Basic Functional Behavior Assessment and Behavior Intervention Plan

Remote Learning Session 2

2021

mimtsstac.org

Acknowledgments

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Group Expectations - Virtual

Be Responsible

- Return from breaks on time

- Active Participation

  - Use participant features of raise hand, thumbs up, etc.
  - Type short answer or questions in chat box
  - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication

- Please refrain from email and internet browsing

- Place your phone and other devices on mute and out-of-sight

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Purpose

This highly interactive 3-day series is designed to support individuals who facilitate and/or participate on teams completing Functional Behavioral Assessments and Behavior Intervention Plans. Participants will learn about the FBA / BIP process along with support tools and information on how to facilitate the process. There will be assigned work to complete between each live Zoom session.

Intended Outcomes

After today's session, participants will be able to:

- Complete an Competing Pathway for a sample student

- Develop prevention and teaching strategies within a Behavior Intervention Plan

Agenda

1.0 Competing Pathway

2.0 What's the Plan?

- o Teaching
- o Prevention

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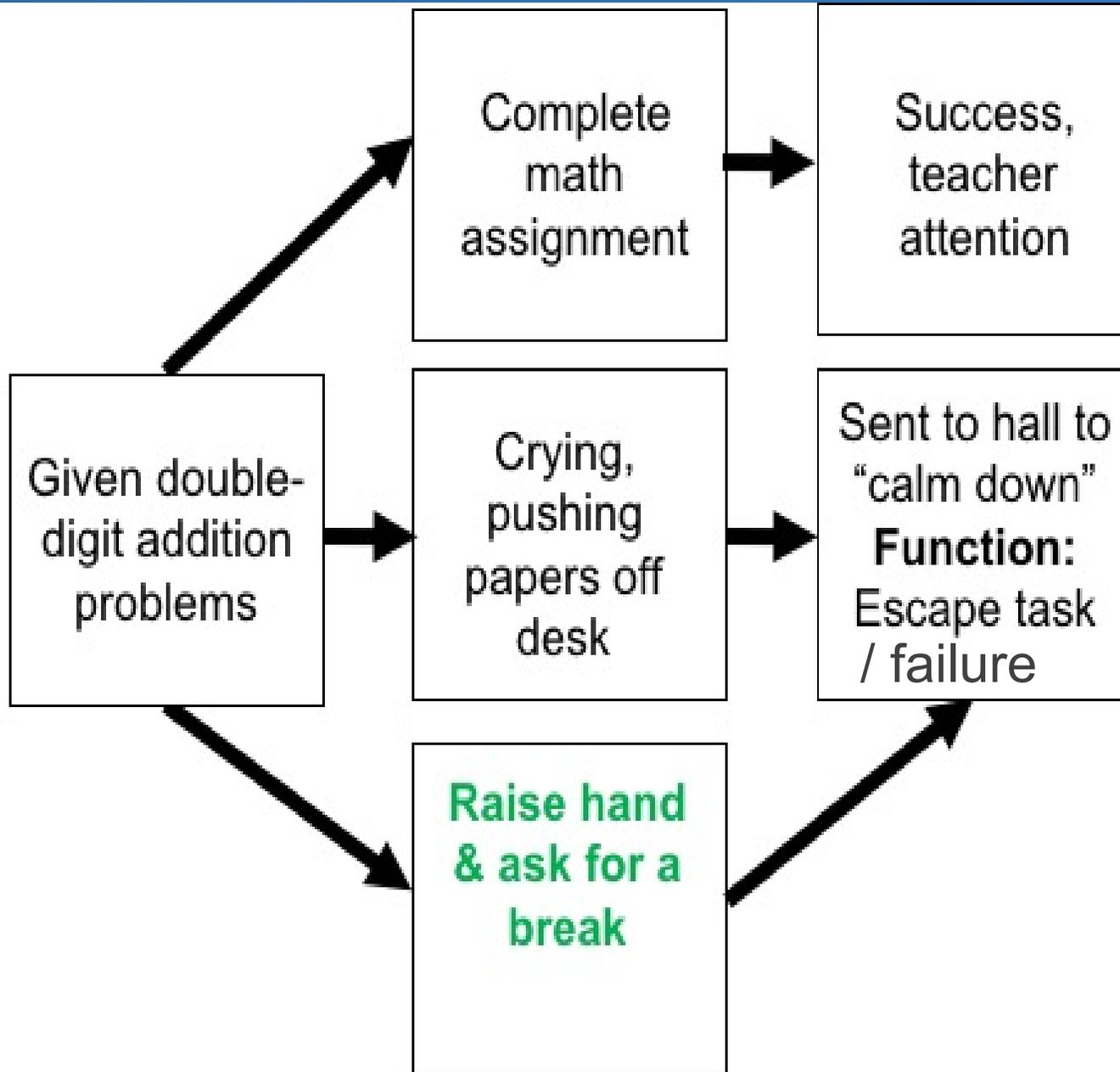
Quick Review

- D =

- A =

- S =

- H =

Activity

Follow-up on Pat Activity

- What did you have for Pat's hypothesis statement?
  - Routine:
  - Setting Event:
  - Antecedent/Trigger:
  - Behavior:
  - Consequence/Outcome:
    - Therefore, the function is to get/avoid:

1.0 Competing Pathway

Competing Pathway Example

Understanding Replacement Behaviors

Replacement behaviors are:
- An immediate attempt to reduce disruption on the classroom – take some pressure off the teacher
- Designed to actively begin breaking the student's habit of using the problem behavior to meet their needs by replacing it with a more acceptable **replacement behavior** that serves the **same function**

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Essential Components

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**

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Let's Practice

Jason is nine and **cries** when asked to write in his journal. The crying is maintained by **avoiding or escaping difficult tasks**.

Essential Components

1. Does it serve the same function?

2. Is it easier?

3. Is it socially acceptable?

Possible Replacement Behaviors

- More rewards for doing tasks
- Ask for an easier task
- Ask to play with Gameboy
- Appropriately request teacher attention
- As to have soda after tasks are done

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Poll 1

- Find the **Identifying Appropriate Replacement Behavior** worksheet in your workbook

- Work through each scenario to identify the best replacement behavior

- Record your answers in the Zoom poll

Activity 1.1

- Locate the document titled **Competing Pathway: Corey**

- With your small group, use the information provided to complete a Competing Pathway for Corey on the blank template

- Be ready to share with the large group

Purpose of FBA

The primary objective of the FBA is to gather evidence to develop and support a hypothesis of the function of behavior and to use this information to design the positive behavior intervention plan
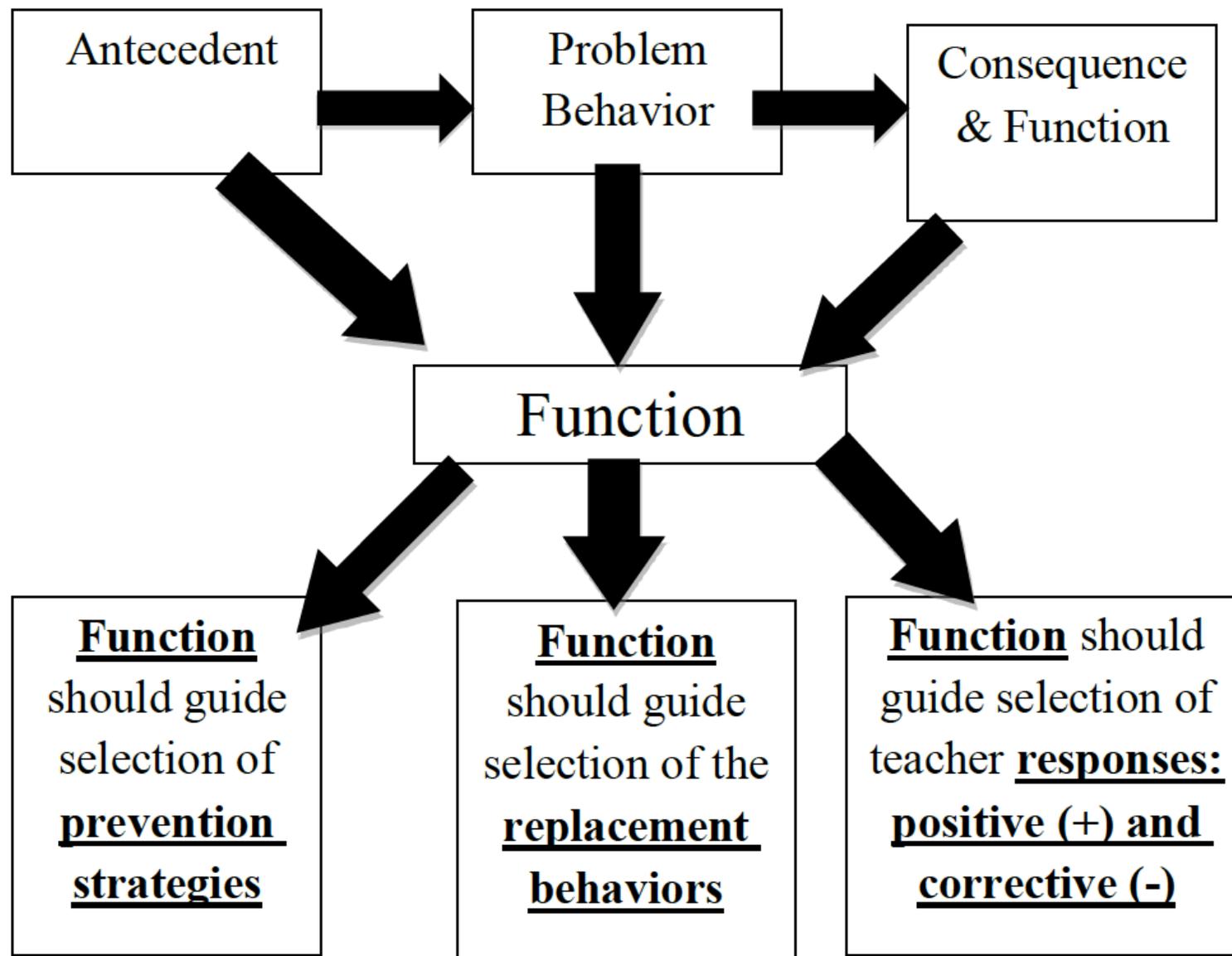
We are now ready to move into Behavior Intervention Plans!

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2.0 What's the Plan?

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Compilation of Interventions

- A behavior intervention plan is really a compilation of interventions that are designed to specifically address the hypothesis statement from the FBA

- The combination of interventions should reflect the Prevent, Teach, Respond structure

- No magical intervention

- Interventions in the plan should be more deliberate, more specific, and individualized

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Antecedent → Problem Behavior → Consequence & Function

Function

Function should guide selection of **prevention strategies**

Function should guide selection of the **replacement behaviors**

Function should guide selection of teacher **responses: positive (+) and corrective (-)**

Linking Function to Intervention Plan

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Intervention Plan Framework

Prevent	Teach	Respond
What can we do to prevent problem behaviors from occurring in the first place? What can we do to prompt the replacement behavior?	How can we use effective teaching techniques to teach new and replacement behaviors?	How do we respond in ways that reinforce the behaviors we want to see more of? How can we respond to challenging behaviors in ways that do not reinforce the behavior and prevent further escalation of problems?

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Activity 2.1

- Read the **Components of a Behavior Intervention Plan** document

- Scan through the sections of the **Example Positive Behavior Support Plan** for Pat Redford

- See if you are able to locate all of the components of a BIP in this example behavior plan

- Be ready to share something you noticed about the plan that is different than the plans currently written in your schools

Teaching the Replacement Behavior

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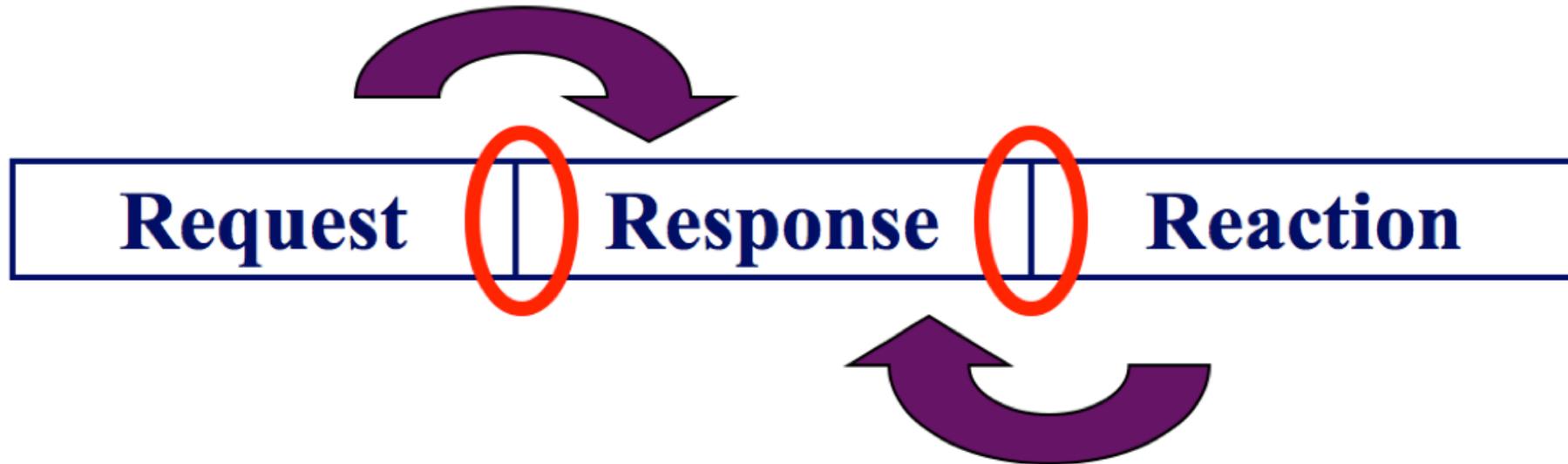Technical Assistance Center

Teaching

1. Explicitly teach student to use the Replacement Behavior(s)

2. Teach skills student needs to engage in the Desired Behavior (long term)

   - Successive approximations to the goal
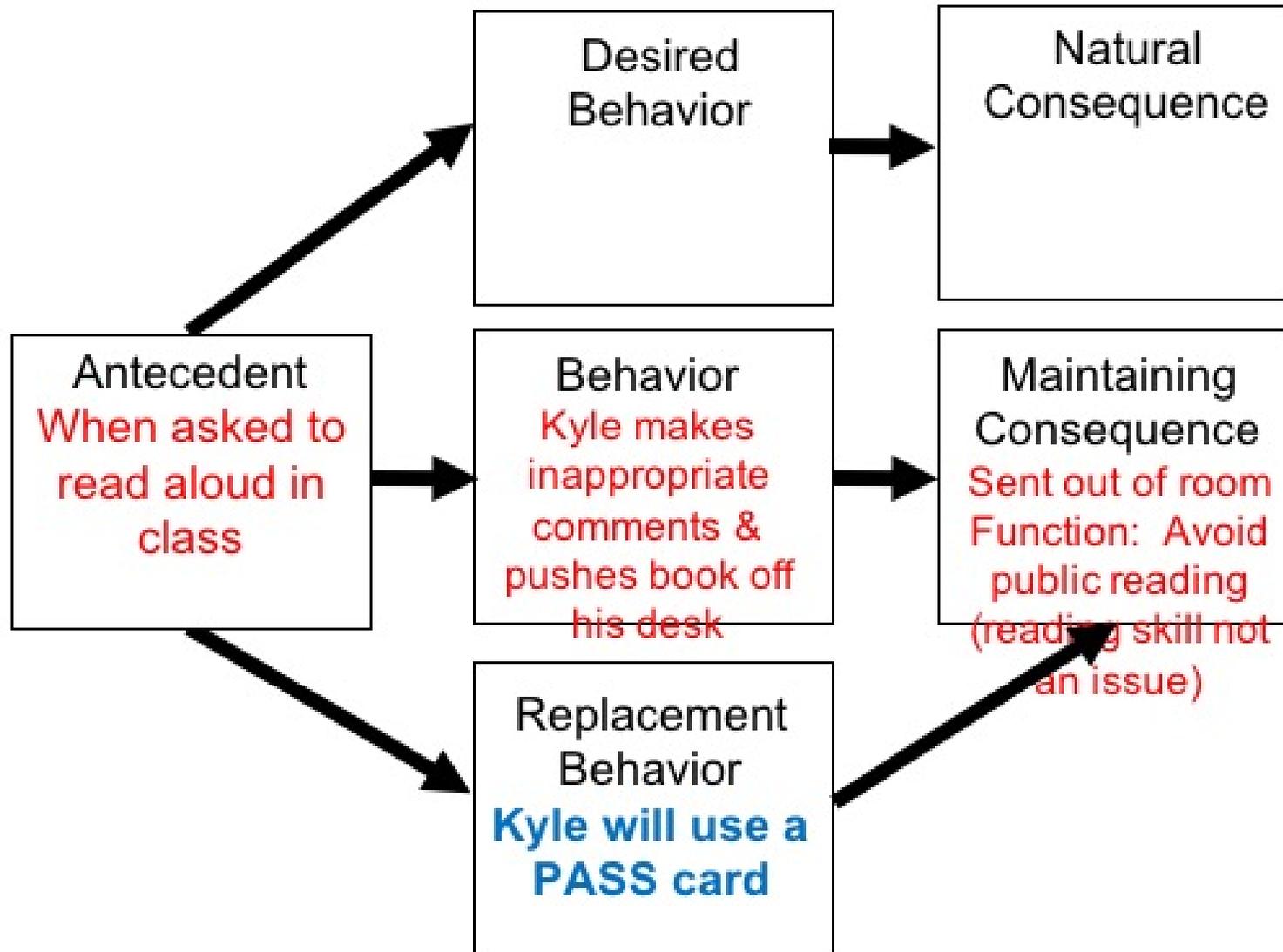
Learning Hierarchy: How to Teach
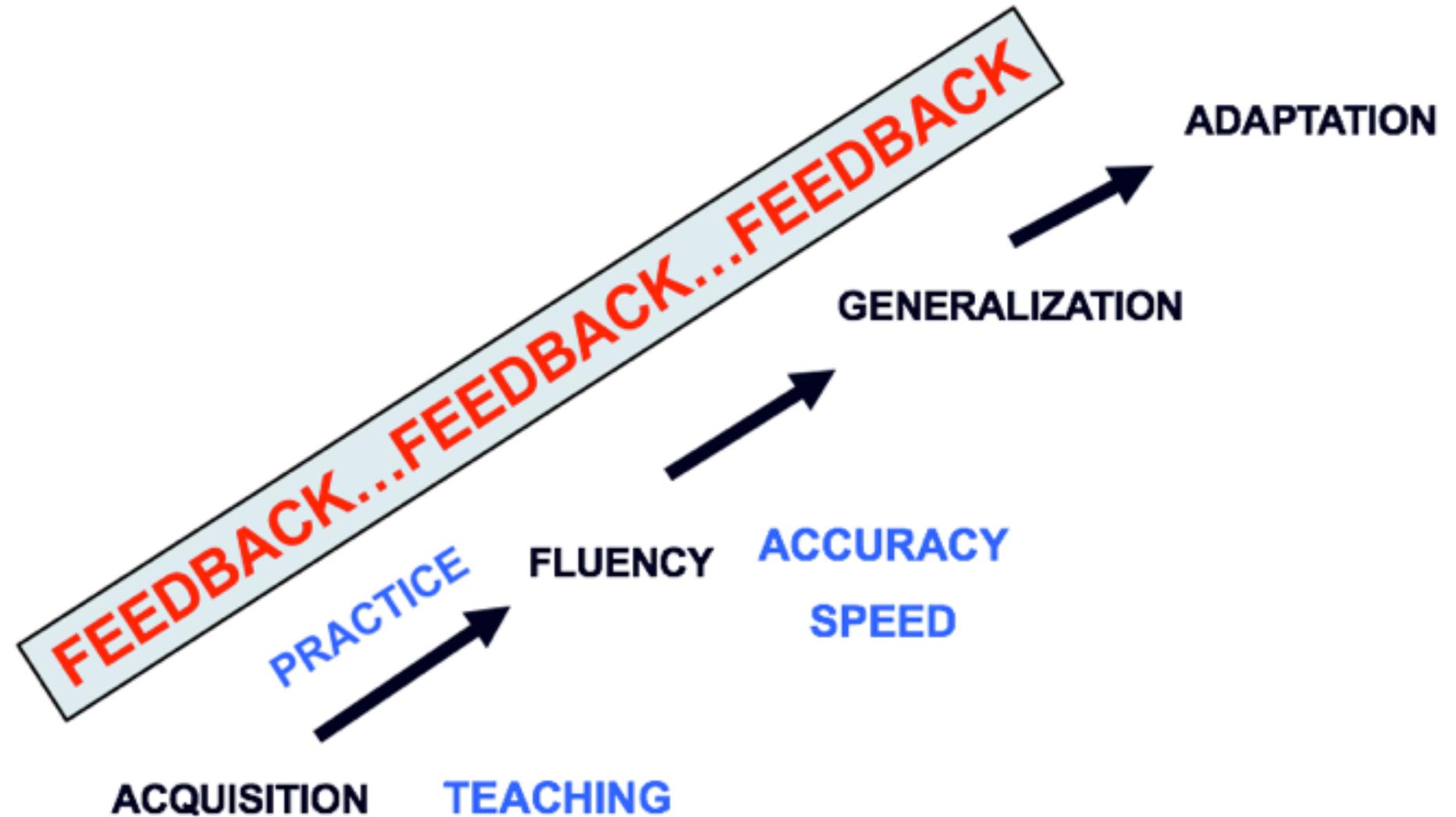
(Haring, et.al., 1978)

Basic Teaching Unit

- **Adult Request:** Give instruction, model & request, set environmental cue

- **Student Response:** Do it right, do it wrong, no response

- **Adult Reaction:** Reinforce correct response, prompt correct response

Kyle: Replacement Behavior

Desired Behavior → **Natural Consequence**

Antecedent
When asked to read aloud in class

Behavior
Kyle makes inappropriate comments & pushes book off his desk

Maintaining Consequence
Sent out of room Function: Avoid public reading (reading skill not an issue)

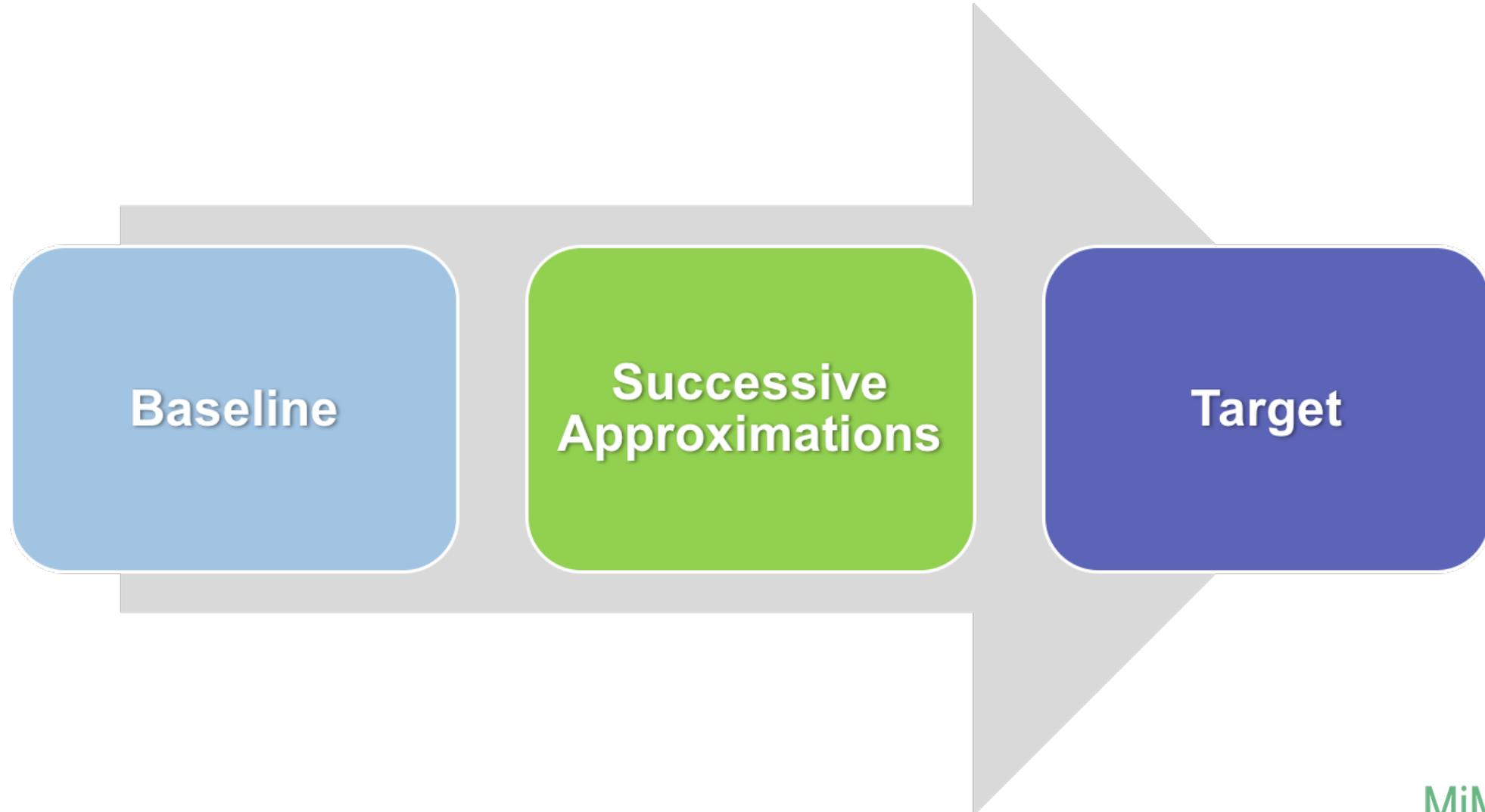**Replacement Behavior**
Kyle will use a PASS card

Sample Teaching Plan: Pass Card

- **Rationale**: Need better way to respond to being asked to read aloud; understand that you want to avoid this

- **Model**: "If you were the teacher and you asked me to read aloud, I could hold up this PASS Card like this. This would mean that I could opt out of reading aloud"

- **Example/Non-examples**: Have Kyle identify examples vs non-examples (i.e. math problems, spelling test, reading science passage)

- **Contrived Practice**: Give Kyle the card and practice asking him to read aloud, providing verbal reinforcement each time he holds it up

- **Reinforce**: In classroom, reinforce immediately with thumbs up or verbal praise after each use of the card; prompt if doesn't use

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Activity 2.2

- Think of a behavior that you might teach a student

- Use the **Teaching Plan Template** in your workbook to create a short teaching plan that you would use to teach the behavior

- As you work, think about what works well and what is challenging about this template. Do you notice any gaps in your teaching plan?

- Be ready to share

Teaching Desired Behavior (Long Term)

Baseline → Successive Approximations → Target

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Example: Steps to Desired Behavior

Replacement Behavior: Raise hand immediately after independent math task is given to gain teacher support getting started on it

- Teach use of a step-by-step math operations support
- Teach use of a task checklist
- Teach raising hand to ask teacher for help after trying a problem with tools and still stuck

Desired Behavior: Complete math assignment without problem behavior

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Activity 2.3

- In the chat box, record some successive approximations or "steps" that would bring Audrey closer to the desired behavior

  - **Current Behavior:** When several minutes have passed without teacher attention, Audrey makes noises, talks out, and walks around the room

  - **Desired Behavior:** Audrey will complete her work and raise her hand if she needs help (similar to what other students are doing)

  - **Replacement Behavior:** Audrey will be taught to use a Teacher talk card when she needs her teacher to come talk with her.

Selecting Prevention Strategies

Prevention

1. Prevent problem behavior by modifying antecedent/trigger
2. Prompt replacement / desired behavior

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Prevent Behavior by Modifying Triggers

- When identifying preventive antecedent strategies, eliminate or alter the trigger so the student will no longer need to use the problem behavior

- The best antecedent modifications directly address:

  - The identified antecedent or trigger

  - The function of the problem behavior

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Another Look at Kyle
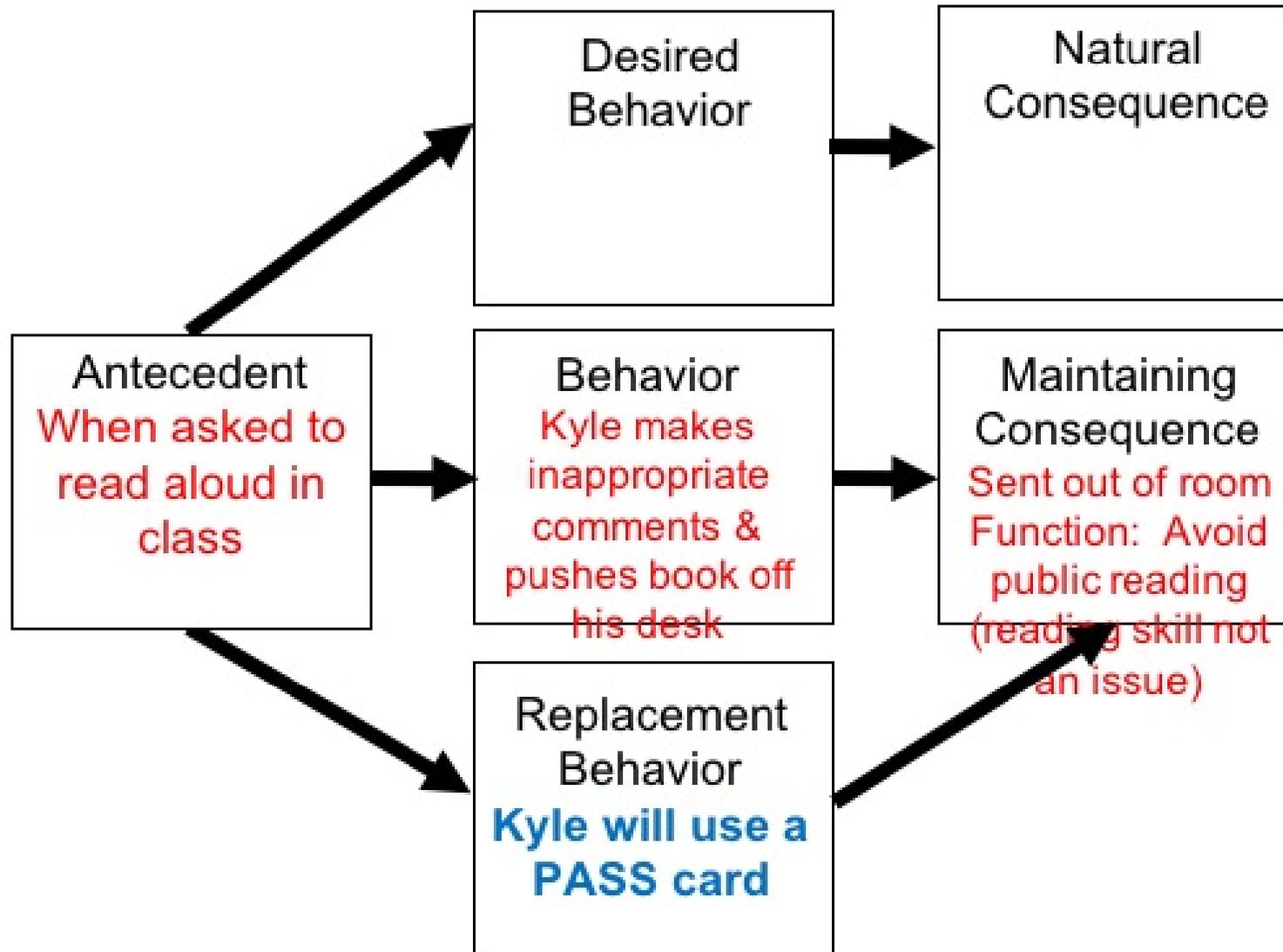
Directly Address the Identified Antecedent

- Antecedent: Asked to read aloud in class

- Examples:
  - Give Kyle passage in advance to practice pre-reading
  - Do not ask Kyle to read aloud in class
  - Let Kyle read 1 sentence directions that he is familiar with instead of entire paragraphs from the text

- Non-Examples:
  - Move Kyle closer to the teacher
  - Check-in with teacher before reading group
  - Attend a counseling group to address anger management

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Directly Address the Function of the Behavior

- Function: Avoid reading in public

- Practice: Does the intervention address the function?

  - Give Kyle passage in advance to practice pre-reading

  - Do not ask Kyle to read aloud in class

  - Let Kyle read 1 sentence directions that he is familiar with, instead of entire paragraphs from the text

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Poll 2

- Locate the **Identifying Appropriate Antecedent Prevention Strategies** handout in your workbook

- Individually read through the scenario involving Nate and follow the instructions on the handout

- Record the antecedent strategies that meet the criteria within the Zoom poll

Prompting the Replacement Behavior

- After a replacement behavior has been taught, prompts and pre-corrections are used to support and help remind and cue the student to use the replacement behavior

  - Visual prompts

  - Verbal prompts

  - Gestural or model prompts

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Let's Practice Together

During circle time, when there is a lack of adult attention, Micah gets out of his spot, lays on peers, and grabs the teacher's materials in order to get adult attention

Replacement behavior: Raise hand to get teacher attention

What prompts might we put into his plan once the replacement behavior has been taught?

Module 5: Selecting Function-based Behavior Support Strategies from Basic FBA (www.basicfba.com)

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Poll 3

- Locate the **Identifying Appropriate Antecedent Prompting Strategies** handout in your workbook

- Individually read through the scenario involving Morgan and follow the instructions on the handout

- Record the antecedent strategies that meet the criteria within the Zoom poll

What About Setting Events?

Setting Event Strategies

1. Eliminate the identified setting event

2. Build in a neutralizing routine to defuse the effects of the setting event

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Eliminate Setting Events - Examples

- Setting Event: Student misses breakfast
  - **Strategy:** Get student on school breakfast program or provide breakfast whenever she arrives
- Setting Event: Student didn't sleep well
  - **Strategy:** Provide quiet time for student
- Setting Event: Student gets teased by peers when wearing dirty clothes
  - **Strategy:** Have clean shirts at school available for student to wear
- Setting Event: Student forgets to take medication before school
  - **Strategy:** Student will take medication at school each morning

Neutralizing Routine for Setting Events

- Diminish the effects of setting events that have already occurred

- Act as "separating events" that occur between the setting event and the triggering antecedent

- Example:
  - Zoe is more likely to engage in adult attention maintained problem behavior on days when she has a conflict at home in the morning
  - Zoe's team built in a "check-in" on those days, in which Zoe spend 5-10 minutes talking with a preferred adult before going to class
  - Purpose of this routine is to help neutralize the effects of having the conflict at home

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Closing Review

- The C_____ P_____ helps us identify the desired behavior and a replacement behavior.

- Teaching strategies should focus on:
    - Teaching the R_____ B_____, AND
    - Teaching skills that are needed for the D_____ B_____ (long-term)

- Prevention strategies should directly address the antecedent, or T_____, and the F_____ of the behavior

- Prevention strategies should include P_____ the replacement behavior

What's Next?

Complete the following prior to Session 2:

- Complete the Morgan Student Scenario (15 minutes)

    - Complete Morgan's competing pathway

    - Identify intervention strategies for setting events (if needed), prevention, and teaching

- Read the Example Positive Behavior Support Plan (10 minutes); pay special attention to the following sections:

    - Response (Consequence) Strategies, Data Collection Plan, Implementation Action Plan

- **Optional:** Review the additional practice activities and resources at the end of your workbook

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SESSION EVALUATION