

Designing Secondary Prevention Systems of Positive Behavior Support

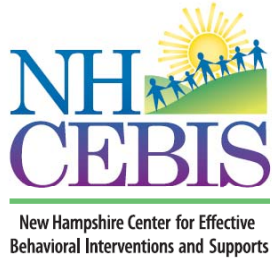
Functional Behavioral Assessment

Howard S. Muscott, Ed.D., & Eric Mann, LICSW

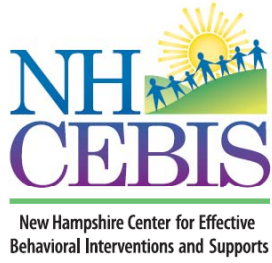
hmuscott@seresc.net; emann@seresc.net

603-206-6891; 603-206-6820

www.nhcebis.seresc.net



Funding for the Positive Behavioral Interventions and Supports-New Hampshire Initiative is provided by The NH Bureau of Special Education, NH Department of Education under the leadership of Santina Thibedeau, Director



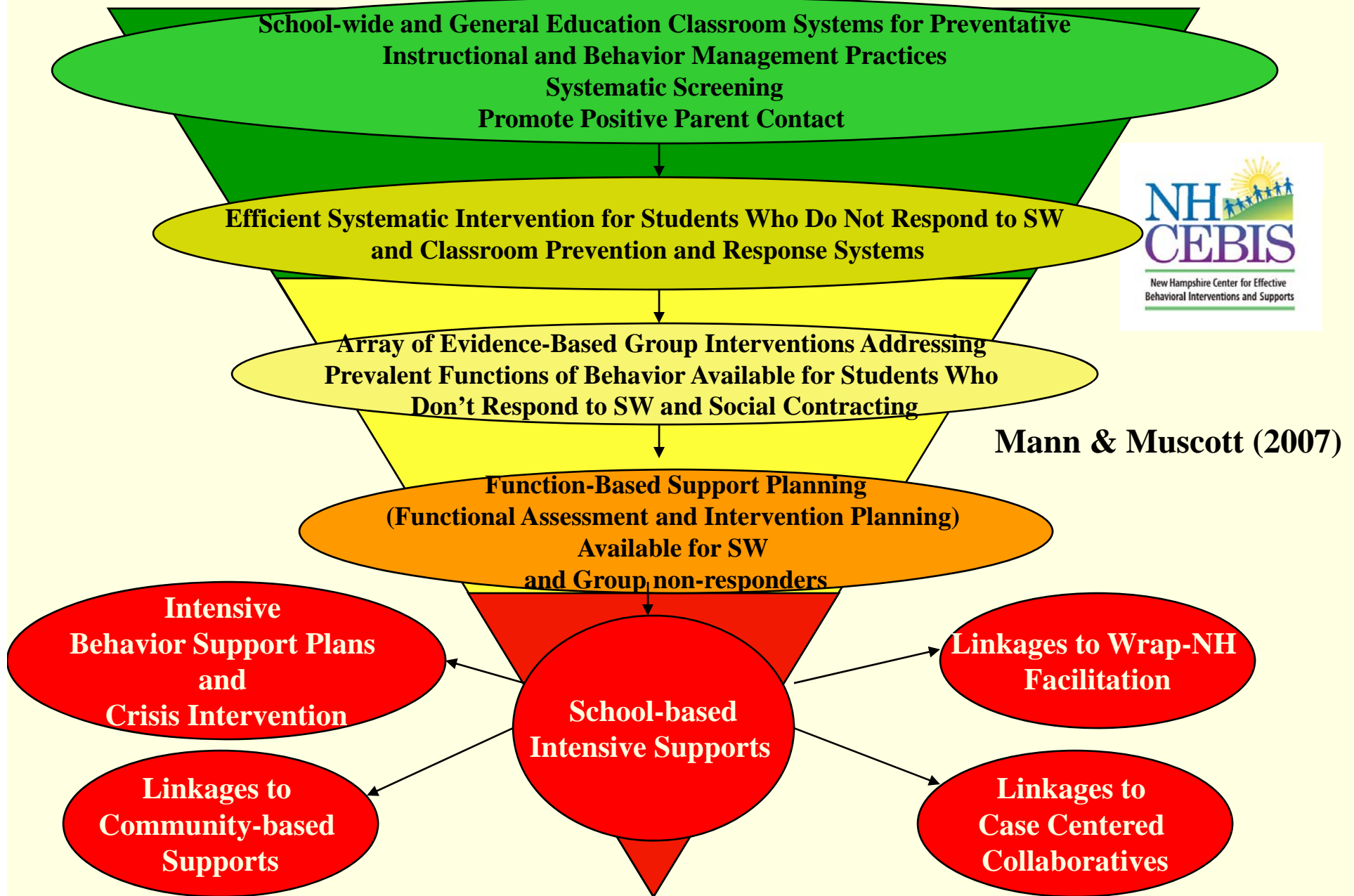
Functional Behavioral Assessment Agenda

1. Welcome, Preview the Day and Outcomes
2. Status of Targeted Team Update
3. Testable Hypotheses
 1. Problem Behavior Pathways
 2. Competing Behavior Pathways
4. Intermediate FBA
 1. FACTS
5. Targeted Team Self Assessment: Team Time
6. Introduction to Behavior Support Planning (If time permits)

Outcomes

1. To learn the concepts and practices of functional behavioral assessment
 1. Behavior pathways
 2. Competing behavior pathways
 3. Summary statements
2. To learn how to complete an intermediate FBA using the FACTS
3. To reassess the status of the targeted team and action plan features for the remainder of the school year

The 'Cascade of Supports': A Continuum of Effective Supports: New Hampshire's System of Care and Education



SYSTEMS

1. Targeted Team and Processes

2. Data-Based Decision Making

DATA

Secondary Prevention Targeted Approaches

3. Communication with Staff and Families

8. Behavior Support Planning

A Function-Based Perspective

4. Early Identification and Referral Processes

7. Functional Assessment

Muscott & Mann (2007)

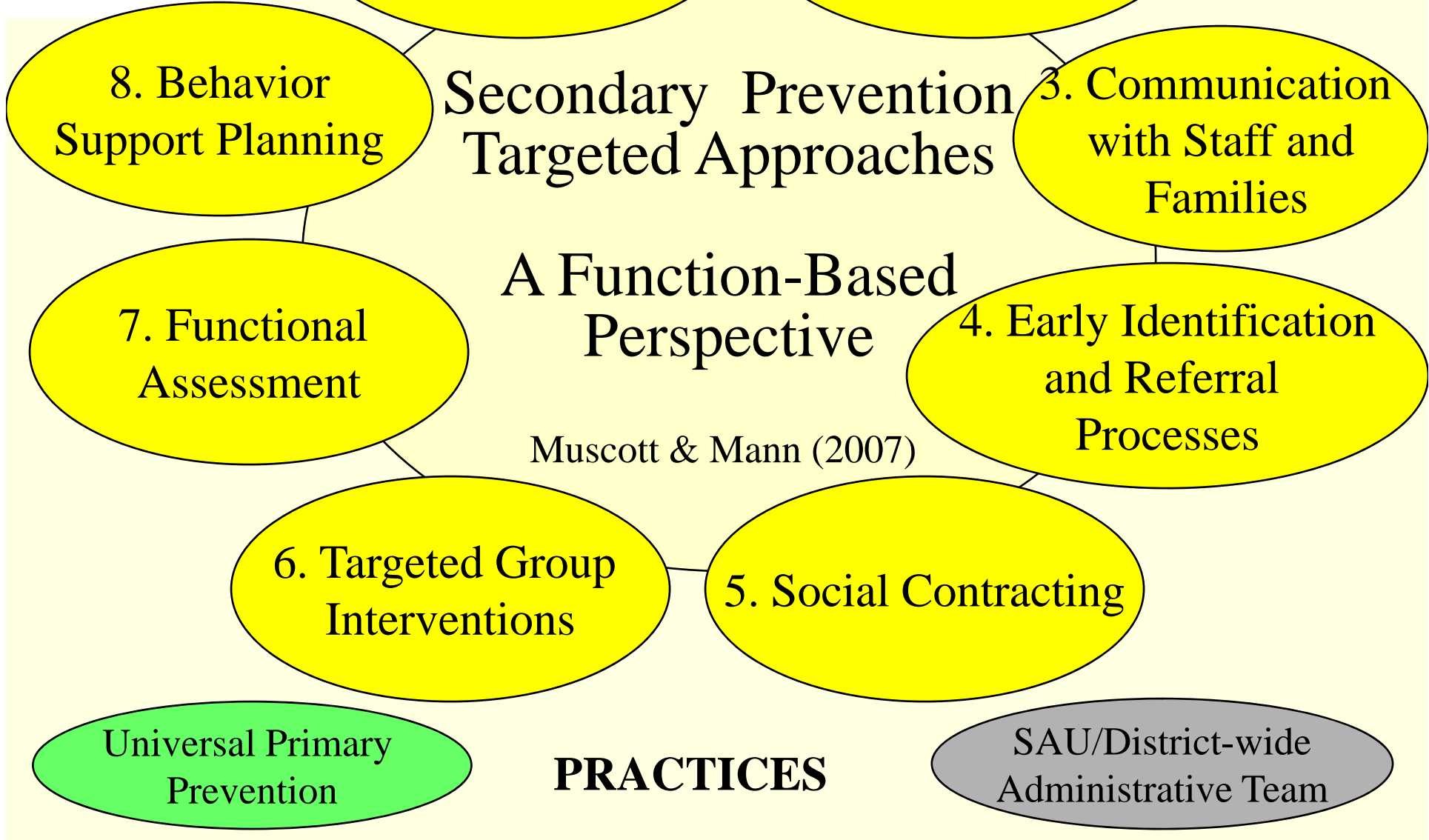
6. Targeted Group Interventions

5. Social Contracting

Universal Primary Prevention

PRACTICES

SAU/District-wide Administrative Team



Activity: Targeted Team Status Report

- Who: Targeted Team
- What: Complete the Targeted Team Support sheet (next slide)
- Provide a copy to us.
- Timeframe: 15 minutes
- Report Out: None

Targeted Team Status Report

- Team is established and functioning
- Have identified decision rules about non-responders
- Have identified decision rules about what needs to have been tried prior to referral have been identified
- Referral process/protocol is completed
- Referral form is completed
- Team has begun accepting referrals
- Team has begun providing supports/plans
- Decision to use/ Developed / Implemented SC made
- Decision to use/ Developed / Implemented TGI made

Secondary Prevention Targeted Approaches

A Function-Based Perspective

Muscott & Mann (2007)

7. Functional
Assessment

Universal Primary
Prevention

PRACTICES

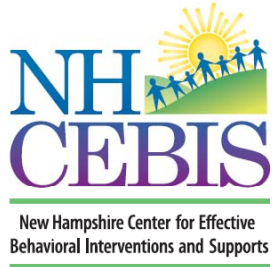
SAU/District-wide
Administrative Team

PBIS-NH Big Idea

Changing student behavior often
involves changing adult behavior

AND

Thinking strategically about how to
increase the likelihood that more
socially acceptable behavior will
occur



Steps in Creating Function-Based Behavior Support Plans

Functional Assessment

- Collect Request for Assistance Information
- Identify Coordinator for the Process
- Conduct a Functional Assessment
- Develop Testable Hypothesis using Behavior Pathway
- Write a Summary Statement

How Would Identifying Function Influence a Behavior Plan?

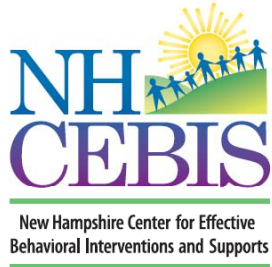
Example: 3 Children consistently disrupt class and are sent to the office for “discipline”:

Jen: Occurs at 10:30; she meets friend who has job in office (Maintained by Peer Attention)

Chad: Occurs when assigned a writing task; goes to ISS – sits quietly till end of class (Maintained by Task Avoidance)

Jo Jo: Occurs sporadically; spends at least 15 minutes processing with Assistant Principal (Maintained by Adult Attention)

How could knowing function influence typical discipline practices?



Steps in Creating Function-Based Behavior Support Plans

Behavior Support Plan

1. Develop a Competing Behavior Pathway
2. Assign to Function-Based Group Interventions and Monitor Progress with Measurable Data OR
3. Develop Behavior Support Plan with Measurable Data
 1. Develop a Plan to Implement
 2. Develop a Plan to Monitor Progress
4. Implement with Fidelity
5. Monitor Progress (Fidelity, Outcomes, Social Validity)

Functional Assessment

Sugai, 1998

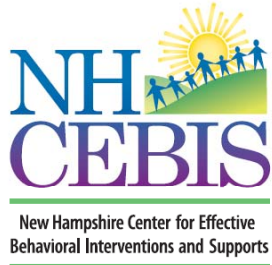
- Functional assessment of behavior is defined as a systematic process for developing statements about the factors that contribute to the occurrence and maintenance of problem behavior, and more importantly, serve as the basis for developing proactive and comprehensive behavior support plans.

Functional Assessment Looks at Repeated Patterns of Behavior

Functional assessment answers the question of why the child or adolescent *continues* to engage in problem behavior, rather than why (s)he exhibited the behavior the first time

Functional Assessment

Functional assessment is used after other, more basic approaches (quick fixes, relationship building, positive & negative consequences, etc.) have been used without success



PREDICTING BEHAVIOR

Using Behavior Pathways

Behavior IS often *predictable* depending on our understanding of the context in which the behavior occurs

It is often possible to identify reliable predictors and influence them to increase likelihood of positive behavior and decrease likelihood of problem behavior

When you can predict, you can prevent

Build a Testable Hypothesis

- Through assessment of a *problem behavior pathway*, a hypothesis of the function of behavior is developed for each problem routine
- Hypothesis may be surmised from minimal data or may require comprehensive data collection to gain Team agreement

This can be a quick or lengthy process

Identification of Problem Routines

- “Routine” = a sequence of behaviors that produce a socially important outcome
- Define daily schedule (what is done, when)
- Identify parts of schedule most likely to be associated with problem behavior.
- Assess common elements of problem routines

Functional Assessment Hypothesis Statements

- Define Routine
- Define Controlling Relationships
 - Setting Event --> Antecedent--> Problem Behavior --> Maintaining Consequence
 - Headache --> Task Demand --> Scream --> Avoid demand
 - Headache --> Request to read --> Scream --> Avoid embarrassment
in front of class

Features of Testable Hypothesis

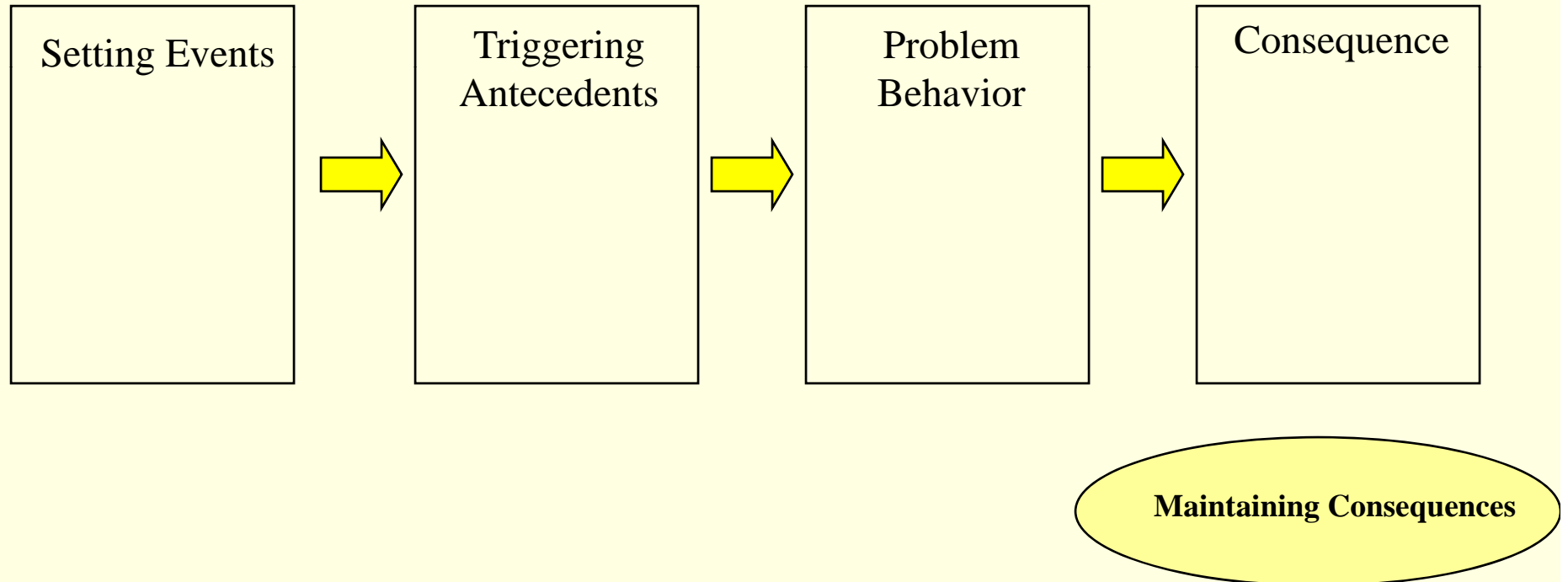
Sugai, 2005

1. “**Best guess**” about behavior & conditions under which it is observed
2. Composed of (a) problem behavior, (b) triggering antecedent, (c) maintaining consequences, & (d) setting events.
3. Represents basic **working unit** of FBA

Simple Behavior Pathway

1. Setting Events Occasion the Behavior
2. Immediate Antecedent Occurs
3. Antecedent Triggers Student Behavior
4. Student Behavior Produces Consequences
5. Over Time, Through Reinforcement and Punishment, these become Maintaining Consequences or Function

Testable Hypothesis: The Behavior Pathway



Antecedent Events

Antecedent events are things that occur prior to the behavior that *set the table* or *occasion* the behavior

Antecedent events are of two types

1. Immediate (Fast Triggers)
2. Distant Setting (Slow Triggers)

Antecedent events include both overt, observable behaviors as well as internal states (feelings or thinking—which are harder to assess)

Immediate Antecedent Events

Fast Triggers

- Any stimulus that occurs immediately before the behavior that influences the likelihood the behavior will occur.
- Events that occur either within the same setting as the behavior or a previous setting
- Who, Where, When

Examples of Immediate Antecedents or ‘*Fast Triggers*’

- Sudden change in routine
- Late for activity
- Reprimands
- Activity/task demands (length of task; amount/quality of teacher interaction; match to skill level; type of instruction)
- Ignored by friend
- Social or Academic Corrections
- Lack of successful choice option
- Teased by peers
- Physical injury
- Not called on when hand is raised
- Transitions

Distant Setting Events

Slow Triggers

- Distant Setting Events are unique situations or conditions which occur/exist at some point distant in time that *set the table* for immediate events to trigger problem behavior.
- Distant Setting Events increase or decrease the likelihood that, given a particular immediate antecedent (trigger), a behavior will occur.
- Distant setting events momentarily alter the likelihood of the problem behavior by changing the value of available consequences.

Distant Setting Events

Sugai (2005)

Environmental: prior peer/teacher interactions; home environment; social relationships; changes in routines/schedules; seating arrangements; bus ride; hallway

Learning Styles: degree of interest or skill in activity/task; attention span; need for activity; learning challenges; prior experiences in certain teaching modality

Personal factors: medications; physical / mental illness; sleep; nutrition; sensory sensitivities; anticipation of frustration/embarrassment/anger

Setting Events and Their Effect

Sugai (2005)

- *Lack of sleep* decreases value of getting to school on time; increases likelihood of going to the nurse with a headache.
- *Lack of breakfast* increases value of getting sent to office (by vending machines) for failing to follow directions.
- *Having a fight* with boyfriend decreases value (likelihood) of listening to a lecture.
- *Getting >50% of problems wrong* decreases value of starting new worksheets.

Defining Behavior

Sugai (2005)

Must result in **clear, measurable, & objective** descriptions of individual, groups, or sequences of related behaviors

Consider behavior **dimensions**

- Topography/shape
- Frequency
- Duration
- Latency
- Intensity or force

Consequences

- An event that contingently follows (immediate or distant) a behavior and affects whether a behavior will increase (reinforcement) or decrease (punishment) over time
- Consequences can be positive (adding something) or negative (taking something away)
- Positive or negative reinforcement
- Positive or negative punishment

Examples of Consequences

- Being reprimanded
- Being corrected
- Being sent to time out
- Losing privileges
- Poor grades
- Being ignored
- Being teased
- Extra work or homework
- Given office discipline referral
- Call to parent
- Removed from class
- Staying in for recess
- Lining up last
- Cleaning up a mess
- Apologizing
- Not being able to play sports

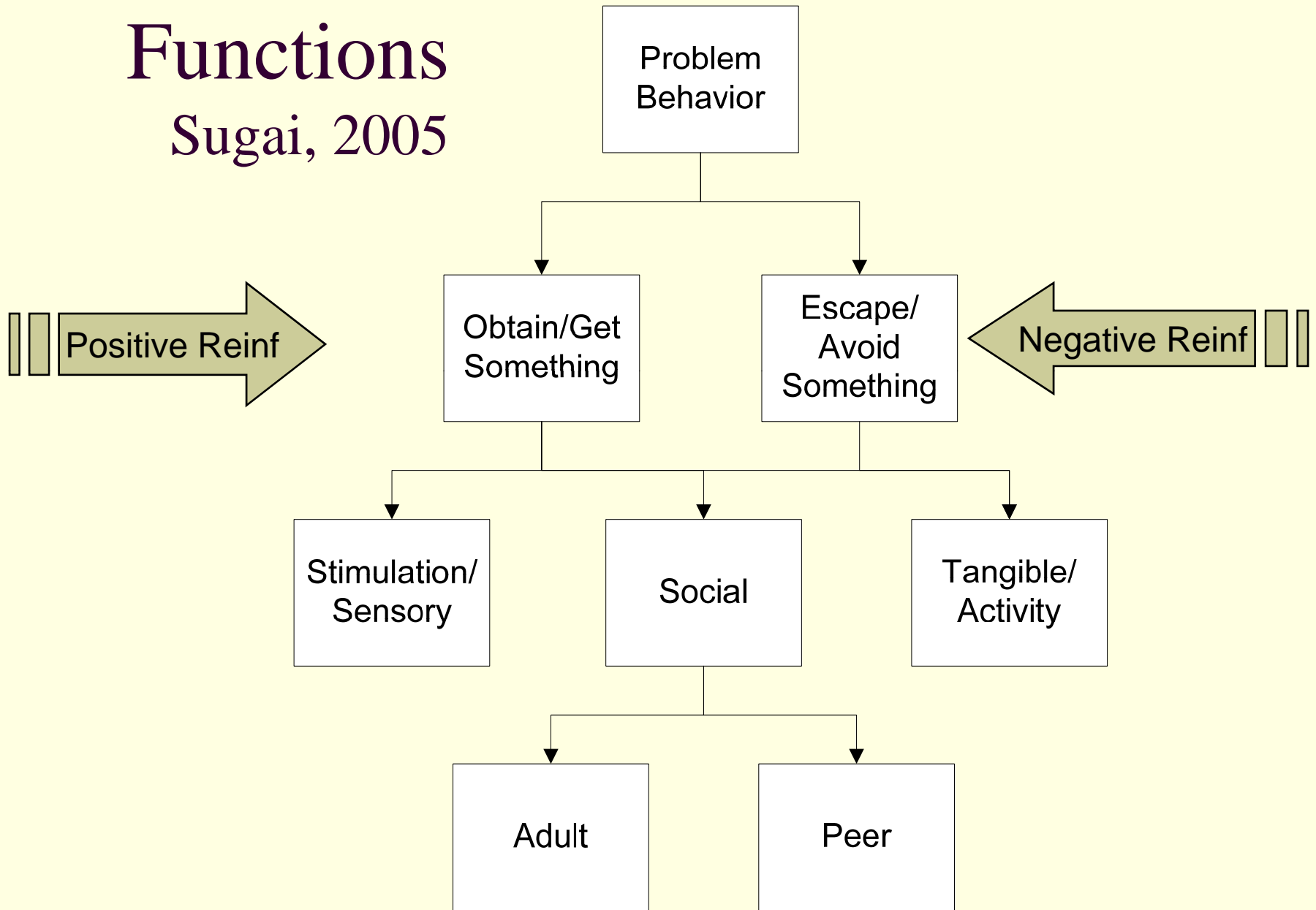
Why Identify Function?

Mann & Muscott (2005)

- Behavior occurs to meet a need
- It serves a valued purpose for the individual
- Effective interventions occur when function is identified & plan is guided by function of behavior
- Identifying function can help explain the motives for strange, angry, annoying, scary, unkind, avoidant behavior
- Allows us to see these children as *real human beings*

Functions

Sugai, 2005



Maintaining Consequences

- Examining consequences that follow behavior can help us determine the “function” or purpose that the behavior is serving for that person.
- Consequences that indicate function can be referred to as ‘maintaining’ consequences; i.e., consequences that *maintain* the behavior.
- Not all consequences are maintaining consequences

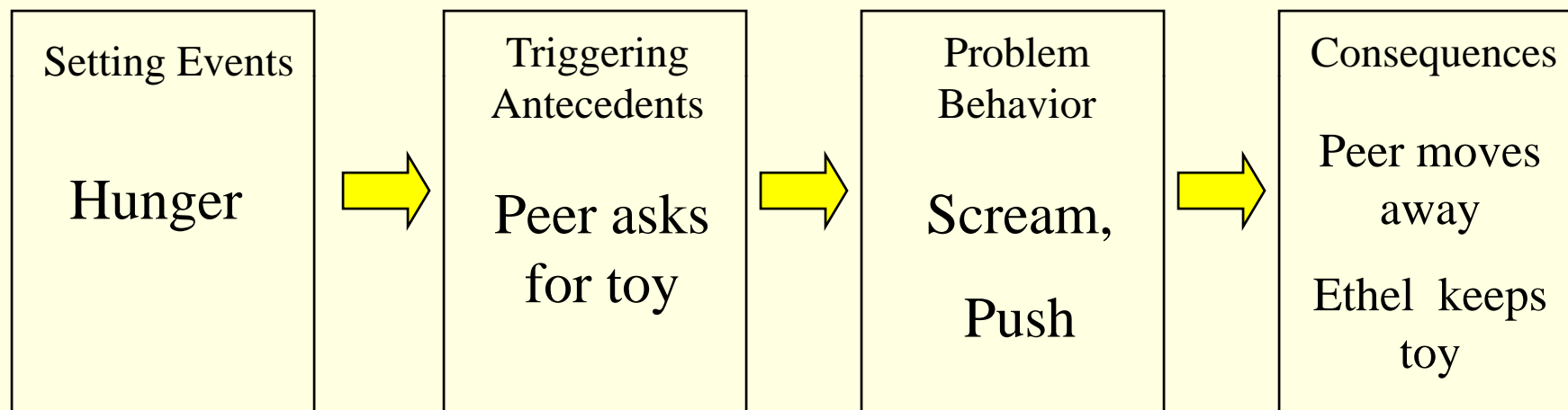
Maintaining Consequences

- One maintaining consequence per hypothesis
- A single problem behavior may serve multiple consequences, but typically this occurs across routines/not within routines.
- Maintaining consequences are narrowly defined.
 - Get or avoid?
 - Social or Physiological?
 - Precise event/action/object?

Behavior Pathway for Ethel

- Ethel is 7 years old, does not have intellectual disabilities but has major problems playing with other children
- She is most likely to play by herself, and when another child approaches, Ethel will **whine, scream, grab all toys, and push the other child away**
- Staff believe Ethel's problem behaviors are maintained by **retaining access to preferred toys**
- Ethel is more likely to engage in the behavior when she is hungry

Testable Hypothesis/Behavior Pathway For Ethel



Maintaining
Consequences
Access to preferred toys

Putting it All Together: Creating a Summary Statement

Developing Written Summary Statements

Muscott (2000)

Summary statements should contain:

1. An operational definition of the behavior that is observable & measurable
2. Information pertaining to the topography (type of movement, objects used), frequency or rate, duration, & intensity of the behavior

Developing Written Summary Statements Muscott (2000)

3. A testable explanation which describes the relationship between the behavior & environmental influences
4. Distant setting events or antecedents (written like a condition statement in an objective)
5. The maintaining consequence or result of the behavior
6. Information related to the emotional state or thinking state of the student IF there is evidence to support the claim

Another Summary Statement

Mann & Muscott (2005)

- Angel refuses to come in from recess when the bell rings approximately 2 times a week. The behavior is mild in intensity and usually lasts between 5 and 15 minutes. When this happens adults try to negotiate with her and sometimes run after her to get her to come in. This behavior is more likely to happen if she has had trouble with peers while outside. It's less likely to occur when she has had positive attention from adults during recess. This behavior results in her accessing adult attention to discuss what happened during recess.

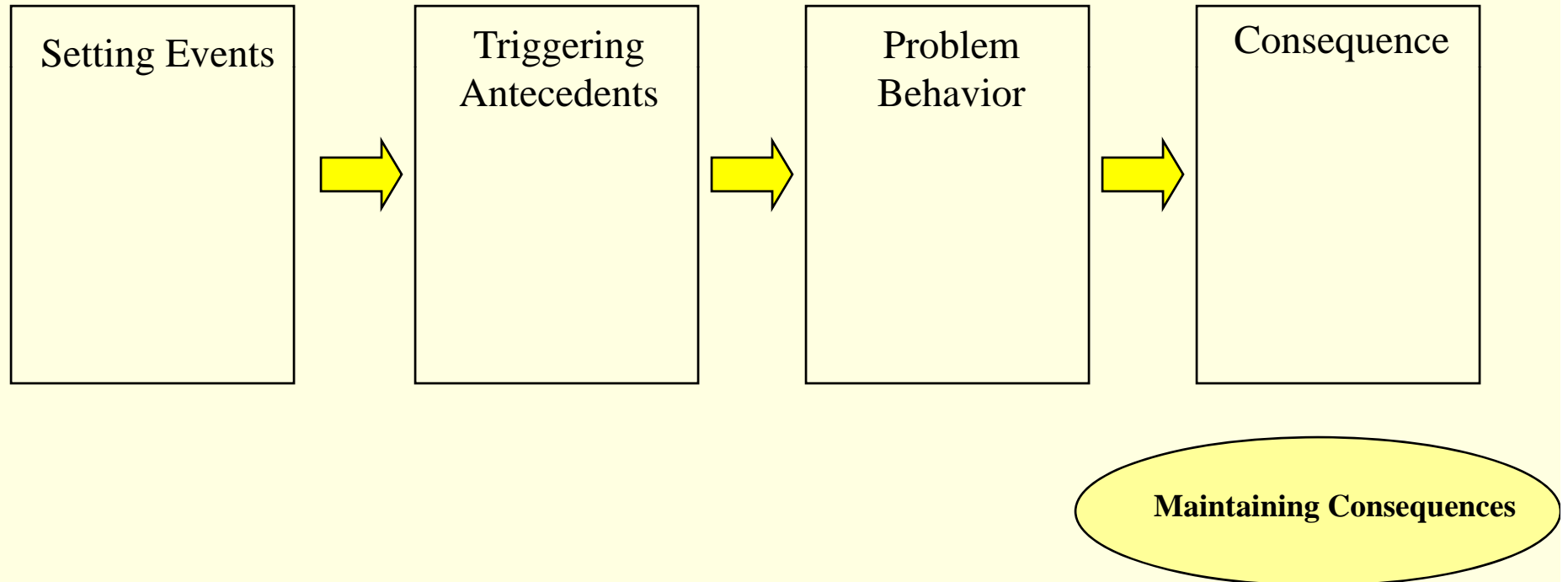
Summary Statement for Jane Muscott (2004)

- During transition periods when new students are present, Jane uses aggression by striking Jennifer and Alice (peers) on the back with an open hand for one to two seconds. The striking is of low intensity and results in no physical mark or injury. This behavior occurs approximately 8 times a week. This behavior is more likely to occur if she has had a reprimand the previous period. It is less likely when she is with students she knows. The behavior results in the students complaining to the teacher who then takes Jane out of the classroom. As a result, Jane avoids interacting with peers in unstructured situations.

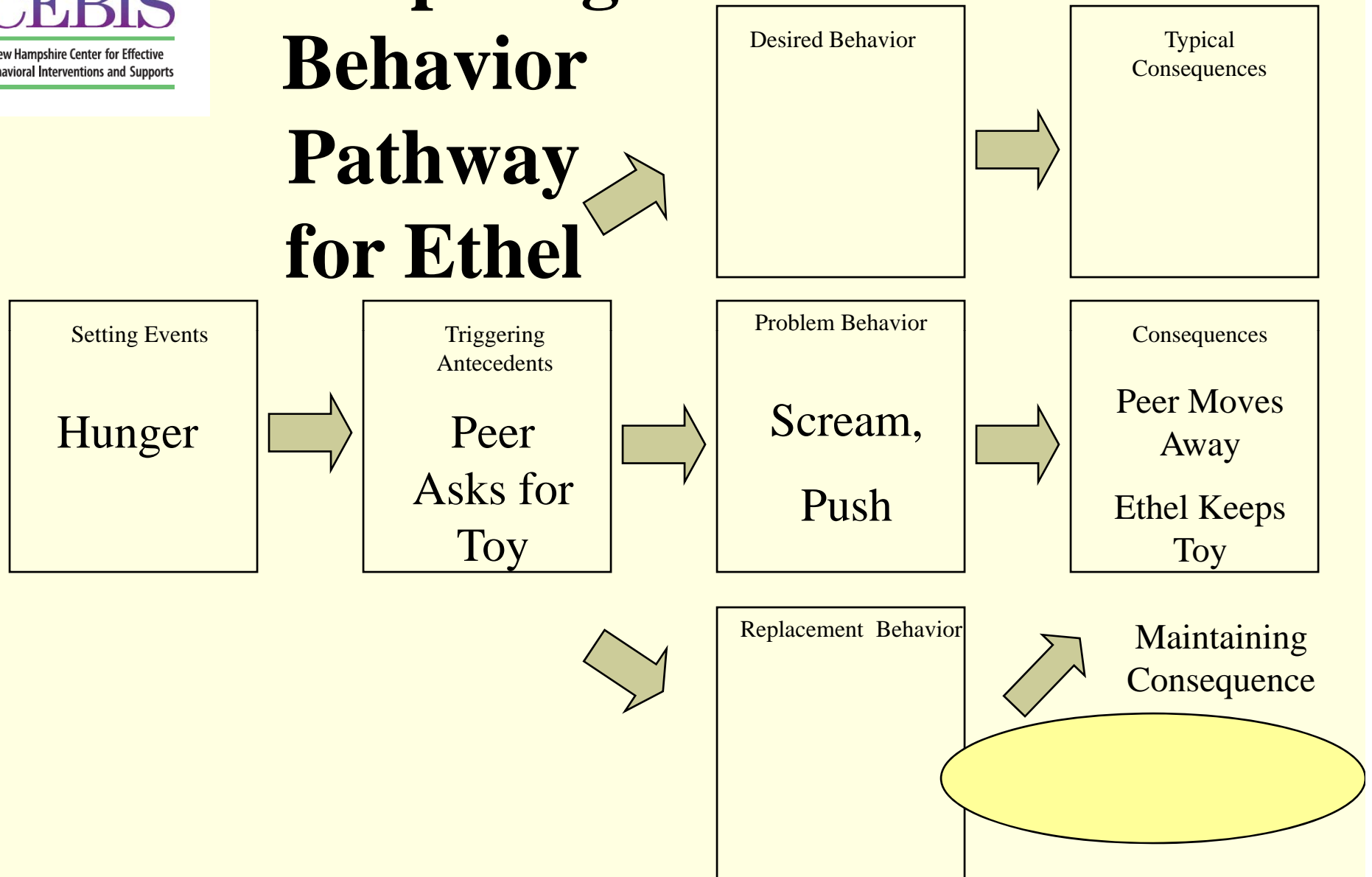
Activity: Quick Hypothesis

- Who: Team
- What: Using the previous slide, each individual should create a behavior pathway for ‘Jane.’
- Once done, share with team and check for accuracy
- Timeframe: 10 Minutes
- Report Out: None

Testable Hypothesis: The Behavior Pathway



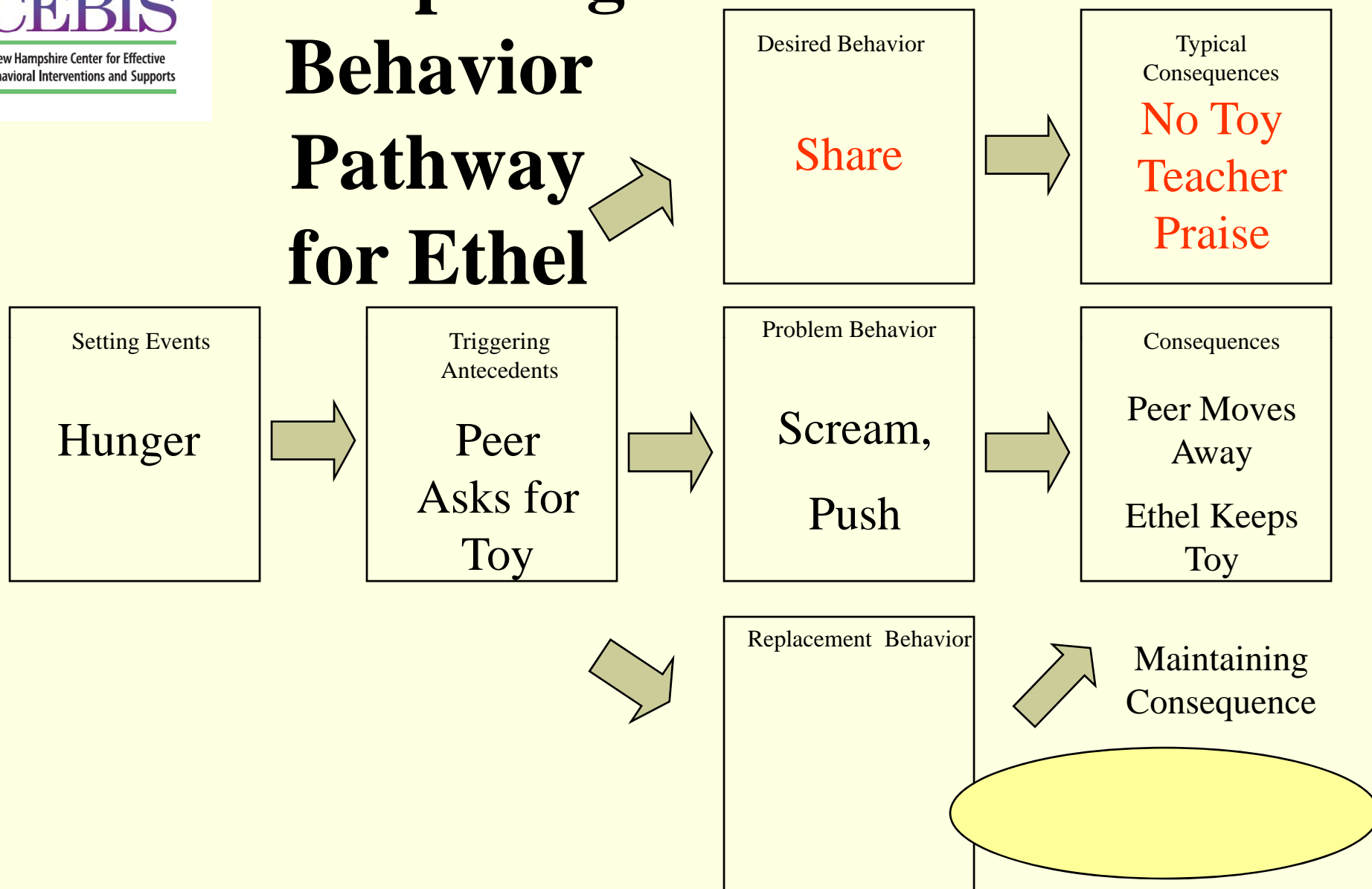
Competing Behavior Pathway for Ethel



Identify the “Desired Behavior”

- The **desired behavior** is the behavior you want the student to perform given the stimulus condition.
- Examples:
 - Given seat work task --> work quietly
 - Given teacher request --> immediate compliance
 - Given taunt from peer --> turn and walk away

Competing Behavior Pathway for Ethel



Replacement Behavior

A replacement behavior is a socially acceptable behavior, taught to the student, that achieves the same function (result) as the problem behavior

An appropriate Replacement Behavior:

- Serves the **same function** as the problem behavior
- Is **as, or more effective / efficient** than the problem behavior
- Is **socially acceptable**
- Can be learned to criterion in **10 school days**

Identify a Replacement Behavior

- The **replacement behavior** is a socially acceptable alternative behavior you want the student to perform given the stimulus condition.
- The replacement behavior **MUST** meet the same need or function as the problem behavior.
- Examples:
 - Given a need to communicate --> Raise hand
 - Given request to do work --> Ask for break

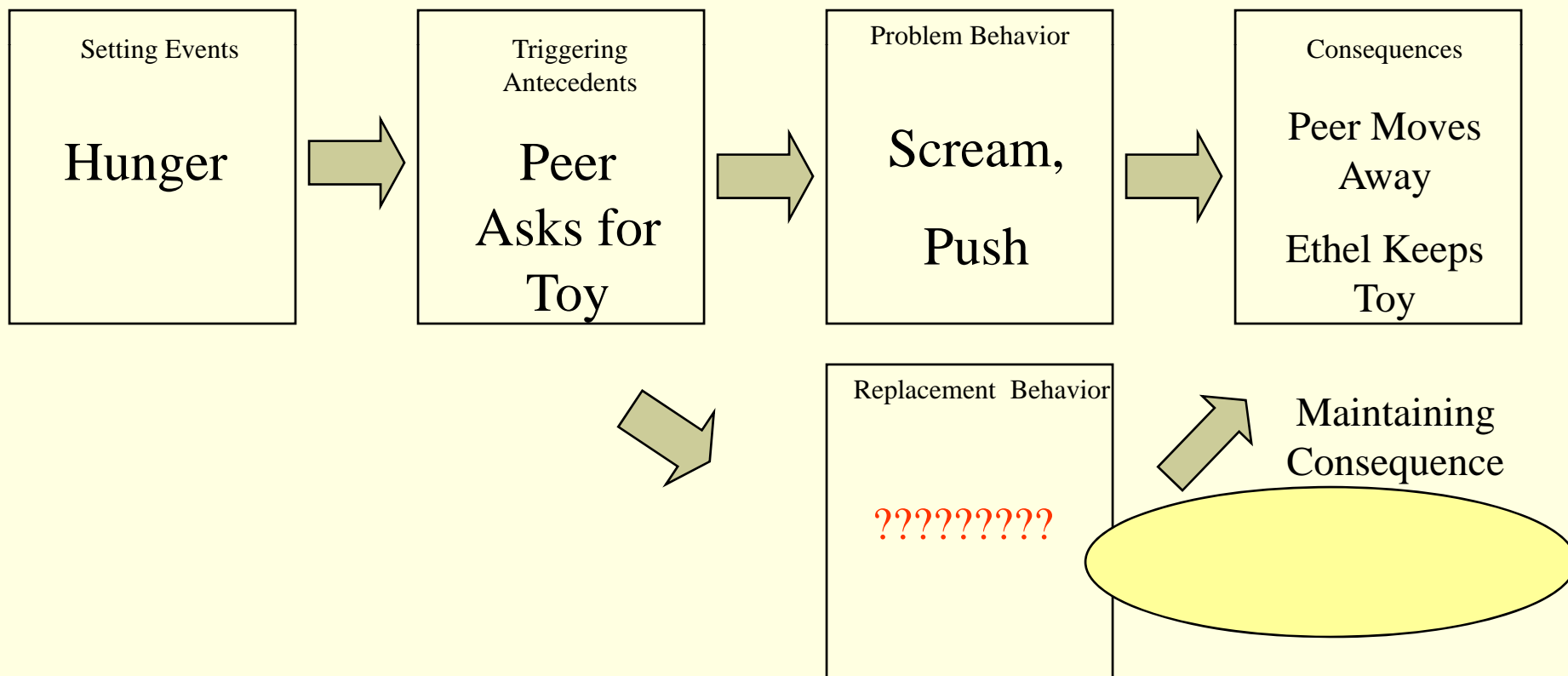
Replacing an Effective Behavior

- Biggest problem in competing pathways -- trying to replace a highly reliable problem behavior with a less effective positive replacement behavior

Identify a Replacement Behavior

- What would be a socially acceptable behavior that would achieve the function?
- In other words, how could Ethel get to keep the toy by engaging in a more socially acceptable way?

Competing Behavior Pathway for Ethel



Identify a Viable Replacement Behavior

When Alice is in social studies class and has not received any individual teacher attention for over 10 minutes, she crumples her assignment and starts spitting paper wads at her classmates. Her teacher comes over to her and helps her ‘calm down’. Alice *gets the teacher’s full attention.*

Jack gets into arguments with his math teacher if she asks him to correct his mistakes. The behavior occurs 3-4 times a week. The teacher either stops asking him to correct the mistakes or sends him to the office. *The behavior is maintained by work avoidance.*

Skill Check: Replacement Behaviors

- Who: Team
- What: Identify replacement behaviors for the following examples
- Timeframe: 15 minutes
- Report Out: Volunteers

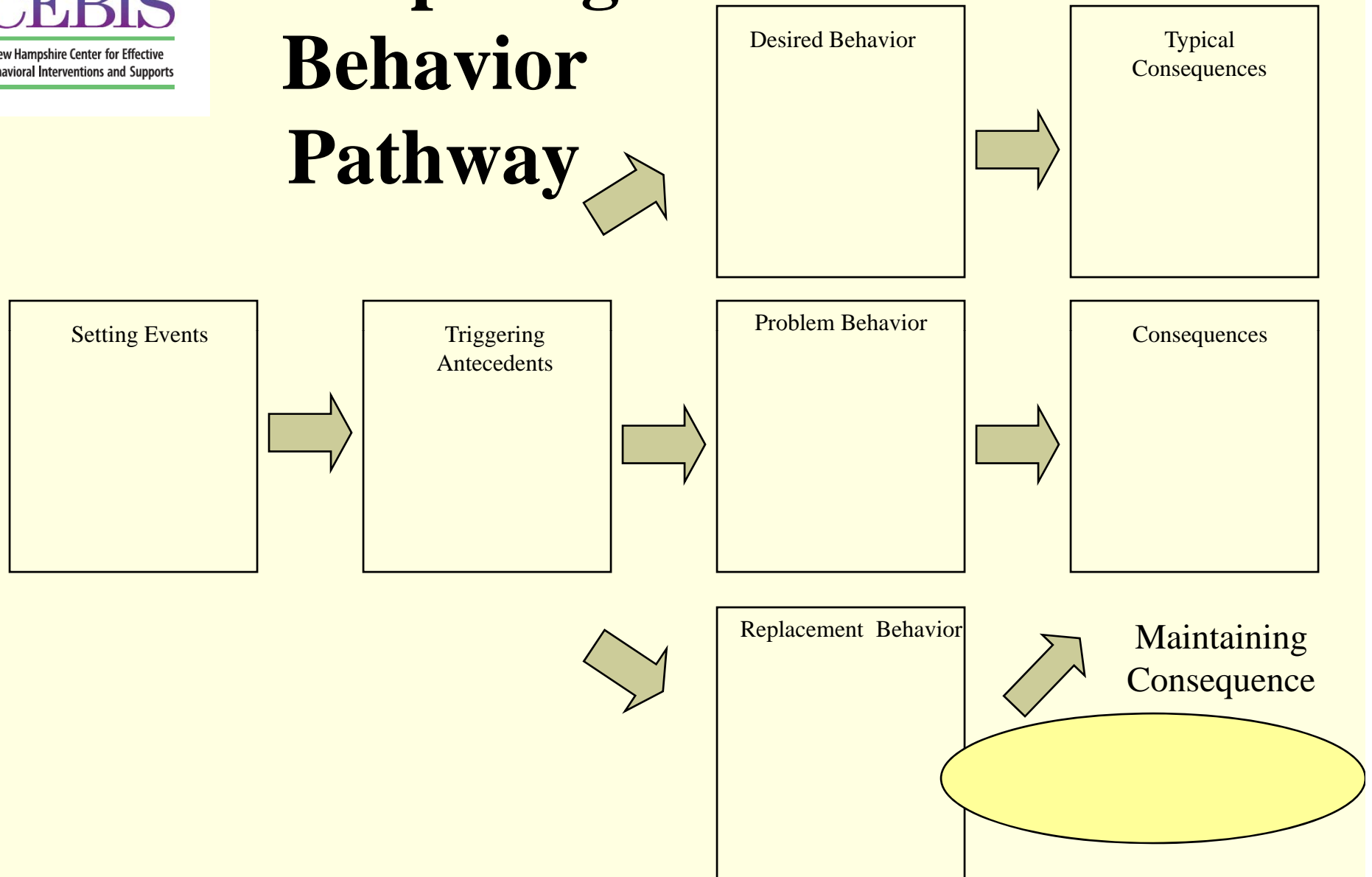
Skill Check: Suggest Replacement Behaviors

- **Swearing and stomping** out of the room maintained by **avoidance of hard tasks**
- **Kick, hit** maintained by **keeping the playground swing longer**
- **Crying and whining** maintained by **avoiding being asked to do chores.**
- **Dressing in a rude or obscene manner** maintained by **peer attention**

Activity: Try a Competing Pathway for Jane

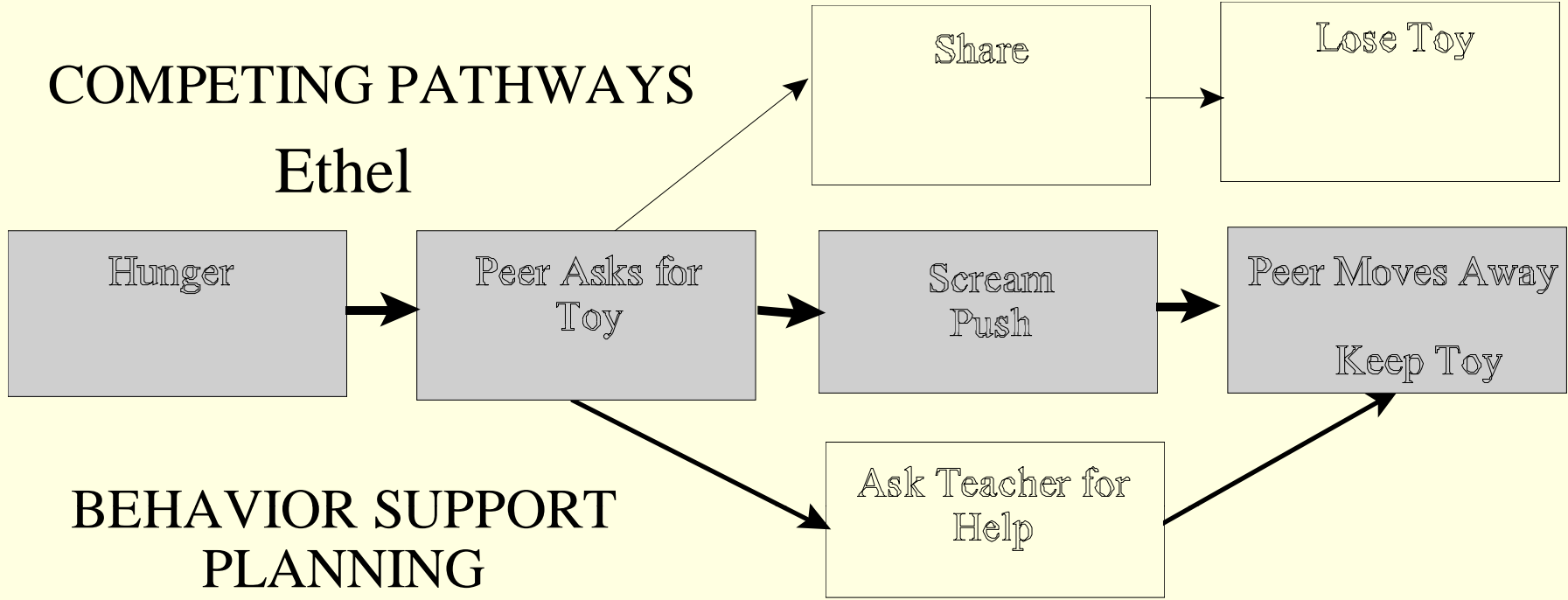
- Who: Targeted Team
- What: Develop a competing pathway analysis for Jane.
- Timeframe: 15 minutes
- Report Out: Volunteer

Competing Behavior Pathway



COMPETING PATHWAYS

Ethel



BEHAVIOR SUPPORT PLANNING

Setting Events Manipulations
Make Problem Behavior Irrelevant

* Food

Antecedent Manipulations
Make Problem Behavior Irrelevant

* Provide many toys
* Precorrect asking

Behavior Teaching
Make Problem Behavior Inefficient

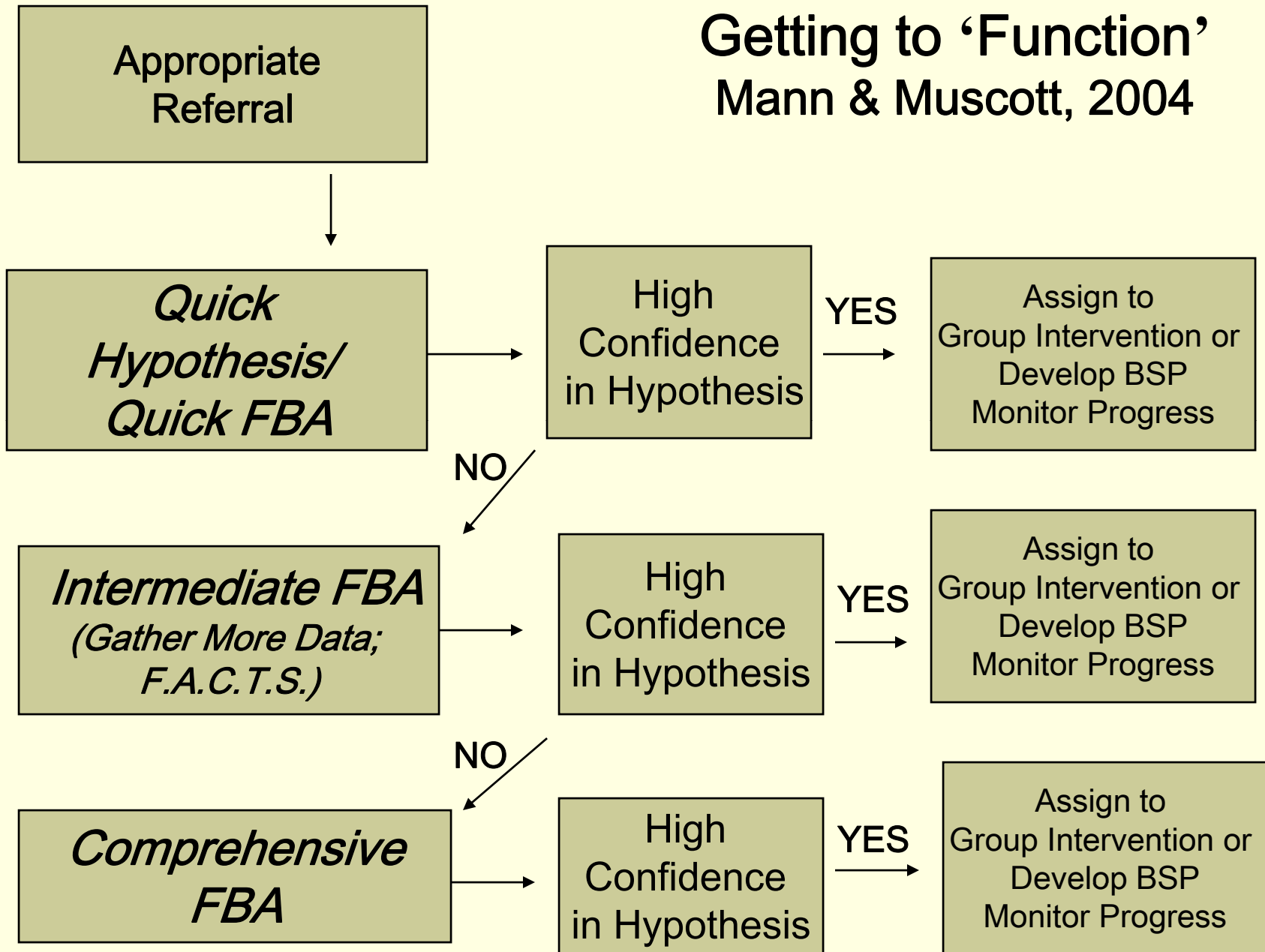
* Teach Sharing Routine
* Teach Asking Teacher for Help

Consequence Modifications
Make Problem Behavior Ineffective

* Scream, push does NOT result in keeping toy
* Extra reward for Sharing or Asking

Getting to 'Function'

Mann & Muscott, 2004



Quick FBA or Quick Hypothesis

- Teacher completes request for assistance form with background information (PAGE 59).
- Team meets & interviews teacher to gather information about behavior, context & routines to complete a behavior pathway & generate hypothesis about function.
- If high confidence in function, assign to a function-based targeted group intervention or a function-based behavior support plan is developed and monitored.

Intermediate FBA

- When the team can not easily come to consensus about the function underlying the behavior, move from “Quick” to “Intermediate FBA.”
- Complete the Horner process using FACTS forms (page 138 in Cohort 5 Targeted Manual)
- Develop the behavior pathway and summary statements including the hypothesis regarding function
- Develop a function-based behavior support plan
- Monitor progress

The Functional Assessment Checklist for Teachers (FACTS) Horner (2004)

- 2-page interview (parts A and B)
- Student profile
- Problem behavior
- Identifying routines
- Predictors, Consequences
- Summary of Behavior including hypothesis about function

Functional Assessment Checklist for Teachers “FACTS”

STEP 1: Student/ Grade: Clarence/5th grade Date: January
11

Interviewer: Sugai Respondent(s):
Thomas

STEP 2: Student Profile: Please identify at least three strengths or contributions the student brings to school.

C. has leadership potential. Peers listened to him, and he can be very convincing and sincere. He's academically competent and seems to be moving smoothly and successfully through the school curriculum.

STEP 3: Problem Behavior(s): Identify problem behaviors

___ Tardy X Fight/physical Aggression ___ Disruptive ___ Theft ___ Unresponsive X
Inappropriate Language X Insubordination ___ Vandalism ___ Withdrawn X Verbal
Harassment ___ Work not done ___ Other ___ X Verbally Inappropriate ___
Self-injury

Describe problem behavior: C. may have one of the shortest fuses I've seen. One little tease by a peer, and he quickly and predictably escalates through a behavioral sequence that begins with passive in subordination (non response), moves to a mild protest, shifts to harassment and name calling, increases to property damage and even to physical aggression. Its interesting that he seems to "enjoy" the reactions he gets from peers that he aggresses toward, and from peers who look up to him for his aggressiveness.

Routines Matrix

Time	Activity	Likelihood	Behavior
	Home Room	1 <u>2</u> 3 4 5 6	
	Reading	1 2 3 4 <u>5</u> 6	Scream, Hit Head
	Recess	<u>1</u> 2 3 4 5 6	
	Math	1 2 3 4 5 <u>6</u>	Slap thigh and head
	Art	1 <u>2</u> 3 4 5 6	

STEP 4: Routine Analysis

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
8:00	Waiting to enter building	Low 1 2 3 4 <u>5</u> <u>6</u> High	See escalation described above
8:15	Advisory & Planning	1 <u>2</u> <u>3</u> 4 5 6	Mostly teasing and touching property of others. Doesn't escalate much further
9:15	Language Arts	<u>1</u> <u>2</u> 3 4 5 6	Occasional name calling/teasing
10:15	Recess	1 2 3 4 5 <u>6</u>	See escalation described above
11:30	Math	<u>1</u> <u>2</u> 3 4 5 6	Occasional teasing
12:00	Lunch	1 2 3 4 5 <u>6</u>	See escalation described above
12:35	Earth Science	1 <u>2</u> <u>3</u> 4 5 6	Minor verbal harassment
1:15	Art or Phy Ed	1 2 3 <u>4</u> <u>5</u> 6	See escalation described above
2:00	Reading	<u>1</u> 2 3 4 5 6	Rarely a problem
2:50	Waiting for bus	1 2 3 4 <u>5</u> <u>6</u>	See escalation described above

Activity: Routines Analysis and Summary Statement

- Who: Targeted Team
- What: Choosing a student from your school/program, briefly peruse the components of the FACTS and then complete a Routines Analysis after determining a problem behavior of concern. When complete, attempt to complete a Behavior Pathway and write a summary statement for this student
- Timeframe: 40 minutes
- Report Out: Volunteer

Activity: Targeted Team Self-Assessment

- Who: Targeted Team
- What: Review or complete the STATUS column for T-Team Self-Assessment Part 1: Readiness and Part 2: Implementation
 - Assess status only; Provide us with one copy
- Timeframe: 1 Hour
- Report Out: None