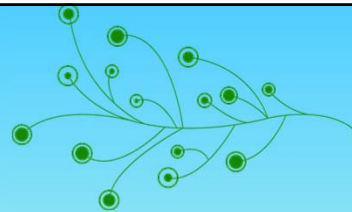


# Using Functional Behavioral Assessment to Develop Prereferral Interventions



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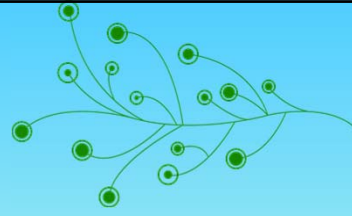
## Purpose



- Encourage discussion about your experiences with prereferral strategies
- Share use of functional behavioral assessment (FBA) to develop effective, prereferral interventions for students displaying problem behaviors in general education environments

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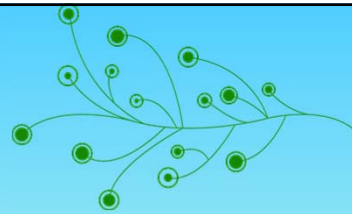
## Agenda



- Share and Discuss
- Very brief overview of
  - FBA within PBIS
  - effective interventions
- Share examples of FBA used as a tool to develop effective prereferral interventions

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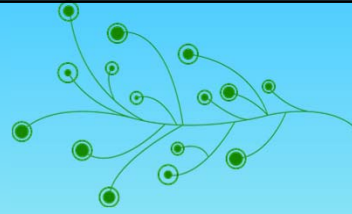
## Share and Discuss



1. What does *prereferral* mean to **you**?
2. How have **you** identified or developed prereferral strategies?
3. What prereferral strategies have **you** used?
4. What pros and cons have **you** noted about prereferral strategies you have used?

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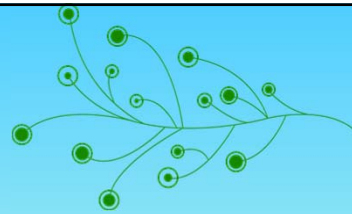
## Prereferral Strategies



1. prereferral process is intended to reduce referral for special education eligibility assessment (Truscott, Cohen, Sams, Sanborn, & Frank, 2005)
2. teachers most often turn to prereferral teams for assistance in developing interventions (Lane, Givner, & Pierson, 2004)

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## Prereferral Strategies

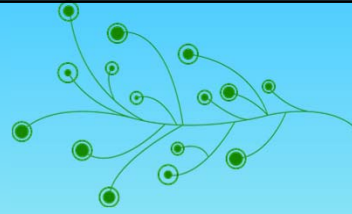


3. prereferral teams most often recommend strategies that
  - classroom teachers have already tried and found to be ineffective
  - lack ecological factors that may maintain problem behaviors

(Truscott et al., 2005)

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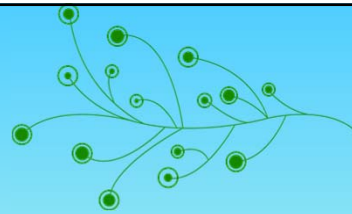
## Functional Behavioral Assessment (FBA)



- evidence-based practice to develop effective interventions
- typically implemented at tertiary tier within PBIS
- federally mandated when change of placement for student is to occur

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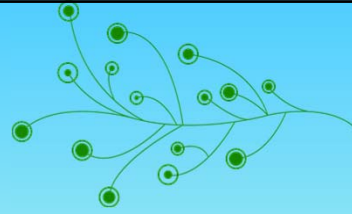
## FBA



- **Historically –**
  - FBAs conducted in clinical/analog settings
  - Primarily students with developmental disabilities or self-injurious behaviors (Carr & Durand, 1985; Lerman, Iwata, & Wallace, 1999)
- **Currently**
  - FBAs conducted in applied settings (classrooms)
  - Primarily students with high incidence disabilities (Lane, Smither, Huseman, Guffey, & Fox, 2007)
  - Also students at risk for ED (Blair, Umbreit, & Bos, 1999; Lane, Weisenbach, Little, Wehby, 2007)

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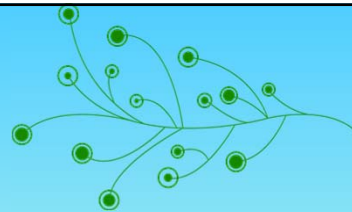
## FBA – Why wait?



- approaches used to work with students with problem behaviors are usually reactive, rather than being proactive (Colvin, Kameénu, & Sugai, 1993)
- most advantageous use of FBA is prior to problem behaviors becoming well-established (Scott, Liaupsin, Nelson, & McIntyre, 2005)

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## Effective Interventions should . . .

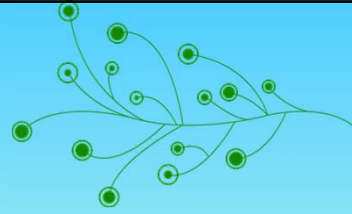


- be based on teacher expectations of appropriate classroom behaviors
- provide teacher with support in development of skills needed to meet those expectations
- support the student
- contain a functional component

(Lane, Pierson, Robertson, &amp; Little, 2004)

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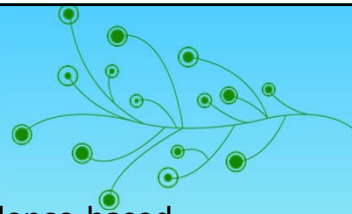
**Effective Interventions  
should not . . .**



**add to teacher workload**

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- Teachers have a wide-range of evidence-based practices they use on a daily basis.
- The **CHALLENGE** is in combining those strategies to:
  - build the most effective intervention
  - combine elements related to function and academic performance
- FBA guides you in meeting that challenge



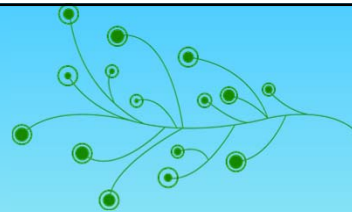
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## **FBA is about --**



- putting your classroom environment under the microscope to answer the questions:
  - What am I doing?
  - What am I not doing?
  - What is the student able to do?
  - What do I need to tweak?
- using the answers to develop a more effective intervention

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## **Sharing Other Teachers' Stories**

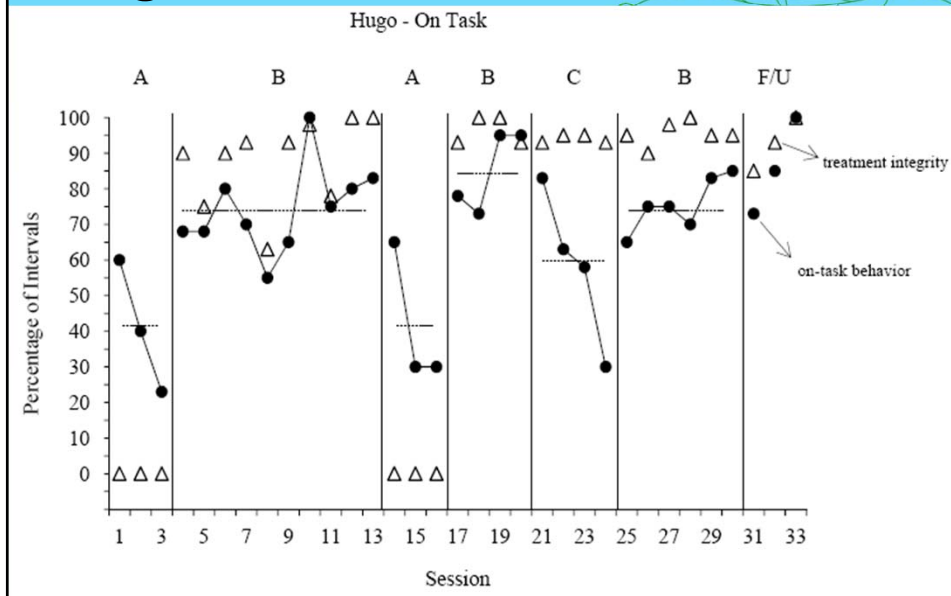
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## Hugo - Intervention

Component	Element
<b>Antecedent Adjustment</b>	<ul style="list-style-type: none"> <li>Assigned spot on instructional carpet</li> <li>If prepared, Hugo models how to transition for peers</li> </ul>
<b>Reinforcement</b>	<ul style="list-style-type: none"> <li>Provide verbal praise or prompt about expected behavior</li> <li>Provide verbal praise to Hugo when he is prepared for transition</li> </ul>
<b>Extinction</b>	<ul style="list-style-type: none"> <li>Withhold teacher attention when Hugo off-task</li> <li>Maintain current task demand</li> <li>Provide brief redirection to group when Hugo is off-task for 15s+</li> </ul>

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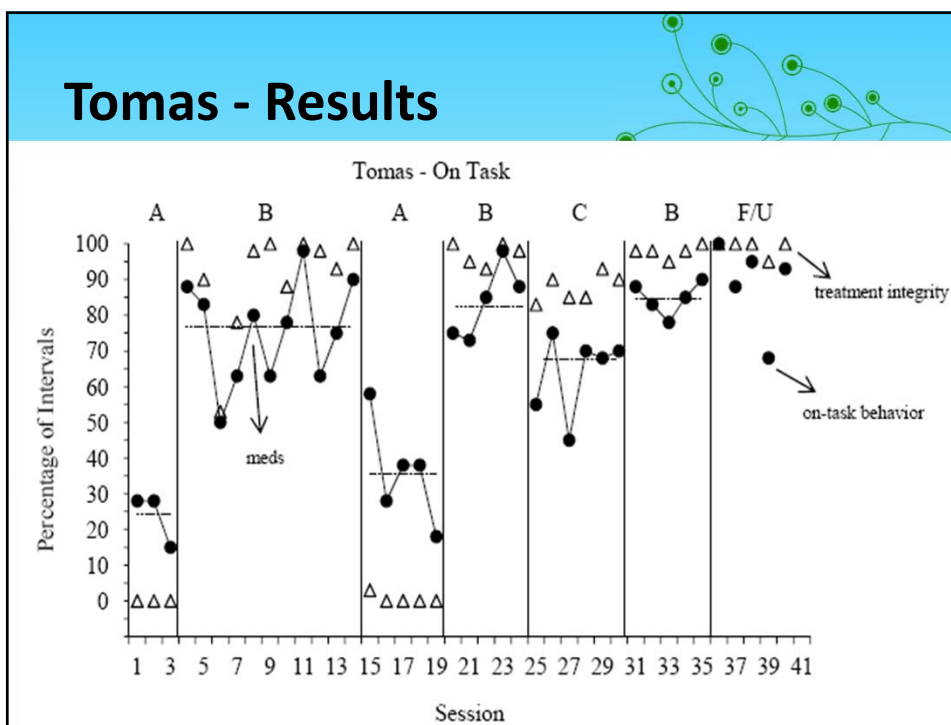
## Hugo - Results



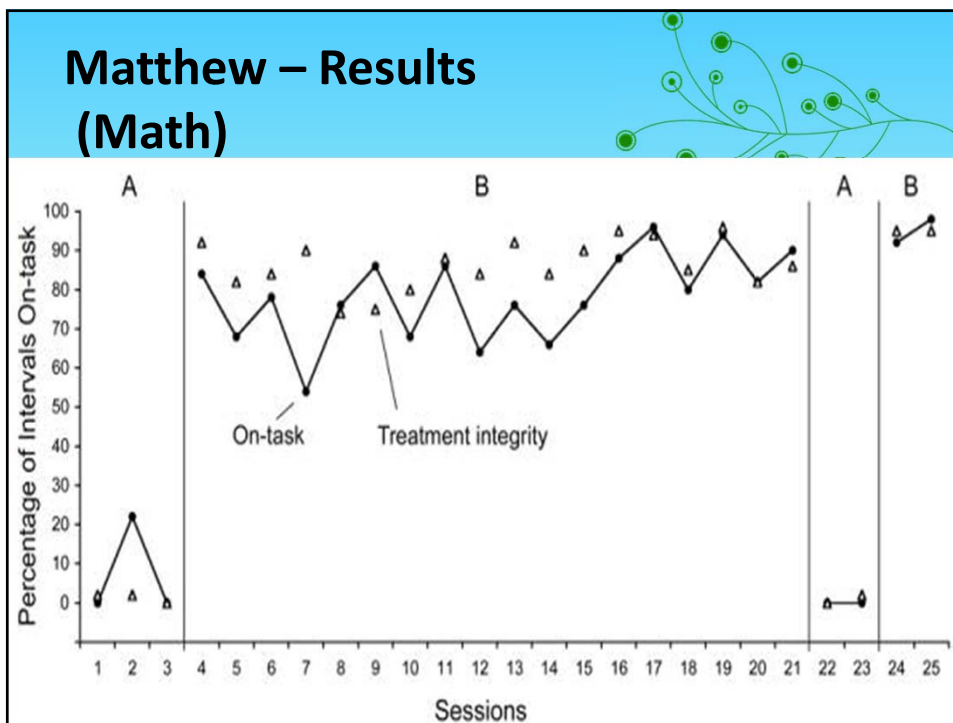
## Tomas - Intervention

Component	Element
<b>Antecedent Adjustment</b>	<ul style="list-style-type: none"> <li>• State brief steps for transition</li> <li>• List of transition steps on all desks</li> </ul>
<b>Reinforcement</b>	<ul style="list-style-type: none"> <li>• Provide verbal praise or prompt about expected behavior when on task for minimum 1 min</li> <li>• Provide verbal praise when prepared for transition</li> </ul>
<b>Extinction</b>	<ul style="list-style-type: none"> <li>• Withhold teacher attention when off-task</li> <li>• Maintain the current task demand</li> <li>• Provide brief (&lt;2s) redirection when off-task</li> </ul>

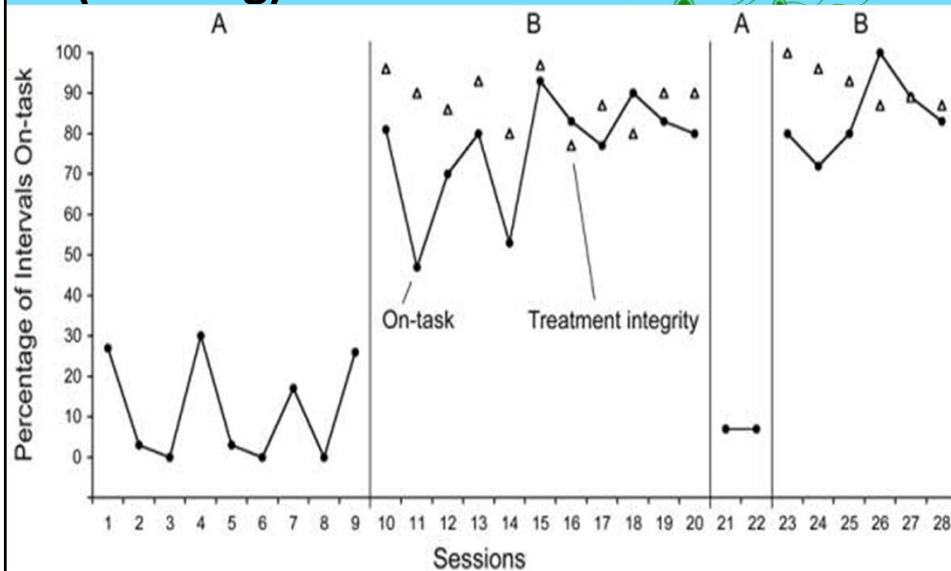
## Tomas - Results



<h2 style="margin: 0;">Matthew – Intervention (Math)</h2>	
Component	Element
<b>Antecedent Adjustment</b>	<ul style="list-style-type: none"> <li>Teach Steve to raise his hand</li> <li>Preview of mathematics objective(s) in a.m.</li> <li>Assign spot on instructional carpet-close proximity to teacher</li> <li>Remove loose items from easel bin</li> <li>Provide practice opportunity and immediate feedback in group setting</li> <li>Provide additional assistance during independent work, when requested</li> </ul>
<b>Reinforcement</b>	<ul style="list-style-type: none"> <li>Provide teacher attention when on-task minimum of 90 s</li> </ul>
<b>Extinction</b>	<ul style="list-style-type: none"> <li>Withhold teacher attention when off-task</li> <li>Maintain the current task demand</li> </ul>

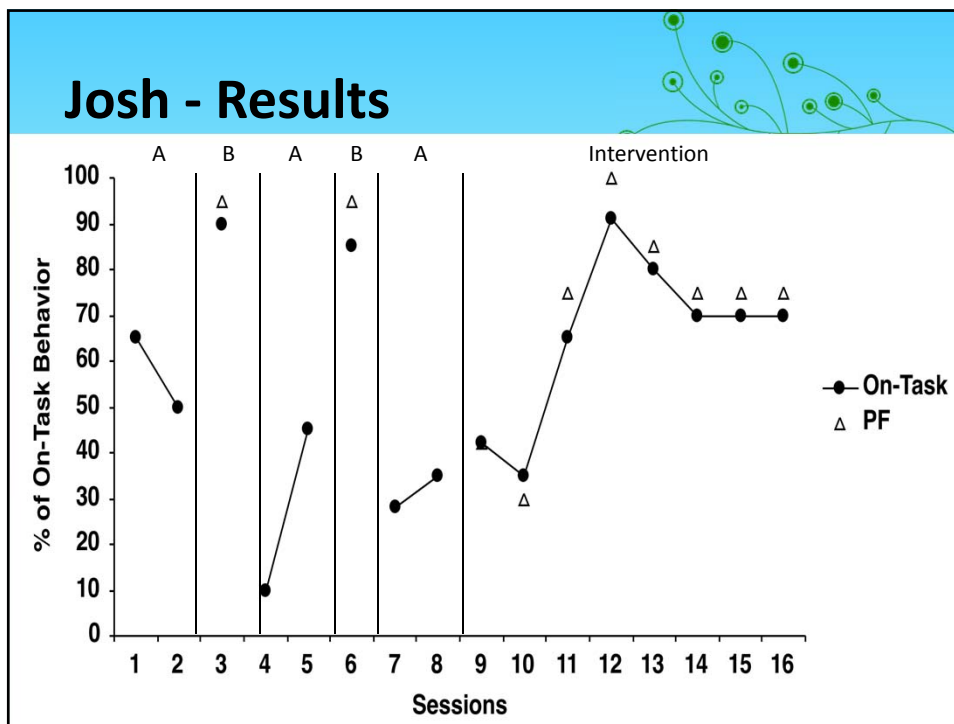


## Matthew – Results (Reading)



## Josh - Intervention

Component	Element
<b>Antecedent Adjustment</b>	<ul style="list-style-type: none"> <li>• Prior to seatwork, remind to:                             <ul style="list-style-type: none"> <li>○ work on assigned task</li> <li>○ raise hand and sit quietly until teacher comes over to assist</li> </ul> </li> </ul>
<b>Reinforcement</b>	<ul style="list-style-type: none"> <li>• Provide verbal praise when                             <ul style="list-style-type: none"> <li>○ on-task minimum of 5 min</li> <li>○ on-task, raises hand, waits quietly (e.g., "I will be there in 1 min.")</li> </ul> </li> </ul>
<b>Extinction</b>	<ul style="list-style-type: none"> <li>• Withhold teacher attention when off-task</li> <li>• Redirect with minimal interaction</li> <li>• Maintain task demand</li> </ul>



### --and then what happened?

Student	Outcome
<b>Hugo</b>	<ul style="list-style-type: none"> <li>• Student Support Team (SST) removed Hugo from list.</li> <li>• Family moved back to Mexico</li> </ul>
<b>Tomas</b>	<ul style="list-style-type: none"> <li>• SST began to focus on academic performance</li> <li>• In third grade, found to be eligible for special education services in mathematics</li> </ul>
<b>Matthew</b>	<ul style="list-style-type: none"> <li>• In third grade, teacher wanted Matthew removed from classroom when he was disruptive.</li> <li>• After four suspensions in three months, mother transferred Matthew to another school.</li> </ul>
<b>Josh</b>	<ul style="list-style-type: none"> <li>• Teacher contract was not renewed</li> </ul>

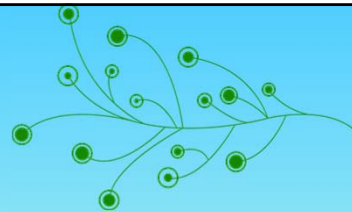
## FBA as a Prereferral Strategy



- Have any of you conducted FBAs to develop prereferral interventions?
- In what ways does your school/district effectively and efficiently conduct FBAs?

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## FBA



- Future –
  - How can education professionals efficiently conduct FBAs as a prereferral strategy?
    1. Identify the challenges faced by education professionals

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## Questions / Closing Discussion

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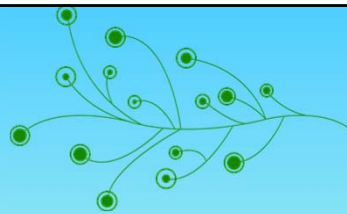


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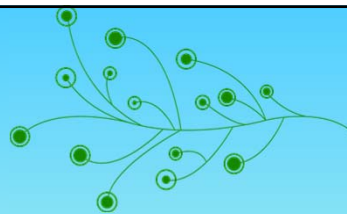
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