

ADDRESSING CHALLENGING BEHAVIORS ETHICALLY IN SCHOOLS

MODULE 3: Assessing Problem Behaviors in Schools and Developing a BIP Implementation Team

May 13, 2020

Dr. Ronnie Detrich, PhD



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Learner Objectives

- Identify the least intrusive and most effective Functional Behavior Assessment (FBA) procedures in the school setting to assess problem behaviors and provide the least amount of disruption for the student and his/her peers.
- Assess classroom ecology and develop environmental modifications to support the student's success in the classroom.
- List proactive approaches to collaborate with educators and others that interact with the student in the school setting from initial observation through the assessment period and Behavior Plan implementation.
- Design common antecedent and environmental strategies to reduce problem behaviors in the classroom based on functional assessment findings.
- Discuss contextually appropriate replacement behaviors and methods of teaching/training school personnel of the implementation of replacement behaviors.
- Develop a systematic collaborative-team approach when working in schools from the FBA to developing the Behavior Intervention Plan that will be successful for the student in the school setting.



One-off LIVE Webinar

Deep Dive: Assessing Problem Behaviors in Schools and Developing a BIP Implementation Team and Review of Data

Wednesday, May 27, 2020
3:00pm to 5:00pm Central



Subject Matter Expert



Ronnie Detrich, Ph.D., has been providing behavior analytic services for over 50 years. His work can be characterized as thorough-going behavior analysis drawing from the conceptual, experimental, and applied branches of our discipline.

From 1970-1977, he worked at a pioneering Family Service Agency in Flint, Michigan, providing behavior analytic services for anyone requesting help. Later, he developed and was the director of a state-wide educational and residential program for school-aged children with autism in South Dakota. In the 1980s, Ronnie was the director of a residential program based on the Teaching Family Model for adjudicated juvenile offenders in West Virginia. From 1986-2004, he was the clinical director for a large non-public school in the San Francisco Bay Area serving children with intellectual disabilities and serious behavior challenges. In addition, he also co-directed a public-school consultation project supporting students with academic and behavioral challenges. From 2004-2018, Ronnie was a Senior Fellow at the Wing Institute, an education policy think tank that focuses on the implementation of evidence-based practices in public schools. Currently, he is the proprietor of Detrich and Associates, a consulting project based in Logan, Utah. He also holds an appointment as adjunct faculty at Utah State University.

In recent years, Ronnie's work has focused on the challenges of achieving adequate levels of treatment integrity in large systems, the role of the evidence-based practice movement in behavior analysis, and the large-scale implementation of effective practices in public schools. He is a trustee of the Cambridge Center for Behavioral Studies and is on the editorial boards of Perspectives in Behavior Science and Exceptional Children. He serves as an Associate Editor for the Journal of Positive Behavior Intervention. Ronnie has also served on the editorial board of Behavior Analysis in Practice and was the Coordinator of ABAI's Practice Board.



Panelist



Jennifer Rumfola, CCC/SLP, BCBA/LBA is a dually credentialed professional, licensed and certified as a Speech Language Pathologist and Behavior Analyst (BCBA). She possesses expertise and advanced skills in teaching language to children on the autism spectrum. She has helped clients across the life span from Early Intervention, Preschool through School Age in both home, district and center-based settings. Over the past 10 years, she has successfully integrated strategies and techniques from both disciplines to help individuals with autism and their educational teams generate better student outcomes.

Jennifer conducts training for a variety of audiences including educators, related service providers, administrators, parents, para-professionals and undergraduate/graduate students across disciplines. She also serves as an adjunct faculty member at Daemen College in Buffalo, and was formerly a part time graduate clinical supervisor at the University at Buffalo.



Functional Behavior Assessment (FBA) vs. Functional Assessment (FA)

- Functional Behavior Assessments
 - When should FBAs be conducted?
 - Who should develop FBAs?
 - Who should implement FBAs?
- Functional Assessment
 - What is the difference between FBAs and FA?
 - When should FAs be conducted?
 - Who should develop FAs?
 - Who should implement FAs?



Questions

“...whether FBAs with a FA deliver significantly different results than direct observational FBAs using ABC data on naturally occurring incidents.”

“What to do if you don't ever directly observe a reported behavior. Many students act differently when I am in the classroom and so I often have to go by indirect reporting making it difficult to form conclusions.”

“[Are there] research-based support in school friendly language for decisions related to FBA/BIP?”

“In difficult cases is there a way to spend less time with observations.”



Design & Implementation of BIP is a Fluid Process (based on FBA)

- By the time the FBA is completed, the framework of an effective intervention plan is developed.
 - Function established
 - Some of the details of the intervention are in place.
- The specific details of the plan are worked out with all of the relevant stakeholders to assure contextual fit and social validity of the intervention.
- Initial implementation should be for a brief period of time in high risk context: (few minutes, one class period, one type of activity).
 - This allows to test effectiveness in relatively "low stakes" context.
 - Allows for identification of some barriers to implementation before taking to scale.
- Once plan is successful systematically introduce in other relevant settings.
- Rather than collect data all day, take data in one high risk context and use it as measure of effectiveness of plan.
- If not working in any given setting, evaluate treatment integrity and then reconsider hypothesis of function of behavior in that context.



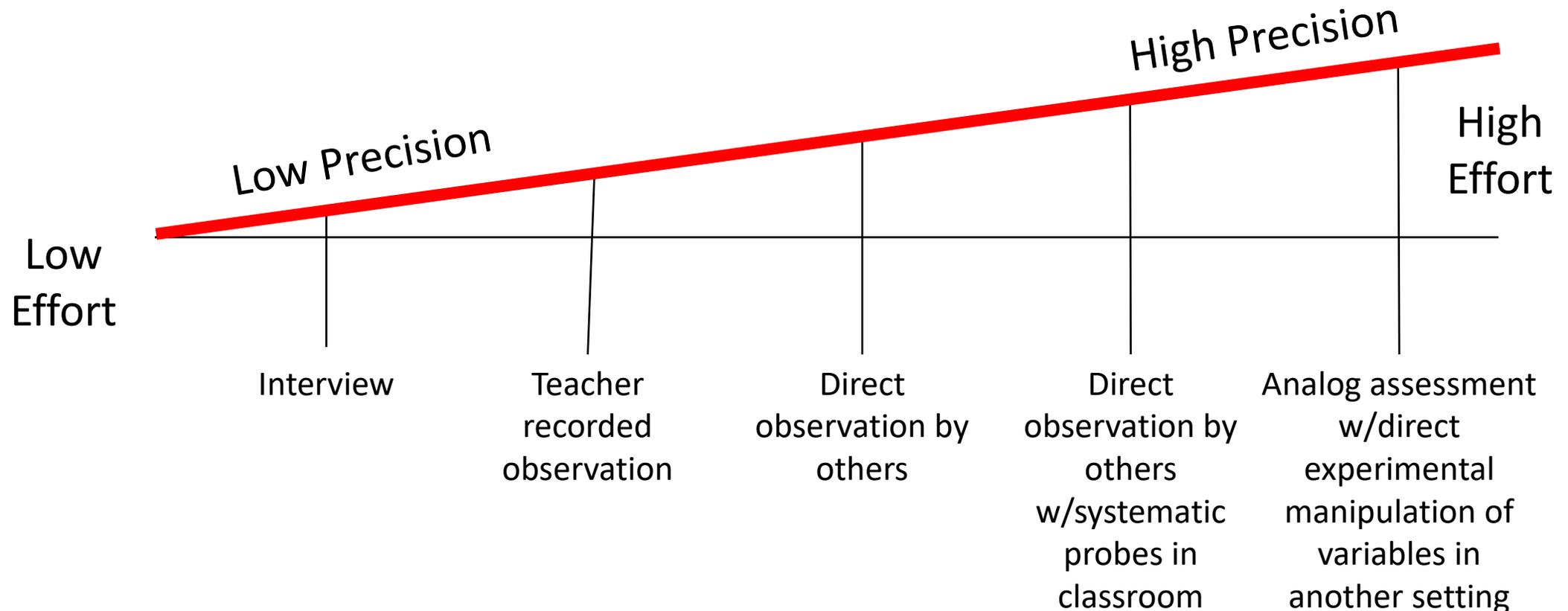
Staff Training on Behavioral Protocols (From FBA to BIP)

- In almost all instances, some level of training and coaching will be required.
 - Simply giving a written copy of the plan is rarely sufficient.
 - Training can entail:
 - Behavioral rehearsal
 - In class observation and coaching
 - Initially, frequent observations and meetings to troubleshoot.
 - ✓ Once plan running well, frequency of contact can be faded.
 - ✓ Treatment integrity data and student behavior data will tell you the minimum level of contact necessary to maintain effective intervention.



A Continuum of Options for Assessment of Function

Any of these methods may be sufficient for a hypothesis about function of behavior





Identify the least **intrusive and most effective Functional Behavior Assessment** procedures in the school setting to assess problem behaviors and provide the least amount of disruption for the student and his/her peers.



Evidence

Function-Based Intervention Planning:

Comparing the Effectiveness of FBA Function-Based and Non-Function-Based Intervention Plans



Kimberly Ingram
Teri Lewis-Palmer
George Sugai
University of Oregon

Abstract: Functional behavioral assessment (FBA) has been suggested for development and effectiveness of behavior intervention plans. In this study, we examined whether behavior intervention plans based on FBA information (if more effective than behavior intervention plans not based on FBA information) in affecting rates of problem behaviors displayed by two middle school subject ABCBC designs were used to demonstrate a functional relationship responding and function-based and non-function-based behavior interventions indicated that the use of FBA-based intervention plans was associated with reductions in lowering the number of problem behaviors. Implications and limitations and researchers are discussed.

A School-Based Examination of the Efficacy of Function-Based Intervention

Linda Donica Payne
East Tennessee State University

Terrance M. Scott
University of Louisville

Maureen Conroy
Virginia Commonwealth University

ABSTRACT: Functional behavioral assessment (FBA) was developed and researched in clinical settings as an effective strategy to identify interventions that both manage inappropriate behavior and teach appropriate replacement behavior, but is it equally effective in school settings, which typically involve much less structure and much greater social complexity? This study investigated the efficiency and efficacy of function-based interventions as compared to traditional interventions that were not function-based. Interventions were compared across 4 students in a multitreatment single-subject design; results demonstrated clear and immediate decreases in problem behavior with the introduction of function-based interventions and similarly strong increases with each introduction of non-function-based intervention. These results add a more stringently controlled example in support of the efficacy of function-based intervention.



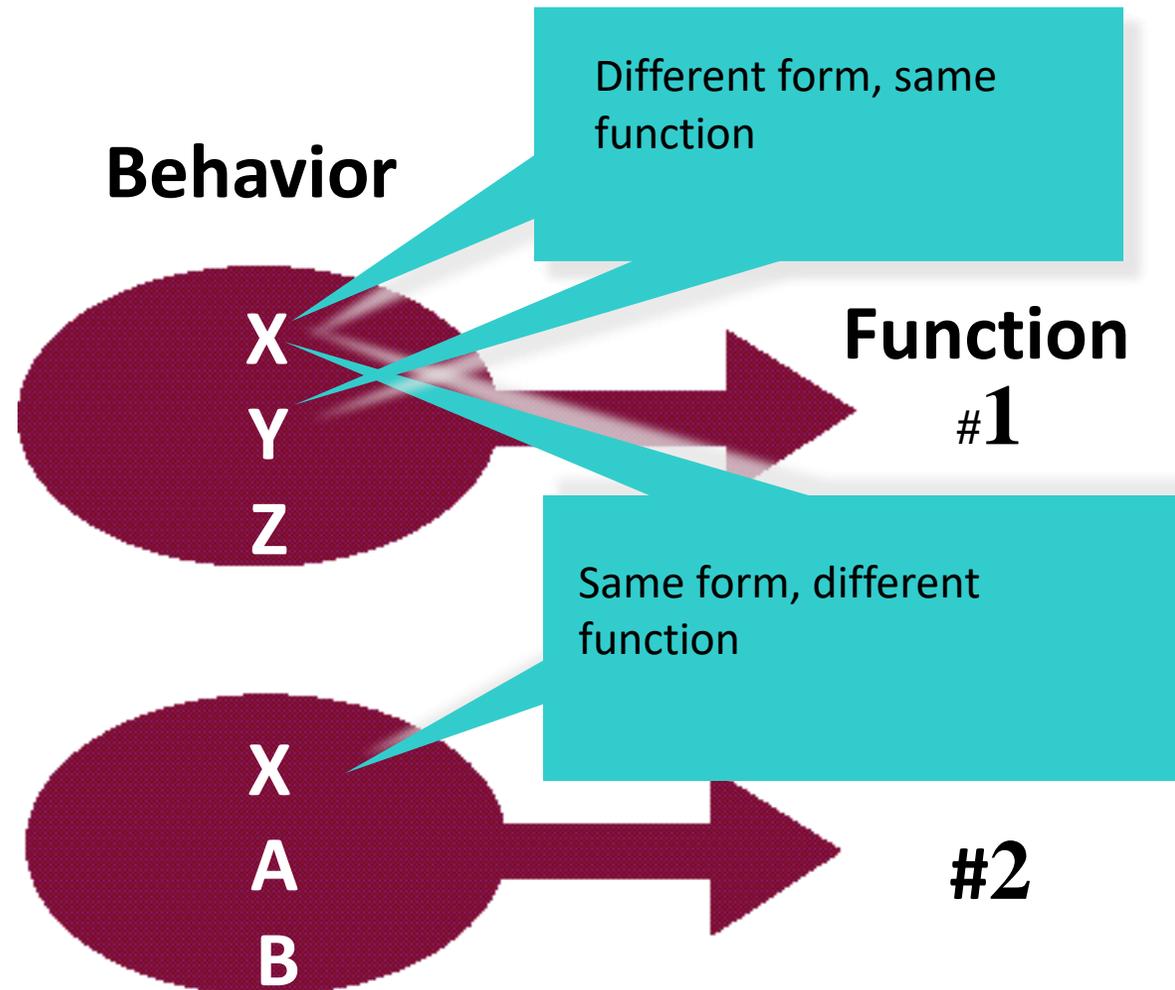
Logic of Functional Behavioral Assessment

- Behavior occurs for a reason (why).
- If we understand the why (motivation) then we can develop interventions that:
 - Make the behavior irrelevant by arranging the classroom so that the motivation is not “tapped into” (change the context);
 - Teach a more appropriate way to accomplish the function of behavior.
 - Effective intervention often requires we do both.
- Intervention is a continuation of FA.
 - If function-based intervention does not result in change in behavior then hypothesis of function may be incorrect.



5-Minute Break

Topography and Function





Types of Functions - Expanded

- 1) **Escape** participation in a teacher-directed activity
- 2) **Escape** interaction with peers
- 3) **Gain** interaction with peers
- 4) **Gain** interaction with an adult
- 5) **Gain** access to an object or activity
- 6) **Gain** sensory stimulation
- 7) **Escape** sensory stimulation

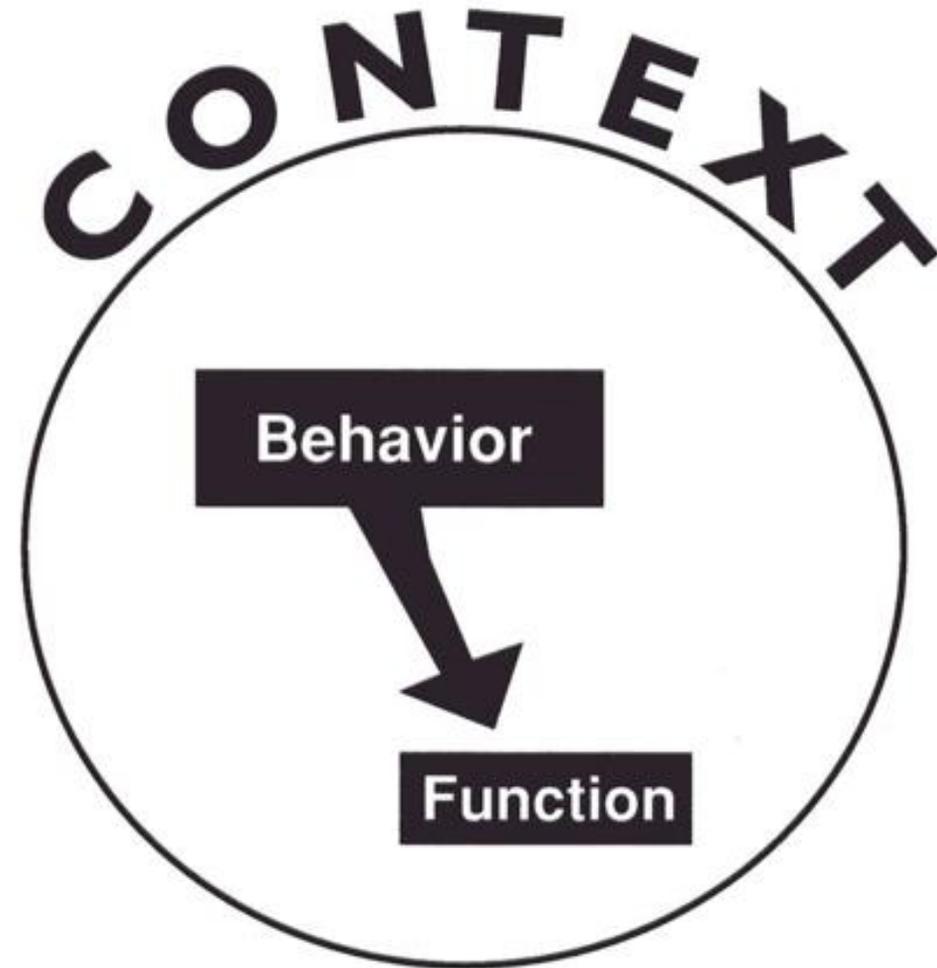
Analyzing Behavior





Importance of Context

- Context functions as an Establishing Operation.
- An Establishing Operation increases or decreases the momentary “value” of a reinforcer.
- In the analysis of function, the Establishing Operation increases or decreases the “value” of a particular function.





Contextual Variables in the Classroom

1) Physical Environment —

seating arrangements, access to materials, location of pencil sharpener, etc.

2) Schedule —

time allocated for activities, types of distribution of activities, pacing of the day

3) Curriculum —

types of skills to be taught

4) Instructional Methods —

the range of styles and the manner in which skills are taught



Contextual Variables in the Classroom (Cont'd)

5) Student/Teacher Interactions —

the frequency, timing, and the content of interactions between students and teachers

6) Peer Interactions —

the frequency, timing, and the content of interactions between students

Classroom Ecology Review

| | Student Name | Curricular Components | | | Specific Activities | | | Physical Environment | | | Schedule Related Components | | | | Social Interaction | | Specific Activities | | | | Total +/% | |
|-----------|--------------|-----------------------|----------|------------|---------------------|---------------|--------------|----------------------|-------------|------------|-----------------------------|---------------|---------------|--------|--------------------|-----------|---------------------|---|---|---|-----------|---|
| | | Level | Modality | Group Size | Trans Tasks | Trans Setting | Arrive/Leave | Total +/% | Seating Arr | Suff Space | Task Length | Var. of Activ | Pacing of Act | Breaks | Total +/% | App/Inapp | Pos/Corr | A | B | C | | D |
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| Total +/% | | | | | | | | | | | | | | | | | | | | | | |



Is an FBA Always Necessary?

- After interview and initial observation, there may features of the classroom environment, if modified, would result in improved behavior.
 - For young children, cover high interest toys and materials when access is not allowed.
 - Older children consider seating arrangements.
 - Students seeking attention from adults should be placed in front of room so teacher will be more likely to interact with them because of proximity.
 - Consider altering the length of activity or when it occurs during the day.
 - ✓ Silent sustained reading should not immediately follow recess.



Two Aspects to FBA + Intervention

- Technical features of assessment
- Social influence aspects
 - Stakeholders may not have clear understanding of FBA purpose or process.
 - Can be perceived as a regulatory requirement to be checked of (paper compliance).
 - It is necessary to meet with stakeholders and explain purpose of FBA and what the process will look like in a particular instance.
 - Do not surprise any stakeholder with any aspect of the process.
 - ✓ In advance share the data sheets you will be using
 - ✓ Explain what the data will tell us.
 - ✓ I often use the metaphor of medical diagnostician.
 - Involve other stakeholders in the process.



Comments and Observations From The Field

“Can you create BIPs without conducting FBAs?”

“BIPs in schools are far different than clinical insurance BIPs.”

“I think clarifying what a BIP is compared to basic classroom supports is an important distinction. Often, I am asked by case managers to “make a BIP” for a student who, after observing, just needed some minor changes made to the way they were being instructed. Many of the supports I put in place come down to teacher training and positive behavior supports done across the class as a whole rather than individual “plans”.

“I wish had a bigger arsenal of interventions that are quick and easy to train on, better training on... what a quality FBA BIP should [look like].”

“Is there an ‘educator friendly’ equivalent to FBAs that I could reference? NOT replace, just refer to for a comfortable parallel to be drawn for teachers, etc.’



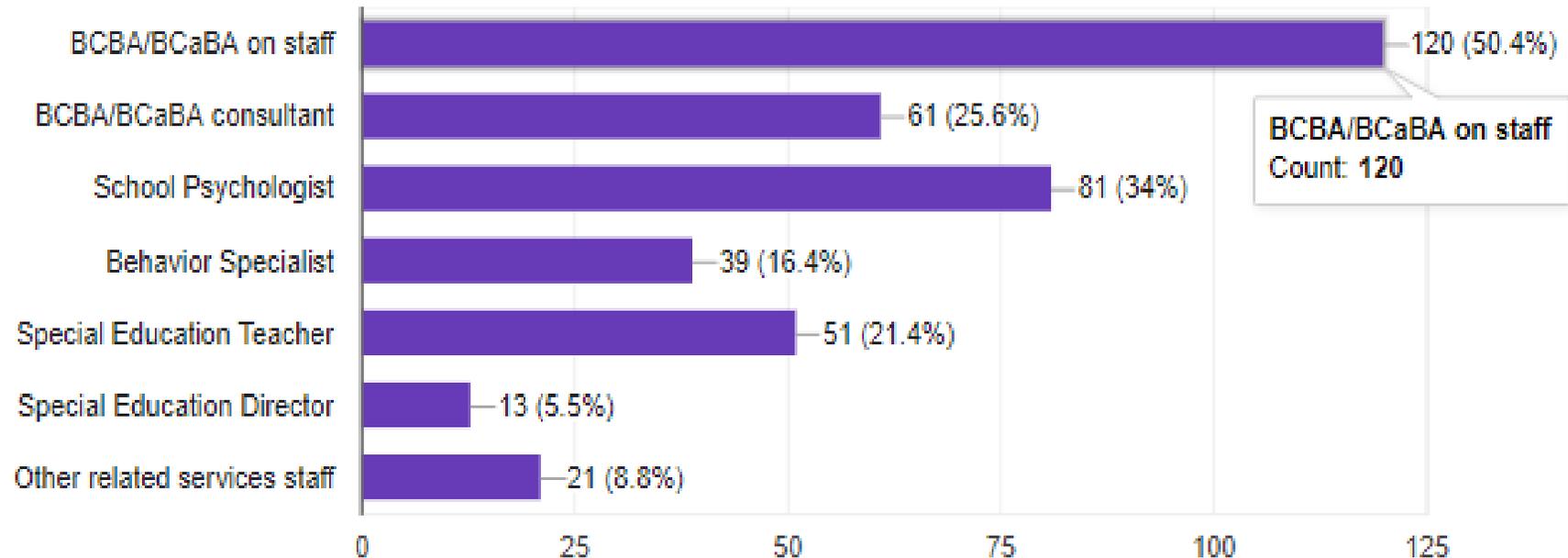
Who Conducts FA / FBAs in Schools?

- Common Team members:
 - Teacher, Parent, Principal, other Administrators, School Psychologist, Speech and Language Pathologist, Behavior Specialist, Behavior Analyst
- Roles of each member
 - Contribute assessment and intervention relevant to their discipline :
 - Parent, teacher information about contextual variables, reinforcers
 - Parent, teacher, school psychologist-strengths, weaknesses
 - Teacher, school psychologist-specific areas of academic strengths and weaknesses
 - Speech and language pathologist-effective communication interventions.
 - Teacher, Principal, other administrators-information about contextual fit, student discipline policy, regulatory policies.

Who Leads the FBA Process in Schools?

Who leads the FBA process in your school?

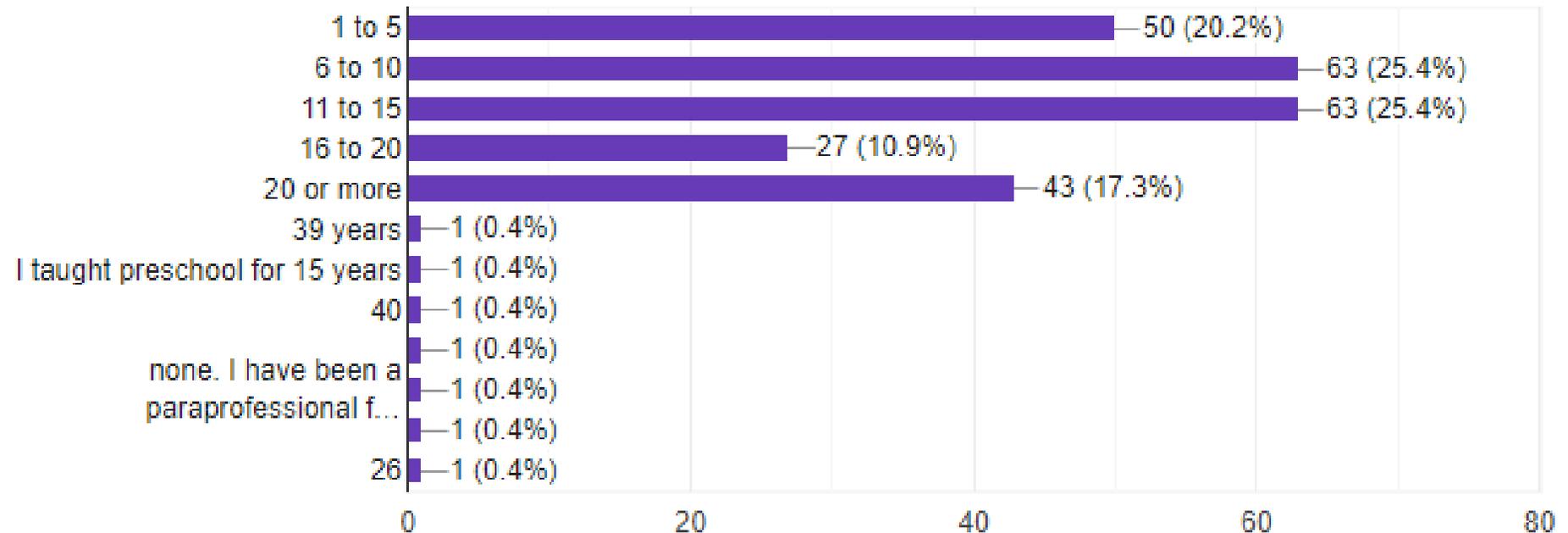
238 responses



Average Year of Experience

How many years of experience do you have working in schools?

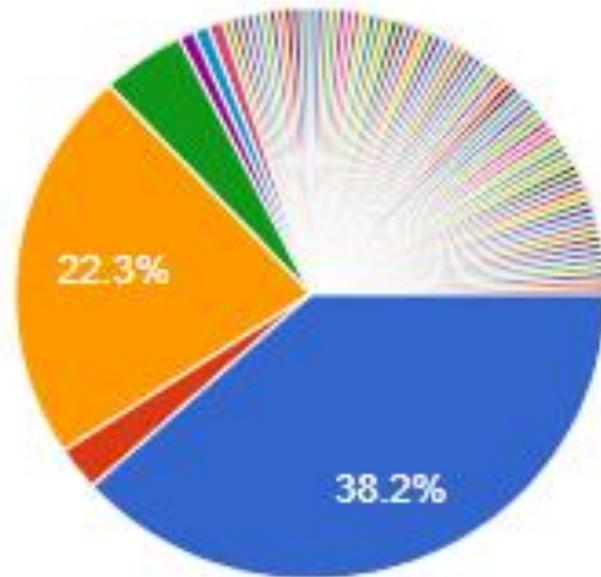
248 responses



Who Implements ABA/BIPs?

Who implements ABA/BIPs in your districts?

238 responses

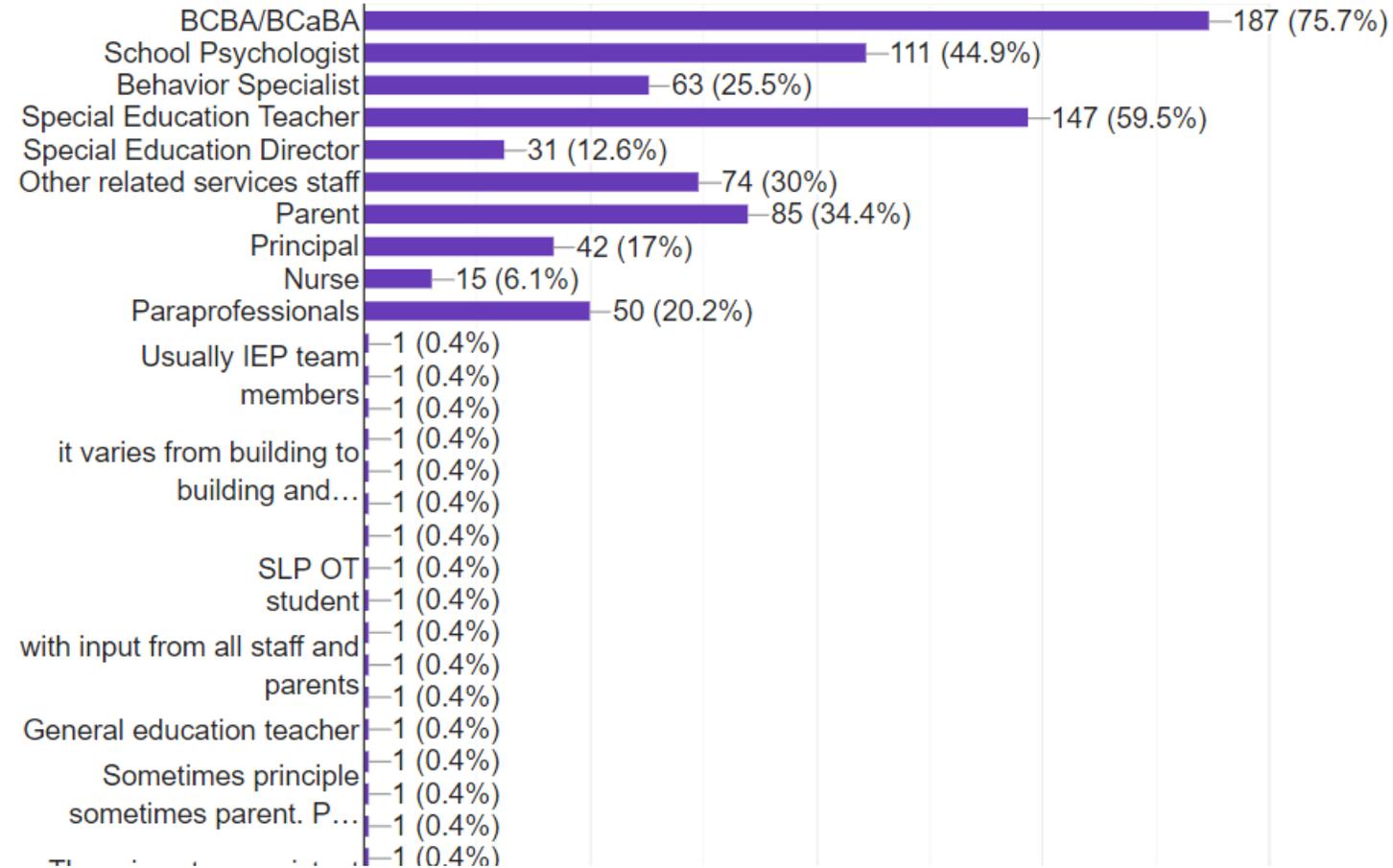


- SPED Teacher
- RBT
- Paraprofessional
- ABA Intervention Specialist (non-BCBA)
- Teachers and paraprofessionals
- School Psychologist
- Teachers
- All teachers who work with the student...
- Gen ed teachers, special ed teachers, ...
- Combination of teachers, paras and b...
- Paraprofessional, teacher and anyone...
- everyone on IEP team is SUPPOSED...
- Teacher and aide
- There is no one person
- The BCBA or school psych writes the...
- SPED teacher, gen ed teacher, RBT, a...

People in the FBA/BIP Team

Who is on your FBA/BIP team (that composes the FBA and generates the BIP)?

247 responses





This is where we stopped



Types of FBAs in Schools (Pros & Cons)

- Indirect Measures
- Descriptive Assessment
- Trial Based FA
- Intervention Probes
- Practical Functional Assessment (Hanley, et al)
- Experimental FA (Iwata)

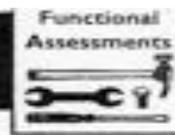


Types of FBAs in Home (Pros & Cons)

What can we do via Tele-consultation?

- Indirect Measures
- Descriptive Assessment
- Trial Based FA
- Intervention Probes
- Practical Functional Assessment (Hanley, et al)
- Experimental FA (Iwata)

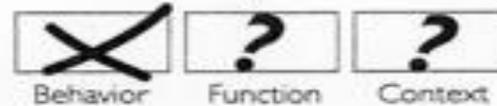
Functional Assessment Decision Guide



Start Here



First, clearly define the target behavior by talking with teachers, parents, and other key people. This group should agree on definition of the behavior:



Next, identify function of behavior by using these interview tools

1. Motivation Assessment Scale
2. Asking Why
3. Communication Inventory



IF these all indicate the **same** function then use the tools listed below to isolate important context variables.



1. Scatterplot Data
(another person can gather data for you)
2. Direct observation with STIP form
(you can isolate the best times to observe based on scatterplot data)
3. Set up Probes
(use these to confirm your working hypothesis)

Use these methods until you can identify specific context variables that influence the behavior.

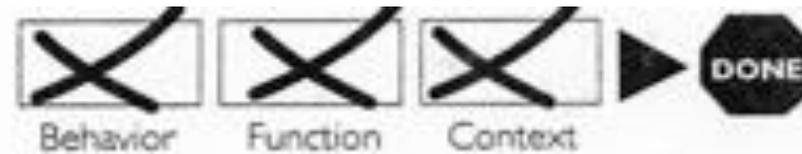
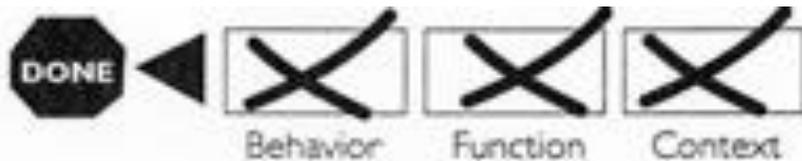


IF the conclusions from these methods are **different**, then use the tools below to isolate a single function.



1. Functional Assessment Observation form
(for low to moderate frequency behavior)
2. Direct observation with STIP form
(for moderate to high frequency behavior)
3. Distribution of Attention form
(if you want to confirm or rule out attention as a function)
4. Scatterplot Data

The information you gather using these tools should also help you identify specific context variables.



Completing a Functional Assessment requires using a variety of methods to determine:

1. the behavior
2. the function of the behavior
3. the contexts in which the behavior occurs.

Behavior Function Context



IF after using these tools, the function is still inconclusive, then use



- 1. Probes**
- 2. Preference Assessments**
- 3. Analogs**

The information you gather using these tools should also help you identify specific context variables.





Interview Form

Asking Why

Respondent:

Date:

Student:

3. Context (where, when and with whom does it occur?):

1. Student's strengths:

Student's needs:

2. Behavior (specific descriptor)

Most likely to occur (high probability/high risk):

Least likely to occur

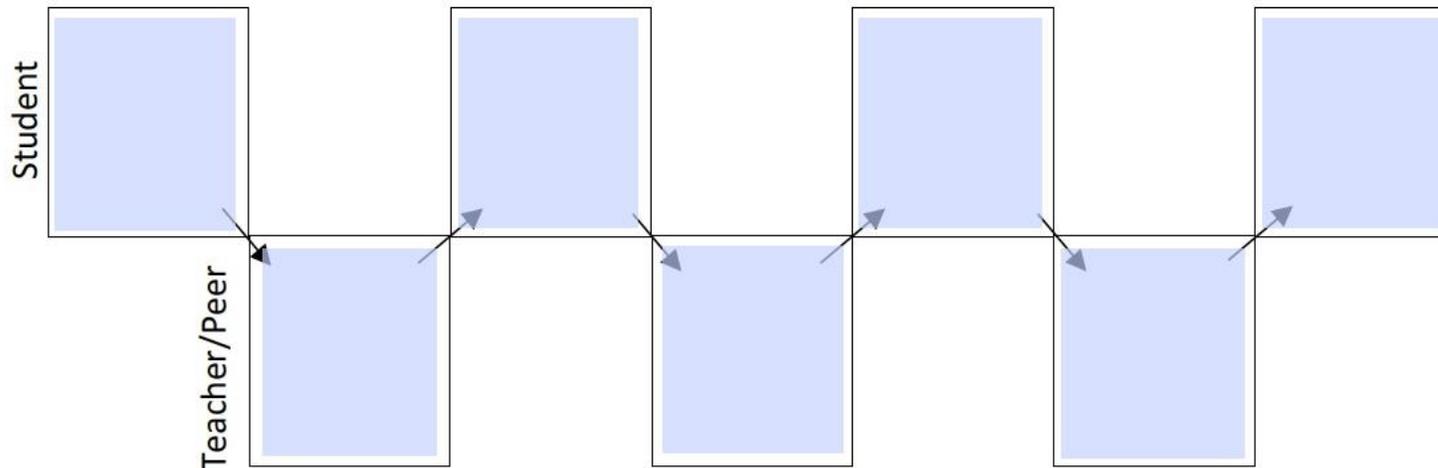
4. Interpreting high and low probability:

a. What is it about the high probability times that increase the likelihood of the behavior?

b. What is it about the lower probability times that decrease the likelihood of behavior?

Interview Form: Current Response to Behavior

5. **Current response to behavior** (use the diagram to show the current response to the behavior)



- a. What might he or she be “saying” by doing the behavior?

- b. What does the student want you to do when he or she does the behavior?



Interview Form: Hypothesis of Function

6. What is the function of the behavior (why does the behavior occur)?

Look at the information on this form and make your best guess or hypothesis about the purpose the behavior serves for the student.

FUNCTIONS

1. Gains interaction from peers
2. Escapes interactions with peers
3. Gains interactions from an adult
4. Gains an object or is allowed to do some activity
5. Escapes teacher-directed activity
6. Gains sensory stimulation
7. Escapes sensory stimulation

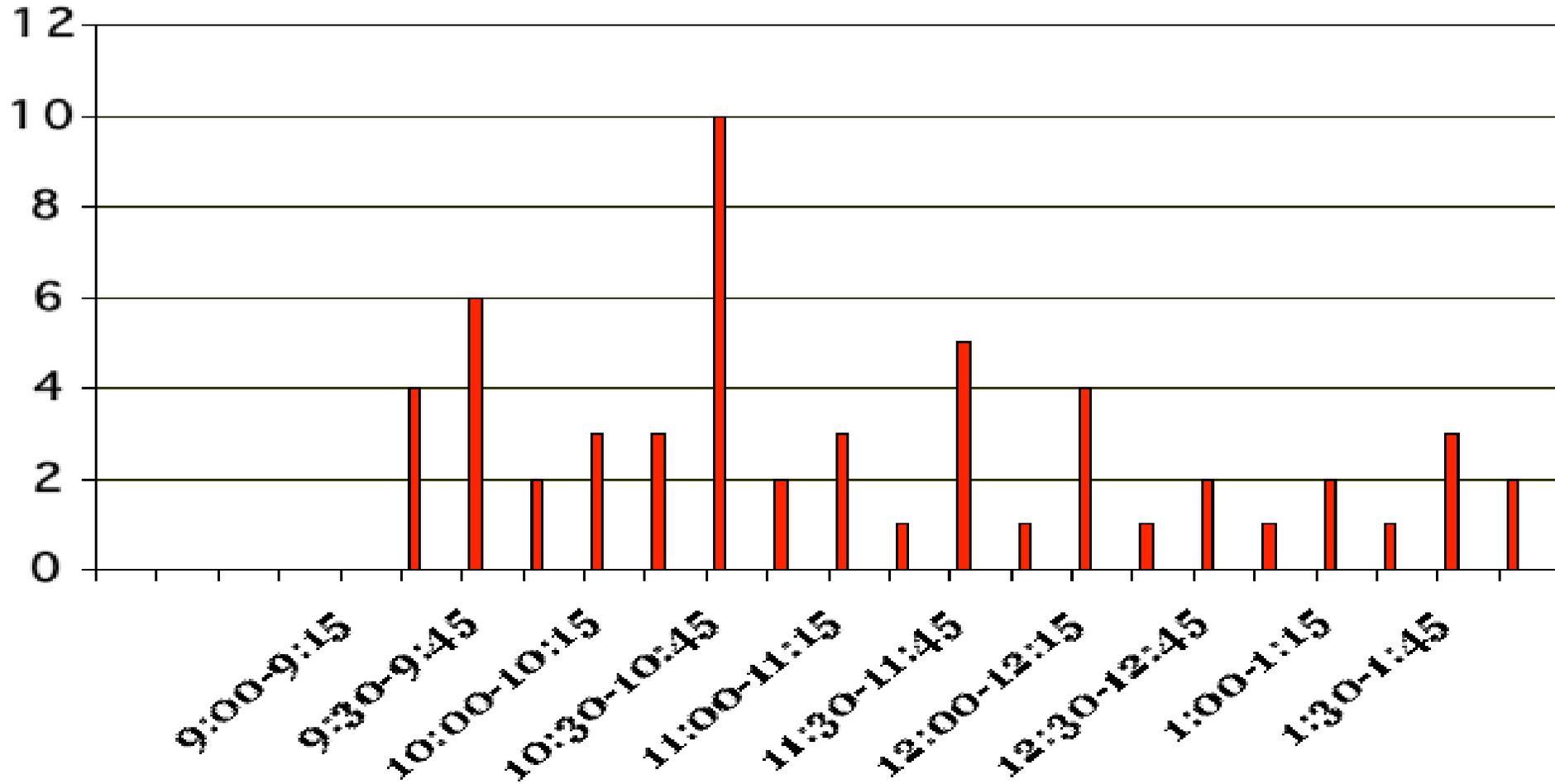
Situation

Function: 1 2 3 4 5 6 7

Situation

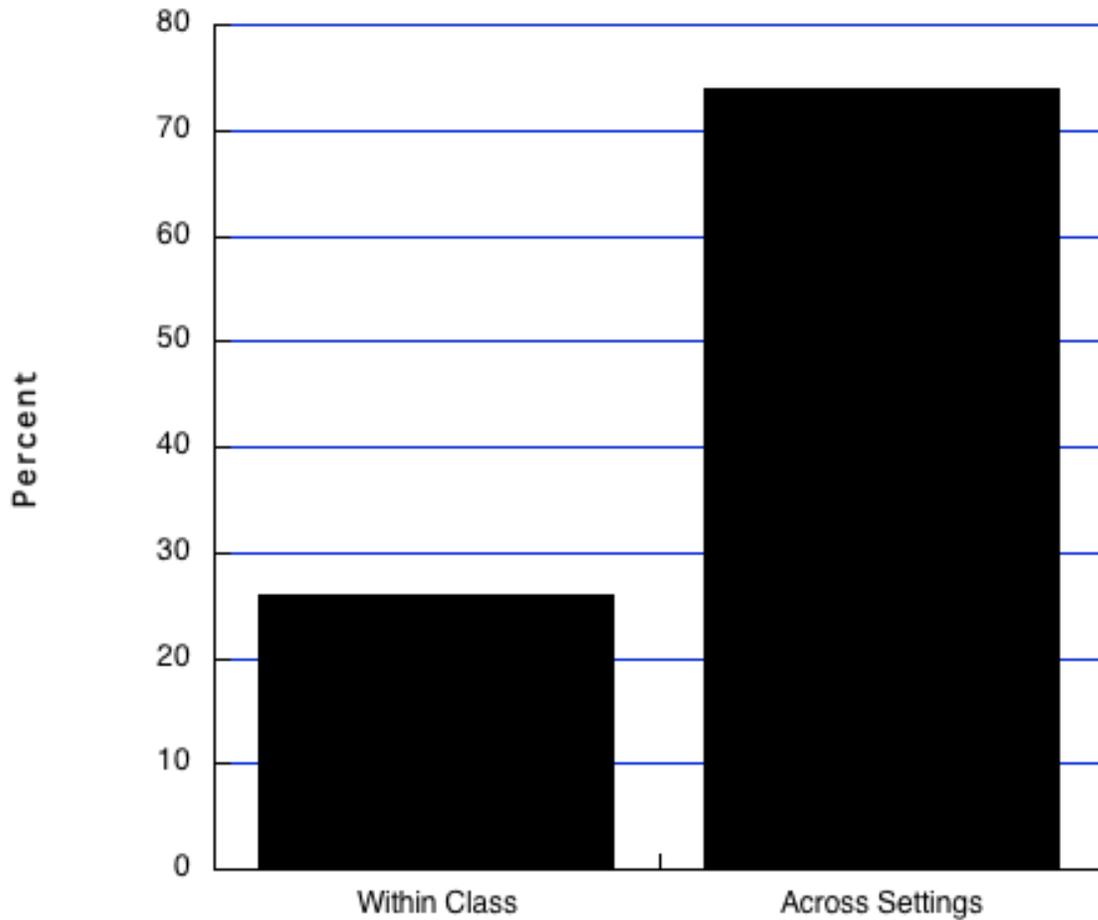
Function: 1 2 3 4 5 6 7

A Scatterplot Analysis of Aggressive Episodes

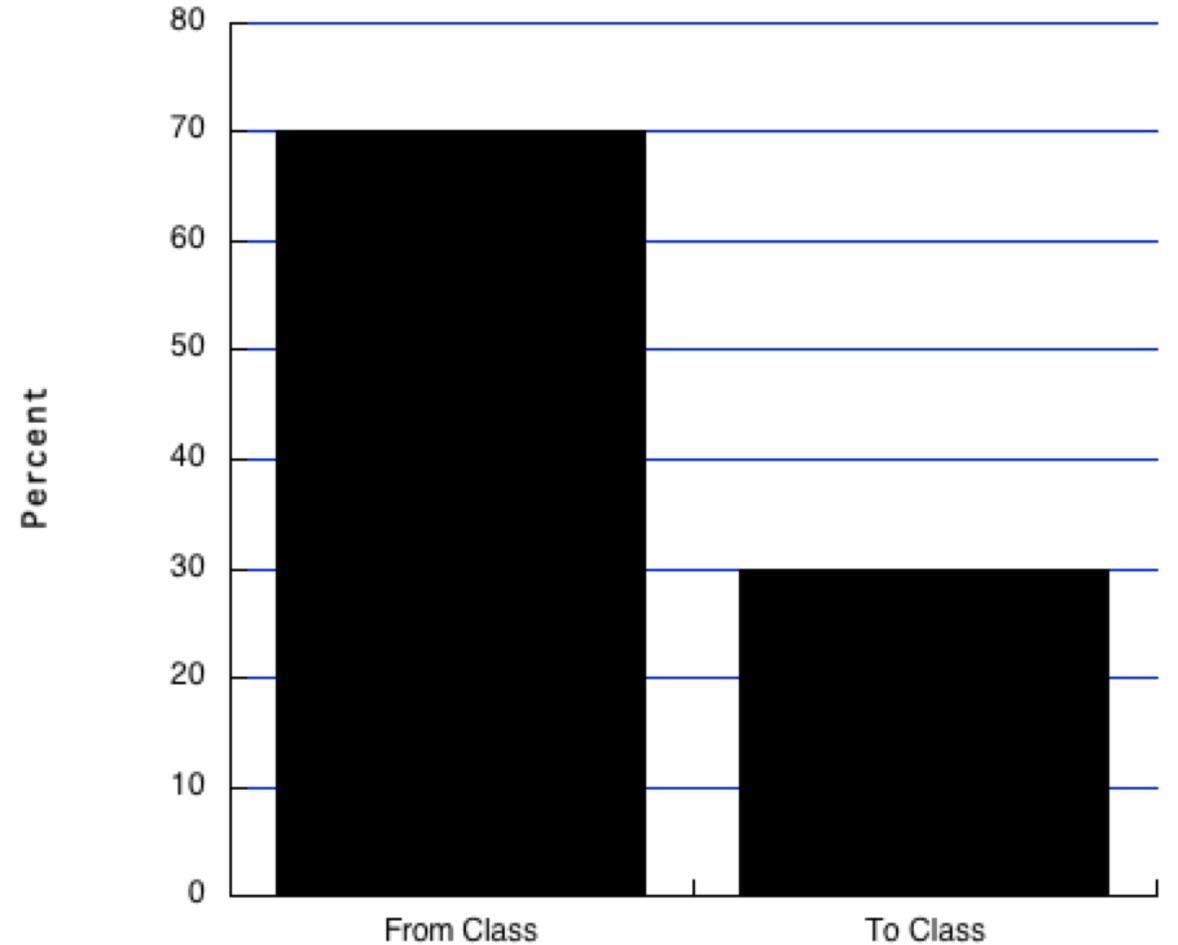


Scatterplot Data

Percent of IR as Function of Type of Transition



Percent of IR when Transition From Class and To Class



Teacher Collected Data: Descriptive Assessment Card

Name:

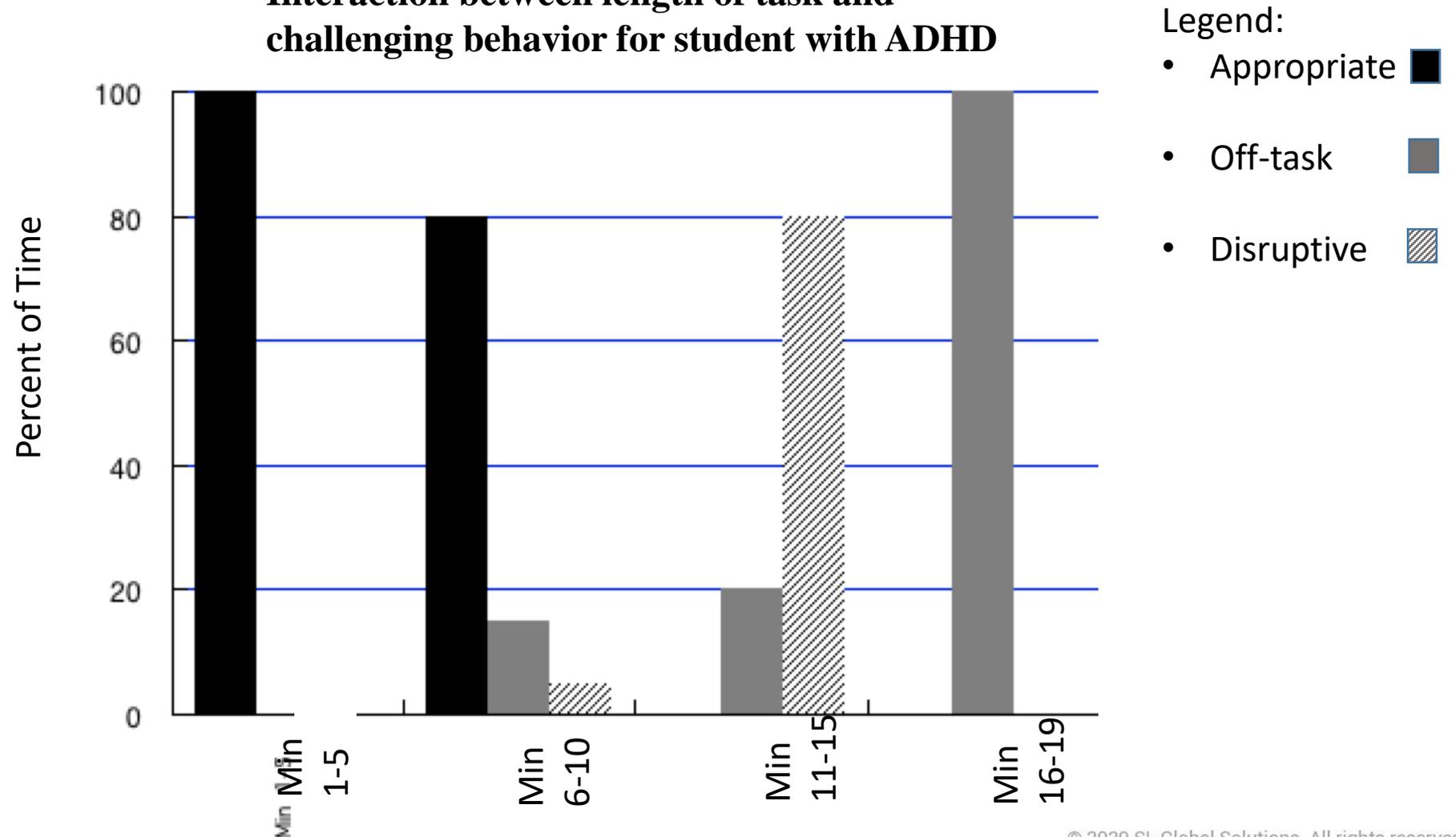
Date:

Time:

| <u>Activity</u> | <u>Antecedent</u> | <u>Behavior</u> | <u>Consequence</u> |
|-----------------------------------|--------------------------------------|-----------------|----------------------|
| Arrival | Instruction to do | Screaming | Time Away from group |
| Circle | Peers loud | Hitting | Ignore |
| Activity Centers (small group) | Instruction to terminate activity | Running away | Redirect |
| Free Play | | | Reassure |

Direct Observation without Probes

Interaction between length of task and challenging behavior for student with ADHD





Design **common antecedent
and environmental
strategies to reduce
problem behaviors** in the classroom
based on functional assessment findings



In-Class Probes

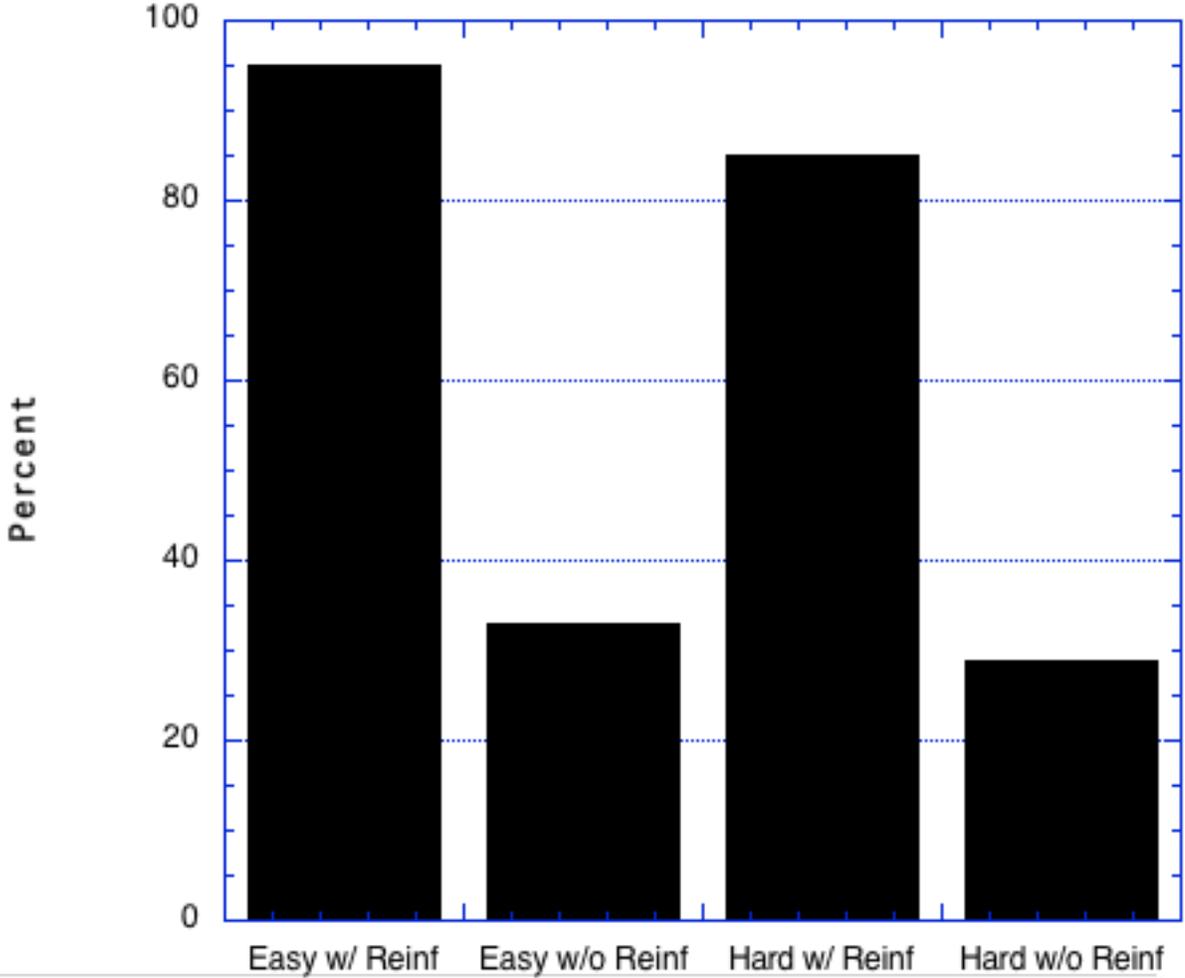
1. Identify high risk times (activities)
2. Probes should be brief (10 minutes or so)
3. Arrange for hypothesized variables to be present absent
 - a) Hard work vs easy work
 - b) High attention vs low attention



Assess **classroom ecology** and
develop **environmental
modifications** to support the student's
success in the classroom.

Probe Data as Part of FA

The Effects of Task Difficulty and Level of Reinforcement on Appropriate Behavior





Successful Elements of the FBA Process or Report

- FBA is an analytical process of asking and answering questions.
 - The process is iterative in the sense that answers lead to new questions to be answered.
 - The process is dynamic between asking and conducting mini-experiments to answer the question.
- The FBA report is a summary of what was learned during the asking and answering process.
 - The report can only be as good as the process.
 - Report should be written in language that is accessible to the readers.
 - Describe the questions being asked and how they were answered.
 - If graphs are included in the report, make sure that are readable by the readers.
 - Take the time to explain what the data in the graph mean.



Consequences of a Poorly Completed FBA

- Poorly completed FBAs pose two problems:
 - Result in erroneous function-based intervention.
 - May contribute to student's behavior getting worse.
 - Result in other professionals losing confidence in behavior analysis and/or the practitioner.



Discuss contextually appropriate

**replacement behaviors
and methods of
teaching/training school
personnel** of the implementation of
replacement behaviors



Intervention



“Ideal” FBA Team

Scenario 1: Well resources

- Who should be involved?
- Who does what?
- How to maintain integrity?
- What happens when things go wrong?

Scenario 2: Well resources

- Who should be involved?
- Who does what?
- How to maintain integrity?
- What happens when things go wrong?



Common Antecedent & Environment Modifications (Based on FBA findings)

- Two options for intervention
 - Alter context to make problem behavior irrelevant (Prevent)
 - Teach replacement behavior that serves the same function as problem behavior.
 - Usually intervention will require both options.



Common Antecedent & Environment Modifications (Based on FBA findings)

- Escape based Antecedent Arrangements
 - If escape from task, changed difficulty of task, length of task, how instruction is given, or how student can respond (dictate rather than write).
 - Pre-teaching: if student acting out during discussion to hide learning deficit, meet with student in advance and tell student topic of discussion, and identify a question that is his to answer and give him the answer.



Common Antecedent & Environment Modifications (Based on FBA findings)

- Attention-based Antecedent Interventions
 - Increase the overall acknowledgement rate in the class-making sure that identified student is receiving high rate than in baseline.
 - Institute periods of positive reporting (“tootling”)
 - After lunch, recess, following cooperative learning activities.
 - Create opportunities for identified student to “show and tell.”



Rules for Replacement Behavior

- Must serve same function as problem behavior.
- Replacement behavior must satisfy the dimensions of reinforcement to effectively compete:
 - Rate of reinforcement at a higher frequency than problem behavior.
 - Reinforcement must be as immediate as reinforcement for problem behavior.
 - Magnitude of reinforcement must be equal or greater than for problem behavior.
 - Response effort for replacement behavior should be no greater than effort for problem behavior.



Teaching Contextually Appropriate Replacement Behaviors

- Replacement behavior serves same function as problem behavior
 - Does not have to be physically incompatible
- Replacement behavior should be developed in collaboration with teacher and student (if appropriate) to assure it is a good contextual fit.
- Must compete on some or all of the dimensions of reinforcement.
 - Frequency and immediacy of reinforcement usually are the easiest to arrange.



Teaching the Replacement Behavior

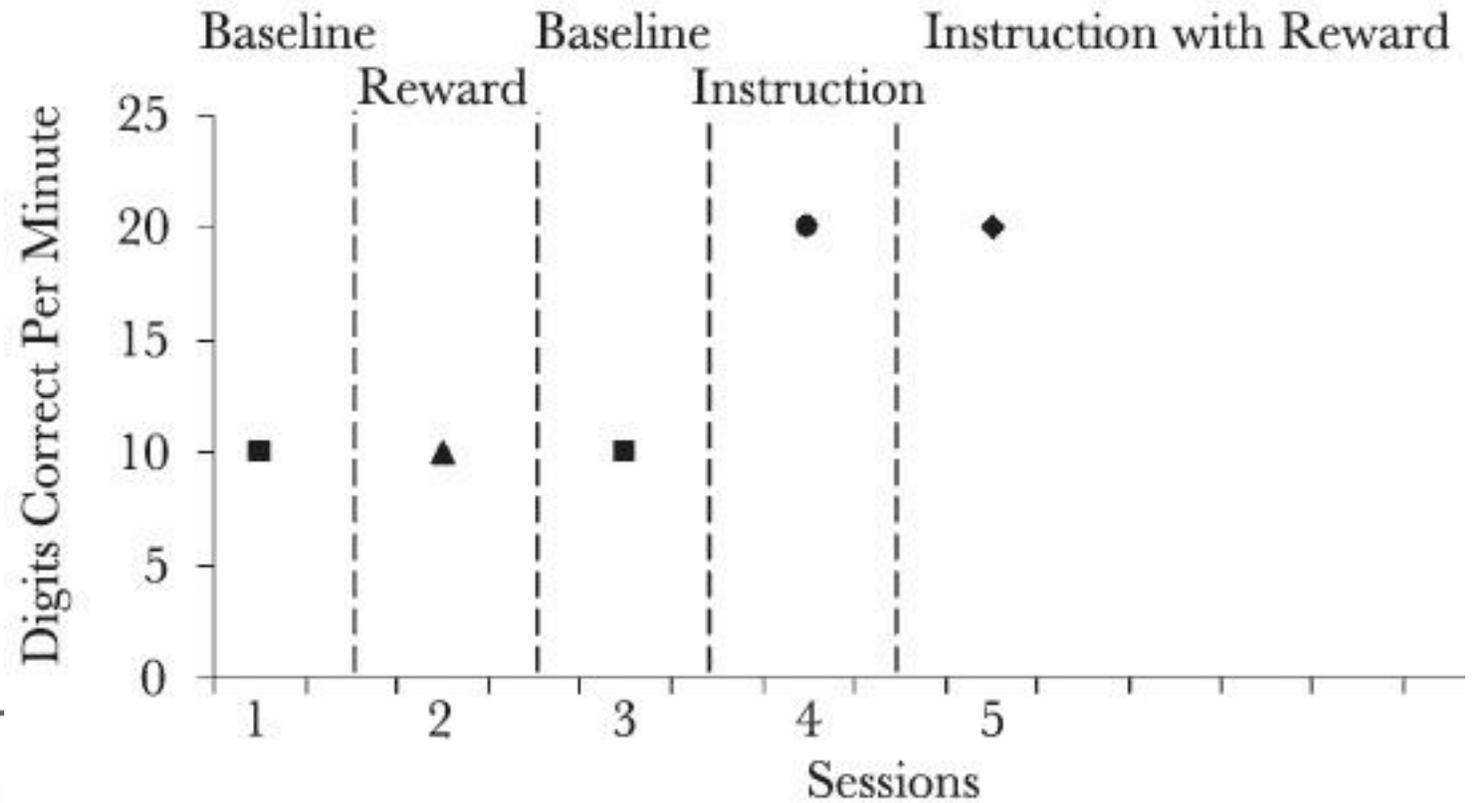
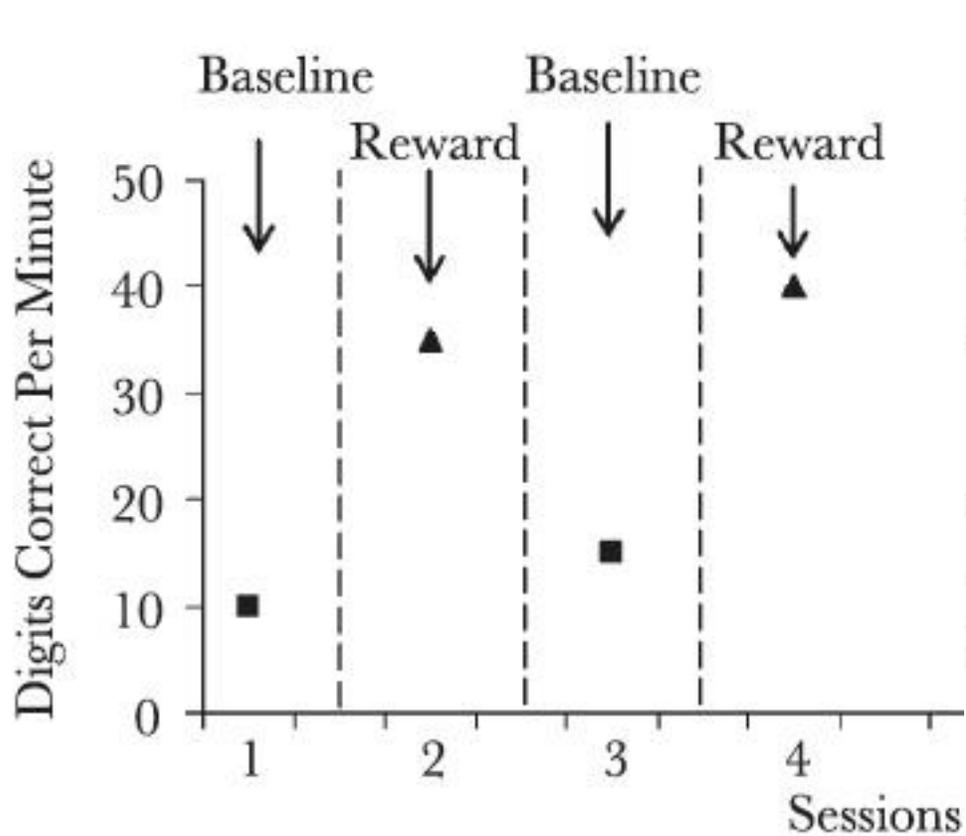
1. Using behavioral rehearsal, teach the student the response.
2. Add contextual factors, “I’m going to give you work that you cannot do. How will you tell me that it is too hard”?
3. Intersperse easy and hard work “I’m giving you some work that you can do and some work that is too hard. Like we practiced, tell me when the work is too hard.”
4. Give student work without comment other than to say “remember what to tell me when the work is too hard.”
5. Give student work without comment or prompt.
6. Across all steps, each correct response is to be reinforced by relevant reinforcer.



Assessing Can't Do vs Won't Do

- To assess won't do: add reinforcement to the task:
 - If work still not done assess for can't do.
- To assess for can't do give easier task:
 - If work completed, increase difficulty. Continue assessment until work is not completed.
 - Does the student have the pre-requisite skills to do the task?

Assessing Can't Do vs Won't Do



Slides to be used for next session??



Time Outs and Punishments

- 1) Define the target behavior (with the team)
- 2) Conduct interview to begin to generate hypothesis (Use a variety of interview tools: MAS, QABF, Communication Inventory, Asking Why)
- 3) Identify the function (confirm your hypothesis)
- 4) Identify the CONTEXT in which the behavior occurs
- 5) Continue until all are accounted for: behavior, function, context



Systematic FBA Decision Making

- Not sure if you want to talk about this here or next session?
- Pros / Cons
- Ideal model? Best case scenario?
- Effective methods of punishment tactics
- Restrictive punishment procedures

Teacher Collected Data: Descriptive Assessment Card

Descriptive Assessment Card

Student: _____

Date: _____ Time: _____

Staff Member: _____

Activity: _____

| Antecedent Check all that apply | Behavior Check all that apply | Consequence Check all that apply |
|---|--|--|
| <input type="checkbox"/> student given an instruction to do <input type="checkbox"/> student given an instruction to stop <input type="checkbox"/> preferred activity ends <input type="checkbox"/> nonpreferred activity begins <input type="checkbox"/> preferred object taken away <input type="checkbox"/> (other) _____ | <input type="checkbox"/> Noncompliance <input type="checkbox"/> physical aggression toward staff (_____) | <input type="checkbox"/> Verbal reprimand (told "no" or "stop"). <input type="checkbox"/> Activity ends / demand is removed <input type="checkbox"/> request is repeated until student complies <input type="checkbox"/> behavior is ignored <input type="checkbox"/> preferred object is removed <input type="checkbox"/> preferred object is given <input type="checkbox"/> student is given "time away" from others (still in the class). Duration: _____ <input type="checkbox"/> student is given time out (outside of the class). Duration: _____ <input type="checkbox"/> (other) _____ |
| Setting: (check one) <input type="checkbox"/> group instruction <input type="checkbox"/> 1:1 instruction <input type="checkbox"/> student is alone | <input type="checkbox"/> verbal aggression toward staff (_____) | |
| | <input type="checkbox"/> physical aggression toward student (_____) | |
| | <input type="checkbox"/> verbal aggression toward student (_____) | |
| | <input type="checkbox"/> elopement <input type="checkbox"/> Inappropriate touching of staff (_____) | |
| | <input type="checkbox"/> inappropriate touching of student (_____) | |
| | <input type="checkbox"/> (other) _____ | |





Tips for Establishing a Systematic Collaborative Approach

For the FBA Process:



Interview Form

Asking Why

Respondent:

Date:

Student:

1. Student's strengths:

Student's needs:

2. Behavior (specific description – what does it look like?):



Interview Form: Identifying Context

3. **Context** (where, when and with whom does it occur?):

Most likely to occur (high probability/high risk):

Least likely to occur (low probability/low risk):



Interview Form: Interpreting Context

4. Interpreting high and low probability:

a. What is it about the high probability times that increase the likelihood of the behavior?

b. What is it about the lower probability times that decrease the likelihood of behavior?

Ideal FA / FBA Implementation Team

Scenario 1: Well resources

- Who should be involved?
- Who does what?
- How to maintain integrity?
- What happens when things go wrong?

Scenario 2: Well resources

- Who should be involved?
- Who does what?
- How to maintain integrity?
- What happens when things go wrong?

Do you have any case scenarios we can use?

- Successful and unsuccessful
- Why?