FBA's and PBIS: Using FBA's as Part of Your PBIS Process to Improve Problem Student Behavior

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of Your PBIS Process
to Improve Problem
Behavior

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What is an FBA?

Functional Behavior Assessment:
A *process* that helps us develop an informed hypothesis about behavior based on relationships between environmental conditions that predict and maintain the behavior.

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FBA Principles

- *All* behavior serves a purpose (or purposes)

- *Most* behaviors are learned

- *Function* is more important than *form* when developing interventions

- *Context*, not form, determines how the behavior is perceived

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Components of FBA

- Identification of challenging behavior

- Definition of challenging behavior

- Identification of contextual factors

- Formulation of a hypothesis

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Why Conduct an FBA?

- Helps us develop more effective and efficient intervention plans

Because…

- An FBA helps us hypothesize what appears to be sustaining the

and…

- There is a legal requirement for students on an IEP

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Critical Data to Collect

- Antecedents
- Consequences
- Setting event conditions
- Relevant reinforcers
- Intervention history
- Resources
- Baseline data
- Competencies (academic & behavior)
- Desired replacement behaviors

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Data Collection Process:

- **The "What"**
- **The "When"**
- **The "Where"**
- **The "Why"**
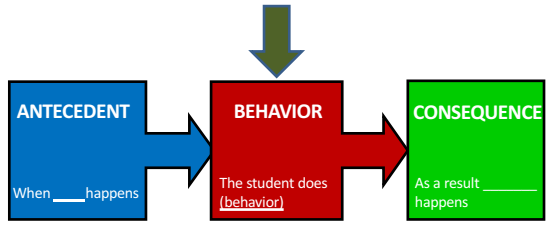
The ABCs of Behavior

A = Antecedent

B = Behavior

C = Consequence

A ⟶ B ⟶ C
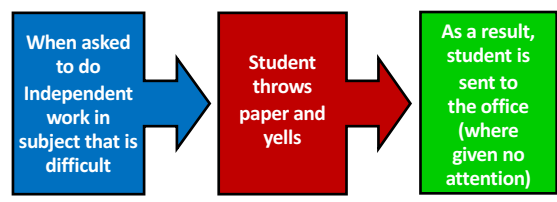
Start with Behavior (*The "What"*)
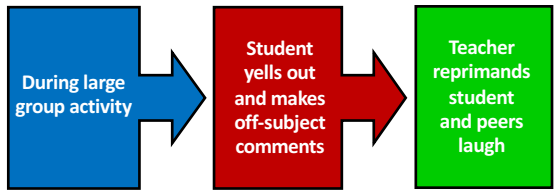
ANTECEDENT	BEHAVIOR	CONSEQUENCE
When ____ happens	The student does (behavior)	As a result _____ happens

Example:

Antecedent   **Behavior**   **Consequence**

When asked to do Independent work in subject that is difficult	Student throws paper and yells	As a result, student is sent to the office (where given no attention)

Example:

Antecedent   **Behavior**   **Consequence**

During large group activity	Student yells out and makes off-subject comments	Teacher reprimands student and peers laugh

Question?

What are some of the barriers schools experience when conducting an FBA?

Limitations of FBA

- Data collection methods consume substantial resources
- Data synthesis and interpretation is time-consuming and complicated
- Intervention decisions are based primarily on deficits or pathology
- Behavioral assessment exceeds the capabilities of most professional educators

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Have FBAs Led to Successful BIPs?

Possible explanations

- Inadequate identification behavioral function/s
- Inconsistent implementation of interventions and strategies
- Poor monitoring for fidelity of implementation
- Overuse of punitive consequences

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Possible Solutions

Explore alternative procedures that are

- Less complex and easier to implement
- More efficient in terms of time and resources
- Matched to the complexity of the problem
- Able to provide a cost-benefit to schools

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Why Conduct an FBA in Gen Ed?

- Addresses prevention efforts (i.e., RtI, PBIS, etc.)
- Provides proactive support for all students
- Leads to more efficient and effective interventions
- Other reasons?

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Team-Based Approach to FBA

Why the team-based approach?

- Does not "tax" staff resources or exceed professional capabilities
- Increases staff knowledge and skills for developing effective and efficient strategies to support behavior in a proactive manner
- Designed to support all students, especially those with **mild to moderate behavior problems** who typically will respond to straightforward and unsophisticated behavioral interventions

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FBA as a Preventative Practice

- Used across the three levels of the prevention model (PBIS)
  - *Primary level*: FBA is used as a collaborative process to predict common problems and develop school-wide interventions
  - *Secondary level*: FBA is used to assess and develop interventions for students with mild to moderate behavior challenges
  - *Tertiary level*: FBA is a complex, rigorous, and time-consuming process focused on students with more chronic and intensive behavior problems for which interventions at the primary and secondary levels were unsuccessful

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FBA as Part of a Multi-Tier Process (RtI, MTSS, PBIS)

Primary Level → Basic Level FBA

Secondary Level → Moderate Level FBA

Tertiary Level → Complex Level FBA

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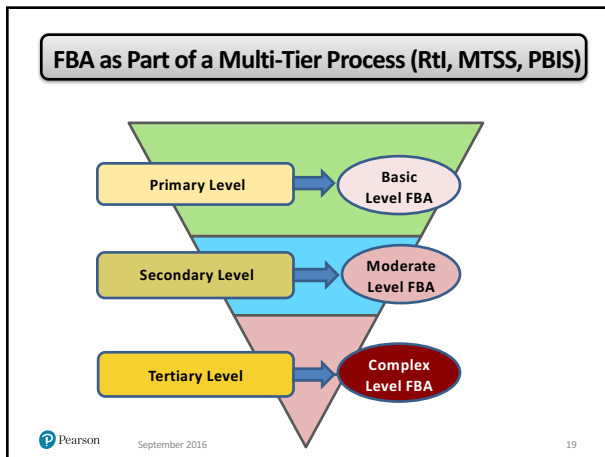
Basic Level FBA: Purposes

- Used to develop effective school-wide interventions for *all* students
- Addresses behaviors that are common across school settings
- Based on school discipline data that has been accurately and consistently recorded

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Basic Level FBA: Data Collection

Analysis of office discipline referrals

- Type of behavior
- Location of behavior
- Frequency of behavior (e.g., average referrals per day, month or year)
- Time of day
- Students involved
- Staff involved

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Basic Level FBA: Data Collection

Discipline data analysis leads to

- Additional data collection, if warranted
- Development of effective and efficient school-wide behavioral interventions

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Basic Level FBA: School-Wide Interventions

Pro-active approach to developing school-wide expectations, including

- Management of school routines/schedules
  - Staff expectations
  - Student expectations
- Behavioral expectations in all school settings
- How behavioral expectations should be taught, practiced and modeled by all

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Basic Level FBA: Case Example

Perfect Middle School in Perfect School District:
The RtI team meets three times each school year to review discipline data (fall, winter, spring)

Fall meeting:
- Review of previous year's spring discipline data indicates a higher than average number of discipline referrals
- Team analysis of the data suggests a higher frequency of discipline referrals coming from staff during the last several minutes of each class period; the referrals involved numerous students and appeared to be triggered by students' desires to gain peer attention

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Basic Level FBA: Case Example

- The team develops a school-wide plan to help teachers learn different strategies for
  - Keeping students engaged during teacher-directed activities
  - Providing students with opportunities to "earn" social time
  - Implementing a sequence of consequences when students elicit the undesired behavior (i.e., socializing in class during teacher-directed activities)

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Basic Level FBA: Case Example

The team's plan includes:
- An objective definition of "student engagement"
- Methods for teaching, practicing and modeling the desired behavior (e.g., videos that illustrate the right way, the not-so-right way, and the wrong way to stay engaged)
- Strategies for reinforcing the desired behavior (e.g., using structured social time, such as an organized social activity, as a reward when the whole-class demonstrates appropriate engagement)
- A sequence of consequences to use when students socialize at inappropriate times

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Moderate Level FBA

Intended for students who
- Exhibit high frequency behaviors that are NOT dangerous
- Display behaviors that occur in one to two school routines
- Need straightforward and unsophisticated behavioral interventions
- Did not respond (as typically expected) from school-wide behavior interventions

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Moderate Level FBA

***Not* intended for students with <u>critical</u> behaviors**

Examples:
- Suicide attempt or threat
- Cruelty to others or animals
- Fire-setting behavior
- Severe aggression
- Self-abusive behaviors (e.g., cutting)

For these behaviors, teams should immediately consider the need for a complex FBA

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Developing a Function-Based Behavior Intervention Plan

Identify:
- Interventions (i.e., evidence-based, small-group) that are best suited to address the function of the behavior
- Conditions needed for support (including environmental interventions)
- Efforts for monitoring implementation (to ensure fidelity)
- Intervals for progress monitoring and collection of data

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Moderate Level FBA: Practice Activity

- There are a number of male students in the sixth grade that have received repeated office referrals due to "disrespectful" behavior. The behaviors vary, but are directed at other students and sometimes at staff members. The behaviors include name-calling, inappropriately laughing at others, making minor threats to other students, and inappropriate imitation of others' behaviors (e.g., making fun of how others walk, talk, eat, etc.)

continued…

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Define the Behavior

- Describe only the behavior you observe
- Use no interpretations or embellishments
- Use specific, non-evaluative descriptions

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Operationalize the Behavior

- Use terms that are
  - Measurable
    - Can be counted or timed
  - Observable
    - Can be seen
- Define the behavior so clearly that someone unfamiliar with the student would recognize the behavior without question

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Operationalize the Behavior

Non-descriptive:

- Noncompliant
- Disruptive
- Off-task
- Disrespectful
- Aggressive
- Self-injurious
- Uncooperative

Operational:

- Does not initiate a task when prompted
- Talks aloud while teacher is lecturing
- Draws pictures during group work
- Calls others "stupid"
- Hits others with hands
- Bangs head against wall
- Cuts self with paper clip
- Throws materials when asked to do written work

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Activity

Operationalize the following: Operationalized:

- Nathan is oppositional
- Jenny has meltdowns
- Sandon is out of control

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Determining the Function of Behavior

Attempts to answer the following

- What antecedent is triggering the behavior?
- What consequence is maintaining the behavior?
- Can an alternative, more appropriate behavior be taught that will still provide the same "pay off" (i.e., function) as the inappropriate behavior?

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Consider Other Explanations

- Does the student understand the behavioral expectations for the situation?
- Does the student have the skills needed to perform the expected behavior?
- Does the student demonstrate a behavioral skills deficit?
  - Two types:
    - Acquisition Deficit
    - Performance Deficit

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Functions of Behavior

Get or obtain:
- Object/tangible
- Activity
- Person
- Help
- Control
- Social interaction
- Communication
- Sensory stimulation

Escape/avoid:
- Demands
- Activity
- Person
- Stimulation

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"We know what works for students with behavioral problems.

The challenge is getting what works implemented in the classroom with fidelity."

Dr. Stewart Pisecco, Review360 Founder

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Data Tracking System vs. Behavior Improvement Solution

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- Behavior systems typically operate *independently*

  - Universal Screening
  - Progress Monitoring
  - Professional Development
  - Incident Reporting

- Review360 is an *integrated behavior improvement solution*

  - Universal Screening
  - Progress Monitoring
  - Incident Reporting
  - Professional Development
  - Review360

By combining a single platform unifying *Data, Decision Making, and Resources* – Review360® dramatically accelerates positive outcomes.

Why FBAs and BIPs Fail

- Vague definition of the behavior(s) of concern
- Incomplete measurement/data collection
- Incorrect interpretation of the functional assessment data
- Inappropriate interventions
- Inconsistent or incorrect application of one or more parts of the intervention plan
- Failure to adequately monitor the implementation of the intervention plan
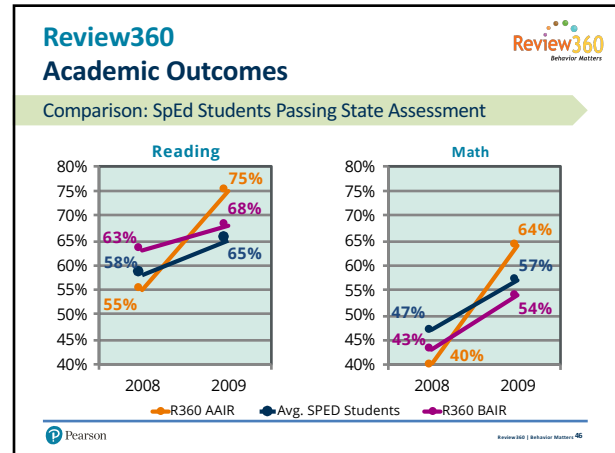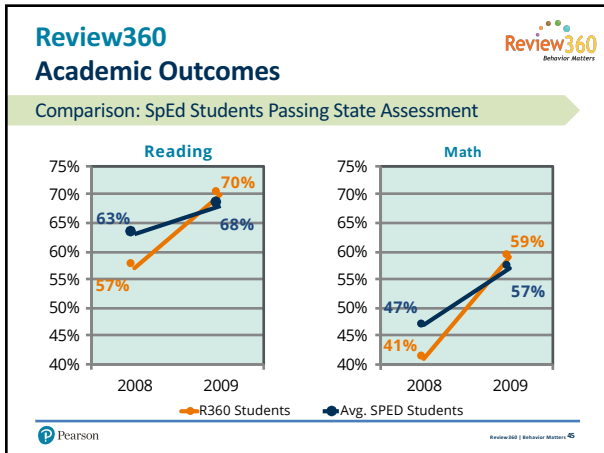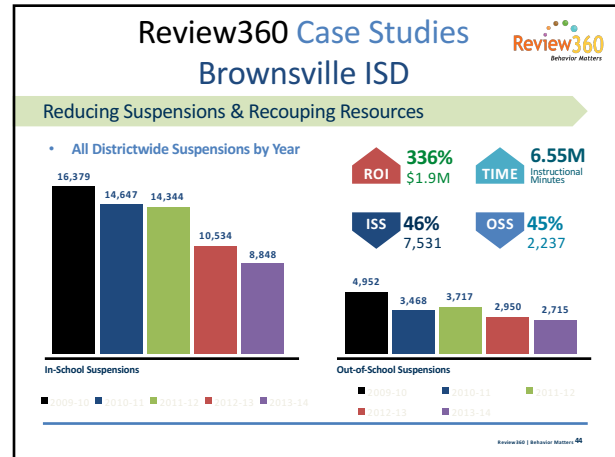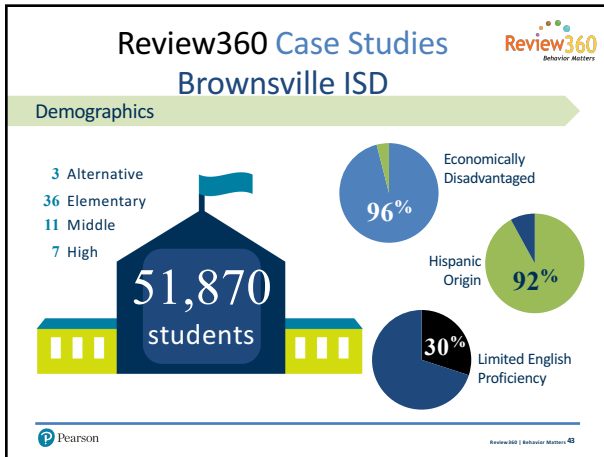- Teachers lack skills and supports necessary to teach behavioral skills

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FBA and BIP Challenges – 3 Connected Issues

1. Does a FBA get done and done well?

2. Does a well done FBA lead to a well developed BIP?

3. If these things happen, does the BIP get implemented in the classroom?

1 2 3

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