information-gathering results in a hypothesis about the function of the behavior to develop effective supports.

Functional Behavior Assessment (FBA)

- Student-centered team process

- Evidence-based process to understand the function of behavior

- Identification of function of behavior guides team through development of function based strategies

- Function-based behavior plans are an effective method of eliminating concerning behaviors, developing positive proactive behaviors and increasing academic achievement

FBA vs. FA

Functional Behavior Assessment	Functional Analysis
• Information gathering from multiple sources including review of records, observation, interviews.	• Scientific method wherein we manipulate variables thought to cause the behavior of concern to determine under what circumstances the behavior will occur and why. • Typically conducted by a BCBA. • Will evoke the behavior of concern (ethical concerns).

Conducting an FBA

Three steps in the FBA Process

Define the behavior of concern

Identify environmental antecedent events that reliably predict of the behavior of concern

Identify consequences that maintain the behavior

Conducting an FBA

Interview conducted with those who have observed the behavior in a variety of settings and conditions.

Direct observation in the natural environment.

Summarize the interview information and data collected during direct observation and develop one or more hypotheses identifying the function(s) of behavior.

Conducting an FBA

Use this information to develop a positive behavior support plan.

Ongoing data collection to measure progress and make necessary revisions
- Fidelity checks
- Review of ongoing data collected related to problem behavior

The goal of the FBA process is to develop a hypothesis statement.

When to conduct an FBA

- An FBA **must** be conducted when:
  - The Individualized Education Program (IEP) team determines
    - 1) the student's behavior is interfering with his/her learning or that of others and
    - 2) requires additional information to provide appropriate educational programming.
  - Behavior violates a "code of student conduct" that results in a change of placement and is determined to be a manifestation of the student's disability.

When to conduct an FBA

- An FBA **must** be conducted when:
  - School refers the student to law enforcement.

  - Student is removed from his/her current placement as a result of weapon possession, and/or illegal drug possession/use, and/or serious bodily injury.

When to conduct an FBA

- An FBA **must** be conducted when:

  - A disciplinary change in placement occurs when a student with a disability is removed for:
    - More than 10 consecutive school days **OR**
    - More than 15 cumulative school days in a school year **OR**
    - When school days 11-15 constitute a pattern of exclusion **OR**
    - One school day for a student with an Intellectual Disability
    - Up to 45 school days to an interim alternative educational setting

Conducting an FBA

Chapter 14 Regulatory Issues:

- Positive rather than negative measures must be used

- Behavior programs and plans based on a functional assessment of behavior and use positive behavior techniques.

- Least intrusive interventions!

Conducting an FBA

Chapter 14 Regulatory Issues:

- Use of restraints as last-resort, only after other less restrictive measures including de-escalation techniques have been exhausted.

Conducting an FBA

Parent Consent Required

Determine nature and extent of special education & related services need.

Develop or revise a BIP.

Parent Consent NOT Required

Address effectiveness of behavioral interventions in a school-wide positive behavior support program.

Data is routinely collected and utilized for ALL students.

Determining the Target Behavior to Change

- Measurable and observable
- Most important behaviors first
  - Safety of child and others
  - Behaviors that have the most immediate effect on well-being
- Behaviors that have the most simple solution
- Start with the first behavior in a chain to prevent those behaviors that may follow
- May not be able to manage all problem behaviors- PRIORITIZE

Data Collection Methods

Indirect Methods: Record Review

- Diagnostic / medical records/ trips to the nurse

- Psychological information

- Educational assessments

- Social histories

- Developmental profiles

- Previous behavior programs

- Individual Education Program

- Anecdotal records/incident reports/office discipline referrals

- Academic performance

- Universal Screening Data

- Attendance records

Data Collection Methods

<u>Direct</u> Methods:

- Scatterplot
- A-B-C Anecdotal Observation
- A-B-C Observation Checklist
- Structured Direct Observation
- Interval Recording
- Frequency/Event Recording
- Duration Recording
- Latency Recording

The ABCs

- <u>Antecedent</u> – What happens *immediately before* the behavior

- <u>Behavior</u> – What the person does (observable and measurable)

- <u>Consequence</u> – What happens *immediately after* the behavior

- Observing what happens before and after a behavior allows prediction
  - If we can predict we can get some control!

ABCs: examples

Antecedent	Behavior	Consequence
Something interesting happens	Look in that direction	Seeing the event
Teacher asks "When did the Supreme Court issue its decision on Brown vs. Board of Ed.?"	Student says "May 17, 1954"	The teacher nods and says, "Yes, that is correct."
Driving and the traffic light turns red	Depress brake pedal	Car stops
Spoon on table	Reaching toward it	Touching spoon

Setting Events

- Health
- Sleep
- Family issues

May make certain behaviors more likely to occur but only if the immediate evocative antecedent occurs

Example: I lose my temper in traffic if I am running late to work, but only if traffic is moving slower than I prefer. Running late is a setting event, slow traffic evokes the behavior

Function of behavior

We behave to change our immediate world

How things change as a result of what we do make it more or less likely that we will do the same thing in the future

When things get better, we do what happened just before more often

If things get worse, we do whatever we did just before less often

Reinforcement

Consequences that increase the future probability of a behavior occurring in the same circumstances are known as reinforcement.

Improving conditions!

When discussing the function of a behavior we are talking about what reinforcement the behavior contacts

Reinforcement and Function

When defining the function of behavior you are defining the type of reinforcement that the behavior contacts

Socially mediated positive reinforcement
(Good stuff is provided by other people)

Socially mediated negative reinforcement
(Non-preferred stuff is removed by other people)

Automatic reinforcement
(The behavior produces its own reinforcement)

Functions

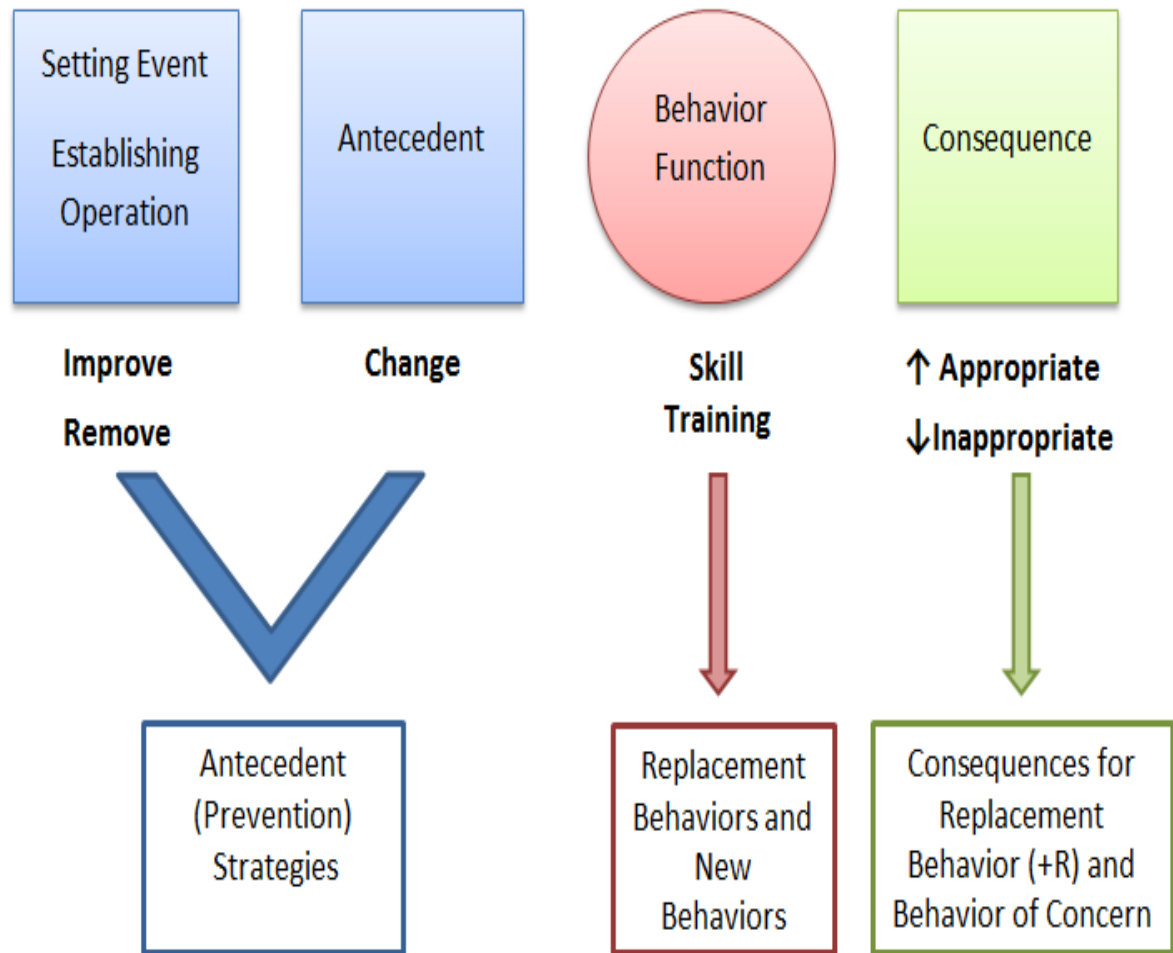| Function in Common Terms	Function in Technical Terms
Attention	Socially mediated positive reinforcement
Tangibles	Socially mediated positive reinforcement
Escape	Socially mediated negative reinforcement
Self stimulation	Automatic positive reinforcement
Pain attenuation	Automatic negative reinforcement

Conducting an FBA

1. Interview conducted with those who have observed the behavior in a variety of settings and conditions.

2. Direct observation in the natural environment.

3. Summarize the interview information and data collected during direct observation and develop one or more hypotheses identifying the function(s) of behavior.

4. Use this information to develop a positive behavior support plan.

5. Ongoing data collection to measure progress and make necessary revisions!

Conducting an FBA

There is no one way to complete an FBA;

Rather the goal of the FBA process is to develop a hypothesis statement.

Linking Summary Hypothesis Statement to Positive Behavior Support Plan (PBSP)

Setting Event Establishing Operation	Antecedent	Behavior Function	Consequence
Improve **Remove**	**Change**	**Skill Training**	**↑ Appropriate** **↓ Inappropriate**
Antecedent (Prevention) Strategies		Replacement Behaviors and New Behaviors	Consequences for Replacement Behavior (+R) and Behavior of Concern

Goals of Positive Behavior Support Plans (PBSP)

- Reduce problem behaviors
  - Make problem behaviors
    - Irrelevant
    - Inefficient
    - Ineffective

- Increase desired behaviors

Formulating Behavioral Goals

The goal:

- Identifies the behavior to change
- States the anticipated and reasonable change in behavior from baseline data
- States the amount of growth or level of proficiency so that it can be measured

Components of a PBSP

A   Antecedent (prevention) Strategies

B   Replacement Behavior

C   Consequences (reinforcement) for when the student performs the replacement behavior

C   Consequences (including procedures to follow) when the student performs the behavior of concern

Don't blame the student

- People do what they have learned to be effective

- We all do what "works" (makes things better for us)

- What works is determined by a relationship between what we do and how the individual responds because of what we do.

Don't blame yourself

- There are many factors that effect behavior

- We do what we have been taught to do

- The environment selects behavior
  - Both staff and students are part of the environment and the principles of behavior apply to both

Reducing Motivation to Engage in Problem Behavior

- Motivation is an antecedent to behavior

- Motivation is in the environment, it is not an "internal" or an "intrinsic/extrinsic" phenomenon

- Motivation establishes (or abolishes) the value of particular reinforcement

- Motivation is the result of changes in the environment and that is fortunate since we can control the environment!

Reducing Motivation to Engage in Problem Behavior

Socially Mediated Negative Reinforcement

- Escape or delay onset of instruction

- Is instruction a warning signal of worsening conditions?

- Use of promise reinforcement

- Is instruction at the right level according to assessment?

- Are teaching procedures appropriate and being followed with fidelity?

Reducing Motivation to Engage in Problem Behavior

Socially Mediated Positive Reinforcement

- Access preferred stimuli, interactions, activities, etc.

- Are you teaching the student to ask appropriately for what they want? (Mand training)

- Use of promise reinforcement

- Conditioning and checking for new reinforcement

- Is the student allowed to access to preferred items in the absence of problem behavior?
  - "We hid the iPad because he would not give it up!"

Reducing Motivation to Engage in Problem Behavior

Automatic Reinforcement

- The problematic behavior produces the reinforcement

- Is the student engaged in incompatible activities with dense reinforcement?

- If the behavior is not harmful, is it possible to teach when and where the student can engage in the behavior?

- If the behavior is harmful, are interruption/redirection procedures being used?

Teaching a Competing Skill

Active student engagement is one of the factors directly correlated with student achievement and reduction in problem behavior.

Teaching a Competing Skill

- Teaching a competing skill, and/or a replacement skill, is absolutely critical

- Role of practice and scheduling instruction that addresses problem behavior

- Teaching these skills requires that staff are trained in how to teach them

- Teaching these skills requires that fidelity checks be conducted on the teaching procedures to identify further training needs when necessary

Teaching a Competing Skill

- The worst time to teach these skills is when problem behavior is already occurring
    - Strike when the iron is cold!

- Often, requires teaching in the evocative condition

- Must be guided by a skills sequence

Teaching a Replacement vs. Incompatible Competing Skill

Functional Replacement Behavior

- More appropriate than the target behavior

- Serves the same function

- Teaches a skill to access the same reinforcement that the problem behavior previously accessed

Incompatible Replacement Behavior

- More appropriate than the target behavior

- Does not need to serve the same function

- Cannot occur at the same time as the problem behavior

Teaching an Incompatible Skill

- Does not address function of problem behavior

- Can be very helpful at maintaining safety (e.g. Ready Hands, "Stop" while transitioning, etc.)

- Needs to be practiced at times when no problem behavior is occurring

- Incompatible behavior should be practiced often and densely reinforced

Socially Mediated Negative Reinforcement

- Teach Interruption/Transition
  https://www.pattan.net/Videos/Interruption-Transition-Protocols-to-Address-Probl

- Pair instruction with improving conditions

- Teaching students to tolerate instruction

Teaching a Competing Skill

Socially Mediated Positive Reinforcement

- Teach the student to ask for what they want appropriately (Mand Training)

- Teach Wait for Reinforcement

- Teach Giving Up Reinforcement

- Teach Accepting No

Teaching a Competing Skill

- Teach Student to Tolerate Instruction
  - Schedule of reinforcement
  - Errorless teaching
  - Rapid instructional pace
  - Fading in demands
  - Error correction procedures
  - Appropriate instructional level
  - Pairing

Teaching a Competing Skill

Automatic Reinforcement

- Response Interruption and Redirection

- Differential reinforcement of other behaviors

- Teaching when/where the behavior can occur

Extinction

- When previously reinforced behavior no longer results in reinforcement

- Reduces behavior over time if the extinction procedure matches the function of the problem behavior (Time out vs. Escape extinction)

- Can initially result in increases in magnitude and changes in topography (ethical and procedural considerations)

- A critical component of any behavior plan for staff to know what to do when the problem behavior occurs

Extinction

Socially Mediated Negative Reinforcement

- For extinction to occur for behavior that has typically resulted in avoiding/delaying tasks or instruction the behavior should not result in any delay or removal of those tasks

- The demand to complete the task should be delivered in a firm neutral tone

- When the initial demand is followed, two to three additional demands should be introduced and reinforcement should be reinstated

Extinction

Socially Mediated Positive Reinforcement

Extinction for problem behavior that occurs to gain access to preferred items, activities, interactions, etc. involves preventing access and teaching an appropriate response

- If the problem behavior persists the preferred item is no longer available and the student should be redirected to other tasks

- Example: Count and Mand

Extinction

Automatic Reinforcement

- Because automatically reinforced behavior produces its own reinforcement extinction procedures should focus on prompting incompatible behavior, blocking the occurrence of behavior, and preventative measures (e.g. dense reinforcement for other behavior)

Positive Behavior Support Plan (PBSP) for each function

- PBSP should be function specific

- When there is a dual function to problem behavior separate plans for each function should be developed
  (Running example)

- Avoid "shotgun" approaches to intervention

Why keep data?

- Data keeps us honest

- Anecdotal reports are unreliable
  Subjective – "I know the best restaurant!"
  Imprecise – "She's doing much better since being placed in <u>my</u> class!"   "I'm a safe driver."

- Data tells us if we are being effective teachers

- Data should alter our teaching behavior

How to observe?

- Count it: How often does it occur? When does it occur? How long does an episode of problem behavior last?

- What are we doing before problem behavior occurs? (student was left on their own; demand; told, "no," transition, etc.?)

- What do we do after problem behavior occurs? (ignore, react, give something, sooth)

How to observe?

- We must also have others observe our teaching behavior

- Fidelity checklists should be developed for each aspect of the behavior plan
  - Reduce motivation
  - Teach replacement
  - Extinction

Fidelity Checklist Examples

BEHAVIOR INTERVENTION PLAN
Procedural Fidelity Checklist

Date: _____   Instructor: _____ Student: _____

Observer 1: _____ Observer 2: _____ IOA% _____

		YES	NO	N/A
Behavior Assessment	1. Was a Functional Behavior Assessment conducted for each student with significant problem behavior, which includes a summary and identified functions?			
Behavior Intervention Plan	2. Was a behavior intervention plan created for each student with significant problem behavior?			
	3. Does the behavior intervention plan behaviorally define target behaviors in observable and measureable terms?			
	4. Is a functional response class identified for each significant behavior?			
	5. Are interventions derived from and match function?			
	6. Is there a clear plan written that includes behavioral descriptions of how adults should respond to problem behavior or teach replacement behavior?			
	7. Does the problem behavior intervention plan include manipulation of establishing operations for each identified function?			
	8. Does the problem behavior intervention plan include teaching an alternative behavior within the response class for each identified function?			
	9. Does the problem behavior intervention plan include extinction for each identified function? (or if not possible other measures to avoid reinforcement of problem behavior such as reinforcing lower levels in the chain)			
	10. Is intervention observed to be implemented consistently?			
	11. Is every observed instance of problem behavior dealt with?			
Training & Fidelity	12. Was all staff systematically trained prior to implementing the plan?			
	13. Is the staff training documented?			
	14. Is there treatment integrity for the interventions?			
Data Collection	15. Is data being taken problem behavior?			
	16. Is data being graphed?			

Evaluate the Plan

- Is the plan effective?
- How often will evaluation procedures be used to measure student's progress toward the goal?
  - Examples:
    - Daily
    - Twice a week
    - Weekly
    - Bi-weekly
    - Monthly

FBA Do's & Don't

DO

Use multiple sources of data

Interview those who know the student best

Attend to the student's environment!

Consider the problem relative to the student's skills/motivation

Consider the impact of task demands on behavior

Observe as much as possible!

Be thorough in describing the conditions surrounding behavior (who, what, where, when, why)

Observe at different times of the day

Observe in different settings

Base interventions on the FUNCTION of behavior!

Make it a team effort

DON'T

Make it obvious when observing a student

Be disorganized

Forget to observe the child across various settings/situations

Forget the IMMEDIATE triggers are most influential!

Forget to identify the student's strengths and preferences.

Define behavior in general/vague terms!

Base interventions on the topography of behavior!

Forget to USE the data for decision-making/progress monitoring!

Give up!

Functional Behavioral Assessment (FBA)

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)

Functional Behavioral Assessment (FBA) is a student-centered team process used in instances when behavior negatively impacts a student's learning or that of the student's peers. Effective classroom management approaches based on FBA data and embedded within effective instructional design and delivery appropriately address the majority of behavioral issues occurring in classrooms.

FBA is an evidence-based process for gathering information to understand the function (purpose) of behavior in order to write an effective positive behavior support plan (Riffel, 2007). FBA has been used with students who have disabilities, as well as those who do not. The identification of the function or purpose of a behavior of concern guides a team through the development of function-based strategies. Function-based behavior plans are an effective method of eliminating behaviors of concern, developing positive proactive behaviors, and increasing academic achievement (Sprague & Golly, 2005; Umbreit, Ferro, Liaupsin, Lane, 2007).

For students with disabilities, an FBA is generally understood to be part of a comprehensive evaluation of a student that assists in determining the nature and extent of the special education and related services that the student needs, including the need for a positive behavior support plan. **As with other individualized evaluation procedures and consistent with regulatory requirements, parental consent is required for an FBA to be conducted as part of the initial evaluation or reevaluation when new data are collected. When teams use previously obtained data (e.g., schoolwide screening and/or disciplinary data), consent is not required; however, parental involvement in the FBA process is essential.**

An FBA must be conducted and behavioral interventions implemented when:

- The Individualized Education Program (IEP) team (1) determines that a student's behavior is interfering with his/her learning or the learning of others, and (2) requires additional information to provide appropriate educational programming.
- A behavior violates a code of student conduct resulting in removals that constitute a change of placement (removal of more than 10 consecutive or more than 15 cumulative school days) and the behavior is determined to be a manifestation of the student's disability.
- The school refers the student to law enforcement. An FBA must be conducted, as appropriate, when a behavior violates a code of student conduct resulting in removals that constitute a change of placement (removal of more than 10 consecutive or 15 cumulative school days) and the behavior is determined not to be related to his/her disability.

There is no one way to complete an FBA; rather the goal of the FBA process is to develop a hypothesis statement. The hypothesis is based on measurable and observational data, which leads a school team to identify the function of the behavior of concern. The procedures used to conduct an FBA include both direct and indirect methods (Figure 1). Regardless of the methods selected, there are four steps in the FBA process:

1. Define the behavior of concern.
2. Identify setting events, if present, that increase the likelihood of the occurrence of the behavior of concern.
3. Identify antecedent events that reliably predict (trigger) the occurrence or nonoccurrence of the behavior of concern.
4. Identify consequences that maintain the behavior.

Functional Behavioral Assessment (FBA) Process

FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA)
PROCESS

Functional Behavioral Assessment (FBA) is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors.

An FBA consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student. The process also results in the identification of environmental antecedents (what happened before the behavior occurred) and consequences (what happened after the behavior occurred) that are maintaining the behavior. The information gathered is used to develop an effective and efficient behavior plan.

An FBA is generally understood to be an individualized evaluation of a child in accordance with 34 CFR §300.301 through §300.311 to assist in determining whether the child is, or continues to be a child with a disability. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a positive behavior support plan. *As with other individualized evaluation procedures, and consistent with 34 CFR §300.300 (a) and (c), parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.*

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Key Behavior Management Points

1. **Invest time in prevention-** Develop a behavior management plan at the start of school that focuses on prevention

2. **Focus on teaching and reinforcing positive behaviors**

3. **Use effective teaching procedures** - Promote fast-paced, relevant, and interesting instruction within the instructional range for all students.

4. **Educate vs. Vindicate** - Don't take student behavior personally

5. **Be persistent and consistent** - there are no quick fixes

Annotated Positive Behavior Support Plan (PBSP)

ANNOTATED POSITIVE BEHAVIOR SUPPORT PLAN

Student Name: _____   **Date of Plan:** _____

Team signatures:

_____

_____

_____

_____

_____

_____

_____

Position:

_____

_____

_____

_____

_____

_____

_____

Annotation:

For a student with an Individualized Education Program (IEP), the positive behavior support plan is integrated within the IEP document. However, while focusing on behavioral interventions, the team may find it helpful to develop all components of the plan at one time. For this reason, the annotated positive behavior support plan includes relevant components of Section VI of the IEP document: **program modifications and specifically designed instruction, related services, and supports for school personnel provided for the child**. These may serve as reminders for the IEP team to consider in designing the positive behavior support plan. (Specially-designed instruction may be listed with each goal/objective and/or listed in Section VI). All applicable sections should be completed by the IEP team, even though these sections may be located in other parts of the IEP form.

https://www.pattan.net/Publications/Annotated-Positive-Behavior-Support-Plan

Upcoming Training Opportunities

FBA: Addressing the Behavioral Needs of Individual Students

3/25/20 - 3/26/20 – PaTTAN East

3/30/20 – 3/31/20 – PaTTAN Harrisburg

4/20/20 – 4/21/20 – PaTTAN Pittsburgh

Upcoming Training Opportunities

PaTTAN's training calendar at:

https://www.pattan.net/events/

Additional Resources

- http://webapps.pattan.net/files/PaTTANAutismResources.zip

- http://www.ci3t.org/fabi

- http://www.ci3t.org/pl

- http://behaviordoctor.org/material-download/

- https://practicalfunctionalassessment.com/about-2/

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Commonwealth of Pennsylvania

Tom Wolf, Governor