

A Function Based Thinking Approach to Multi-Tiered Systems of Support

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Positive Behavior Support and Functional Behavioral Assessment As a Foundation

Functional assessment and positive behavioral support are two management approaches that are extensions of applied behavior analysis
(Repp & Horner, 1999)

“ABA research over 30 years confirms the effectiveness of various antecedent and consequence strategies, functional assessment and data collecting, graphing and monitoring.”
(Maag & Katsiyannis, 2006)

Positive Behavior Interventions and Support (PBIS)

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Functional Behavior Assessment

FBA Research-2004

- Develop more efficient and effective ways of delivering staff training on implementing FBA methodologies in school settings
- Develop and validate more efficient, user-friendly methods

(Scott et al, 2004)

FBA RESEARCH-2007

“Intervention is not based on behavior-it is based on the function of the behavior. Anything less is literally no better than pulling an intervention out of a hat, or choosing one because it is familiar or simple. “

“Contextually, we see FBA not as a separate process but as an integral component of a systemic multilevel model for prevention and intervention. That is, FBA is a tool within a triage model, to be used in determining the most logical, probable, and efficient course of action.”

(Scott & Kamps, 2007)

What is Functional Behavioral Assessment?

- It’s not just a special education thing!
- A process for understanding problem behavior and factors that contribute to its occurrence and maintenance.
- Main purpose to guide the development of effective, efficient, and relevant responses and interventions-what should we do?
- Intensity and complexity of individual functional behavior assessment activities will vary as not all problem behaviors and situations require the same level of assessment.
- Is legally required in certain situations

NEW TERM FUNCTION BASED THINKING (FBT)-2010

- New term: Function based thinking You should always think functionally and respond accordingly even at tier one
- Empowers all educators (not just SPED) to respond more effectively by considering why the student is having the problem behavior and what they need. What does behavior mean? What does the student need? What skills are missing?
- Helps determine if traditional responses to behavior are appropriate (time out, office referrals, suspensions)
- Behavioral intervention based on knowledge of function is more effective
- The earlier the effective intervention the more successful the behavioral change efforts

(Hershfelot, et al, 2010)

The ABC's of FBT

| Antecedent (Happens Before) | Behavior | Consequences (Happen After) |
|---|----------|---|
| Setting Events Triggering Antecedents | | Maintaining Consequences= Reinforcement |

Ethical responsibility of CLINICIANS with full understanding of these concepts (School Psychologists, BCBA's and others) to communicate in terms that those implementing clearly understand!

Setting Events

Happens before the problem behavior and exaggerates the likelihood of the problem behaviors but usually doesn't happen *immediately* before.

(You know it is going to be a bad day when. . .)

Examples

- Hunger
- Lack of sleep
- Lack of medication
- Weather
- Illness

What "shakes up the coke can"?

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Triggering Antecedents

"Trigger" the problem behavior
What happens *immediately* before?
(Straw that broke the camel's back)

Examples

- Change in routine
- Demand/request
- Sensory stimulation
- Conflict with a peer

Maintaining Consequences=Reinforcement

What happens after (both positive and negative) that *reinforces* the behavior

What do they get out of it?
"The pay off"

Examples

- Attention from peers (laughter)
- Attention from adults (lecture)
- Escape from task/demand (remove worksheet)
- Escape from environment (sent to the office)

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Key Things to Understand About Reinforcement

- Maintaining consequence=reinforcement
- Reinforcement is something that happens *after* the behavior resulting in the behavior to increase or maintain
- Often things adults think will reduce a student's behavior, actually reinforces it making it worse
- We need to understand use reinforcement to increase desired and not (accidentally) undesired behavior
- There is no such thing as a universal reinforcer-all individuals are unique and reinforced by different things
- Behavior does NOT continue or increase if there is not some type of reinforcer present! There IS a pay off! Find out what it is!
- Reinforcement can be something added (positive) or something

A behavior is *positively reinforced* if something that the person values or desires is added after the behavior making the situation better from their perspective.

Example: A student gets extra free time when he or she finishes an assignment therefore making the situation better from their perspective.

A behavior is *negatively reinforced* if something that the person does not like is taken away after the behavior therefore making the situation better from their perspective.

Example: A student is given a writing assignment. He or she starts behaving in a way that disrupts the class and is sent to the office. The writing assignment goes away therefore making the situation better from their perspective.

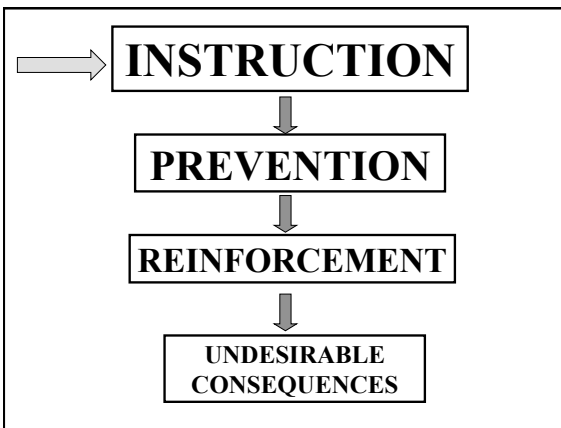
What's the Reinforcer?

Every day that Ellen finishes her reading assignment on time, Mrs. Farmer allows her to take sports equipment out to recess. Ellen finishes her work on time much more often.

Mr. White sends Darrin out of the room because of disruptive behavior in class. Darrin talks to other students and teachers who see him, in addition to avoiding his work. Mr. White finds that Darrin is disruptive again soon after he is permitted to return to class.

Function Based Thinking Questions to Guide Intervention

| | |
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| Protest/Escape/Avoid: They don't have the skill and/or have difficulty using the skill when actually in the situation. | Seek/Get/Obtain: The plan needs to not allow the student to get what they want through problem behavior. It needs to teach them an appropriate way. |
| <ul style="list-style-type: none"> • What skill is missing? • How can we teach them this skill? • When are you going to talk to this student? • When, where and with whom does the behavior occur? • What happened before the behavior? Is the student trying to protest, avoid and/or escape it? If so, why? • What prevention/protection strategies can be put in place? Remove the trigger(s)? Provide more structure and/or support? • What help or resources do you need? | <ul style="list-style-type: none"> • What skill is missing? • How can we teach them this skill? • When are you going to talk to this student? • What happened after the problem behavior? Did it reinforce or "pay off" the behavior in some way? • How do the adults need to respond differently to not allow the "pay off"? • What do we need to teach the student to do instead to get the "pay off" (take a break, ask for help, express wants/needs with words, get attention appropriately)? • What help or resources do you need? |



**FBT Guiding Principle #1:
Explicitly Teach Students Appropriate Behavior**

- Students do not learn better ways of behaving when only given aversive consequences
- To learn better ways of behaving, students must be directly taught
- To retain new behaviors students must be given specific, positive feedback and opportunities to practice in a variety of settings
- What YOU want them to do at school and why it's important-not just so they don't get in "trouble"
- How to get their wants/needs met (replacement behavior)
 - Appropriate ways to get attention
 - What to do instead of protesting/avoiding/escaping (ask for help, take a break, use appropriate words to express themselves)
- Other contributing skill deficits

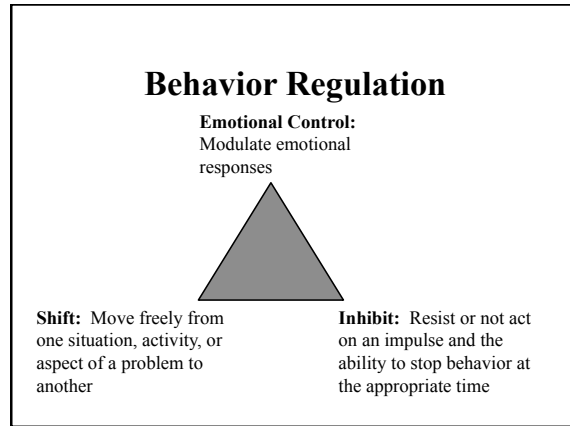
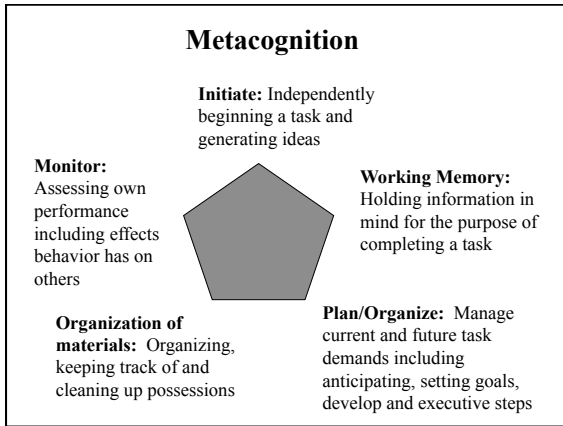
Common Core Deficits of Individuals with Challenging Behavior

- Often what at least partially triggers problem behavior is a skill deficit
- These behaviors need to be directly taught
- Some core skill deficits of ASD are 1) Executive Functioning, 2) Theory of Mind, 3) Pragmatic Language

Traditional social skills instruction is not individualized based on specific skill deficits of students and therefore does not demonstrate lasting or generalized outcomes.
(Bellini et al, 2007; Stichter et al, 2007b)

Executive Functioning

| | | |
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| <p style="text-align: center;">Metacognition</p> <ul style="list-style-type: none"> • Planning/Initiate • Working Memory • Plan/Organize • Organization of Materials • Monitor | + | <p style="text-align: center;">Behavior Regulation</p> <ul style="list-style-type: none"> • Inhibit • Shift • Emotional Control |
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Theory of Mind (ToM)

The ability to recognize the

- thoughts
- feelings/desires
- beliefs
- intentions of yourself and others

AND

To use this information in order to

- Knowing how your behavior impacts those around you
- Understand others' behavior and predict what they might do next

A majority of children with behavioral and social challenges also demonstrate problems in receptive and expressive language

(Walker, Schwartz, Nippold, Irvin & Noell, 1994)

Pragmatic Language

- Figurative (non-literal) language
- Complex emotion recognition
- Facial expressions
- Body language

Types of Social Skills Deficits

Skill Acquisition: Student does not know how to perform or can not discriminate when appropriate

Performance: Student knows how to perform but fails to at acceptable levels in real life situations

Fluency: Student knows how and performs at acceptable levels but is awkward and unpolished

Gresham, Sugai, & Horner, 2001

Skill Acquisition

Behavioral instruction is more complex than academic instruction

- Contextual variation: same social behavior can be appropriate in one context and inappropriate in another.
- Important to teach students not only "how" but to evaluate context to determine appropriate use.

Instruction Approach

- Can be large group, small group and/or individual
- Break the skills into steps
- Directly teach and practice each step

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| Performance |
| <p>Don't assume the student is being stubborn or oppositional!</p> <ul style="list-style-type: none"> •Competing behaviors may interfere and need to be addressed <ul style="list-style-type: none"> ➢Internalizing (anxiety, depression) ➢Externalizing (aggression, impulsivity) •Competing behaviors may be more efficient (easier to perform and lead to immediate reinforcement) and reliable (consistent in leading to reinforcement) <p>Instructional Approach</p> <ul style="list-style-type: none"> • Individualize • Decrease reliability and efficiency of old competing problem behavior • Increase reliability and efficiency of new replacement behavior • Increase motivation through support and reinforcement |

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| Fluency |
| <p>Most difficult to address</p> <ul style="list-style-type: none"> • Think about speaking another language or playing a sport or musical instrument fluently <p>Instructional Approach</p> <ul style="list-style-type: none"> • Immerse in environments with appropriate models (benefit of inclusionary experiences) • Educate and involve peers. • Practice, practice, practice |

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| <p>Is the Problem <i>Truly</i> a Problem?? <i>Pick your Battles Wisely!!!</i></p> |
| <p>The 3 D's of a True Problem</p> <ol style="list-style-type: none"> 1) Is it <i>DANGEROUS</i> to anyone? 2) Is it <i>DESTRUCTIVE</i> to the environment 3) Does it seriously <i>DISRUPT</i> learning <p>Other Things to Consider</p> <ul style="list-style-type: none"> -Does it make the person appear very different or negatively valued by the public? -Considerations of frequency and intensity -Is it something you just can't tolerate? <p>The Bottom Line: Does it pass the "so what" test?</p> |

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| Identify Replacement Behavior | |
| The "Dead Man" or "Potato" Rule | <p>State in terms of desired behavior-if a "dead man" can do it, you are not following the rule</p> <ul style="list-style-type: none"> -Will raise hand vs. Will not blurt out -Will have a safe body vs. Will not hit |
| The "Fair Pair" Rule | <p>Serves the same function and has the same level of efficiency</p> <ul style="list-style-type: none"> -Raising hand vs yelling out -Chewing gum vs chewing clothing -Break card vs tantrum to escape |
| The "Matching" Rule | <p>Children will engage in the behavior which leads to the highest level of reinforcement and is the most efficient!</p> |

| Replacement Behavior | | |
|-----------------------------|---|--|
| Problem Behavior | Function | Replacement Behavior |
| Calling out | Get teacher's attention | Raise hand and wait to be called on |
| Calling out | Wants to be sent to safe seat to escape from work | Ask for short break from or help with work |
| Hitting | Communicating that someone is crowding personal space | Communicate with words, icons or gestures |
| Hitting | Expressing anger | Use words to express feelings, keeping hands to self |

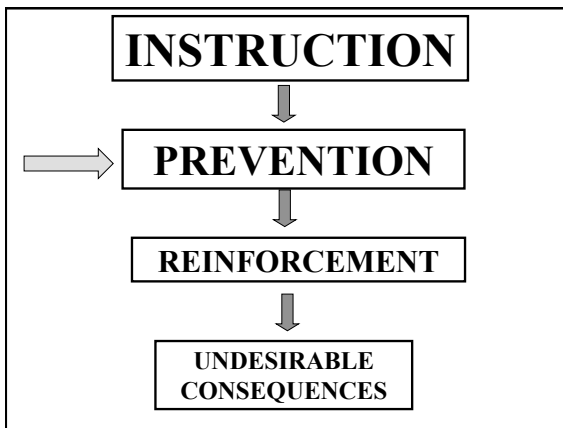
| Direct Instruction of Replacement Behavior | | |
|--|--|---|
| Who? | What? | When? |
| <ul style="list-style-type: none"> •General Educator •Special Educator •SLP •Counselor •Focus Facilitator •OT •PT •Others??? | <ul style="list-style-type: none"> • Define • Describe • Rationale • Model • Practice • Feedback • Situations | <ul style="list-style-type: none"> •Mini Lessons •Small Groups •Incidental Teaching Throughout Day •During Triage •Focus Room Visits |

Triage

- Can be done first thing in the morning and throughout the day at natural breaks as needed
- Any staff can provide triage-there just needs to be a plan
- Determine the level of need of the student (“Are you okay?”)
- Establish a relationship
- Direct instruction/ review of skills needed to have a successful day
- Anticipate problems and formulate solutions (“What will you do if. . . ?” “Who can you go to for help if. . . ?”)
- Make it visual!!!! (Consequence Maps, Reminder Cards, Etc.)

Strategies for Direct Instruction

- Video modeling
- Role playing
- Social Stories
- Power Cards
- Visual Supports (Reminders, Consequence Maps)
- Prompting/Pre-Correct



FBT Guiding Principle #2: Prevent Protest/Avoidance/Escape By Providing an Engaging Learning Environment

- Students working at appropriate level of difficulty
- Students working on a variety of activities across different learning modalities
- Students are actively engaged and not just passively receiving instruction
- Students understand WHY what their learning is important to THEM and their goals!
- Modeling (I Do), Guided Practice (We Do) and Independent Practice (You Do) scaffolded approach to instruction is used
- Failure is not an option
- Escape from the classroom and work tasks is a very common function of problem behavior. Our goal is to make teaching and learning fun and engaging!

**FBT Guiding Principle #3:
Focus on What Happens Before the Problem Behavior**

- Setting events and triggering antecedents
- Sometimes can remove or control
- Sometimes can not remove-will need to validate and reinforcement and support will need to increase (increased structure and supervision)

“I know this is hard. How can I help?”

Sources of Environmental Frustration

- Educators that interact with students in an overly domineering way that invites power struggles (surely not!)
- Lack of a valid reason to exhibit a behavior such as following a direction or completing an academic task
- Tasks that are too easy/boring or too difficult/complex
- Lack of understanding of expectations

Using Visual Supports

- Anything you can see that helps comprehension of environmental information
- Play a double role in prevention
 - Help with executive functioning skills
 - Clarify verbal information which can be confusing to students with language challenges
- Help direct attention
- Quickly and easily interpreted
- Clarifies verbal information
- Encourages independence

| Traditional Visual Support Tools | “Specially” Designed |
|---|---|
| <ul style="list-style-type: none"> • Calendars • “To do” lists • Recipes • Maps • Clocks • Traffic signs • Apps galore!!!! | Organizational helpers Behavior prompts Visual schedules Transition helpers Chart Moves |

At the end of the day I need to:

1. Fill out my planner
2. Highlight what needs to be done as homework
3. Check that I have enough detail to do it at home
4. If not, ask the teacher for clarification
5. Make a list of what I need to complete my homework.
6. Put each needed item in my backpack
7. Check out with Mr. Jones


Vocabulary Assignment Directions

Name, date, and hour at top of paper
 Book – page 47 words 1-5
 Number paper - leave 2 empty lines after each #
 Copy first word
 Find word in chapter
 Read definition
 Write letter of correct on your paper

Short, simple directions could be written on a post it note

Chart Moves

- Picture of reinforcer or special interest
- Random cuing system
- Student self-monitors whether on task when the cue goes off
- If he/she is, connects a dot
- Large dot=small reinforcer
- All the way around=larger reinforcer



Support Errorless Learning

Failure is NOT an Option

- Many students content with low achievement as long as the work is “off their plates”
- Allowing incorrect work gives permission and practice doing tasks incorrectly
- Allows escape and avoidance
- Require students to correct work (errorless learning concept)
- Ensures that tasks given are truly at instructional level
- Holds educators and students accountable

Provide Choices

- Research shows reduces problem behavior even when both are non-preferred
- Provides a feeling of some control
- Task/activity, sequence, materials, whom to work with, place to work, when to complete work

Question vs. Choice Statements

- If you give a direction as a question, the child assumes they have a choice
- Instead, give two acceptable choices

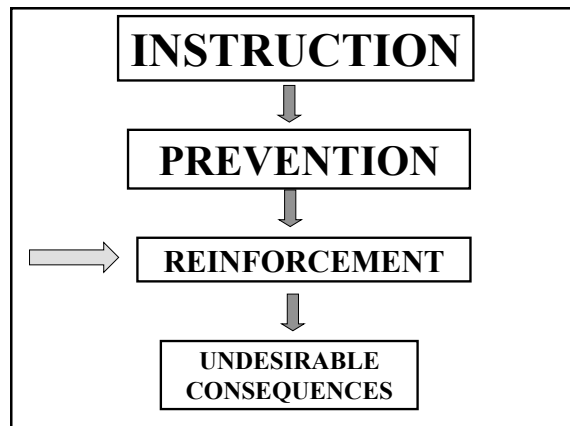
| Question | Choice Statement |
|---------------------------------|--|
| Are you ready to sit in circle? | Would you like to sit by Sally or Jimmy in circle? |

Embed Interests and Preferences

Writing Strategies

- Provide alternatives when possible and appropriate
- Use technology
- Make paper/pencil tasks more reinforcing
- Provide structure/assistance with longer tasks

| Make Paper/Pencil Tasks More Reinforcing | Provide Structure/ Assistance with Longer Tasks |
|--|--|
| <ul style="list-style-type: none"> • Allow “text speak” when appropriate • Provide a variety of writing utensils if possible (wiki sticks, markers, different colors of pens/pencils) • Provide a variety of writing surfaces (plastic sleeve, dry erase board) | <ul style="list-style-type: none"> • Start small and build success-focus on one aspect of writing at a time • Talk through idea first • Require sentences to have more than seven words • Chunk and check • Handwriting self-monitoring |



Have you ever heard of said either of these sentences?

“I don’t believe in rewarding students for what they should automatically be doing?”

- Reinforcement and rewards are NOT the same thing
- Reinforcement is a scientific concept-it exists without our manipulation
- Not believing in reinforcement is like not believing in gravity

“I don’t believe in bribing students.”

Webster’s definition: 1) An inducement for an illegal or unethical act OR 2) The giving of a reward to stop misbehavior

**FBT Guiding Principle #4:
Pay Attention to Attention!**

- Behavior science has proven that attention is a generalized reinforcer-everyone is reinforced by it and we do not satiate on it (money is the other).
- ANY attention can be reinforcing-negative attention is better than being ignored
- Give as much attention as possible to appropriate behavior
- Give as little attention as possible to inappropriate **behavior**-but don’t ignore the student-look for positives to reinforce!

Behavioral Momentum

Just like a boulder rolling down a steep hill will gain speed and momentum, so does a behavior the more we engage in it.

Center for Promoting Research to Practice, 2010
www.lehigh.edu

- This is true for BOTH desired and problem behavior
- If the student is repeatedly engaging in problem behavior(s), these behaviors will gain the momentum
- We need to the momentum to go the right direction!

How Do You Know What is Reinforcing?

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|------------------------|---|
| Interviews and Surveys | <ul style="list-style-type: none"> • Formal or informal conversational format • Surveys are what other students have chosen and may suggest creative options • Premade (www.jimwrightonline.com) • Ask parents and other caregivers |
| Observations | <ul style="list-style-type: none"> • What do they choose when they have free access • How much time is spent with each item/activity • What do they never choose or avoid |
| Reinforcement journals | <ul style="list-style-type: none"> • Brainstorm • Can take the form of simple spiral notebook • Add to on ongoing basis as think of or notice things that appear reinforcing |

Target Behavior Sheet Tips

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| <ul style="list-style-type: none"> • Use positive language (replacement behavior) • Limit number of skills • Be specific • Individualize skills for each student • Embed visual supports • Embed special interests • Let the student help develop | <ul style="list-style-type: none"> • Set realistic criteria for success • Let the student keep with him/her if they want to • Review regularly with student • Celebrate success with praise and concrete reinforcement • Communicate with parents what is a "good" day • Allow to self-monitor when ready |
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Turn Around and Bonus Points

Turn Around Points

- Received for "turning behavior around" after making an inappropriate choice
- Incentive to get back on the positive track and not spiral downward (I've blown it so I might as well keep going!)

Bonus Points

- Earned for exceptional behavioral choices (may be an area of difficulty, honesty on pointcard, social skill that is being focused on, etc.)
- Contribute to "bonus point parties"-group special activity held when bonus point chart is full

Dependent Group-Oriented Contingency

- Entire group earns reinforcer based on one student's behavior
- "Hero" effect-others will cheer on giving positive attention
- Take into consideration possibility of blaming if not earned

Help Us Earn a Class Pet!!!

Every day Karl earns 90% of his target behavior sheet points, he can decorate a block of the tower. When he gets to the top, we can get a guinea pig for the class. The sooner he gets there, the longer we can have it.


How you can help:

- Encourage Karl to be serious.
- Stay serious yourself so he does not want to join in.
- Remind him to make good choices if you see he is not.
- Congratulate Karl every day he is on Level 1 and tell him how excited you are to have a class pet.

Start

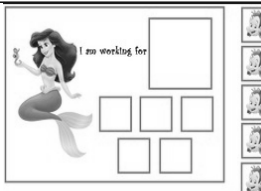
Token Boards

- Commonly used with young students
- Chips, pennies, icons velcroed to portable strip
- Visually shows progress towards reinforcer
- Paired with behavior specific feedback
- Easily travels with the student for consistency among adults



I can pay attention and listen.

This means...
LOOKING at the speaker
THINKING about what the speaker says
keeping my BODY STILL (or using a fidget!)



Key Things to Understand About Punishment

- Punishment happens **after** the behavior resulting in the behavior **decreasing** in the future.
- Punishment can be something added (positive) or something removed (negative)

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| <p>A behavior is positively punished if something that the person does not like is added after the behavior making the situation worse from their perspective.</p> | <p>A student has to write the sentence "I will not disrupt the classroom" 100 times after talking in class.</p> |
| <p>A behavior is negatively reinforced if something that the person does like is taken away after the behavior therefore making the situation worse from their perspective.</p> | <p>A student is has to stay in from recess to finish work because he was off task.</p> |

Important Understanding About Punishment!

- Positive punishment is rarely appropriate in the school setting
- Negative punishment is allowable but only after all of the rest of the components of the model have been implemented (instruction, prevention, reinforcement)
- Needs to take the form of natural and logical consequences so that there is a teaching and not purely punitive purpose.
- Negative punishment can be proactively reframed as positive reinforcement

"If you don't finish your work, you will lose or be late for recess."

vs.

"If you stay on task and finish your work you can go out for recess on time."

Natural and Logical Consequences

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| <ul style="list-style-type: none"> • Natural consequences: Outcomes that are not planned or controlled • Logical consequences: Outcomes that are intentionally planned and controlled that are related to what would happen to an adult in a similar situation • Teach life skills • Related, respectful, and reasonable | <p>Adult Natural/Logical Consequences</p> <ul style="list-style-type: none"> • Fines • Loss of privileges (driving, traveling, etc.) • Loss of freedom • Embarrassment • Lack of attention • Loss of prestige/respect • Other???? |
|--|---|

The Three R's of Logical Consequences

- **Related**
 - Mirrors real life
 - Has a teaching not punitive focus
- **Reasonable**
 - Level of consequence matches level of behavior ("fits the crime")
 - Enforceable
- **Respectful**
 - Delivery
 - Privacy

**Punishment vs. Logical Consequences
What's the Difference?**

| Punishment | Logical Consequences |
|----------------------------|---|
| Controls | Teaches |
| Fighting Words | Thinking Words |
| Demands Compliance | Provides Choices Within Firm Limits |
| Given with Anger | Given with Empathy |
| Arbitrary | Similar to What Would Happen in "Real Life" |
| Vengeful | Never Used to Get Revenge |
| Adult Takes Responsibility | Student Take Responsibility |
| Decreases Self-Esteem | Increases Self-Esteem |

Adapted from Jim Fay's Love and Logic

Punishment vs. Logical Consequence

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| <p>Punishment: Go to the safe seat until you can behave in group appropriately!</p> <p>Logical consequence: When you make silly noises it distracts others from their learning. Can you sit quietly with the group or go to the safe seat where you won't be distracting? It's your decision.</p> | <p>Punishment: You will stay in from recess because you were talking in the halls.</p> <p>Logical Consequence: I think you have forgotten how to walk down the hall appropriately and need some extra practice. The only time available is recess. I'll see you then.</p> |
|---|---|

Low Level Early Intervention Before Undesirable Consequences

- Pre-correct before times that are typically difficult-review positive expectations
- Intervene at FIRST signs of problem behavior
- Use low level redirection strategies first
 - Proximity
 - Teacher look
 - Attention getting signal if multiple problems
 - Visual reminder
 - Gesture reminder

[My Teacher Look Video](#)

Commonly Used Logical Undesirable Consequences

- Three Strikes
- Response Cost/Fines
- Time Away (Think Time, Time Out, BIST Continuum)
- Behavior Tutoring
- Wasted Time
- Alternatives to Out of School Suspension

The Key Is To Consider the Function of the Behavior!!!!

Commonly Used Logical Undesirable Consequences

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|-------------------------------|---|
| Three Strikes | <ul style="list-style-type: none"> • Baseball analogy • Three strikes and your in need of more teaching and support • Provides a consistent, predictable number of redirects rather than basing it on mood • Students can make a fully informed choice • Can be done non-verbally with predetermined visual or gesture • After the third strike, there is a higher level of undesirable consequence |
| Response Cost or Fines | <ul style="list-style-type: none"> • Mirrors real life-teaches lifeskills • Dropping a level in a level system • Not earning access to a reinforcer • Some sort of "fine" (loss of "tokens") |

“Time Out” vs. “Think Time”

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| <p style="text-align: center;"><i>Time Out</i></p> <ul style="list-style-type: none"> • Student is removed from a more reinforcing environment to a less reinforcing environment • Only works if the learning environment is engaging and appropriate | <p style="text-align: center;"><i>Think Time</i></p> <ul style="list-style-type: none"> • Student takes a break away from distraction and stimulus of other students to think about choices and their possible consequences • Purpose not to give “timeout from reinforcement” although if the educational environment is highly reinforcing this may be the case • Interrupts the chain of inappropriate behavior |
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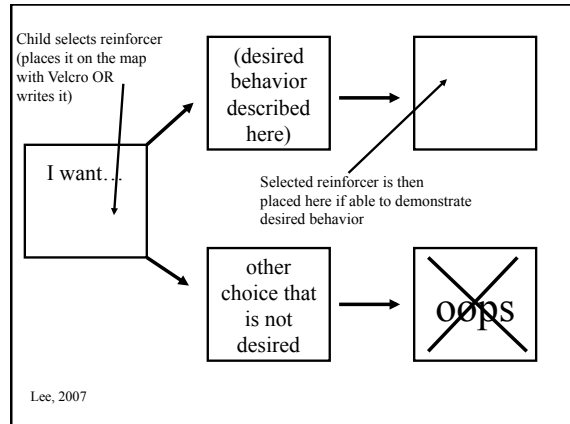
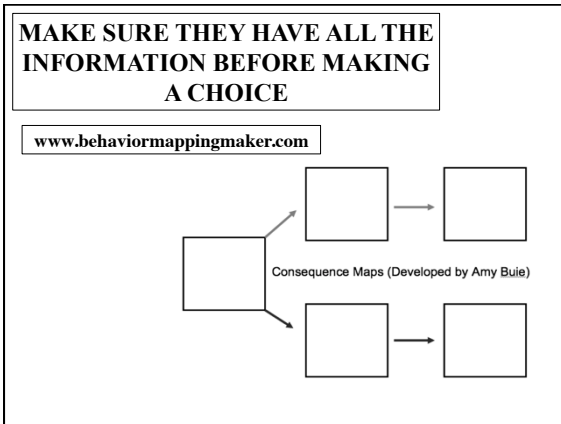
Behavior Intervention Support Team (BIST) Continuum

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|-----------------|------------------------|------------|------------|--------|------|
| Rethink at Desk | Safe Spot In Classroom | Buddy Room | Focus Room | Office | Home |
|-----------------|------------------------|------------|------------|--------|------|

Behavior Intervention Support Team, 1999

Commonly Used Logical Undesirable Consequences

| | |
|--------------------------|---|
| Behavior Tutoring | <ul style="list-style-type: none"> ▪ Mirrors academic intervention ▪ When student is exhibiting an inappropriate behavior, he or she is given the choice of demonstrating they have learned the appropriate behavior ▪ If they do not, it is assumed that they have forgotten how to do it and need extra practice ▪ An extra practice session is scheduled during a more preferred activity |
| Wasted Time | <ul style="list-style-type: none"> ▪ Based on the premise that both students and teachers have an important job to do ▪ If a student chooses a behavior that interferes with either of these jobs, they are choosing to waste time ▪ Always presented as the students choice (you can either start working on your assignment in the next 30 seconds or I will start keeping track of your wasted time) ▪ Teacher uses a stopwatch to keep track of wasted time and student makes up during a more preferred activity |



- FBT Guiding Principle #6: Develop a Plan with All of the Crucial Components**
- Acceptable replacement behavior and/or other target behaviors to teach
 - Direct instruction plan of replacement and/or other target behaviors
 - Prevention/protection strategies
 - Reinforcement of replacement/target behavior(s)
 - Remove/reduce reinforcement of problem behavior (extinction)
 - Natural and logical undesirable teaching consequences
 - Plan for ensuring fidelity
 - Progress monitoring system based on data

- FBT Guiding Principle #7: Be Prepared for Extinction Bursts**
- If you are going to put a demand on a student that you know may trigger a problem behavior, have the resources, manpower and environmental engineering needed to not “give in” or intermittently reinforce the problem behavior
 - This will make the problem behavior worse-the science of applied behavioral analysis has lots of data that proves that intermittent reinforcement (alternatively starting and stopping) is very powerful
 - EVERYONE who will come into contact with the student during the day needs to know and be able to implement the plan
 - If not, there will be a “weak link” that will unknowingly reinforce the problem behavior
 - This can happen with minor as well as major behavior
 - Can be disruptive or passive aggressive
 - Plan for moving other students and continuing productive learning if necessary

Progress Monitor


- Decisions not based on data are often emotional and unreliable
- Significant behavior change takes time-data will be needed to detect

Two Key Questions

- 1) Was the plan implemented as written?
 - Common problem-many plans are well designed but fail to improve behavior because not implemented adequately
 - Premature abandonment of plans and loss of valuable time
 - Use fidelity checklist
- 2) Did the plan improve behavior and was this improvement maintained over time?
 - Think math-must be able to graph over time and insert a trendline

Fidelity Checklist Example

| | | |
|---|--|--|
| Morning triage | Personal talk time Problem solving/role playing | |
| Assistance/accommodations with communication arts tasks | Typed Read or processed written content aloud Whisper phone Broke into parts Frequent check backs/encouragement Alternate topic | |
| Positive practice time | Yes No | |
| Morning reward | Earned Received | |
| Afternoon reward | Earned Received | |



| Working as a Team | Key Phrases |
|---|--|
| <ul style="list-style-type: none"> •Remember we have the same goals •Welcome feedback •Get beneath the anger (worry, concern, care) •Set student goals •Share the plan and specify who will implement what •Set a time to follow up | <p>I have noticed that. . .</p> <p>We will work together to make this better.</p> <p>We are all here to help.</p> <p>I know this is hard.</p> <p>Everyone has problems.</p> <p>You are not alone.</p> <p>We need to keep everyone safe and learning.</p> <p>What ideas do you have?</p> <p>What do you think would be helpful for. . .</p> |