

SEAC Meeting:
Understanding Functional Behavior Assessments & Behavior Plans

November 6, 2024: 3:30-4:30pm

WELCOME!

WE ARE GLAD YOU ARE HERE!

COOK COUNTY ISD 166
Home of the Vikings

INDEPENDENT SCHOOL DISTRICT 2142
ST. LOUIS COUNTY SCHOOLS

CHISHOLM PUBLIC SCHOOLS
Committed to High Expectations

INTERNATIONAL FALLS
INDEPENDENT SCHOOL DISTRICT 361

ELY PUBLIC SCHOOLS
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ROCK RIDGE

Nett Lake Elementary School
Soaring to Excellence

MIB
MOUNTAIN IRON-BUHL PUBLIC SCHOOL

Northland
LEARNING CENTER

GIANTS
MESABI EAST

Hosted by:

Jackie Ward - Executive Director

Hannah Helander - Special Education Coordinator

Chris Hautala - CEIS Coordinator

Tell us about yourself

What is your name?

What district are you a part of?

What is your role: parent, teacher, administrator, etc?

What is a fun fact about you?

Functional Behavior Assessments (FBAs)

Behavior is Communication

What need is the behavior meeting?

Is the behavior appropriate or inappropriate for the situation?

How else could that need be met?

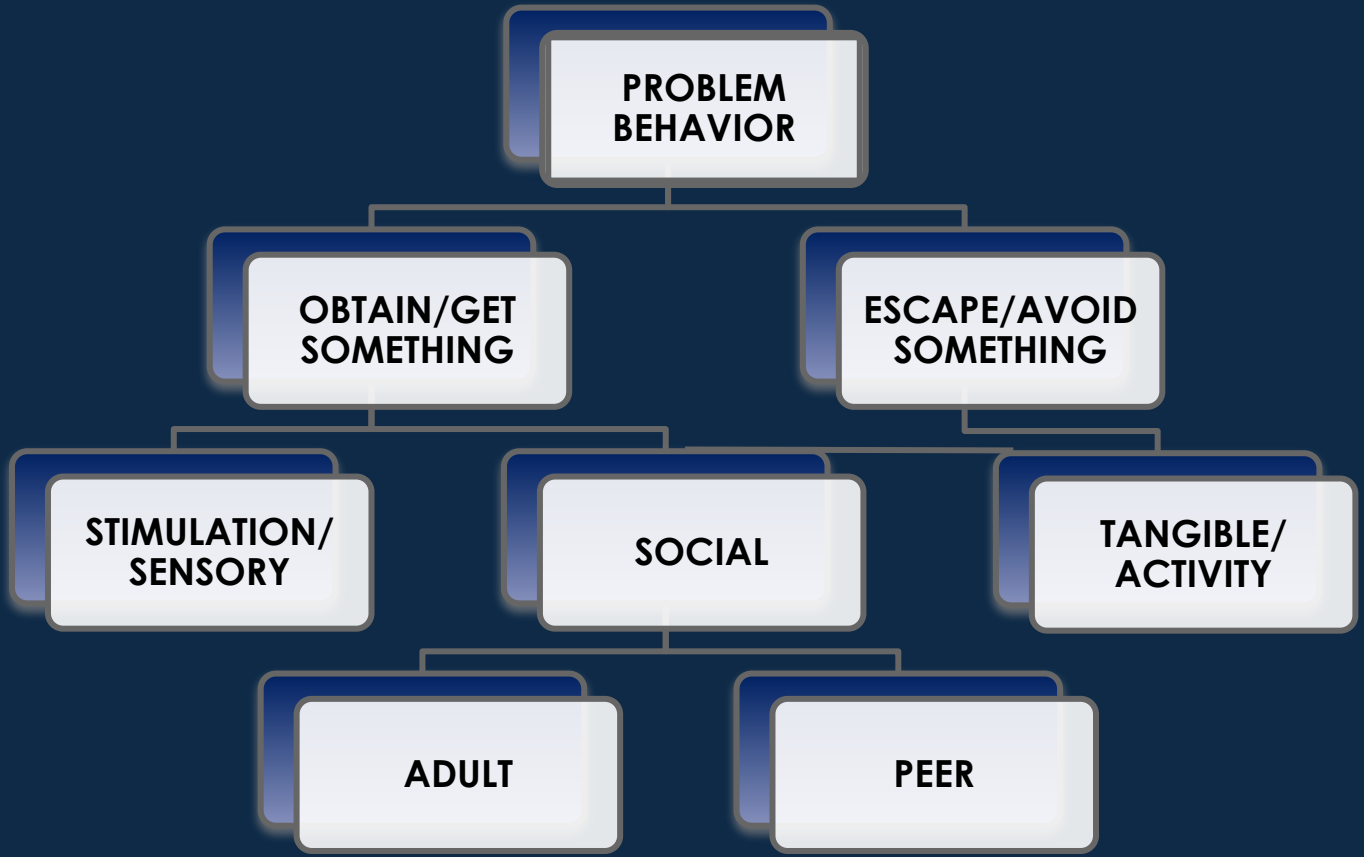
The ABC's of FBAs

- The "A" represents the **antecedent**-what happens immediately before the target behavior presents itself.

- The "B" represents the target **behavior.** It is important that the definition of the behavior is observable and measurable.

- The "C" represents the **consequence-**what happens immediately after the target behavior presents itself.
  - The consequence affects whether the behavior increases or decreases in the future.
  - The consequences can be positive, such as teacher praise, or negative, such as taking away iPad time.
  - A consequence that is perceived as negative does not mean that the behavior will decrease!

Functions of Behavior



Positive Replacement /Alternative behaviors

- Positive Alternative/Replacement behaviors are those used instead of the target behavior
- They are the behaviors that you want to see the student participating in as an alternative to the target behavior
- They need to serve the same function as the target behavior
- They should be directly taught and practiced with the student
- For example:
  - Target behavior: Off-Task Behaviors
  - Function: Avoid a Task/Activity
  - Replacement behavior: Raise hand and politely ask for a break

Behavior Plans: PBSP or BIP

Positive Behavior Support Plan (PBSP)

Behavior Intervention Plan (BIP)

A PBSP or BIP should always follow an FBA (if there is a need) and is developed from the FBA data.

Behavior Plans: PBSP or BIP

Strategies for addressing problem behavior(s) should include:

- Antecedent and Setting Event Strategies (these address the setting events/antecedents and are proactive and preventative)
- Alternative/Replacement Skills (these address skills deficits and are educative and/or involve teaching skills)
  - Directly teaching replacement behaviors/lagging skills to the student
- Consequence Interventions (these address consequences and involve reinforcement and/or corrective strategies)

- PBSPs are worded more positively and clearly follow the FBA.
  - A PBSP could result in changes in instruction, types of support or intervention, or the environment.
  - A PBSP focuses on teaching alternative behaviors that meet the student's needs and serves the same function as the behavior of concern.

- Behavior Plans should be updated regularly if they aren’t working
- Behaviors sometimes increase before they get better, so plans should be in place for 4-6 weeks
- Consequence strategies should **not** be punishments and should focus on positive strategies that occur after the behavior

Questions & Discussion Time

- On the subject of FBAs and/or Behavior Plans
- On any other special education related topic
- Please fill out the Feedback sheet; it can really help guide the topics of future meetings.

Resources

Our website: www.northlandsped.org

Next NLC SEAC Meeting is Scheduled for March 19, 2025

Thank you for joining us!