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
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

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?
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)

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)
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

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)
FBA – Why wait?

• approaches used to work with students with problem behaviors are usually reactive, rather than being proactive (Colvin, Kameénui, & Sugai, 1993)

• most advantageous use of FBA is prior to problem behaviors becoming well-established (Scott, Liaupsin, Nelson, & McIntyre, 2005)

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, & Little, 2004)
Effective Interventions should not . . .

add to teacher workload

- 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
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

Sharing Other Teachers’ Stories
## Hugo - Intervention

<table>
<thead>
<tr>
<th>Component</th>
<th>Element</th>
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</thead>
</table>
| Antecedent Adjustment | • Assigned spot on instructional carpet  
                        | • If prepared, Hugo models how to transition for peers                |
| Reinforcement      | • Provide verbal praise or prompt about expected behavior  
                        | • Provide verbal praise to Hugo when he is prepared for transition |
| Extinction         | • Withhold teacher attention when Hugo off-task  
                        | • Maintain current task demand  
                        | • Provide brief redirection to group when Hugo is off-task for 15s+ |

## Hugo - Results

Hugo - On Task

- **A**: Initial baseline period.
- **B**: Intervention phase.
- **C**: Baseline period after intervention.

*Graph showing percentage of intervals on-task over sessions.*

- **F/U**: Follow-up period.
- **Treatment Integrity**: Graph indicating adherence to intervention.
- **On-task Behavior**: Graph showing behavior trends over sessions.
Tomas - Intervention

<table>
<thead>
<tr>
<th>Component</th>
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</table>
| Antecedent Adjustment | • State brief steps for transition  
|                    | • List of transition steps on all desks                     |
| Reinforcement      | • Provide verbal praise or prompt about expected behavior when on task for minimum 1 min  
|                    | • Provide verbal praise when prepared for transition         |
| Extinction         | • Withhold teacher attention when off-task                  
|                    | • Maintain the current task demand                           
|                    | • Provide brief (<2s) redirection when off-task              |

Tomas - Results

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Graph showing Tomas' on-task behavior progression with treatment integrity markers.
## Matthew – Intervention (Math)

<table>
<thead>
<tr>
<th>Component</th>
<th>Element</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Antecedent Adjustment</strong></td>
<td>• Teach Steve to raise his hand</td>
</tr>
<tr>
<td></td>
<td>• Preview of mathematics objective(s) in a.m.</td>
</tr>
<tr>
<td></td>
<td>• Assign spot on instructional carpet-close proximity to teacher</td>
</tr>
<tr>
<td></td>
<td>• Remove loose items from easel bin</td>
</tr>
<tr>
<td></td>
<td>• Provide practice opportunity and immediate feedback in group setting</td>
</tr>
<tr>
<td></td>
<td>• Provide additional assistance during independent work, when requested</td>
</tr>
<tr>
<td><strong>Reinforcement</strong></td>
<td>• Provide teacher attention when on-task minimum of 90 s</td>
</tr>
<tr>
<td><strong>Extinction</strong></td>
<td>• Withhold teacher attention when off-task</td>
</tr>
<tr>
<td></td>
<td>• Maintain the current task demand</td>
</tr>
</tbody>
</table>

## Matthew – Results (Math)

![Graph showing percentage of intervals on-task and treatment integrity over sessions](image-url)
Matthew – Results (Reading)

![Graph showing percentage of intervals on-task for Matthew]

Josh - Intervention

<table>
<thead>
<tr>
<th>Component</th>
<th>Element</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antecedent Adjustment</td>
<td>• Prior to seatwork, remind to:</td>
</tr>
<tr>
<td></td>
<td>- work on assigned task</td>
</tr>
<tr>
<td></td>
<td>- raise hand and sit quietly until teacher comes over to assist</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>• Provide verbal praise when</td>
</tr>
<tr>
<td></td>
<td>- on-task minimum of 5 min</td>
</tr>
<tr>
<td></td>
<td>- on-task, raises hand, waits quietly</td>
</tr>
<tr>
<td></td>
<td>(e.g., “I will be there in 1 min.”)</td>
</tr>
<tr>
<td>Extinction</td>
<td>• Withhold teacher attention when off-task</td>
</tr>
<tr>
<td></td>
<td>• Redirect with minimal interaction</td>
</tr>
<tr>
<td></td>
<td>• Maintain task demand</td>
</tr>
</tbody>
</table>
Josh - Results

--and then what happened?

<table>
<thead>
<tr>
<th>Student</th>
<th>Outcome</th>
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</table>
| Hugo    | • Student Support Team (SST) removed Hugo from list.  
          • Family moved back to Mexico |
| Tomas   | • SST began to focus on academic performance  
          • In third grade, found to be eligible for special education services in mathematics |
| Matthew | • In third grade, teacher wanted Matthew removed from classroom when he was disruptive.  
          • After four suspensions in three months, mother transferred Matthew to another school. |
| Josh    | • Teacher contract was not renewed |
FBA as a Prereferral Strategy

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

FBA

• Future —
  – How can education professionals efficiently conduct FBAs as a prerereferral strategy?
    1. Identify the challenges faced by education professionals
Questions / Closing Discussion

References


References


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