



Family Resource Center on Disabilities

Functional Behavior Assessment and Behavioral Intervention Plan



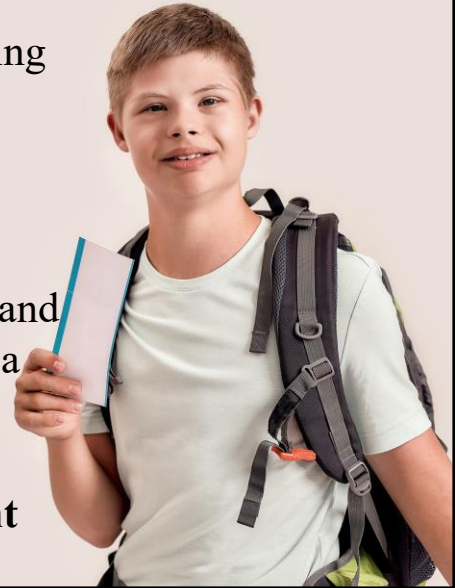
Chicago's Metropolitan Area Parent Training and Information Center!

FRCD is here to help you:

- Learn about your Rights and Responsibilities under the Individuals with Disabilities Education Act (IDEA)
- Make informed decisions about your child's Individualized Education Program (IEP)
- Obtain appropriate services for your child
- Learn more about Early Intervention and transition services
- Effect positive change in your child's school
- Learn about what he or she needs to lead a productive and independent adult life

Functional Behavior Assessment

- FBA is a method for identifying the underlying cause of a behavior (FBA)
- ...and using that information in a way that helps the child develop new, appropriate replacement behaviors that are more efficient and effective at getting the child what he wants in a more appropriate manner. (BIP) So *in other words*: **Problem Analysis, Identify the Presumed Function: Functional Assessment**



Functional Behavior Assessment

... to identify the antecedent conditions that set the stage for the target (problem) behavior to occur and the consequences that maintain it so that a relevant intervention can be designed and implemented.





FBA Attempts to Answer One (Or More) of The Following

- What antecedent is occasioning the behavior?
- What consequence is maintaining the behavior?
- Can the student be taught an alternative, appropriate behavior to accomplish the same function as the inappropriate behavior?



FBA Attempts to Answer One (Or More) of The Following...continued

All **behavior serves a purpose.**

Behavior continues because it is reinforced in some way. The outcome may appear to be undesirable to the observer (such as being removed from a class for disrupting instruction repeatedly), but the student exhibiting the behavior finds the result reinforcing because it serves a particular function.

Before we are able to develop positive behavioral interventions likely to be successful with a particular student, we need **to first understand the function, or purpose, the behavior has for the student.**



Best Practices in FBAs:

It is also good practice to conduct an FBA on any child, regardless of disability status:

When there are repeated and serious behavior problems

When the current behavior program is not effective

When the student or others are at risk for harm or exclusion

When a more restrictive placement or a more intrusive intervention is contemplated





Components of an FBA



Write behavioral definitions.

Identify the Presumed Function by collecting information.

Collect Baseline Data

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Step 1: Identify and Define the Behavior

Tangible

Observable

Measurable

Objective

Not something a dead man can do

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Target Behavior: Off Task Behavior

Any behavior in which the student was participating in an activity unrelated to the assigned task.

-Examples: physical aggression (e.g. pushing, hitting, breaking materials), talking out, excessive movement beyond what was required for the task, and walking around the classroom during individual seat work.

-Non-examples: include quietly raising hand to solicit teacher attention, working quietly on independent seatwork, and collaborating with peers.

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Replacement Behavior: Academic Engagement

Academic engagement was defined as appropriately engaging in work on assigned academic material geared to his ability and skill level.

-Examples: attending to the material and the task, making appropriate motor responses (e.g., writing), asking for assistance (when appropriate) in an acceptable manner, interacting with the teacher or classmates about academic matters or listening to teacher instructions and directions.

-Non-examples: not attending to the assigned task or person speaking, breaking classroom rules, verbal expressions of anger (e.g. grunting), disruption involving materials, inappropriate body position, or inappropriately soliciting attention from teachers or peers.

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Examples of Target Behaviors

- Elopement
- Pica
- Property Destruction
- Self-injurious behavior (e.g., eye gouging)
- Physical Aggression
- Non-compliance
- Biting
- Cursing

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Examples of Replacement Behavior



- Keeping hands to self
- Raising hand to answer questions
- Staying in seat
- Using appropriate language
- Sharing

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Step 2: Identify the Function of the Behavior

Four Functions of Behavior (Carr, 1994)

- Social **Attention**
- **Escape/** Avoidance
- Access to **Tangible** Items or Events
- **Sensory** Reinforcement



Target Behavior: Hitting and Kicking Functional-Based Approach

- **MOTIVE: ATTENTION**
 - Teach appropriate ways to get attention
- **MOTIVE: ESCAPE**
 - Modify the task
 - Teach the child to ask for help

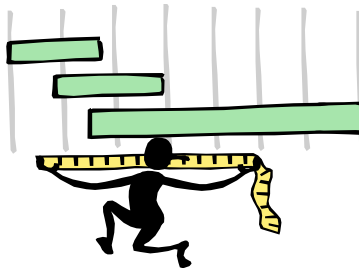
For some students ...
Reprimands are irrelevant
Timeout is counterproductive

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Types of of Functional Assessment Descriptive and Experimental

- **Descriptive:**
 - Record review
 - Behavior rating scales (SSRS)
 - Structured interviews
 - Teachers
 - Parents
 - Students
 - Structured observations (A-B-C)
 - Classroom
 - Playground
- **Experimental**
 - Functional Analysis



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What functional assessment techniques are you going to use?

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Interview

- Teacher
- Parent
- Student

**UPDATE
SSRS**



The A-B-C Modal

- 3-term contingency
- (A =antecedent) and the events that follow
- (B=Behavior) in the context in which it occurs
- (C = consequences), the outcome



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The A-B-C Summary

Antecedent (A): precede and may trigger the target behavior. Antecedents may include external factors vs. internal factors as well as immediate vs. distal factors.

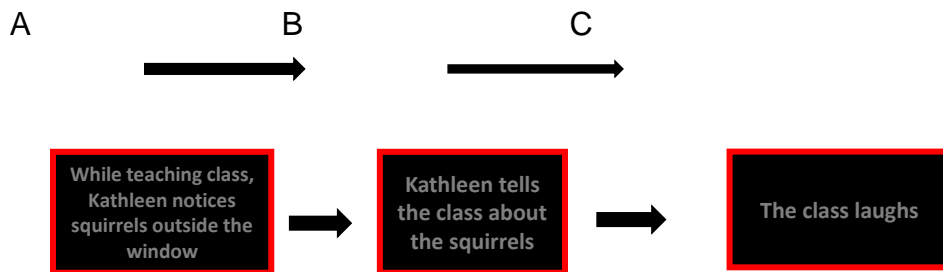
Behavior (B): The student's behavior must be identified in clear, observable, and measurable terms.

Consequence (C): A consequence is the outcome following the behavior which influences whether the behavior is either more or less likely to occur again in the future. We use term "OUTCOME" for consequence



The A-B-C Modal Example

Example: While teaching class, Kathleen stops lecturing to notice the squirrels outside the window. Then, she tells the class about the squirrels. The class always laughs when she tells them about the squirrels.





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A-B-C

Purpose:

To predict and control behavior

Predict: to identify
beforehand what is likely to
occur

Control: to alter or
influence the probability
that a particular behavior
will or will not occur





A = Antecedent

Antecedent:

- The entire set of conditions in which a behavior occurs
- Includes the context where behavior occurs, specific stimulus immediately preceding the behavior, existing conditions, and influence of these conditions

WHY IS THIS IMPORTANT?

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B = Behavior

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A-B-C Consequences

-Consequence:

- The event(s) that follows the behavior and affects its future occurrence
- If the consequence makes the behavior more likely to occur it is called a reinforcer. If it makes it less likely to occur, it is called a punisher





How to collect A-B-C Data

- Observe the target behavior (the behavior you want to change)
- Use time efficiently: plan when & where you will do your observation (based upon interview data)
- Jim Fox, “If I wanted to see this behavior happen, what is the one thing you could do to make it happen?”



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How to collect A-B-C Data

- Considerations:
 - How long should you observe?
 - Dependent upon when behavior occurs
 - How many times should you observe?
 - At least twice, determined as data is collected



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How to collect A-B-C Data

- Observations
 - Determine your position in the setting (front/back of class, middle of playground, etc.)
 - Consider:
 - **Clear view?**
 - **Can you hear?**
 - **Where will you have the least amount of influence on the student's behavior?**



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Direct Observation Cards

- Student's Name
- Observer
- Date
- General Context
- Time
- Interpersonal Context
- Behavior Problem
- Social Reaction
- Hypothesis (this will come later in the function matrix))



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A-B-C Data

- Observe directly
- 8-10 Occurrences (or until a clear pattern is observed)
- Record data on cards

Name:	Observer:	Date:
General Context:		Time:
A:		
B:		
C:a		

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Sample Observation Card

Name: Eddie **Observer:** KLL **Date:** 8/31

General Context: Seatwork **Time:** 9:45a.m.

A: Teacher faces away from the class

B: Eddie hums

C: Teacher attends to Eddie and tells him to be quiet



Case Study 1

Charlie is a 7-year-old male student making average grades. He has not been turning in his daily seatwork lately, despite his interest in most school subjects. When the teacher finds that Charlie's work is missing, she calls him up to sit by her desk in order to talk about the problem. Charlie runs back to his desk and gets out his completed work and gives it to the teacher.

What is the Function of Charlie's Behavior?

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Case Study 2

Lyn and Ann sit next to one another in Ms. Clark's room. Lyn's pencil frequently breaks during class and her friend Ann nicely gives her one of her Sponge Bob pencils to use.

What is the Function of Lynn's Behavior?

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Hypothesized Function

- You will write a hypothesis
 - EX: *When engaged in academic activities, Kevin displays off task behavior to gain attention, sensory reinforcement, and/or avoid activities.*



Step 4: Take Baseline Data

- Take data before introducing the behavior intervention plan so you can compare data when you do introduce the intervention.



Things to Look for in an FBA

- Operational Definition of the behavior (observable, clear, tangible)
- Emphasis on the FUNCTION rather than the topography of the behavior
- Many kinds of data to determine the function of the behavior (e.g., records review, interviews, ABC data)
- Some data must be from OBSERVATION (e.g., ABC data)
- Clear behavioral objective
- Clear definition of the function of the behavior (antecedent, consequence, and replacement behavior)



Red FLAGS in an FBA

- Something that focuses on the topography
- A behavior a dead man can do
- No OPERATIONAL definition of the behavior
- The word “lazy”
- No clear function revealed
- Lack of observational data
- Emphasis on the individual changing behavior with no reference to others changing behavior

Behavior Intervention Plan



So, What is a BIP?

A BIP provides a clear, concise set of strategies that can be communicated to all staff working with a student, and implemented consistently with fidelity.

Staff must share a common understanding of what the strategies look like, who is responsible for implementing them, and under what conditions each strategy is to be utilized

BIP's need to address the SAME function as the target behavior.

BIP's are in addition to the positive behavior interventions and supports required in the IEP



Supportive Interventions versus Punishment-Based Interventions

- Relationships/connections help make interventions work.
- The emphasis should be on teaching new behaviors rather than punishing current ones. We should teach- practice- and reinforce appropriate behaviors.
- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior.



Key Components of Behavior Intervention Plans

- Descriptions of behavior incorporating data from FBA
- Known antecedents of behavior
- Environmental concerns related to the behavior
- Address the skills deficits
- Academic interventions, if required
- Identify positive behavior interventions and supports



Steps in BIP



1. Design the Function-Based Intervention.

2. Include Intervention Components.

3. Implement the Intervention

4. Evaluate Outcomes

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Design the Intervention

- Focus on increasing the replacement behavior
 - Reinforce the replacement behavior
- Focus on decreasing the inappropriate behavior
- Address the function of the behavior not the topography of the behavior



Step 2: Include Intervention Components

- What is addressing the replacement behavior?
- What is addressing the inappropriate behavior?



What are Some Interventions We See?

- Edible versus inedible
- Tangible versus intangible
- Immediate versus delayed



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What are Some Interventions We See?

First



Then



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What are Some Interventions We See?

- Sensory



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What are Some Interventions We See?



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What are Some Interventions We See?

- Tangibles



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What are Some Interventions We See?

- Attention



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Step 3: Implement the Intervention



Step 4: Evaluate the Intervention

- Take consistent data
- Compare data to baseline data
- Ensure fidelity!



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