
EBD Networking Meeting

— February 10, 2016 —

Introductions

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Agenda

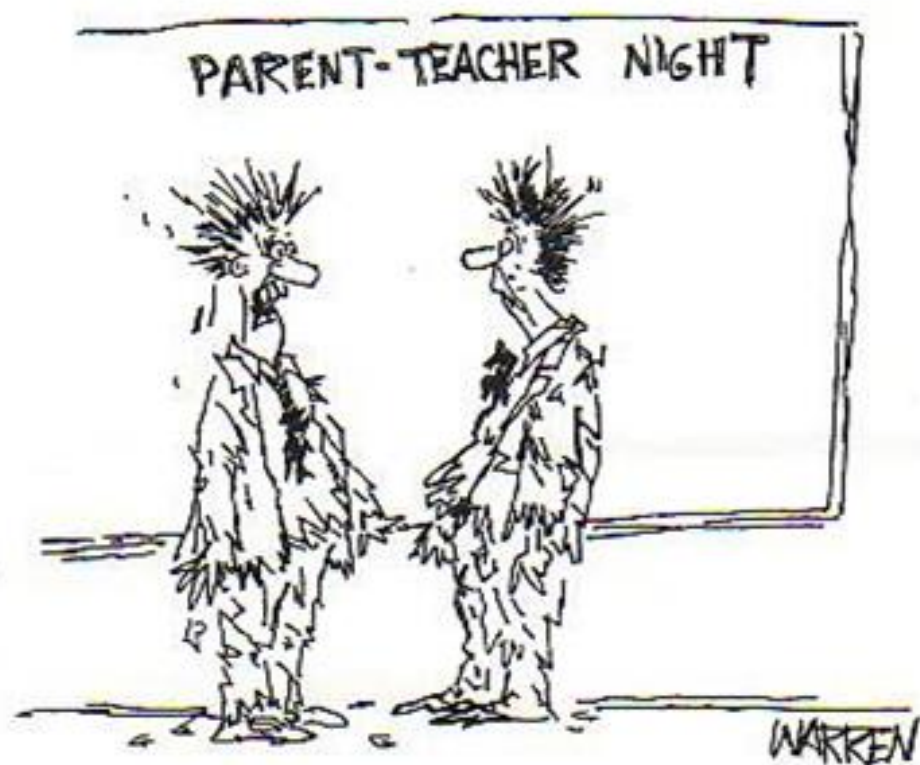
FBA

Behavior Plan

Case Study

Collaboration Time

****Materials Available on the MAWSECO Website****



"You must be Timmy's dad. I'm Timmy's teacher."

FBA

**Identify the function
before writing the Behavior Plan**

What is an FBA?

Functional Behavioral Assessment is a process that:

Identifies target behavior (the thing you want to change)

Collects data on:

when

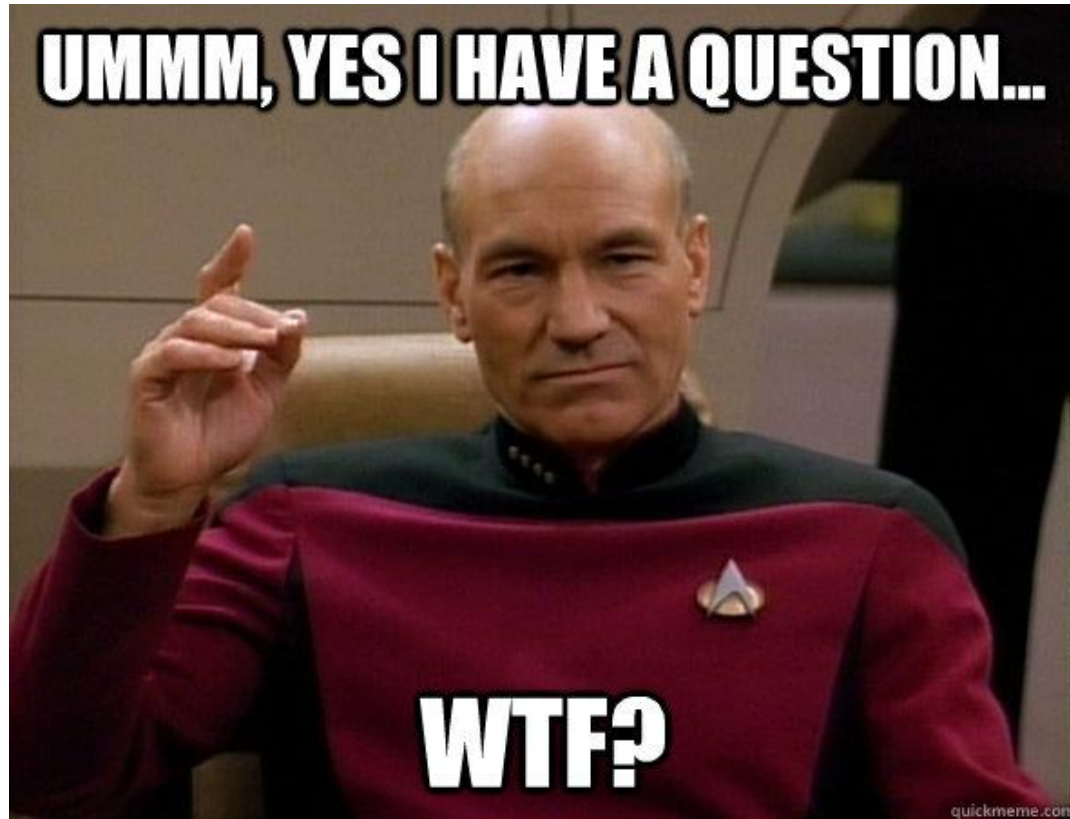
where

with whom

how often (frequency)

how long (duration)

Determine the function(s) of the behavior



WHAT'S THE FUNCTION?

When do I do an FBA?

- FBA's can't be stand alone assessments-may necessitate a comprehensive evaluation even if one is not due.
- Not just EBD-Not based on label.
- Not just for severe behavior (i.e., can be off-task, noncompliance, etc.)
- If the evaluation is due and you are seeing concerning behaviors, you should included and FBA.
- Use your team to help you decide.

It's all fun and games until
someone figures out the
function of your
behavior.



Why do an FBA?

- Identify the function of the behavior
- Without knowing the function, an effective plan can't be developed
 - (Identifying function is the first step!)
- Without knowing the correct function, a plan - no matter how thorough - will not work.
- It's the law! If you are going to have a Behavior Plan at

How do I do an FBA?

1) Start collecting data

- a) Develop or find a data sheet
- b) Collect behavior data in the problematic environment (classroom) or in all environments
- c) (More on data on the next slide!)

2) Interviews

- a) Parents
- b) Teachers
- c) Other service providers

All About that Data!

- ABC Data (antecedent-behavior-consequence)
 - Antecedent-what happens directly before the target behavior
 - Demand to perform a task or activity
 - Student was playing alone with no one around
 - “Nothing” = Not an acceptable description!
 - Behavior-what does it look like (i.e., what happened exactly?)
 - “Threw a tantrum” = NOT OKAY
 - “Fell to floor, pounded fists on floor 6x, screamed” = YES!
 - Consequence-what happens directly following the target behavior?

All About Data cont'd

- Frequency
 - How often the behavior takes place
 - Once per minute
 - Twice per day
 - Every 20 seconds
- Duration
 - How long does the behavior take place?

...and she didn't even
have any data to back it
up.



FBA Tips

What forms do I use to collect that data?

See hand out!

How do I answer the FBA questions?

See hand out!



Behavior Plan

PBSP INCLUDES BIP!

two become one



"It's not that your son is bad, he just exceeds standards for mischief."

New Behavior Plan Form

See Handout!

Behavior Plan-Logistics

*New Form can be found in Shared Forms in Sped Forms

**DO NOT use the PBSP or BIP that is located in the IEP section of Sped Forms.

Do I need an Amendment?

NO

Plans evolve over time depending on data and student progress. An amendment is not needed for these types of changes.

Fading a reinforcement schedule from reinforcing every minute to every 2 minutes.

Changing a weekly reinforcer to a daily reinforcer

If it's a similar behavior with the same function

YES

When the plan has a significant change:

Adding restrictive procedures

If the team agrees it's necessary

Where to find the Behavior Plan

Sped Forms: Shared Files (opens in Word)

When you have the Behavior Plan with the IEP, cut and paste into the Additional Information Section.

If you make changes to the Behavior Plan go to Form Letter and click on Add Form Letter-save it as Behavior Plan and the date. This will save into history.

When the Behavior Analyst is Involved

1. The Behavior Analyst and Case Manager will meet and complete the FBA together.
2. The Behavior Analyst will write a draft of the Behavior Plan and email you a word document to look at and collaborate on.
3. Send it back to them with your additions. Mark them clearly in a different color.
4. DO NOT create a shared google doc.
5. The Behavior Analyst will complete the plan and put it in the Additional Information section of the IEP.

Case Study

- Split into groups of 4 or 5
- Elementary join with Elementary
- MS/HS joining with MS/HS
- Use the data provided to write the FBA and Behavior Plan
- Ask Questions as you work!

Questions?

Collaboration Time

Thank you!