

# A Multi-Tiered Function Based Thinking Approach to Behavior Support

1<sup>st</sup> Annual Richard L. Simpson Conference on Autism

October, 2018

## Positive Behavior Support and Functional Behavioral Assessment As a Foundation/Framework

Functional assessment and positive behavioral support are two management approaches that are extensions of applied behavior analysis  
(Repp & Horner, 1999)

“ABA research over 30 years confirms the effectiveness of various antecedent and consequence strategies, functional assessment and data collecting, graphing and monitoring.”  
(Maag & Katsiyannis, 2006)

**Positive Behavior Interventions and Support (PBIS)**



**Functional Behavior Assessment**

### EVIDENCE BASED PRACTICES: My Viewpoint. . .

- Believe strongly in closing the research to practice gap
- Not a researcher-focus on practical application
- 25 years “in the trenches”-have the general education, special education, “severe” behavior, and districtwide perspective
- You have to build the plane while you fly it!
- I don’t have all the answers but can share my journey/experiences



Evidence-based practice attempts to not only answer the question “what treatments work?” but also the question of for whom and under which conditions?

## **Our Country has a SERIOUS Punishment Addiction Problem!!!**

- U.S. and Russia world leaders in incarceration
- US 4.4% of world population but houses 22% of the world's prisoners
- 6 to 10 times that of most industrialized nations
- 82% school dropouts
- 70% read below fourth grade level
- Corrections cost \$74 billion annually
- About half of federal prisoners are incarcerated for drug related offenses
- 85% of juvenile offenders have reading problems
- Average age of juvenile offenders is 15

5

## **Problems with a Punitive/Reactive Approach**

- May temporarily stop or suppress problem behavior for 80-90% of students without chronic behavior problems but fails to teach replacement behavior, life skills, or develop personal responsibility
- Child identifies the punishment with the punishers and setting where it happens-may start disliking educator and school in general
- May adversely effect the physical and emotional health of the child
- Often appeals to educators because they are reinforced by short term effect-"works" quickly
- Educators that rely on it do not develop skills in using other more effective interventions.
- Some individuals are rewarded by the reaction that often accompanies this approach

## **FBA Research Problems**

- The 1997 public policy exceeded the research base-required FBA's for SPED eligible students in certain situations
- Techniques traditionally researched originally designed for students with severe developmental disabilities in clinical settings
- Relationship between empirical rigor and practical application to some extent inverse

(Nelson, Roberts, Mathur, & Rutherford, 1999)

## **FBA Research to Practice Goals in Educational Settings**

- Develop more efficient and effective ways of delivering staff training on implementing FBA methodologies in school settings
- Develop and validate more efficient, user-friendly methods

(Scott et al, 2004)

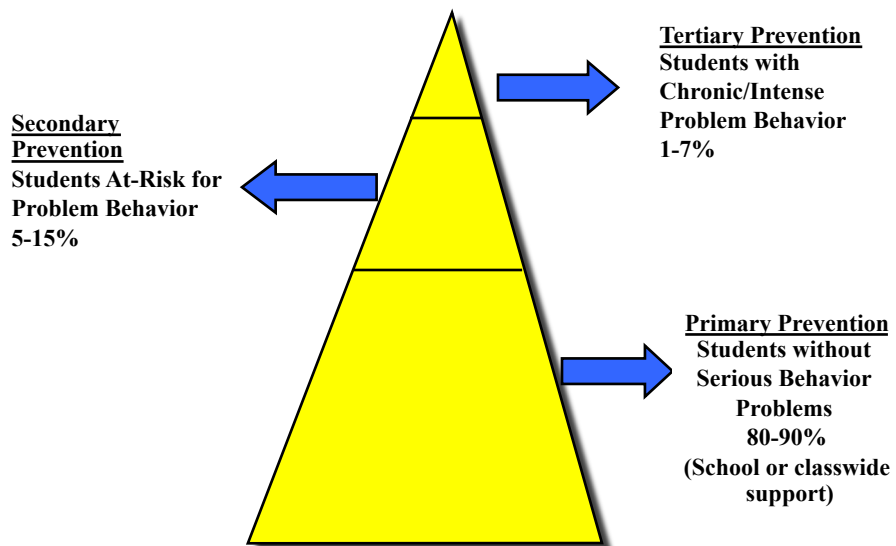
## FBA RESEARCH-2007

“Intervention is not based on behavior-it is based on the function of the behavior. Anything less is literally no better than pulling an intervention out of a hat, or choosing one because it is familiar or simple. “

“Contextually, we see FBA not as a separate process but as an integral component of a systemic multilevel model for prevention and intervention. That is, FBA is a tool within a triage model, to be used in determining the most logical, probable, and efficient course of action.”

(Scott & Kamps, 2007)

### The Three Tiered Model



### **Functional Behavioral Assessment**

- This is not just a special education thing!
- A process for understanding problem behavior and factors that contribute to its occurrence and maintenance-  
What does behavior mean? What does the student need?  
What skills are missing?
- Main purpose to guide the development of effective, efficient, and relevant responses-what should we do?
- Responses based on knowledge of why students are having problem behavior is more effective.
- Helps determine if traditional responses to behavior are appropriate (timeout, office referral suspension)

### **2010-NEW TERM FUNCTION BASED THINKING (FBT)**

- You should always think functionally and respond accordingly even at tier one
- Helps determine if traditional responses to behavior are appropriate (time out, office referrals, suspensions)
- Empowers all educators (not just SPED) to respond more effectively by considering why the student is having the problem behavior and what they need. What does behavior mean? What does the student need? What skills are missing?
- Main purpose to guide the development of effective, efficient, and relevant responses-what should we do?
- The earlier the effective intervention the more successful the behavioral change efforts

(Hershfelot, et al, 2010)

## The ABC's of FBT

<u>A</u> ntecedent (Happens Before)	<u>B</u> ehavior	<u>C</u> onsequences (Happen After)
Setting Events Triggering Antecedents		Maintaining Consequences= Reinforcement

*Ethical responsibility of CLINICIANS with full understanding of these concepts (School Psychologists, BCBA's and others) to communicate in terms that those implementing clearly understand!*

### Setting Events

Happens before the problem behavior and exaggerates the likelihood of the problem behaviors but usually doesn't happen *immediately* before.

(You know it is going to be a bad day when. . .)

Examples

- Hunger
- Lack of sleep
- Lack of medication
- Weather
- Illness

What “shakes up the coke can”?

## Triggering Antecedents

“Trigger” the problem behavior

What happens *immediately* before?

(Straw that broke the camel’s back)

Examples

- Change in routine
- Demand/request
- Sensory stimulation
- Conflict with a peer

## Maintaining Consequences

What happens after (both positive and negative) that *reinforces* the behavior

What do they get out of it?

“The pay off”

Examples

- Attention from peers (laughter)
- Attention from adults (lecture)
- Escape from task/demand (remove worksheet)
- Escape from environment (sent to the office)



## Key Things to Understand About Reinforcement

- Maintaining consequence=reinforcement
- Reinforcement is something that happens *after* the behavior resulting in the behavior to *increase* or *maintain*
- Often things adults think will reduce a student's behavior, actually reinforces it making it worse
- We need to understand use reinforcement to increase desired and not (accidentally) undesired behavior
- There is no such thing as a universal reinforcer-all individuals are unique and reinforced by different things
- Behavior does NOT continue or increase if there is not some type of reinforcer present! There IS a pay off! Find out what it is!
- Reinforcement can be something added (positive) or something

A behavior is *positively reinforced* if something that the person values or desires is added after the behavior making the situation better from their perspective.

Example: A student gets extra free time when he or she finishes an assignment therefore making the situation better from their perspective.

A behavior is *negatively reinforced* if something that the person does not like goes away after the behavior therefore making the situation better from their perspective.

Example: A student is given an writing assignment. He or she starts behaving in a way that disrupts the class and is sent to the office. The writing assignment goes away therefore making the situation better from the their perspective.

## What's the Reinforcer?

Every day that Ellen finishes her reading assignment on time, Mrs. Farmer allows her to take sports equipment out to recess. Ellen finishes her work on time much more often.

Mr. White sends Darrin out of the room because of disruptive behavior in class. Darrin talks to other students and teachers who see him, in addition to avoiding his work. Mr. White finds that Darrin is disruptive again soon after he is permitted to return to class.

19

## Function Category #1

- Students engage in problem behavior in an attempt to ***PROTEST/ESCAPE/AVOID*** (Negative Reinforcement)
- Either they don't have the skills needed to be successful or they have difficulty using the skill to appropriately manage the situation.
- The intervention needs to provide direct instruction of needed skills and prevention strategies that provide more structure and support.
- A common function is to escape academic demands.
- Considering what happens before the behavior, day of the week, and/or time of day can be an indicator of what they are trying to protest/escape/avoid.

20

## Function Category #2

- Students engage in problem behavior in an attempt to **SEEK/GET/OBTAIN** (Positive Reinforcement)
- Therefore, educators need to understand how they respond after the behavior (maintaining consequences) can either make the behavior better or worse
- Don't allow them to get what they want or need with problem behavior-teach them a better way!
- A common function is to gain attention

21

## TIER ONE: THE FOUNDATION

- Research-based components
  - Engineering Principles
- What does it take for the system to stand and sustain?

### **Core Components of Tier One**

- 1) Common purpose and approach
- 2) Administrative leadership
- 3) Positively stated agreements, procedures, and routines
- 4) Explicitly taught agreements, procedures and routines
- 5) Environmental design
- 6) Instructional design
- 7) Frequent acknowledgment of positive behavior
- 8) Consistent instructional response to problem behavior
- 9) Ongoing monitoring and evaluating effectiveness

23

### **FBT Guiding Principle: Explicitly Teach Students Appropriate Behavior**

- Students do not learn better ways of behaving when only given aversive consequences
- To learn better ways of behaving, students must be directly taught
- To retain new behaviors students must be given specific, positive feedback and opportunities to practice in a variety of settings
- What YOU want them to do at school and why it's important-not just so they don't get in "trouble"
- How to get their wants/needs met (replacement behavior)
  - Appropriate ways to get attention
  - What to do instead of protesting/avoiding/escaping (ask for help, take a break, use appropriate words to express themselves)
- Other contributing skill deficits

“If a child doesn’ t know how to read, *we teach*”  
“If a child doesn’ t’ know how to swim, *we teach*”  
“If a child doesn’ t’ know how to multiply, *we teach*”  
“If a child doesn’ t’ know how to drive, *we teach*”

“If a child doesn’ t’ know how to behave,  
*we . . . teach? . . . punish?*”

“Why can’ t we finish the last sentence as automatically  
as we do the others?”

John Herner

25

"Children do well if they can. An explosive outburst-like other forms of maladaptive behavior-occurs when the cognitive demands being placed upon a person outstrip that person's capacity to respond adaptively."

-Ross Greene

## Common Core Deficits of ASD

- Often what at least partially triggers problem behavior is a skill deficit
- These behaviors need to be directly taught
- Some core skill deficits of ASD are 1) Executive Functioning, 2) Theory of Mind, 3) Pragmatic Language

*Traditional social skills instruction is not individualized based on specific skill deficits of students and therefore does not demonstrate lasting or generalized outcomes.*

(Bellini et al, 2007; Stichter et al, 2007b)

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## Executive Functioning

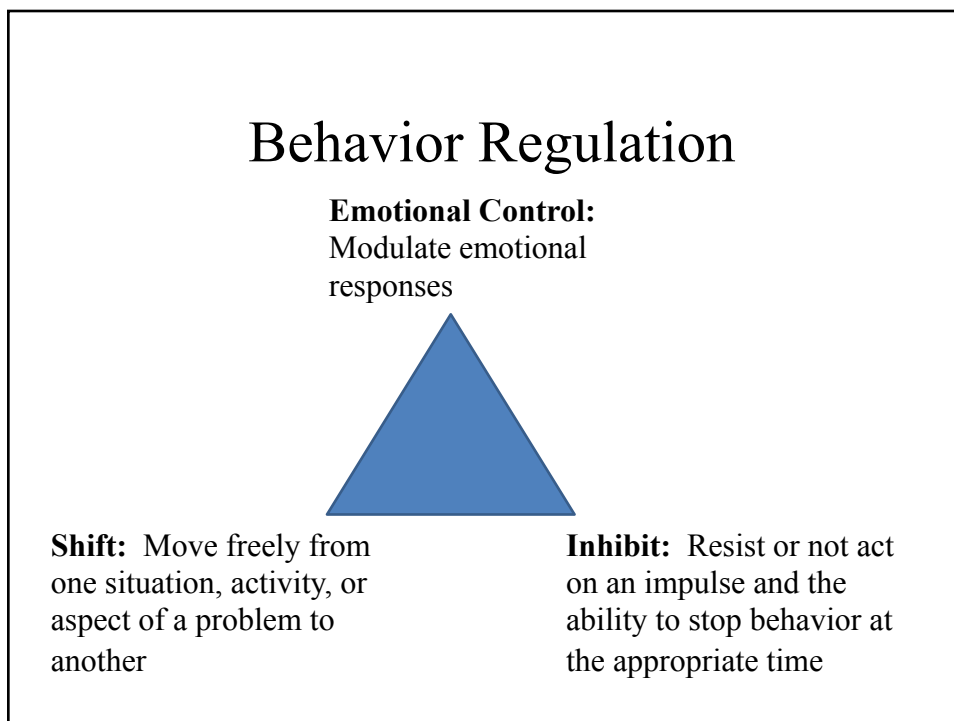
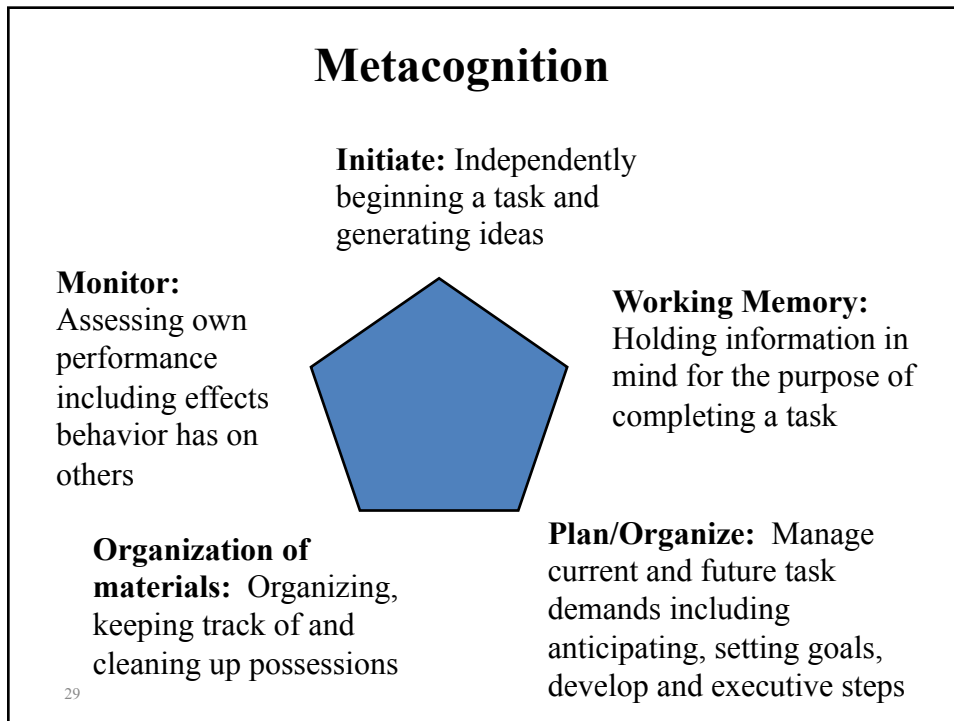
### Metacognition

- **Planning/Initiate**
- **Working Memory**
- **Plan/Organize**
- **Organization of Materials**
- **Monitor**



### Behavior Regulation

- **Inhibit**
- **Shift**
- **Emotional Control**



## **Theory of Mind (ToM)**

The ability to recognize the

- thoughts
- feelings/desires
- beliefs
- intentions of yourself and others

***AND***

To use this information in order to

- Knowing how your behavior impacts those around you
- Understand others' behavior and predict what they might do next

## **ToM**

- Begins to develop in early infancy
- At 3 years of age, children still think "what *they* know is what *you* know"
- By age 4 children begin to understand that people can have different thoughts and ideas
- Empathy is considered by many to be highest level of ToM development



## Pragmatic Language

- Figurative (non-literal) language
- Complex emotion recognition
- Facial expressions
- Body language

## Types of Social Skills Deficits

Skill Acquisition: Student does not know how to perform or can not discriminate when appropriate (can't do).

Fluency: Student knows how and performs at acceptable levels but is awkward and unpolished.

Performance: Student knows how to perform but fails to at acceptable levels in real life situations (won't do).

Gresham, Sugai, & Horner, 2001

## Skill Acquisition

- Behavioral instruction is more complex than academic instruction.
- Contextual variation: same social behavior can be appropriate in one context and inappropriate in another.
- Important to teach students not only “how” but to evaluate context to determine appropriate use.

35

Type of Deficit	Instructional Approaches
Skill “Can’t Do”	Can be large group, small group and/or individual  Break the skills into steps and directly teach and practice each step

36

## Performance

- Don't assume the student is being stubborn or oppositional!
- Competing behaviors may interfere and need to be addressed
  - Internalizing (anxiety, depression)
  - Externalizing (aggression, impulsivity)
  - Competing behaviors may be more efficient (easier to perform and lead to immediate reinforcement) and reliable (consistent in leading to reinforcement)

37

Type of Deficit	Instructional Approaches
Performance "Won't Do"	Individualized  Decrease reliability and efficiency of old competing problem behavior  Increase reliability and efficiency of new replacement behavior  Increase motivation through support and reinforcement

38

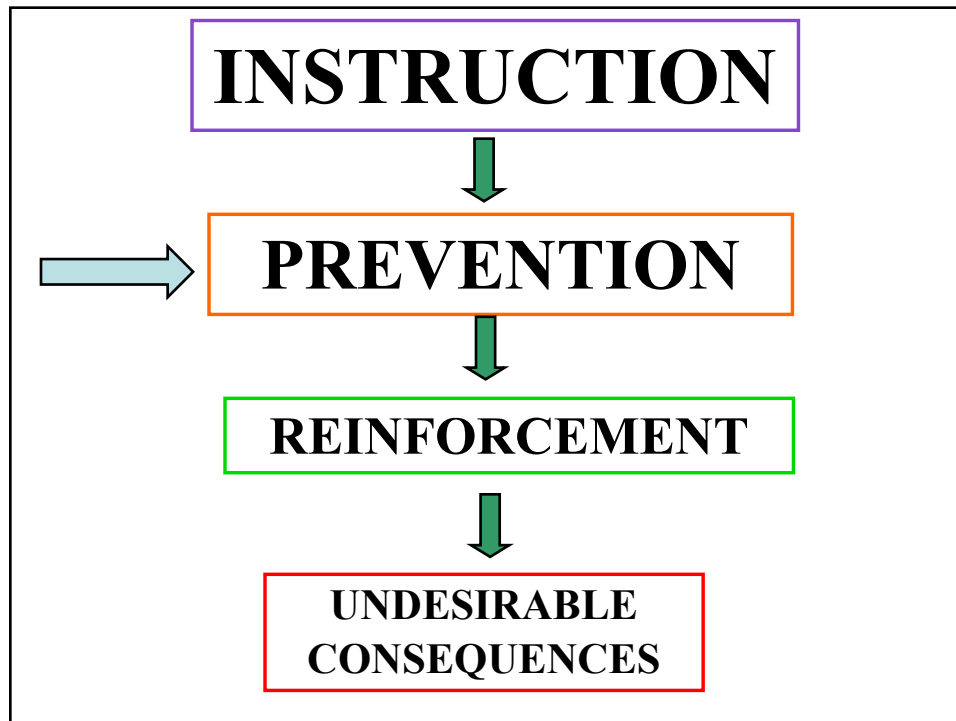
## Fluency

- Most difficult to address
- Immerse in environments with appropriate models (benefit of inclusionary experiences).
- Provide plenty of opportunities to practice.
- Educate and involve peers.

39

Type of Deficit	Instructional Approaches
Fluency “Unpolished”	Immerse in appropriate models  Provide plenty of opportunities to practice  High levels of reinforcement  Involve peers

40



**FBT Guiding Principle: Prevent Protest/Avoidance/Escape  
By Providing an Engaging Learning Environment**

- Students working at appropriate level of difficulty
- Students working on a variety of activities across different learning modalities
- Students are actively engaged and not just passively receiving instruction
- Students understand WHY what their learning is important to THEM and their goals!
- Modeling (I Do), Guided Practice (We Do) and Independent Practice (You Do) scaffolded approach to instruction is used
- Escape from the classroom and work tasks is a very common function of problem behavior. Our goal is to make teaching and learning fun and engaging!

## Failure is NOT an Option

- Many students content with low achievement as long as the work is “off their plates”
- Allowing incorrect work gives permission and practice doing tasks incorrectly
- Require students to correct work to at least 80% correct (errorless learning concept)
- Ensures that tasks given are truly at instructional level
- Holds educators and students accountable

43

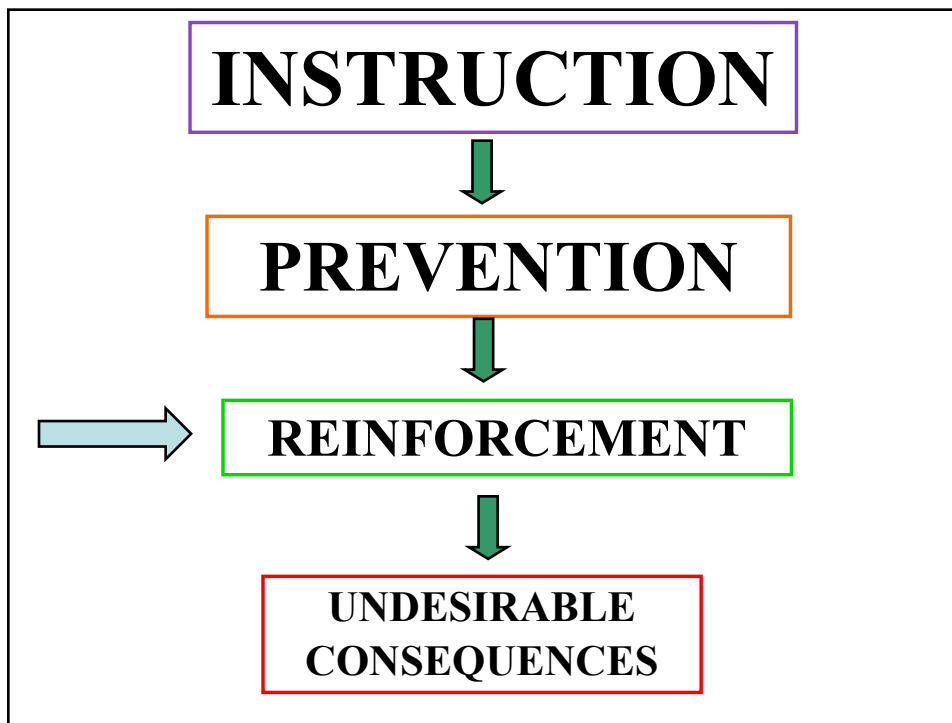
### **FBT Guiding Principle: Focus on What Happens Before the Problem Behavior**

- Setting events and triggering antecedents
- Sometimes can remove or control
- Sometimes can not remove-will need to validate and reinforcement and support will need to increase (increased structure and supervision)

“I know this is hard. How can I help?”



44



**Have you ever heard of said either of these sentences?**

*“I don’t believe in rewarding students for what they should automatically be doing?”*

- Reinforcement and rewards are NOT the same thing
- Reinforcement is a scientific concept-it exists without our manipulation
- Not believing in reinforcement is like not believing in gravity

*“I don’t believe in bribing students.”*

Webster’s definition: 1) An inducement for an illegal or unethical act OR 2) The giving of a reward to stop misbehavior

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## **FBT Guiding Principle: Pay Attention to Attention!**

- Behavior science has proven that attention is a generalized reinforcer-everyone is reinforced by it and we do not satiate (money is the other)
- ANY attention can be reinforcing-negative attention is better than being ignored
- Give as much attention as possible to appropriate behavior
- Give as little attention as possible to inappropriate **behavior**-but don't ignore the student-look for positives to reinforce!

*“What’s worse than being hated is being ignored, because it is like you don’t exist at all and your presence is nothing.”*

*-Anurag Prakash Ray*



## **More on Attention**

- Behavior science proves that noncontingent attention (given regardless) reduces problem behavior
- A 4:1 positive/negative ratio provides the most productive environment-also true across business, sports, and relationships
- Need to make enough deposits before you can take a “withdrawal”
- Builds positive relationships
- Simple intervention that is free and requires no time or preparation
- Prevents common escape/avoid function of problem behavior
- How motivated would you be if you mostly received negatives from your supervisor?

## **The Power of the Positive!**

- Positive psychology studies overachieving outliers versus the average (to tailor to most students) or below average (to determine interventions to help them)
- More than a decade of research in positive psychology and neuroscience has proven that optimistic conditions fuel performance and achievement
- Results in students being more motivated, efficient, resilient, creative, and productive
- Confirmed by research on 1,600 Harvard students and dozens of Fortune 500 companies worldwide (The Happiness Advantage, 2010)

### **Give Feedback Through Narration!**

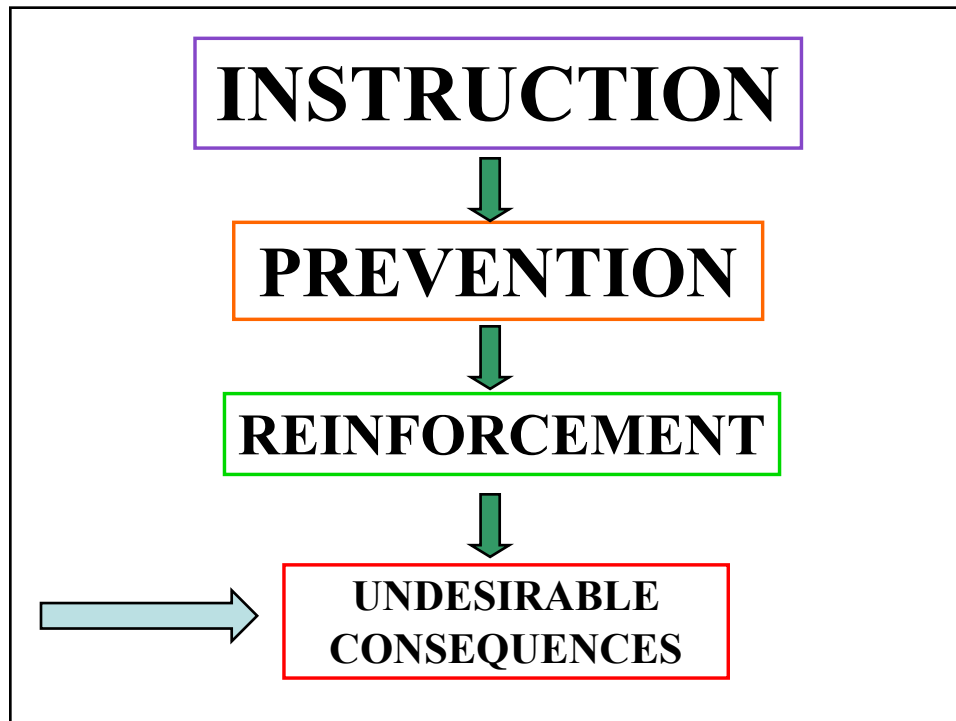
- Immediate as possible without interrupting the flow of instruction
- Sincere
- Specifically describe what was appropriate and how it is making a positive impact rather than making general praise statements
- Just describe something positive that is happening provides reinforcing attention!

*“Walking quietly down the hall shows respect for those are working.” vs. “You are doing a good job.”*

51

### **FBT Guiding Principle: Acknowledge Positives in Public and Redirect as Privately as Possible**

- Remember the power of attention
- Negative attention controlled by another is “public shaming”
- How would you feel if your supervisor redirected you in public?



### Key Things to Understand About Punishment

- Punishment happens *after* the behavior resulting in the behavior *decreasing* in the future.
- Punishment can be something added (positive) or something removed (negative)

A behavior is positively punished if something that the person does not like is added after the behavior making the situation worse from their perspective.

A student has to write the sentence “I will not disrupt the classroom” 100 times after talking in class.

A behavior is negatively reinforced if something that the person does like is taken away after the behavior therefore making the situation worse from their perspective.

A student is has to stay in from recess to finish work because he was off task.

### **Important Understanding About Punishment!**

- Positive punishment is rarely appropriate in the school setting
- Negative punishment is allowable but only after all of the rest of the components of the model have been implemented (instruction, prevention, reinforcement)
- Needs to take the form of natural and logical consequences so that there is a teaching and not purely punitive purpose.
- Negative punishment can be proactively reframed as positive reinforcement

*“If you don’t finish your work, you will lose or be late for recess.”*

vs.

*“If you stay on task and finish your work you can go out for recess on time.”*

55

### **FBT Guiding Principle: Respond to Problem Behavior in a Way that Teaches Missing Skills**

- We want problem behavior to decrease but we also need to teach the missing skills that led to the problem behavior (replacement behavior and other contributing skill deficits)
- Overall focus not punitive-no one is in “trouble”- what skill(s) need to be learned?
- “I care too much about you to not teach you skills you will need to be successful”
- We also don’t want the consequence to be desirable or reinforcing
- Make sure they have all the information needed to make an informed choice

**FBT Guiding Principle: Respond to Problem Behavior in a Way that Teaches Missing Skills**

- Natural consequences: Outcomes that are not planned or controlled
- Logical consequences: Outcomes that are intentionally planned and controlled that are related to what would happen to an adult in a similar situation
- Related: Mirror real life so teach life skills
- Respectful: Delivered calmly and as privately as possible
- Reasonable: “Fits the crime”

**FBT Guiding Principle: Respond to Problem Behavior in a Way that Teaches Missing Skills**

- Pre-correct before times that are typically difficult-review positive expectations
- Be careful not to reinforce the problem behavior with too much attention
- Three “reactive” interventions signal you need to put on a “tier 2” proactive intervention-frontload the instruction and attention (three strikes and you are in)

## Two Teaching Responses

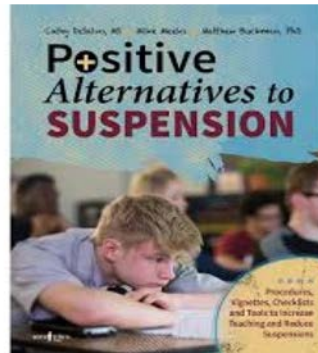
### Error Correction

- An informative statement given to a student after an undesired behavior that informs the student of what he or she should do in the future in a brief concise manner.

### Behavior Tutoring

- When student is exhibiting an inappropriate behavior, he or she is given the choice of demonstrating they have learned the appropriate behavior
- If they do not, it is assumed that they have forgotten how to do it and need extra practice
- An extra practice session is scheduled, logically during a more preferred activity.
- Similar to a traditional detention or stay after school consequence but with instructional focus

## FBT Guiding Principle: Develop Alternatives to Suspension That Again Teach Missing Skills



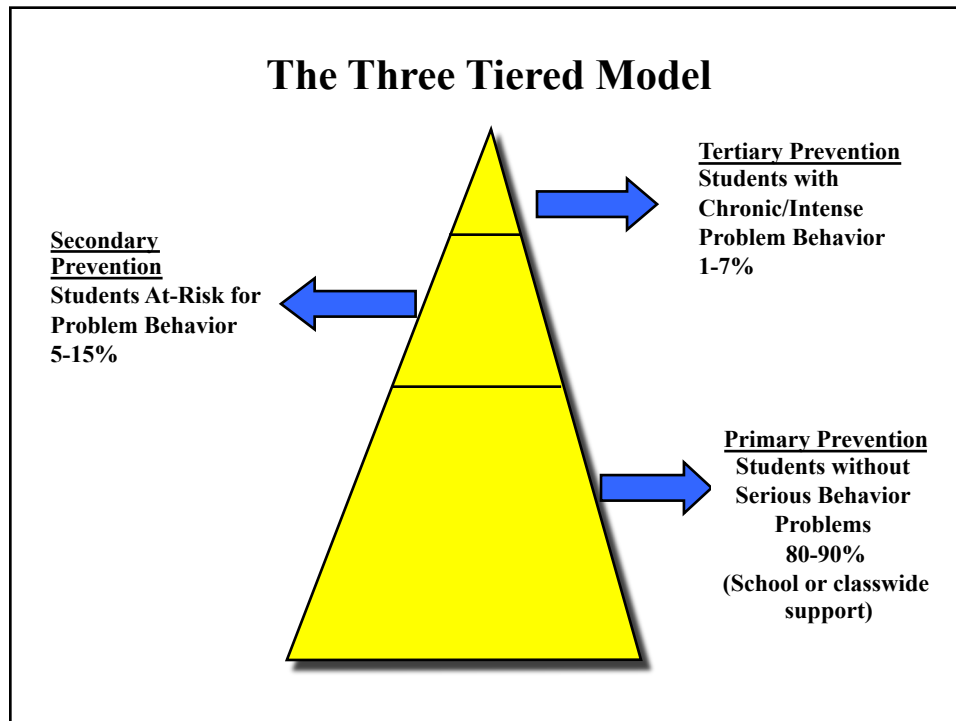
### **Problems with Suspension**

- Produces immediate but short-lived relief for the school, but may not be a meaningful consequence for the student—some students are actually reinforced by going home!
- Does not facilitate the progress of the at-risk students who is often already disengaged from school and/or learning
- Merely displaces the problem elsewhere (home or community)
- Schools using only punishment strategies tend to have increased rates of vandalism, aggression, truancy and school drop up
- Actually promotes antisocial behavior

### **Suspension and Expulsion Generally Does Not Work with Students with Chronic Behavior Problems!!!**

““ . . .there is currently no evidence that suggests suspension or expulsion changes the behavior of difficult students. Rather, for troublesome or at-risk students, the most well-documented outcome of suspension appears to be further suspension and eventually school drop-out.”

(Skiba, 2002)



## Identifying Students That Need Tier 2

- Universal screener
- Should triangulate with other data sources for behavior (attendance, teacher nomination, frequency of reactive behavior interventions)
- Reactive behavior interventions more than 3 times a month conservative rule



## **Behavior Universal Screeners (Catch)**

- Provide consistent windows for grade level teams
- For behavior screenings, wait four to six weeks to screen to ensure adequate familiarity with students
- Non-exhaustive list of screening tools that have been scientifically evaluated- this list does not constitute an endorsement or recommendation
  - Social, Academic and Emotional Behavior Risk Screener (SAEBRS)
  - Strengths and Difficulties Questionnaire (SDQ)
  - Student Risk Screening Scale Internalizing-Externalizing (SRSS-IE)
  - [Signs of Suicide Prevention Program \(SOS\)](#)

## **Behavior Tiered Interventions**

- Work in grade level teams (data consult team)
- Reflect on tier one core components- does anything need to be strengthened?
- Focus on analyzing and supporting rather than the teacher or student being “in trouble”
- Sort “at risk” students into categories

## **Behavior Diagnostics (Match)**

Five categories for data sort:

- 1) False positive
- 2) Academic
- 3) Internalizing
- 4) Grade level team intervention
- 5) Problem solving team
  - Typically meets once a month and have higher level of behavior expertise

## **Top Evidence Based Programs**

**[intensiveintervention.org](http://intensiveintervention.org)**

- Structured Mentored Based Support (Check In/Check Out, Check and Connect, The Behavior Education Program, Daily Report Card)
  - Provides instruction, attention, and reinforcement
- Structured Break Systems (Breaks are Better, Class Pass)
  - Provides appropriate escape
- Social/Behavior Skills Training (Coping Power )
  - Teaches replacement and missing skills
- Prevention (Antecedent) Strategies
  - Choice
- Reinforcement Strategies

### **Student Intervention Matching Form-Evidence Based Tier 2 Interventions (Clayton Cook)**

Teacher managed:

- School-home note system
  - Behavior contract
  - Self-monitoring
  - Positive peer reporting
  - Class pass
- Google SIM and Clayton Cook and it will lead you to a pdf of the SIM Form**
- More information on all interventions can be found at [www.pent.ca.gov](http://www.pent.ca.gov)**

Needs Additional Support:

- Structured mentoring
- Small group social-emotional training

### **Small Group Training**

- Many schools do 20-30 minutes of RTI intervention daily
- Perfect time for social/behavioral intervention groups
  - Organization
  - Problem solving
  - Emotional regulation
  - Conflict resolution
  - Flexibility
  - How does your engine run (self-regulation)
- Could combine with some type of structuring mentoring system
- Can use curriculum that special educators currently have

## **Tier 2: Function Based Thinking**

- “A quick systematic way of thinking that informs the selection of effective function-based supports
- A preliminary step prior to an extensive FBA
- Only requires the teacher and an individual knowledgeable of behavior management to facilitate the learning process for teachers
- Draws from the research-based components of FBA
- Designed to be used as an early intervention strategy with mild to moderate behavior problems
- Designed to be used prior to involving the student support team or outside supports”

(Hershfeldt, et al, 2010, p. 14)

## **Steps of FBT**

( Hershfeldt, et al, 2010, p. 16)

- Gather information
- Develop a plan
- Measure the success of the plan

Link to the article:

[http://nyspbis.org/RF1415/Research Articles/Function Based Thinking - A Systematic Way to Think.pdf](http://nyspbis.org/RF1415/Research%20Articles/Function%20Based%20Thinking%20-%20A%20Systematic%20Way%20to%20Think.pdf)

Link to additional FBT information:

<http://www.ttacnews.vcu.edu/2014/11/think-function-using-function-based-thinking-to-change-problem-behaviors/>

## Latest and Upcoming Research

- Interview-informed synthesized contingency analysis (IISCA)
- Practical functional assessment  
<https://practicalfunctionalassessment.com>
  - Root-cause analysis and Cause Mapping  
*(PCMA, 2012)*

### Root Cause Analysis

3 Guiding Question:

- 1) What's the problem?
- 2) What caused it?
- 3) How can it be prevented?

### Cause Mapping

Uses a visual diagram to look at all of the contributing factors.

<https://www.thinkreliability.com>

## Gather Information

- Operationally define the problem behavior
- Collect information about the conditions under which the behavior occurs
- Review and summarize data
- Develop a hypothesis about why the problem behavior is occurring

### **Function Based Thinking Guiding Questions**

- When, where and with who does the behavior occur?
- What happened before the problem behavior?
- Is the student trying to avoid/escape it and if so why?
- What skills do they need?
- What prevention strategies can be put in place? Remove the trigger? Provide more structure and/or support?

### **Function Based Thinking Guiding Questions**

- What happened after the problem behavior?
- Did it reinforce or “pay off” the student’s behavior.
- How do the adults need to respond differently?
- What do you need to teach the student to do instead to get that “pay off” (take a break, ask for help, get attention appropriately, emotional regulation)
- How are you going to reinforce the new behaviors?

**FBT Guiding Principle: Develop a Plan with all of the crucial components**

- Acceptable replacement behavior and/or other target behaviors to teach
- Direct instruction plan of replacement and/or other target behaviors
- Prevention/protection strategies
- Reinforcement of replacement/target behavior(s)
- Remove/reduce reinforcement of problem behavior (extinction)
- Natural and logical undesirable teaching consequences
- Plan for ensuring fidelity
- Progress monitoring system based on data

**FBT Guiding Principle: Be Prepared for Extinction Bursts**

- If you are going to put a demand on a student that you know may trigger a problem behavior, have the resources, manpower and environmental engineering needed to not “give in” or intermittently reinforce the problem behavior
- This will make the problem behavior worse-the science of applied behavioral analysis has lots of data that proves that intermittent reinforcement (alternatively starting and stopping) is very powerful!
- EVERYONE who will come into contact with the student during the day need to know and be able to implement and/or support the plan-if not there will be a “weak link” who may accidently sabotage the plan

## Extinction Bursts!

- When you implement an intervention that *withholds the function*, Behavior often **increases** briefly as the student “tries harder” to get the function.
  - Vending Machine Example: What do YOU do when your “button pushing” behavior doesn't yield a soda?
  - Elevator Example: What do you do when the elevator door doesn' t open when you expect it to open?
    - Try harder...you don' t **immediately** stop pressing the button. You push it faster and harder.
- Lesson: Behavior often gets worse before it gets better!

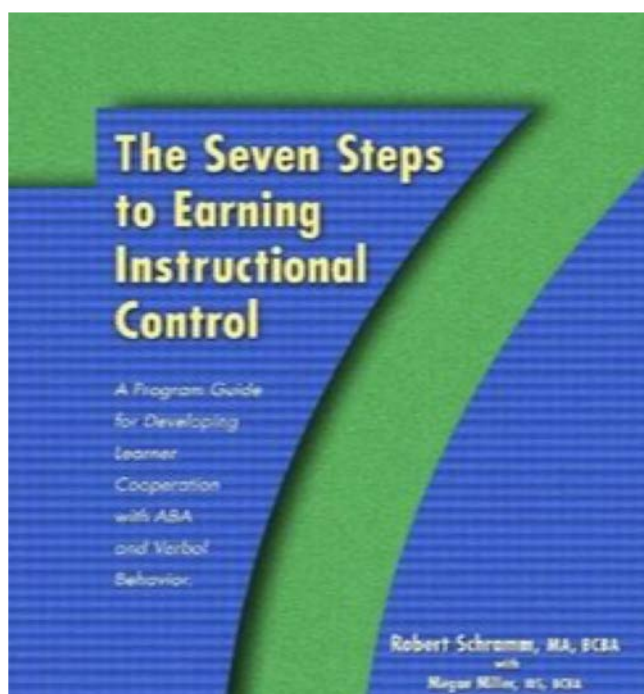
## Escape Extinction

- Not letting a student's escape behavior lead to actual escape of the task or teaching setting
- Physical blocking, repeating the direction (broken record) and forced physical prompting
- For some students this results in a “power struggle”-their motivation to escape increases
- Results in “captive learning” which is the opposite of motivated learning and is less effective in promoting skill acquisition



## **Problems with Escape Extinction**

- Potentially establishes the teaching setting as an aversive and increases the value of escape
- Gives attention to escape behavior which can escalate it
- Teachers and parents are often unwilling to use the procedure consistently or at all because it often escalates problem behavior (extinction burst)
- Can not be used consistently on a variety of clients that escalate to an unsafe level
- Increases the frequency of seclusion and/or restraint



## Behavior Data-Based Decisions

### 1. Target Met

- Fade, strategic monitor, and/or create a different goal



### 2. Adequate/Sufficient Progress Made

- Increasing trendline
- Maintain intervention, continue PM, status quo . . .



### 3. Inadequate/Insufficient Progress

- Decreasing trendline
- Begin **problem solving**, change instruction, intensify intervention
- Consider issues of severity and not delaying evaluation



## Behavior: When To Move to Tier 3?

- Ideally two rounds of 3-4 week intervention before consider tier three May need MORE-the function may be correct but the student needs more intensive instruction, support, reinforcement and/or structure
- May be DIFFERENT-the function may be wrong or incomplete-back to function based thinking!
- May want to involve a behavior specialist at this stage-this is the tough and stressful stage-objectivity may be needed
- Include a severe behavior clause-not every student needs to move through this process!

## **Controversial Issues**

- Informing parents
- Is this an “assessment’ that needs parental permission-is a disability suspected or is it formative data that guides decision making?
- I would side on the use of most effective practices-if student is improving no one will be upset
- Be transparent and educate entire school community on the process
- Support with peer reviewed articles provided in this presentation