

WHY DOES HE DO THAT?: FUNCTION-BASED THINKING IN THE CLASSROOM

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Midwest Symposium for Leadership
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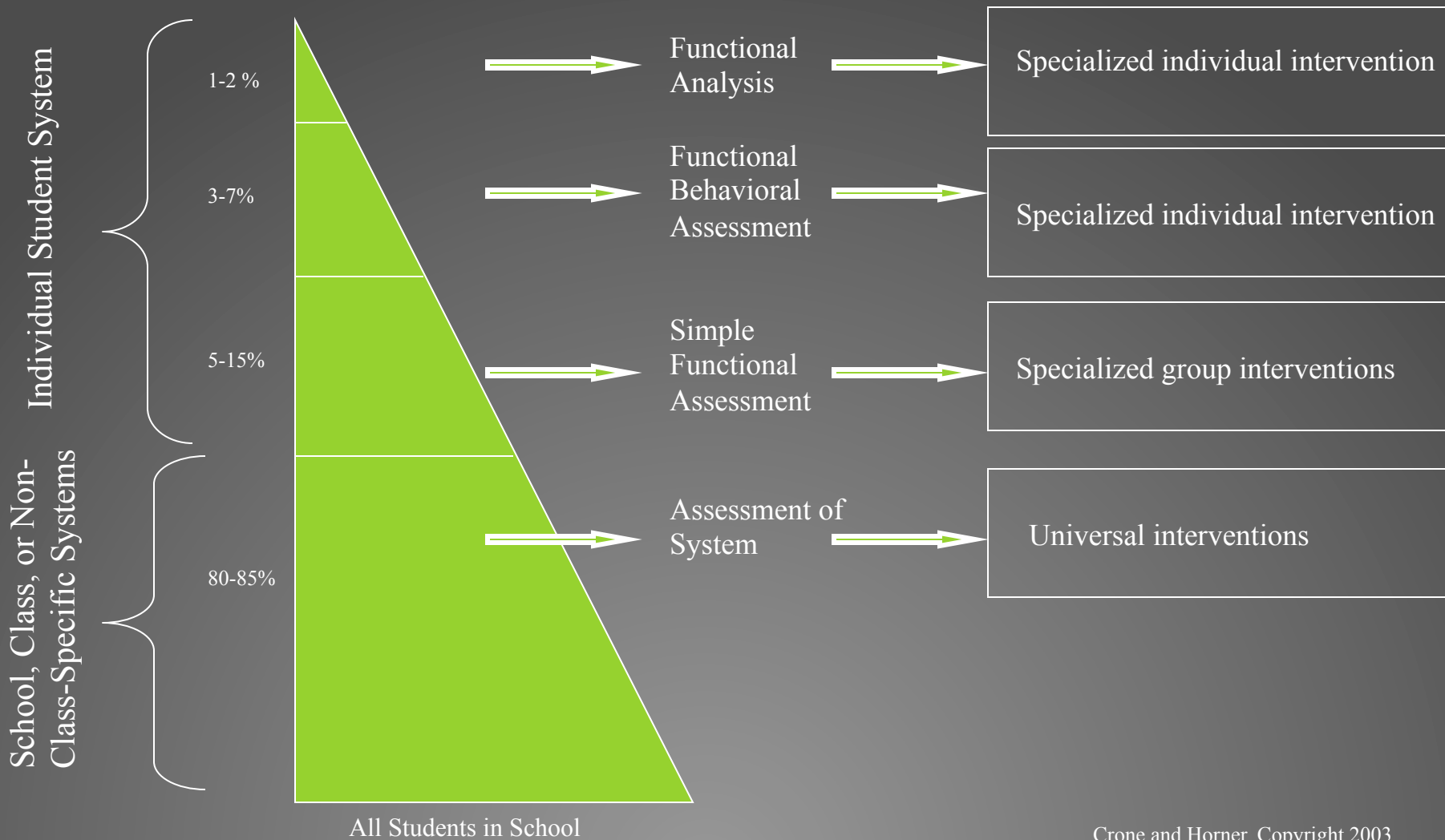
THE NEED FOR GEN ED TEACHERS

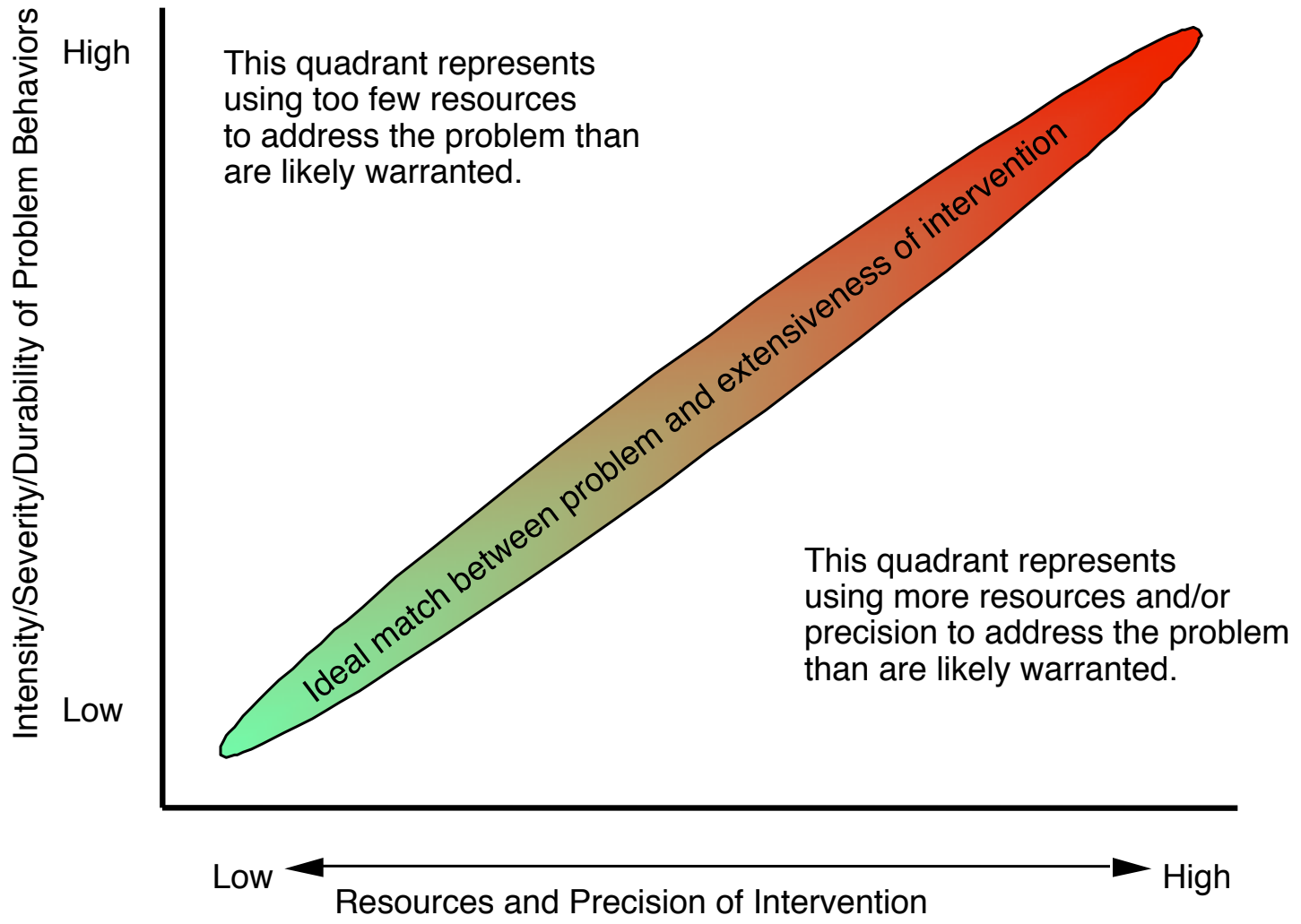
- ▶ Only 1% identified with severe EBD
- ▶ However 3%-6% estimated significant challenging behavior
- ▶ Teachers report being unprepared to meet needs of challenging student behavior
- ▶ High teacher stress and burnout associated with student behavior
- ▶ Early intervention for new onset problem behavior leads to more effective behavior change

FUNCTIONAL BEHAVIORAL ASSESSMENTS

- ▶ Typically used in clinical settings by trained professional
- ▶ Students accessing FBA already are experiencing high risk and challenging behavior
- ▶ In practice, most FBAs do not inform effective behavior intervention plans
- ▶ IDEA 1997 and '04 mandate use of FBA yet no guidance
- ▶ Limited research on use of FBA for Gen Ed

CONTINUUM OF EFFECTIVE BEHAVIORAL ASSESSMENT AND SUPPORT





FUNCTION-BASED THINKING

- ▶ “FBT is a model for thinking and a systematic process for defining problem behaviors and selecting interventions that match the function of the behavior.”
 - ▶ Hershfeldt, P., Rosenberg, M., & Bradshaw, C. (Spring, 2010). Function-based thinking: A systematic way of thinking about function and its role in changing student behavior problems. *Beyond Behavior*, 12-21.

BASIC PRINCIPLES OF FBA

- ▶ Setting demands
- ▶ Hypothesis statement—operational definition of behavior
- ▶ Information gathering
- ▶ Behavior plan that aligns with function

- ▶ **FBT does not require the level of expertise and depth of assessment that FBA does

DIFFERENCE BETWEEN FBA AND FBT

FBA

- ▶ A process and a product
- ▶ Requires formal assessment and analysis of comprehensive data
- ▶ Involves multiple team members
- ▶ Requires individual trained in behavior analysis or functional assessment
- ▶ Typically lengthy and intensive
- ▶ Not often used as a preventative measure

FBT

- ▶ A quick systematic way of thinking that informs selection of effective function-based supports
- ▶ A preliminary step prior to FBA
- ▶ Only requires teacher and an individual knowledgeable of behavior
- ▶ Draws from FBA
- ▶ Designed to be used prior to SAT as early intervention

REFLECT ON CLASSROOM DEMANDS

- ▶ How effective are my classroom management practices?
- ▶ Is there something I am doing that is contributing to problem student behavior?
- ▶ Is there a mismatch between academic expectations and student skills?
 - ▶ Skill deficit vs. performance deficit

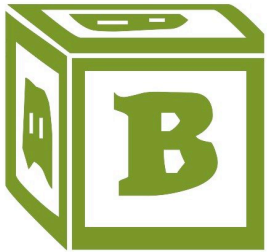
UNDERSTANDING BASIC PRINCIPLES OF BEHAVIOR

- ▶ Behavior is anything we say or do
- ▶ Behavior is how we react to our environment
- ▶ Behaviors are learned and continue because they serve a purpose or function (i.e., escape or access)
- ▶ We engage in behaviors because we have learned that a desired outcome occurs

ABC'S OF BEHAVIOR



alphabetblocks.org



alphabetblocks.org



alphabetblocks.org

Antecedent

What happens immediately before the behavior that triggers it or makes it more likely to happen?





Behavior

What does the behavior look like?

Consequence

What happens immediately following the behavior that either increases/maintains or decreases the likelihood of the behavior occurring in the future?

REINFORCEMENT VS. PUNISHMENT

	Likelihood of Behavior Increases 	Likelihood of Behavior Decreases 
Something Added 	Positive Reinforcement	Positive Punishment
Something Taken Away 	Negative Reinforcement	Negative Punishment

NEGATIVE REINFORCEMENT CYCLE

What is the effect on teacher behavior?

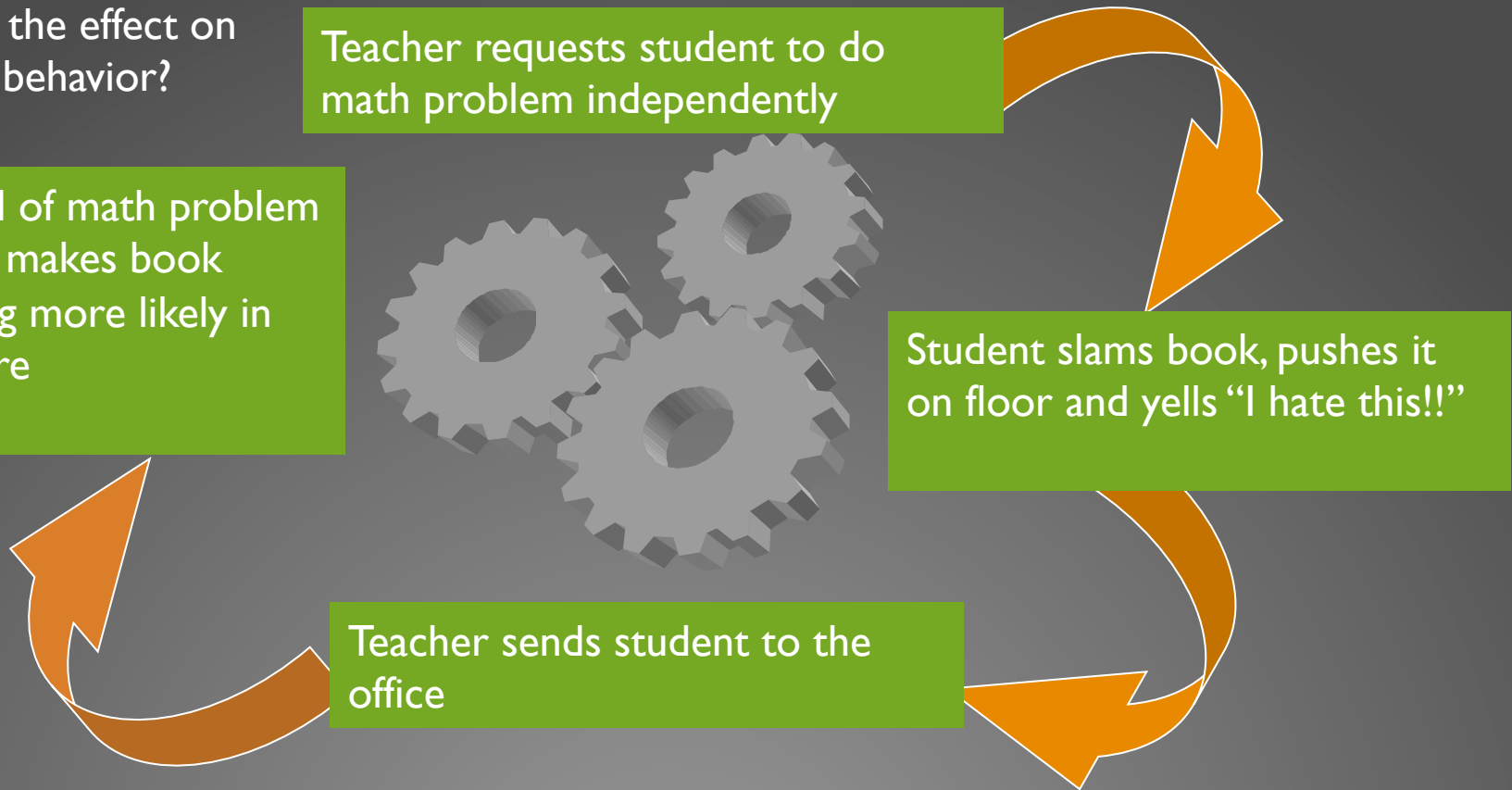
Teacher requests student to do math problem independently

Removal of math problem demand makes book slamming more likely in the future



Student slams book, pushes it on floor and yells "I hate this!!"

Teacher sends student to the office



FUNCTION-BASED THINKING 3-STEP PROCESS

▶ GATHER INFORMATION

- ▶ A-B-C Chart
- ▶ Grades, homework, attendance, nurse visits, etc.
- ▶ Create a hypothesis statement

▶ DEVELOP A PLAN

- ▶ Consider function
- ▶ Identify replacement behavior
- ▶ Teach and reinforce replacement behavior

▶ MEASURE SUCCESS

- ▶ Continue to collect data on student outcomes

Function-Based Thinking
(Hershfeldt, Rosenberg, & Bradshaw, 2010)

Gather Information
Describe the problem behavior.
Form an operational definition of the problem behavior (i.e., targeted behavior).
What information have you gathered about the behavior? When does it occur? What happens directly before the behavior (i.e., the trigger)? What happens directly after the behavior occurs (i.e., the consequence)? Do you detect any patterns?
Hypothesize why the student may be exhibiting the problem behavior. Behaviors typically occur for a limited number of reasons; what do you hypothesize is the reason this student is demonstrating the behavior (e.g., attention seeking or avoidance)?
Develop a plan
If the student is trying to access attention then how can he/she get attention in a way that is acceptable in the setting? If the student is trying to avoid a task or interaction, how can the student avoid the task (at least temporarily) that is in the setting?
Operationally define the goal behavior you would 'ideally' like the student to demonstrate.
Knowing that learning new behaviors takes time (just like with academics), what behavior would you 'settle for' while the student develops mastery of the new behavior?
Is there anyone else (aside from you and the student) who could help the student learn or could reinforce the student when s/he demonstrates the new behavior?
How will reward the student for demonstrating the new behavior (i.e., reinforcement to increase the likelihood that the behavior will happen again)?
Is there anything that will prevent the student from being successful with this plan (substitute teacher, no breakfast, peers)? How will we 'pre-correct' for this ahead of time?
Measuring the success of the plan
How will you know if the new replacement behavior is happening more often? If the old problematic behavior is happening less often?

PROFESSIONAL DEVELOPMENT

- ▶ Process is facilitated with teacher by someone versed in functions of behavior (e.g., school psychologist, social worker)
- ▶ Teacher should be supported to implement behavior plan (i.e., ongoing consultations, technical assistance, and coaching)
- ▶ Teacher conducts ongoing reflection



Our Resources

IRIS resources cover topics having to do with the education of all children, particularly those with disabilities.



Welcome to the IRIS Center

The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective

IRIS RESOURCE TOPICS

Accommodations



Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan

This Module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are described (est. completion time: 2 hours).


Challenge

Initial Thoughts

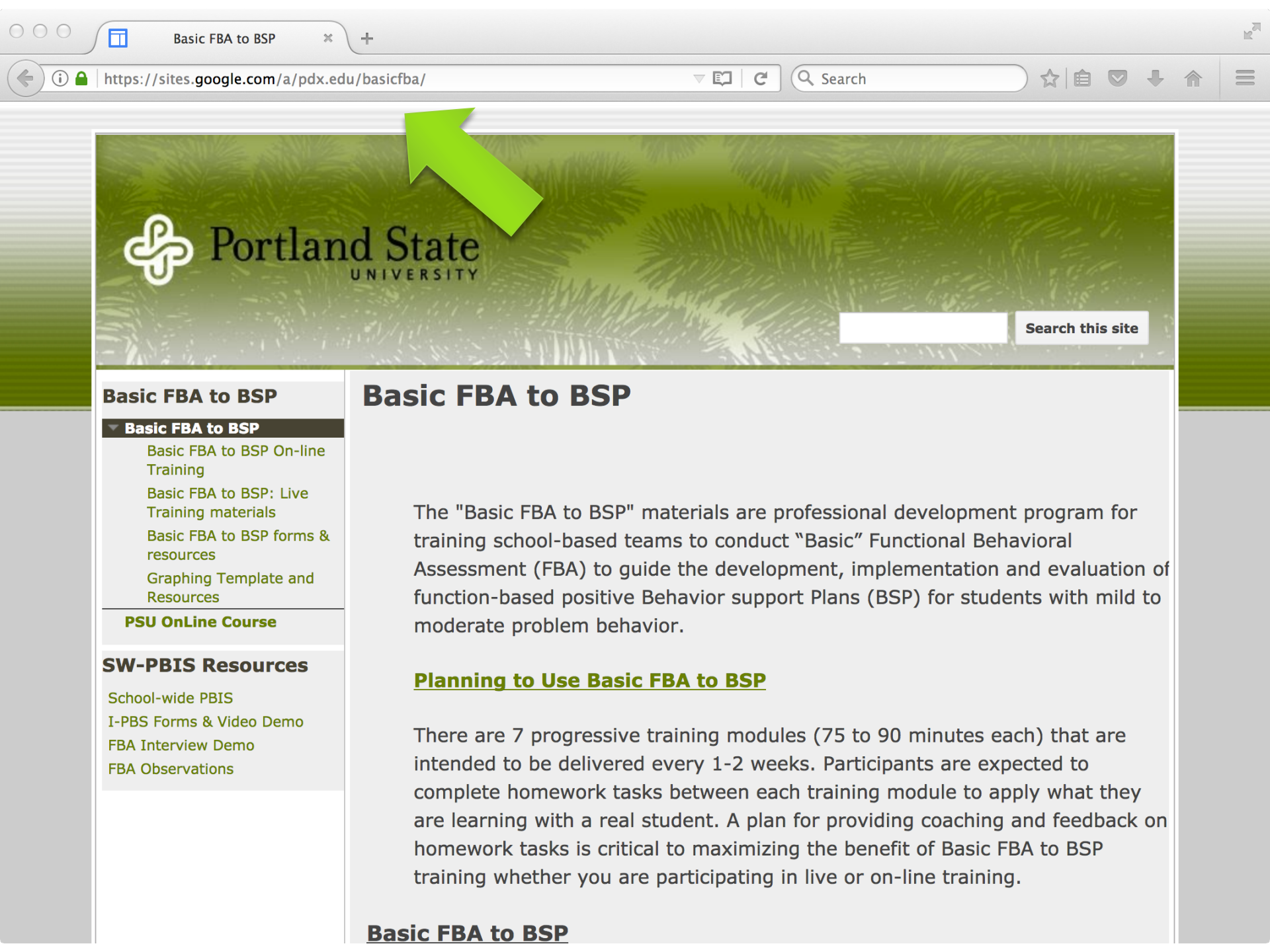
Perspectives & Resources

Wrap Up

Assessment

 We want to hear from you. Please complete our brief [Module Feedback Form](#).





Basic FBA to BSP

Basic FBA to BSP

- Basic FBA to BSP On-line Training
- Basic FBA to BSP: Live Training materials
- Basic FBA to BSP forms & resources
- Graphing Template and Resources

PSU OnLine Course

SW-PBIS Resources

- School-wide PBIS
- I-PBS Forms & Video Demo
- FBA Interview Demo
- FBA Observations

Basic FBA to BSP

The "Basic FBA to BSP" materials are professional development program for training school-based teams to conduct "Basic" Functional Behavioral Assessment (FBA) to guide the development, implementation and evaluation of function-based positive Behavior support Plans (BSP) for students with mild to moderate problem behavior.

Planning to Use Basic FBA to BSP

There are 7 progressive training modules (75 to 90 minutes each) that are intended to be delivered every 1-2 weeks. Participants are expected to complete homework tasks between each training module to apply what they are learning with a real student. A plan for providing coaching and feedback on homework tasks is critical to maximizing the benefit of Basic FBA to BSP training whether you are participating in live or on-line training.

Basic FBA to BSP