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School-wide Positive Behavior Support

Workbook on Function-based Approach to Behavior Support

Center on Positive Behavioral Interventions and Supports
University of Oregon and University of Connecticut

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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports[1]

University of Oregon and University of Connecticut

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The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

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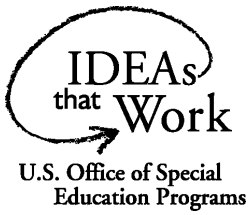

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Function-Based Support[2]

Purpose

The purpose of this workbook is to describe the defining features of a function-based approach to behavior support for all students, but in particular, for students who are at- or high-risk of occurrences of severe problem behavior. An emphasis is on Functional Behavioral Assessment and Behavior Intervention Planning processes.

IDEA 1997

"In the case of a child whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral intervention strategies and supports, to address that behavior."

"If the local educational agency did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described in subparagraph (A), the agency shall convene an IEP meeting to develop an assessment plan to address that behavior."

[2] Center acknowledges contributions to this workbook by Shanna Hagan-Burke, Rob Horner, Teri Lewis-Palmer, Brandi Simonsen, George Sugai, & Anne Todd

What is “function-based support?

- Foundations in behavioral theory, applied behavior analysis, and positive behavior support.
- Attention to environmental context.
- Emphasis on “purpose” or function of behavior.
- Focus on teaching behaviors.
- Attention to implementers (adult behavior) and implementation integrity/fidelity.
- Redesigning of teaching and learning environments so conditions that occasion and maintain (a) problem behavior are less likely and (b) desired/acceptable behavior are more likely.

What needs to be considered to support a function-based process?

1. Behavior must be considered within context in which it is observed.
2. Intensity of behavior support plans must be matched to intensity of problem behavior.
3. Behavioral competence and fluency must be established, sustained, and available locally.
4. Regular and comprehensive early screening is necessary to identify situations that are or may become problematic.
5. Decisions must be data-based.
6. A team-based approach to leadership, coordination, problem solving, etc. should be adopted.
7. Staff must receive continuous feedback on their implementation of behavior intervention plans.
8. Effective school-wide system of behavior support must be in place.
9. FBA process should be team-based and operated.
10. A strength based emphasis should be taken.

What is a "functional behavioral assessment (FBA)?"

A systematic problem solving process for developing statements about factors that

- Contribute to occurrence and maintenance of problem behavior, and
- More importantly, serve as basis for developing proactive & comprehensive behavior support plans

How do I know if I have done an FBA?

An FBA has been completed when the following outcomes have been developed:

1. Clear and measurable description of problem behavior.
2. Complete testable hypothesis or summary statement

Testable Hypothesis Diagram

Setting Event		Antecedent Event		Behavior		Consequence Event
	→		→		→	

3. Data to confirm testable hypothesis
4. Behavior Intervention Plan based on testable hypothesis

Testable Hypothesis: Examples

More than one testable hypothesis might be developed to describe the problem behaviors of a student.

Example 1: Different Behaviors with Different Functions

Kirsten's *teachers agree that she has two behaviors that interfere with her social success at school, and they developed two testable hypotheses:*

Kirsten's Testable Hypothesis #1

Setting Event		Antecedent Event		Behavior		Consequence Event
Peer disagreement in hallway before class	→	*Teacher presents multiple step request.*	→	*Verbal protest, noncompliance, foot stomping.*	→	*Teacher repeats request 4 to 5 times & threatens after school suspension (adult attention).*

Kirsten's Testable Hypothesis #2

Setting Event		Antecedent Event		Behavior		Consequence Event
None	→	*Peers play game & have conflict.*	→	*Pushes peers away, uses profanity, throws rocks.*	→	*Peers stop playing with Kirsten (escape peer attention).*

Example 2: Same Behavior with Different Functions

Amy's *teachers have noticed two different conditions when Amy displays problem behaviors. They developed the following two testable hypotheses:*

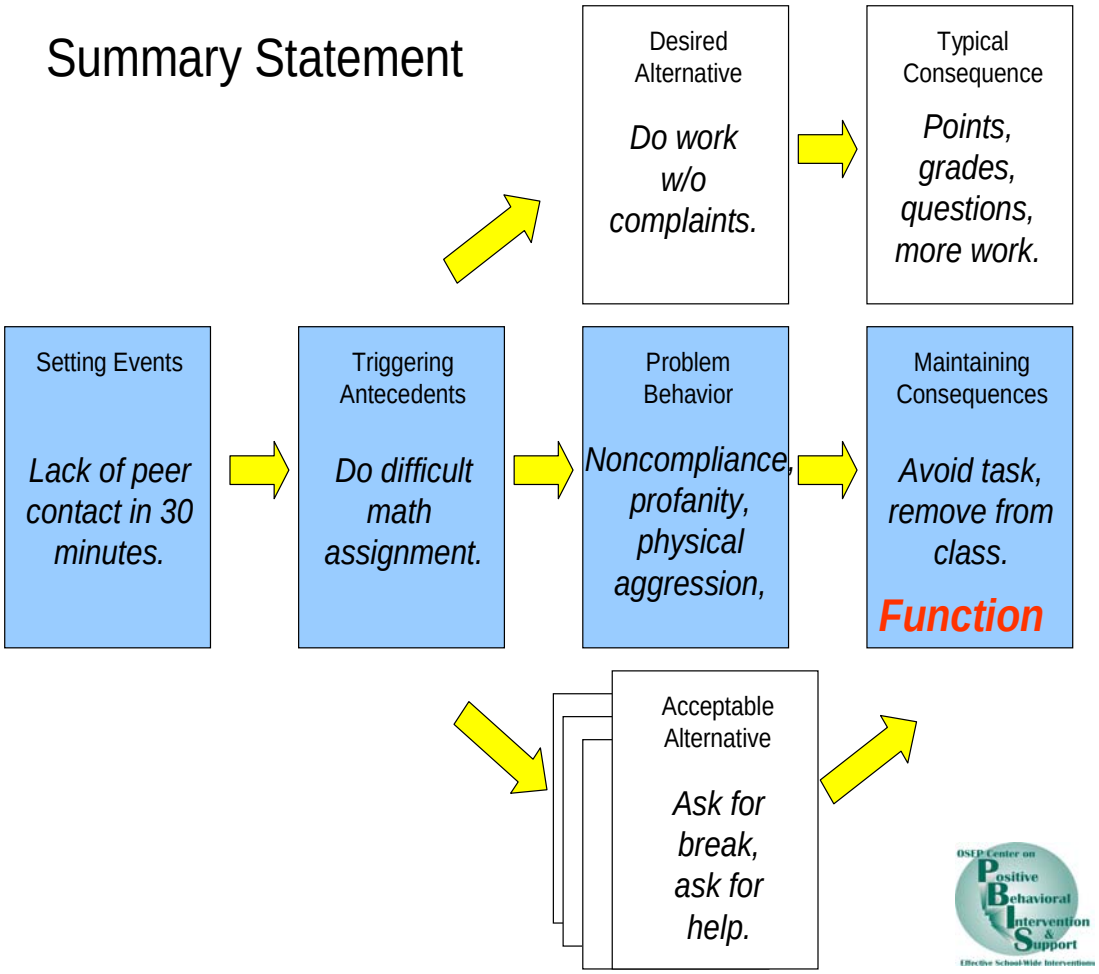
Amy's Testable Hypothesis #1

Setting Event		Antecedent Event		Behavior		Consequence Event
None	→	*Peers try to engage Amy in conversations.*	→	*Turns eyes away, does not comply verbally, pulls sweater over her head.*	→	*Peers move away (escape peer attention).*

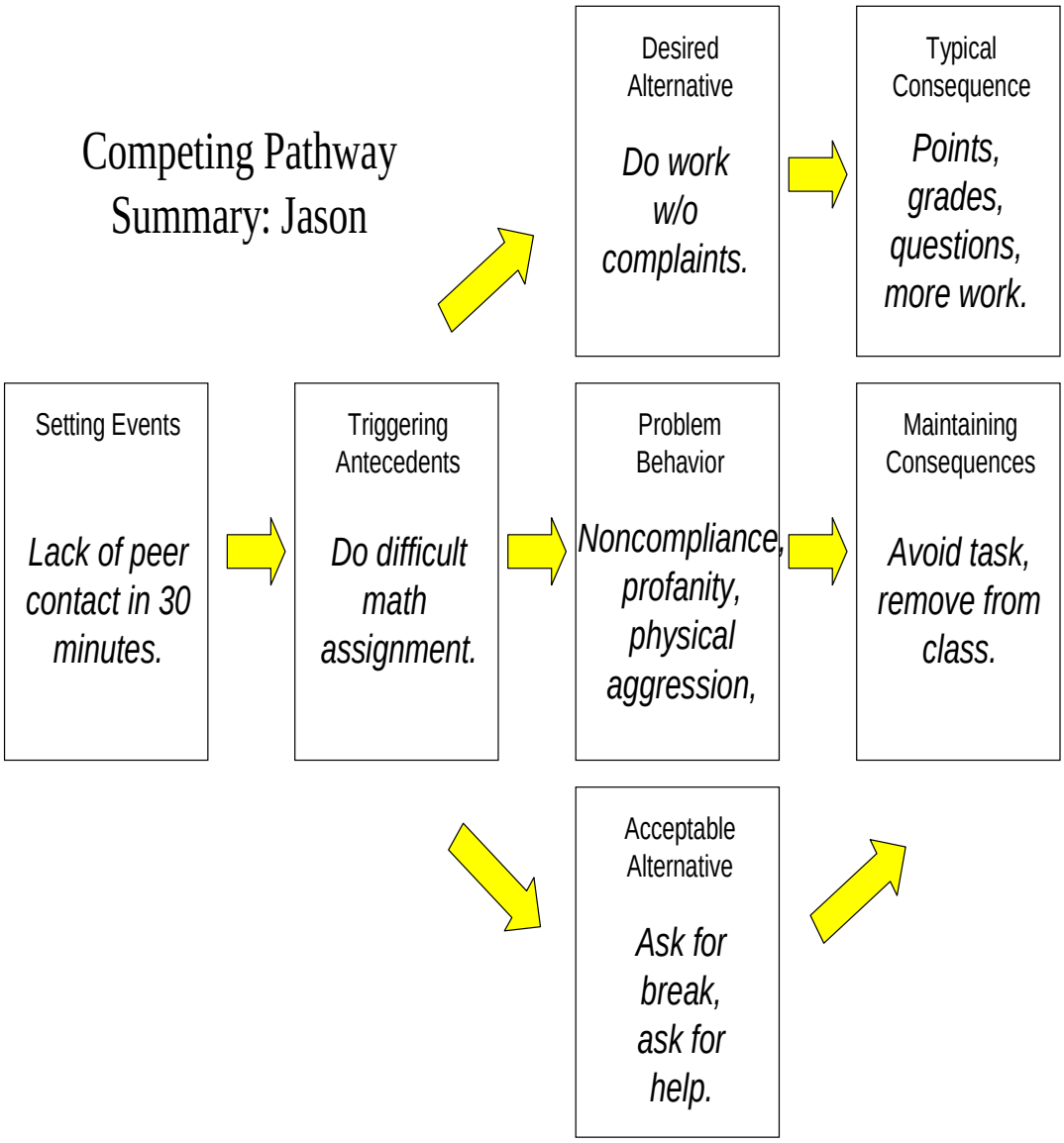
Amy's Testable Hypothesis #2

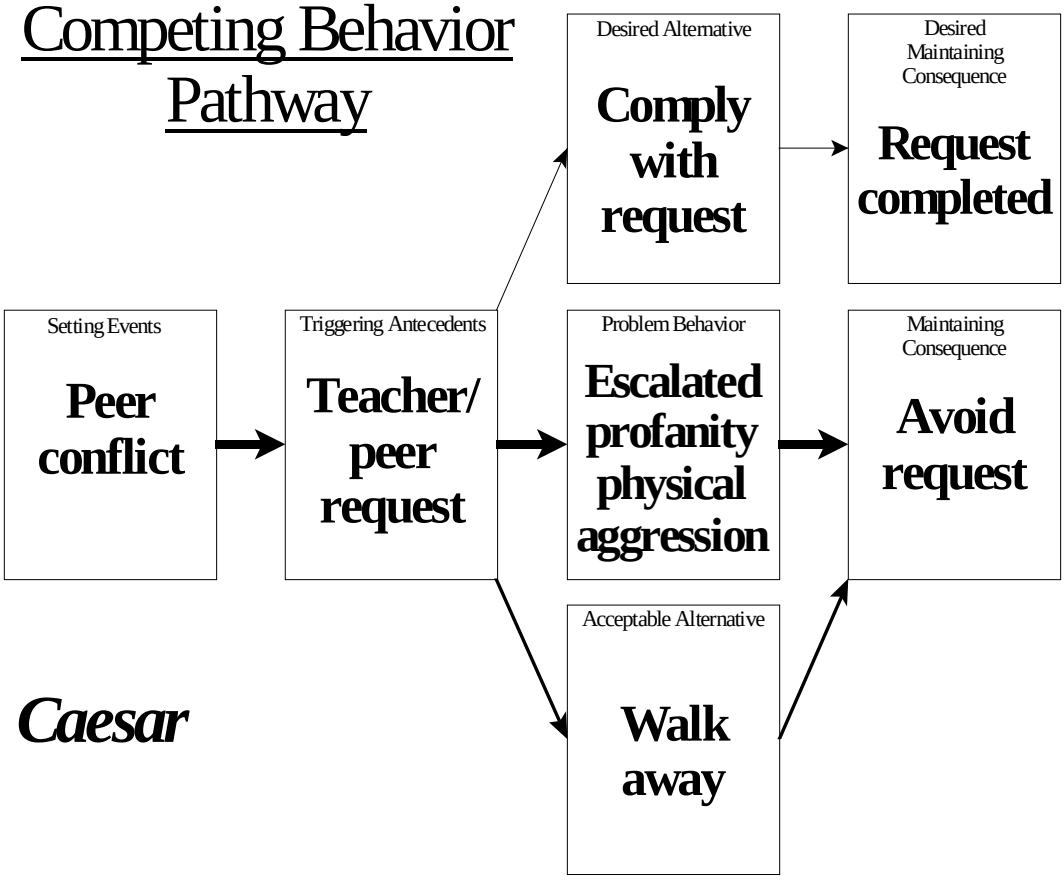
Setting Event		Antecedent Event		Behavior		Consequence Event
None	→	*Teachers give Amy corrective feedback about her work.*	→	*Turns eyes away, does not comply verbally, pulls sweater over her head.*	→	*Teachers sit down next to her, rub her shoulders, & say comforting words (obtain adult attention).*

Summary Statement

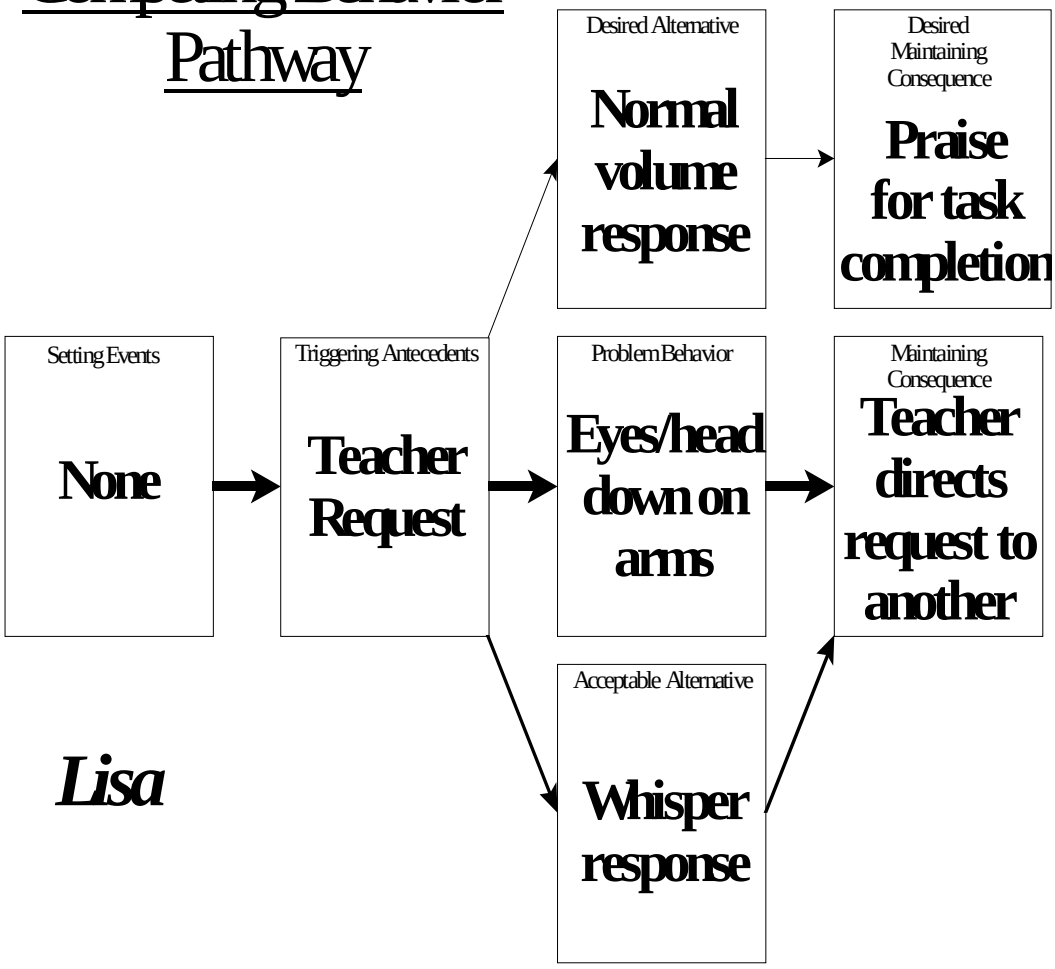


Competing Pathway Summary: Jason



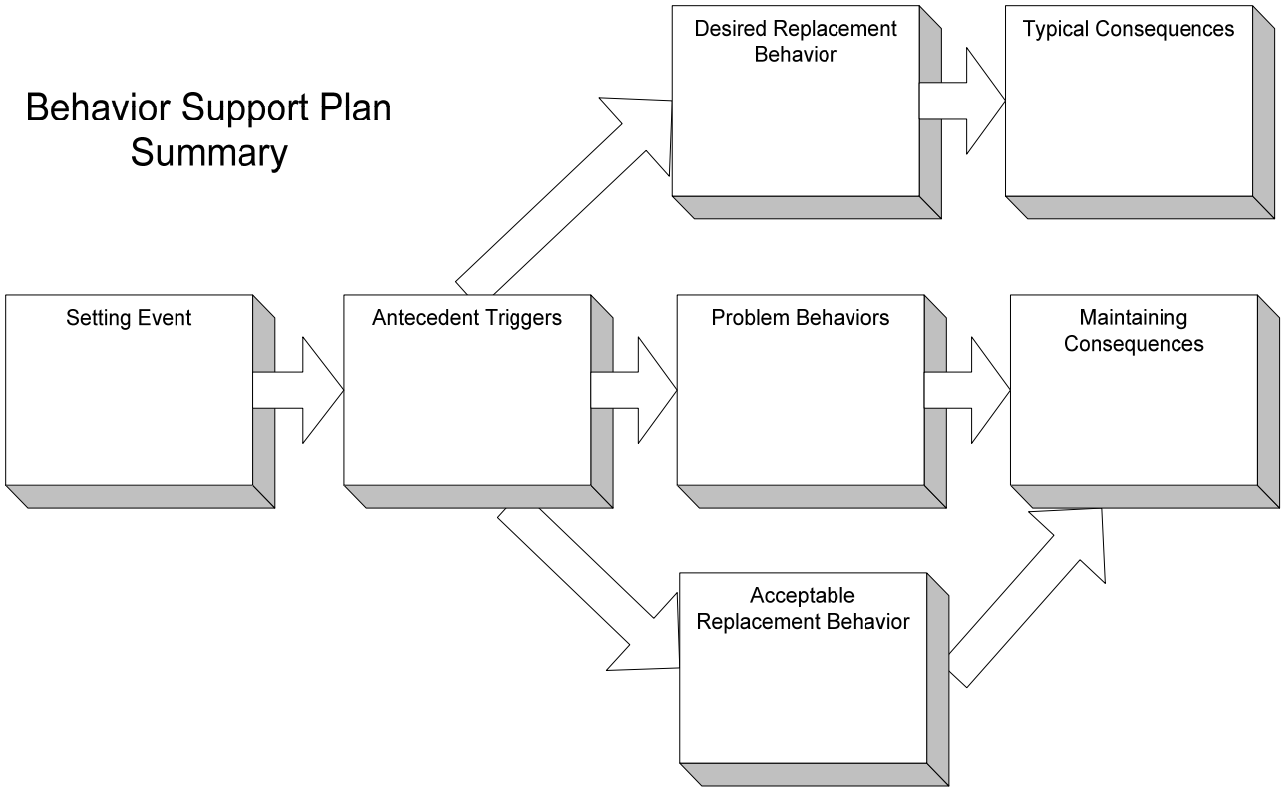

Competing Behavior Pathway
Desired Alternative
Comply with request
Desired Maintaining Consequence
Request completed
Setting Events
Peer conflict
Triggering Antecedents
Teacher/ peer request
Problem Behavior
Escalated profanity physical aggression
Maintaining Consequence
Avoid request
Acceptable Alternative
Walk away
Caesar

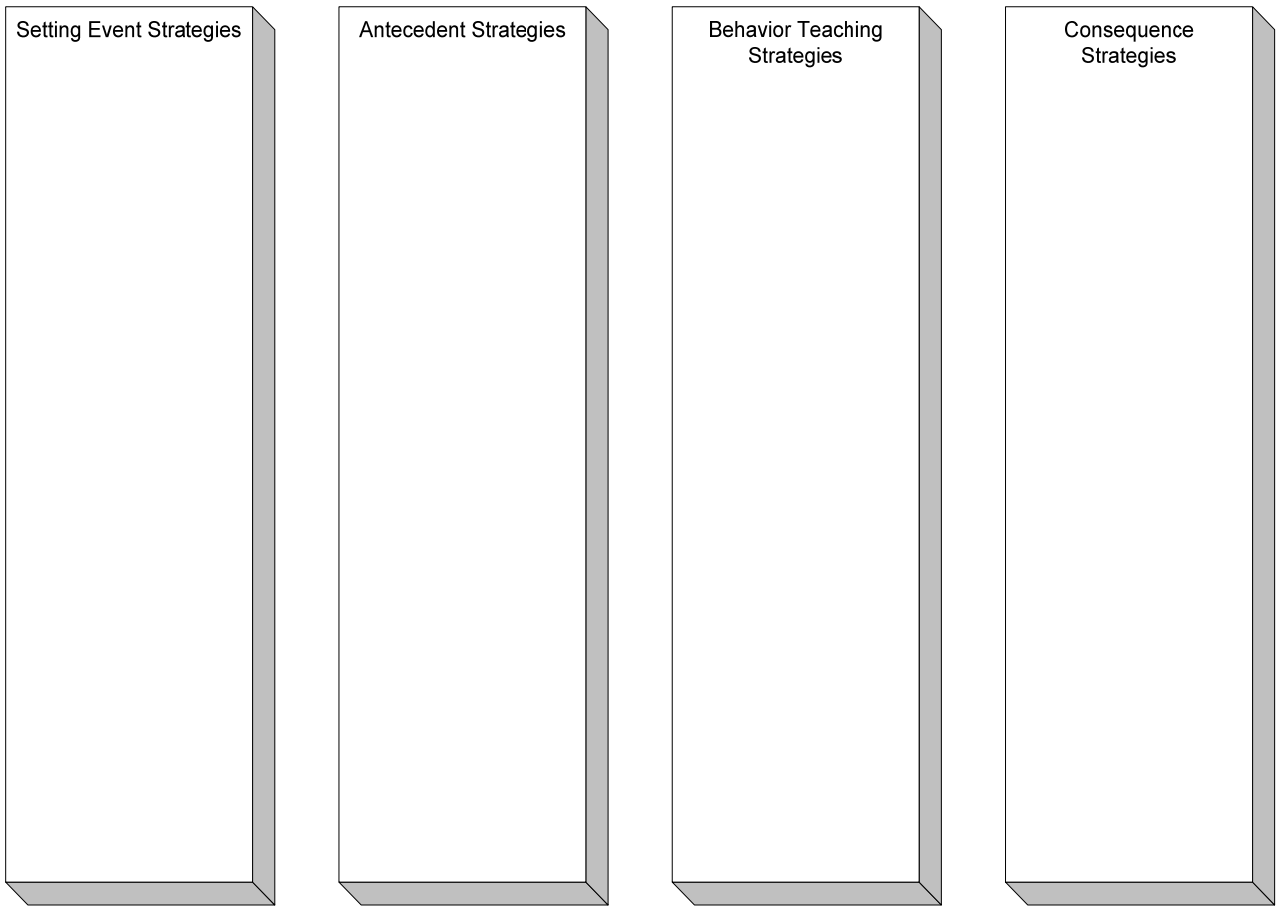
Competing Behavior Pathway



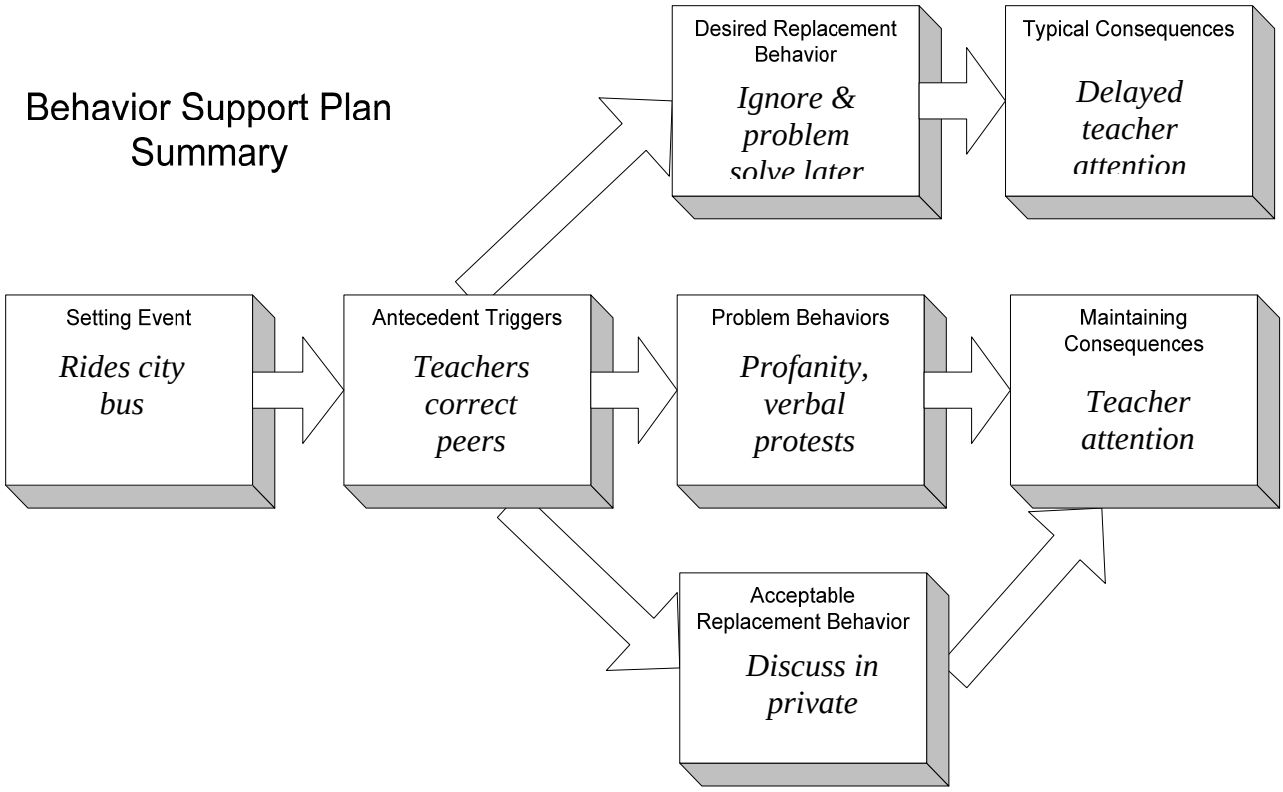
Lisa

Behavior Support Plan Summary





Behavior Support Plan Summary



Setting Event Strategies

On days city bus ridden, check in with counselor to review days schedule & walk with counselor to classroom

Antecedent Strategies

Give >3 positive acknow-ledgements. per min. to peers during transitions.

Give private & quiet corrections to peers.

Remind J. of acceptable & desired replacement behaviors.

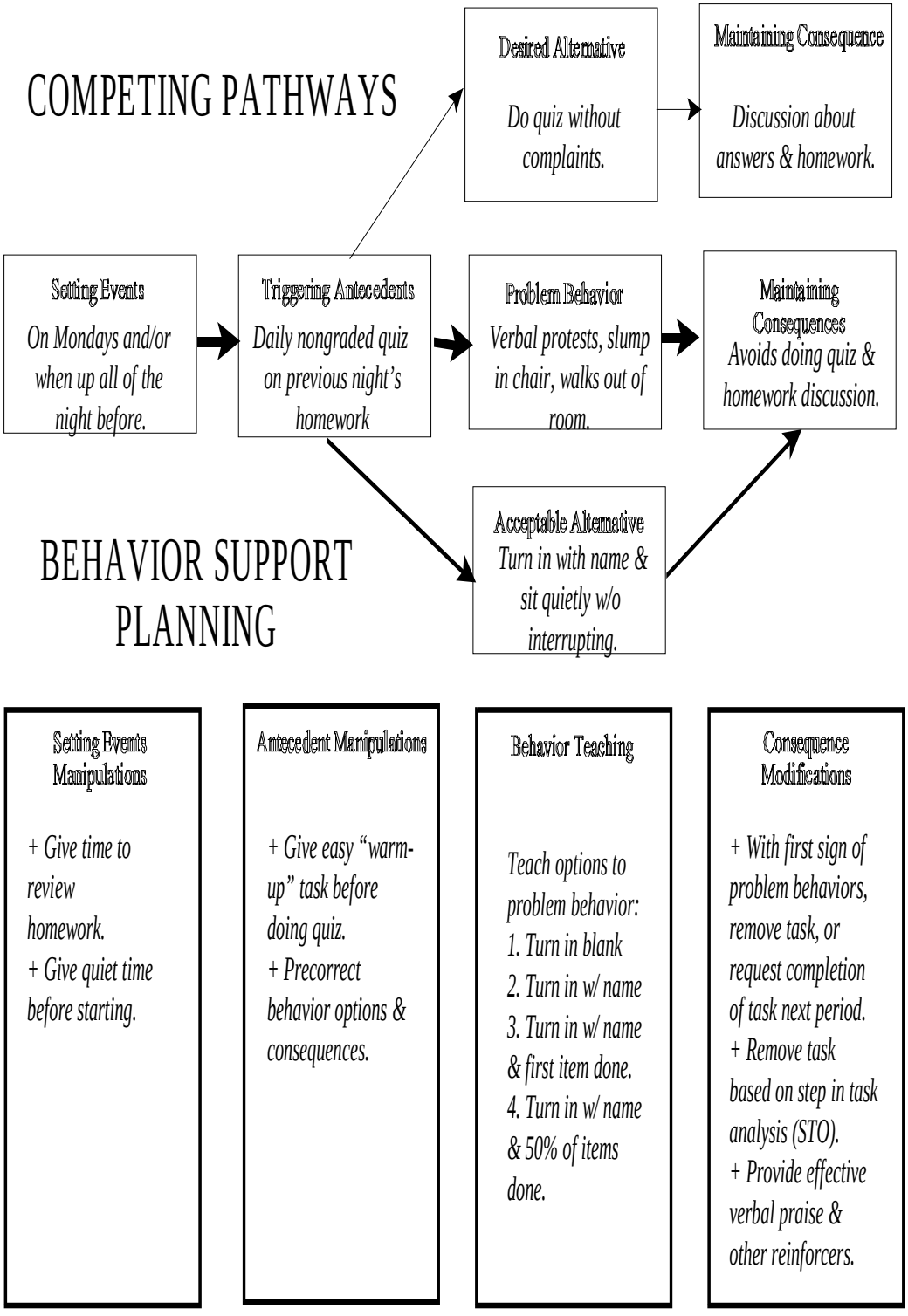
Behavior Teaching Strategies

Teach J. how, when, & where to express verbal protest, & how to walk away from problem situations in transitions.

Consequence Strategies

When J. engages in problem behavior, immediately disengage from him, & engage peers.

When J. engages in replacement behaviors, provide adult attention (discussion)


COMPETING PATHWAYS
Desired Alternative
Do quiz without complaints.
Maintaining Consequence
Discussion about answers & homework.
Setting Events
On Mondays and/or when up all of the night before.
Triggering Antecedents
Daily nongraded quiz on previous night's homework
Problem Behavior
Verbal protests, slump in chair, walks out of room.
Maintaining Consequences
Avoids doing quiz & homework discussion.
BEHAVIOR SUPPORT PLANNING
Acceptable Alternative
Turn in with name & sit quietly w/o interrupting.
Setting Events Manipulations
+ Give time to review homework.
+ Give quiet time before starting.
Antecedent Manipulations
+ Give easy "warm-up" task before doing quiz.
+ Precorrect behavior options & consequences.
Behavior Teaching
Teach options to problem behavior:
1. Turn in blank
2. Turn in w/ name
3. Turn in w/ name & first item done.
4. Turn in w/ name & 50% of items done.
Consequence Modifications
+ With first sign of problem behaviors, remove task, or request completion of task next period.
+ Remove task based on step in task analysis (STO).
+ Provide effective verbal praise & other reinforcers.

What FBA misrules do I have to watch for?

1. *Only one way to collect FBA information…..***NO**
    a. FBA process is basically same
    b. Decisions about methods for collecting data may vary based on what information needs to be collected, level of agreement, accuracy of resulting testable hypotheses, and responsiveness to intervention

2. *Must do everything every time……***NO**
    a. FBA activity must be based on is known.
    b. FBA is systematic behavior support planning process.

3. *Everyone has to know how to do FBA…..***NO**
    a. Small number of people must have high fluency.
    b. All people must know process & what to expect.
    c. Some individuals must work on sustainability.

4. *FBA is it……***NO**
    a. FBA is one component of comprehensive plan of behavior support.

5. *FBA is only for students with disabilities….***NO**
    a. FBA is a process for considering behavior of all individuals across multiple settings

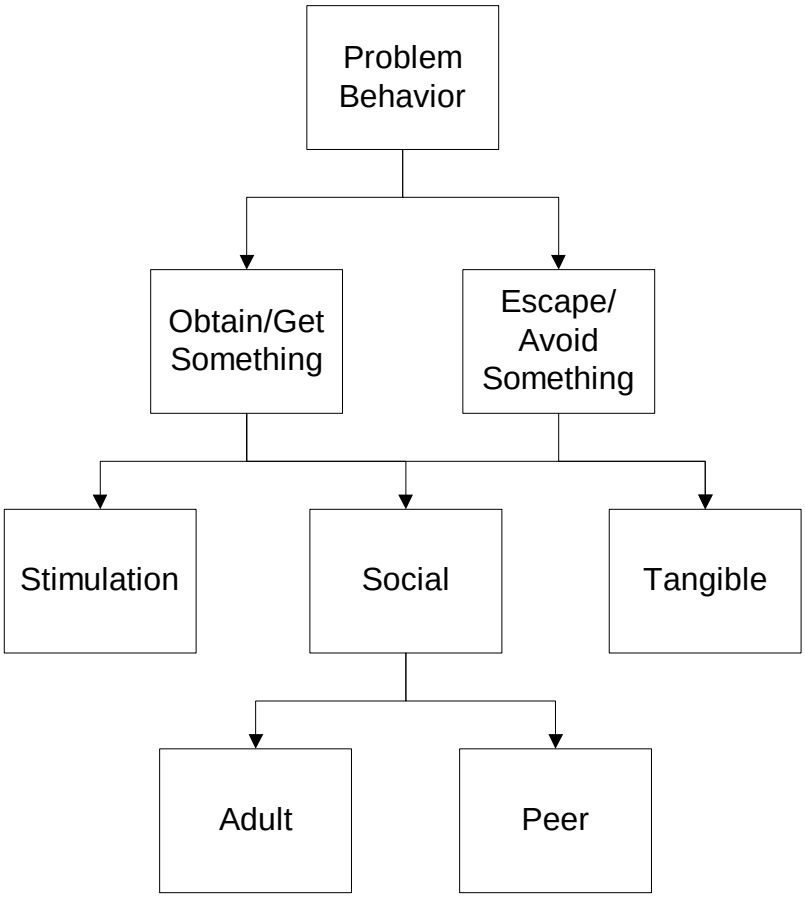
6. *Power, authority, control, intimidation, bullying, etc. are functions….***NO**
    a. Two basic research validated functions or mechanisms are documented
        i. Positive reinforcement (get/access)
        ii. Negative reinforcement (avoid/escape)
    b. The questions are….
        i. ”What did the student do?”
        ii. “Under what conditions was the behavior observed?”
        iii. “How did the environment respond/act when the behavior was observed?”

The following table summarizes the two basic functions or mechanisms and the range of factors that are used to explain occurrences of behavior (both appropriate and inappropriate).

	Get/Access (Positive Reinforcement)	**Avoid/Escape** (Negative Reinforcement)
Peer/Adult Social		
Activities/Tasks		
Tangibles		
Sensory/Stimulation		

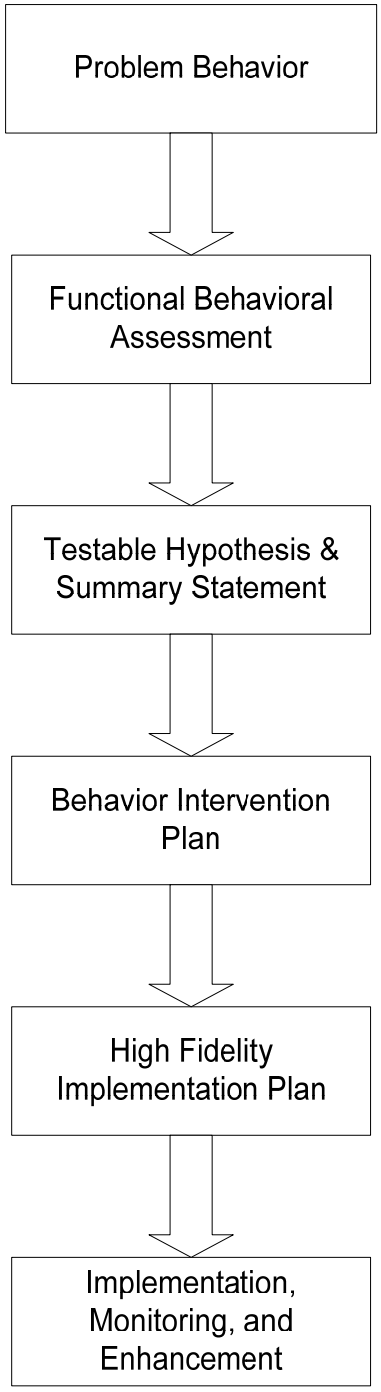
The following flowchart takes the above mechanisms and factors and shows the relationships among them.

Problem Behaviors and Functions

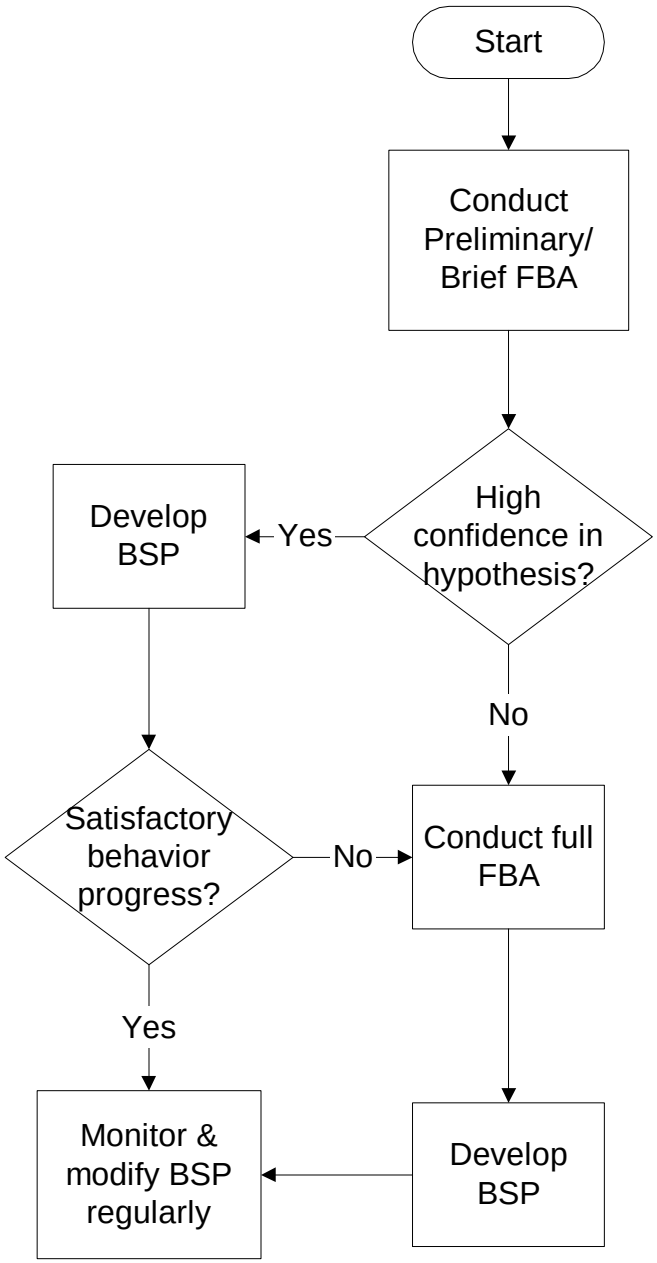


What are the essential steps of the FBA process?

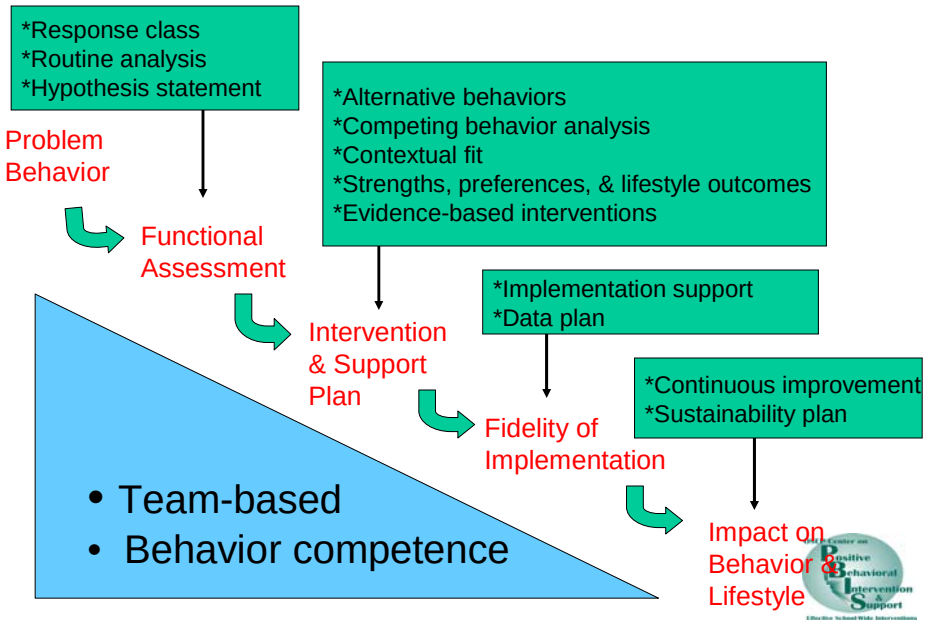
1. Collect data to determine function of problem behavior
2. Develop testable hypotheses or summary statements and indicate possible function
3. Collect direct observation data to confirm summary statement
4. Identify desired and acceptable replacement behaviors based on summary statement and behavior function
5. Develop behavior intervention plan based on summary statement and behavior function
6. Develop details & routines to ensure high fidelity implementation of behavior intervention plan
7. Develop strategies for on-going monitoring & evaluation



Behavior Support Planning Process



Behavior Support Elements



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Functional Behavioral Assessment Implementation Checklist[3]

Step	Activity	Status	Action Plan
1. Collect Information	1. Include key individuals in the initial assessment meetings.	Y N	
	2. Review relevant records.	Y N	
	3. Collect informal direct observation data.	Y N	
	3. Interview individuals who have direct experience with the student.	Y N	
2. Develop Summary Statement	1. Define problem behavior in observable terms.	Y N	
	2. Identify triggering antecedents events.	Y N	
	3. Identify maintaining consequence events.	Y N	
	4. Identify possible setting events.	Y N	
	5. Develop summary statements based on 1. – 4.	Y N	
	6. Determine level of agreement/confidence individuals have in resulting summary statement.	Y N	If agreement/confidence high, go to Step 3. If low, go back to Step 1.
3. Confirm Summary Statement	1. Collect formal direct observation information on behavior, antecedents, & consequences.	Y N	
	2. Determine if direct observation data confirm summary statement.	Y N	If summary statement confirmed, go to Step 4. If not confirmed, go back to Step 2.
4. Develop Competing Behavior Pathway Summary	1. Identified desired replacement behavior (long term objective).	Y N	
	2. Identify common reinforcing consequences for desired replacement behavior.	Y N	

[3] 3-10-04. Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality, 8,* 149-160.

	3. Identified alternative replacement behavior(s) based on function of problem behavior (short term objectives).	Y N	
	4. Determine level of agreement/confidence in competing pathway summary.	Y N	If agreement/confidence high, go to Step 5. If low, repeat Step 4.
5. Identify Strategies for BIP	1. Select strategies &/or environmental manipulations that neutralize impact of setting events.	Y N	
	2. Select strategies &/or environmental manipulations that make triggering antecedents irrelevant.	Y N	
	3. Select strategies &/or environmental manipulations that teach student skills that make problem behavior inefficient.	Y N	
	4. Select strategies &/or environmental manipulations that make consequences for problem behavior ineffective.	Y N	
	5. If necessary, develop additional (beyond current school-wide) crisis prevention & intervention procedures.	Y N	
6. Develop Implementation Scripts for BIP	1. Develop scripts & routines for implementation of BIP.	Y N	
	2. Identify who will implement BIP.	Y N	
	3. Determine if resources & capacity to implement BIP available.	Y N	If capacity adequate, implement. If resources/capacity inadequate, obtain resources, modify context, &/or adjust implementation requirements.
7. Develop Evaluation & Monitoring Procedures	1. Identify measures to assess impact: (a) target behaviors, (b) social validation, (c) lifestyle, etc.	Y N	
	2. Develop schedule for on-going evaluation of implementation impact.	Y N	
	3. Develop procedures for assessing accuracy of implementation of BIP.	Y N	
	4. Assess progress toward achieving long term objective.	Y N	If adequate progress, continue. If criteria met, develop new objective. If inadequate progress, go back to Step 1.

Checklist for Assessing Quality of Behavior Support Planning: Does Plan and Process Have These Features?[4]

1. ____ Definition of academic and lifestyle context for behavior support
2. ____ Operational/observable/measurable description of problem behaviors
3. ____ Identification of problem routines
4. ____ Statements of hypotheses based on functional assessment information
5. Descriptions of Interventions & Supports that Consider Quality of Life
   - ____ Health and physiology
   - ____ Communication
   - ____ Mobility
   - ____ Predictability
   - ____ Control/choice
   - ____ Social relationships
   - ____ Activity patterns
6. Descriptions of Preventive Interventions that Make Problem Behavior Irrelevant
   - ____ Physical environment
   - ____ Schedule
   - ____ Curriculum
   - ____ Instructional procedures
7. Descriptions of Instructional & Teaching Interventions that Make Problem Behavior Inefficient
   - ____ Replacement skills
   - ____ New adaptive skills
8. Descriptions of Consequence-based Interventions that Reduce Likelihood of Problem Behavior
   - ____ Minimization of positive reinforcement to make problem behavior ineffective (extinction)
   - ____ Minimization of negative reinforcement to make problem behavior ineffective (extinction)
   - ____ Maximization of positive reinforcement to make appropriate behavior more effective (reinforcement)
   - ____ If needed, aversive consequences contingent upon problem behavior (punishment)
   - ____ Safety/emergency intervention plan for occurrences of severe problem behaviors
9. Descriptions of Evaluation & Assessment Procedures
   - ____ Definition of information to be collected
   - ____ Description of measurement process
   - ____ Description of decision-making process
10. Descriptions of Procedures to Consider & Enhance Contextual Fit
    - ____ Values & beliefs of participants
    - ____ Skill capacity & fluency of implementers
    - ____ Availability of supporting resources
    - ____ Administrative support system
    - ____ Plan in best interest of student

[4] 3-10-04 Adapted from Horner, R., Sugai, G., Todd, A., & Lewis-Palmer, T. (1999-2000). Elements of behavior support plans. *Exceptionality, 8*(3), 205-216

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)[5]

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 problem behaviors**

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal Harassment	___ Work not done	___ Other _____
	___ Verbally Inappropriate	___ Self-injury	

Describe problem behavior: _____

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
		Low 1 2 3 4 5 6 High	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

[5] March, Horner, Lewis-Palmer, Brown , Crone, Todd & Carr (2000) 4/24/00

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Routine/Activities/Context: Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	**Problem Behavior(s)**

Provide more detail about the problem behavior(s):

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)		**Environmental Features**	
___ illness	Other:_____	___ reprimand/correction	___ structured activity
___ drug use	_____	___ physical demands	___ unstructured time
___ negative social	_____	___ socially isolated	___ tasks too boring
___ conflict at home	_____	___ with peers	___ activity too long
___ academic failure	_____	___ Other	___ tasks too difficult
		_____	

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained		**Things Avoided or Escaped From**	
___ adult attention	Other: _____	___ hard tasks	Other: _____
___ peer attention	_____	___ reprimands	_____
___ preferred activity	_____	___ peer negatives	_____
___ money/things	_____	___ physical effort	_____
		___ adult attention	_____

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	**Problem Behavior(s)**	**Maintaining Consequence(s)**

How confident are you that the <u>Summary of Behavior</u> is accurate?

Not very confident					Very Confident
1	2	3	4	5	6

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior		Strategies for responding to problem behavior	
___ schedule change	Other: _____	___ reprimand	Other: _____
___ seating change	_____	___ office referral	_____
___ curriculum change	_____	___ detention	_____

The Functional Assessment Checklist for Teachers and Staff (FACTS): Instructions

The FACTS is a two-page interview used by school personnel who are building behavior support plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior support plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

How to Complete the FACTS-Part A

Step #1: Complete Demographic Information

Indicate the name and grade of the student, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

Step #2: Complete Student Profile

Begin each assessment with a review of the positive, and contributing characteristics the student brings to school. Identify at least three strengths or contributions the student offers.

Step #3: Identify Problem Behaviors

Identify the specific student behaviors that are barriers to effective education, disrupt the education of others, interfere with social development or compromise safety at school. Provide a brief description of exactly how the student engages in these behaviors. What makes his/her way of doing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

Step #4: Identify Where, When and With Whom the Problem Behaviors are Most Likely

A: List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.

B: For each time listed indicate the activity typically engaged in during that time (e.g. small group instruction, math, independent art, transition).

C: Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

Step #5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured; activities that involve high academic demands; activities with teacher reprimands; activities with peer taunting) and have similar problem behaviors treat them as "routines for future analysis".

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For <u>each</u> routine identify in Step #5 complete a FACTS-Part B

How to Complete the FACTS-Part B

Step #1: Complete Demographic Information

Identify the name and grade of the student, the date that the FACTS-Part B was completed, who completed the form, and who provided information for completing the form.

Step #2: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. The FACTS-Part B provides information about ONE routine. Use multiple Part B forms if multiple routines are identified.

Step #3: Provide Specifics about the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #4: Identify Events that Predict Occurrence of the Problem Behavior(s)

Within each routine what (a) setting events, and (b) immediate preceding events predict when the problem behavior(s) will occur. What would you do to make the problem behaviors happen in this routine?

Step #5: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

Identify the most powerful maintaining consequence with a "1", and other possible consequences with a "2" or "3." Do not check more than three options. The focus here, is on the consequence that has the greatest impact.

When problems involve minor events that escalate into very difficult events, separate the consequences that maintain the minor problem behavior from the events that may maintain problem behavior later in the escalation.

Step #6: Build a Summary Statement

The summary statement indicates the setting events, immediate predictors, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS-A and FACTS-B (Especially the information in Steps #3, #4, and #5 of the FACTS-B). If you are confident that the summary statement is accurate enough to design a plan, move into plan development. If you are less confident, then continue the functional assessment by conducting direct observation. Procedures for completing the functional assessment, and for designing behavioral support are described in the following references.

Step #7: Determine "Level of Confidence"

Use the 1-6 scale to define the extent to which you, the interviewer or the team are "confident" that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together

Step #8: Define what has been done to date to prevent/control the problem behavior

In most cases, school personnel will have tried some strategies already. List events that have been tried, and organize these by (a) those things that have been to prevent the problem from getting started, (b) those things that were delivered as consequences to control or punish the problem behavior (or reward alternative behavior).