



Managing Difficult Student Behaviors through Functional Assessment

**Seven Hills Charter School
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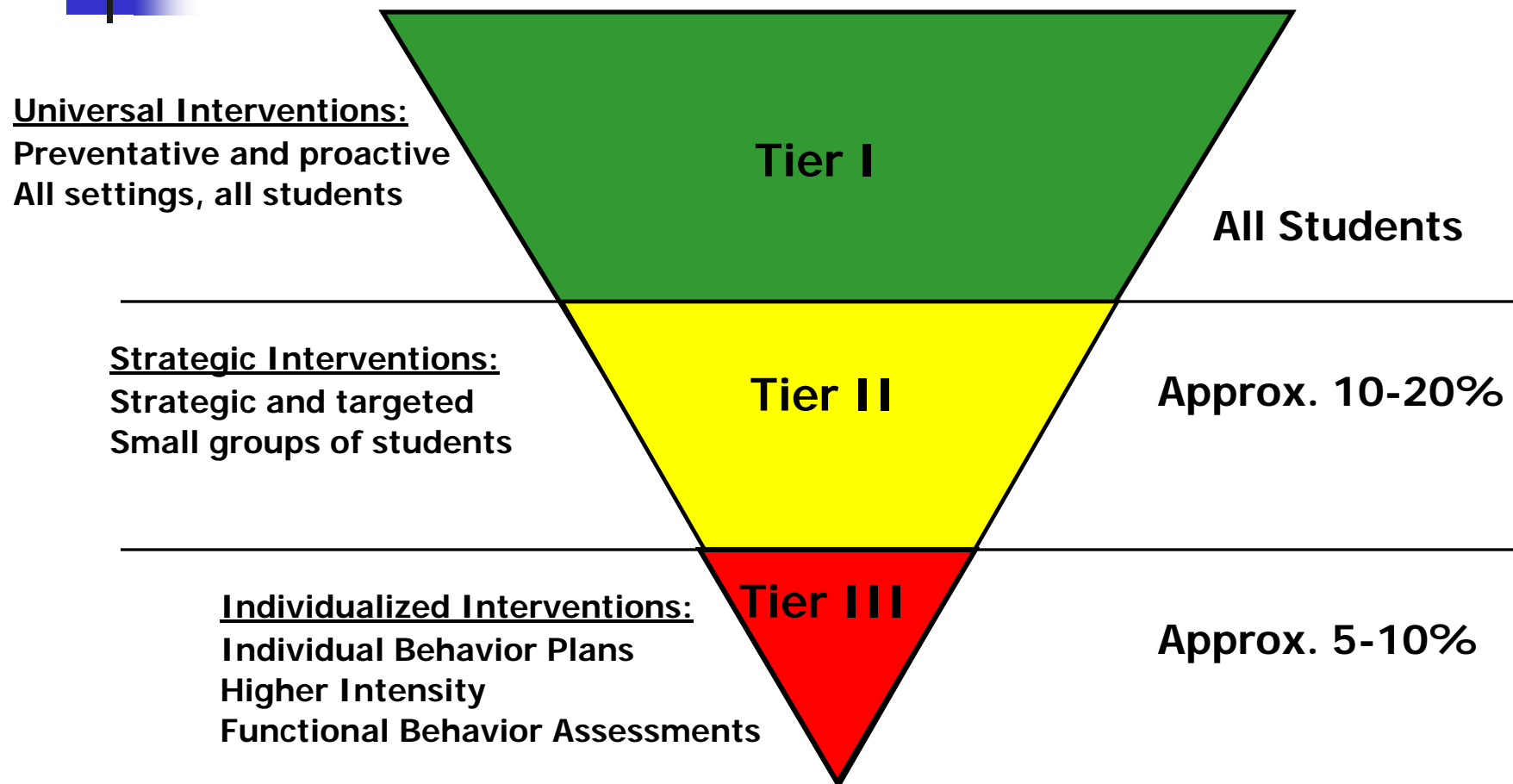


Goals of this Workshop:

- To introduce the 3-Tier Model as a framework for managing behavior problems in schools
- To review the components of Functional Behavioral Assessment and Positive Behavior Support Plans
- To practice analyzing data and linking assessment to intervention based on behavioral function



Three-Tier Intervention Model



Three-Tier RTI Model



Tier 1: Universal Intervention

- School/Class-wide systems for all students, staff, and settings to prevent the development of new problem behaviors and maintain a positive social climate.
 - Clearly defined, consistent behavioral expectations
 - System of reinforcement and consequences
 - Effective classroom management techniques
- To create and maintain academic and social competence
- Students receive same “dosage level” of interventions
- Examples of primary prevention efforts:
 - School Wide Positive Behavior Support
 - Violence and Bully Prevention Programs
 - School-wide social skills curricula
 - Classroom interventions



Three-Tier RTI Model (cont.)

■ Tier 2: Targeted Small Group

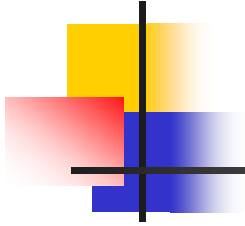
- Specialized, strategic group systems for students who demonstrate “at risk” behaviors and are not responding to Tier 1 preventative efforts.
 - Check-in Plan (“HUG”)
 - Behavior Education Plan (March & Horner, 2002)
- To build the behavioral repertoire of those who need more environmental structure, so they can be more responsive to universal efforts BEFORE behavior becomes severe
- Likely to be students with academic and behavioral concerns
- Should be supported by a structured problem-solving team process (e.g., IST, BAM, CST, etc.)



Three-Tier RTI Model (cont.)

- **Tier 3: Individualized Behavior Support Plan**

- Specialized, individualized system for students with high risk behaviors who are resistant to first two tiers of prevention
- Designed to reduce the intensity, complexity, and frequency of existing cases of challenging behavior AND teach socially appropriate alternative behaviors
- Approx. 1-5% of population, responsible for 40-50% of behavioral disruptions in schools (Gresham, 2004).
- A comprehensive Functional Behavioral Assessment (FBA) must be conducted and a behavioral intervention plan developed.
- Individualized Education Plans and Positive Behavior Support Plans informed by ongoing data collection/review



Before considering individualized behavior planning for a target student, evaluate what is already in place . . .



Is Tier I Prevention in place for all students?

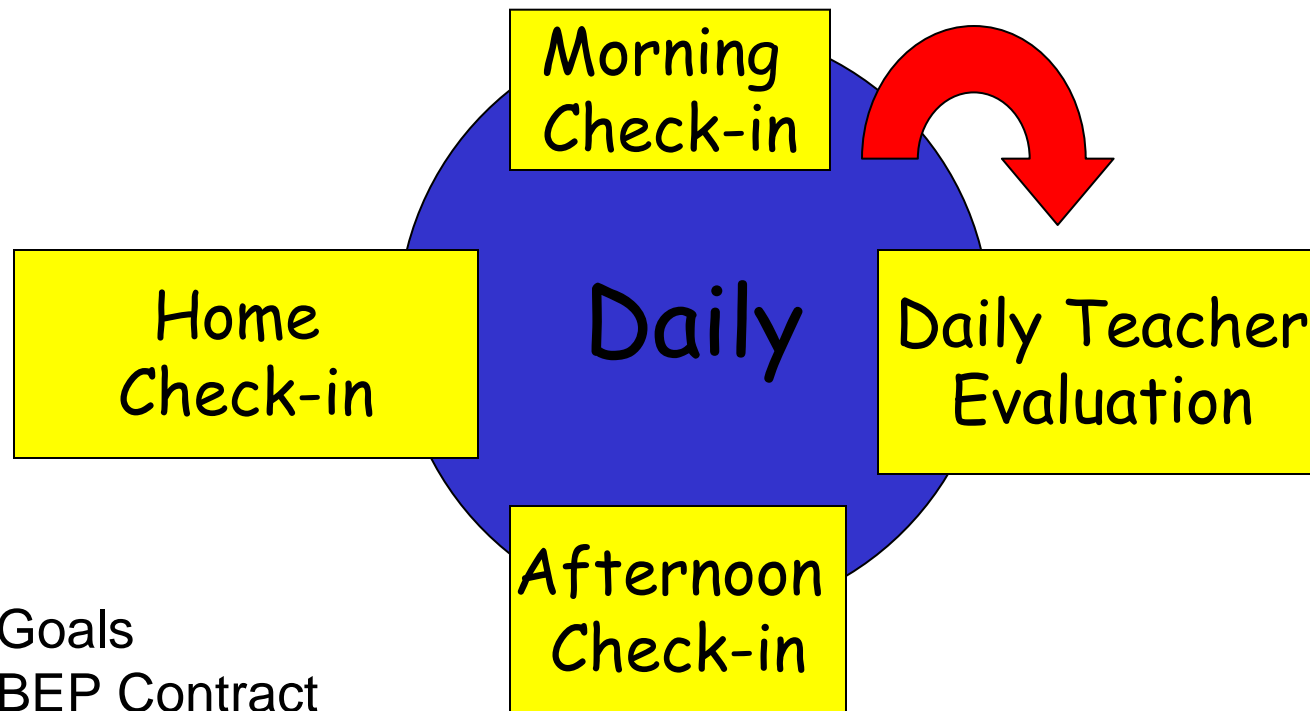
- Direct instruction of key social skills to every student.
- Direct teaching of school expectations
- Regular positive feedback for all students
- Firm, fair corrective discipline procedures
- Effective classroom management
- Effective academic supports



Have you considered a Tier 2 intervention?

- Are the needs of this student similar to others such that he/she can be supported through an existing group level intervention in the building?
- Consider implementing the Behavior Education Plan (BEP) to address similar needs of multiple students

Behavior Education Plan



- ✓ Goals
- ✓ BEP Contract
- ✓ Daily points/rewards
- ✓ Teacher ratings
- ✓ Parent signature

BEP
Process

From: March, R. & Horner, R.
(2002)



BEP Resources . . .

- **BEP Specialist**
 - Conduct check-ins
 - Manage points, rewards, data, monitoring
- **Regular Meetings**
 - Review data/progress
 - Change as necessary
- **Reinforcement**
 - Linked to hypothesized function of the behavior if possible

BEP Daily Progress Report

(from March & Horner, 2002)

Goals	Period 1			Period 2			Period 3			Period 4			Period 5		
Be respectful	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be responsible	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Keep Hand & Feet to Self	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Follow Directions	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
Be There – Be Ready	2	1	0	2	1	0	2	1	0	2	1	0	2	1	0
TOTAL POINTS															



STAR Report

<u>Goals</u>	<u>Midday Update</u> <i>How am I doing?</i>			<u>Afternoon Checkin</u> <i>How did I do today?</i>		
Stay Safe	1	2	3	1	2	3
Treat Others with Kindness	1	2	3	1	2	3
Aim to Achieve	1	2	3	1	2	3
Respect yourself, others and our school	1	2	3	1	2	3
Total:						

Daily Behavior Report Card: Example



The Behavior Reporter

On-Line Behavior Report Card Generator
A service of www.interventioncentral.org

Behavior Report Card

Student: _____

Date: _____

Teacher: _____

Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Between classes, the student traveled quickly from one class to another, avoided spending too much time socializing with other students, and did not bother other students or adults along the route.

Circle the degree to which the student met the behavioral goal:

1.....2.....3 | 4.....5.....6 | 7.....8.....9
Never/Seldom Sometimes Usually/Always

The student turned in his or her completed homework on time.

Circle the degree to which the student met the behavioral goal:

1.....2.....3 | 4.....5.....6 | 7.....8.....9
Never/Seldom Sometimes Usually/Always

The student focused his or her attention on teacher instructions, classroom lessons and assigned work.

Circle the degree to which the student met the behavioral goal:

1.....2.....3 | 4.....5.....6 | 7.....8.....9
Never/Seldom Sometimes Usually/Always

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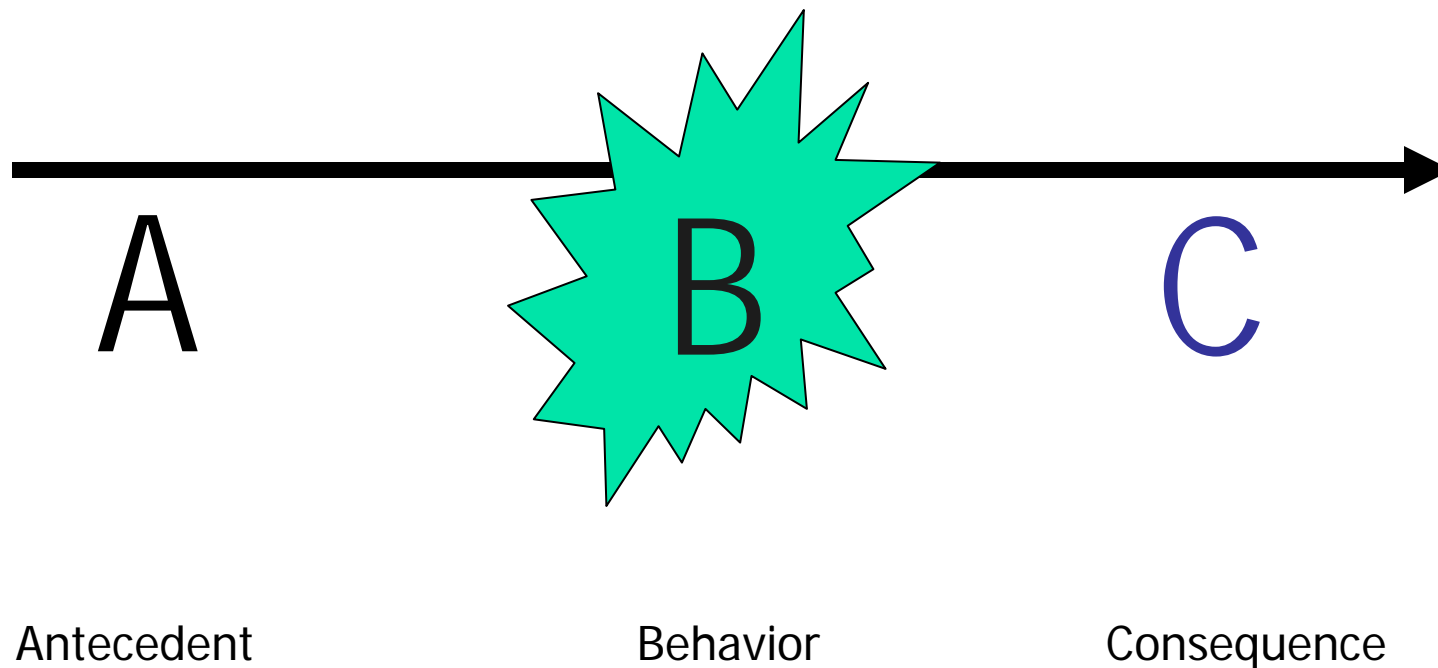


A focus on problem solving for individual students . . .

What is Functional Behavioral Assessment?

- A systematic means of identifying the variables that may control a behavior. Both the antecedents and consequences are examined to understand why a behavior occurs in a particular environmental context.
- This leads to a more effective, targeted behavior intervention plan.

FBA: Gathering information to determine what predicts and maintains behavior

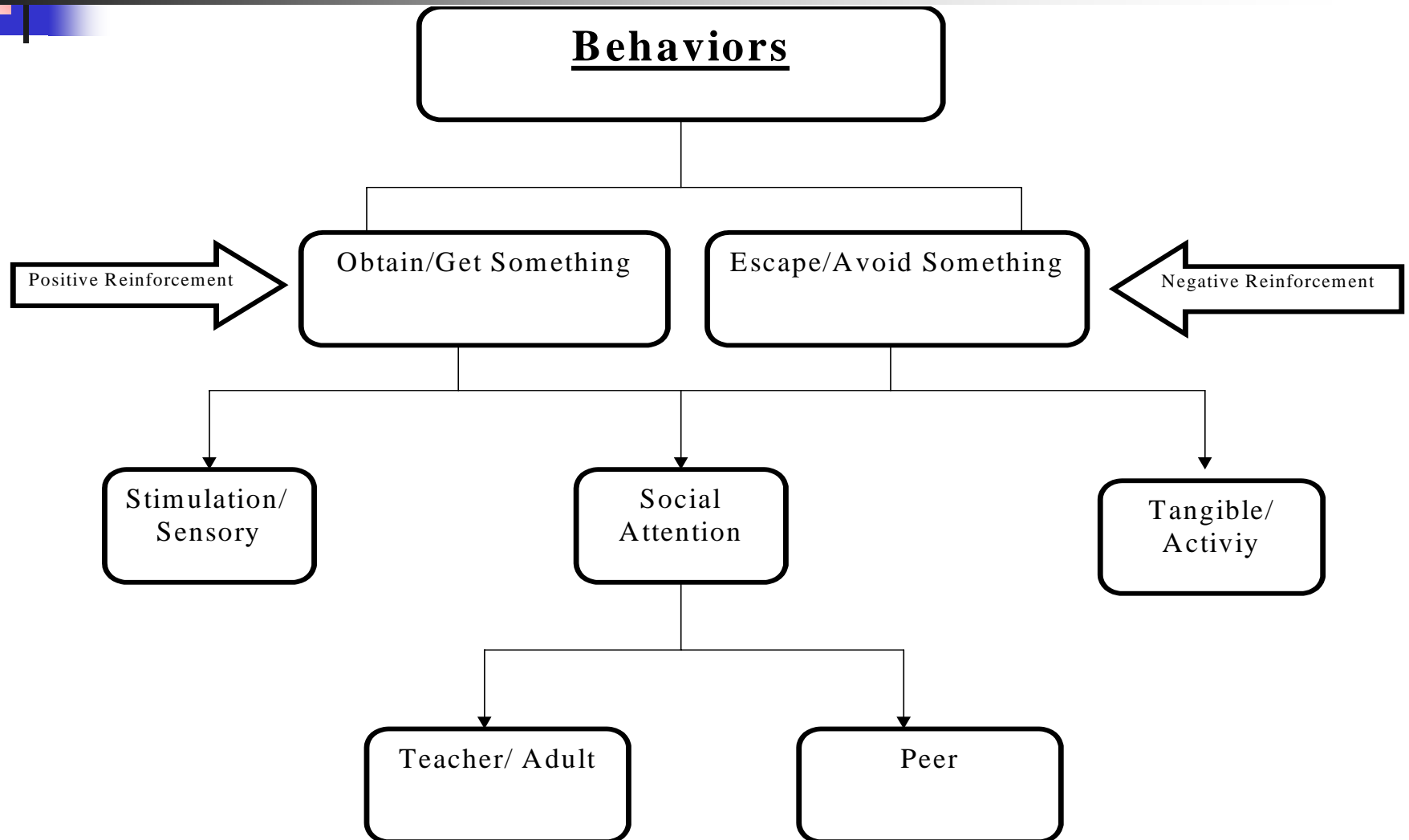




What is “Function?”

- Function is the outcome, result or consequence of a particular behavior.
- Function is the purpose for which a behavior occurs.
- Knowing the purpose of a behavior helps us understand what is communicated by the behavior and
- When we know the purpose, we can teach more appropriate behaviors that get the same result.

Functions



Behavior is Communication!

The Functions of Behavior

Obtain Something Desirable			Escape/Avoid Undesirable		
Internal Stimulation	Attention	Activities/Tangibles	Internal Stimulation	Attention	Activities/Tangibles
<ul style="list-style-type: none"> ■ Visual Stimulation ■ Endorphin Release 	<ul style="list-style-type: none"> ■ Praise ■ Smiles ■ Physical Contact 	<ul style="list-style-type: none"> ■ Food ■ Toys ■ Money ■ Games 	<ul style="list-style-type: none"> ■ Pain ■ Itching ■ Hunger 	<ul style="list-style-type: none"> ■ Praise ■ Smiles ■ Corrective Feedback 	<ul style="list-style-type: none"> ■ Tasks/Demands ■ Changes ■ Events



Focusing on *Function* Instead of *Form* of Behavior

- 1) Chris is diagnosed with an emotional disability and engages in shouting, swearing, and throwing materials when asked to complete science lab worksheets.
- 2) Arlene is diagnosed with MR and displays high pitched vocalizations and throws her work when the teacher works directly with her peers in the classroom.
- 3) Felix has autism. He exhibits inappropriate verbalizations and throws random objects in a variety of settings, times of day, and with various staff members.

Similar in form, but very different in function!



Steps of an FBA

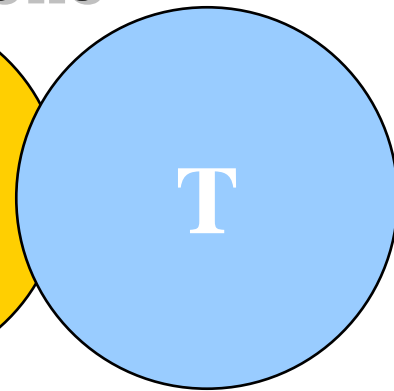
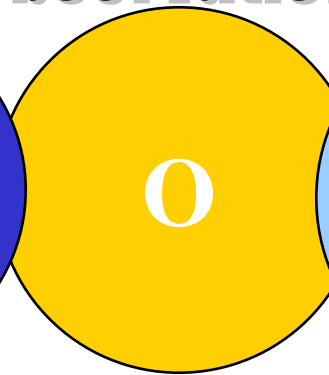
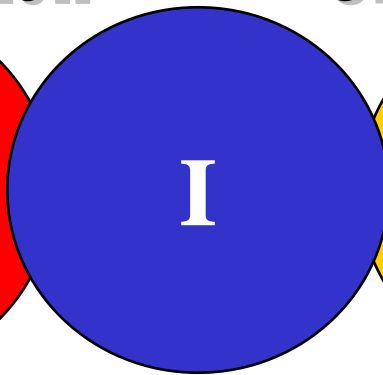
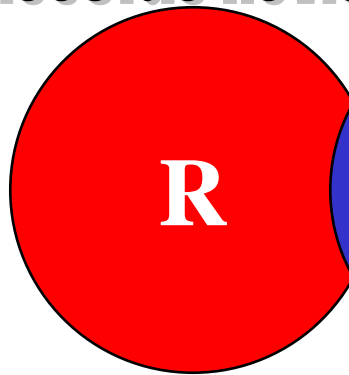
1. Define the problem in observable, measurable terms.
2. Determine the events (antecedents) that precede and may trigger the problem behaviors.
3. Describe the common consequences which follow and may serve to maintain or motivate the behavior.
4. Determine the function of the behavior.
5. Write a summary statement/hypothesis.
6. Use the assessment information to design a behavior support plan.



Components of a Comprehensive FBA

Records Review

Observations



Interviews

Testing



Conducting a Records Review

- Attendance data
- Medical history
- Grades, progress reports, information about academic skills
- Previous disciplinary reports/actions taken
- History of interventions and what has or has not been effective



Structured Interviews: With Teachers and Adults

- Goal: to operationally define the behavior
- Structured interviews are designed to gather information about:
 - When and where the misbehaviors most likely occur
 - Thorough descriptions of the repertoire of behaviors
 - Typical consequences levied in response to misbehaviors
 - Antecedents and consequences
 - A description of more appropriate behaviors the student does perform



Observation Systems

- Observation systems have many purposes:
 - To define and validate the existence of a problem
 - To identify a baseline of the behavior
 - For monitoring student progress
 - For targeting the functions of behaviors:
 - Triggers of difficult behaviors
 - Types of misbehaviors
 - Typical Consequences



Selecting an Observation

- Match the type of observation to the problem behavior
 - Frequency: discrete, low rate behaviors
 - Duration: continuous behavior, gives % of time
 - Latency: elapsed time between a stimulus and a response
 - Interval Recording
 - Whole interval: for continuous behavior (on task)
 - Partial interval: high freq., rapidly occurring behavior
 - Momentary time sampling: several students in a setting, or otherwise difficult to observe the student



How would you measure . . .

- Tantrum behavior?
- Calling out in class?
- Getting out of seat?
- Following directions?
- Excessive blinking?



Observation Tools

- Daily Schedule Scatterplots
- Behavior Observations of Students in Schools (BOSS)



Daily Schedule Scatterplots

- Tracking student behavior over the course of a day provides information about when difficult behaviors are most likely to occur.
- Effective behavior plans usually focus on one area or manageable timeframe.
- Scatterplots help identify which times of day a plan should target.
- Scatterplots are also useful for providing a baseline and for monitoring student progress.



Scatterplot Example

	Monday	Tuesday	Wed.	Thurs.	Fri.	Totals
Period A	//			/	//	6
Period B		/				2
Period C						0
Lunch	//			/		3
Period D						0
Period E	//					4
Period F						0
Totals	10	0	1	2	2	

Place a tally each time the target behavior occurs.



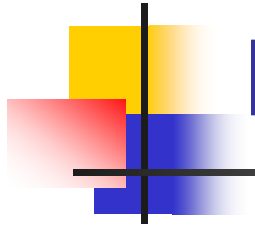
The BOSS

- Behavioral Observation of Students in Schools
(Shapiro, 1996)
- A systematic observation tool designed to quantify:
 - ***Academic Engaged Time***
 - *Active Engagement (AET)*
 - *Passive Engagement (PET)*
 - ***Off-task Behaviors***
 - *Motor (OFT-M)*
 - *Verbal (OFT-V)*
 - *Passive (OFT-P)*



The BOSS: Procedures

- Defines exactly what behaviors constitute
 - AET, PET, OFT-M, OFT-V, OFT-P
- Uses two sampling procedures
 - **Momentary Time Sampling** - to measure engagement
 - **Partial Interval Recording** - to measure off task behaviors
- Includes peer-comparison data
 - Observe a typical peer
 - Observe a “composite peer”



David vs. Peers

AET = 2%

PET = 31%

Total 33%

AET = 0%

PET = 88%

Total 88%

OFT-M = 75%

OFT-V = 22%

OFT-P = 2%

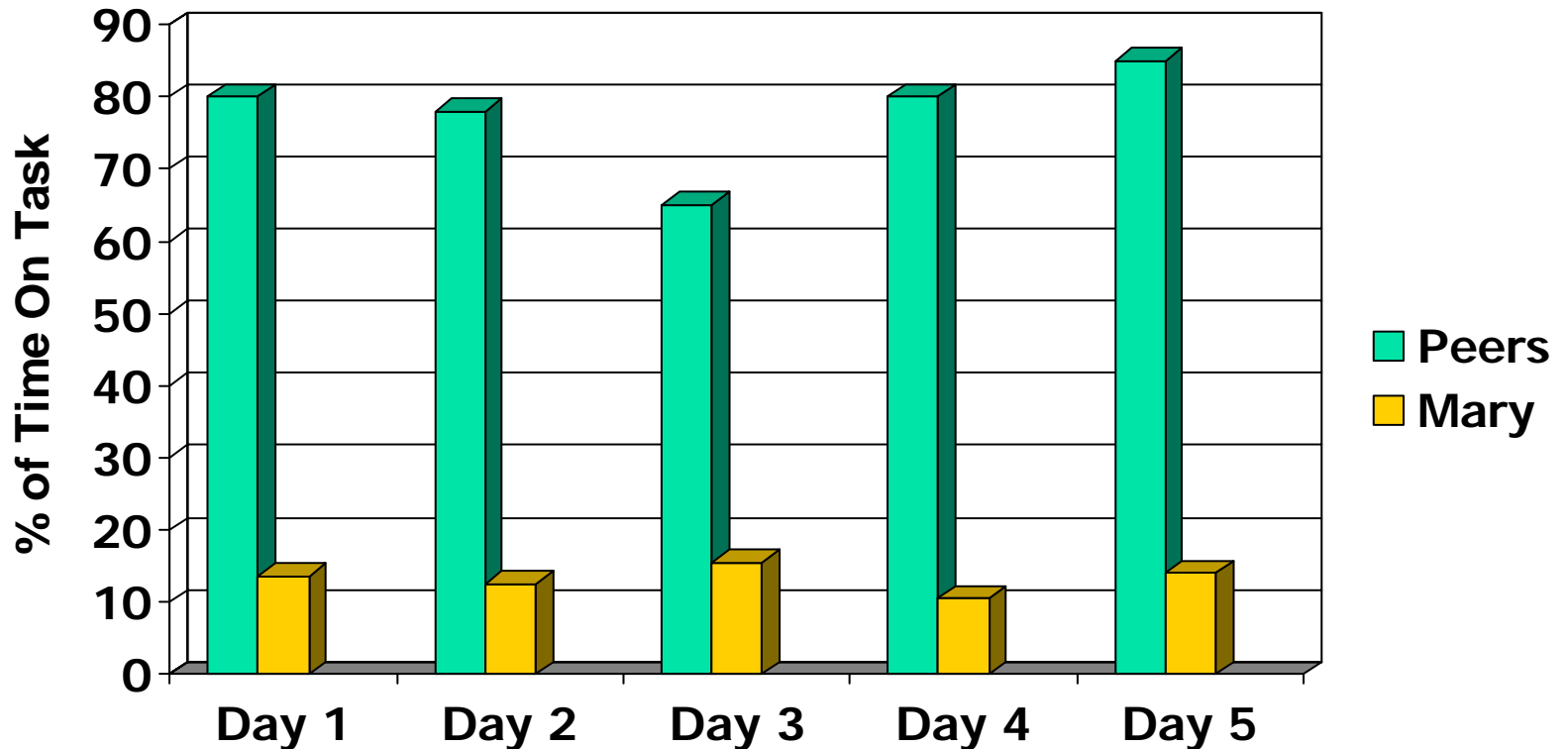
OFT-M = 12%

OFT-V = 12%

OFT-P = 0%

David was academically engaged during 33% of the intervals observed and demonstrated off task motor behavior during 75% of the intervals.

Quantifying the Problem . . .



Based on direct observation using the Behavioral Observation of Students in Schools (BOSS), Mary is actively engaged in independent work less than 15% of the time.



Observations to Determine Function: Sequence Analysis

- Scripting: Record everything from the perspective of the target student
 - Record everything the student does within a set period of time
 - Record everything that occurs around the student
 - Record the teacher's interaction with the student
 - Record other students' interaction with the student.



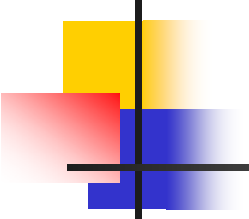
ABC Sequence Analysis

A	B	C
Group discussion	Mary answers question	Positive teacher attention
Directive to start independent writing	Mary ignores	Not working
	Looking around room and talking to peers	Teacher tells Mary to start work
	Sharpens pencil and lingers at back of room	Told to sit down
	Returns to seat	
Told to start work	Throws papers on floor	Teacher approaches desk
"Pick up your papers!"	"No! I'm not doing this!"	"Go sit in the office."
	Mary goes to office	Mary sits in office without work



Testing

- Determine if there is an appropriate match between the student's current level of academic performance and the curriculum presented to the student.
- Examine CBM data, classroom work, and various academic assessment
- Academic assessments provide two important pieces of data:
 1. A possible function of avoidance
 2. A baseline for measuring behavior change



FBA: Step 1

Identifying the Problem

Through interview and observation, establish a clear, measurable description of the problem behavior.

Examples:

- Thomas is not *lazy*. He frequently fails to do his work.
- Jenna is not a *procrastinator*. Several minutes pass between a directive to start work and when Jenna actually starts her work.
- Hannah is not a *bad* kid. She is a child who hits other students and frequently grabs their toys.
- Alexis is not *dyslexic*. She struggles to decode printed words automatically.



Observation Narrative

Student: Mary Grade: 6 Subject: Reading

Time: 10:30 - 11:00am

- **Narrative:** Mary, a student with an emotional disorder, enters the classroom and sits quietly in her seat while teacher addresses class. She participates in a class discussion about the story from yesterday. The teacher gives an independent writing assignment about the story and Mary ignores the directive. Mary sits quietly and looks around the room. Then she gets out of seat to sharpen her pencil but lingers at the back of the room until told to sit down. Mary sits down and throws materials on the floor. The teacher approaches and tells Mary to pick them up. Mary says, "No! I'm not doing this!" She swears at the teacher. Mary is sent out of the classroom to sit in the office.



Defining the Problem for Mary

- Mary is off-task
- Mary verbally refuses to follow teacher directives
- Mary swears and throws materials on the floor



Step 2: Identify Triggers (antecedents)

- These are the environmental events that can predict when a problem behavior might occur.
- Antecedents set the occasion/signal the problem response.
- Antecedents are important because they can be manipulated in order to prevent problem behavior



Step 3: Describe the Consequences

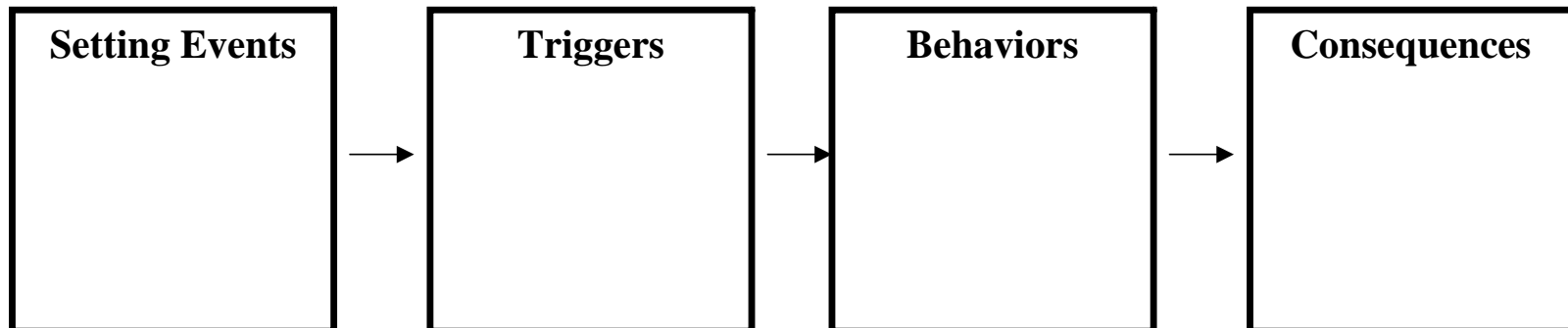
- Consequences are the immediate feedback/response the student receives as a result of his/her behavior
- Describe the typical reactions the students receives as a result of the behavior
- Describe the most frequent and salient responses
- Provide a comprehensive list and look for patterns
- Consequences maintain or motivate the behavior through either positive reinforcement, negative reinforcement, or automatic reinforcement



Step 4: What is the Function?

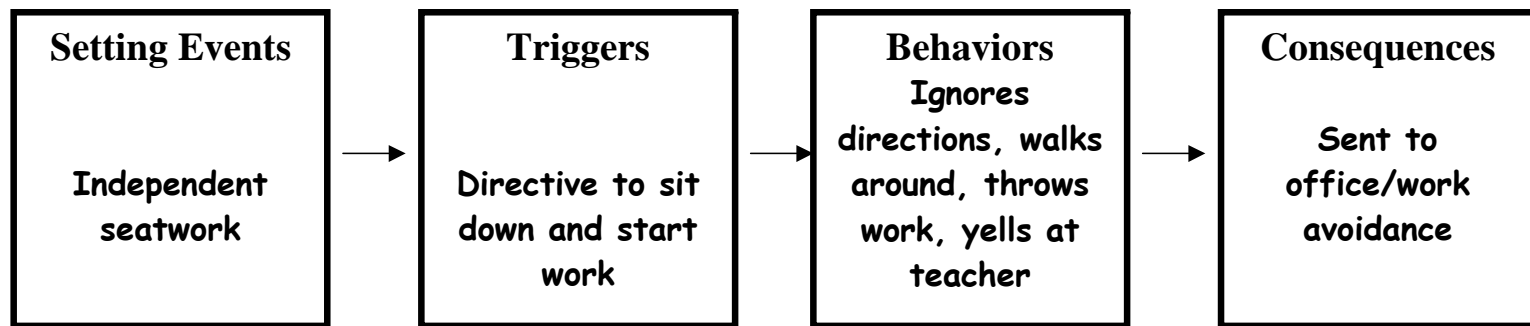
- Examine the details of the behavioral chain.
- Devise a hypothesis about the function of the behavior based on multiple samples of behavior, across days
- Consider the full range of functions (i.e., to get something or avoid something?)

Describe a Detailed Behavior Chain





Behavior chain for Mary





Step 5: Write the Summary Statement

- A summary statement is the hypothesis!
- A summary statement includes:
 - Description of the setting
 - The possible triggers
 - The behaviors
 - The function of the behavior as indicated by the consequences
- Example: *When asked to do independent written work, Mary avoids the directive, walks around the room, throws materials and yells at the teacher when confronted 1:1 to complete the work. This occurs until she is ultimately thrown out of the room and the demand is removed.*



I've analyzed the behavior, now what?

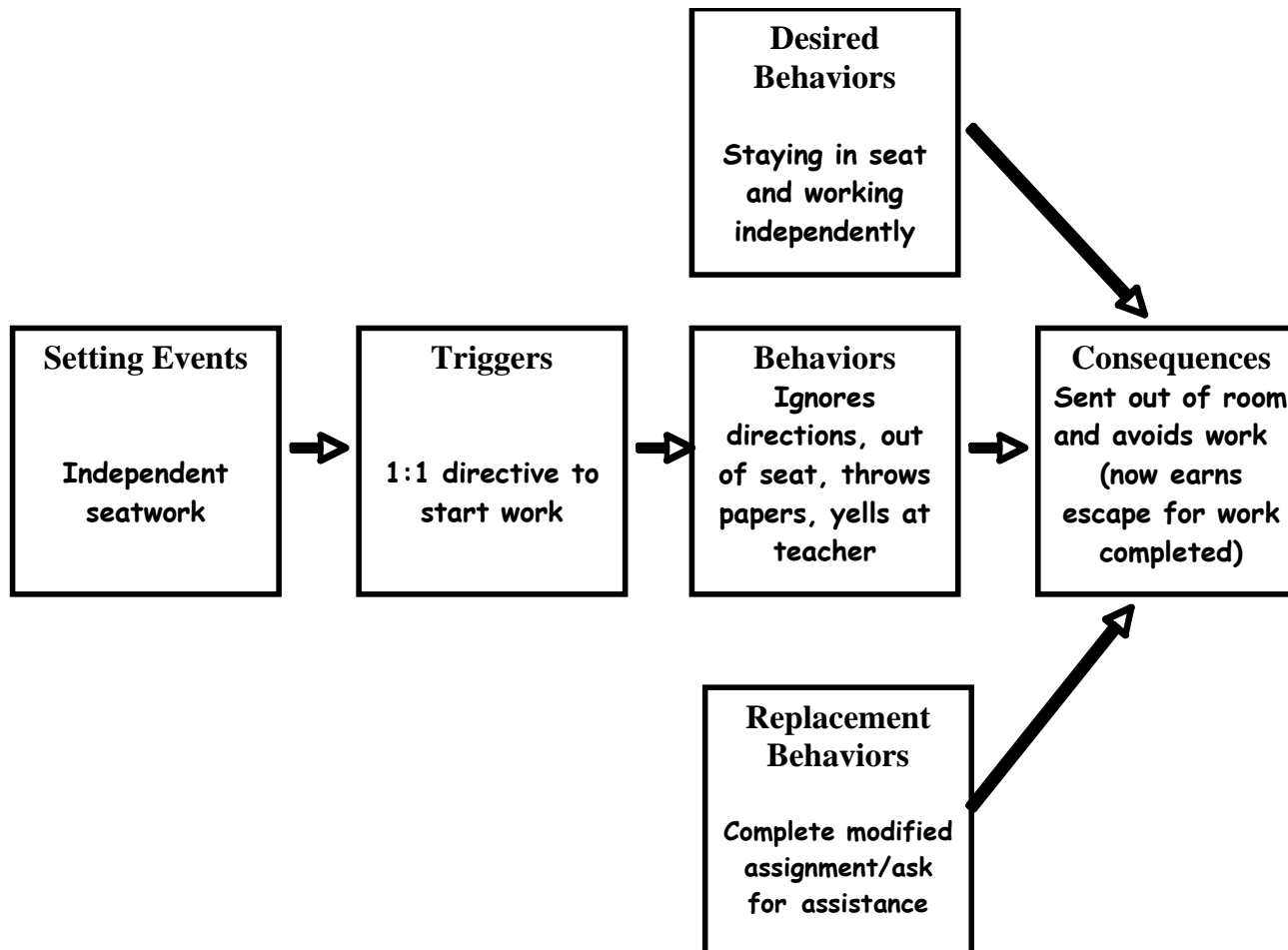
- Designing an effective behavior support plan depends upon:
 - Knowing the function of the behavior
 - Understanding the environmental factors sustaining the behaviors
 - Knowing the predictable sequence of the behavior chain
- The next step is to consider competing pathways.
- Use this analysis to construct a behavior plan.



Designing a Positive Behavior Support Plan:

- Complete the competing pathways analysis:
 - Determine function
 - Determine most desired behavior
 - Determine an appropriate replacement behavior that will incrementally get the student to the desired behavior
 - Design a means for ensuring the new behavior provides the same/more desirable consequences.

Competing Pathways Analysis





A Comprehensive Behavior Support Plan Includes . . .

- **Antecedent strategies (BEFORE)**
 - Pre-correction
 - Assignment modification
 - Pre-teaching
 - Environmental arrangements
- **Instructional strategies (DURING)**
 - Replacement behaviors linked to function
 - Self-management/monitoring plans
 - Token systems
- **Consequences (AFTER)**
 - Specific praise, acknowledgement
 - Planned ignoring
 - Behavioral correction (i.e., instruction not punishment)
 - Consequence for misbehavior that is linked to function
- **A plan for monitoring and decision making**



What is a Replacement Behavior?

- Just stopping problem behavior will not solve the problem.
- The most effective behavior support plans are designed to teach a student more appropriate means to get their needs met.
- It is not necessarily the desired long term behavior, but a starting point that will need to be reinforced



Choosing a Replacement Behavior

- It must be desirable to both the teacher and the student.
- It must serve the same function as the problem behavior.
- It works better.
- It must be easier to do.
- It must produce a more desirable outcome for the student.



Designing Effective Consequences: Reinforcement

- Reinforcement is necessary to increase the likelihood of a behavior occurring again.
- The best reinforcement is natural
 - so approximate or pair less natural reinforcement to natural ones.
- Design it into routines and natural interactions.
- Use the least amount as is necessary.
- Teach the student the consequences from the start.



Designing Effective Consequences: Punishment

- Punishment is used to decrease the likelihood a behavior will occur again.
- Punishment should be carefully chosen so as not to fulfill the function of the problem behavior.
- Use the least amount as necessary
- Only use it in conjunction with a reinforcement plan to teach more desirable behaviors!

Designing the Plan . . .

Strategies to make the problem behavior irrelevant, inefficient, and ineffective:

Setting Events	Antecedents	Instruction	Consequences
Class directive to complete assignment	Modified assignment for Mary Immediate contact with Mary to explain the task, answer questions, and pre-correct for behavior Provide graphic organizers, academic supports as needed	Teach on-task behavior for independent seatwork; Teach use of self monitoring tool (motiv-aider); Teach signal to appropriately get help from teacher	Plus on card for work completion and appropriately asking for help; Trade for points; Cash in points earned for free time or free assignment pass; Positive teacher attention for appropriate behavior; Minus on card and time owed for off task behavior



Function Based Interventions

After you have a hypothesis about the function and you are ready to design an intervention plan, the components of the plan should be linked to the identified antecedents, consequences, and function.



Modify Antecedents to Reduce Probability of Behavior

- Alter task demands
 - Provide assistance, reduce assignment, alter delivery of material
 - Provide novel vs. redundant tasks
- Provide instruction
 - Relaxation techniques
 - Self monitoring tools/strategies
 - Academic skills
 - Social Skills
 - Functional Communication Training
- Predictable vs. unpredictable schedule
- Furniture, seating, etc.



Interventions for Attention Motivated Behavior

- Increase attention for appropriate behaviors
- Withhold attention for inappropriate behavior
- Teach alternate ways for obtaining attention and respond immediately when exhibited
- Use positive attention as an incentive (time earned with peer or teacher)
- Talk Ticket Plan

Avoid the use of verbal reprimands.

Be careful about time-out conditions and missing recess to stay in with an adult.



Interventions for Escape Motivated Behavior

- Determine if it is a skill deficit and target the skill
- Reinforce for compliance and approximations
- Teach how to obtain help appropriately and respond immediately when requested
- Teach acceptable alternatives to escape
 - Quiet space with a timer
- Initially remove/reduce demand and then gradually increase again while reinforcing small amounts of work.
- Modify presentation of tasks, use “sandwiching”

Avoid using time-out and do not remove the assignment!!



Interventions for Behavior Motivated by a Tangible

- Deny/control access
- Teach acceptable alternatives to obtain access
- Provide frequent, non-contingent access
- Use as a reinforcement for appropriate behaviors

Avoid access to item following problem behavior!



Interventions for Behavior Motivated by Self Reinforcement

- Increase access to alternative sources of reinforcement
- Interrupt/Redirect inappropriate behavior
- Reinforce when behavior is appropriate and when problem behavior is absent

Avoid withholding attention and time-out!



General Strategies for Inattention and ADHD

- Arrange physical environment to minimize auditory and visual distractions and seat student in low traffic area
- Establish, clearly communicate, and post rules
- Provide frequent, specific feedback about behavior
- Provide simple, 1-2 step direction and have student repeat them back
- Focus instructional goals on task completion and accuracy rather than sustained attention and sitting
- Allow for movement and breaks
- Use variety and alter reinforcement frequently
- Teach self monitoring strategies (Motiv-aider)



Now Let's take a Look at Sample Data from your School

- Read through example of ABC analysis
- On your FBA Form:
 - Define the behavior
 - Identify patterns of antecedents and consequences
 - Determine a hypothesized function if you have enough information
 - Complete a competing pathways chart



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Websites and Other Resources:

- <http://www.pbis.org>
- www.interventioncentral.org
- <http://www.naspcenter.org/behavior>
- The Motiv-aider from Behavioral Dynamics; www.habitchange.com
- The Behavioral Observation of Students in Schools (BOSS); from (Shapiro, 2005) *Academic Skills Problems: Direct Assessment and Intervention*. Guilford Press.