"Function-based Logic" in Implementing a Continuum of Positive Behavior Supports

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The Key

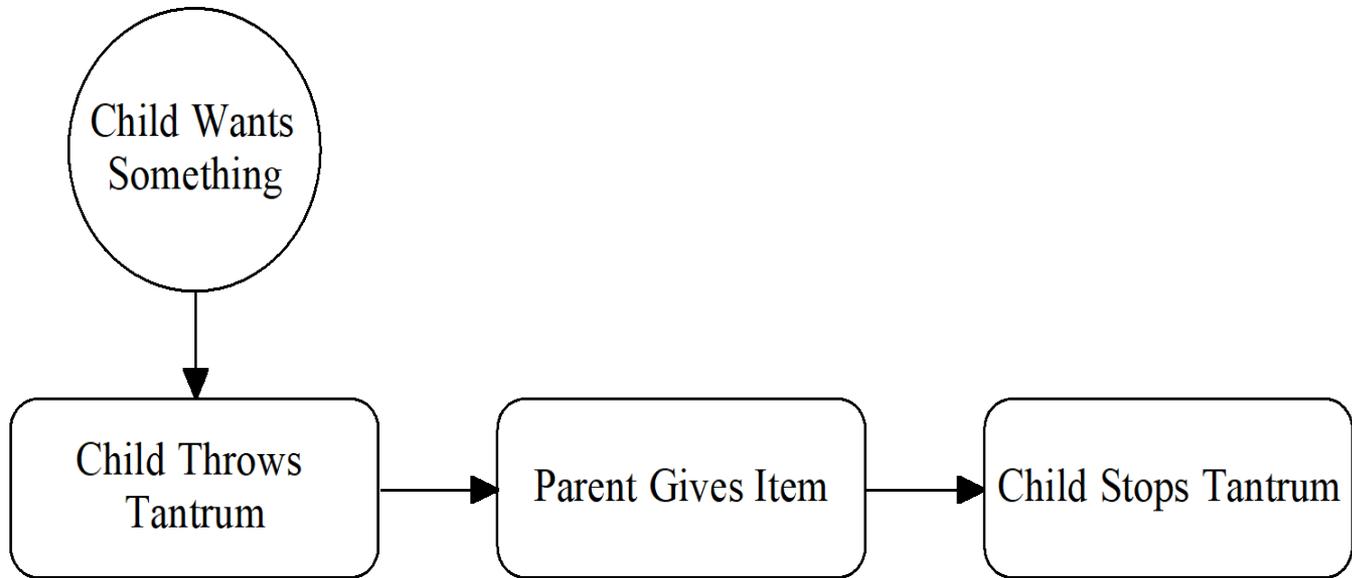## *Behavior is functionally related to the teaching environment*

- Behavior = what the student "does"
- Teaching environment = all that happens before, during, and after the student's behavior
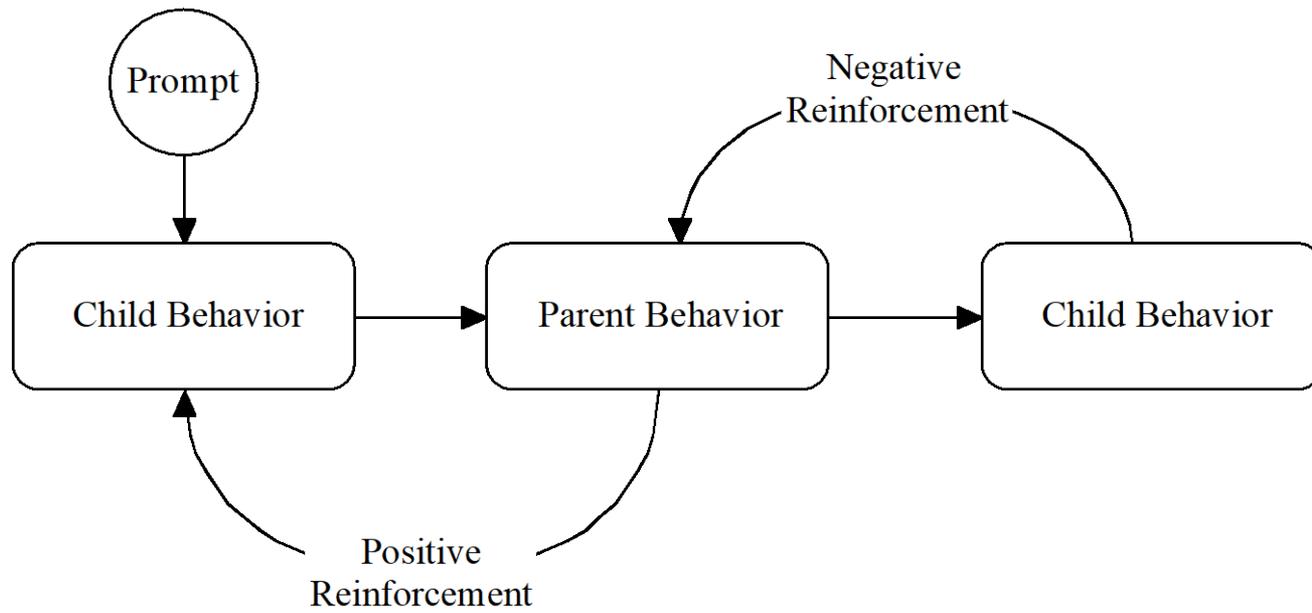
Use of "The Key"

- Construct environments to increase the likelihood
  - Clear Antecedents to prompt Appropriate Behavior followed by Reinforcing Consequences
- Teach new social skills
  - When to use and key social outcomes
- Understand why students use "inappropriate" social skills
  - They get their need met

Function-based Logic

- Behavior is functionally related to the teaching environment

- Behavior is learned

- Behavior is occasioned by predictable antecedents and maintained by outcomes
  - To Get (positive reinforcement)
  - To Avoid (negative reinforcement)

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        ┌─────────────┐
        │ Child Wants │
        │  Something  │
        └─────────────┘
               │
               ▼
┌──────────────┐     ┌──────────────────┐     ┌────────────────────┐
│ Child Throws │────▶│ Parent Gives Item│────▶│ Child Stops Tantrum│
│   Tantrum    │     │                  │     │                    │
└──────────────┘     └──────────────────┘     └────────────────────┘
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Antecedents

- Events that trigger or prompt a behavior

- The student can predict the outcome of the behavior when the cue is present

- What is happening before the behavior occurs?
  - Classroom environment
  - Academic activities
  - Transition

Consequences

Events that follow a behavior

1. The environment "gives" something to the student and the student maintains or increases the behavior = what is being given is reinforcing to the student

2. The environment removes the student from an activity or situation and the behavior maintains or increases = the event the student is avoiding is aversive to the student

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	Give	*Take*
Increase	Positive Reinforcement	Negative Reinforcement
Decrease	Type I Punishment	Type II Punishment

Function-based Logic at the Universal Level

- Possible **motivation** on behavioral infraction/ODR form
    - Get reinforcers / Avoid aversives
- Re-designing classroom and non-classroom settings
    - Change the environment to "increase the likelihood"
- Within lesson plans
    - Under what conditions & matched to student desired outcome
- Increasing rates of positive behavior
    - Positive specific feedback

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Universal Classroom Examples

Addressing High Percentages of Students At-risk

- School used a universal screening instrument in October of 2012.

- Results indicated that 32.3% of students were in the at-risk or high-risk range.

- Team decided to focus first efforts on implementation of Tier 1 with higher levels of fidelity.

Baseline Data Collection

- Classroom-Level Observations of Effective Classroom Practices
    - Expectations & Rules
    - Procedures & Routines
    - Encouraging Expected Behavior
    - Discouraging Inappropriate Behavior
    - Active Supervision
    - Opportunities to Respond

Initial ratio of positive specific feedback to correctives:
1.85:1

- Based on data, team identified 1 practice to improve upon.

Professional Development Process & Data

October 2012– Initial Observations, Ratio at 1.85:1

January 2013 – Staff Professional Development on Positive Specific Feedback

February 2013 – Follow-up Classroom Observations, Ratio at 2.44:1

March 2013 – Additional Staff Professional Development with Increased Practice and Supports

May 2013 – Final Classroom Observations of the School Year, Ratio at 6.55:1

End of Year Outcomes

- ODRs *decreased by 39.41%* from 2011-2012 to 2012-2013.

- Minor referrals *decreased by 34.8%* from 2011-2012 to 2012-2013.

- Classroom minor referrals *decreased by 33.5%* from 2011-2012 to 2012-2013.

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You are part of the Pentwater

Take Responsibility
Earn Respect
Act Safely
Measure Success!

Student Name _____

Grade _____

High Five

(Tear Off)
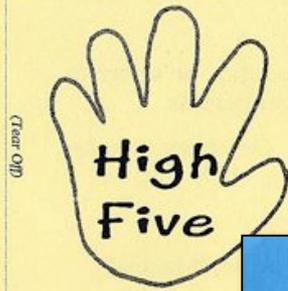
Shettler Elementary School

Respect _____

Responsibility _____

Safety   Responsibility   Respect

Came into the library respectfully

...ve this coupon for a prize drawing
The Library Staff

W   We are a CREW

Signed: _____

PURRS!

Student Name

...er initials

☑ RESPECTFUL
☑ RESPONSIBLE
☑ SAFE

LaKeRs Ticket

Lincoln International Studies School
Passport to Success

Name: _____ Staff Initials

Teacher: _____

I Was:

☐ Respectful
☐ Responsible
☐ Caring

Being Safe   Being Kind   Being Positive   Being Responsible

Being A Good Learner

T I G E R

Student: _____
Date: _____
Authorized Signature

P A W S

Foster Elementary School
C.A.T. Award
3 R's

Caught Acting Terrifically

by _____ on _____

◇ Assembly   ◇ Classroom
◇ Bathroom   ◇ Guest Teacher
◇ Buses   ◇ Hallway
◇ Cafeteria   ◇ Playground

Rights ~ Responsibilities ~ R...

was

I was a star today.
I showed star quality in:
Caring   Teamwork
Responsibility
Self-Control   Safety

Name _____

Woody Award

Caught Being Good
Behavior Award

Name: _____ in grade _____

has been caught being...

☐ safe
☐ responsible.

PURR-fect Panthers
GOLD SLIPS

Name _____

☐ I was **RESPECTFUL**

...BLE

Treasure Ticket

Name _____
RESPONSIBLE RESPECTFUL
SAFE

Playground

2007
RESPONSIBLE
RESPECTFUL
SAFE
ROBINSON ROADRUNNERS

...nnel

☺

...MILE TICKET

☐ Caught being SAFE
☐ Caught being RESPECTFUL

Beach W.A.V.E.

____ **W**e are Responsible
____ **A**lways Respectful
____ **V**ery Safe
____ **E**xcellent Attitude

Student: _____
Staff Initials: _____
Date: _____

☐ Safe
☐ Responsible
☐ Respectful

...ff: _____
...e: _____

Targeted Classroom & Tier II Supports

- Outcome of problem behavior
- Targeted and Tier II supports to result in same or similar outcome
  - Check in /Check out = high rates of adult attention
  - Small group social skills to access "appropriate" peer attention
  - Instructional strategies such as making tasks less "aversive" (e.g., break tasks into smaller chunks, offer intermittent breaks)

Classroom and Tier II "Targeted Supports"

Study Basics

- Subject:
  - Seven years old
  - Identified with EBD and ADHD
- Setting
  - General education 2nd grade classroom with 19 other students
  - One licensed teacher and one student teacher
- Concern
  - Student exhibits high rates of off-task
  - Student shouts out answers and questions and comments at high rates and often inappropriate

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"Function of Behavior"

- Descriptive (interviews and teacher reported ABC/ Scatterplot data)
  - Function identified as **Attention**
  - Significant antecedents: **multiple step direction and group settings**
  - Very High rates of both problem behaviors reported/ inconsistency in accuracy of data collection

"Environment Assessment"

Significant variables:

- clarity of expectations & directions

- consistency of expectations

- accessibility of class schedules

- lack of enforced procedures (especially regarding to hand raising and verbalizations or entire class)
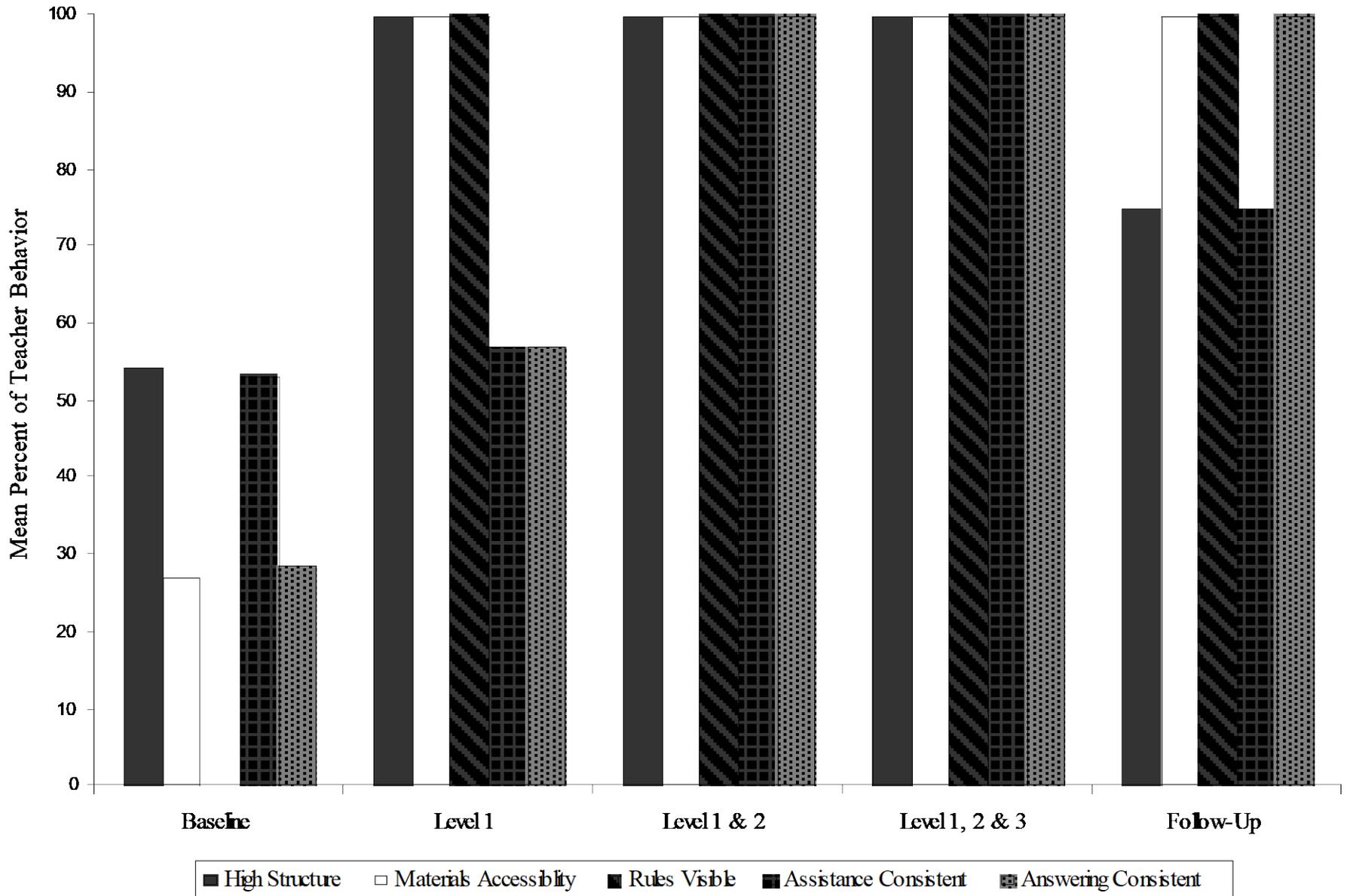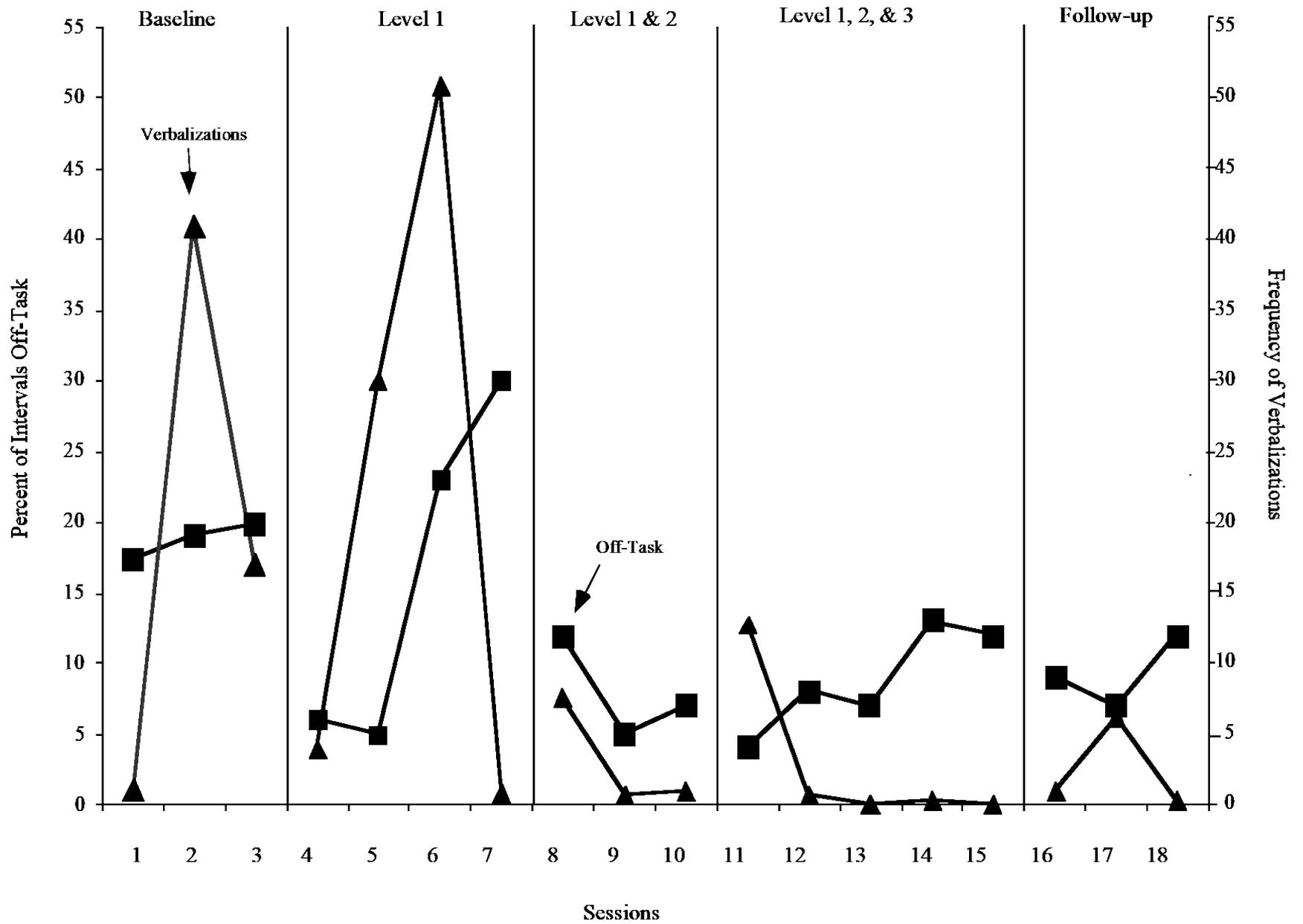
Classroom Problem Solving Process

- Develop intervention based on function of behavior

- Environment changes
  - Student skills to teach/practice/reinforce

- Monitor progress
  - Same data that brought them to your attention
  - Problem and Appropriate behavior
  - Teacher observations

Form D

Grade Level Team Tier 2 Function Based Matching Process

Student:_____ Classroom Teacher:_____ Grade: ____
Date:_____

Complete the Brief Assessment of Function of Behavior & Matching Process **with your grade level team.**

1. Summary of the Problem

We have the most problems during _____
_____
(Time of day/class/Activity/Routine)

Antecedent Function/Pay Off (Trigger/Predictor)	Problem Behavior (Student Behavior of concern)	Response	
When...	The student will...	Then this happens (teacher does)	So, the function of behavior is to: **Get or Avoid** (circle one)

2. Replacement Behavior (What do we want the student to do instead? An observable behavioral skill [from the Schoolwide PBS expectations matrix])

3. Student Goal (Measurable; Consider level of typical peer, *see Matching Progress Monitoring Methods to Student Goals: Example,* Page 25 of this handbook):

4. Intervention Plan (See *Antecedent Interventions*, Page 26 of handbook)

Intervention Strategy(ies):		
Antecedent Interventions *(Proactive action steps to set the student up for success by teaching, precorrecting, practicing, scaffolding, etc.)*	Replacement **B**ehavior / Skill *(What we want the student to do instead)*	Response / **C**onsequence *(What happens when student demonstrates behavior / skill)*
		Positive Specific Feedback
		Corrective Feedback

5. Progress Monitoring
How will teacher monitor progress toward the student goal? (See example forms on pages 27-30)

Antecedent Intervention Examples

Function	Intervention Strategy	Example
Get Attention	Schedule adult attention	• Have adult work with student • Have adult provide periodic attention • Lunch meeting with teacher • Behavior plan • Grade level or teacher triage
	Schedule peer attention	• Pair student with peer • Use peer tutoring or mentoring
	Increase proximity to student	• Move seating arrangement • Periodically move about classroom
	Provide preferred activity	• When adult is occupied assign more preferred activity
Avoid	Adjust demand difficulty	• Provide easier work

	Offer choices	• Allow student to choose:
		  o Task to complete
		  o Sequence of tasks to be completed
		  o Materials to use
		  o Where to complete task
		  o When to complete task
		  o With whom to complete task

	Increase student preference/interest in activity	• Incorporate student hobbies/interests into activities
	Assure that activities have functional or meaningful outcome	• Provide activities with valued outcome • Write and read Social Stories
	Alter length of task	• Shorten activity • Provide frequent breaks
	Modify mode of task completion	• Change medium/materials • Replace pencil and paper with computer, etc.
	Use behavioral momentum, task dispersal	• Present easy requests prior to difficult requests.
	Increase predictability	• Provide cues for upcoming or change in activities (instructional, visual, auditory)
	Modify instructional delivery	• Use pleasant tone of voice

Classroom Problem Solving

http://www.vimeo.com/54954199

Tier III

Functional Behavioral Assessment to Guide Individual Behavior Intervention Plans

FBA: Indirect

- Interviews
- Rating scales
- Environmental Assessment
- Record Review

FBA: Direct

Direct Observation
- ABC
- Functional Analysis

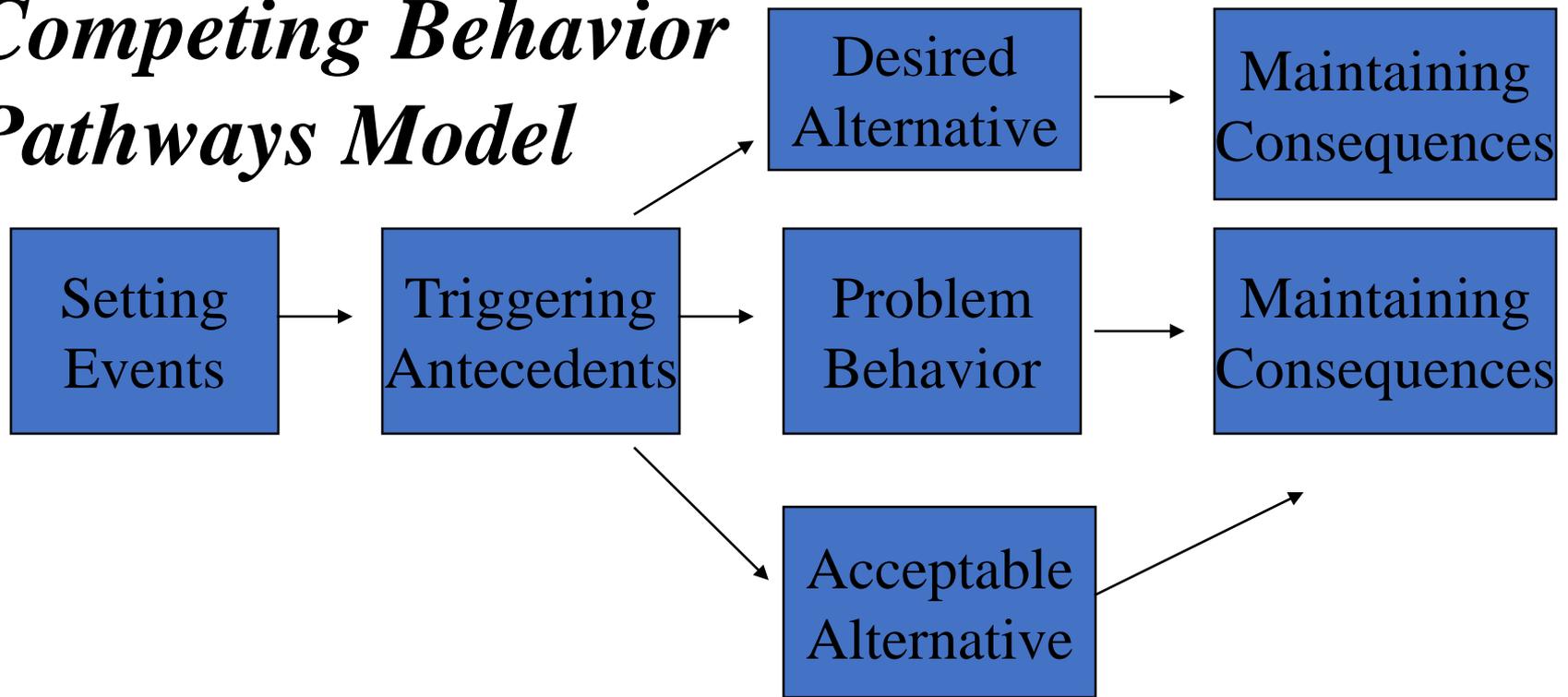# Developing a Hypothesis

- When this occurs (setting/condition) _____

- The student does (problem behavior) _____

- To get/avoid _____

To "Get" or "Avoid"

- Things student might get
  - Attention
  - Tangible
  - Access to preferred activities
  - Sensory stimulation
- Things students may avoid
  - Attention from adults or peers
  - Work tasks
  - Responsibilities
  - Sensory stimulation

Competing Behavior Pathways Model

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                                    ┌──────────────┐        ┌──────────────┐
                                    │   Desired    │───────▶│  Maintaining │
                                    │ Alternative  │        │ Consequences │
                                    └──────────────┘        └──────────────┘
                                        ▲
                                       ╱
┌──────────────┐    ┌──────────────┐  ╱  ┌──────────────┐        ┌──────────────┐
│   Setting    │───▶│  Triggering  │────▶│   Problem    │───────▶│  Maintaining │
│    Events    │    │  Antecedents │     │   Behavior   │        │ Consequences │
└──────────────┘    └──────────────┘  ╲  └──────────────┘        └──────────────┘
                                        ╲                      ▲
                                         ╲ ┌──────────────┐   ╱
                                          ▶│  Acceptable  │──╱
                                           │ Alternative  │
                                           └──────────────┘
```

Setting Event Manipulations	Antecedent Manipulations	Behavior Teaching	Consequence Manipulations

Sugai, Lewis-Palmer & Hagan, 1999

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                                              ┌──────────────┐                  ╭──────────────╮
                                              │   On Task    │────────────────▶ │     Work     │
                                              │              │                  │ Completion / │
                                              └──────────────┘                  │    Grades    │
                                          ▲                                     ╰──────────────╯
┌──────────┐      ╱──────────╲            │  ┌──────────────┐
│          │      ╱           ╲──────────▶│  │              │                  ╭──────────────╮
│ Argument │─────▶│  Reading  │──────────▶│  │   Off Task   │────────────────▶ │     Peer     │
│    on    │      │  Class /  │           │  │              │                  │  Attention   │
│Playground│      ╲   Peers   ╱           │  └──────────────┘              ▲   ╰──────────────╯
│          │      ╲──────────╱            ▼  ┌──────────────┐            ╱
└──────────┘                                 │   On Task    │          ╱
                                             │   Working    │─────────╱
                                             │   w/Peers    │
                                             └──────────────┘
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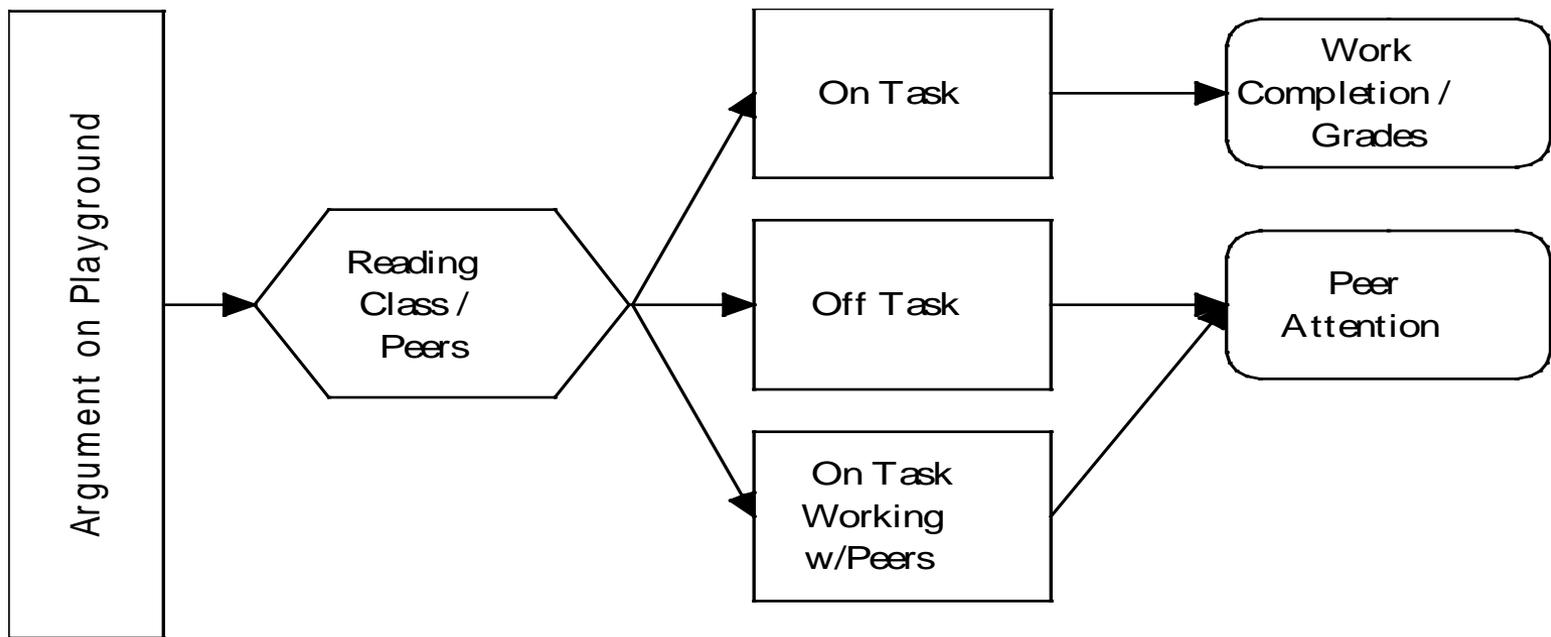
Setting Events	Predictors	Behavior	Consequences
• Playground monitor debriefs student prior to coming into building.	• Change seating arrangement during reading class. • Pre-correct class RE rules of cooperative groups.	• Set up cooperative peer groups. • Identify appropriate peers and teach cooperative strategies. • **Teach rules and skills of cooperative groups to target student.** • **Role play cooperative learning with peers and target student.** • Monitor progress (momentary time sampling)	• Verbal praise when on-task (VI 3 minutes). • Error correction for off-task. • Free time with peers for meeting established daily criteria.

Key Features of Successful Plans

- Behavior within objective based on a "functionally equivalent" replacement

- Supplemental teaching plan clearly delineates
  - What environment changes should be made
  - What adults will do when replacement behavior displayed (Same/Similar Function!!!)
  - What adults will do if problem behavior displayed (Don't feed the function)

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October 4-5, 2018