



# Functional Behavior Assessment and Behavior Intervention Plan

## Session 1

[mimtsstac.org](http://mimtsstac.org)



# Acknowledgments

- Rob Horner
- George Sugai
- Deanne Crone
- Leanne Hawken
- Rose Iovannone
- Missouri PBS
- Chris Borgmeier
- Kelly Dunlap Rogers
- Keith Storey
- Jeff Sprague
- Laura Riffel
- Robert O'Neil
- Robert Albin
- Sheldon Loman
- M. Kathleen Strickland-Cohen

# Group Agreements

## We are Responsible

- Return on time from breaks
- Take care of our needs

## We are Engaged

- Share “air time”
- Plan to participate in multiple ways
  - Chat, breakout rooms, polls, reactions, unmute
  - Ask questions

# Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

# Purpose

This highly interactive 3-part 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, support tools, and information on how to facilitate the process.



# Participation Poll #1

- Throughout today's session, there are multiple activities
- These activities can be done together in the main Zoom room or small groups in breakout rooms
- Please note if we are in breakout rooms, you will need to come off mute and turn your camera on, and if we stay in the main Zoom room together, you will need to add your answers to the chat and/or come off mute to respond to questions and prompts
- Vote now to help determine how today's activities will be handled

# Outcomes of the Training Series

- Understand the difference between legal mandates and best practices associated with FBA and BIP
- Define key terms to other team members, school staff, and families
- Explain the ABC paradigm
- Facilitate the Basic FBA process
- Apply the Prevent, Teach, Respond framework to develop a Behavior Intervention Plan (BIP)
- Effectively evaluate the quality of an FBA and BIP
- Apply a metric to measure both the implementation and impact of the plan

# Big Picture: Comprehensive Support Plan

## Assessment Summary

- Operational definition
- Context of behavior
- Maintaining function
- Competing behavior pathway

## Support Strategies

- Antecedent/prevention
- Teaching alternative & desired skills and behaviors
- Response to desired & undesired behaviors
- Safety elements, as needed

## Evaluation Plan

- Clear, measurable goals
- Fidelity measure(s)
- Outcome measure(s)
- Staff action plan

(PBISApps – I-SWIS Training)



## Today's Focus: Functional Behavioral Assessment (FBA)

The FBA process has been used effectively in general education settings to reduce behaviors that interfere with learning, such as noncompliance and task avoidance, and to increase desired behaviors, such as academic engagement and participation.

(Lane, Weisenbach, Little, Phillips, & Wehby, 2006; Lane et al., 2007)



# Participant Poll #2

Respond to the poll to tell us a little about your experience with Functional Behavioral Assessments and Behavior Intervention Plans

# Agenda

- 1.0 Understanding Behavior Science
- 2.0 A-B-C Paradigm
- 3.0 DASH Process

# Language Matters: Reconceptualizing “Problem” Behaviors

- The term “problem behavior” is used in the research literature, within SWIS applications, and in our previous training content
- We know that there are disproportionate rates of exclusionary and punitive practices for students with disabilities and students of color, particularly students who are black
- Our goal is engagement, cooperation, and connection over compliance
- So, what language do we use? Challenging or unexpected behavior? Inappropriate behavior or behavior inappropriate for school? Interfering behavior?

# 1.0 Understanding Behavior Science

# Research-Based Behavioral Principles

- Behavior is **learned**
- Behavior can be **changed**
- Lasting behavioral change is more likely with **positive** rather than punitive strategies
- **No** student should be intentionally or unintentionally humiliated or belittled

# Real World Examples



Zumba Punch Cards are now available to Non-members!



Purchase a punch card in February and get 10 classes for \$40!!!

Your first class is FREE!!

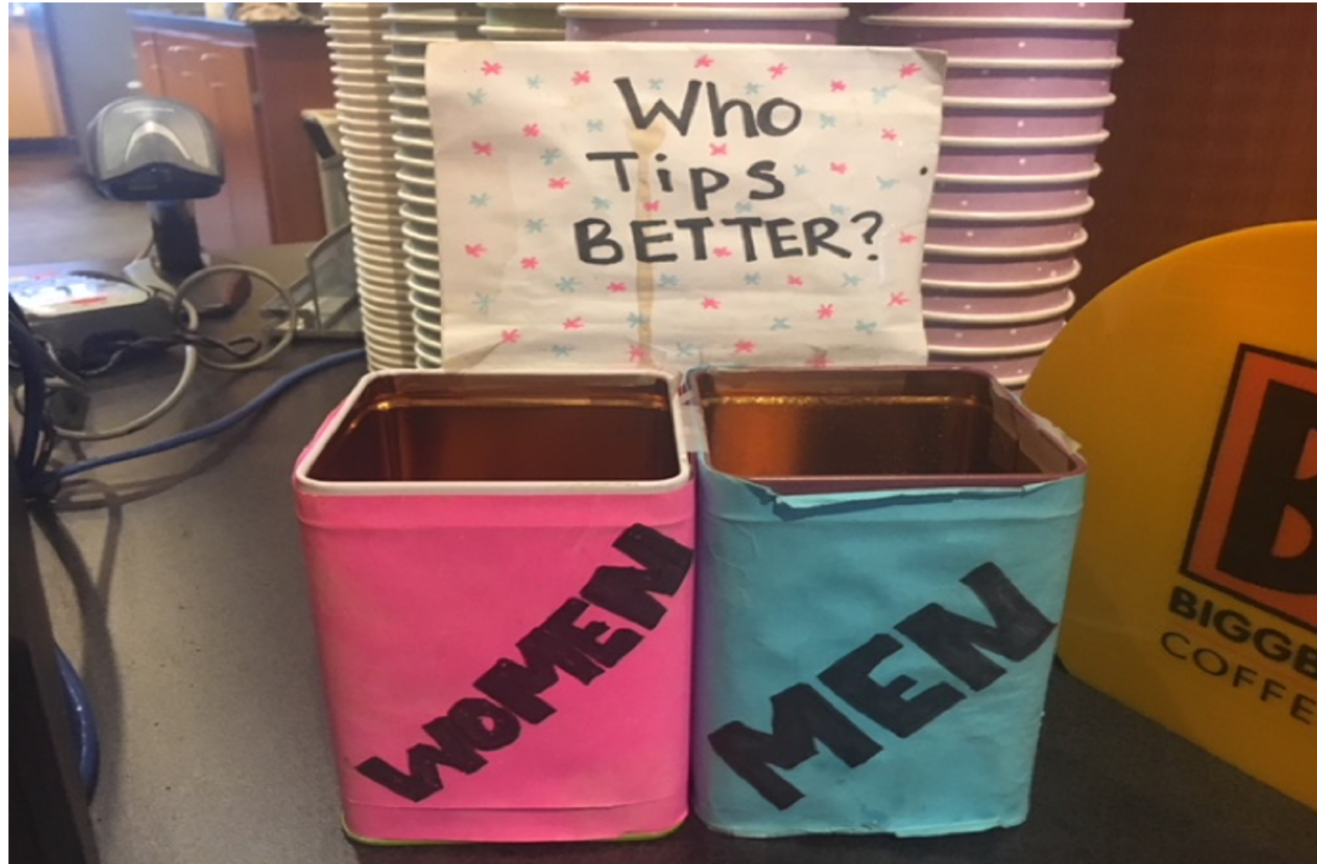
After February, price will go up to 20 classes for \$50.

# More Real World Examples

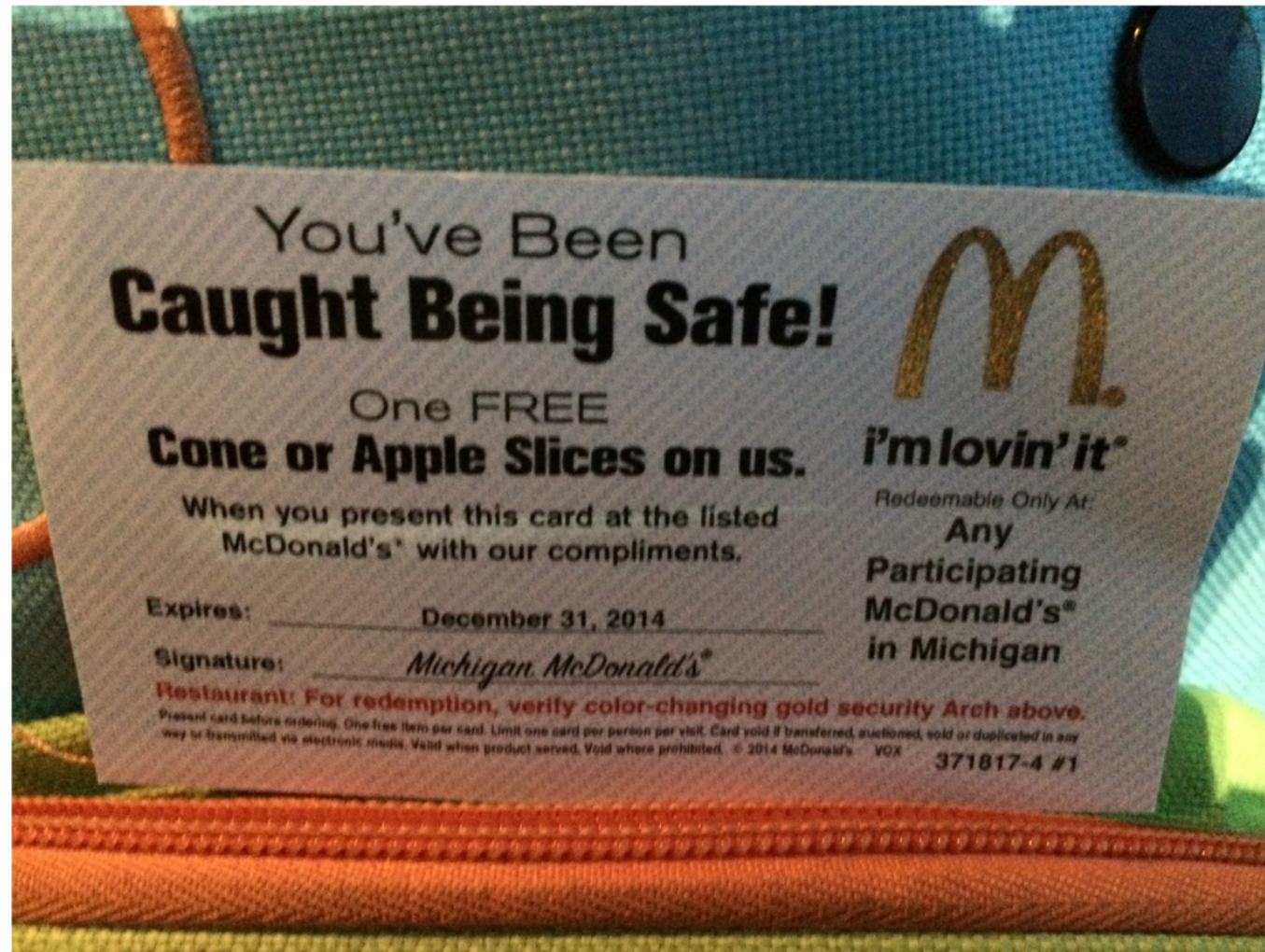




## Another Real World Example



# One More Example



# Behaviors are Learned

We do know that our behaviors are learned and continue because they serve some purpose or **function**. We engage in behavior because we have learned that certain desirable outcomes are **likely**.

## **MANTRA:**

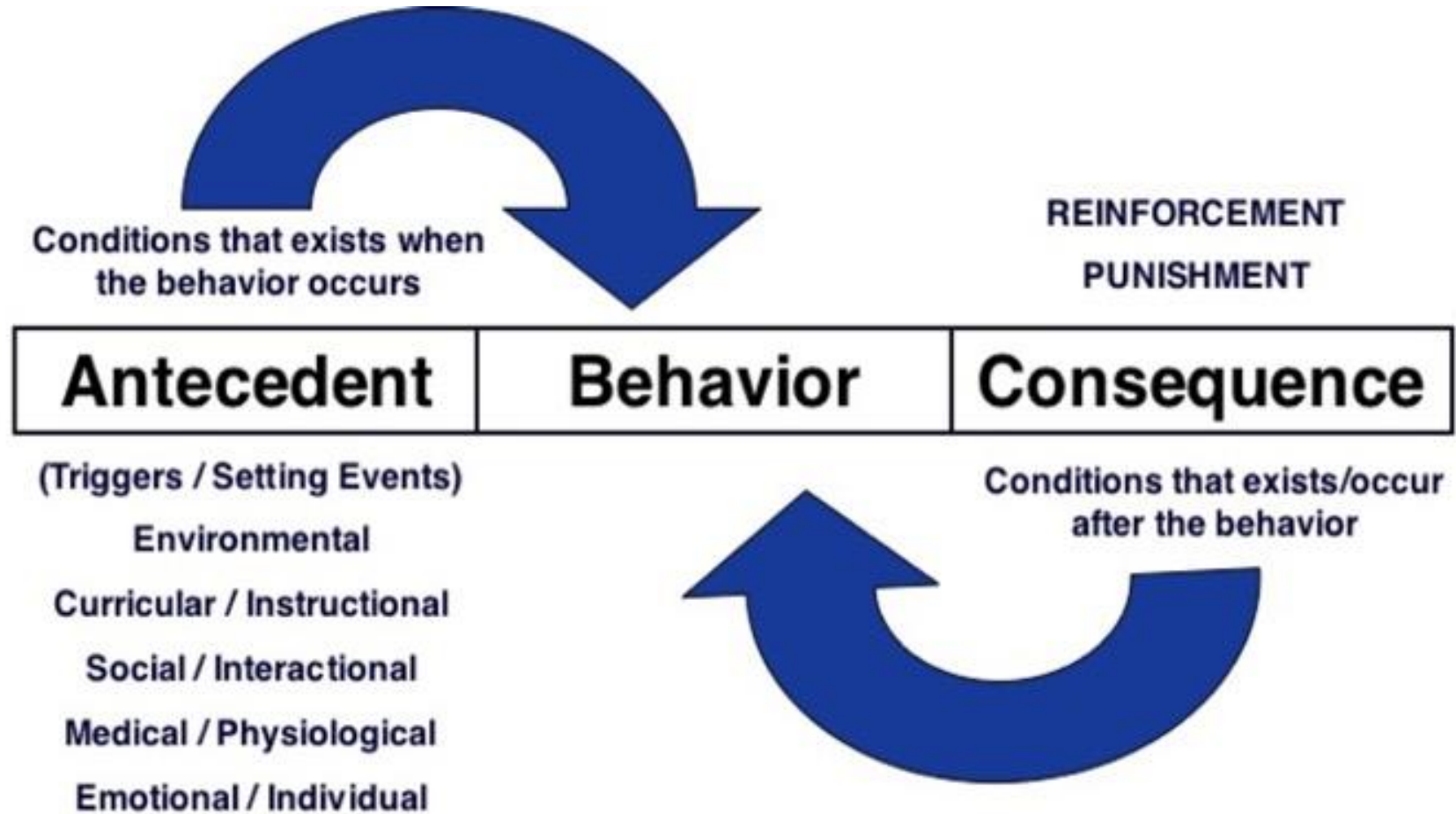
**Behavior continues because the behavior works!**

## Remember, Student Behavior...

- Is learned
- Is a way the student is getting their needs met
- Is valid for the students
- Happens for a reason; it is not random
- Is communication
- Is the result of skill needed and not yet mastered

(Pinkelman & Strickland-Cohen, 2023)

# Understanding Behavior Using the ABC Paradigm



# Function of Behavior

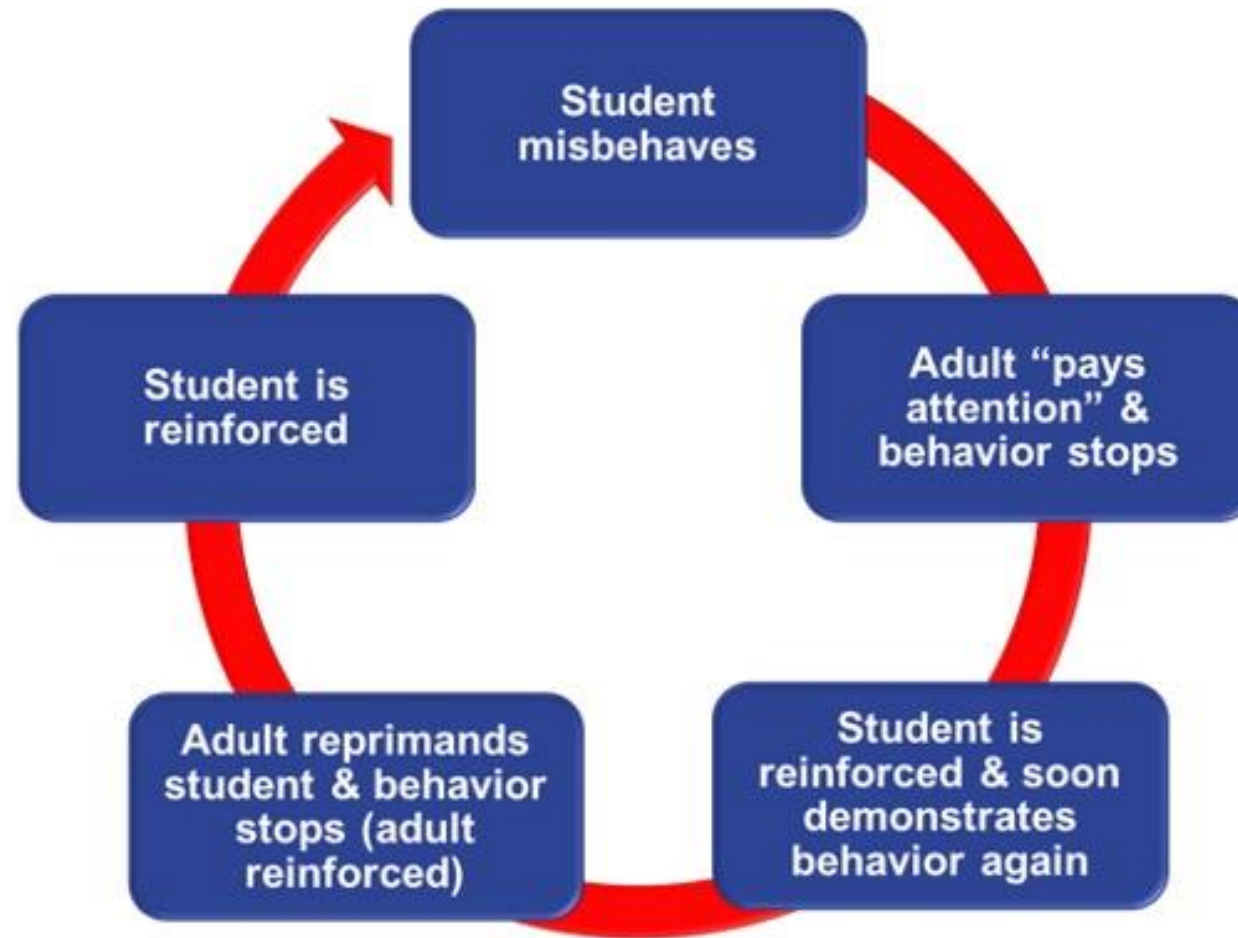
- “Why” the student is engaged in the behavior
  - The reinforcement that follows behavior
- Positive reinforcement
  - Access preferred items, activities, or people
- Negative reinforcement
  - Escape or avoid tasks, activities, or social interaction
- Need the student is communicating
  - Valid for the student
- All behavior is lawful

(Pinkelman & Strickland-Cohen, 2023)

# Functions of Behavior

<b>Function Categories</b>	<b>GET Something (Positive Reinforcement)</b>	<b>AVOID Something (Negative Reinforcement)</b>
<b>Internal</b>	Relaxation Self-stimulation Justice/fairness Sensory input Enjoyment	Failure Embarrassment Boredom Anxiety
<b>External</b>	Attention Choice Objects/money Praise Preferred Activities	Task Sensory input Peers/Teacher Homework Chores

# Vicious Cycle of Reinforcing Interfering Behaviors





Absence of behavior is not  
the goal; \_\_\_\_\_  
is the goal.

# Prevent-Teach-Respond Framework

Allows teachers to:

- Frame their thinking when behaviors of concern arises in their classroom
- Become more fluent at thinking about the function of behavior at Tier 1, not just at Tiers 2 & 3
- Take action immediately to address behavior concerns (instead of waiting for a team)
- More effectively support ALL students

# Prevent-Teach-Respond: Key Questions

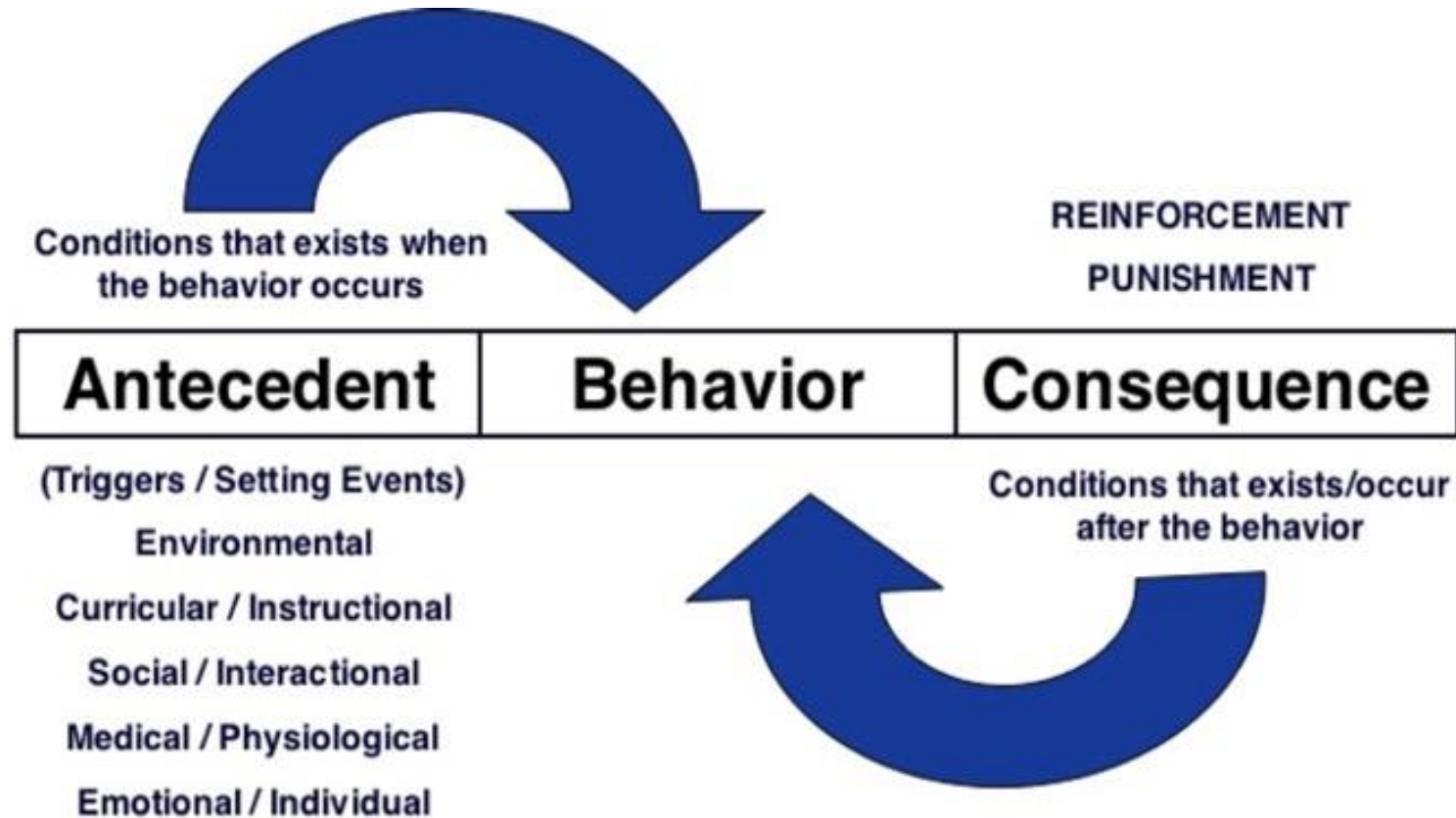
<b>Antecedent/Prevent</b>	<b>Behavior/Teach</b>	<b>Consequence/Respond</b>
<p>What can we do to prevent the behavior from occurring in the first place?</p>	<p>How can we use effective teaching techniques to replacement behaviors, under developed skills, and pivotal skills?</p>	<p>How can we respond to behaviors in ways to reinforce behaviors we want to see?</p> <p>How do we respond in ways that do not reinforce the behavior of concern and prevent further escalation?</p>

# Activity 1.1

- Reflect on this behavior science section and type into the chat but do not hit enter yet:
  - One “Ah-Ha” that you had,
  - One piece of previous learning that was reinforced, OR
  - One way that you would find this information useful in the classroom
- When prompted, hit enter and then scroll back up and read through what others added to the chat

## 2.0 A-B-C Paradigm

# Revisiting the ABC Paradigm



State Autism Resource & Training (START)

# What Does ABC Look Like with Students?

<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>
<b>Given assignment to write</b>	Not working, making noises, talking to others	Redirect

# Finding Patterns Within Student Behavior

## **Good News!**

When identifying the conditions under which *interfering* behavior is likely to occur (triggering antecedents and maintaining consequences), we can arrange environments that reduce occurrences of *interfering* behavior and teach and encourage positive behaviors that can replace *interfering* behaviors.

(Sugai et al., 2000)



## Digging Deeper into the ABCs

- The student's behavior is the **What**
- Then we need to know the **Where** and **When**
- Finally, **Why** does the behavior continue to occur? Identify the event, action, or object that occurs right after the target behavior (**consequence**)
  - Two-step process identifying the **consequence** and the **function**

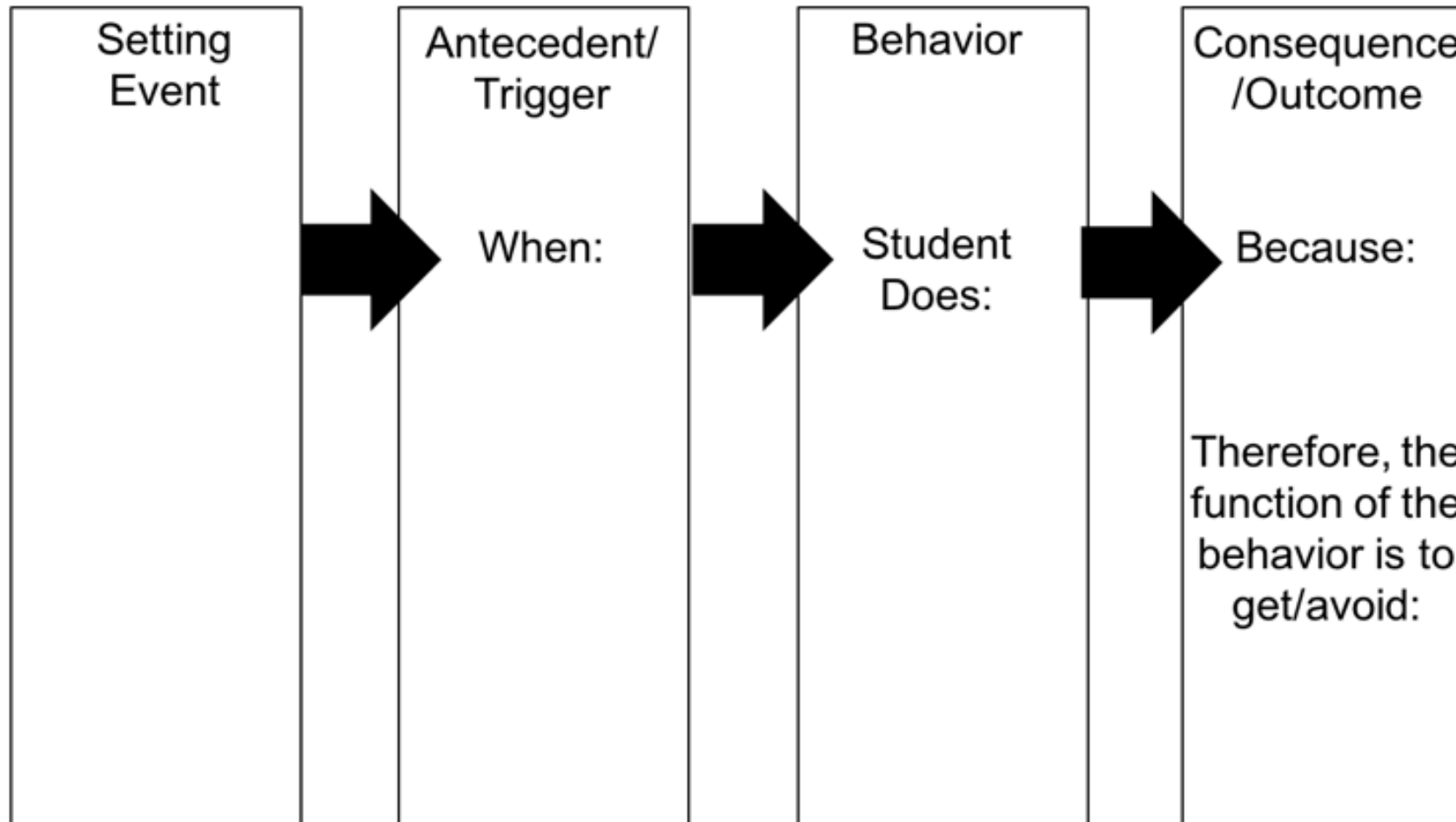
# Student Behavior: **WHAT**

- We will talk about ensuring that the identified behavior is defined in observable and measurable ways in a little bit
- Let's quickly practice identifying behavior together:
  - Charlie ate his apple after he finished his sandwich
  - When her mom told her to clean her room, Tess sat down on the couch and turned on Netflix
  - Theo disagreed with his teacher by writing a protest statement

## Where and When Does the Behavior Occur?

- **Where:** Routines where the behavior is most likely (e.g., during math class, at recess)
- **When:** Specific events (**antecedents**) within a routine that “trigger” the target behavior (e.g., when given correction, during group work)

Routine:(Where):



# ABC Structure For This Training

# Identifying Antecedents

- Antecedents: Identify the event, action, or object that occurs right **before** the target behavior (When...)
- Let's practice:
  - During circle time, when praised, Karlie started crying and the teacher stops circle time to comfort her
  - At the lunch table, when told to shut up by a peer, Ben hits the student, and the student leaves him alone
  - In language arts class, when asked to read aloud in class, Tracy shouts, "No!" and puts her head down



## Activity 2.1

- Find *Activity: Antecedent Scenarios* in your training materials
- Identify the behavior, routine, and antecedent in the scenarios listed
- Be ready to share out!

# The Why

- Once you have know the behavior (the **What**) and know the routine (**Where**) and antecedents (**When**),
- Then: **Why** does the behavior continue to occur? Identify the event, action, or object that occurs right **after** the target behavior (Consequence)
  - Step 1: What happens after (Consequence)?
  - Step 2: What is keeping the behavior working for the student?
    - The answer is in the Consequence!

# Step 1: Identifying Consequences

- Consequences: Identify the event, action, or object that occurs right **after** the target behavior
- Identify the consequence by thinking, “And as a result...” or “Because...”
- Let’s practice:
  - During circle time, when praised, Karlie starts crying, and the teacher stops circle time to comfort her
  - At the lunch table, when told to shut up by a peer, Ben hits the student, and the student leaves him alone
  - In language arts class, when asked to read aloud in class, Tracy shouts, “No!” and puts her head down.



## Activity 2.2

Jose throws his pencil and rips his paper during math whenever he is given double-digit math problems. This behavior results in his being sent to the office.

<b>Routine (Where)</b>	<b>Antecedent/ Trigger (When)</b>	<b>Behavior</b>	<b>Consequence/ Outcome (And as a result)</b>

## Activity 2.3

Nancy cries during reading time whenever she is asked to work by herself. The teacher then sits and reads with her.

<b>Routine (Where)</b>	<b>Antecedent/ Trigger (When)</b>	<b>Behavior</b>	<b>Consequence/ Outcome (And as a result)</b>

# Getting to the **Why**

- The second part of identifying consequences is determining what the “why” is for the student
- When understanding behavior, we want to learn what function (purpose) the behavior is serving for the student – what is maintaining the behavior?
- We need to understand:
  - What the student is getting or trying to get from engaging in this behavior
  - What is the most important thing that the student wants to gain or avoid by using this behavior?

# Examples of Function in School

- Get/Obtain:
  - I yell and others look at me
  - I fight and others listen to me
  - I wander and people talk to me
  - I hit in order to get toys from other kids
- Avoid/Escape:
  - I cry when work is hard and someone will help me
  - I throw a book during math class and the teacher will remove me from class
  - I stand out of the way during PE and the other game participants will avoid throwing me the ball

## Let's Practice!

What is the possible function of Bobby's behavior?

- Get or avoid?
- What?

When asked to work with a partner in science, Bobby tears up his assignment and stomps his feet. The teacher then has Bobby sit down at his desk to complete the same assignment, while the rest of the class works together with their partners

# Bobby's ABC Statement

## Routine: During Science

<b>Antecedent/Trigger (When)</b>	<b>Behavior</b>	<b>Consequence/Outcome (And as a result)</b>
Asked to work with a partner	Tears assignment & stomps his feet	Sent to his desk to complete the assignment  <b>Therefore, the function of the behavior is to:</b>  Avoid working with a partner

Avoiding working with a partner is the pay-off for the behavior!



## Activity 2.4

- Locate the *Activity: Function Scenarios* handout in your workbook
- Work through each scenario and record the antecedent, behavior, consequence, and function
- Be ready to share

## Now What?

- After we have defined the behavior (**What**) and know **Where, When, & Why** the behavior occurs,
- Then, we ask, “Are there any events that happen outside of the routine that “set up” the behavior (make it more likely to occur)?”
- These are called **Setting Events**
  - Indirectly set-up the behavior of concern
  - Can help us predict that the behavior will occur
  - Different than antecedents that occur immediately before the behavior and act as the “trigger”



# Common Setting Events

- Lack of sleep or food
- Having a fight on the way to school
- Bad grade on a test
- Forgetting to take medication
- Substitute teacher or changes in routines

## Non-examples:

- Diagnosis of ADHD or ASD
- “Bad” home life

## Let's Practice Together

- When peers approach Victor in the hallway and say “Hello,” he yells, “Leave me alone!” and “Go away!” Peers say he is weird and walk away. This is most likely to happen on days that Victor has an argument with his brother before school.
- What is the antecedent?
- What is the setting event?



## Activity 2.5

After a definition or example is provided type your response in the chat and hit enter

## Check for Understanding

When given independent seatwork to complete during reading block, Charlotte will repeatedly raise her hand and shout out “I need someone to help me with this” until her teacher sends the classroom aide or another student over to help her get started with her seatwork. This is more likely to happen on Mondays after a weekend when her mother has to work.

## 3.0 DASH Process

# Goal of FBA

The goal of this first phase is to define the target behavior and develop a **hypothesis** about the function of the target behavior and the context in which it occurs

(Hirsch, Bruhm, Lloyd, & Katsiyannis, 2017)

# Steps to Basic FBA

## DASH

- **Define** behavior in observable & measurable terms
- **Ask** about behavior by interviewing staff and student and family
- **See** the behavior through observations
- **Hypothesize** a final summary of where, when, and why behaviors occur

[Basic FBA](http://www.basicfba.com) (www.basicfba.com)

# First Consider: Social Significance vs. Compliance

- Is this behavior worth spending time and resources to address? Why?
- In comparison to peers:
  - Frequency?
  - Duration?
  - Intensity?
- Does the behavior interfere with the learner's engagement? Learning? Independence? Socialization with peers? Quality of life? In what way?
- Are we addressing this behavior primarily to increase compliance?



# Step 1: **Define** Behavior

Definitions of behaviors need to be:

- **Observable:** The behavior is an action that can be seen
- **Measurable:** The behavior can be counted or timed
- Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts

## Activity 3.1

Which of the following behaviors are defined in an observable and measurable way?

1. Gets out of desk and hits other students
2. Is angry
3. Doesn't like Julie or Tara
4. Reads 120 words per minute
5. Sharpens her pencil 12 times per hour
6. Always tries to get control
7. Leaves materials in desk when directed to get out supplies and start to work

# Defining Behavior

1. Ask yourself, “What does the behavior specifically look like?”
  - **Definition of “talking out”:** Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom
2. Provide examples and non-examples of the target behavior
  - **Examples of talking out:** talking when teacher is talking, talking to peers during independent work, answering a question directed to another student
  - **Non-examples of talking out:** Answering a question that the teacher directed to the student, yelling to another student during recess, talking with a peer during group work

## We Do: Let's Practice with Jason

### “Noncompliance & Whining”

- **Definition:** When asked to work, Jason does not begin working and will either sit doing nothing or will repeat concerns about his ability to do work correctly
- **Examples:**
- **Non-examples:**



## Activity 3.2

- Using the template on the ***Defining Behavior Worksheet*** in your materials, create an observable and measurable definition for ONE of the behaviors listed
- Be ready to share in chat

## Quick Check

What does the **D** in Dash stand for?

## Quick Check

What does the **D** in Dash stand for?

**Define**

## Step 2: **Ask** About Behavior (Indirect Data Collection)

### Why Interviews?

- Purpose is to obtain more specific information about the behavior(s) of concern and the conditions under which it is most likely and least likely to occur
- Interviews should be conducted with the student, family, teachers, support staff, and other relevant people who work with or know the student well; information from multiple sources improves the accuracy and validity of the information received

[Basic FBA](http://www.basicfba.com) (www.basicfba.com)



# Remember the ABCs!

<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>
Are the identified triggers of behavior clear and specific enough to know how to prevent the behavior from occurring?	Is the behavioral definition clear enough? Have you clearly identified any escalating behavior patterns?	Have you clearly identified the environmental responses to behavior (staff or peer) linked with why the behavior continues (function)?

**Function:** Can you identify a preliminary function of behavior? What has the student learned that maintains the behavior, keeps it going?

# Summary of Behavior and Accuracy Check

Use the following format:

- During \_\_\_\_\_ (target routine), student is likely to \_\_\_\_\_ (insert target behavior) when he is \_\_\_\_\_ (insert details of antecedent conditions), especially if he \_\_\_\_\_ (insert any setting events) and you believe that he does this to \_\_\_\_\_ (insert details of consequence/function).
- Do you agree with this summary of behavior?

## After Interviews with Jason's Teachers

- “During **all academic classes**, Jason is likely to do nothing or talk about how he can't do the work correctly when he is given any work to do independently, and you believe that he does this to **avoid the work**. Do you agree with this summary of behavior?”
- What if the staff that you interviewed says, “No, I don't agree with that summary.”



## Activity 3.3

- Locate the ***Ryan: Summary of Behavior*** document in your workbook
- Use the information to fill in the end-of-interview summary of behavior for accuracy check using the format provided
- Record any questions you have about the interview process and summary of behavior in the chat box

## DASH Quick Check

Define

Ask

See

Hypothesize

# DASH Quick Check

D

A

See

Hypothesize

## Step 3: **See** The Behavior (Direct Data Collection)

### Purpose of ABC Observation:

- Confirm the accuracy of the teacher interview summary of behavior
- Identify antecedents and outcomes that may not have been reported or that have been missed
- Verify the perceived function of the student's behavior
- Provide more information to inform the hypothesis

[Basic FBA](http://www.basicfba.com) (www.basicfba.com)

# Start with a Scatterplot: Jason

<b>Class</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>
Opening	-	-	X	-	-	X	-	-	-	-
Lang. Arts	X	X	X	-	X	X	-	X	X	-
P.E.	-	-	-	-	-	-	-	-	-	-
Math	-	X	-	-	-	-	-	-	X	-
Music	X	-	-	X	-	X	-	X	-	-
Special Ed (small group)	X	X	X	-	X	X	X	X	-	X
Sci/Soc. St.	X	-	X	X	X	X	X	-	X	-





## Activity 3.4

- Review the sample observation recording forms in the workbook
- Decide which one(s) you might use and share with your staff
- Record your choice in the chat box

<b>Class</b>	<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>
Lang Arts	Asked to work on independent work	Jason sits & does nothing; begins to verbally perseverate over why it won't be right	Teacher walks over to reason with him and he starts work
Science	When given multiple worksheets	Sits quietly at desk, looking around; verbally perseverates over inability to do work	Begins work shortly after the teacher sits at table with him
Math	Teacher gives ind. work, goes immediately to Jason to support	Jason immediately gets to work on math assignment	Teacher monitors and checks on him every 8-10 min

## Jason's Summary of Behavior from Observation

- During language arts, science, and special education classes, when given independent work or multiple worksheets, Jason sits and does nothing or repeats that he can't do the work correctly in order to get teacher support
- Does it match the summary of behavior from after the interviews?
- If no, how is it different?

# Compare Observation Data with Interview Data

- If data from observation **matches** summary of behavior from interviews, then you can confidently move forward toward hypothesis development
- If data from observations **do not match** your summary of behavior from interviews or if you are not convinced:
  - Do another ABC observation
  - Interview other staff that interact with student during times that target behavior occurs
  - Interview the student if you haven't previously

## One More DASH Quick Check

Define

Ask

See

Hypothesize

## One More DASH Quick Check

D

A

S

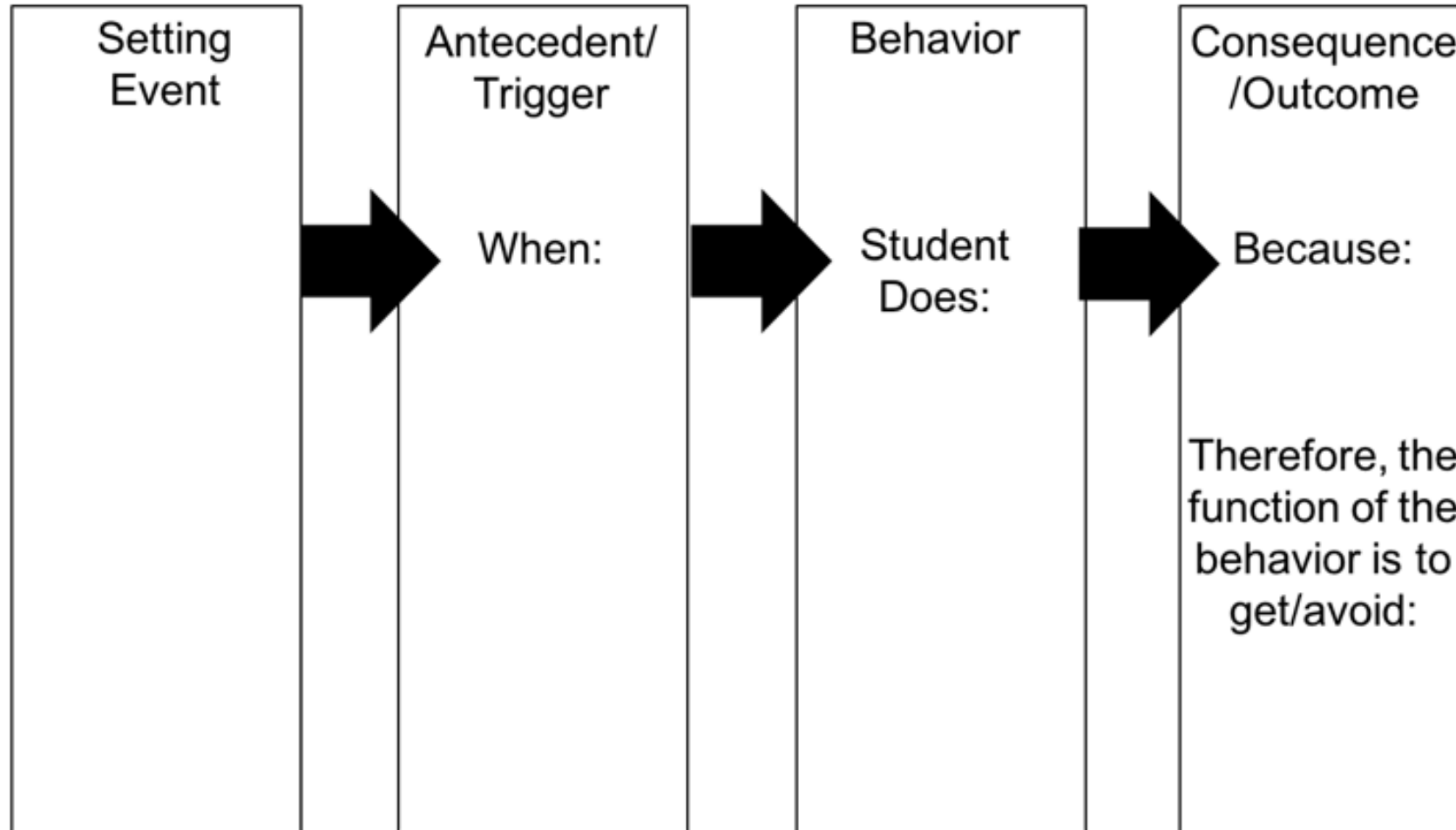
Hypothesize

## Step 4: Hypothesize

- Summarizes the routine, ABCs, and function of the behavior (where, when, and why)
- Critical to designing high-quality behavior intervention plans
- Strategies based on the statement will be used to:
  - Prevent the predictors (antecedents) of the behavior
  - Teach replacement behaviors to the target behavior
  - Respond to behavior in order to increase desired behavior while decreasing target behavior based on the function or pay-off

[Basic FBA](http://www.basicfba.com) (www.basicfba.com)

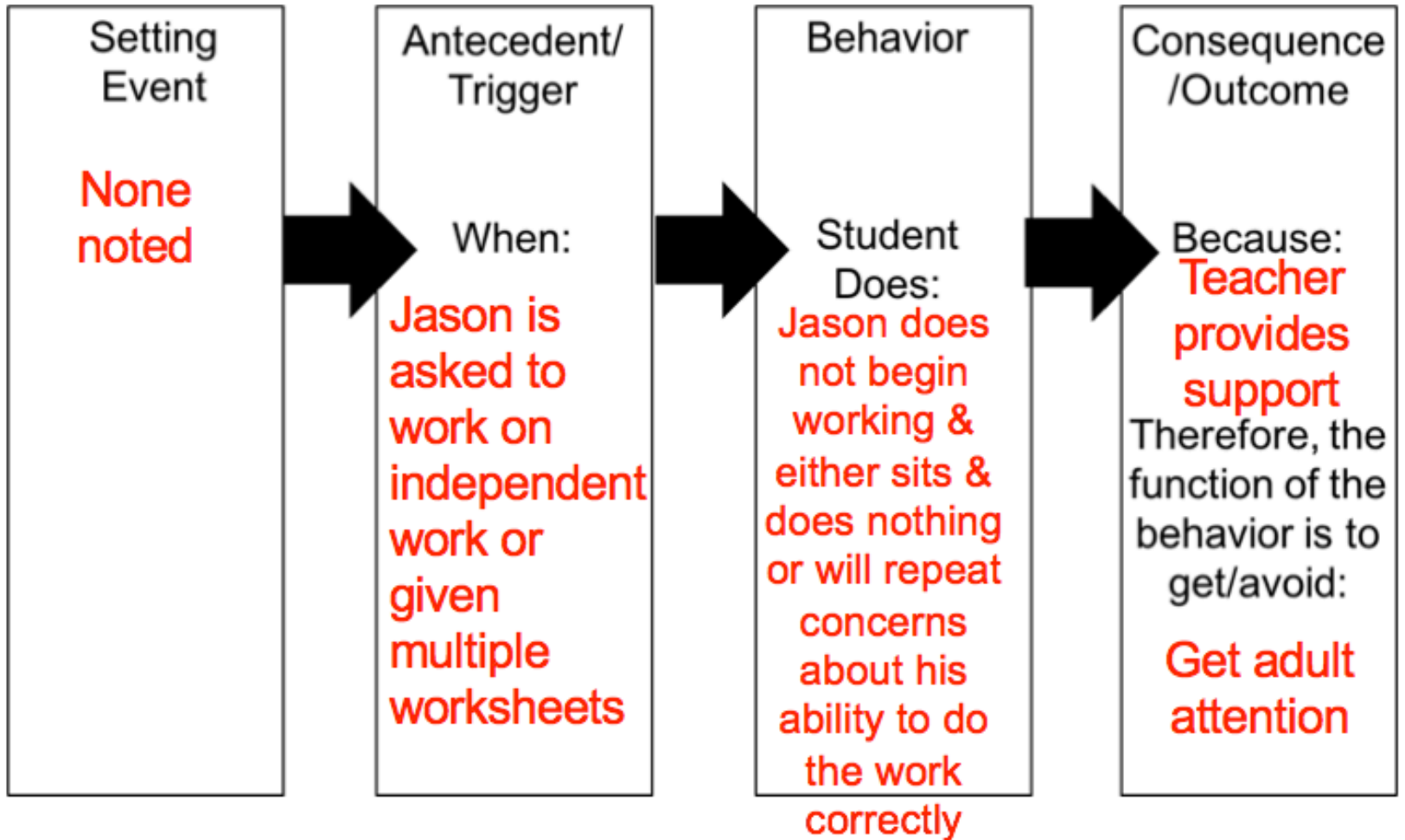
## Routine:(Where):



Recall:  
Hypothesis  
Statement  
Structure



Routine:(Where): Language arts, science, special education class



# Jason's Hypothesis Statement

# Last DASH Quick Check!

D  
A  
S  
H

## Last DASH Quick Check

Define

Ask

See

Hypothesize

## Recall the 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.

## Prepare for Session 2 in Only 10 Minutes

- Preview the FBA Sample Meetings Activity
- Preview the Pat student scenario
- View the [Competing Pathways video](https://youtu.be/fVnH6yoX7OU) on the MiMTSS TA Center YouTube channel (https://youtu.be/fVnH6yoX7OU )

# References

- Borgmeier, C., Loman, S., & Strickland-Cohen, K. (2017, October). Basic FBA to BIP training series. <http://basicfba.com>.
- Hirsch, S. E., Bruhn, A. L., Lloyd, J.W., & Katsiyannis, A. (2017). FBAs and BIPs: Avoiding and addressing four common challenges related to fidelity. *Teaching Exceptional Children* 49(6), 369-379. <https://doi.org/10.1177/0040059917711696>.
- O'Neil, R. E., Albin, R. W., Storey, K., Horner, R. H., & Sprague, J. R. (2015). *Functional Assessment & Program Development for Problem Behavior: A Practical Handbook*. (3<sup>rd</sup> Edition). Cengage Learning.
- Pinkelman, S. E., & Strickland-Cohen, M. K. (2023, June 27). *Behavioral function: It's not just for tier 3*. MiMTSS Social Emotional Behavioral Summer Symposium 2023, Lansing, MI, United States ([https://youtu.be/FFO\\_Xj\\_nfXQ](https://youtu.be/FFO_Xj_nfXQ)).
- Sugai, G. M., Horner, R. H., Dunlap, G. & Heineman, M. (2000). Applying positive behavior support and functional behavioral assessment in schools. *Journal of Positive Behavior Interventions* 2(3), 131-143. <https://doi:10.1177/109830070000200302>.

# Stay Connected



@MichiganMTSS



Michigan's MTSS  
TechnicalAssistance Center



@MiMTSSSTACenter

Visit [MiMTSS TA Center Website](https://mimtsstac.org/)

(<https://mimtsstac.org/>)

Stay up to date on offerings!

[Join our listserv](https://lp.constantcontactpages.com/su/ePs3zCv)

(<https://lp.constantcontactpages.com/su/ePs3zCv>)

Please reach out with any questions

[mnantais@mimtss.org](mailto:mnantais@mimtss.org)