

Keep it Simple!

Simple v. Complex

FBA/BIP

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Session 4D

Session Outcomes

Participants will...

- Identify characteristics of situations where a simple Functional Behavior Assessment (FBA) / Behavior Intervention Plan (BIP) or a complex FBA/BIP are warranted
- Review the process and tools for conducting a simple FBA and developing the BIP

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Simple v. Complex

FBA/BIP

HOW DO YOU KNOW WHICH WAY TO GO?



FBA, or Functional Behavior Assessment, is a process for gathering information about student behavior in order to develop a BIP, or Behavior Intervention Plan.



The process for simple FBA and complex FBA is the same - but complex FBA/BIP may require specialized expertise and resources.

*MO SW-PBS teaches **simple FBA/BIP** as part of a schoolwide tiered behavior support system.*

Common Elements of FBA

- ▷ Define the problem behavior
- ▷ Review existing data
- ▷ Interview relevant stakeholders (teachers, family, student)
- ▷ Develop a summary statement or hypothesis with possible function
- ▷ Conduct observations to confirm

Common Elements of FBA

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- ▷ Review existing data
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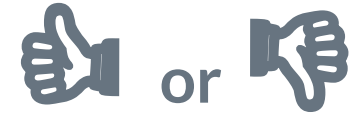
Problem Behavior

Operationally defined - observable and measurable

Could any person recognize the behavior from your description?

General Category	Observable Description
Defiant	<ul style="list-style-type: none">• Tells adults, “No!”• Yells, “I won’t do it!”• Uses profanity
Disruptive	<ul style="list-style-type: none">• Talks loudly while another person is speaking• Beats loudly on the desk
Physically Aggressive	<ul style="list-style-type: none">• Throws supplies off desk• Pushes peers• Hits peers
Noncompliant	<ul style="list-style-type: none">• Remains seated after being directed to move to another location• Leaves materials in desk when directed to get out supplies to start work.

Is this behavior observable?



Julia is unmotivated to complete her work.



Derek completes assigned writing tasks.



Erin is often off-task during science and math class.



Joel gets out of his seat and walks around the room during science and math class.



Simple or Complex?

High frequency behaviors that are NOT dangerous

- ▷ Talking out
- ▷ Running in classroom/hallway
- ▷ Not following directions
- ▷ Incomplete work
- ▷ Name calling
- ▷ Arguing



Dangerous behaviors

- ▷ Frequent fighting
- ▷ Throwing objects
- ▷ Significant property destruction
- ▷ Running from the school
- ▷ Self-injury



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Review Existing Data

What information do you already collect that can be compiled to begin forming a picture of the student?

Helpful Data to Review

Regularly Collected Data

- ▷ Office Discipline Referrals
- ▷ Classroom Discipline Data
- ▷ ISS/OSS
- ▷ Attendance/Tardy
- ▷ Grades
- ▷ Assessment Performance (like MAP scores, CBM scores, STAR, DIBELS, and other universally administered assessments)

Other Helpful Information

- ▷ Nurse Visits
- ▷ Counselor Visits
- ▷ Current or previous classroom supports for student behavior or academic performance
- ▷ Current or previous participation in behavior or academic interventions



Does the student already have an IEP?

Using the Data

What do you see in the existing student data that can help begin forming a picture of the student?

4D HO1
Existing School Data
Inventory

Measure	Proficient Score	At-Risk	High Risk	Person Responsible	Date(s) to Review
Office Discipline Referrals		Yellow			
Classroom Behavior Data			Red		
ES/SES		Yellow			
Attendance	Green				
Grades			Red		
Assessment Performance	Green				
Nurse Visits		Yellow			
Counselor Visits	Green				

 MO SW-PBS Tier 2 Workbook May 1, 2017

Common Elements of FBA

- ▷ Define the problem behavior
- ▷ Review existing data
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Interviews

Student, Family, Teachers

Having a Conversation

Students

Go to the source!

Having a conversation can help you put the information you already have in perspective.

Listen for clues.

Family

Get on the same page with family members.

Understand how school and home may look similar or different.

Understand the goals families have for the student, and what supports and strengths they can bring to the table.

Teachers

Clarify information about what, where, when, with whom, how often, etc. about the unexpected behavior.

Get information about how the student's day goes - what types of activities are successful, what types of activities are associated with the unexpected behavior?

What to Ask

Keep a short, focused conversation that will help you determine function.

4D HO2 Student Interview

4D HO3 Family Interview

4D HO4 Teacher/Staff Interview

Functional Behavior Assessment Student Interview		Functional Behavior Assessment Family Interview Form		Functional Behavior Assessment Staff Interview Form													
Student: _____ Interviewer: _____		Student: _____ Date: _____ Interviewer: _____ Family Member: _____		Student: _____ Date: _____ Staff Interviewed: _____													
Interview Questions 1. Describe a typical day for you. 2. What do you like to do after school when you get home each day? 3. In general, what do you like to do in your free time? 4. Do you spend time with friends or people your own age? 5. What is your favorite class in school? What do you like about that class? 6. Do you have people in your classes who you like to work with? 7. What are some things you have trouble with? 8. What are some things you do very well? 9. What are your goals for yourself at home and school?		Interview Questions 1. Describe a typical day for your child. 2. What does your child do after school when he or she gets home each day? 3. Does he or she spend time with friends or people his or her own age? 4. What does he or she say about what's happening in school? 5. What are some of your child's challenges? 6. What are some things your child does very well? 7. What are your goals for your child at home and school?		Directions: Ask each teacher the following questions and record responses on Section 4: Context Analysis on the Adapted FACTS - Part A INTERVIEW QUESTIONS 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class? 2. List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate. 3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.). 4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high). 5. For each time listed, what is the most common response to the problem behavior?													
Notes: _____		Notes: _____		Directions: Ask each teacher the following questions and record in the space below. <table border="1"> <thead> <tr> <th>Questions</th> <th>Staff Name & Position</th> </tr> </thead> <tbody> <tr> <td>1. What are some things the student does well?</td> <td></td> </tr> <tr> <td>2. What type of activity does the student choose when engaged in "free time"?</td> <td></td> </tr> <tr> <td>3. What adults does the student like to spend time with?</td> <td></td> </tr> <tr> <td>4. What peers does the student like to spend time with?</td> <td></td> </tr> <tr> <td>5. What are your goals for the student?</td> <td></td> </tr> </tbody> </table> Notes: _____		Questions	Staff Name & Position	1. What are some things the student does well?		2. What type of activity does the student choose when engaged in "free time"?		3. What adults does the student like to spend time with?		4. What peers does the student like to spend time with?		5. What are your goals for the student?	
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How Interviews Inform Planning

Information from the interviews may not directly speak to the unexpected behavior happening in the classroom, but can give insight we can use to help inform function, and make a Behavior Intervention Plan.



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- ▷ Define the problem behavior
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Develop a Summary Statement

Hypothesizing the Function of Behavior

Compiling the Information



Measure	Proficient Score	At-Risk	High Risk	Person Responsible	Date(s) to Review
Office Discipline Referrals					
Classroom Behavior Data					
ES/OSDs					
Attendance					
Grades					
Assessment Performance					
Home Visits					
Community Visits					

MD 201805 Tier 2 Workbook May 1, 2017



Functional Behavior Assessment Student Interview Form

Student: _____
 Interviewer: _____
 Family Member: _____

Interview Questions

- Describe a typical day for you.
- What do you like to do after school when you get home each day?
- In general, what do you like to do around the house?
- Do you spend time with friends or people like or her own?
- What does he or she say about what's happening in school?
- What is your favorite class in school? What do you like about that class?
- Are you ever picked on or teased by other students who you like to work with?
- What are some things you have trouble with?
- What are some things you do very well?
- What are your goals for yourself at home and school?

Notes: _____

Functional Behavior Assessment Family Interview Form

Student: _____
 Interviewer: _____
 Family Member: _____

Interview Questions

- Describe a typical day for your child.
- What does your child do after school when he or she gets home each day?
- Does he or she spend time with friends or people like or her own?
- What does he or she say about what's happening in school?
- What are some of your child's challenges?
- What are some things your child does very well?
- What are your goals for your child at home and school?

Notes: _____

Functional Behavior Assessment Staff Interview Form

Student: _____
 Interviewer: _____
 Family Member: _____

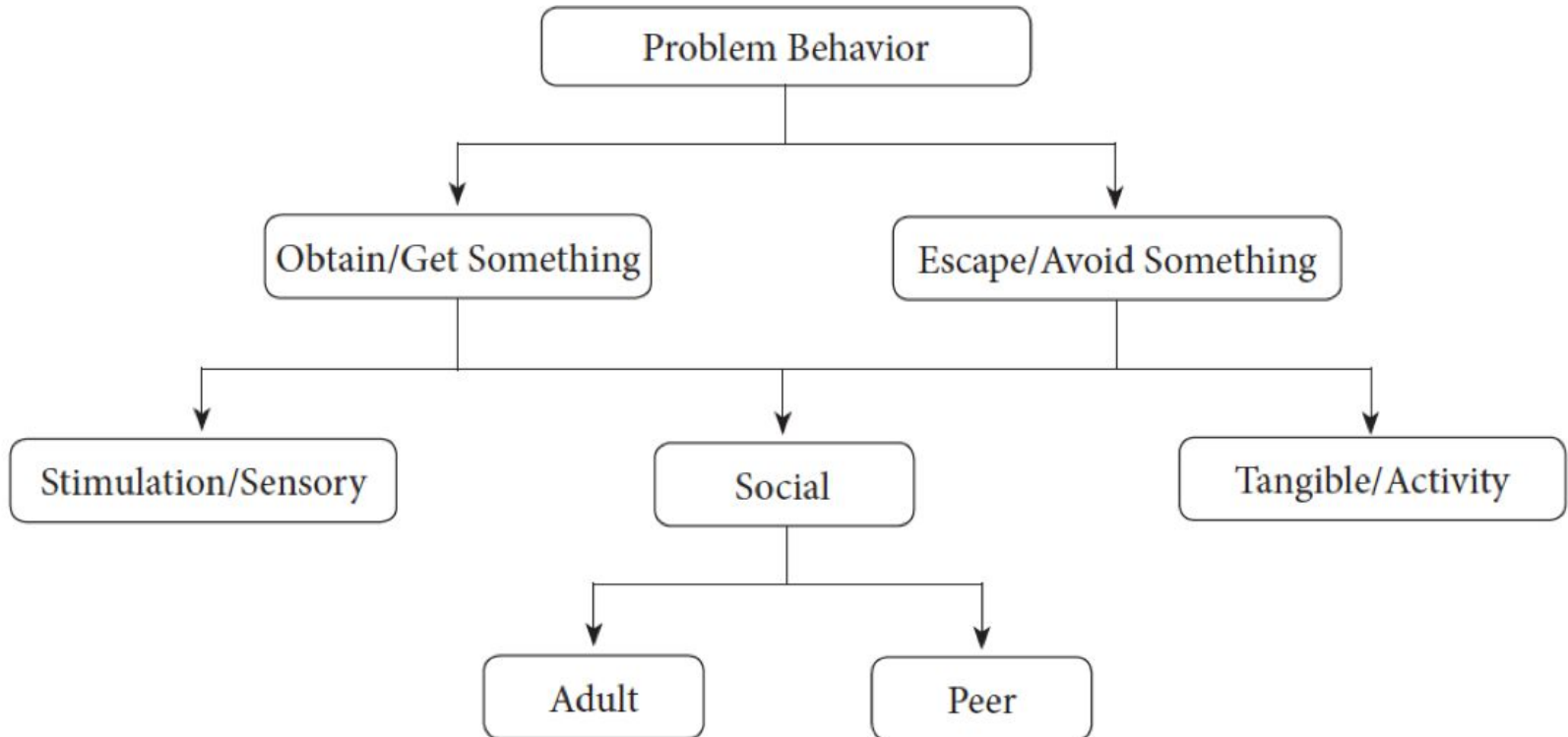
Interview Questions

- Describe a typical day for your student.
- What does your student do after school when he or she gets home each day?
- Does he or she spend time with friends or people like or her own?
- What does he or she say about what's happening in school?
- What are some of your student's challenges?
- What are some things your student does very well?
- What are your goals for your student at home and school?

Notes: _____

During _____, when _____, the student will _____, because _____. Therefore the function of the behavior is to _____. This is more likely to happen when _____.

Function of Behavior



Common Elements of FBA

- ▷ Define the problem behavior
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Confirm the Summary Statement

ABC Observation



During math and reading, when asked to work with a group or independently, the student will interrupt others, make comments unrelated to the work, mimic classmates, and grab items off others' desks, because the other students will tell her to stop and become engaged in a disagreement. Therefore the function of the behavior is to get peer attention. This is more likely to happen at the beginning of the week or after short breaks.

Confirming the Summary Statement

4D HO5 A B C
Observation
Recording Form

If the team feels pretty confident in their hypothesis, an ABC Observation will be used to confirm.

Remember, we're only interested in the identified behavior(s).

List Initial Summary Statement

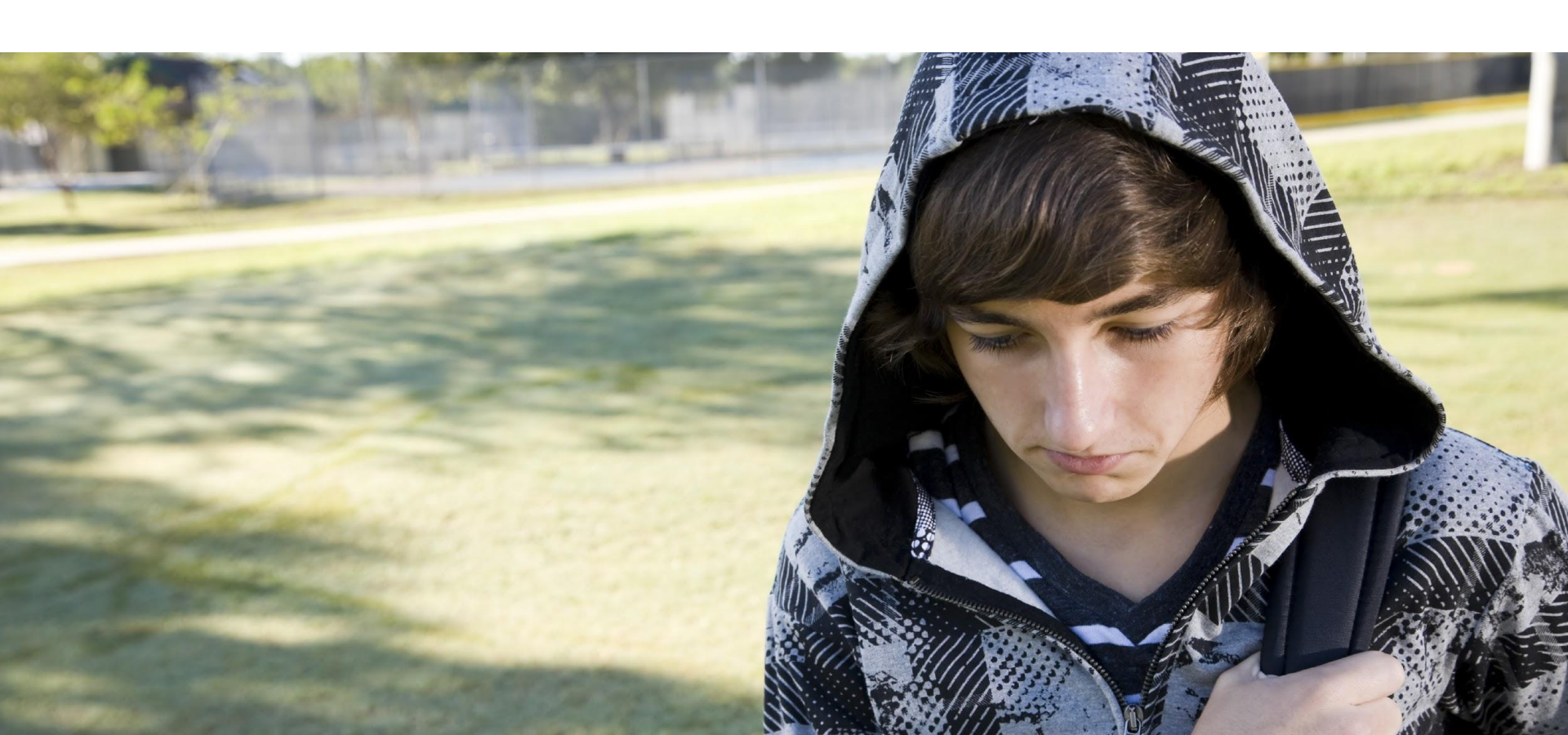
ANTECEDENT		BEHAVIOR	OUTCOME/CONSEQUENCE
During:	When:	The student will:	Because: Therefore the function is to obtain/avoid _____

Activity Observed:

Time	Antecedent	Behavior	Outcome/Consequence
	<input type="checkbox"/> Large group activity <input type="checkbox"/> Small group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Transition <input type="checkbox"/> Unstructured activity Specify:	<input type="checkbox"/> Directed to work on tasks requiring specific academic skills <input type="checkbox"/> Directed to complete nonacademic tasks <input type="checkbox"/> Given correction <input type="checkbox"/> Working/playing w Peers <input type="checkbox"/> Alone (no interaction) <input type="checkbox"/> Engaged in self-selected task <input type="checkbox"/> Directed to stop self-selected task	<input type="checkbox"/> adult(s) respond (look at or talk to student) <input type="checkbox"/> peer(s) respond (look at, laugh or talk to student) <input type="checkbox"/> get specific activity/object <input type="checkbox"/> get specific sensory input <input type="checkbox"/> adult attention removed <input type="checkbox"/> peer attention removed <input type="checkbox"/> specific activity/object removed <input type="checkbox"/> specific sensory input removed Notes:

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What about students with IEPs?
How does the process look different?



Informal or Formal?

Informal

Review existing data **ONLY**
(No parental consent required)

Follow FBA process

Develop a BIP
(Becomes part of IEP)

Formal

If needing to gather **ANY** additional information (observations, checklists, assessments, etc), you have entered the Re-eval Process and **must have parental consent** to move forward



FBA/BIP Webinar Series



Coming Soon!



Developing the BIP

How can we make changes to the environment, in addition to teaching the student, in order to support successful behavior?

Use the Matrix and the ECPs!

What should the student do instead of the current unexpected behavior?

- ▷ Identify the expected behavior from the matrix
- ▷ Plan for support and teaching the expected behavior
- ▷ Ensure the replacement behavior meets the same function as the problem behavior - student is trying to get his or her needs met
- ▷ Provide reinforcement for success!
- ▷ Avoid reinforcing the unexpected behavior

Communication is the key!

Visit <http://pbissmissouri.org>



Tier 3 Workbook & Resources

Home / Tier 3 Workbook & Resources



Listed below is a comprehensive list of MO SW-PBS Tier 3 Resources. Download a full copy of the MO SW-PBS Tier 3 Team Workbook.

TIER 3 WORKBOOK

+ Tier 3 Overview

+ Tier 3 Readiness

+ Tier 3 Core and Action Teams

+ Identifying Students for Individualized Support

Thanks!

Any questions?

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