Tier III: Functional Behavioral Assessment / Behavior Intervention Plans

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pbis.org
Tier III (individualized support)

• When small group not sufficient
• When problem intense and chronic
• Driven by Functional Behavioral Assessment
• Connections to Mental Health and Community Agencies
• Part of a continuum – must link to universal school-wide PBS system
Connections to Mental Health and Community Agencies

www.pbis.org/school/school-mental-health/interconnected-systems

ADVANCING EDUCATION EFFECTIVENESS:
INTERCONNECTING SCHOOL MENTAL HEALTH AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

EDITORS: SUSAN BARRETT, LUCILLE EBER & MARK WEIST
The Wisconsin School Mental Health Framework
Integrating School Mental Health with Positive Behavioral Interventions & Supports

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

https://dpi.wi.gov/spw/mental-health/framework
Why Design Interventions Based on Function
The Key

**Behavior is functionally related to the teaching environment**
JIMMY, SIXTH-GENERATION PAIN IN THE ASS
Functional Behavioral Assessment
What is a Functional Behavioral Assessment

“A process for gathering information used to maximize the effectiveness and efficiency of behavioral support” (O’Neil et al.)

– Operational definition of behavior
– Identification of events that are functionally related to behavior
– Identification of consequences that maintain behavior
– Hypothesis about function of behavior
– Direct observation to confirm/support hypothesis
Behavior Intervention Plan

• Teach a pro-social replacement behavior that results in same functional outcome as problem behavior

• Alter environment to increase likelihood replacement behavior used / problem behavior not used
  – Antecedents
  – Consequences
FBA-BIP Process

Success requires:

1. Individual(s) with expertise in FBA
2. Fluency with a clear process among all staff whereby roles are clearly defined
3. A basic understanding of Applied Behavior Analysis (*Behavior is functionally related to the teaching environment*) among all school staff
Basics

• Focus on observable behavior
  – Label free approach
  – Acknowledgement of other factors
• Instructional approach
• Emphasis on understanding the principles of behavior not specific forms or “cook book” strategies
Essential Steps to FBA-BIP

1. Request for assistance/Dec. Rule met
2. Operationally define problem/replacement behavior
3. Background/archival data collection/Environmental Assessment
4. Functional Behavioral Assessment
   - Indirect measures
   - Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a PBS plan
   - Social skill instruction
   - Self management
   - Environmental modifications
7. Implement, Monitor and Evaluate progress
Turn & Talk

• Identify a student
  – Define the problem behavior
  – Define the “replacement behavior”
Moving beyond the form of behavior...

Applied Behavior Analysis
The Basics

Behavior is learned

• Every social interaction you have with a child teaches him/her something
The Basics

Behavior communicates need

• Children engage in behavior(s) to "get" what they find reinforcing or to "avoid" what they find aversive

• Need is determined by observing what happens prior to and immediately after behavior
The Basics

• Concerned with the *functional relationships* between BEHAVIOR and the TEACHING ENVIRONMENT

• “Functional Relationships”
  – When “X” happens, high degree of likelihood “Y” will result
Child Wants Something

Child Throws Tantrum

Parent Gives Item

Child Stops Tantrum
"You wanna have some fun, Fred? Watch ... Growling and bristling, I'm gonna stand in front of the closet door and just stare."
Teaching Environment

• Events that happen prior to school or class (Setting Event)
• Events that “trigger” or prompt a behavior (Antecedent)
• Events that follow a behavior (Consequent)
Functional relationships with the Teaching Environment

Events that follow behavior

• Following a student behavior the environment “gives” something to the student and student behavior maintains or increases -- what ever was given is reinforcing to that individual
CALVIN & HOBBS

Hey Susie, pick a number in the fortune teller.

Um... three.

One, two, three! Now pick a letter.

"B."

We lift up flap "B" and it says, "You're a mouth-breathing bag of boogers."

Ah ha ha ha ha ha!

Life doesn't get much better than this.
Functional relationships with the Teaching Environment

Events that follow behavior

• Following a behavior the environment allows the student to stop an activity or is removed from the situation and the student behavior maintains or increases -- the event the student is avoiding is aversive to that individual.
"Is there anything I can do that will cause me to be sent home?"
Important to Remember

• No such thing as universal “reinforcers”
• No such thing as universal “aversives”

Action & Effect
To “Get” or “Avoid”

• Things student might get or acquire from behavior:
  – Attention
  – Something tangible
  – Access to preferred activities
  – Sensory stimulation

• Things students may avoid
  – Attention from adults or peers
  – Work tasks
  – Responsibilities
  – Sensory stimulation
<table>
<thead>
<tr>
<th></th>
<th><strong>Give</strong></th>
<th><strong>Take</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase</strong></td>
<td>Positive Reinforcement</td>
<td>Negative Reinforcement</td>
</tr>
<tr>
<td><strong>Decrease</strong></td>
<td>Type I Punishment</td>
<td>Type II Punishment</td>
</tr>
</tbody>
</table>
Functional relationships with the Teaching Environment

Events that precede behavior

- Events in the environment can “trigger” challenging behavior - they serve as cues for the student to perform a behavior because the student can predict the outcome when the cue is present
Turn & Talk

• Back to the student problem behavior you defined, what “function” does problem serve?
• How do you know?
Functional Assessment

Pre-Assessment
• Interviews
• Rating Scales
• Student Guided

Direct Observation
• A-B-C
• Checklists
FA Interview

• Define the behavior
• When does it occur?
• What are you doing?
• What do the peers do?
• Where does it occur?
• Are there times when the behavior doesn’t occur?

• Is the behavior more likely to occur given certain tasks?
• Are there events that happen outside of the classroom that exacerbate the problem?
Problem Behavior Questionnaire

**DIRECTIONS:** Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>10% of the time</th>
<th>25% of the time</th>
<th>50% of the time</th>
<th>75% of the time</th>
<th>90% of the time</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the problem behavior occur and persist when you make a request to perform a task?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>
DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

<table>
<thead>
<tr>
<th>PEERS</th>
<th>ADULTS</th>
<th>SETTING EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Escape</strong></td>
<td><strong>Attention</strong></td>
<td><strong>Escape</strong></td>
</tr>
<tr>
<td>3 10 14</td>
<td>4 7 11</td>
<td>1 9 13</td>
</tr>
<tr>
<td>6 6 6</td>
<td>6 6 6</td>
<td>6 6 6</td>
</tr>
<tr>
<td>5 5 5</td>
<td>5 5 5</td>
<td>5 5 5</td>
</tr>
<tr>
<td>4 4 4</td>
<td>4 4 4</td>
<td>4 4 4</td>
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<td>3 3 3</td>
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<td>2 2 2</td>
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<td>1 1 1</td>
<td>1 1 1</td>
<td>1 1 1</td>
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<tr>
<td>0 0 0</td>
<td>0 0 0</td>
<td>0 0 0</td>
</tr>
</tbody>
</table>
Functional Assessment Checklist for Teachers and Staff  
(FACTS-Part A – Problem Identification) 

**Student/Grade:** ________________________________  
**Date:** ________ 
**Interviewer:** ________________________________  
**Respondent(s):** ________________________________

**Student Profile:** Please identify at least three strengths or contributions the student brings to school.

**Problem Behavior(s):** Identify & Describe Problem Behaviors Specifically:

- ___Tardy
- ___Unresponsive
- ___Withdrawn
- ___Inappropriate Language
- ___Fight/Physical Aggressive
- ___Verbal Harassment
- ___Disruptive
- ___Insubordination
- ___Work not done
- ___Theft
- ___Vandalism
- ___Other ________________

Describe the problem behavior(s) specifically - - What does it look like/sound like:

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FUNCTIONAL ASSESSMENT
OBSERVATION FORM

Setting Information:

| Time | Antecedent | Behavior | Consequences |
|------|------------|----------|--------------|--------------|
|      |            |          |              |              |
**Setting Information:**

Wolfgang, Plato, and Bertrand are at a table playing a word game.

<table>
<thead>
<tr>
<th>Time</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Wolfgang takes a card &amp; tries to sound out the word</td>
<td>Plato laughs and says that's wrong</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wolfgang looks at the ground</td>
<td>Bertrand grabs the dice</td>
</tr>
<tr>
<td></td>
<td>Bertrand lands on the next word space &amp; reads the card</td>
<td>Wolfgang hunches his shoulders in and stares at his lap</td>
<td>Plato says &quot;at least you're not a dummy!&quot;</td>
</tr>
<tr>
<td></td>
<td>Plato takes his turn</td>
<td>Wolfgang watches Plato</td>
<td>Plato reads the card correctly</td>
</tr>
<tr>
<td></td>
<td>Bertrand says &quot;it's your turn dummy&quot; to Wolfgang</td>
<td>Wolfgang says &quot;I don't want to play&quot; and pushes his chair back</td>
<td>The boys laugh and continue the game</td>
</tr>
</tbody>
</table>
Practice Functional Assessment

Example 1

• **Setting:** Hallway between periods

• **Student:** Lance
Observation: Lance is walking toward his locker and sees 2 boys looking at a magazine. Lance grabs the magazine, throws it and runs away. The peers yell and chase him down the hall. The three stop running when they see the principal. The peers return to their locker, Lance continues down the hall. Lance sees a girl getting a drink and pushes her face into the water. The girl screams when her face and hair get wet. Lance laughs and walks away as the peer calls him names. Lance stops to talk to a friend. As he is talking to his friend, he trips a student walking down the hall. Lance and his friend laugh and continue down the hall.
<table>
<thead>
<tr>
<th>2 peers looking at a magazine</th>
<th>L. walking toward locker - grabs magazine, throws it and runs</th>
<th>Peers yell and chase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L. stops running when sees principal</td>
<td>Peers return to locker</td>
</tr>
<tr>
<td></td>
<td>L. pushes peer @ drinking fountain</td>
<td>Peer screams</td>
</tr>
<tr>
<td></td>
<td>L. laughs and walks away</td>
<td>Peer calls L. names</td>
</tr>
<tr>
<td></td>
<td>L. talking with peer - trips student</td>
<td>Peer laughs</td>
</tr>
</tbody>
</table>
Practice
Practice
Practice
FBA Outcome = Hypothesis

Hypothesis statement regarding the likely functions of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur.

“Testable Explanation”
Hypothesis

- When this occurs….
- The student does….
- To get/avoid….
Turn & Talk

• Draft a hypothesis for your identified student
  – When this occurs….
  – The student does….
  – To get/avoid...
Developing Behavior Intervention Plans

Addressing the Function of Problem Behavior by Teaching Functionally Equivalent Replacement Behaviors
Functional-Based Interventions

- Teach replacement behavior(s) that result in same/similar outcome
  - Environment should not allow problem behavior to result in previous outcomes
- Replacement behavior should be more efficient than problem behavior
Responses to Appropriate “Replacement Behavior”

Same or similar outcome as problem behavior

– Peer attention
– Teacher attention
– “Skip an assignment” pass
– Take a break pass
Response to Problem Behavior

- Avoid “feeding the function”
- Do not allow problem behavior to result in previous outcome
Emergency Plan

- Non-instructive
- Last resort
- Safety primary issue

Escalating Behavior Cycle
<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Predictors</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| - Playgound monitor debriefs student prior to coming into building. | - Change seating arrangement during reading class.  
- Pre-correct class RE rules of cooperative groups. | - Set up cooperative peer groups.  
- Identify appropriate peers and teach cooperative strategies.  
- **Teach rules and skills of cooperative groups to target student.**  
- **Role play cooperative learning with peers and target student.**  
- Monitor progress (momentary time sampling) | - Verbal praise when on-task (VI 3 minutes).  
- Error correction for off-task.  
- Free time with peers for meeting established daily criteria. |
District FBA-BIP Review

- Therapy is not an FBA-based intervention.
- Response to appropriate/replacement behavior must lead to the same functional outcome as the problem behavior (i.e., get/avoid).
- Response to problem behavior must be the opposite of the current function (e.g., avoid adult attention if problem behavior functions to access adult attention).
- Hypotheses should only include “get what student finds reinforcing” and/or “avoid what student finds aversive.” Power, control, emotion expression are not observable/manipulable functions.
District FBA-BIP Review

• Teaching replacement behavior should focus on how to build student fluency with replacement behavior, not what the adults will do or what incentives will be built into the system.

• Environment manipulations should focus on prompting replacement behavior and altering antecedent conditions to lessen likelihood of problem behavior occurring.

• Training and technical assistance should focus on a range of strategies for escape-motivated students.
Questions