

Challenging Behaviors

The Use of FBA's to Guide Effective Interventions

Pre-Test

Understanding Behavior

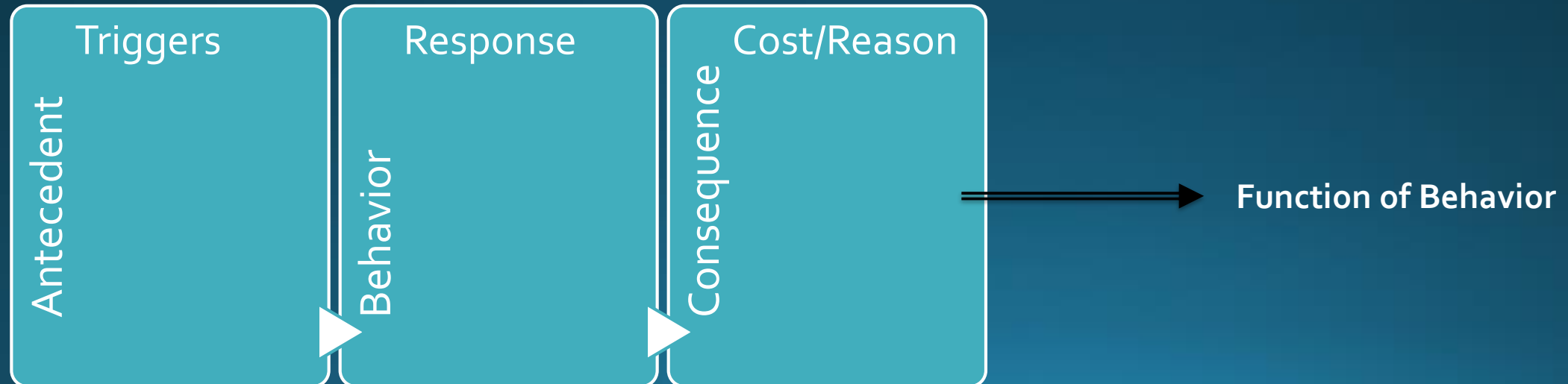
One student's disruptive behavior can upset an entire classroom environment. Such behavior can interfere with a teacher's ability to meet the educational needs of all his or her students. Teachers may use a variety of behavioral interventions to address disruptive behaviors. When these interventions fail to work with every student, however, teachers often do not understand why.

It is for this reason that it is important for teachers to understand that much of student behavior—appropriate or otherwise—is learned. As such, behavior can be influenced by the consequences that follow it. Consequences can either increase or decrease the probability that a behavior will occur in the future. Therefore, teachers can modify student behavior once they understand the reasons behind it.

The Behavior Chain:

According to behaviorists, a chain of events creates the learning process for behaviors. This behavioral chain can be referred to as the ABC model.

- Antecedent: Any situation, action, or event that immediately precedes a behavior
- Behavior: An observable or measurable act
- Consequence: A response, action, or event that immediately follows a behavior



Pre-Test Check!

Dustin's behavior is occurring because:

- a. He has down syndrome and can't help it.
- b. He has been spoiled and is being manipulative.
- c. He has learned that his behavior works in the given context.**
- d. He is non-verbal.

Stay Seat(ed) for the Function of Behavior

- **S**ensory/automatic; in which behavior itself is reinforcing. Such as tapping on desk, rocking, or self-injurious behavior
- **E**scape/avoid; an aversive task or situation such as, peer/teacher interaction or work on assignment
- **A**ttention; from others (teachers or peers) in a positive or negative way
- **T**angible; to obtain something tangible, like an iPad, game or activity
- *Function is determined from data about the environment

Pre-Test Check!

There are four main purposes of behavior, which one does NOT belong:

- a. Sensory
- b. Manipulation**
- c. Escape
- d. Attention

Functional Behavior Assessment (FBA)

- An FBA is used to determine the function of the behavior and the factors that maintain it.
- Helps to design an intervention that will help the student learn a new, more acceptable method of getting what he or she wants.
- An FBA should be considered when basic classroom interventions are ineffective and when the behavior:
 - Could cause injury to the student or others
 - Is intense or occurs frequently
 - Places the student at risk for referral to special education or a more restrictive placement

Research Shows

- Functional behavioral assessments have produced desired outcomes across a wide range of settings and student behaviors.
- The FBA process has been used effectively in general education settings to reduce problem behaviors, such as noncompliance and task avoidance, as well as to increase desired behaviors, such as academic engagement and participation.
(Lane, Weisenbach, Little, Phillips, & Wehby, 2007; Lane, Rogers, Parks, Weisenbach, Mau, Merwin, & Bergman, 2007)
- ELL students in general education classrooms who received function-based interventions showed reduced levels of task-avoidance behaviors and increases in their academic engagement, demonstrating levels from 69% to 94%.
(Preciado, Horner, & Baker, 2009)
- In schools that use a three-tiered behavior intervention process (e.g., PBIS), FBA has demonstrated success as a tertiary intervention.
(Lane et al., 2007)
- Research into function-based intervention has demonstrated its effectiveness with students with severe disabilities, multiple disabilities, ADHD, and learning disabilities, and those with or at risk for emotional or behavioral disorders (EBD).
(Burke, Hagan-Burke, & Sugai, 2003; Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991; Ervin, DuPaul, Kern, & Friman, 1998; Hagan-Burke, Burke, & Sugai, 2007)

Effective FBAs

Steps for a successful FBA

1. Operationally Define Behaviors

- **Identify and define** the problem behavior (aka: target behavior) and replacement behavior.
- Definitions should contain precise descriptions of the student's actions so that when they occur they can be reliably identified, measured, or counted in some way.

	PROBLEM Bx	REPLACEMENT Bx
POORLY DEFINED	The student is too active.	The student needs to settle down.
CLEARLY DEFINED	The student leaves his seat when the teacher is instructing class.	The student will stay in his seat when the teacher is instructing class.



2. COLLECT DATA

ABC Recording Form

Teacher		Student		Setting e.g., class #, gym, playground	Date Mo./Day/Yr.
#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <i>Specify:</i>	<input type="checkbox"/> Gave Instruction <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Alone (no attention/no activity) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <input type="checkbox"/> Other:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided <i>Other/Notes:</i>
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <i>Specify:</i>	<input type="checkbox"/> Gave Instruction <input type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Alone (no attention/no activity) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <input type="checkbox"/> Other:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided <i>Other/Notes:</i>
3		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <i>Specify:</i>	<input type="checkbox"/> Gave instruction <input type="checkbox"/> Instruction <input type="checkbox"/> Group <input type="checkbox"/> Alone (no attention/no activity) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity <input type="checkbox"/> Other:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided <i>Other/Notes:</i>

3. Determine the Function

- After all data is collected, data is reviewed
- Use data to identify the function of the behavior
- This becomes your hypothesis statement
- Example: Samantha engages in physical aggression (i.e., biting peers and adults, hitting with an open hand peers and adults, kicking peers and adults) to avoid completing academic work.

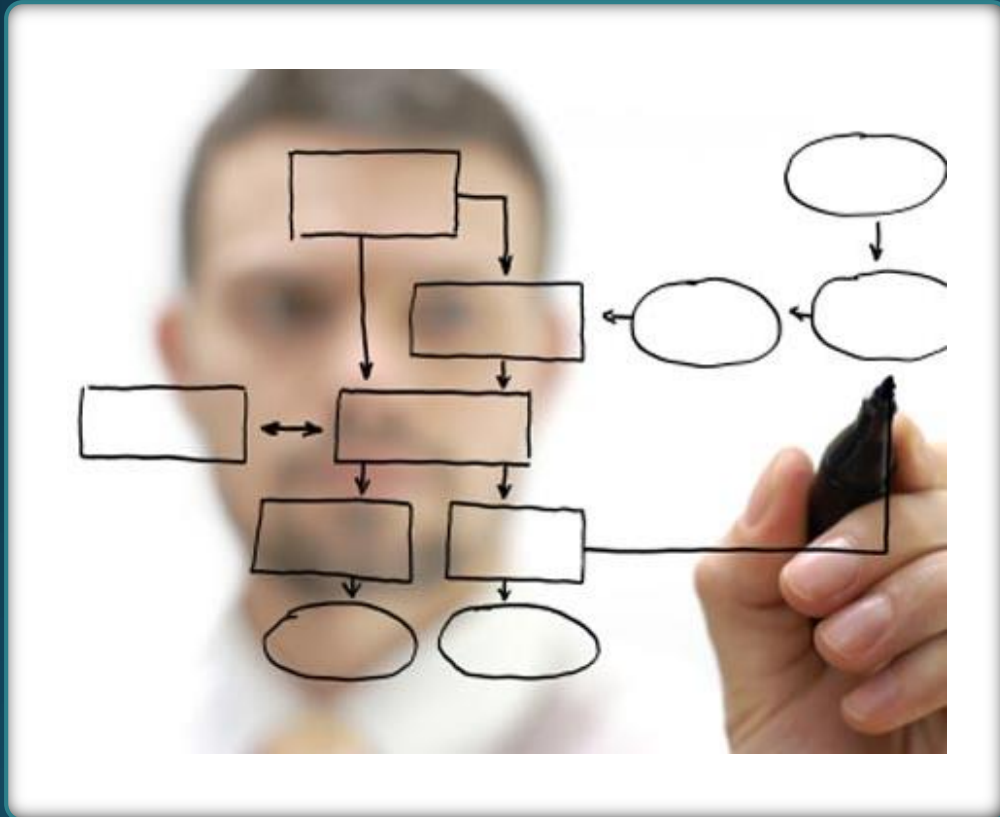


Pre-Test Check!

Based on what we know, Dustin is running away from Julie because:

- a. He may be trying to get out of something.
- b. He does not want to listen to Julie because he is naughty
- c. We cannot know because Dustin won't tell us.
- d. His disability prevents him from being able to follow directions well.

5. Design a Function-Based Intervention



- Can the student perform the replacement behavior? It is necessary to determine whether the student *can't do* the behavior or *won't do* the behavior.
- Is there anything that the teacher can change in this classroom (i.e., antecedent conditions) to set the stage for the replacement behavior to occur? Such changes might include modifications to the room arrangement, to teacher instruction, to instructional materials, or to any other factors that might act as a trigger for the problem behavior or that might promote the replacement behavior.

Considerations for Intervention

- While working to eliminate a problem behavior, staff should simultaneously reinforce a more acceptable alternative. A teacher who fails to do so may soon find that one unacceptable behavior has taken the place of another.

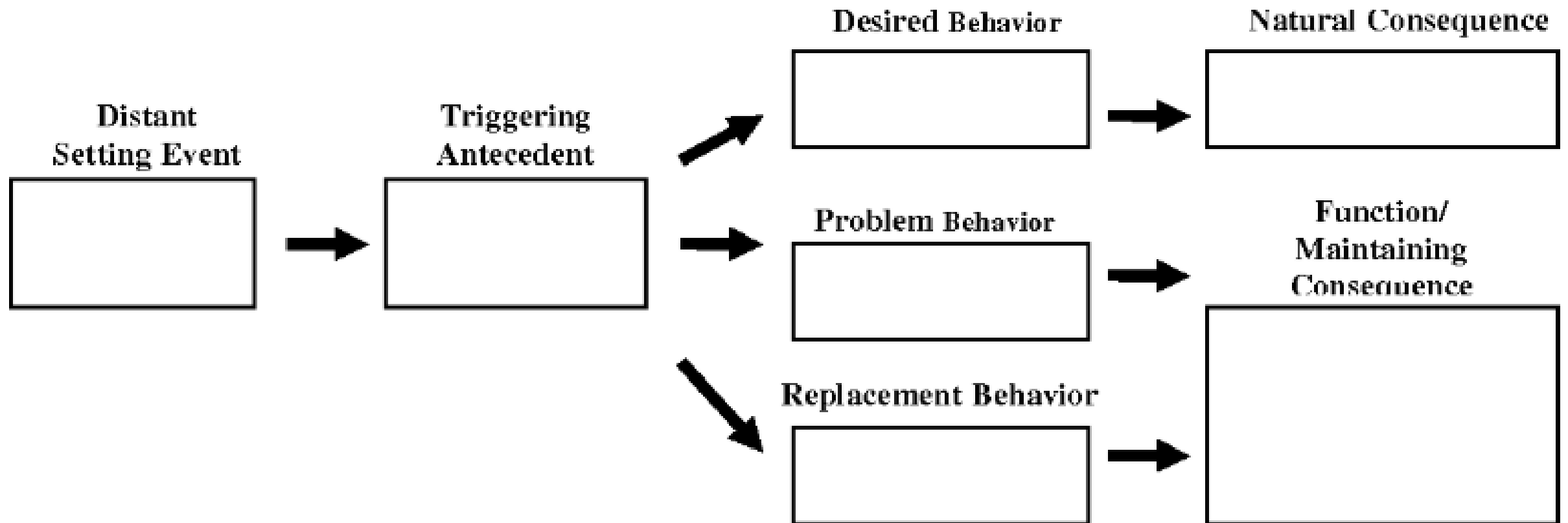
PROBLEM BEHAVIOR

- The student yells out answers during class.
- The student shoots spitballs during reading.
- The student refuses to work

REPLACEMENT BEHAVIOR

- The student raises his hand to be called on during class.
- The student reads quietly during reading.
- The student begins her work quietly.

Behavior Chain



Pre-Test Check!

If challenging behavior can be a form of communication Dustin may not be telling Julie what he wants or needs because:

- a. Previously, asking for what he wanted did not work.
- b. Dustin has limited communication skills.
- c. Dustin is being lazy or non-compliant.
- d. Previously, asking for what he wanted did not work AND Dustin has limited communication skills.

6. Implement the Plan



FIDELITY

When planning to assess implementation fidelity, the team should consider:

- What method of data collection to use (e.g., checklists, rating scales, self-reports, audio or video tapes)
- Who will collect the data (e.g., team members, preferably not just the person doing the implementation)
- How often the data will be collected (e.g., daily, three times per week, weekly)



I don't always change
behavior, but when I do, I
make sure to keep
social validity in mind.



som^{ee}cards
user card

7. Generalization & Maintenance



FBA Hypothesis into Behavior Intervention Goal

Behavior
Chain is what
guides the
development
of the BIP

Behavior
goals should
be SMART

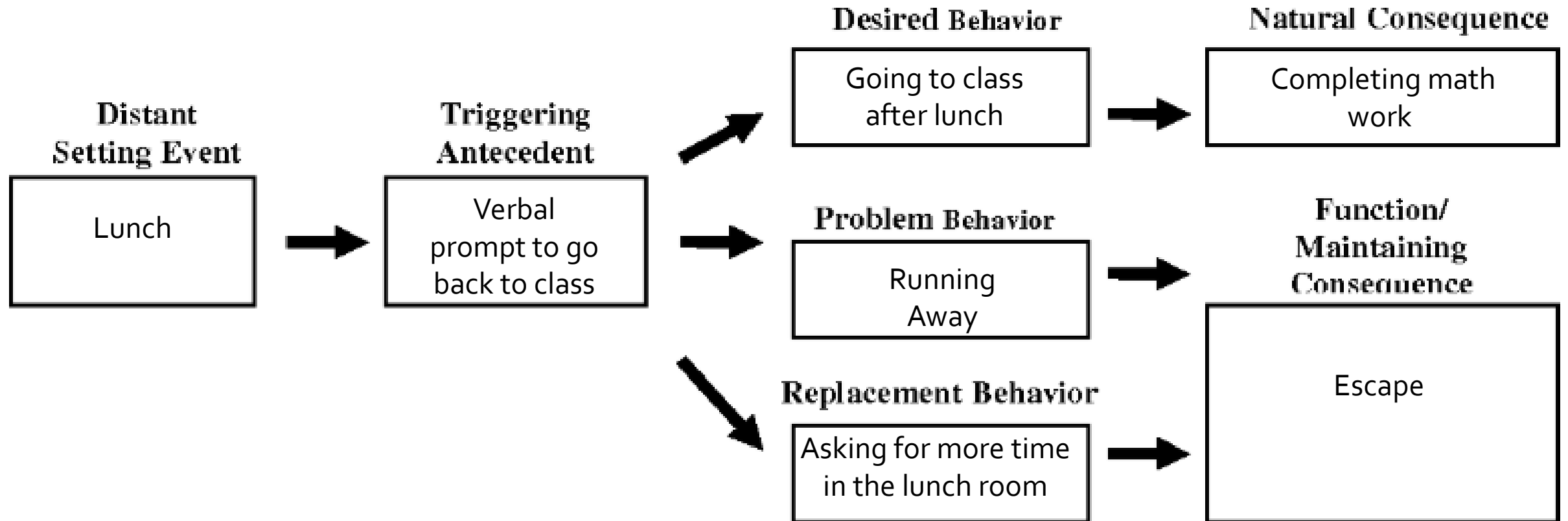
Example: When Dustin is in lunch and given a directive to transition to class (math) he will ask for more time in the lunch room as measured by spending only 3 extra minutes in the lunch room (baseline: 10 extra minutes) by the end of the IEP term.

What will we
do?

Focus on changing setting events and antecedents

What would you
change in the
case of Dustin?

The Behavior Chain



Discussion Point

- What do you need from the team to ensure success with implementing behavior strategies and plans?
- How can your team strengthen confidence when dealing with student behavior?
- What tools don't you have that you need?