Outcomes

• Learn about an evidence-based approach for conducting streamlined FBA and implementing practical function-based strategies for the classroom

• Understand the critical features of basic behavior support plans

• Apply Basic FBA/BIP methods through case-study practice activities

• Identify systems need to support staff in implementing and evaluating individualized behavior support
It just happens out of the bl--

ALL BEHAVIOR SERVES A FUNCTION!!!
Basic Behavioral Assumptions

• Behavior is learned
  • Every student is capable of learning

• Behavior serves a purpose
  • What is a student’s behavior telling us?

• Behavior is contextual
  • What is happening within the classroom context to occasion and reinforce behavior?
FBA: Becoming an Investigator

- Prevention
  - When is the behavior most likely to occur?

- Teaching
  - What skills is the student missing?

- Reinforcement
  - What happens after the problem behavior? How can I use student motivation to help them become successful?
From Basic FBA to Function-Based Interventions

- The primary purpose of conducting FBA is to inform the development & implementation of Behavior Support Plans that directly address the FUNCTION of student behavior.
Agenda

• 1:00 Basic FBA – Using FBA more efficiently
• 1:20 Collecting Basic FBA data to inform interventions
• 2:30 BREAK
• 2:40 Critical Features of Effective Behavioral Supports

3:50 BREAK

• 4:00 Supporting Staff in Implementing and Evaluating Behavioral Supports
• 4:30 How to make this happen at my school
Ice Breaker Activity -

• In 60 seconds, Write….
  ➢ 3 Thing your school **needs or does** to **successfully support students with challenging behavior in the general education environment** (including students **without** IEP/504 plans)

• Next 90 seconds, share with a partner

• Be willing to share with the group when you are done
FBA-BSP in Schools: How are we doing?

• Growing body of research showing that FBS can be effectively designed and implemented by typical school personnel
  • (Crone, Hawken, & Bergstrom, 2007; Dukes, Rosenberg, & Brady, 2007; Loman & Horner, 2014; Maag & Larson, 2004; Renshaw et al., 2008; Scott, Nelson, & Zabala, 2003; Strickland-Cohen & Horner, 2015)

• However…
  • FBA continues to be underutilized
  • Schools continue to struggle to utilize FBA information to build and implement individualized supports
    • (Blood & Neel, 2007; Cook et al., 2007, 2012; Scott & Kamps, 2007; Scott, Liaupsin, Nelson, & McIntyre, 2005; Van Acker, Boreson, Gable, & Potterton, 2005)
WE CAN'T AFFORD TO
SAVE THIS ONE, BUT
DON'T WORRY, SOMEONE
WILL CATCH HIM.
Challenge schools face is not in finding what works, but implementing what works.

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
Common Issues…

• Lack of personnel with enough training to conduct FBA and use FBA information to identify function-based interventions

• Student plans built by “specialist” without input from/collaboration with plan implementers

• Plan implementers need a better understanding of behavioral function
As schools adopt Tier 2 and Tier 3 PBIS supports, the behavior specialists in the district are often overwhelmed with requests to conduct functional behavioral assessments and building behavior support plans.

Basic Message: Capacity Building

Any time you feel overwhelmed the answer is likely to include investing in the training of others.
A Continuum of Individualized Support

- Many of problem behaviors that teams encounter do not require comprehensive FBA-BSP

- Using simplified FBA-BSP procedures that “match” the level and intensity of problem behavior
  - Provide FBS at the first signs of persistent problem behavior
## Basic vs. Complex FBA/BSP

<table>
<thead>
<tr>
<th></th>
<th>Basic</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For:</strong></td>
<td>Students with <strong>mild to moderate</strong> problem behaviors (behaviors that are <strong>NOT dangerous</strong> or occurring in many settings)</td>
<td>Students with <strong>moderate to severe</strong> behavioral problems; may be <strong>dangerous and/or occurring in many settings</strong></td>
</tr>
<tr>
<td><strong>What:</strong></td>
<td>Relatively <strong>Simple</strong> and <strong>Efficient</strong> process for behavior support planning based on “practical” FBA data</td>
<td><strong>Time-intensive</strong> process that involves emergency planning, family-centered planning, and collaboration with outside agencies</td>
</tr>
<tr>
<td><strong>Developed by whom:</strong></td>
<td>Team of school-based professionals (e.g., PBS team members whose job responsibilities include FBA and behavior support planning)</td>
<td>School-based team including professionals trained to develop and implement intensive interventions for students with severe problem behaviors (e.g., <strong>behavior specialist</strong>)</td>
</tr>
</tbody>
</table>
District Behavior Support Specialist

- Train and coach PBIS at all three tiers
- Support Teams building behavior support plans from Assessment information
- Train 1-3 people per school to conduct “basic” FBA/BSP
- School-wide training: Increase Staff Knowledge of Behavior & Function
OVERVIEW OF BASIC FBA TO BSP TRAINING & TOOLS
www.basicfba.com  training available online

Basic FBA to BIP

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.

BEHAVIOR SPECIALIST TRAINING  SCHOOL-WIDE TRAINING
Basic FBA to BSP Training Series
Loman, Strickland-Cohen, Borgmeier, & Homer (2014)

- Module 1- Defining & Understanding Behavior*
- Module 2- FBA: Interviewing Stakeholders
- Module 3- FBA: Observing Behavior
- Module 4- BSP: Critical Features of Function-based Interventions*
- Module 5- Selecting Function-based Interventions
- Module 6- Planning for Implementation
- Module 7- Evaluation Planning

*Designed as training for all school staff
Big Ideas

• Learn FBA & BSP in manageable chunks
  • a series of seven 90 minute modules
  • intended to be delivered about 1 module every 2 weeks

• Interactive Training Activities -- Learn through demonstration & practice application activities

• Homework Tasks with each module for real-world practice that culminate in implementation of a BSP developed from an FBS

• Tools for Coaching & Feedback on Homework

• Tools for building school-wide understanding of behavior & function-based intervention
1. Define the Problem Behavior

2. Conduct assessment for behavior support planning
   a. Functional Behavioral Assessment
      • Defining behavior in observable & measureable terms
      • Ask staff and student about where, when, & why behavior occurs
      • See the behavior during specified routines
      • Hypothesize a final summary of where, when, & why behavior occurs

3. Design an individualized behavior support plan (BSP)
   • Ensure technical adequacy
   • Ensure contextual fit

4. Ensure Fidelity of Implementation

5. Monitor Plan Impact on Student Behavior

Adapt BSP and implementation as needed based on on-going monitoring

Adapted from Horner, Albin, Todd, Newton & Sprague, 2011
1. Define the Problem Behavior

2. Conduct assessment for behavior support planning
   a. Functional Behavioral Assessment
      • Defining behavior in observable & measureable terms
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The Basic FBA to BSP Process

1. Define the Problem Behavior

2. Conduct assessment for behavior support planning
   a. Functional Behavioral Assessment
      • Defining behavior in observable & measureable terms
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      • See the behavior during specified routines
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Adapt BSP and implementation as needed based on on-going monitoring

Adapted from Horner, Albin, Todd, Newton & Sprague, 2011
Participant’s Guidebook

- Objectives
- Review
- Activities

- Checks for Understanding
- Comments/Questions
- Tasks
- Key Points
Understand what students are communicating to us through their behavior

2 Antecedents/Triggers
When ____ happens....

1 Behavior:
the student does (what)___

3 Consequence/Function
..and as a result ______
When generating interventions we use **Function** to develop ideas to change A, B & C.
Module 1: The A-B-C’s of Understanding Behavior

A= Antecedent. Find out the events that occur right before the behavior. *When and Where?*

B= Behavior. Find out *What* is the observable problem behavior?

C= Consequence. Find out what happens after the behavior occurs? *WHY?*
Always Start by Defining the Problem Behavior

2
Antecedents/Triggers
When _____happens....

1
Behavior:
the student does (what)___

3
Consequence/Function
..and as a result ______
Defining Observable Behaviors

• Definitions of behaviors need to be:
  – Observable: The behavior is an action that can be seen.
  – Measurable: The behavior can be counted or timed.
  – Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!
Are these observable, & measurable?

- Gets out of desk and hits other students
- Has separation anxiety (from parent)
- Spacey
- Reads 120 wpm
- Says she hears voices
- Emotionally disturbed
- Doesn’t like classmates
Once you have defined the problem behavior...

THEN: **Where & When** does the behavior occur?

– Routines
– Triggering Antecedents

[Diagram:

2
Antecedents/Triggers

When _____ happens....

1
Behavior:

the student does (what)___]
Scenario #2.1

During passing period in the hallway before recess, when peers tease him about his walk, A.J. calls them names and hits them.

Routine: “During __________________________ ”

**Antecedent**
When…
PEERS TEASE ABOUT HIS WALK

**Behavior**
The student...
CALLS NAMES & HITS
Once you have defined the behavior (the **What**) & know **Where & When** the behavior occurs...

Then: **WHY** does the behavior continue to occur (what happens right afterwards)? **Step #1:** What is the **CONSEQUENCE**?  **Step #2:** What is the **PAYOFF**?

2
Routines/Antecedents/ Setting Events:
When _____ happens....

1
Behavior:
the student does (what)___

3
Consequence/Outcome
..and as a result ______
Once you have defined the behavior (the **What**) & know **Where** & **When** the behavior occurs... Then: **WHY** does the behavior continue to occur (what happens right afterwards)? Step #1: What is the **CONSEQUENCE?**  Step #2: What is the **PAYOFF?**
Scenario #3.1

Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the office.

Routine: “During _______ Math class _______”

Antecedent/Trigger: Given double-digit math problems

Behavior: Student does...

Consequence/Outcome: and as a result...

Throws pencil & rips paper

Sent to the office
Functions that Behavior Serves

Problem Behavior

Obtain/Get Something

- Stimulation/Sensory
  - Adult

Escape/Avoid Something

- Social
  - Peer

- Tangible/Activity
Most Common Functions of Behavior

To Obtain/Get:
- Peer attention
- Adult attention
- Desired activity
- Desired object/items
- Sensory stimulation: auditory, tactile, etc.

To Avoid/Escape:
- Difficult Task
- Boring Task
- Easy Task
- Physical demand
- Non-preferred activity
- Peer
- Staff
- Reprimands
Behavioral Explanations for “Why”

- Don’t forget - From student’s perspective, problem behavior serves a **purpose**, such as...
  - Gaining attention
  - Gaining access to activities or tangible items
  - Avoiding or escaping from something student finds unpleasant (e.g., difficult or undesired tasks)
Understanding **FUNCTION**: WHY?
What is the Payoff?

Use information about the routine, antecedent, behavior, & consequence to determine that the function of the behavior is either to:

- Get or Avoid something in the environment

**Routine:** During ________________

**Antecedent/Trigger:**
When __________

**Behavior:**
Student does __________

**Consequence/Outcome:**
and as a result...
________

Therefore, the function of the behavior is to:
get/avoid __________
What is the Function of/Pay-off for Jane’s Behavior?

Jane, a fifth grade student, was referred for disruptive behavior to the student support team by her teacher, Mrs. O’Neil. After interviewing Mrs. O’Neil and conducting several observations of Jane in the classroom, the team determined that during transitions (from lunch, recess, dismissal) in the hallway when staff are present, she shouts profanities. Then, adults spend time talking with her about her behavior.
Jane’s Summary Statement

Routine: During **Transitions**

Antecedent/Trigger: When ..
- **Staff are present**

Behavior: Student...
- **Shouts profanities**

Consequence/Outcome: and as a result...
- **Adults talk to her**

Therefore, the function of the behavior is to:
- **get/avoid**

**Attention from Adults**

Adult Attention is the pay-off for the behavior!!
When Selena’s teachers present multiple difficult task demands in language arts, she makes negative self-statements & writes profane language on her assignments. Teaching staff typically send her to the office with a discipline referral for being disrespectful (and she misses the assignment).

Routine: “During **Language Arts**”

**Antecedent/Trigger:**
“When …

- Multiple demands for difficult tasks

**Behavior:**
Student does..

- Makes negative self-statements & writes profane language

**Consequence/Outcome:**
and as a result…

- Sent to office

Therefore, the function of the behavior is to: get **avoid**

**Difficult Tasks**
After we defined the behavior (the **What**) & know **Where & When & Why** the behavior occurs...

Then: We ask: Are there any events that happen outside of the routine that “**SET UP**” the behavior (make it more likely to occur)?
Setting Events

- Infrequent events that temporarily impact the antecedent to increase or decrease the value of the behavioral outcome.
- Either increase or decrease the likelihood that a behavior will occur.
"Well, it's a delicate situation, sir. ... Sophisticated firing system, hair-trigger mechanisms, and Bob's wife just left him last night, so you know his mind's not into this."
Common Setting Events: “Set ups”

- Lack of sleep or food
- Having a fight on the way to school
- Bad grade on a test / reprimands
- Forgetting to take medication
- Substitute teacher / changes in routine

Non-examples:
- Diagnosis of autism or ADHD
- “Bad” home life

* Note: Setting Events can be difficult to identify, are often unknown.*
In Social Studies, when asked to read independently, Ben (a strong reader) often gets out of his seat, walks around the room, and jokes with peers. Ben’s peers laugh and talk to him as he walks by. This behavior is most likely to happen on days when Ben’s parents bring him to school (i.e., he doesn’t ride the bus with friends).

Routine: During Social Studies

Setting event More likely when...
Ben brought to school by parents

Antecedent When...
Asked to read independently

Behavior The student...
Out of seat, walks around room, jokes with peers

Consequence and as a result...
Peers laugh and talk to Ben

Function: To...
Access peer attention
Where do we get these summary statements from?

• Assessments
• Referrals
• Interviews
• Observations
Basic FBA process
D.A.S.H.

Define behavior in observable & measurable terms

Ask about behavior by interviewing staff & student
- specify routines where & when behaviors occur
- summarize where, when, & why behaviors occur

See the behavior
- observe the behavior during routines specified
- observe to verify summary from interviews

Hypothesize: a final summary of where, when & why behaviors occur
From Module 2 of www.basicfba.com

Interview tool: FACTS

- Start with the Student Strengths
- Conduct Routines Analysis to identify routines where problem behavior occurs
Online Content has Example Videos for Completing Interview

Watch the video embedded below and follow along on the completed FACTS form in the participants guide... or download the completed FACTS form below.

Video Demo FACTS Part A

Video: FACTS Part A -- Prioritizing Routines & Defining Behavior
## FACTS Part A: Identify the Prioritized Routine(s)

**ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>Current Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30</td>
<td>Math – Jones</td>
<td>Low</td>
<td>High  1 2 3 4 5 6 6</td>
<td>Walking around the room, throwing pencil, tearing up paper, disruptive</td>
</tr>
<tr>
<td>#1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Handwriting Jones</td>
<td>1 2 3 4 5 6</td>
<td>Talking to peers</td>
<td></td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Recess – Rice</td>
<td>1 2 3 4 5 6</td>
<td>No problems</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Reading – Sparks</td>
<td>1 2 3 4 5 6</td>
<td>Walking around the room, pushing books on floor, tearing up paper, disruptive</td>
<td>S – Send to office</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Science – Jones</td>
<td>1 2 3 4 5 6</td>
<td>Talking to peers</td>
<td></td>
</tr>
<tr>
<td>11:30-12:15</td>
<td>Lunch – Rice</td>
<td>1 2 3 4 5 6</td>
<td>No problem, but got in fight 2 mos. ago</td>
<td></td>
</tr>
<tr>
<td>12:15-1:15</td>
<td>US History – Mr. H</td>
<td>1 2 3 4 5 6</td>
<td>Talking to peers</td>
<td></td>
</tr>
<tr>
<td>1:15-2:15</td>
<td>P.E. – Mr. V</td>
<td>1 2 3 4 5 6</td>
<td>No problems</td>
<td></td>
</tr>
</tbody>
</table>

**List the Routines in order of Priority for Behavior Support:** Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

<table>
<thead>
<tr>
<th>Routine # 1</th>
<th>Routines/Activities/Context</th>
<th>Problem Behavior(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine # 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FACTS Part B: Ask Follow-up Questions – *Get SPECIFIC*

Make sure to ask follow-up questions in the right column of Antecedents & Consequences section

**ANTECEDENT(s):** *Rank Order* the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a *detailed* understanding of triggers ranked #1 & 2.

<table>
<thead>
<tr>
<th>Environmental Features (Rank order strongest 2)</th>
<th>Follow Up Questions – <em>Get as Specific as possible</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 X a. task too hard ___ g. large group instruction</td>
<td>If <em>a, b, c, d or e</em> - describe task/demand in detail <em>writing sentences, paragraphs, letters, journals, etc.</em> student cannot write because they don’t know how to read or spell fluently ____________________</td>
</tr>
<tr>
<td>___ b. task too easy ___ h. small group work</td>
<td>If <em>f</em> - describe <em>purpose</em> of correction, voice tone, volume etc.</td>
</tr>
<tr>
<td><em>X</em> c. bored w/ task ___ i. unstructured time</td>
<td>If <em>g, h, i, j or k</em> - describe setting/activity/content in detail Independent work involving writing or reading; works better in small groups if he doesn’t have to read or write</td>
</tr>
</tbody>
</table>
After interviewing Johnny’s teacher and conducting several observations, Johnny’s team determined that when seated next to peers during less structured class time (free time, cooperative group art projects, etc.), Johnny tears up his paper and stomps his feet. After Johnny engages in this behavior his peers laugh at him.

**Routine:** “During **Less structured class time**”

- **Antecedent/Trigger:** “When …
  - Seated next to peers

- **Behavior:**
  - Student does…
  - Tears up paper & stomps feet

- **Consequence/Outcome:**
  - and as a result...
  - Peers laugh

Therefore, the function of the behavior is to: get/avoid **Peer Attention**
But when trying to identify function...

- Things can look more like this...

When asked to work with a partner in science, Bobby complains about the assignment, refuses to work, and uses lab equipment inappropriately. As a result, Bobby’s peers laugh and joke with him, the teacher calls him aside to talk with him about his behavior, and he is asked to sit down at his desk to complete a different assignment while his peers are in lab.
How can we determine the PRIMARY function?

- Consider the context...
- When is the problem behavior occurring?
  - Does it seem likely that the primary function is escape from demands when the problem behavior is most likely to happen during unstructured time with peers? But what other aspects of the environment might be aversive?
  - If it is typically only happening when the student is given difficult problems in math class… what are the odds that the primary function is peer attention??
  - Does the problem behavior occur when the student is alone or during unstructured time when no demands are being placed?
Determining Primary Function, cont’d

• Ask follow-up questions
  – If the problem behavior appears to result in both escape from task and attention from adults and/or peers…
    • Does the problem behavior occur primarily when difficult tasks are presented? Does the student have the skills necessary to complete the task independently?
    • Is the problem behavior reliably resulting in escape from demands?
    • Does the problem behavior occur when no peers are present (i.e., peer attn is not available)?
    • If student argues with adult when asked to transition, what happens if adult walks away?
    • Is the problem behavior more likely to occur when several minute have passed with no attn from adult/peers? Less likely when a demand is placed following an extended period of social interaction?
  – Test it out
    • “What would happen if…”
### Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

<table>
<thead>
<tr>
<th>Routine/Activities Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Group / Math Tasks</td>
<td>Joe will verbally refuse, throw pencil on floor &amp; rip up the paper, leave table and walk around room</td>
</tr>
</tbody>
</table>

#### ANTECEDENT(s): Rank Order

<table>
<thead>
<tr>
<th>Environment Features (Rank order strongest)</th>
<th>Follow Up Questions - Get as Specific as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. task too easy</td>
<td>Instruction</td>
</tr>
<tr>
<td>2. task too difficult</td>
<td>Large group</td>
</tr>
<tr>
<td>3. task too long</td>
<td>Independent work</td>
</tr>
<tr>
<td>4. physical demand</td>
<td>Small group work</td>
</tr>
<tr>
<td>5. required time</td>
<td>Transitions</td>
</tr>
<tr>
<td>6. correction/sequencing</td>
<td>With peers</td>
</tr>
</tbody>
</table>

**Describe:**
- In what context does the behavior occur?
- How long has the behavior been occurring?
- Are there any patterns or triggers?

#### CONSEQUENCE(s): Rank Order

<table>
<thead>
<tr>
<th>Consequence / Function</th>
<th>As applicable - Follow Up Questions - Get as Specific as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. get adult attention</td>
<td>If a task is given, does the student take it seriously?</td>
</tr>
<tr>
<td>2. get poor attention</td>
<td>How is the (positive or negative) attention provided?</td>
</tr>
<tr>
<td>3. get preferred activity</td>
<td>If a task is given, are all the necessary materials, materials provided?</td>
</tr>
<tr>
<td>4. do not want to do anything</td>
<td>If a task is given, are all the necessary materials, materials provided?</td>
</tr>
<tr>
<td>5. poor sensation</td>
<td>If a task is given, is there any change in the student's behavior?</td>
</tr>
</tbody>
</table>

**Describe:**
- What specific task/activity/sensation avoided? Math worksheets?
- Be specific; DO NOT simply list subject area, but specifically describe type of work within the subject area.
- Double digit problems, subtraction or harder math facts?

#### SETTING EVENT(s): Rank Order

Any event that happens outside of the immediate routine (at home or earlier in day) that commonly makes problem behavior more likely in the routine above.

- Change in routine
- Change in environment
- Change in settings
- Change in materials
- Change in subjects

**Describe:**
- What is the relationship between the event and the behavior?

#### SUMMARY OF BEHAVIOR

**Teacher Rating:**
- 1 = Not sure
- 2 = Somewhat sure
- 3 = Sure
- 4 = 100% Sure/No Doubt

**Rater:**
- Teacher

**Rate the Statement:**
- 1 = Not sure
- 2 = Somewhat sure
- 3 = Sure
- 4 = 100% Sure/No Doubt

**Have Teacher Rate the Statement:**
- 1 = Not sure
- 2 = Somewhat sure
- 3 = Sure
- 4 = 100% Sure/No Doubt

**Select #1 Ranked Answers to Insert into Summary:**
- 1 = Not sure
- 2 = Somewhat sure
- 3 = Sure
- 4 = 100% Sure/No Doubt

### Part B - Summary of Behavior

Select #1 Ranked Answers to Insert into Summary.

Have Teacher Rate the Statement.
EMPOWERING STUDENTS TO GUIDE INTERVENTIONS
Process for Engaging Students in Understanding Behavior

- Student identifies 1-3 adults that they view as advocates/allies
- Student is matched with the adult
- Adult meets one-on-one with student
- Student and adult complete Good Day Plan together
- Good Day Plan is used to inform classroom and behavior supports
- Student and Adult Advocate meet again within 2 weeks
<table>
<thead>
<tr>
<th>Good Day</th>
<th>Now</th>
<th>Action</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens on a Good Day?</td>
<td>Does it happen now?</td>
<td>What needs to happen to make it a Good Day?</td>
<td>Who can help me?</td>
</tr>
</tbody>
</table>

Name: 

Today’s Date:
Purpose of Good Day Plan

- Understand from the student’s perspective
- Empower student to guide interventions
- Have student create options rather than adult-given options
- Focus on all of the aspects (columns) of the Good Day Plan
<table>
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<td>What happens on a Good Day?</td>
<td>Does it happen now?</td>
<td>What needs to happen to make it a Good Day?</td>
<td>Who can help me?</td>
</tr>
<tr>
<td>What do I need to do to have a good day?</td>
<td>Am I getting what I need during the day?</td>
<td>What do I need to make this happen?</td>
<td>What people can help me have a good day?</td>
</tr>
<tr>
<td>What are my strengths?</td>
<td>If yes, GREAT! Keep it up</td>
<td>What strategies should I create?</td>
<td>What people do I need in order to increase the chance of good things happening?</td>
</tr>
<tr>
<td>What makes me happy?</td>
<td>If not, move to next column to think of options and alternatives</td>
<td>What goals should I set for myself?</td>
<td>Who is my network of support?</td>
</tr>
<tr>
<td>What things are always present on good days?</td>
<td></td>
<td>What do others do to make this happen?</td>
<td>Can I be the support person for this?</td>
</tr>
<tr>
<td>Good Day</td>
<td>Now</td>
<td>Action</td>
<td>Support</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What happens on a Good Day?</td>
<td>Does it happen now?</td>
<td>What needs to happen to make it a Good Day?</td>
<td>Who can help me?</td>
</tr>
<tr>
<td>My teacher doesn’t get on my case</td>
<td>Sometimes</td>
<td>Lay low- don’t bring attention to myself</td>
<td>Me (not being disruptive) &amp; Teacher (leaves me alone if I’m not being disruptive)</td>
</tr>
<tr>
<td>Able to finish my work without other students bothering me</td>
<td>No</td>
<td>Sit away from other students</td>
<td>Me (I can ask) &amp; Teacher (lets me move my seat)</td>
</tr>
<tr>
<td>Good time talking to my friends</td>
<td>Only during lunch</td>
<td>Able to talk to friends in class</td>
<td></td>
</tr>
<tr>
<td>Get my lunch before the crowd</td>
<td>Never</td>
<td>Let me get to lunch first or I get to go to lunch after I finish my work early</td>
<td>Me (don’t waste time in class) &amp; Teacher</td>
</tr>
<tr>
<td>Someone cares that I showed up</td>
<td>Only Science Teacher</td>
<td>Teacher doesn’t look at me funny when I walk in to class. Teacher asks how I’m doing.</td>
<td>Teacher</td>
</tr>
<tr>
<td>Use phone in class</td>
<td>Never</td>
<td>Let me use my phone if I finish early</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
Activity: How would you use GDP information to inform classroom supports?

-Would this inform the way you present information to the student?

-Would this inform the way you talk/interact with the student?

-Would this inform options for reinforcement for the student?

-Would this inform how you respond to the student’s behaviors?
# Student Interview - Routine Analysis

## Functional Assessment Checklist for Students (FACTS-Student)

**Student:** [Student Name]

**Grade:** [Grade]

**Interviewer:** [Interviewer Name]

**Date:** [Date]

### STRENGTHS:
Identify your strengths and interests in each category below:

- **Academic strengths -**
- **Social/Recreational -**
- **Other -**

### ROUTINES ANALYSIS:
Where, When & with Whom do you have the most challenges with your behavior?

<table>
<thead>
<tr>
<th>Time</th>
<th>Class/Activity &amp; Staff Involved</th>
<th>Likelihood of Getting in Trouble</th>
<th>If 1 or 2, what helps you to be successful in this class?</th>
<th>If 5 or 6, what behaviors get you in trouble?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low 1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>High</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Prioritize Routine

### Identify Antecedents

### What might help you prevent this?

---

### Functional Assessment Checklist for Students – Part 2

**Prioritized Routine**: Students select a routine with a rating of 5 or 6. Only combine routines when there is significant similarity in (1) activities (conditions) and (2) problem behavior(s). Complete the remainder of this page and FACTS-Part I for the prioritized routine identified below.

<table>
<thead>
<tr>
<th>Prioritized Routine</th>
<th>Routines/Activities/Context</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If 3 or more routines are rated a 5 or 6, refer case to behavior specialist for a Complex FBA</strong></td>
<td></td>
</tr>
</tbody>
</table>

**BEHAVIOR(s)**: What are things you do in `<identify routine above>` that get you in trouble?

Describe Behavior(s) in an observable way:

---

**What happens before the behavior?** Identify the strongest predictors that lead to `<insert prioritized behavior>`, be as specific as you can in describing the predictors. Then identify or suggest things that would help prevent you from engaging in the behavior.

<table>
<thead>
<tr>
<th>During <code>&lt;routine&gt;</code> what happens before you do the behavior?</th>
<th>During <code>&lt;routine&gt;</code> what might help prevent you from engaging in the behaviors that can get you trouble?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Student Description:</strong></td>
<td><strong>Initial Student Description:</strong></td>
</tr>
</tbody>
</table>

**EXAMPLES**

- **Work is hard for me:**
  - Specifically: ________________
  - **EXAMPLES**
    - Make work/class easier by:
      - Teacher helps me by:
      - Peers help me by:

- **Work is boring, too long, or too easy**
  - Specifically: ________________
  - **EXAMPLES**
    - Make work more interesting by:
      - Shorten assignment by:
      - Allow me to skip or cross off problems if I demonstrate I can do problems like that correctly

- **Teacher bothers me, picks on me, or tells me what to do**
  - Specifically: ________________
  - **EXAMPLES**
    - Teacher leaves me alone
    - Change in voice tone or wording
    - Teacher provides a visual signal rather than talking to me
    - How could teacher check in with you:

- **Peers bother me or sit near me**
  - Specifically: ________________
  - **EXAMPLES**
    - Move my seat away from peers that bother me
    - I ask teacher to move when I'm being bothered by peers
    - Teacher tells peers to leave me alone
    - I calmly but firmly tell peers to leave me alone & move away

- **When I'm not clear on what to do or there is nothing to do**
  - Specifically: ________________
  - **EXAMPLES**
    - Teacher gives me clearer directions by:
      - I respectfully ask teacher for clearer directions if I don't get it
      - I ask a peer for clarification

- **I need help and no one is helping me**
  - Specifically: ________________
  - **EXAMPLES**
    - I can request help from the teacher or peers
    - Teacher can help me by:
    - Peers can help me by:
Identify Why/Consequences

What might help you?

**FUNCTIONAL ASSESSMENT CHECKLIST for Students – Part 2**

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s): make description observable</th>
</tr>
</thead>
</table>

**CONSEQUENCE(s):** Identify *Why* you engage in the problem behavior, what do you get from it, the outcome you want using the first column below; be as specific as you can in describing *Why* you engage in the problem behavior. Then identify or suggest things that would help you so you wouldn’t have to engage in problem behavior.

**What happens after you do the behavior? Why do you do the behaviors?**

<table>
<thead>
<tr>
<th>Initial Student Description:</th>
<th>Initial Student Description:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Get out of doing an assignment or activity I don’t want to do &lt;br&gt;Specifically: ________________  &lt;br&gt;  o Too difficult &lt;br&gt;  o Too boring &lt;br&gt;  o Too easy</td>
<td>☐ Let me take a short break from working on the assignment &lt;br&gt;  o Let me ask for a different assignment &lt;br&gt;  o Ask for help from the teacher &lt;br&gt;  o Let me work with my friends in class as long as I am not bothering the class</td>
</tr>
<tr>
<td>☐ Get to talk to my friends/they laugh at me &lt;br&gt;Specifically: ________________</td>
<td>☐ Ask to work with a peer &lt;br&gt;  o After completing work I could hang out with a peer doing something fun &lt;br&gt;  o More partner or group activities</td>
</tr>
<tr>
<td>☐ Avoid the teacher so they leave me alone &lt;br&gt;Specifically: ________________</td>
<td>☐ Ask for Peer help instead of teacher &lt;br&gt;  o Ask for break &lt;br&gt;  o Ask another adult &lt;br&gt;  How could teacher check in with you:</td>
</tr>
<tr>
<td>☐ Avoid peers so they leave me alone &lt;br&gt;Specifically: ________________</td>
<td>☐ Let me move away from peers who are bothering me.</td>
</tr>
<tr>
<td>☐ Get teacher to talk to me – get help or to explain something better to me &lt;br&gt;Specifically: _____</td>
<td>☐ Request teacher to help me by: &lt;br&gt;  o Peers can help me by:</td>
</tr>
<tr>
<td>☐ Get to do something that I like &lt;br&gt;Specifically: ________________</td>
<td>☐ Let me do my work while still being able to do what I like &lt;br&gt;  o Let me know go back to doing activity after I complete work or during break</td>
</tr>
<tr>
<td>☐ Get things (objects or activities) I want &lt;br&gt;Specifically: ___</td>
<td>☐ Ask if I can see or use object &lt;br&gt;  o Identify another way to get the object appropriately</td>
</tr>
</tbody>
</table>

**ADDITIONAL NOTES OR SUGGESTIONS:**

<table>
<thead>
<tr>
<th>Setting Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize Behavior</td>
</tr>
<tr>
<td>Goals for Routine</td>
</tr>
<tr>
<td>Rating how well this explains behavior</td>
</tr>
</tbody>
</table>

### Functional Assessment Checklist for Students – Part 2

**SETTING EVENTS**
Events that happen outside of the immediate routine we've been discussing (at home or earlier in school day) that can put you in a bad mood or make you agitated and make you more likely to have a bad day or engage in problem behavior.

Identify & Describe things that commonly (every week or 2) that put you in a bad mood & can make you more likely to engage in problem behavior.

**Initial Student Description:**

- □ Hunger, specifically:
- □ Problem at home, specifically:
- □ Problem at school, specifically:
- □ Missed medication, specifically:
- □ Sick, specifically:
- □ Failed in my previous class, specifically:
- □ Tired, specifically:
- □ Change in schedule, specifically:
- □ Homework not done, specifically:
- □ Other, specifically:

**What can be done to help you when these things happen?**

### SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

<table>
<thead>
<tr>
<th>ANTECEDENT(s) / Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s) / Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SETTING EVENTS**

**What are your goals for <Routine> day?**

What do you think would work for you and the teacher?

**How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?**

<table>
<thead>
<tr>
<th>Not real sure</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Sure/No Doubt</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
Module 3 Objectives

• Utilize information obtained from FACTS interview(s) to plan for observations

• Practice using ABC Recording Form

• Data collection beyond A-B-C
  – Dimensions of behavior

• Time for questions and survey
Module 3 Training

#2 - TRACY (Activity #2)
- Download the Tracy Video
- Tracy Video - Activity #2
- TRACY Video Quicktime
- Tracy - Complete ABC Recording Form

Videos available via YouTube or for Download
### ABC Recording Form

<table>
<thead>
<tr>
<th>Observer:</th>
<th>Student:</th>
</tr>
</thead>
</table>

**Routine/Setting (Subject, gym, hall, etc.):**

**Date & Time:**

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Large group instruction</td>
<td>Given task/asked question</td>
<td>Adult Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given directive/correction</td>
<td>Peer Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Isolated (No attention)</td>
<td>Got Preferred Activity/Item</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>No activity/unclear directions</td>
<td>Got Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>Peer Comment</td>
<td>Adult Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>With Parent</td>
<td>Task/activity Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td>Avoided Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Other/Notes:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>Large group instruction</td>
<td>Given task/asked question</td>
<td>Adult Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given directive/correction</td>
<td>Peer Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Isolated (No attention)</td>
<td>Got Preferred Activity/Item</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>No activity/unclear directions</td>
<td>Got Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>Peer Comment</td>
<td>Adult Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>With Parent</td>
<td>Task/activity Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td>Avoided Other</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Other/Notes:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>Large group instruction</td>
<td>Given task/asked question</td>
<td>Adult Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given directive/correction</td>
<td>Peer Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Isolated (No attention)</td>
<td>Got Preferred Activity/Item</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>No activity/unclear directions</td>
<td>Got Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>Peer Comment</td>
<td>Adult Attention Avoided</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>With Parent</td>
<td>Task/activity Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td>Avoided Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Other/Notes:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>Large group instruction</td>
<td>Given task/asked question</td>
<td>Adult Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given directive/correction</td>
<td>Peer Attention Provided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Isolated (No attention)</td>
<td>Got Preferred Activity/Item</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>No activity/unclear directions</td>
<td>Got Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify:</td>
<td>Peer Comment</td>
<td>Adult Attention Avoided</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>With Parent</td>
<td>Task/activity Avoided</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td>Avoided Other</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td>Other/Notes:</td>
<td></td>
</tr>
</tbody>
</table>

**General Observation Notes:**

ABC Recording Form available on www.basicfba.com
ABC Recording Form: Before observing

1. Complete the “What to Look for” section at the top of the form with summary information from the FACTS.

2. Schedule observation during routine (time/place) identified as most problematic from the FACTS.

3. Record the date/setting/time of observation.
Complete ABC Recording Form based on FACTS Summary of Behavior

**FACTS – Summary of Behavior**

**Routine/Setting:** Math group – math tasks

<table>
<thead>
<tr>
<th>ANTECEDENT(s) / Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s) / Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe will verbally refuse, throw pencil on floor &amp; rip up the paper, leave table and walk around room</td>
<td>Staff may ignore initially, but redirects to math work, lead to escalating behavior &amp; leaving room</td>
<td>Function: Avoid difficult math tasks</td>
</tr>
</tbody>
</table>

**SETTING EVENTS**

<table>
<thead>
<tr>
<th>Setting Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not sure</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

**ABC Recording Form**

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
</table>

**Observer:**

**Student:**

**Date & Time:**
During Observation using the ABC Recording Form

#1- Always start with the **behavior** first—be as **specific as possible**—and then the **time**

---

**ABC Recording Form**

<table>
<thead>
<tr>
<th>Observer:</th>
<th>Chris B.</th>
<th>Student:</th>
<th>Shane</th>
<th>Date &amp; Time:</th>
<th>2/5/20- 2:20-2:25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine/Setting (Subject, gym, hall, etc.):</td>
<td>Math/large group instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What to Look for: (from FBA Interview summary)</th>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Group Instruction</td>
<td>Difficult math tasks, independent seat work or on board; any word problems or w/ math operations</td>
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<td>Gets out of working on math assignment</td>
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<tbody>
<tr>
<td>1</td>
<td>2:21</td>
<td>Large group instruction</td>
<td></td>
<td><strong>Drawing on paper at desk, not responding</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

*Other/Notes:*

- Adult Attention Provided
- Peer Attention Provided
- Got Preferred Activity/Item
- Got Other
- Adult Attention Avoided
- Peer Attention Avoided
- Task Activity Avoided
- Avoided Other

*Other/Notes:*

- “Shane take out math book”
#2 Write the activity/task occurring in class

## ABC Recording Form

**Observer:** Chris B.  
**Student:** Shane  
**Date & Time:** 2/5/20--2:20-2:25  
**Routine/Setting (Subject, gym, hall, etc.):** Math/ large group instruction

<table>
<thead>
<tr>
<th>What to Look for: (from FBA Interview summary)</th>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
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<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2:21</td>
<td>Large group instruction</td>
<td>Drawing on paper at desk, not responding</td>
<td>T: “open book to p. #”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Adult Attention Provided</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Peer Attention Provided</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Got Preferred Activity/Item</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Got Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Adult Attention Avoided</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Peer Attention Avoided</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Task Activity Avoided</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Avoided Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Other/Notes:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Specify:**

- [ ] Large group instruction
- [ ] Small group work
- [ ] Independent work
- [ ] Unstructured time

---

T: “Shane take out math book”
#3 Write the Antecedent that occurs before the behavior

**ABC Recording Form**

- **Observer:** Chris B.  
- **Student:** Shane  
- **Date & Time:** 2/5/20 - 2:20-2:25

Routine/Setting: Math/ large group instruction

<table>
<thead>
<tr>
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<td>Insubordination, head down, doodling, work refusal, out of seat</td>
<td>Gets out of working on math assignment</td>
</tr>
</tbody>
</table>

**Other/Notes:**

- T: “open book to p. #”

- **Outcome/Consequence:**
  - Adult Attention Provided
  - Peer Attention Provided
  - Got Preferred Activity/Item
  - Got Other
  - Adult Attention Avoided
  - Peer Attention Avoided
  - Task:Activity Avoided
  - Avoided Other

**Other/Notes:**

- T: “Shane take out math book”
#4 Write what happened right after the behavior occurred in the Consequence box

### ABC Recording Form

**Observer:** Chris B  
**Student:** Shane  
**Date & Time:** 2/5/20 -- 2:20-2:25  
**Routine/Setting (Subject, gym, hall, etc.):** Math/ large group instruction

<table>
<thead>
<tr>
<th>What to Look for:</th>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(from FBA Interview summary)</td>
<td>Large Group Instruction</td>
<td>Difficult math tasks, independent seat work or on board; any word problems or w/ math operations</td>
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<td>Gets out of working on math assignment</td>
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<th>Behavior</th>
<th>Outcome/Consequence</th>
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<td>2:21</td>
<td>Large group instruction</td>
<td>Drawing on paper at desk, not responding</td>
<td>Gets out of working on math assignment</td>
<td></td>
</tr>
</tbody>
</table>

**Other/Notes:**

T: “Shane take out math book”
#5 During or Immediately after the observation

Check the boxes that correspond with the activities, antecedents, & consequences you recorded.

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2:21</td>
<td>□ Large group instruction □ Small group work</td>
<td>□ Difficult math tasks, independent seat work or on board; any word problems or w/ math operations</td>
<td>Insubordination, head down, doodling, work refusal, out of seat</td>
<td>Gets out of working on math assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Independent work □ Unstructured time Specify:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activity/Task:**
- Drawing on paper at desk, not responding

**Trigger/Antecedent:**
- T: “open book to p. #”

**Outcome/Consequence:**
- T: “Shane take out math book”
After the observation:
Summarize Results from ABC Observation

1. Tally the most frequently observed ABC’s

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>/</td>
<td>/</td>
<td>#1</td>
</tr>
</tbody>
</table>

General Observation Note:

2. Develop a Summary statement

<table>
<thead>
<tr>
<th>Routine/Activity</th>
<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>DURING…</td>
<td>WHEN…</td>
<td>THE STUDENT WILL…</td>
<td>BECAUSE THIS HAPPENS…</td>
</tr>
</tbody>
</table>

So, the Pay-Off Function for the student is to Get or Avoid (circle one):

What?

3. Rate how likely it is the Summary accurately explains the identified behavior occurring (1-6)?

<table>
<thead>
<tr>
<th>Likelihood</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not sure</td>
<td>1-2</td>
</tr>
<tr>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>100% Sure/No Doubt</td>
<td>6</td>
</tr>
</tbody>
</table>

Review observation of Tracy (pp. 3.16-3.17)

<table>
<thead>
<tr>
<th>#</th>
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<th>Trigger/Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>11:44</td>
<td>Group instruction</td>
<td>Given task</td>
<td>Throws food at girl</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given directive to explain the activity/Unstructured time Specify:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>No activity/Unstructed time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>Specify:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>11:44</td>
<td>Group instruction</td>
<td>Given task</td>
<td>Says, &quot;I'm being punished for cruelty to animals&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given directive to explain the activity/Unstructured time Specify:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>No activity/Unstructed time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>Specify:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>11:44</td>
<td>Unstructured Time</td>
<td>#1 Unstructured Time</td>
<td>Calls names, throws object</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>With Peers</td>
<td>#1 With Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured Time</td>
<td>Ratio <em>6</em>/ <em>6</em></td>
<td>Ratio <em>6</em>/ <em>6</em></td>
<td></td>
</tr>
</tbody>
</table>

**General Observation Notes:**
"Tried to talk to peers by sharing food, etc. 3 times"
# Summary of Behavior

**Student:** Tracy  
**Date:**

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
</table>
| Teacher/Staff Interview Summary | Routine: Lunch | **Unknown**  
With peers (more popular and less popular peers) | Calls names, teases and threatens peers | Peers laugh, student gets sent to detention  
Function: Gain peer attention |
| ABC Recording Form Summary     | Routine: Lunch | **Unknown**  
“Less popular” girls joins the table | Teases peers; throws food at peer | “Cool” peers laugh  
Function: Get peer attention |
| Final Summary of Behavior      | Routine: Lunch | **Unknown** | When: Sitting with peers Tracy perceives as “cool” and a “less popular” peer sits down at the table | Student will: Teases peers, calls peer names, throws food at peers | Because: Popular peers laugh and pay attention to Tracy  
Therefore the function is to access/escape/avoid: Get Peer Attention |
BREAK & Pre-Test

• Before beginning this module, let’s complete a PreTest
Basic FBA to BSP
Using FBA to Develop Function-Based Support for Students with Mild to Moderate Problem Behavior

Module 4: Critical Features of BSP
www.basicfba.com
Basic FBA to BSP Training Series

• Module 1- Teaching Basic Principles
• Module 2- FBA: Practice Interviewing
• Module 3- FBA: Practice Observing
• Module 4- Critical Features of BSP
• Module 5- Building BSP from FBA
• Module 6- Implementation Planning & Leading a BSP Team
• Module 7- Evaluation & BSP Review
Module 4 Objectives

- Use a Competing Behavior Pathway to Identify Function-based behavior supports that:
  - Teach positive behaviors to replace problem behavior
  - Use strategies to prevent problem behavior & prompt positive behaviors
  - Reinforce replacement & desired behaviors
  - Effectively respond to problem behaviors by redirecting & minimizing their pay-off
Critical Components of Behavior Support Plans

• #1: Competing Behavior Pathway
• #2: Function-Based Behavior Support Strategies
• #3: Implementation Plan
• #4: Evaluation Plan
Why is the function of behavior important?

• Any intervention can potentially make problem behavior:
  – Better
  – Have no effect
  – Make it worse

• Using function to guide selection of interventions should help to more efficiently and effectively ID effective interventions & avoid interventions that can make things worse
Competing Behavior Pathway

See BSP form in Participant Guide p. 4.6
Critical Features of BSP
see p. 4.7

**Replace** problem behavior by **Teaching** a socially acceptable, efficient behavior that allows student to obtain the pay-off/function

**Prevent** problem behaviors by **directly addressing triggers & prompting** replacement behaviors based on the function of behavior

**Reinforce** replacement & desired behaviors based on function/pay off for the student

**Redirect** problem behaviors by **quickly & effectively redirecting student to replacement behavior**

**Minimize Reinforcement** by ensuring that problem behaviors do **NOT pay off** for the student (i.e. does not result in the function of behavior)
This is what we want...

But... we often start with the Replacement Behavior.
Why the **Replacement Behavior**?

**Why not go straight to the Desired Behavior?**

---

**Nadia**

**Routine: Math**

Given double-digit addition problems

Crying, pushing papers off desk

Raise hand & ask for break

Sent to hall to 'calm down'

**Function:** escape task

---

1. This is what we’re asking the student to do.

2. This is what the student is currently obtaining.

3. Look how different this is from what’s happening now.

4. The student is going to need to gain math skills before being able to do this like peers.

5. So... in the meantime we use the Replacement behavior.
Understanding Replacement Behaviors

• Replacement Behaviors are:
  – an immediate attempt to reduce disruption & potentially dangerous behavior in the classroom
    • Take some of the pressure off the teacher
  – designed to actively begin breaking the student’s habit of using problem behavior to meet their needs, by replacing it with a more acceptable Replacement behavior
Essential Characteristics of a Replacement Behavior

• An appropriate Replacement Behavior:
  – *Serves the same function* as the problem behavior
  
  – Is *easier to do* and *more efficient* than the problem behavior
  
    • Replacement Behaviors *require less physical effort* & *provide quicker, more reliable access* to desired outcome/response than problem behavior
  
  – Is *socially acceptable*
Which of the Following are Appropriate Replacement Behaviors?

• Leslie is 12, has severe intellectual disabilities, does not use words, and screams during independent work times in the Life Skills classroom. Screaming is maintained by adult attention.

• Which is the best Replacement Behavior
  • Put head down on her desk and sit quietly
  • Sign “more” to another student
  • Take completed work up to show the teacher
  • Move to sit by another student
  • Use picture communication system to request teacher help

1. Serve same Function? Does it provide adult attn?

2. Is Behavior easier to do than problem behavior?

3. Is Behavior Socially Acceptable?
Activity 1: Identify the Replacement Behavior
(see p. 4.2 in Participant Guide)

1. Serve same Function?
2. Is it Easier?
3. Is it Socially Acceptable?

Yes or No? Why?
Example

• Using the following scenario, identify an appropriate replacement behavior to teach Charlie.

When Charles is asked to join a peer work-group, he makes negative self-statements and writes curse words on his assignments. FBA data indicate that this problem behavior is maintained by avoiding having to work with peers.
Developing Function-Based Interventions
Behavior Support Planning
## Identifying Behavior Support Strategies

Team identifies a range of strategies/interventions to address:
- Prevention
- Teaching
- Consequences

We consider the **FUNCTION** of the problem behavior when selecting these strategies.

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Teaching Strategies</th>
<th>Consequences Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eliminate or Neutralize Setting Events</td>
<td>Prevent/Modify “Triggers”/ Prompts for Alt/Des</td>
<td>Teach Replacement / Desired Behavior</td>
<td>Reinforce Alt/Des Behavior</td>
</tr>
</tbody>
</table>

**Response to Problem Behavior**
Identifying Function-Based Intervention Strategies

Function-Based strategies...

• **DIRECTLY** address the function of the problem behavior by:

  #1. Providing a way to access the maintaining reinforcer by engaging in appropriate behavior
  or...

  #2. Preventing access to the reinforcer following problem behavior
## Function-Based Thinking

<table>
<thead>
<tr>
<th><strong>Attention</strong></th>
<th><strong>Escape</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prevent</td>
<td>• Prevent</td>
</tr>
<tr>
<td>• Increase access to attn. Use precorrection strategies.</td>
<td>• How can we make the context less aversive? Use precorrection strategies.</td>
</tr>
<tr>
<td>• Teach</td>
<td>• Teach</td>
</tr>
<tr>
<td>• Teach the student how to access attn appropriately</td>
<td>• Teach student how to ask for a break/alternative</td>
</tr>
<tr>
<td>• Increase tolerance for waiting</td>
<td>• Teach necessary skills</td>
</tr>
<tr>
<td>• Reinforce</td>
<td>• Reinforce</td>
</tr>
<tr>
<td>• High rate of attn for positive behavior</td>
<td>• Increase rate of reinforcement/allow escape when student asks</td>
</tr>
<tr>
<td>• Minimize attn for problem behavior</td>
<td>• Prevent escape following problem behavior</td>
</tr>
</tbody>
</table>
Teaching Replacement Behavior
Teaching Behavior

Don’t assume student already has Replacement Behavior in their skill set

1) Develop an observable definition of behavior
   – Identify examples & non-examples

2) Model/ Lead/ Test

3) **Schedule Review & Practice** of Skill/ Behavior Regularly
Identify “Teaching Behavior” for Morgan (4.2)

What are the critical features of Teaching Interventions?

Ask to take a break from writing
Example: Teaching Behavior

A → B → C

Teach Morgan to raise her hand & ask for a break, instead of engaging in negative behavior.

*By teaching Morgan an easier replacement behavior to get what she wants, we’re making the problem behavior Inefficient.

Morgan will need frequent practice, precorrections, and prompts to help her get in the habit of using the Replacement behavior
Teaching Desired Behavior: Successive Approximations

- It is often necessary to teach and reinforce approximations of the desired behavior to move **from** the Replacement Behavior **to** the Desired Behavior.
**Replacement Behavior:** Ask for Break from Difficult Double Digit Tasks

**Desired Behavior:** Complete Multi-Digit Math Problems independently

**Antecedent:**
- Task too difficult
- Asked to do multi-digit multiplication or division math worksheets

**Approximation Step #1:** Ask for break with only 3 opportunities per period

**Approximation Step #2:**
- With permission student can cross off 60% of difficult items

**Approximation Step #3:** Ask for teacher help

**Function:** Escape Difficult Math Tasks

**Natural Consequence:**
- Success on problems, more math tasks
Critical Features of BSP

Replace problem behavior by Teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function

Prevent problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior

Reinforce replacement & desired behaviors based on function/pay off for the student

Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior

Minimize Reinforcement by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior)
Selecting Prevention Strategies: Modifying Triggers

When identifying preventive antecedent strategies:

- Eliminate or alter the trigger so student will no longer need to use problem behavior

The **BEST antecedent MODIFICATIONS directly address:**

#1. The identified **ANTECEDENT**

#2. The **FUNCTION** of the problem behavior
Prevention Interventions **Directly** address the identified antecedent

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk

  - **Antecedent = Asked to read aloud in class**
    - **Potential options that more directly address the antecedent**
      - Give student passage in advance to practice pre-reading
      - Do not ask student to read aloud in class
      - Let student read **1 sentence directions** that he is familiar with, instead of entire paragraphs from the text

- **Non-examples** (do not directly address antecedent)
  - Move student closer to the teacher
  - Attend a counseling group about anger management
  - Check-in with teacher before reading group

- **Now, why is Function important?**
Prevention Interventions *must address the function* the problem behavior serves

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk to avoid public speaking *(not related to reading difficulty; related to extreme social anxiety)*.

  - Does the Intervention *address the Function* of Behavior
    - Give student passage in advance to practice pre-reading
    - Do not ask student to read aloud in class (or respond publicly)
    - Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text
Prevention Interventions (p. 4.2)

Student: Morgan  Grade: 6th  Date: Today

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

Antecedent/Trigger
- Task too difficult: When asked to write paragraphs, essays, answer questions in writing; student struggles with spelling and sentence construction.
- (NOTE: student verbally answers most questions successfully in large group)

Problem Behavior
- Student immediately refuses to work; doodles, throws book, paper & pencil on floor; says "soccer studies is lame", makes negative comments to the teacher.

Consequence/Function
- Escape Writing sentences & spelling; after initial prompts teacher quits asking student to write, if behavior escalates student is sent to hall or office.

Alternative Behavior
- Ask to take a break from writing.

Does the intervention directly address:

a) the Antecedent?
b) Function?

Yes or No?
Why?

---

- Give student more time to complete writing tasks
- Move the student’s seat to the back of the room to reduce disruption
- Give student high-interest topics to write about (ex. student really likes football)
- Have student dictate answers instead of writing
- Have student do writing task on large-lined paper
Prevention Interventions

Instead of giving Morgan the class writing assignment involving paragraph and essays, let’s give her an assignment she can be more successful with (e.g., have student dictate answers instead of writing)

*By changing A, we can PREVENT Morgan’s need to engage in negative behavior, making it Irrelevant
Prevention Interventions: **Prompting** the Replacement/Desired Behavior

- Pam’s problem behavior is maintained by escape from difficult math assignments.
  - Precorrection: When handing out assignments, Pam’s teacher will **remind** her that she can raise her hand and request an easier task (**Replacement** behavior).
  - Pam’s math assignments will include specific **visual prompts** to help her successfully complete the tasks (**desired** behavior).
Critical Features of BSP

**Replace** problem behavior by **Teaching** a socially acceptable, efficient behavior that allows student to obtain the **pay-off/function**

**Prevent** problem behaviors by **directly addressing triggers & prompting** replacement behaviors based on the **function of behavior**

**Reinforce** replacement & desired behaviors based on **function/pay off** for the student

**Redirect problem** behaviors by **quickly & effectively redirecting student to replacement behavior**

**Minimize Reinforcement** by ensuring that problem behaviors **do NOT pay off** for the student (i.e. does not result in the function of behavior)
Reinforce Positive Behavior

• Reinforcement should focus on 2 different sets of behaviors

Replacement Behaviors & Desired Behaviors
1. Reinforce the **Replacement Behavior**

- When the student engages in the *replacement behavior*, quickly provide the student with an outcome that matches the outcome/ function of the problem behavior.

- E.g. if student *raises hand to request an easier, substitute assignment*; in order to escape difficult tasks → then quickly provide the student with the easier assignment.
2. Reinforce **Desired Behaviors**

Reinforce the **Desired Behavior(s)**, or approximations of the desired behavior

- The ultimate plan is to have the student move beyond the replacement behavior to using the desired behavior

- Reinforcing this progression should start from the beginning of the intervention
Considerations for Reinforcing Desired Behavior

A. The goals & expectations for desired behavior must be **reasonable**
   - EXAMPLE: On a daily basis student is out of seat & off task for 50-55 min of every 1 hour period & has not turned in any work the entire term
     » Probably NOT a Reasonable Expectation = student to be in seat the whole class period and turn in completed worksheets in order to earn reward

   - More Reasonable Approximations:
     » Student earns reward when On-task and attempting to complete work for 15 minutes
     » Turns in assignments 50% completed
Reinforcing Desired Behavior

B. The **timeframe** for goals for **desired behavior** must be **reasonable**

- In the Beginning try to Reinforce Every occurrence or approximation

- Reasonable **timeframes** for Reinforcement
  
  • Probably **NOT** Reasonable Timeframes for reinforcement
    – If student turns in all worksheets for week 1, he will earn 15 min. in skate park on Friday
    – If student is in seat and on-task for the entire period, he will earn a candy bar

  • More Reasonable Timeframes for reinforcement
    – If student completes 5 problems, he can choose 3 problems to cross off the worksheet
    – If student is on task for 10 min., he will earn 4 min. of computer time
Considerations for Reinforcing Desired Behavior

C. The reinforcer must be valued by the student

• The function of behavior is a good place to start when identifying valued reinforcers

  – e.g. If the function of behavior is to Gain Peer Attention, the reinforcer should allow access to Peer Attention

  – e.g. if the function of behavior is to Avoid Difficult Task the reinforcer could be a “Free Homework Pass”
Reinforcing Positive Behavior (4.2)

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

<table>
<thead>
<tr>
<th>Routine</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antecedent/Trigger</td>
<td>Task too difficult. When asked to write paragraphs, essays, answer questions in writing, student struggles with spelling and sentence construction</td>
</tr>
<tr>
<td>Problem Behavior</td>
<td>Student immediately refuses to work, doodles, throws book paper &amp; pencil on floor, says “see ‘i studies is lame”, makes negative comments to the teacher</td>
</tr>
<tr>
<td>Consequence/Function</td>
<td>Escape Difficult Task</td>
</tr>
<tr>
<td>Escape Writing sentences &amp; spelling; after initial prompts teacher asks asking student to write, if behavior escalates student is sent to hall or office</td>
<td></td>
</tr>
<tr>
<td>(NOTE: student verbally answers most questions successfully in large group)</td>
<td></td>
</tr>
</tbody>
</table>

**Replacement Behavior**
- Ask to take a break from writing

---

Steps in Identifying Reinforcers?

1. Identify an intervention to Reinforce the
   - Replacement Behavior
   - Desired Behavior

2. Is reinforcer valued? (start w/ function of behavior)
   - Are expectations & timeframes reasonable?

---

**Yes or No? Why?**

- Let student choose topic to write about after writing 5 sentences
- Student earns 1 min of computer time for each sentence competed or when on task for 5 min
- Students get a break when asking appropriately
- Student gets extra recess time for finishing writing tasks all week
- After writing 5 sentences, student gets to complete writing assignments in special seat
Critical Features of BSP

**Replace** problem behavior by **Teaching** a socially acceptable, efficient behavior that allows student to obtain the **pay-off/function**

**Prevent** problem behaviors by **directly addressing triggers & prompting** replacement behaviors based on the **function of behavior**

**Reinforce** replacement & desired behaviors based on **function/pay off** for the student

**Redirect problem** behaviors by **quickly & effectively redirecting student to replacement behavior**

**Minimize Reinforcement** by ensuring that problem behaviors **do NOT pay off** for the student (i.e. does not result in the function of behavior)
Breaking Habits

- Responding to Problem Behavior should focus on 2 things:

1. **Redirect** to the Replacement Behavior

2. **Minimize** the pay-off the student has been receiving for the problem behavior

***If the problem behavior remains Functional, or continues to pay off, the individual is not likely to quit using it (Break the Habit)
Redirect Problem Behavior

When Student engages in the problem behavior:

Redirect or Prompt the student to use the Replacement Behavior.

A subtle gestural or verbal prompt to remind student to use the replacement behavior can effectively get the student on-track

☐ When the student engages in the replacement behavior, quickly provide the student with an outcome that matches the function of the problem behavior

☐ E.g., Raising your hand to prompt hand-raising behavior (replacement behavior), or saying, “If you raise your hand, you can ask for a break.”

☐ Redirection can help to prevent escalation
Minimize the Pay off of Problem Behavior by:

- Making sure the problem behavior no longer works for the student...  
  \[ A \rightarrow B \rightarrow C \]

- Identifying a response that **does not result in the desired pay/off or the function** of the problem behavior

- E.g., if the function of problem behavior is to **escape the task**, make sure when the student engages in **problem behavior** they **do not escape** the task (e.g., must stay in for recess to complete the task)

- Time out may not be effective if the function of student behavior is to escape the task
Breaking Habits
Function = Seeking Attention

• Try to *minimize* the pay-off the student has been receiving for the problem behavior

  – Student is making negative comments & throwing paper and small objects to *get attention from adults*

• **Limit attention** – verbally praising & focusing on other students who are on-task, make a quick “stop” sign w/ shake of the head (provide attn. for appropriate/neutral behavior)

• **NON-EXAMPLE** = walk over, pull student aside and lecture student on why behavior is not ok for several min
Breaking Habits
Function = Escape Task

• Try to *minimize* the pay-off the student has been receiving for the problem behavior

  – Student is crumpling up work sheet, out of seat and loudly refusing to *escape an undesired task*
    • **Limit escape** – walk over to student and offer to help; provide choices, stating can do work now or stay through specials to complete work with me (important this is paired with modifications & teaching)
    • **NON-EXAMPLE** - walk over, pull student aside and lecture student on why behavior is not ok for 3 min. (provides escape); send student to the hall or office without work
Steps in Identifying Responses to Problem Behavior?

1. **Redirect** the Replacement Behavior at earliest signs of problem behavior

2. Minimize Reinforcement of the Problem Behavior

---

**Yes or No? Why?**

- Ignore student misbehavior to prevent escalation
- Give student a warning that she will be sent to office if she doesn’t start writing
- Have student stay in during recess to finish work with teacher help
- After student gets disrespectful, have her tell you the answers instead of writing
- When student begins refusing, remind student to ask for a break
Example: Redirect & Minimize

We must **refuse** to (C) let Morgan avoid long writing tasks by (B) engaging in disrespectful behavior & Instead prompt her to raise her hand and (C) reward her for (B) raising her hand & asking for a break (Replacement Behavior)

*By not providing Morgan w/ what she wants when she engages in disrespectful behavior we are making the problem behavior **ineffective**.

It is important that we work hard to **reinforce** Morgan for engaging in the replacement behavior, or she is likely to go back to & escalate the problem behavior
Morgan’s Function-Based Intervention

Student: Morgan
Grade: 6th
Date: Today

**Routine**: Social Studies

**Antecedent/Trigger**
- Task too difficult: When asked to write paragraphs, essays, answer questions in writing; student struggles with spelling and sentence construction

(Note: student verbally answers most questions successfully in large group)

**Problem Behavior**
- Student immediately refuses to work, doodles, throws book, paper & pencil on floor, says “I studies is lome”, makes negative comments to the teacher

**Consequence/Function**
- Escape Difficult Task

**Replacement Behavior**
- Ask to take a break from writing

**Desired Behavior**
- Complete writing tasks as assigned

**Consequence**
- Experience Success & get to do more work

#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:

<table>
<thead>
<tr>
<th>Manipulate Antecedent to prevent problem &amp; prompt replacement/desired behavior</th>
<th>Teach Behavior Explicitly Teach Replacement &amp; Desired Behaviors</th>
<th>Alter Consequences to reinforce replacement &amp; desired behavior &amp; redirect/minimize problem behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent Problem Behavior</td>
<td>Teach Replacement Behavior</td>
<td>Reinforce Replacement Behavior</td>
</tr>
<tr>
<td>Have her dictate answers instead of writing</td>
<td>Raise hand and ask teacher for help</td>
<td>Student gets a break when asking appropriately</td>
</tr>
<tr>
<td>Prompt Alternate/Desired Behavior</td>
<td>Teach Desired Behavior: Academic/Social Skills</td>
<td>Reinforce Desired Behavior</td>
</tr>
<tr>
<td>Regularly remind student to request for a break if she needs one</td>
<td>Provide additional writing instruction with focus on spelling &amp; sentence construction</td>
<td>Student earns 1 minute computer time for each sentence completed or when task for 5 min.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Redirect Problem Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When student begins refusing tell student to ask for a break</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Redirect/Minimize Problem Behavior</th>
<th>Reinforce Replacement Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimize Reinforcement for Problem Behavior</td>
<td>Have student stay in during recess to finish work w/ teacher help</td>
</tr>
</tbody>
</table>
**Key Points Summary:**

**Critical Features of BSP**

**Replace** problem behavior by **teaching** a **socially acceptable, efficient** behavior that allows student to obtain the **pay-off/function**

**Prevent** problem behaviors by **directly addressing triggers & prompting** replacement behaviors based on the **function of behavior**

**Reinforce** replacement & desired behaviors based on **function/pay off** for the student

**Redirect problem** behaviors by **quickly & effectively redirecting student to replacement behavior**

**Minimize Reinforcement** by ensuring that problem behaviors **do NOT pay off** for the student (i.e. does not result in the function of behavior)
Basic FBA to BSP
Using FBA to Develop Function-Based Support for Students with Mild to Moderate Problem Behavior

Module 6: Implementation Planning & Leading a BSP Team
www.basicfba.com
Role of the Team Leader

• Primary role of the Team Leader is to Guide team members in development of a Function-based plan with strong Contextual Fit

• Specific tasks:
  • Guide team in selecting Function-Based preventive, teaching, and consequence strategies
  • Ensure that ALL team members participate in the process and agree with outcomes (assess Contextual Fit of the plan)

* The meeting usually takes about 45 minutes to 1 hour.
Before the Meeting

Team Leader:

• Review the FBA results to ensure a *Detailed* summary statement, including:
  • *Observable* definition of problem behavior
  • *Routine(s)* in which problem behavior occurs
  • Specific *Antecedents* (setting events & triggers)
  • *Primary Function* of the problem behavior

• **Complete the Competing Behavior Pathway** with a *range of Potential Intervention options* based on the FBA information
Before the Meeting

Be Prepared!

A completed *Competing Behavior Pathway form* will be used to guide the meeting.

Bring a copy of this form for each participant.

More intervention options are better (2-3 per section) so implementers have choices.
Contextual Fit
What is **Contextual Fit**? Why is It Important?

• Contextual fit refers to the extent to which interventions & supports “fit” with:

• In other words... How **FEASIBLE** are the strategies?

• *Strategies with good “contextual fit” are more likely to be implemented with fidelity!!*
For each intervention being considered the Team Leader should assess the following questions for the implementer:

- Do you believe this intervention will be effective for the student?
- Is this intervention consistent with your values as an educator?
- Is this intervention feasible for you to implement?
- Do you have the skills needed?
- Are the necessary resources (time, space, staff, administrative support) available?

If the answer to any of these questions is “maybe” or “no”:

- Are there ways that the strategy could be modified to make it a better “fit”?
Considering Contextual Fit

- Revise interventions if there are staff concerns; but make sure it is function-based.

**Function = Escape Task**

<table>
<thead>
<tr>
<th>Consequence Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reinforce Desired Behavior</strong></td>
</tr>
<tr>
<td>When on task for 15 min, the student will be allowed to go to the table and play a game with a student who has completed work for 5 min.</td>
</tr>
<tr>
<td><strong>Minimize Reward for Problem Behavior</strong></td>
</tr>
<tr>
<td>Student will stay after school until math assignments are completed</td>
</tr>
</tbody>
</table>

**Staff Concern:**
- Staff feel that this reward will be too disruptive to the rest of the class.

**Staff Concern:**
- Staff agree that this is function-based but is not feasible.

<table>
<thead>
<tr>
<th>Task</th>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reinforce Desired Behavior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When student has been on task for 15 min, she will be allowed to sit quietly at her desk and read or draw for 5 min.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Rose</td>
<td>10/21</td>
<td></td>
</tr>
</tbody>
</table>
Selecting Function-Based Strategies

• IF team members suggest a strategy that is not function-based:
  – Direct team members’ attention back to the competing behavior pathway
  – Use the pathway to Remind team:
    1. We DO want to reward the Replacement Behavior with the same or similar consequences as those currently maintaining the problem behavior
    2. We DO NOT want the student to access reinforcement following problem behavior
    3. We also don’t want to add many ‘neutral’ strategies that aren’t directly related to the function \(\rightarrow\) remember feasibility
### Basic FBA to BSP

#### Behavior Support Planning Meeting

<table>
<thead>
<tr>
<th>Questions to ask about each potential Intervention being discussed:</th>
<th>Questions to ask the Implementer(s) before committing to the BSP Implementation Plan:</th>
</tr>
</thead>
</table>
| 1) **Address the Function of the Behavior?**  
   i. Will it make behavior better and not worse?  
  2) **Match the A-B-C assessment information collected?** | 3) **Do you believe this intervention will be effective for the student?**  
  4) **Is this intervention consistent with your values as an educator?**  
  5) **Is this intervention feasible for you to implement?**  
  6) **Do you have the skills needed?**  
  7) **Are the necessary resources (time, space, staff, administrative support) available?** |

If the answer to any of these questions is “maybe” or “no”:  
How can we modify the intervention/strategy to make it a better “fit”?
Implementation Plan
Finalizing a Plan

**IMPRESSANT!!!**

- Actively involve implementers in determining final interventions for Implementation

- Specifically identify if the interventions work for the implementers *(Contextual Fit)*
  - If they DON’T... the intervention will NOT be implemented
Implementation Planning

Finalizing a Plan

• **What** specific interventions/activities will be involved?
  – Requires input from the implementer to ensure Contextual Fit

• **Who** is responsible for implementing each part of the intervention?

• **When** will each part of the plan be implemented?
Implementation Planning Logistics

• It is not enough to simply write down the strategy. We may need to consider materials & logistics:
  
  • Will materials need to be made/gathered (e.g. visual reminders, modified assignments, reinforcement system) before implementation?
  
  • Does anyone else need to know details of the plan (e.g. schedule changes, data collection)
Implementation Planning Logistics

Logistics: what planning and materials will be needed to implement the following interventions?

• Use a point card to track student behavior & provide a daily incentive of baseball cards if the student gets 80% or more points

  • Need to develop the point card
  • Need to get some baseball cards before the first day of implementation
### Behavior Support Implementation Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>Person Responsible</th>
<th>By</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent &amp; Prompt: Make problem behavior irrelevant (antecedent intervention)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching: teach Replacement Behavior &amp; skills to engage in Desired Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforcement: Make Replacement &amp; Desired behavior more rewarding than problem behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Redirect to Replacement Behavior: Prompt replacement behavior at earliest signs of problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimize Reinforcement of Problem Behavior: Make problem behavior ineffective</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Safety:** Is safety a concern?  Y  N

- If yes, attach crisis plan to Behavior Support Plan

**Implementation Supports (w/ Who & How)**

- Provide Training to the Implementers:
  - Demonstration / with Practice / with Feedback (circle)
  - Other:
  - Provide Implementation Feedback:
    - Complete the Daily Implementation Checklist
    - Enter Daily Implementation Data into Grpid
    - Share Grpid Data with implementers
    - Personal check-in / Email / Rating Scale (circle)
  - Other:

**Review Date**

<table>
<thead>
<tr>
<th>Impl. Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
</tr>
</tbody>
</table>

**Evaluation Decision**

- Measure, Modify, or Discard

**Impl. Score**

- 1.00

**Total Possible**

- 1.00
While finalizing BSP interventions;

Tell team members you will meet again in 2 weeks to review the plan & fidelity of implementation for each intervention.
Supporting Implementation
Supporting Implementation

• Sustained Plan implementation is *unlikely* without:
  – *Staff Training &*
  – *Performance Feedback*

• It’s important to consider each of these to increase staff support for implementation
  – A little support with implementation can go a long way & it’s especially important the first 2 weeks of implementation
Training Staff How to Implement Interventions in the BSP

• The plan will not be implemented if:
  – Staff don’t understand how to do it

• The plan will not work if:
  – The intervention is being used incorrectly

• Plan times for Modeling, Implementer Practice, and Feedback
  – Think 10-15 min
  – Role play with teacher/staff in the same setting in which the problem behavior occurs (even include the student)

  • What actions will be taken, what words will be used, what materials are needed and how will they be used?
**Initiating the BSP (ideally within 10 days)**

**STEP 1**
- Define expectations (student behavior, timeline of consultation, help request)
- Pinpoint high priority routines to implement BSP strategies, develop implementation matrix
- 30 min BST (model, role play to fidelity, feedback)

**STEP 2**
- Within 3 days of BST, teacher implements during high priority routine with BI present
- Performance diagnostic (ID barriers to implementation)

**STEP 3**
- Teacher implements independently with self-assessed treatment fidelity
- Minimum of 1 additional face to face with BI in 1st 2 weeks

**BSP implemented with at least 80% fidelity during high priority routines?**

**Are we seeing progress on decreased problem behavior? Data supports this?**

**Continue BSP Implementation**
- Teacher self-assessment treatment fidelity, challenging and appropriate behavior
- Weekly check in for 1 month followed by 2x month for 2 months followed by monthly check in by specialist

**Teacher Help Request Initiated at Any Time**

**Contextual fit Implementer perceives plan to be effective and feasible**

**Yes**
- Continue BSP Implementation

**No**
- Are we seeing progress on decreased problem behavior? Data supports this?

**Yes**
- Contextual fit Implementer perceives plan to be effective and feasible

**No**
- Continue BSP Implementation
Ongoing Feedback to Support Implementation

***A major advantage of Basic FBA to BSP & building local capacity is the opportunity for consistent support and feedback from personnel who work in the school rather than waiting for an outside/district specialist to follow-up
Ongoing Feedback & Support for the Implementers

- The *Basic FBA to BSP Behavior Specialists* should actively and regularly check-in with the implementers to:

  - answer questions about implementation
  - problem solve challenges
  - provide feedback to support implementation
  - Celebrate successful implementation!
Ongoing Feedback & Support is Critical to Sustain Implementation

We recommend Daily check-ins & feedback especially the first week or two...

– potentially fading to 2-3 times/week over time based on fidelity data
– Also fading from in-person to increasing email check-ins

• Feedback can be pretty quick (30 seconds to a couple of minutes)... more time will be necessary if there are concerns with implementation
Ongoing Feedback is Critical to Sustain Implementation

We have seen substantial improvement in implementation fidelity when feedback is provided through the combination of:

a) *Self-monitoring* through completion of the Daily Implementation Checklist point card

b) *Graphed* presentation of the data

c) *Regular check-ins* by the Basic FBA to BSP Specialist through a combination of in-person meetings and email contacts
Daily Point Card w/ Implementation Checks

Research suggests **Daily Self-Monitoring** by the **implementer** is an effective and **feasible** strategy for supporting implementation & collecting implementation data to inform feedback.
Simple Data Entry with an Excel template

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>% of Student Points Earned</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>% of Implementation Fidelity Points</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29/2013</td>
<td>1</td>
<td>14</td>
<td>16</td>
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<td>8</td>
<td>8</td>
<td>0.875</td>
<td></td>
</tr>
<tr>
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<td>8</td>
<td>8</td>
<td>0.875</td>
<td></td>
</tr>
<tr>
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<td>16</td>
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<td>4</td>
<td>4</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>2/1/2013</td>
<td>4</td>
<td>4</td>
<td>16</td>
<td>0.5</td>
<td>4</td>
<td>4</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
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<td>16</td>
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<td>4</td>
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<td>16</td>
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<tr>
<td>2/4/2013</td>
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</tr>
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<td>2/5/2013</td>
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<td>14</td>
<td>16</td>
<td>0.875</td>
<td>8</td>
<td>8</td>
<td>0.875</td>
<td></td>
</tr>
<tr>
<td>2/6/2013</td>
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<td>16</td>
<td>0.9375</td>
<td>8</td>
<td>8</td>
<td>0.875</td>
<td></td>
</tr>
</tbody>
</table>

- Enter Dates here using suggested format; enter only school.
- Enter Point Sheet Data Daily Points Earned in Left Column (C) and Points Possible in Column D.
- FORMULAS DO NOT TOUCH THIS COLUMN (unless student is absent then you can delete the cell on that day to keep the graph cleaner).
- Enter Impl Fidelity Ratings Daily Points Earned in Left Column (F) and Points Possible in.
- FORMULAS DO NOT TOUCH THIS COLUMN (unless student is absent then you can delete the cell on that day to keep the graph cleaner).
- Write Daily Notes in this column; anything notable about the student's day which might explain the data; absences, Intervention Changes, etc.
- Intervention Change: Modify worksheet assignment to...
Performance Feedback
Implementation Fidelity

Mary Jo -- BSP Data
1/29/13 - 3/4/13

GOAL = 70%

% of Student Points Earned
% of Implementation Fidelity Points Earned

Make sure to regularly share this graph with implementing staff for review!
SYSTEMS NEEDED TO SUSTAIN IMPLEMENTATION
Supporting Social Competence & Academic Achievement

- Supporting Staff Behavior
- Supporting Student Behavior

Supporting Decision Making
Sustaining a Hierarchy of Support

• Administrative Support at Both the District and School Level
  • Time allocated for the role of school-based behavior coaches
  • Support for the role of school-based behavior coaches

• On-going training and capacity building
  • Yearly training for new staff
  • Booster trainings and coaching for school staff – FBA to BIP Online
Want to Know More About the Research?

Loman & Horner (2014)
Borgmeier, Loman, Hara, & Rodriguez (2014)
Strickland-Cohen, Kennedy, et al. (2016)
Borgmeier, Loman, & Strickland-Cohen (2017)
Strickland-Cohen, Pinkelman, et al. (2019)
Thank You!!!

We appreciate all that you do!!

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Kathleen Strickland-Cohen kstrick@uoregon.edu