

MISSOURI SW-PBS SUMMER INSTITUTE

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NOT ALL HEROES WEAR CAPES!



Session 2C: Function-Based Thinking Across the Tiers

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Today's Outcomes...

- Understand the logic of function-based thinking.
- Become familiar with how it informs systems, data, and practices across all three tiers of the MO SW-PBS Framework.
- Reflect on your current systems, data, and practices for ways to increase function-based thinking logic.



Function-Based Thinking Logic

the theory behind why we do what we do...

Key Concepts – Science of Behavior

- Science of Behavior – Fundamental Principles
 - Behavior is learned.
 - Behavior has a predictable pattern.
 - Behavior is a form of communication.

- Changing the environment leads to changes in behavior.



Why is this kiddo engaged in this behavior?

Scenario 1

Bill often says he hates math. One morning he refused to open his math book or get out his notebook and just sat there. The teacher reminded him to get started. He said he hated math and folded his arms. The teacher approached him and said that he needed to get ready for math or he would have to do it during the break. He then pushed the math book on the floor and said he was not going to do any ... (expletive) math. The teacher sent him to the office for noncompliance and disrespect.

Scenario 2

Another student, Ann, was having a bad day. Before school, three girls had ignored Ann's attempts to join in a conversation. In the first period, she did not get out her materials and mumbled that she never got any help. The teacher came over to help her get ready to work. The teacher talked with her and asked her to get out her science book. Ann got out the book while the teacher was by her. As soon as the teacher walked away, Ann slammed the book shut and shoved it back under her desk. The teacher went back to her and Ann got out her book.

Compare the 2 Scenarios...



What was the same about the two scenarios?

What was different about the two scenarios?

Behaviorism

A – B – C

Antecedent ► Behavior ► Consequence

Events that happen immediately before and trigger the behavior.

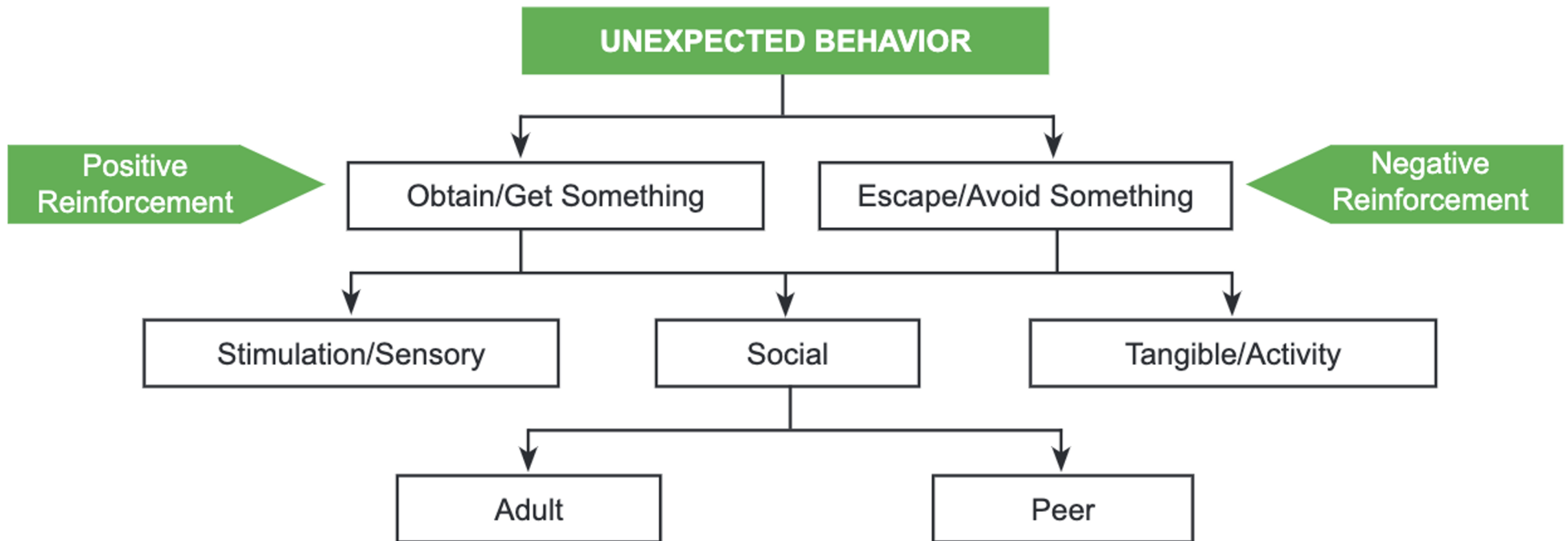
An observable and measurable act.

The resulting event or outcome that occurs immediately following the behavior that impact future use of the behavior.

Figure number 3:1

Examining patterns in response to these contingencies can help us understand the *why* behind behavior.

Function of Behavior



Function of Behavior

Are there other functions?

What about:

- Power?
- Control?

Ask yourself...

What does that look like? Power over who or what? What is being controlled?

Consider this Example

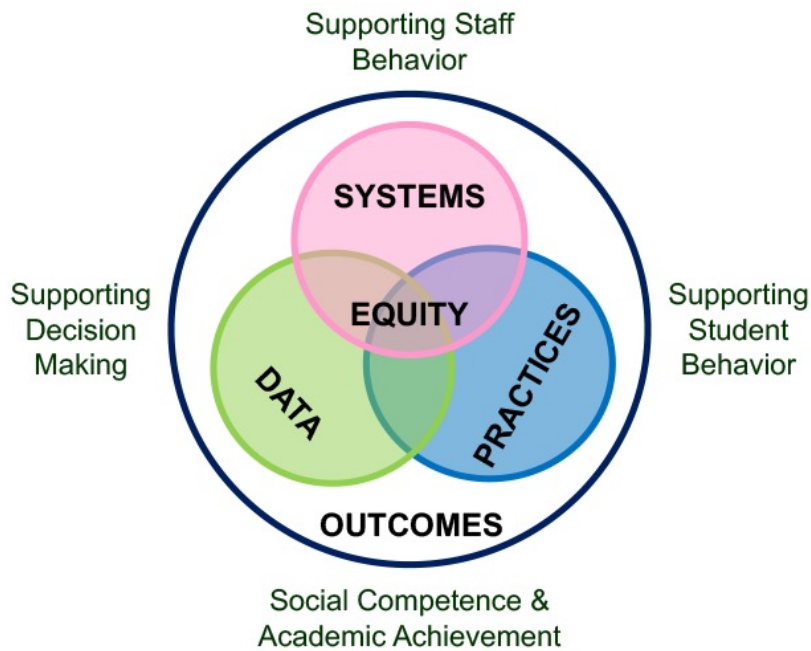
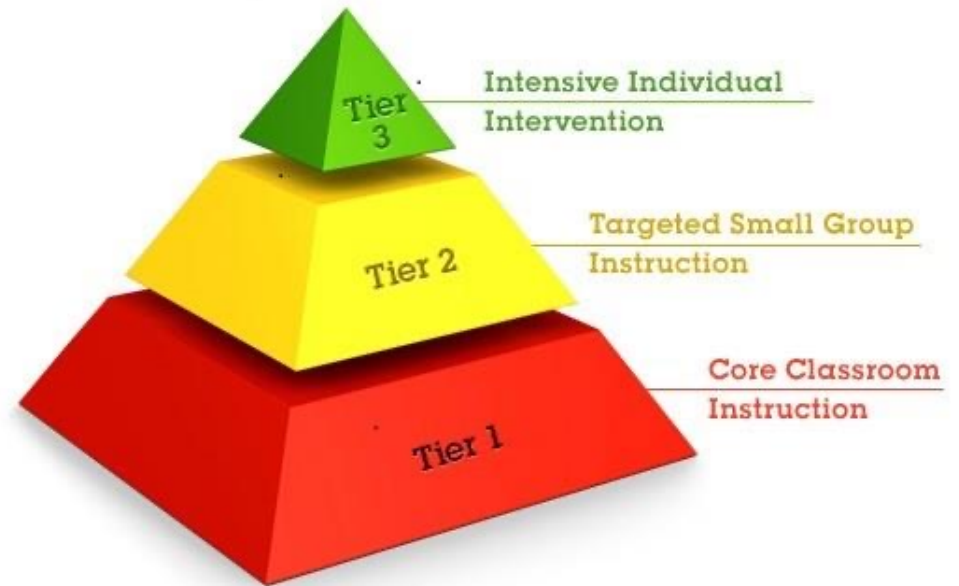
Joan is a student who has a history taunting peers. When teachers were initially asked about Joan's behavior and potential function, they indicated that Joan engages in this behavior in order to demonstrate power over other individuals. Knowing that it is not possible to problem solve around power, the teachers were asked "What does that look like, power over who or what; what is being controlled?" In response, the teachers were able to identify that Joan taunts her peers and that those peers will ultimately do whatever Joan wants from them in order to avoid further negative interactions (e.g., access to the front of the line for playground equipment, an object they possess). While the initial suggestion was that Joan's behavior was a result of power over others, deeper analysis indicates that the function maintaining Joan's behavior is getting access to a tangible or activity.

The Importance of Function



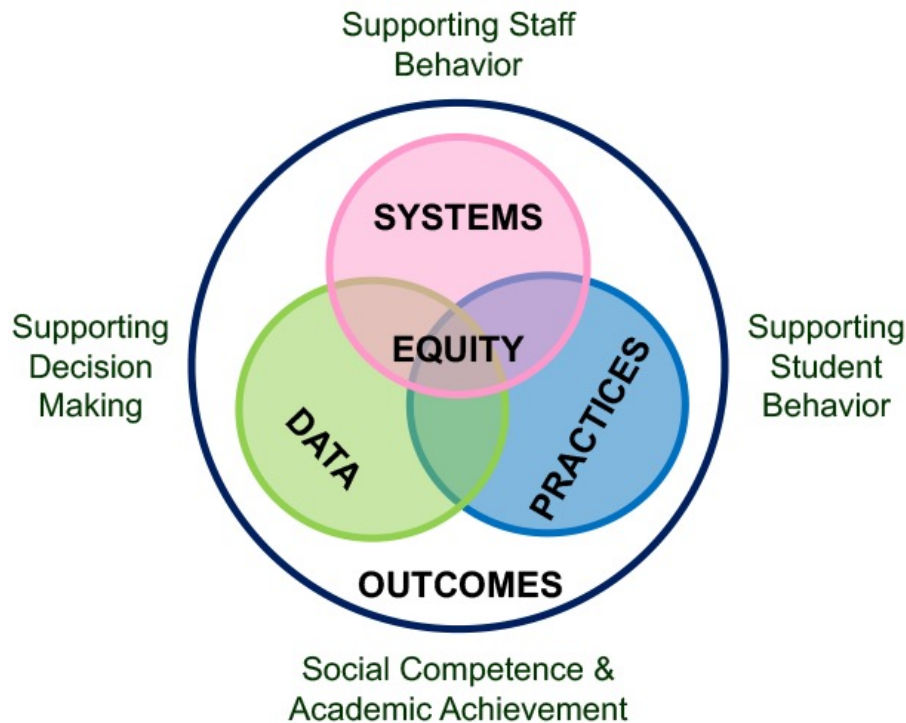
4:55-7:10

Function Across the Tiers



Function at Tier 1

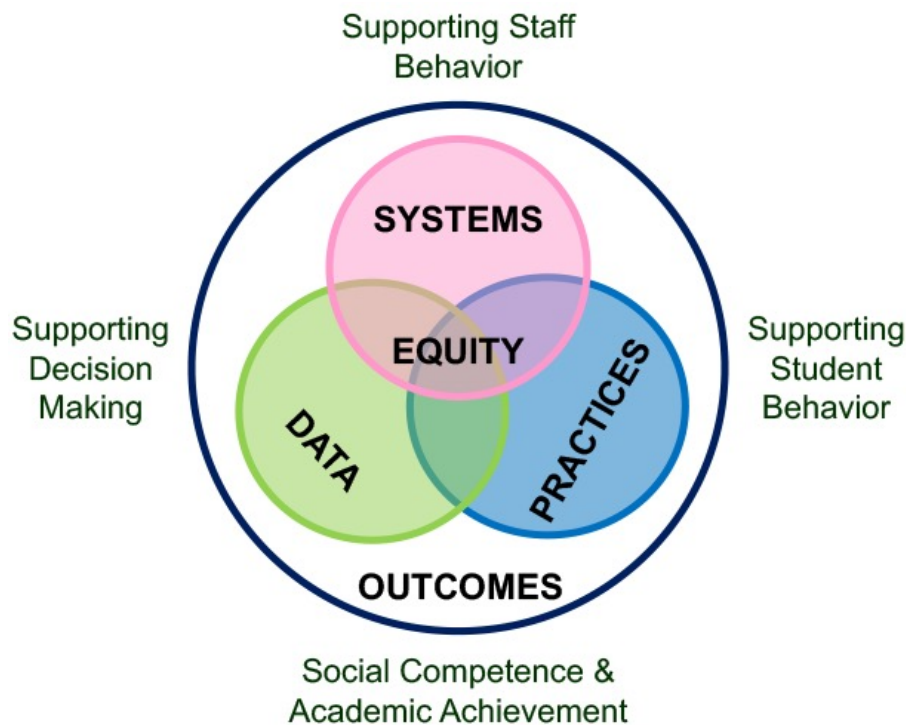
What are your outcomes at Tier 1?



Demonstration of expectations/rules.

Function at Tier 1

What data are you using to monitor and utilize in data-based decision-making?

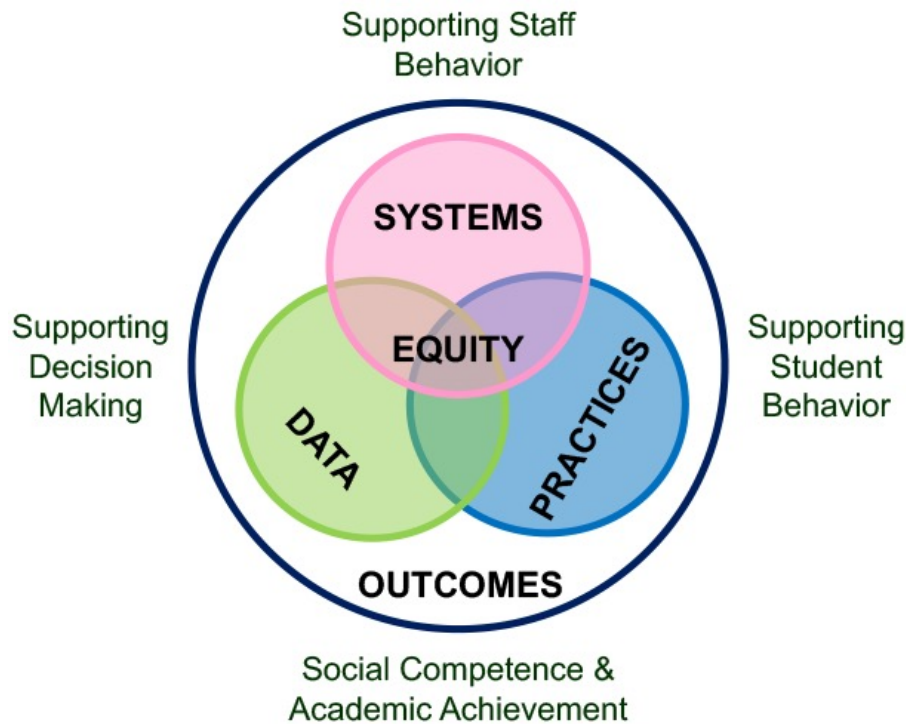


Teacher observations/
anecdotal data.

Classroom-managed
behaviors (minors).

Function at Tier 1

What practices are being used to support student behavior?



Classroom management strategies.

Are Consequences Enough?



7:10 – 9:05

Functional Classroom Management Strategies

- Your response continuum...

Teacher Reflection		
<i>The questions to ask yourself when misbehaviors occur:</i>		
Is the student trying to get teacher or peer attention?	OR	Is student trying to avoid work, activity, peers?
Strategies		Strategies
<ul style="list-style-type: none"> ● Ignore student, praise others following classroom rules ● Increase proximity to the student ● Change student's seating location ● Increase opportunities to respond ● Increase recognition when student follows classroom rules 		<ul style="list-style-type: none"> ● Provide very specific and explicit directions ● Elicit and allow time for clarifying questions ● <u>Ask student</u> "How can I help you with this assignment?" ● Adjust the assignment to fit student skill level ● Give choices about activities, materials, order of work completion, location, peers ● Increase opportunities to respond ● Praise any effort to follow classroom rules (e.g. work completion and effort)

Functional Classroom Management Strategies

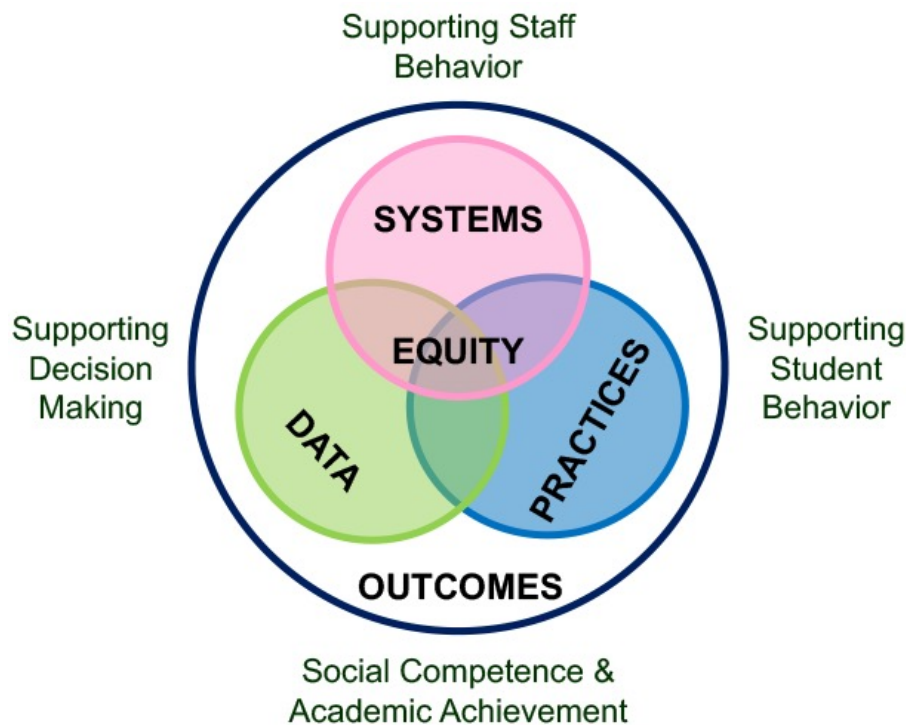
- What behavior (matrix/expectations) do you want the student to do instead?
- Has the student been explicitly taught this behavior?
 - If no → TEACH (Tell, Show/Do, Practice w/ feedback)
- Has the student demonstrated mastery of this behavior previously?
 - If no → TEACH (Tell, Show/Do, Practice w/ feedback)
 - If yes → what environmental modifications are needed to cue/prompt (increase fluency of) the desired behavior?

Function at Tier 1

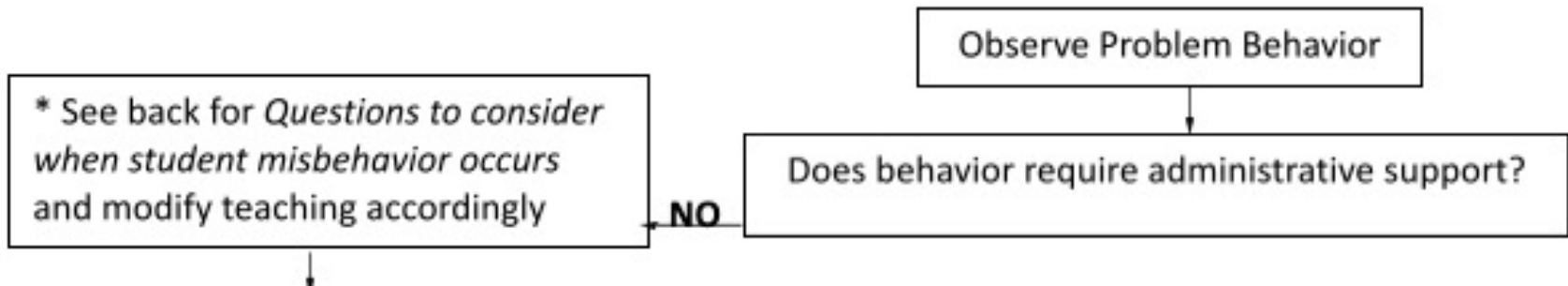
What systems are being used to support staff in supporting student behavior?

Have your staff been trained on function-based thinking?

Does your discouragement system prompt for the use of function-based thinking strategies?



System Examples

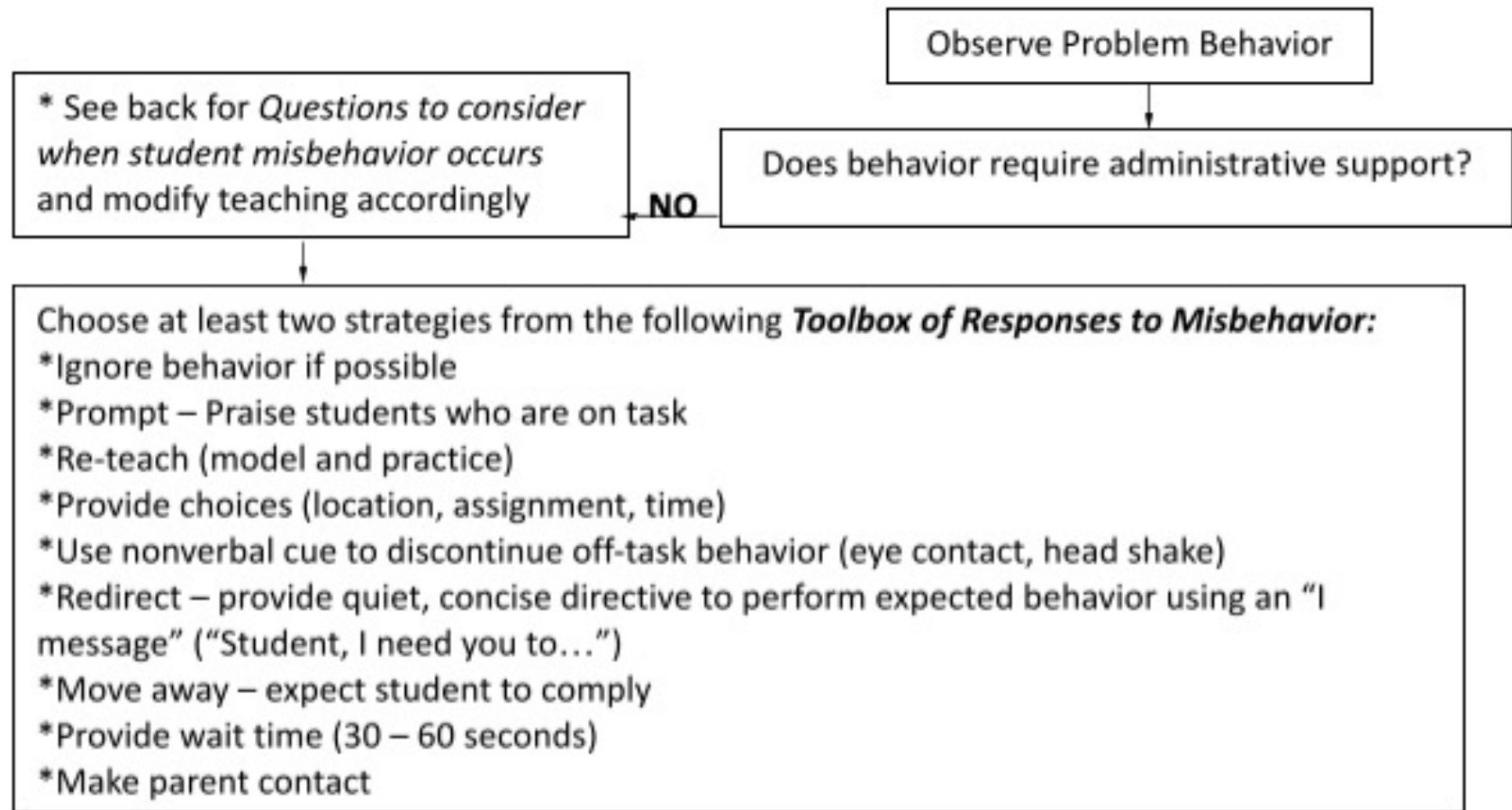


Setting the Classroom Up for Success

Questions to consider when student misbehavior occurs:

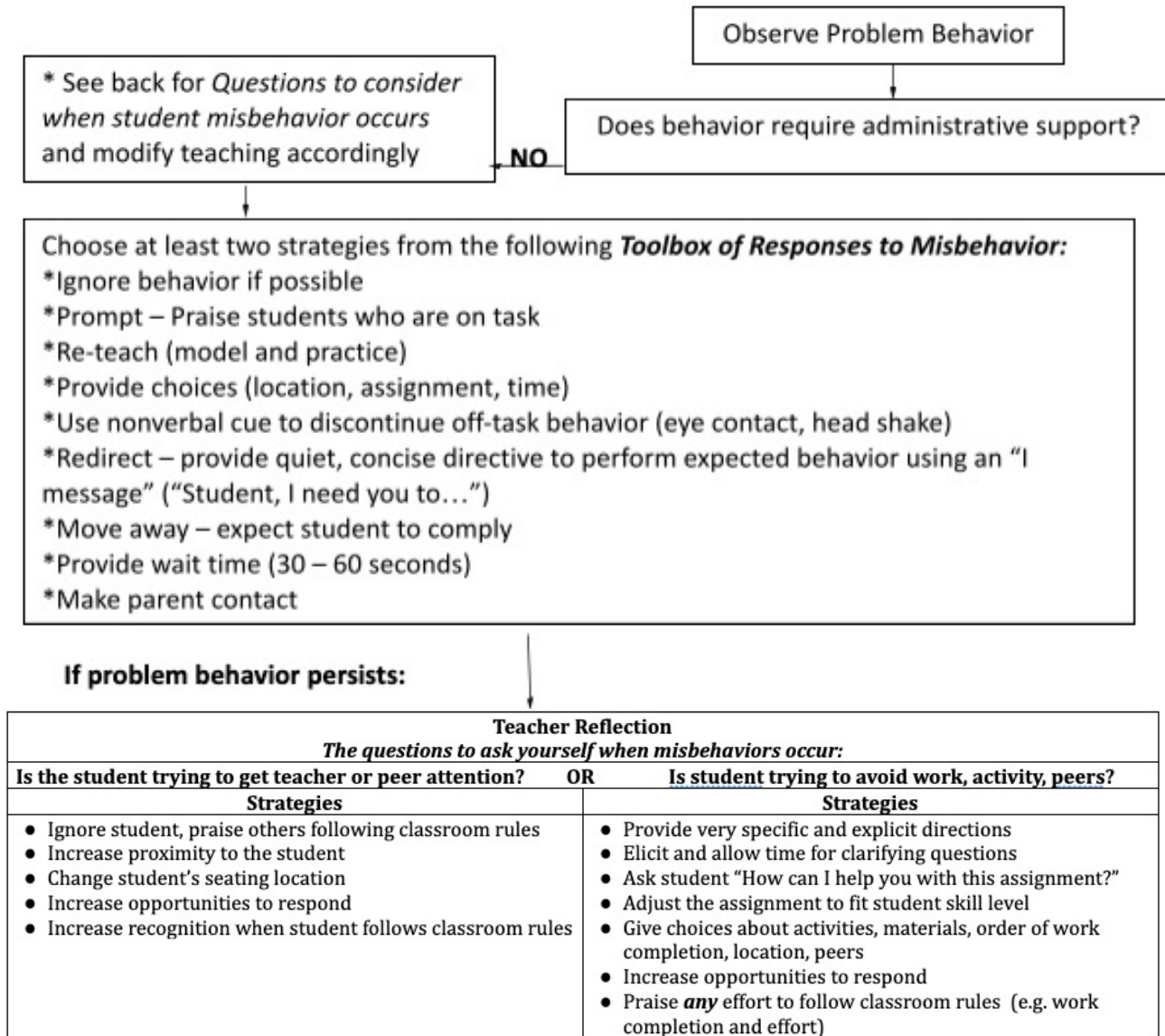
- Have I established and taught classroom rules and procedures?
- Do I consistently use the language of my classroom rules and procedures to prompt, praise and correct?
- Do I regularly give specific prompts and precorrects for expected behavior and academic targets?
- Do I recognize students frequently (4:1—4 positive responses to students following classroom rules to 1 correction)?
- Do I actively supervise (move, scan and interact frequently)? Is my classroom arranged for easy traffic flow?
- Do I design lessons to include multiple opportunities to respond (variety verbal responses, choral responding, response cards, guided notes, use of technology, 3 second wait time)?
- Do I design assignments to intersperse difficult and easy material?
- Do I provide choices about activities, materials, order of work completion, location, peers?
- Have I created an assignment at the skill level of every student?
- Have I created an interesting and engaging lesson?
- Do I respond to student misbehavior respectfully, privately and professionally like I do to academic errors?
- Do I quickly disengage after giving student a directive and give student time to comply?
- Have I contacted parents for suggestions and support?

System Examples



System Examples

Increasingly targeting function





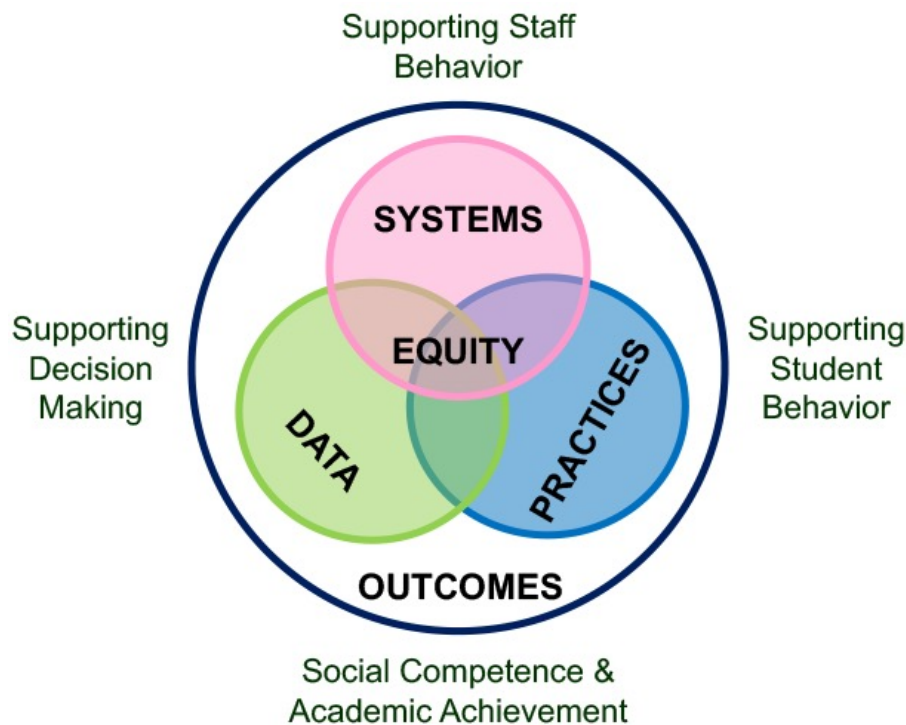
Incorporating Function into Tier 1

Think about your school's discouragement system:

- Are common behavior concerns addressed with school matrix/expectations?
- Are these universally taught?
- Are teachers documenting classroom management behaviors?
- Is that data used for individual/team problem-solving?
- Is functional thinking prompted in your flowchart?
- Are staff taught about function and how to use it to inform their classroom management actions?

Function at Tier 2

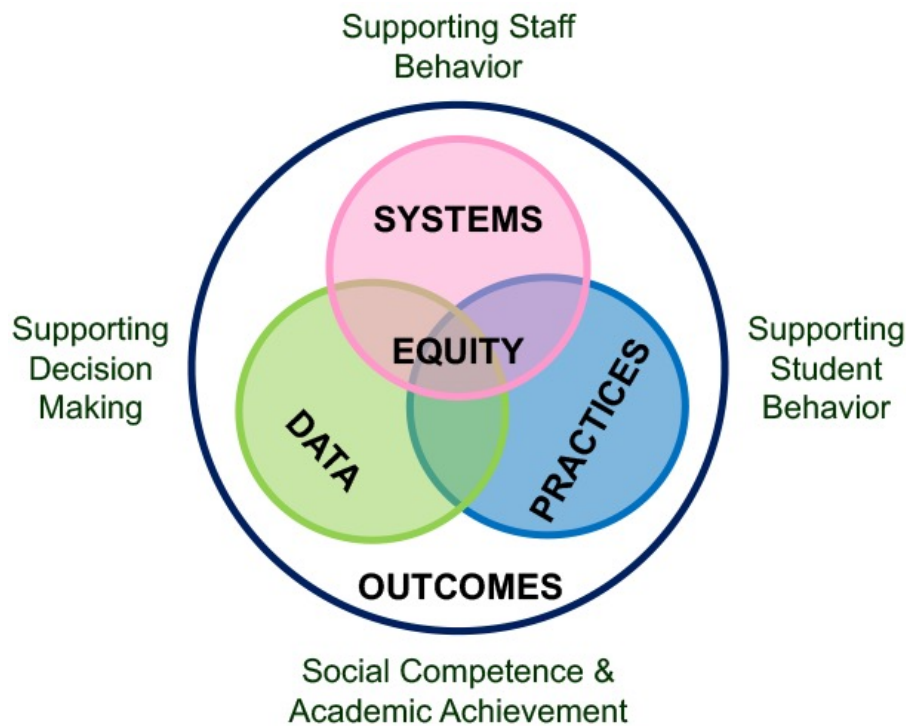
What are your outcomes at Tier 2?



Demonstration of expectations/rules.

Function at Tier 2

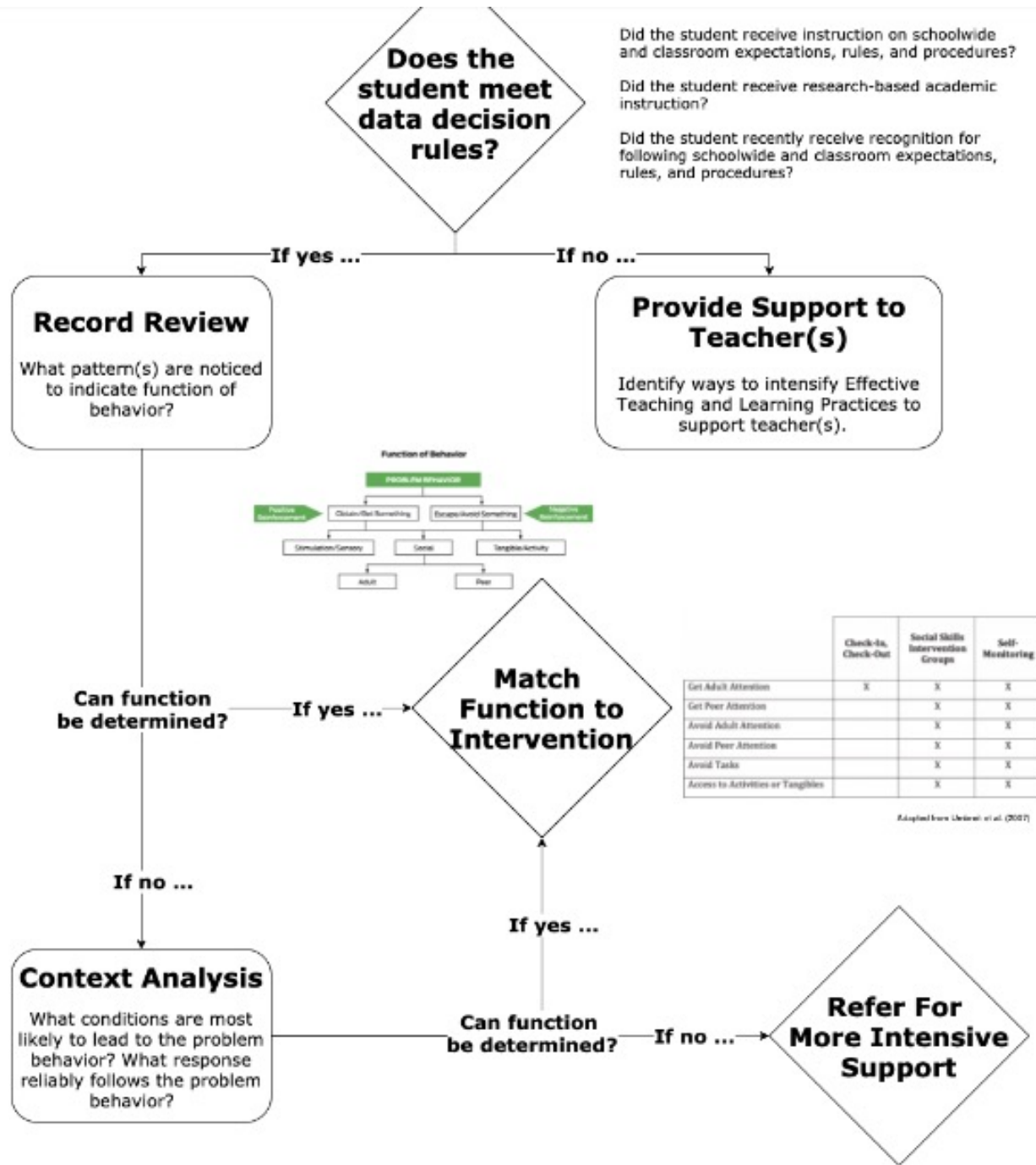
What data are you using to monitor and utilize in data-based decision-making?



Does your system allow for the collection and, if needed, detailed analysis of data to determine function?

Team Summarizes Data

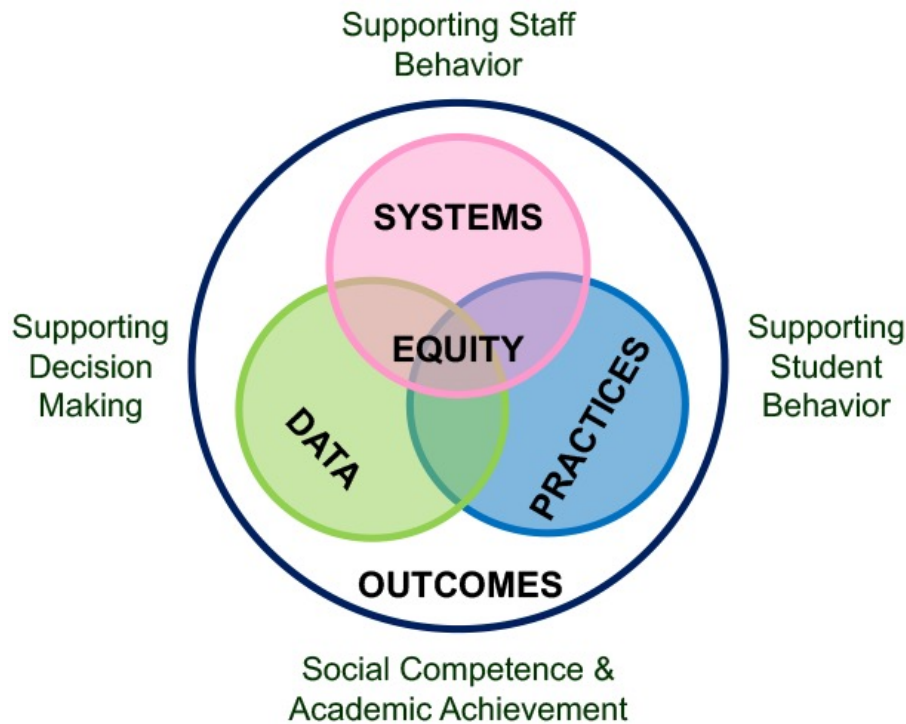
Clarify the target area of concern in observable, measurable terms. Analyze data to determine the function of behavior.



Function at Tier 2

What practices are being used to support student behavior?

Functionally Relevant Interventions



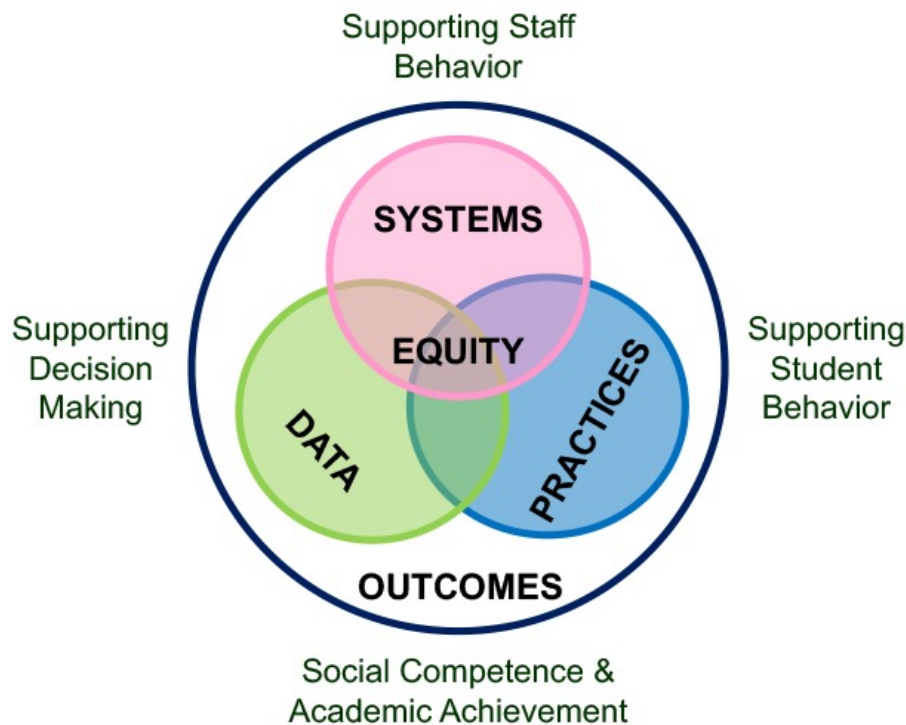
	Check-In, Check-Out	Social Skills Intervention Groups	Self-Monitoring
Get Adult Attention	X	X	X
Get Peer Attention		X	X
Avoid Adult Attention		X	X
Avoid Peer Attention		X	X
Avoid Tasks		X	X
Access to Activities or Tangibles		X	X

Adapted from Umbreit et al. (2007)

Function at Tier 2

What systems are being used to support staff in supporting student behavior?

Have your staff been trained on how to support small group interventions in the classroom?





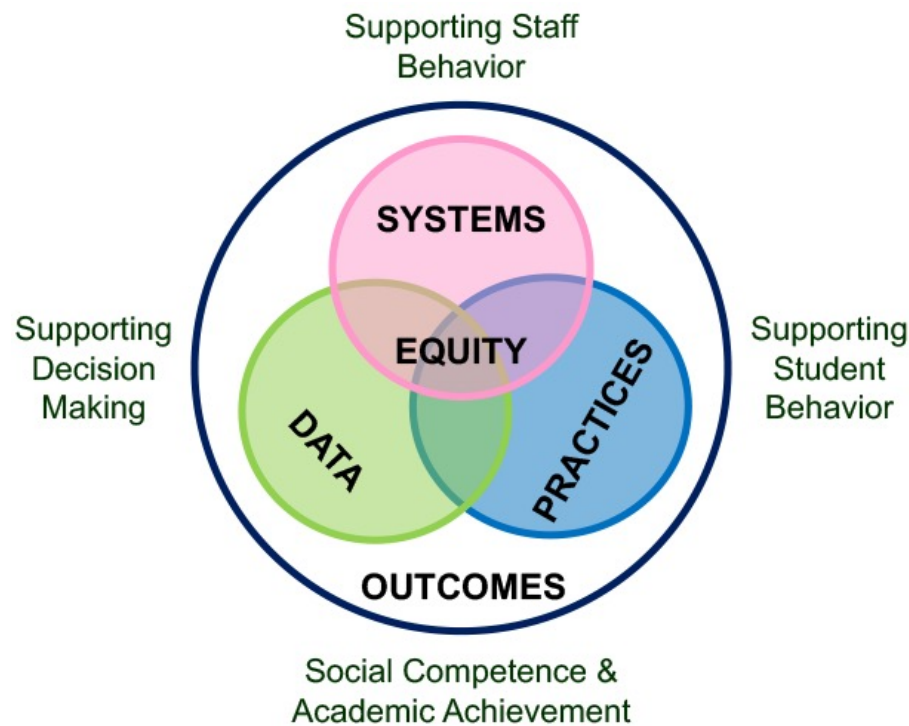
Incorporating Function into Tier 2

Think about your school's Tier 2 system:

- Does the data collected provide a quick way to analyze and determine function?
- Do you have interventions in place to meet the most common functions?
- How are you supporting staff in supporting the efforts of small group interventions in their classroom?

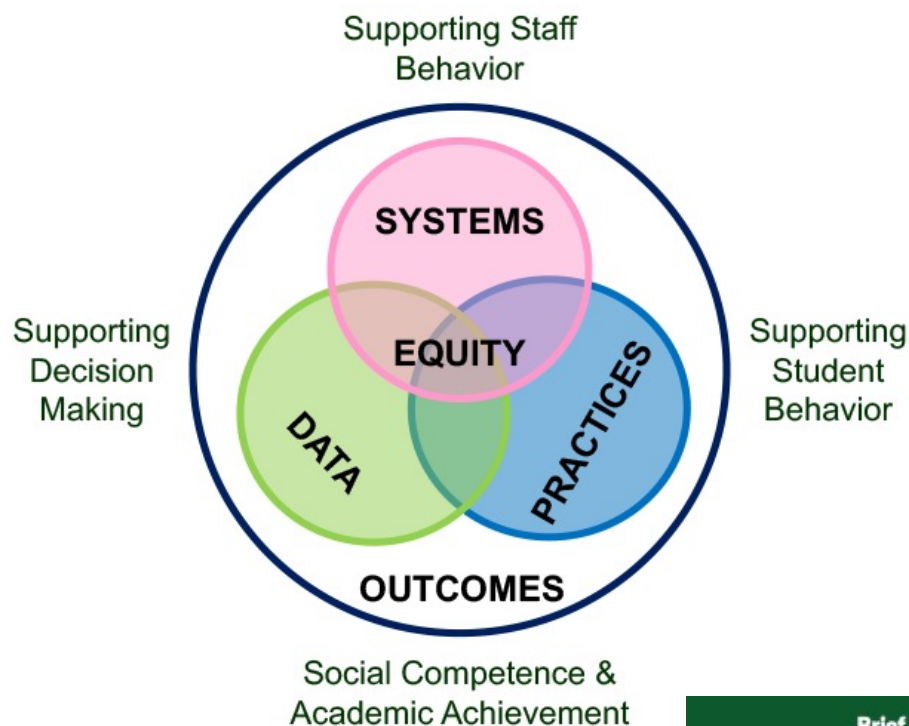
Function at Tier 3

What are your outcomes at Tier 3?



Demonstration of expectations/rules.

Function at Tier 3



What data are you using to monitor and utilize in data-based decision-making?

Data collection process to support an increasing continuum of need.

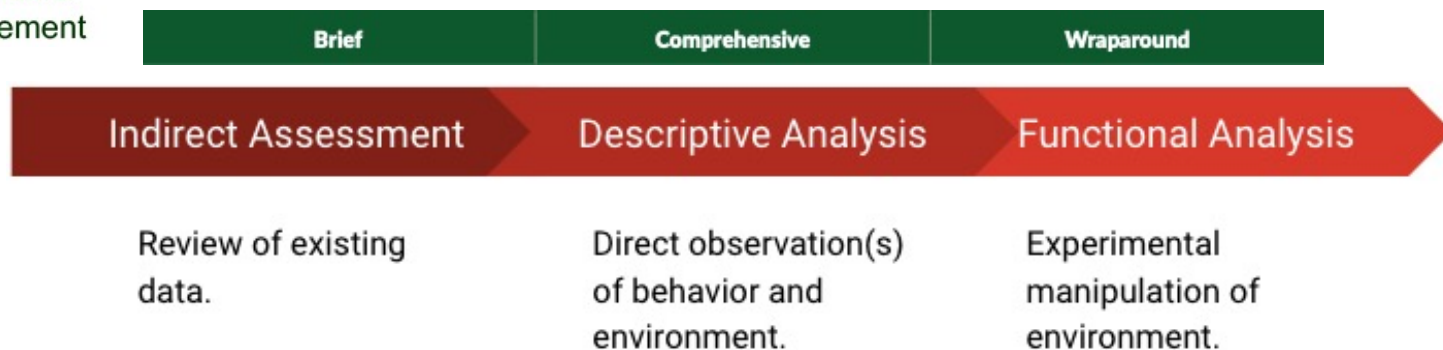
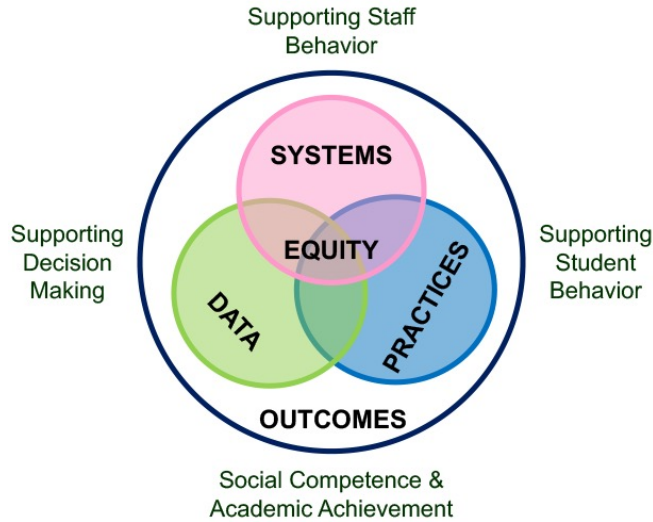


Table 1. Comparison of the Different Levels of Support

Feature	Brief	Comprehensive	Wraparound
Behaviors	<ul style="list-style-type: none"> Mild, somewhat disruptive Number of prioritized behaviors are few (one or two) and pattern of occurrence is clear Behaviors that occur in one or two settings or activities 	<ul style="list-style-type: none"> Moderate/severe Disruptive enough to impact student success and teacher ability to instruct Multiple behaviors occurring in multiple environments, potentially for different functions 	<ul style="list-style-type: none"> Severe behaviors that require supports beyond the school May require team members who have expertise in specialized areas Behaviors are impacted by complex issues (e.g., substance abuse, family dynamics, mental health needs)
Teaming	<ul style="list-style-type: none"> Small (teacher/coach) Other input sought outside of meetings Student included when appropriate 	<ul style="list-style-type: none"> Size expands to include multiple people in school, IEP team if applicable, family, community, and student Specific team roles and responsibilities Consensus process established 	<ul style="list-style-type: none"> Size expands to include people from all areas of student's life who are vested in student success including IEP team members if applicable, Outside agencies and supports enrolled Includes person-centered planning that leads to wrap-around supports
FBA	<ul style="list-style-type: none"> Emphasis on indirect sources of FBA information (typically gathered from classroom staff). 	<ul style="list-style-type: none"> Both indirect and direct methods of FBA used and from multiple informants 	<p>In addition to FBA</p> <ul style="list-style-type: none"> Strength-needs assessment Goals/vision reflecting voices of student and family Other assessment information related to areas of concern (medical, therapeutic)

BIP	<ul style="list-style-type: none"> • Plan developed within FBA meeting • Centers on prevention strategies and teaching and reinforcing replacement behavior and desired skills • Plan addresses features that enhance success and minimize failure of plan 	<ul style="list-style-type: none"> • Multiple component plan including antecedent strategies, replacement behaviors, reinforcing replacement behaviors, and changing responses to challenging behavior • Safety plan developed if challenging behavior is harmful 	<ul style="list-style-type: none"> • Full range of intervention options considered (beyond school) • Integration of multiple disciplines to address multiple challenges • Action plan that addresses goals developed from Person-Centered Plan vision
Progress Monitoring	<ul style="list-style-type: none"> • Student outcome data (baseline and intervention) • Implementation fidelity • Follow-up meetings within reasonable timeframe (e.g., 2 weeks) to review data • Decision-making based on data 	<ul style="list-style-type: none"> • Student outcome data (baseline and intervention) • Implementation fidelity • Follow-up meetings within reasonable timeframe (e.g., 1-3 weeks) to review data • Decision-making based on data • Social validity • Coach/teacher alliance 	<ul style="list-style-type: none"> • Involves coordination of multiple-agencies that includes consistent follow-up to review progress on action-plan steps • Student outcome data (baseline and intervention) • Implementation fidelity • Follow-up meetings within reasonable timeframe (e.g., 1-3 weeks) to review data • Decision-making based on data • Social validity • Coach/teacher alliance • Measures of broader outcomes (e.g., Quality of Life)

Function at Tier 3



What practices are being used to support student behavior?

1. Summary statement is copied from the FBA (i.e., setting event, triggering antecedent(s), unexpected behavior, maintaining consequence(s), and function).

COMPETING BEHAVIOR PATHWAY

		Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
Setting Event	Triggering Antecedent	Problem Behavior	Maintaining Consequences	Function
		Alternative Replacement Behavior (Short-term Replacement)		

Functionally Relevant Interventions

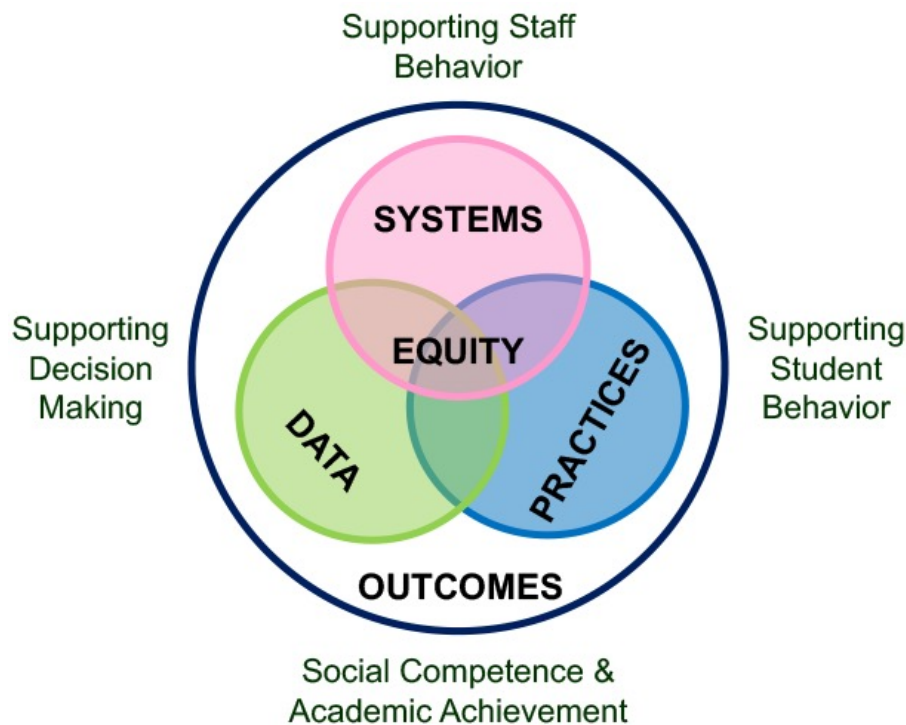
2. INTERVENTION STRATEGIES

2.1 Setting Event Strategies	2.2 Antecedent Strategies	2.3 Teaching Strategies	2.4 Consequence Strategies
			a) To Reinforce Appropriate Behavior
			b) To Minimize Unexpected Behavior

Function at Tier 3

What systems are being used to support staff in supporting student behavior?

Have your staff been trained on how to support individualized interventions in the classroom?





Incorporating Function into Tier 3

Think about your school's Tier 3 system:

- Does your data collection system support an increasing level of intensity?
- Are BIP strategies selected based upon function?
- How are you supporting staff in supporting the efforts of individualized interventions in their classroom?

Questions?

