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

Dr. Kaye Otten, PhD, BCBA

University of Central Missouri

kayeotten@mac.com

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)

+

Functional Behavior Assessment

Functional Behavioral Assessment Research-1999

- Public policy exceeded the research base-required FBA's for SPED eligible students in certain situations
- Techniques traditionally researched originally designed for students with severe developmental disabilities in clinical settings
- Relationship between empirical rigor and practical application to some extent inverse

(Nelson, Roberts, Mathur, & Rutherford, 1999)

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)	**B**ehavior	**C**onsequences (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"?

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)

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 (accidently) 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 removed (negative)

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 an 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 the 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

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.
• 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 skill is missing? • How and when can this skill be taught? • What training, assistance or resources are needed?	• 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 other skills (if any) are missing? • How and when can this skill be taught? • What training, assistance or resources are needed?

FBT Guiding Principle:
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

"If a child doesn't know how to read, *we teach*"
"If a child doesn't' know how to swim, *we teach*"
"If a child doesn't' know how to multiply, *we teach*"
"If a child doesn't' know how to drive, *we teach*"

"If a child doesn't' know how to behave,
we. . . teach?   . . . *punish*?"

"Why can't we finish the last sentence as automatically
as we do the others?"

John Herner

"Children do well if they can. An explosive outburst-like other forms of maladaptive behavior-occurs when the cognitive demands being placed upon a person outstrip that person's capacity to respond adaptively."

-Ross Greene

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 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

Metacognition
- **Planning/Initiate**
- **Working Memory**
- **Plan/Organize**
- **Organization of Materials**
- **Monitor**

Behavior Regulation
- **Inhibit**
- **Shift**
- **Emotional Control**

Metacognition

Initiate: Independently beginning a task and generating ideas

Monitor: Assessing own performance including effects behavior has on others
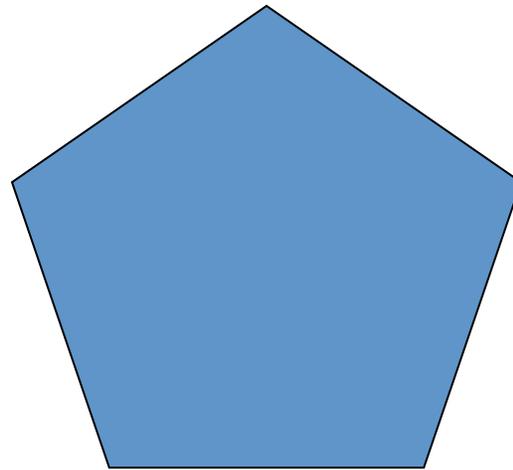
Working Memory: Holding information in mind for the purpose of completing a task

Organization of materials: Organizing, keeping track of and cleaning up possessions

Plan/Organize: Manage current and future task demands including anticipating, setting goals, develop and executive steps

Behavior Regulation

Emotional Control:
Modulate emotional
responses
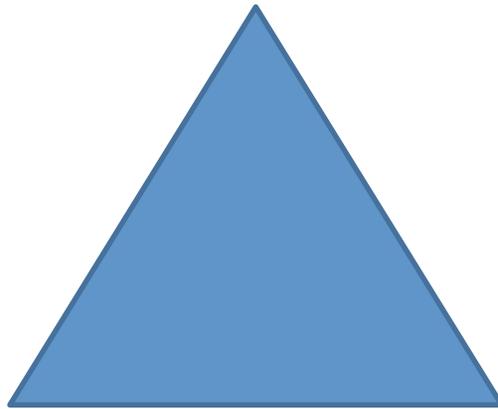
Shift: Move freely from
one situation, activity, or
aspect of a problem to
another

Inhibit: Resist or not act
on an impulse and the
ability to stop behavior at
the appropriate time

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

Performance

Don't assume the student is being stubborn or oppositional!

•Competing behaviors may interfere and need to be addressed

➢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)

Instructional Approach

• Individualize

• Decrease reliability and efficiency of old competing problem behavior

• Increase reliability and efficiency of new replacement behavior

• Increase motivation through support and reinforcement

Fluency

Most difficult to address

- Think about speaking another language or playing a sport or musical instrument fluently

Instructional Approach

- Immerse in environments with appropriate models (benefit of inclusionary experiences)

- Educate and involve peers.

- Practice, practice, practice

Is the Problem *Truly* a Problem??
Pick your Battles Wisely!!!

The 3 D's of a True Problem

 1) Is it *DANGEROUS* to anyone?

 2) Is it *DESTRUCTIVE* to the environment

 3) Does is seriously *DISRUPT* learning

Other Things to Consider

 -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?

The Bottom Line: Does it pass the "so what" test?

Identify Replacement Behavior

The "Dead Man" or "Potato" Rule	State in terms of desired behavior-if a "dead man" can do it, you are not following the rule -Will raise hand vs. Will not blurt out -Will have a safe body vs. Will not hit
The "Fair Pair" Rule	Serves the same function and has the same level of efficiency -Raising hand vs yelling out -Chewing gum vs chewing clothing -Break card vs tantrum to escape
The "Matching" Rule	Children will engage in the behavior which leads to the highest level of reinforcement and is the most efficient!

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 send 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?
•General Educator	• Define	•Mini Lessons
•Special Educator	• Describe	•Small Groups
•SLP	• Rationale	•Incidental Teaching Throughout Day
•Counselor	• Model	•During Triage
•Focus Facilitator	• Practice	•Focus Room Visits
•OT	• Feedback	
•PT	• Situations	
•Others???		

Strategies for Direct Instruction

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

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│         UNDESIRABLE             │
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FBT Guiding Principle: 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:
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
• 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

Hands to self
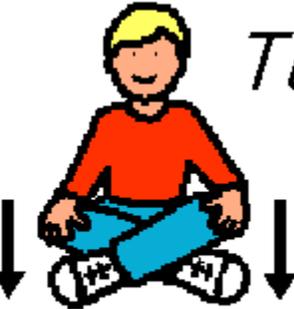
Timmy can STAY in the same spot and sit nicely.
This makes people feel happy!

Kelly Lee

Kelly Lee

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
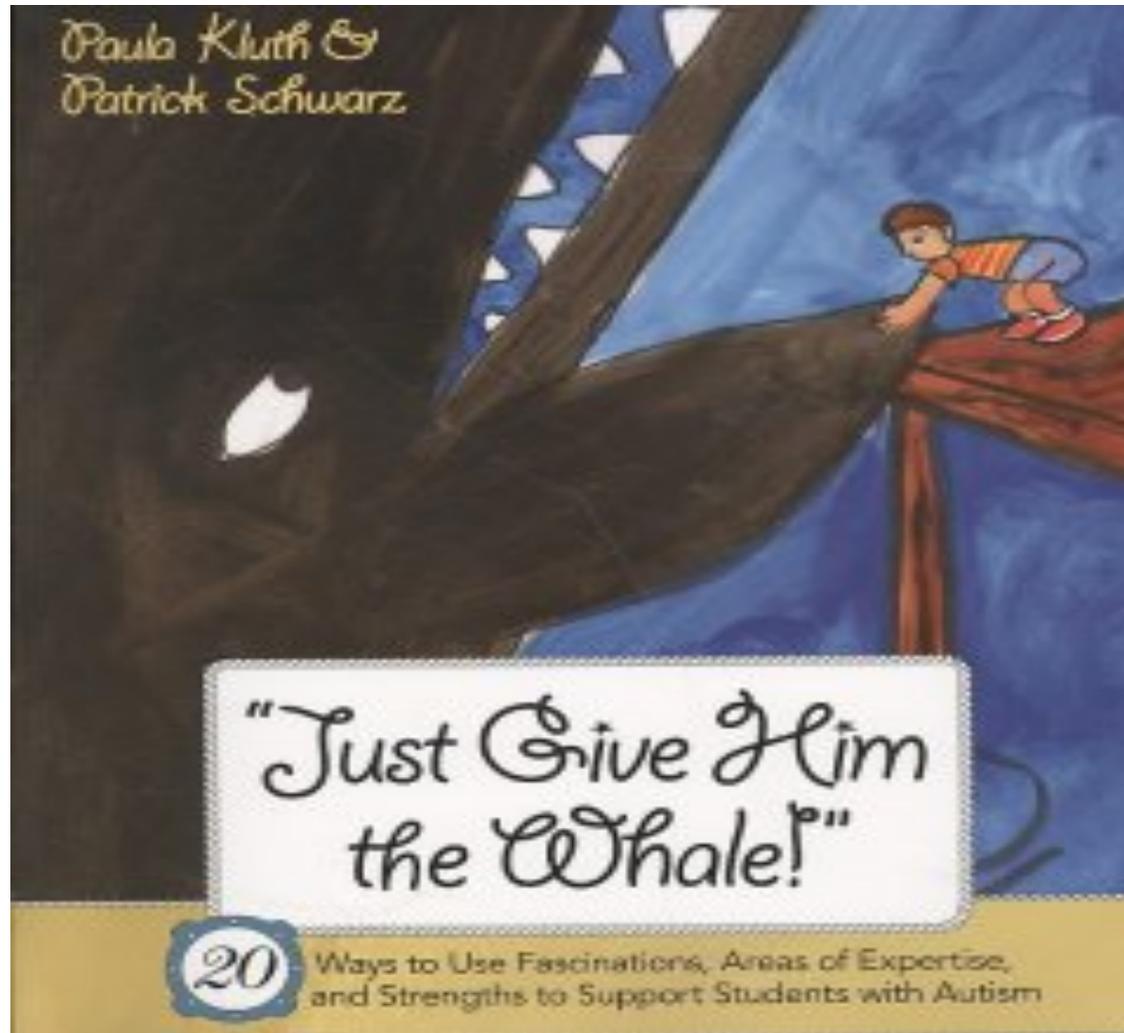
Writing Strategies

- 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
• 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)	• 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

INSTRUCTION

⬇

PREVENTION

⬇

➡ # REINFORCEMENT

⬇

UNDESIRABLE CONSEQUENCES

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:
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).
- <u>ANY</u> 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!

"What's worse than being hated is being ignored, because it is like you don't exist at all and your presence is nothing."
-Anurag Prakash Ray

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!

Group Reinforcement Systems or Oriented Contingencies

Interdependent "All for One and One for All"	Based on the behavior of the whole group	Mirrors structures that exists in many businesses and organizations	The God Behavior Game Red/Green Game Classwide Peer Assisted Program
Independent "Each Man for Him/Herself"	Based on the behavior of each student individually	Can use with entire group or a few students	Lottery Systems Token Economies

Interdependent Group-Oriented Contingency Games

- Based on the behavior of a group
- Mirrors structures that exists in many businesses and organizations
- Be aware of sabotagers

The Good Behavior Game	• Divide class into teams and award points to teams that are exhibiting appropriate behavior • Could simply be a friendly competition or could work toward specific reinforcer
The Green/Red Game	• Two class "pointcards"-one red and one green • When random signal goes off, if class is following all expectations they get a green tally. If not, they get a red tally. • Green points minus red points=minutes of preferred activity time or minutes of "extra practice"
Classwide Peer Assisted Self-Management Program (CWPASM)	• Student are paired • When random signal goes off, students evaluate and blindly mark both their behavior and their partner's behavior on a point card • Earn points for appropriate behavior and for matches

CWPASM Pointcard

	Follow Directions		In Seat		On Task		Courteous		Partner Match (Bonus points)
	Me	Partner	Me	Partner	Me	Partner	Me	Partner	
Period 1									
Period 2									
Period 3									
Period 4									
Period 5									
Period 6									
My Column Totals		+		+		+		+	
								My Total	

Independent Group-Oriented Contingencies

- Each person for him or herself
- Responsible for own behavior and not rewarded or penalized for the behavior others
- Mirrors real life (Money, trophies, awards)
- Can use with whole group

Lottery Systems	• Random tickets given and put in lottery when "caught being good" • Lottery at end of day/week for reinforcers • Positive office referrals popular • Can also be used with teachers using positive behavior management strategies
Token Economies	• Mirrors real life-can be used to teach basic math, budgeting and other financial management skills • "Money" (can use checkbooks or credit systems), tickets, or tokens without value in and of themselves given for positive behavior • Use to trade in or "buy" reinforcers at certain scheduled time • Consider problems that may occur due to stealing and/or losing

The Importance of Tier One Reinforcement

- If all students are feeling that their positive choices are recognized, appreciated, and encouraged they will not feel cheated when students that truly need additional support get it

- Fair is NOT giving everyone the same thing, fair is giving everyone what they need.

- Not everyone wears glasses, not everyone needs hearing aides and not everyone needs extra behavior support

- The world if full of people who were born on third base and think they hit a home run-do we REALLY want the playing field evened out so all is FAIR?

"*There is nothing so unequal as the equal treatment of unequals.*"

Fair doesn't mean Equal

This is Equal.   This is Fair.

Fair Isn't everyone getting the same thing.

Fair Is everyone getting what they need in order to be Successful!
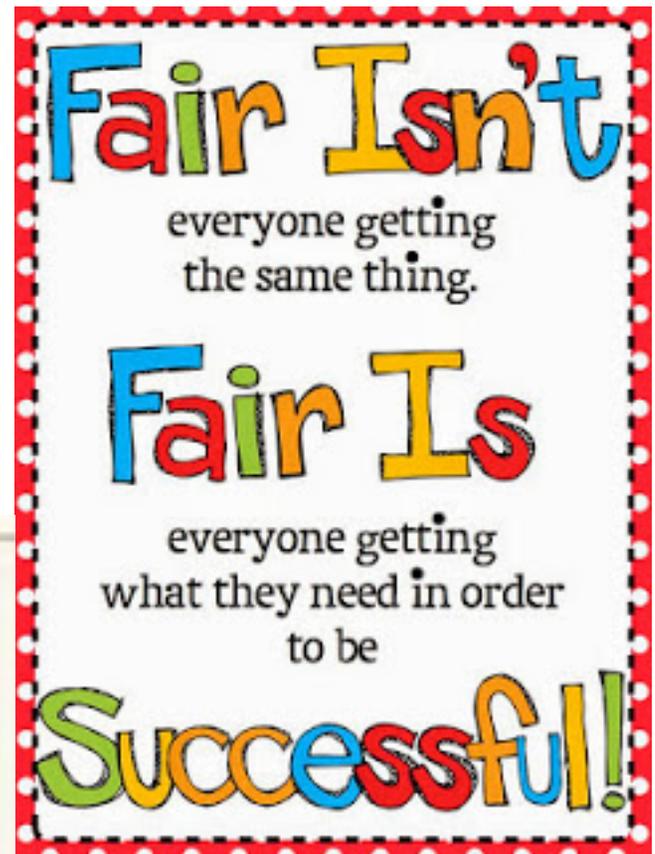
How Do You Know What is Reinforcing?

Interviews and Surveys	• Formal or informal conversational format • Surveys are what other students have chosen and may suggest creative options • Premade (ww.jimwrightonline.com) • Ask parents and other caregivers
Observations	• What do they choose when the have free access • How much time is spent with each item/ activity • What do they never choose or avoid
Reinforcement journals	• 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

- 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

- 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

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

Miss Heier's Third Grade Class

Name: Date:						
Time Period/Expectations	Treat Everyone with Respect	Stay on Task	Follow Directions	Do Your Best Work	Teacher Agreement	Bonus Points
Check-in/Morning Responsibilities/Calendar						
Reading						
Writing						
P.E. or Music						
Lunch/Recess						
Read Aloud/Silent Read						
Unit Studies						

	Be Quiet and Listen when the teacher is talking	Follow directions
Stay, restroom		
Recess		
Art , Music, PE		
Get ready to go home		

Please indicate each redirection with a tally in the appropriate box.

	Respond appropriately to peers and adults.	Begin/stop an activity within 1 minute of prep for transition	I can attempt to do work on my own before I ask for help. ** Bonus point if work attempted is CORRECT!	Comments
Arrival, morning work	+	+	+	
SSR	+	+	+	
Language arts	+	+	+	
Learning Center Speech OT	+	+	+	
Spelling/	+	+	+	
Recess	+	+	+	

Circling the + indicates that Zach exhibited the targeted behavior with 2 reminders or less. Note reminders by placing a tally mark in the appropriate box/column. Zach will earn time for a preferred activity by earning

14 **+'s** for the first half of the day.

Total +'s for the morning

_____'s Self-Monitoring Sheet
Date: _____

	I was Superflex!	I was Rockman	My Teacher Agrees
8:45-9:15			
9:15-9:45			
9:45-10:15			
10:15-10:45			
10:45-11:15			
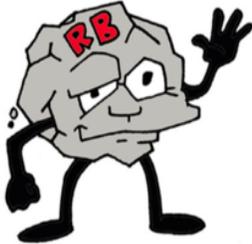
Dependent Group-Oriented Contingency

- 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.

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)
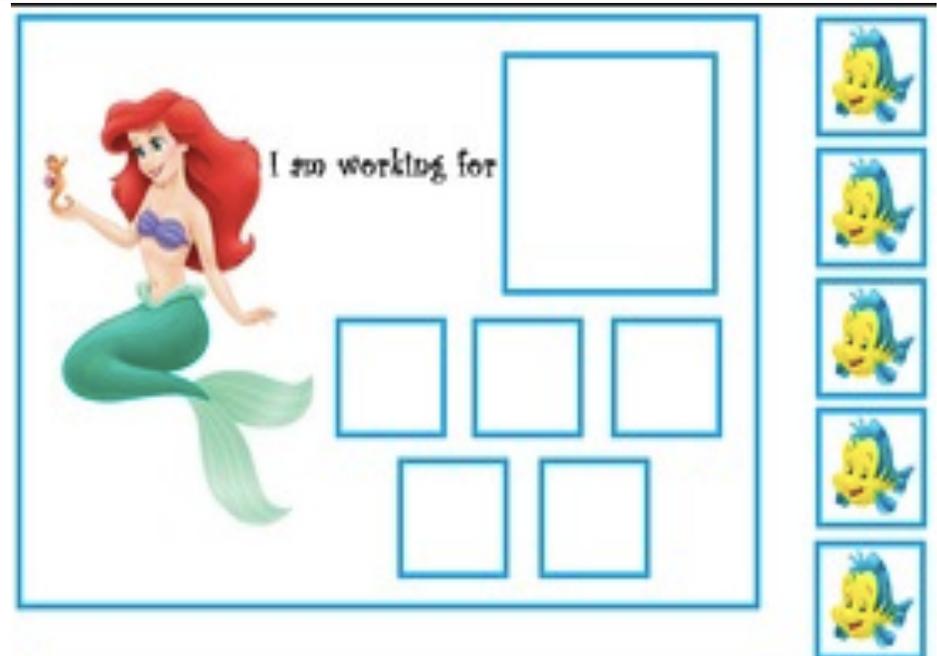
listen to music	Skittles	squish toy
fish crackers	alligator	push buttons
computer	ball run toy	snowglobe
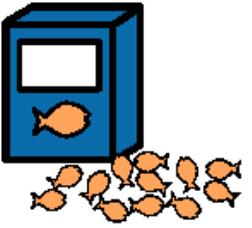
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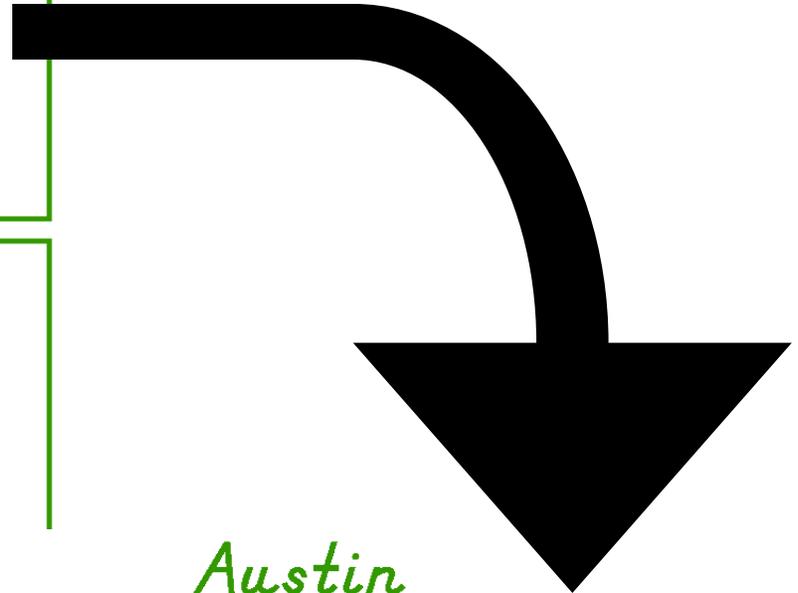
Austin

1	2	3	

Contingency Contracting

•Written agreement between two or more parties that stipulates the responsibilities of each party

•The student gets to have access to something they want after completing a task or activity they do not want to do

•Act as cues for desirable behavior (especially if a task record is included on the contract itself)

•Students help determine target behaviors, criteria, and consequences (positive and negative)

•Target behaviors are specifically defined and directly taught

•Don't accidently break the contract (and the student's trust)! Make sure you can deliver the reinforcement at the contracted time with the people involved

Justin's Behavior Contract: **Date: 3/19/03**

I know that I need to improve my behavior at Lincoln School. Mrs. Tuttle and I will be closely monitoring the points I earn at Lincoln from now until April 23rd. (20 school days).

If I earn 16 of my 20 points (80%)I will put a sticker on my chart. If I earn 16 of my 20 stickers (80%), I will earn a special out-to-eat lunch with Mrs. Tuttle. That means, there can only be 4 school days where I don't earn my sticker.

If I do not earn 16 of my 20 stickers, I will be choosing to have an adult come to Lincoln to monitor my behavior. This will begin after the 5th day of not earning a sticker.

_____   _____

Student   **Teacher**

Puzzle Pieces

- You need a picture of the reinforcer the student/class is working for

- Students earns piece of the puzzle for the desired behavior

- Puzzle complete….Reward Earned

- Great for students needing visual cues

Punch Cards

Name:_____
Week of:_____
GET YOUR WORK DONE ON TIME!!
Earn a punch for each day you get your all your work done on time! If you have earned 4 punches by the end of the school week, you can choose off the class reward menu!!!

Positive Attention Tracker

- Visually tracks positive teacher attention and redirects
- Use highly preferred icon for positives
- Teacher circles and pairs with behavior specific praise
- Cross out number with no attention for redirect
- 3 redirects, student moves to "think time" or "safe seat"
- Provides data on positive/negative ratio

Other Thoughts On Reinforcement...

Setting Criteria

Pairing Yourself with Reinforcers

Deprivation

Teaching Peers to Reinforce Appropriately

Pairing Natural with Contrived

Fading Contrived
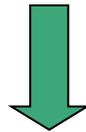
FBT Guiding Principle: Respond to Problem Behavior in a Way that Teaches Missing Skills

- We want problem behavior to decrease but we also need to teach the missing skills that led to the problem behavior (replacement behavior and other contributing skill deficits)
- Overall focus not punitive-no one is in "trouble"-what skill(s) need to be learned?
- "I care too much about you to not teach you skills you will need to be successful"
- We also don't want the consequence to be desirable or reinforcing
- Make sure they have all the information needed to make an informed choice
- 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
- Related: Mirror real life so teach life skills
- Respectful: Delivered calmly and as privately as possible
- Reasonable: "Fits the crime"

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)

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

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

- 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

Adult Natural/Logical Consequences

•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

Punishment: Go to the safe seat until you can behave in group appropriately!

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.

Punishment: You will stay in from recess because you were talking in the halls.

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.

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

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

Three Strikes	• 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	• 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"

Time Out

- Student is removed from a more reinforcing environment to a less reinforcing environment
- Only works if the learning environment is engaging and appropriate

Think Time

- 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

Commonly Used Logical Undesirable Consequences

Behavior Tutoring	- 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	- 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

MAKE SURE THEY HAVE ALL THE INFORMATION BEFORE MAKING A CHOICE

www.behaviormappingmaker.com

Consequence Maps (Developed by Amy Buie)
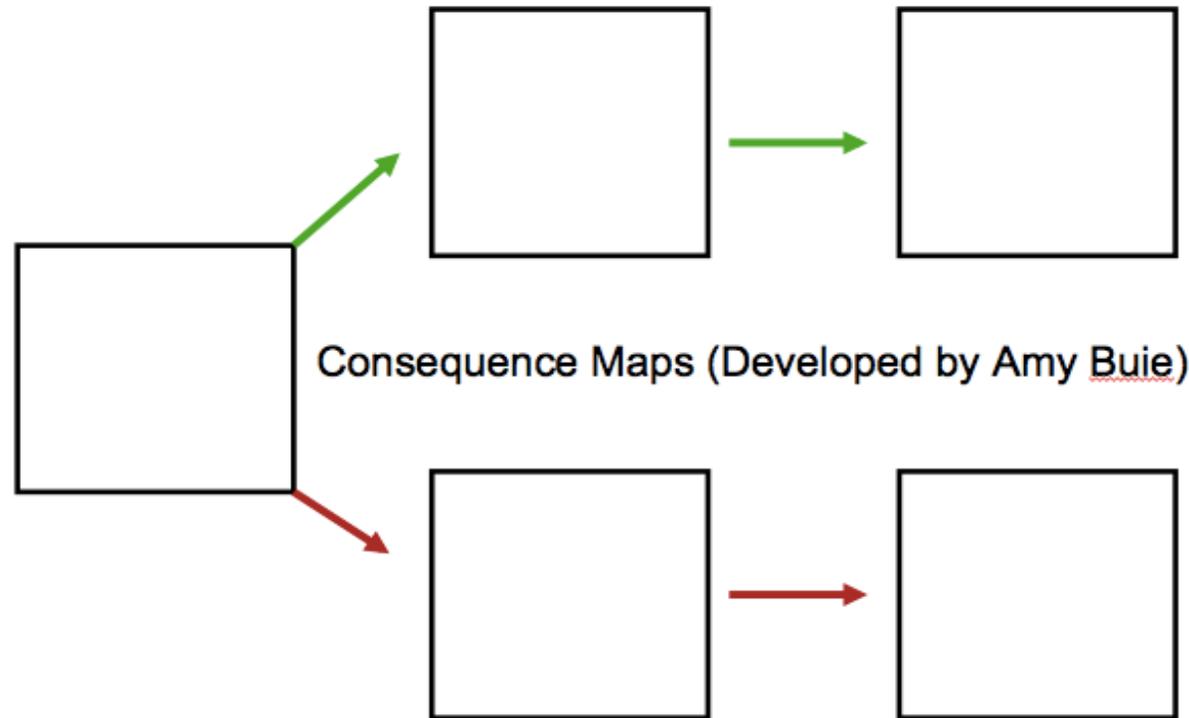
Child selects reinforcer
(places it on the map
with Velcro OR
writes it)

I want...

(desired
behavior
described
here)
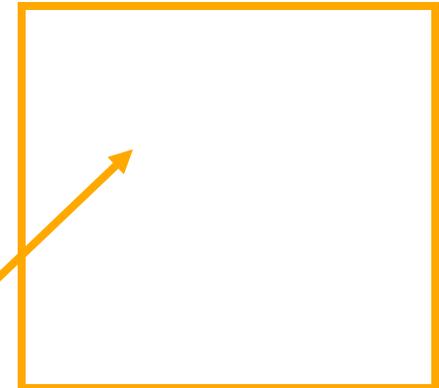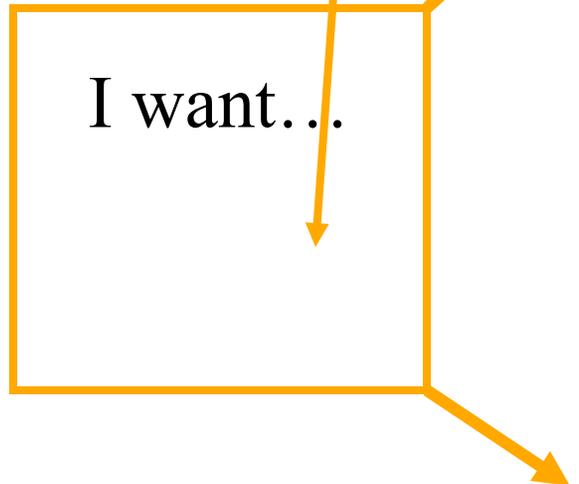
Selected reinforcer is then
placed here if able to demonstrate
desired behavior

other
choice that
is not
desired

oops

Lee, 2007
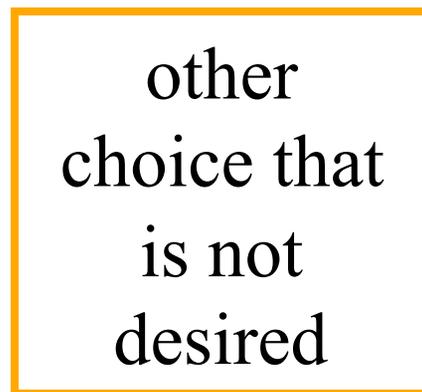
FBT Guiding Principle: Develop a Plan with All of the Crucial Components

- 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:
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

Silly Example:
VENDING MACHINE

Chocolate?

Or perhaps a caffeine fix?

- **Behavior**: putting money into slot and pressing a button
- What is the **Function** of this behavior??

Example continued

If you wanted me to stop my vending machine behavior, what is *most likely* to work …

- Lecture me about the link between sugar intake and adult-onset diabetes?
- Sternly tell me to stop, while wagging your finger at me?
- Punish me--Charge me an extra dollar?
- Jam the machine so candy bars stop coming out!

Extinction Bursts!

- When you implement an intervention that *withholds the function,* Behavior often **increases** briefly as the student "tries harder" to get the function.

  – Vending Machine Example: What do YOU do when your "button pushing" behavior doesn't yield a soda?

  – Elevator Example: What do you do when the elevator door doesn't open when you expect it to open?

    • Try harder…you don't **immediately** stop pressing the button. You push it faster and harder.

- Lesson: Behavior often gets worse before it gets better!

Progress Monitor

•Decisions not based on data are often emotional and unreliable

•Significant behavior change takes time-data will be needed to detect

<u>Two Key Questions</u>
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/ accomodations 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
•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 | I have noticed that. . .

We will work together to make this better.

We are all here to help.

I know this is hard.

Everyone has problems.

You are not alone.

We need to keep everyone safe and learning.

What ideas do you have?

What do you think would be helpful for. . . |

Controversial Issues

- Informing parents
- Is this an "assessment' that needs parental permission-is a disability suspected or is it formative data that guides decision making?
- I would side on the use of most effective practices- if student is improving no one will be upset
- Be transparent and educate entire school community on the process
- Support with peer reviewed articles provided in this presentation

Closing Thoughts

"We are too busy mopping the floor to turn off the faucet."

- Don't think of it as just problem behavior but rather a lack of understanding or more appropriate skill that needs to be taught.

- Be patient: The longer the problem behavior has been in place, the longer it will take to change.

- No behavior change efforts will be successful outside of a positive relationship

- Consistency is essential-"Build the fence, don't chase the cows." or "Shut off the faucet before mopping the floor."

- Consider the perspective of others on the team-practice your own theory of mind skills!

- Look for the positives and keep a sense of humor!