D18 – Understanding and Supporting Students with Challenging Behavior: Building Capacity in Teachers and Schools

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Key Words: FBA/BIP, Assessment, Training
Maximizing Your Session Participation

When Working In Your Team

Consider 4 questions:

– Where are we in our implementation?
– What do I hope to learn?
– What did I learn?
– What will I do with what I learned?
Where are you in the implementation process?

Adapted from Fixsen & Blase, 2005

**Exploration & Adoption**
- We think we know what we need so we are planning to move forward (evidence-based)

**Installation**
- Let’s make sure we’re ready to implement (capacity infrastructure)

**Initial Implementation**
- Let’s give it a try & evaluate (demonstration)

**Full Implementation**
- That worked, let’s do it for real and implement all tiers across all schools (investment)
- Let’s make it our way of doing business & sustain implementation (institutionalized use)
Leadership Team Action Planning Worksheets: Steps

Self-Assessment: Accomplishments & Priorities

Session Assignments & Notes: High Priorities

Action Planning: Enhancements & Improvements
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www.pdx.edu/sped/MTSS
Introductions

- Who is here today?
  - Teachers?
  - Administrators?
  - Paraprofessionals?
  - District Behavior Specialists/BCBAs?
  - Outside consultants?

- Responsible for conducting FBA and building BSPs?
The Logic Behind Multi-Tiered Behavioral Support

- SWPBIS creates a school climate that supports the appropriate academic and social behavior of ALL students with a focus on:
  - PREVENTION
  - EARLY INTERVENTION
Typical Practice… How are we doing?

- We often use our most effective tools only after challenging behaviors have become severe and/or dangerous (Scott et al., 2010)

- Students who engage in persistent, lower-level challenging behaviors are more likely to receive less effective, exclusionary practices
  - Verbal Reprimands
  - ODRs
  - Suspensions

(Renshaw, Christensen, Marchant, & Anderson, 2008)
A Proactive Approach to Behavior Support Planning

- Many of problem behaviors that teams encounter do not require comprehensive FBA-BSP

- Using simplified FBA-BSP procedures that “match” the level and intensity of problem behavior
  - Provide FBS at the first signs of persistent problem behavior

Basic FBA/BSP:
- Non-Dangerous Behaviors and Maintaining Functions are Easily Defined and Identified

Complex FBA or Functional Analysis:
- Behaviors and Maintaining Functions Vary, and are not Easily Defined and/or Identified
School-wide Positive Behavior Support is:

- A systems approach for establishing the **social culture** and individualized behavioral supports needed for schools to be effective learning environments for all students.

- Evidence-based features of SW-PBIS
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership – Team-based implementation (Systems that support effective practices)
  - **Common understanding of the Basics of Behavior & Behavioral Intervention across ALL Staff**
Establishing a Social Culture

for Supporting Students w/ Challenging Behavior

Common Vision/Values

Common Experience

Common Language

- Antecedent/Trigger
- Behavior (observable definitions)
- Consequence
- Function/ Possible Motivation
- Setting Event
- Replacement Behavior
- Desired Behavior

MEMBERSHIP
Pair & Share

Discuss with a partner next to you:

What advantages can you see to training all staff in the Basics of Behavior and Function-Based Behavioral Intervention?
Benefits of Common Training in Understanding the Basics of Behavior & Behavioral Intervention

- Staff have more tools to understand behavior & implement effective interventions in their classroom prior to referral
- Staff can collect data prior to intervention on function of student behavior
- Staff can more effectively complete discipline referral forms
- Increase efficiency & accuracy of FBA interviews with staff
- Increased understanding of behavioral interventions (increase buy-in to plan & reduce resistance)
Why is Function so Important?
Why is the function of behavior important?

(Click numbers to reveal information)

1. Any intervention can potentially make problem behavior:
   - Better
   - Have no effect
   - Make it worse

2. Using function to guide selection of interventions should help to more efficiently identify effective interventions & avoid interventions that can make things worse.

First, do no harm.
Filter & Horner, 2009

![Graph showing baseline, function-based intervention, and non-function-based intervention with data points for Dylan's problem behavior and task engagement over sessions.](image-url)
Figure 1. Function-based and non-function-based Behavior Intervention Plans for Carter (Student 1).
Universal Interventions: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Targeted Group Interventions: Specialized Group Systems for Students with At-Risk Behaviour

Intensive Individual Interventions: Specialized Individualized Systems for Students with High-Risk Behaviour

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15%

~5%
The Basic FBA to BIP Training Series
Basic FBA to BIP

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don’t miss the blog below.

BEHAVIOR SPECIALIST TRAINING  SCHOOL-WIDE TRAINING
Planning for Effective Use

School-wide Plan

Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don't miss the blog below.
Basic FBA to BIP
Planning for School-wide Training

It's important that staff complete the homework tasks for practice.

Planning for School-wide Training

The school-wide training is intended for all staff in your school. Before completing the training, it's important to provide your colleagues with a clear understanding of the goals for the training.

Goals of School-wide Training:

1. To provide staff with a framework and tools for understanding problem behavior and behavioral intervention to support them with students with challenging behavior in their classroom.
2. To create a common language in the school for discussing students with challenging behavior and intervention planning.
1. Planning for School-wide Training

- Planning:
  - Module 1 – 60 min. & Module 4 – 75-90 min

- Direct staff members to www.BasicFBA.com

- Click on “School-wide Training” button
2. Planning for School-wide Training

- After completing the module have each staff member print a screenshot of Results slide and turn it in.
3. Planning for School-wide Training

- Support staff with completing the Homework Task
- Create opportunities for Staff to Review/Discuss Homework
- Collect the Homework Task in 2 weeks
- Move on to Module 4
Basic FBA to BIP e-Learning Modules

Eddie Croissant
Lead Instructional Designer

Tyler Collier
Web Developer
Online Module Features

- Pre and Post Assessment for Each Module
- Participant Guide and Materials to Follow Along and Practice Using Forms/Tools
- Interactive Activities with built in Checks for Understanding
- Embedded video to model interviewing
- Embedded video for practicing observations
- Links to data collection and graphing resources specific to Basic FBA to BSP
- Email follow-up with Homework Reminders
- Free!
Basic FBA to BIP Training Series

Module 1 - Defining & Understanding Behavior
Module 2 - FBA: Practice Interviewing
Module 3 - FBA: Practice Observing
Module 4 - Critical Features of BIP
Module 5 – Building BIP from FBA
Module 6 – Implementation Plan & Leading a BIP team
Module 7 – Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed with all staff in the school
Module 1 Objectives

By the end of this module you should be able to:
(Click numbers to reveal information)

1. Define observable behavior (What).
2. Identify events that predict Where & When the specific behavior occurs.
3. Identify Why a student engages in the specific behavior.
Understanding Behavior

Behavior can be confusing and frustrating.

This training will provide a research-based framework for understanding challenging behavior.

(Click on the buttons below to advance the comic strip)

In Principal Harrises office

Thanks for coming to see me—I wanted to talk about your son’s behavior at school.

Oh no! What has Brian done now! Do you think he’s a bad child?

I wouldn’t say he’s bad... Let’s just say he’s gifted at disruptive behavior.
The A-B-C’s of Understanding Behavior

Antecedent: (Trigger)
When _____ happens...

Behavior: The student does (What)...

Consequence: ...and as a result

Function (Why):
Therefore, the function of the behavior is to get/avoid

Click on each box to learn more...
Always start with "B"

Start by defining the problem behavior

Antecedent:
- Routine
- Where: Place and Time
- (Trigger)
  - When _____ happens...

Behavior:
- The student does (What)___

Consequence:
- ...and as a result

Click on each box to learn more...
Defining Observable Behaviors

Definitions of behaviors need to be:

**Specific:** clearly defined in detail

**Observable:** action that can be seen

**Measurable:** action that can be counted or timed

Defined so clearly that a person unfamiliar with the student could recognize the behavior without a doubt!
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gets out of desk and hits other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, it’s easy to visualize the student doing this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has separation anxiety (from parent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, this is not very clear... children express separation anxiety in many different ways – this definitely needs to be more specific.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spacey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, people can space out in different ways – this should be more specific.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads 120 wpm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, this is observable, we could have a student read aloud and measure this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says she hears voices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, this is the tricky one – because she “says” she hears voices we can observe that... we can’t observe whether she is actually hearing voices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotionally disturbed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, not specific enough – need more details of what the behaviors look like.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t like classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, we need to know the specific behaviors “swears at, hits, scowls at” that we can observe to show the student doesn’t like the classmates.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Defining Behavior

Definition – What does the Behavior look like?

**Talking out**: Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.

Examples of Talking Out

- Answering a question directed to another student
- Talking when the teacher is giving directions
- Talking to peers during independent work time

Non-Examples of Talking Out

- Answering a question that the teacher directed to the child
- Yelling to another student during recess
- Talking with a peer during group work
Video Activity: Defining the Behavior

Directions:
Watch the video and write a specific, observable, measurable definition of the behaviors you see with examples and non-examples.

Definition:

Examples:

Non-Examples:
Antecedents

THEN we move on to the Antecedents. Where & When does the behavior occur?

• Routine (Place and Time)
• Triggering Antecedents

Antecedent:
(Trigger)
When ____ happens...

Behavior:
The student does (What)...

Click on the details button to learn more.
Identifying Routines (WHERE)

It's important that we understand behavior within a routine (WHERE) because behavior is contextual. Your behavior likely changes depending on the context you are in.

For example: you might act very differently at a party, concert, or sporting event for your favorite team than you do in your professional workplace.
Identifying Routines

Understanding Behavior

When trying to **understand behavior**, it's important to identify and focus on one routine.

This allows us to gain a more **focused** and more **accurate** understanding of the behavior.

Bobby kicks at recess to escape peers teasing.

Bobby kicks in math to avoid the difficult math worksheet.
Activity: Identifying Routines

**WHERE** = Routines where the problem behavior is most likely to occur.
(Place and Time)

**Examples:**
- During math class from 10 to 10:45
- Non-structured activities (lunch, recess)

**At the lunch table,** when told to shut up by a peer. **Ben hits the student.**

---

Show me the activity!

Select the Routines. Correct selections will appear in Blue, Incorrect in Red.

**In language arts class,** when asked to read aloud in class, **Tracy gets up and tells jokes.**

**During circle time,** when praised **Jessie starts crying.**

Next scenario
Identifying Antecedent "Triggers"

Routine
Where: Place and Time

Antecedent
(Trigger)
When ____ happens:

Behavior:
The student does (What)...

- At the lunch table.
- when told to shut up by a peer.
- Ben hits the student.
Identification Scenario #2

In math class, Bea stares off into space and does not respond to teacher directions when she is given a difficult math problem.

Show me the activity!

In the next several slides, drag words from the word bank to the blank/boxes.

Routine: *During

Antecedent/Trigger: When

Behavior: The student...

Stares and does not respond to directions
Math Class
Given a difficult problem
Identifying Consequences

To determine the consequence, identify what happens right after the behavior... identify the outcome that is most meaningful to the student...

Antecedent:
(Trigger)
When ____ happens...

Behavior:
The student does (What)...

Consequence:
...and as a result

Click on each box to learn more...
Consequences

To determine the consequence, identify what happens right after the behavior... identify the outcome that is most meaningful to the student.

During recess, when peers tease him, Bobby hits his peers and they leave him alone.
Consequence Scenario 2

Nancy cries during reading time when she is asked to work by herself. This results in the teacher sitting and reading with her.

Show me the activity!

In the next several slides, drag words from the word bank to the blank/boxes.

Routine: “During _____________.

Antecedent/Trigger: When _____________.

Behavior: The student _____________.

Consequence/Outcome: _____________. And as a result _____________.

Asked to work by herself. Reading. The teacher sits & reads with her. Cries.
Putting it all together

Identifying the Function (Why) of Behavior

**Antecedent:**
Routine
Where: Place and Time
(Trigger)
When _____ happens...

**Behavior:**
The student does (What)...

**Consequence:**
...and as a result

**Function (Why):**
Therefore, the function of the behavior is to get/avoid

Click on each box to learn more...
# Most Common Functions of Behavior

<table>
<thead>
<tr>
<th>To Obtain/Get:</th>
<th>To Avoid/Escape:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Peer attention</td>
<td>• Difficult Task</td>
</tr>
<tr>
<td>• Adult attention</td>
<td>• Boring Task</td>
</tr>
<tr>
<td>• Desired activity</td>
<td>• Easy Task</td>
</tr>
<tr>
<td>• Desired object/items</td>
<td>• Physical demand</td>
</tr>
<tr>
<td>• Sensory stimulation: auditory, tactile, etc.</td>
<td>• Non-preferred activity</td>
</tr>
<tr>
<td></td>
<td>• Peer</td>
</tr>
<tr>
<td></td>
<td>• Staff</td>
</tr>
<tr>
<td></td>
<td>• Reprimands</td>
</tr>
</tbody>
</table>
Bobby’s Summary Statement

When asked to work with a partner in science, Bobby tears up his assignment and stamps his feet. The teacher then has Bobby sit down at his desk to complete the same assignment, while the rest of the class works together with their partners.

Drag boxes on to the correct location, then identify the function.

Routine: “During ____________________________”

Antecedent/Trigger: When ____________________________

Behavior: The student...

Consequence/Outcome: ...and as a result ____________________________

Therefore, the function is to: get/avoid ____________________________

(select get or avoid and type your answer in the box above)

Submit
**Setting Events**

Setting Events: are more distal events; often occurring outside the routine.

Setting Events temporarily alter the student and can "SET UP" or increase the likelihood of the student engaging in the problem behavior.

**S**etting **E**vents

**A**ntecedent: (Trigger) When _____ happens...

**B**ehavior: The student does (What) _____

**C**onsequence: _____ and as a result

**F**unction (Why):

Therefore, the function of the behavior is to get/avoid ________

Click on **Setting Events** box to learn more...
Setting Events “Set Ups”

**Examples:**
- Lack of sleep or food
- Having a fight on the way to school
- Substitute teacher/changes in routine
- Forgetting to take medication
- Bad grade on a test/reprimands

**Non-Examples:**
- Diagnosis of Autism or ADHD
- “Bad” home life

*Note: Setting Events can be difficult to identify, and are often unknown.*
# Brenda’s Behavior Patterns

Click on arrows to reveal the ABCs of the incidents:

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>When (Antecedent) happens</th>
<th>The Student (Behavior)</th>
<th>And as a result (Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Incident</td>
<td>Susan calls Brenda or &quot;creep face&quot; and laughs at her</td>
<td>Brenda punches Susan on the arm</td>
<td>Susan stops laughing and walks away</td>
</tr>
<tr>
<td>Date: 10/24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time: 8:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morning/Play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Incident</td>
<td>A group of students at recess call Brenda fat</td>
<td>Brenda kicks several of them</td>
<td>The students run away</td>
</tr>
<tr>
<td>Date: 10/26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time: 10:40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Incident</td>
<td>A peer laughs at Brenda when she trips on the carpet</td>
<td>Brenda pulls the child’s hair</td>
<td>Brenda is sent to the office</td>
</tr>
<tr>
<td>Date: 10/27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time: 8:45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to Circle Time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## Summary of Behavior

- **Routine:** Unstructured Time/Play
- **Antecedent/Trigger:** When other student call her names or tease her
- **Behavior:** The students punch/kicks/pulls hair/hits with a toy
- **Consequence/Outcome:** The peers go away and leave her alone

Therefore the function of the behavior is to AVOID peer teasing.
ABC Tracker
Routines Analysis

**This form should be completed by a teacher or staff member before referring a student for behavioral intervention.**

### Routines Analysis: Where, When and With Whom Problem Behaviors are Most Likely.

<table>
<thead>
<tr>
<th>Time</th>
<th>Route/Subject/Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>Current Intervention for the Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td>Morning Play</td>
<td>Low</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>8:45-9:00</td>
<td>Morning Circle</td>
<td>1 2 3 4</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>9:00-10:35</td>
<td>Literacy Block</td>
<td>1 2 3 4</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>10:35-10:50</td>
<td>Recess</td>
<td>1 2 3 4</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>10:50-11:30</td>
<td>Math</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Clean-Up &amp; Dismissal</td>
<td>1 2 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List the Top 2 Routines from the Table above in order of Priority of Concern: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).

<table>
<thead>
<tr>
<th>Routine/Subject/Activity</th>
<th>Problem Behavior(s): Provide an Observable &amp; Measurable Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine #1</td>
<td>Less Structured Time w/ Peers</td>
</tr>
<tr>
<td>Routine #2</td>
<td>Hits, kicks, pulls hair, throws objects at peers</td>
</tr>
</tbody>
</table>

**Choose 1 Routine to focus on when completing the ABC Tracker on the next page.**

If you'd like to track 2 different routines, complete an ABC Tracker (p.2) for each routine.

If Behavior of Concern an Immediate Danger to self/other? **YES NO**

If the behavior is NOT an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.
ABC Tracker
Teacher completes in Classroom

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>When (Antecedent) happens</th>
<th>The Student (Behavior)</th>
<th>And as a result (Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Incident: Date: 10/24 Time: 8:30 Morning Play</td>
<td>Susan calls Brenda a &quot;creep face&quot; and laughs at her</td>
<td>Brenda punches Susan on the arm</td>
<td>Susan stops laughing and walks away</td>
</tr>
<tr>
<td>2nd Incident: Date: 10/26 Time: 10:40 Recess</td>
<td>A group of students at recess call Brenda fat</td>
<td>Brenda kicks several of them</td>
<td>The students run away</td>
</tr>
<tr>
<td>3rd Incident: Date: 10/27 Time: 3:45 Transition to Circle Time</td>
<td>A peer laughs at Brenda when she trips on the carpet</td>
<td>Brenda pulls the child’s hair</td>
<td>Brenda is sent to the office</td>
</tr>
<tr>
<td>4th Incident: Date: 11/1 Time: 10:45 Indoor Recess</td>
<td>Brenda is playing blocks with Ben. Ben takes a block from Brenda</td>
<td>Brenda hits Ben over the head with another block</td>
<td>Ben puts the block down and runs away</td>
</tr>
</tbody>
</table>

Routine: Unstructured Time/Play

Summary Statement

Behavior: The student punch/kicks/pulls hair/hits with a toy

Consequence/Outcome: and as a result, the peers go away and leave her alone

Therefore the function of the behavior is to get (avoid) peer negative comments/teasing.

(circle one)
Office Referral Form

Possible Motivation
- Obtain peer attention
- Obtain adult attention
- Obtain items/activities
- Avoid Peer(s)
- Avoid Adult
- Avoid task or activity
- Don’t know
- Other

Summary Statement
When other students call her names or tease her, Brenda hurts them. As a result, they go away (avoid peers).
In 2016-17 school year

- 5,290,881 ODRs written in SWIS
- Almost 33% listed “Unknown” as the perceived motivation
- That’s about 1.7 million “Unknown” Possible Motivations
Video Activity 2

Watch Section 1 of this video and identify the Possible Motivation for Reginald’s behavior in the referral form.

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td></td>
</tr>
<tr>
<td>☐ Inappropriate language</td>
<td></td>
</tr>
<tr>
<td>☐ Physical contact</td>
<td></td>
</tr>
<tr>
<td>☐ Defiance</td>
<td></td>
</tr>
<tr>
<td>☐ Disruption</td>
<td></td>
</tr>
<tr>
<td>☐ Property misuse</td>
<td></td>
</tr>
<tr>
<td>☐ Other _________</td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td></td>
</tr>
<tr>
<td>☐ Abusive language</td>
<td></td>
</tr>
<tr>
<td>☐ Fighting/Physical aggression</td>
<td></td>
</tr>
<tr>
<td>☐ Overt defiance</td>
<td></td>
</tr>
<tr>
<td>☐ Harassment/bullying</td>
<td></td>
</tr>
<tr>
<td>☐ Disruption</td>
<td></td>
</tr>
<tr>
<td>☐ Other _________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Loss of privilege</td>
</tr>
<tr>
<td>☐ Time in office</td>
</tr>
<tr>
<td>☐ Conference with student</td>
</tr>
<tr>
<td>☐ Parent contact</td>
</tr>
<tr>
<td>☐ Individualized instruction</td>
</tr>
<tr>
<td>☐ In-school suspension (___hours/days)</td>
</tr>
<tr>
<td>☐ Out of school suspension (___hours/days)</td>
</tr>
<tr>
<td>☐ Other _________</td>
</tr>
</tbody>
</table>

Back to Video
Build Summary Statements from Patterns of Behavior

(Click both icons to reveal details)

- It is best to look at patterns of behavior, rather than just a single occurrence of behavior.
  Patterns > Single Occurence

- Summary Statements are best constructed based on Patterns of Behavior.

Remember to click BOTH icons to proceed.
# Preliminary ABC Summary

**Look for Patterns:**

**Antecedent/Trigger** - Time of Day, Location, Date (Day of the Week), Referring Staff, People Involved

**Behavior** - Problem Behavior

**Consequence/Function** - Possible Motivation, Administrative Decision

<table>
<thead>
<tr>
<th>Date</th>
<th>Referring Staff</th>
<th>Time</th>
<th>Location</th>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
<th>People Involved</th>
<th>Admin Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23/2017</td>
<td>Keane</td>
<td>10:15</td>
<td>Classroom</td>
<td>Abusive Language</td>
<td>Avoid Peers</td>
<td>Pears</td>
<td>Time in Office</td>
</tr>
<tr>
<td>1/22/2017</td>
<td>Keane</td>
<td>10:00</td>
<td>Classroom</td>
<td>Defiance</td>
<td>Avoid Task or Activity</td>
<td>Teacher</td>
<td>Time in Office</td>
</tr>
<tr>
<td>1/18/2017</td>
<td>Ruth</td>
<td>12:15</td>
<td>Lunch</td>
<td>Harassment/ Bullying</td>
<td>Obtain Peer Attention</td>
<td>Pears</td>
<td>In School Suspension</td>
</tr>
<tr>
<td>1/18/2017</td>
<td>Keane</td>
<td>10:30</td>
<td>Classroom</td>
<td>Abusive Language</td>
<td>Avoid Task or Activity</td>
<td>Teacher</td>
<td>Time in Office</td>
</tr>
<tr>
<td>1/8/2017</td>
<td>Keane</td>
<td>10:15</td>
<td>Classroom</td>
<td>Defiance</td>
<td>Avoid Task or Activity</td>
<td>Teacher</td>
<td>Time in Office</td>
</tr>
</tbody>
</table>

**Antecedent/Trigger:**
- 10:10-10:30 in the Classroom w/ Mrs. Keane

**Behavior:**
- Defiance & Abusive Language

**Consequence/Function:**
- Sent to Office
- Avoid Task or Activity
# Activity-Student Referral Report

Generate a preliminary ABC Summary based on the Student Office Discipline Referral Report below

<table>
<thead>
<tr>
<th>Date</th>
<th>Referring Staff</th>
<th>Time</th>
<th>Location</th>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
<th>People Involved</th>
<th>Admin Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28/17</td>
<td>Kahn</td>
<td>1:16</td>
<td>Playground</td>
<td>Aggression/Fighting</td>
<td>Unknown</td>
<td>Peers</td>
<td>Out of School Suspension</td>
</tr>
<tr>
<td>1/19/17</td>
<td>Kahn</td>
<td>1:30</td>
<td>Classroom</td>
<td>Disrespect</td>
<td>Avoid Task</td>
<td>Teacher</td>
<td>Detention</td>
</tr>
<tr>
<td>11/20/17</td>
<td>Kahn</td>
<td>1:45</td>
<td>Classroom</td>
<td>Disrespect</td>
<td>Avoid Task</td>
<td>Teacher</td>
<td>Detention</td>
</tr>
</tbody>
</table>

Type your answers in the boxes below to continue.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence/Function</th>
</tr>
</thead>
</table>

How did I do?
Tasks for Teachers and Staff

Select the boxes to see your homework tasks.

1. Select a student in your classroom or setting who has a persistent problem behavior that is not dangerous.
2. Complete the ABC Tracker for that student. Whenever you see an occurrence of the problem behavior each day, write down the A-B-C on the tracker form. At the end of the week, or after seeing 5-6 occurrences of the behavior, write a Summary Statement at the bottom of the page.
3. Remember to use A-B-C to inform “Possible Motivation” when completing referral forms.

Time for the Post Test!
**Homework Task**

Routines Analysis for Teacher

---

### ABC Tracker

**Student:** Brenda  
**Grade:** Kindergarten  
**Staff:** Mr. B  
**Date:** 10/23/20xx

**This form should be completed by a teacher or staff member before referring a student for behavioral intervention.**

**Routines Analysis:** Where, When and With Whom Problem Behaviors are Most Likely.

<table>
<thead>
<tr>
<th>Time</th>
<th>Routine/Subject/Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>Current Intervention for the Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td>Morning Play</td>
<td>Low 4</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>8:45-9:00</td>
<td>Morning Circle</td>
<td>1</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>9:00-10:15</td>
<td>Literacy Block</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>Recess</td>
<td>1</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Math</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Clean-up &amp; Dismissal</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

List the Top 2 Routines from the Table above in order of Priority of Concern: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).

<table>
<thead>
<tr>
<th>Routine/Subject/Activity</th>
<th>Problem Behavior(s): Provide an Observable &amp; Measurable Definition</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine #1</td>
<td>Less Structured Time w/ Peers (Morning Play &amp; Recess)</td>
<td>Hits, kicks, pulls hair, throws objects at peers</td>
<td></td>
</tr>
<tr>
<td>Routine #2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Choose 1 Routine to focus on when completing the ABC Tracker on the next page.**

If you'd like to track 2 different routines, complete an ABC Tracker (p.2) for each routine.

---

**Is Behavior of Concern an Immediate Danger to self/others?**

**YES** (Circle Only)  
If the behavior is **NOT** an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.

---

*For Teacher Analysis and Recommendations:*
**Homework Task**

**ABC Tracker**

**Summary of Behavior**

---

### ABC Tracker

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>When... (Antecedent) happens</th>
<th>The Student... (Behavior)</th>
<th>And as a result... (Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Incident</td>
<td>10/24 8:30 Morning Play</td>
<td>Susan calls Brenda a “creep face” and laughs at her</td>
<td>Brenda punches Susan on the arm</td>
</tr>
<tr>
<td>2nd Incident</td>
<td>10/26 10:40 Recess</td>
<td>A group of students at recess call Brenda fat</td>
<td>Brenda kicks several of them</td>
</tr>
<tr>
<td>3rd Incident</td>
<td>10/27 8:45 Transition to Circle Time</td>
<td>A peer laughs at Brenda when she trips on the carpet</td>
<td>Brenda pulls the child’s hair</td>
</tr>
<tr>
<td>4th Incident</td>
<td>11/1 10:43 Indoor Recess</td>
<td>Brenda is playing blocks with Ben. Ben takes a block from Brenda</td>
<td>Brenda hits Ben over the head with another block</td>
</tr>
</tbody>
</table>

**Routine:** Unstructured Time/Play

**Summary Statement:**

**Antecedent/Trigger:**
- When other students call her names or tease her

**Behavior:**
- The student punch/kicks/pulls hair/hits with a toy

**Consequence/Outcome:**
- and as a result the peers go away and leave her alone

Therefore the function of the behavior is to get peer negative comments/teasing.
ABC Tracker: Summary of Behavior

- Use the Summary of Behavior to guide Intervention Planning

- Teacher can use it to clarify understanding of behavior & brainstorm interventions

- Teacher Assistance Team can use it to begin to guide intervention planning
Incorporate A-B-C & Function into Student Request for Assistance & Intervention Planning

- Have Staff turn in an A-B-C Tracker as part of Student Request for Assistance

- Review Office Discipline Referrals for trends in:
  - A – Location/Time/People Involved
  - B – Behavior
  - C – Administrative Decision/ Possible Motivation

- Use trends in A-B-C & Function to inform intervention planning
Module 4
Function-Based Intervention
Basic FBA to BIP Training Series

Module 1 – Defining & Understanding Behavior

Module 2 – FBA: Practice Interviewing

Module 3 – FBA: Practice Observing

Module 4 – Function-Based Interventions

Module 5 – Behavior Intervention Strategies

Module 6 – Implementation Plan & Leading a BIP Team

Module 7 – Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed with all staff in the school
Module 4 Objectives

Use a Competing Behavior Pathway to identify Function-based behavior supports that:

(Click numbers to reveal information)

1. Teach positive behaviors to replace problem behavior.
2. Use strategies to prevent problem behavior & prompt positive behaviors.
3. Reinforce replacement & desired behaviors.
4. Effectively redirect problem behavior and minimize the pay-off for problem behavior.
From FBA to BIP

The most important purpose for conducting an FBA is to inform development of a comprehensive Behavior Intervention Plan that directly addresses the FUNCTION of student behavior.

Summary of Behavior

- **Antecedent**: Routine, Where, Place and Time, Trigger, When ____ happens...
- **Behavior**: The student does (What)...
- **Consequence**: ...and as a result
Function of Behavior

**Function**
is learning. The student learns to predict the relationship between their behavior and responses in the environment around them.

**Student**
learns that under these Antecedent conditions, if I engage in this behavior, I can usually expect a certain outcome or Consequence.

**Antecedent:**
(Trigger)
When _____ happens...

**Behavior:**
The student does (What)...

**Consequence:**
...and as a result

- Prevent
- Teach
- Reinforce & Redirect

**Function**
Completing Behavior Pathway

- The road map for intervention planning

Intervention Strategies

- Brainstorm interventions here as suggestions for implementers in the intervention planning meeting.
The Desired Behavior is usually a long-term goal that:

- reduces the problem behavior,
- follows classroom or setting expectations &
- includes being a productive participant in the setting.

When engaging in the Desired Behavior the student should:

- look as much as possible like the other students in the classroom.
- function as independently as possible, receiving the minimal amount of support reasonable for the student to be successful
- engage in self-management and self-advocacy to address their needs.

Expectations for the Desired Behavior will vary across students and some students will require some level of ongoing support.
**Desired Behavior & Consequence**

**BUILD A COMPETING BEHAVIOR PATHWAY**

**Routine** Math

**Antecedent/Trigger**
Task too difficult: When asked to complete math worksheets with multi-digit multiplication or division

**Problem Behavior**
Student disrespects teacher calls teacher “racist”, refuses to work, breaks pencil, destroys paper, out of seat walking around room

**Consequence/Function**
Escapes difficult Math Task -by arguing w/ teacher, destroying materials & being sent to hall or office

**Setting Event**
None Identified

**Replacement Behavior**

NOTE: Student can & will complete single digit multiplication & any addition or subtraction problems

[Image of a student working on a math problem]

---

**Desired Behavior**

**Consequence/Outcome**

---
Understanding Replacement Behaviors

Why can’t we jump from the **Problem Behavior** right to the **Desired Behavior**?

- **Prioritized Routine**
- **Desired Behavior**
- **Natural Consequence**
- **Antecedent**
- **Problem Behavior**
- **Consequence & Function**
- **Replacement Behavior**

We need to start with the **Replacement Behavior**.
Dexter: Replacement Behavior Logic

Dexter will need to gain math skills to complete the math work independently.

Routine

Setting Event

Antecedent/Trigger

None Identified

Desired Behavior

Problem Behavior

Consequence/Outcome

Consequence/Function

Replacement Behavior

NOTE: Student can & will complete single digit multiplication & any addition or subtraction problems.

This is what the student is currently doing.

In the meantime – we use the replacement behavior.

This is what the student is currently getting.

Notice how different this is from what Dexter is currently getting.
Purpose of Replacement Behaviors

Replacement Behaviors are:

- an immediate attempt to reduce disruption and potentially dangerous behavior
- designed to reduce the student's use of the problem behavior by replacing it with a more acceptable behavior that will also meet the student's needs

(Takes pressure off the teacher)
Critical Features of Replacement Behaviors

(Click exclamation points to reveal information.)

An effective Replacement Behavior:

1. Serves the same function as the problem behavior.
2. Is easier to do than the problem behavior.
   - Replacement Behaviors must require less effort than the problem behavior.
3. Is socially acceptable.
Steps in the Behavior Intervention Planning Process

#1 Competing Behavior Pathway
#2 Identifying Function-Based Interventions
#3 Implementation Planning (Module 6)
#4 Evaluation Planning (Module 7)
Teaching Behavior

Teaching is an essential component of behavior intervention.

Step #1: Identifying WHAT skills to teach

Use the Competing Behavior Pathway to identify what skills to teach:

![Diagram]

- **Replacement Behavior**
- **Skills necessary for the Desired Behavior**

BUILD A COMPETING BEHAVIOR PATHWAY:

- Routine
- Setting Event
- Antecedent
- Problem Behavior
- Replacement Behavior
- Desired Behavior
- Consequence
- Function
- Consequence/Outcome
Critical Features of BIP

**Replace** problem behavior by **Teaching** a socially acceptable, efficient behavior that allows student to obtain the *pay-off/function*.

**Prevent** problem behaviors by directly *addressing triggers & prompting replacement behaviors based on the function of behavior*.

**Reinforce** replacement & desired behaviors based on *function/pay off* for the student.

**Redirect problem** behaviors by *quickly & effectively redirecting student to replacement behavior*.

**Minimize Reinforcement** by ensuring that problem behaviors *do NOT pay-off* for the student (i.e. does not result in the function of behavior).
Function and Prevention Strategies

Use the Function of Behavior to guide development of interventions.

**Targeted Routine**

- **Antecedent:**
  - (Trigger)
  - When _____ happens...

- **Behavior:**
  - The student does (What)...

- **Consequence:**
  - ...and as a result

**Function:**

- Should guide selection of Prevention Strategies
- Should guide selection of Replacement Behaviors
Antecedent Interventions Prevention

“Prevention is the best medicine.” – Desiderius Erasmus

“An ounce of prevention is worth a pound of cure.” – Benjamin Franklin

BUILD A COMPETING BEHAVIOR PATHWAY

Routine

Desired Behavior

Consequence/Outcome

Setting Event

Antecedent

Problem Behavior

Replacement Behavior

Consequence

Function

Prevention strategies usually involve either:

• Eliminating the Antecedent OR
• Modifying the Antecedent to prevent problem behavior.
Eliminate or Modify

Jason: Summary of Behavior

Antecedent/Trigger
Asked to write about his weekend or past week in his journal. He struggles with writing due to serious deficits in spelling and reading.

Problem Behavior
Whining, Crying

Consequence
Staff leaves him alone because his crying escalates if they redirect him to work

Replacement Behavior
Ask for an easier task or worksheet

Function
Avoids writing

Prevention strategies to Eliminate or Modify should directly address the Antecedent and Function of problem behavior.

Eliminating the Antecedent
- Don't have Jason write in his journal give him an alternate activity or class job

Modifying the Antecedent
- Do a video journal or audio recording instead of writing
- Use speech to text technology to journal
- Have Jason draw a picture journal
- Dictate journal to a peer or adult
**Antecedent Intervention: Make Problem Behavior Irrelevant**

1. By replacing the multi-digit math worksheet →

   ![Diagram A → B → C](image)

   

   Multi-Digit problems

   

   $\frac{1384}{\times 86} \quad 57,9457$

2. With a modified worksheet of single digit problems that is more consistent with Dexter’s skills →

   ![Diagram A → B](image)

   so Dexter should be able to more successfully do the work.

3. By modifying the Antecedent, we can make problem behavior irrelevant by PREVENTING Dexter’s need to engage in problem behavior.

   ![Diagram A → B](image)

   Single Digit problems

   

   $\frac{9 \times 4}{\times 27} \times 3 \quad \underline{63}$
Activity: Identify Antecedent interventions for Quinn

BUILD A COMPETING BEHAVIOR PATHWAY

**Routine**
- Reading

**Antecedent/Trigger**
- Independent work: During reading stations when student is supposed to do independent reading or work independently on a worksheet for more than 5 minutes

**Problem Behavior**
- Disruptive, throws things at peers, makes negative comments to teacher like “this is dumb”, “you stink”, “this is stupid”

**Replacement Behavior**
- Ask to read or work with a peer

**Desired Behavior**
- On task, independently working for entire time, talks w/ peers during breaks or appropriate

**Consequence/Outcome**
- Completes independent work, & gains positive peer attention in more socially appropriate way

**Consequence/Function**
- Get peer attention; peers stop reading, laugh and encourage bad behavior; peers continue to talk about behavior throughout the day

NOTE: Student reads above grade level & completes worksheet w/ success

Use the X to view the question. A question mark icon is available in the upper right hand corner if you need to review the pathway while answering questions. See Participant Guide p. 3.

Download Form
Function and Prevention Strategies

Use the Function of Behavior to guide development of interventions.

Targeted Routine

Antecedent:
- Routine
  - Where: Place and Time
- Trigger
  - When ____ happens...

Behavior:
- The student does
- (What)...

Consequence:
- ...and as a result

Function:
- Should guide selection of Prevention Strategies
- Should guide selection of Replacement Behaviors

Function:
- Guides selection of Reinforcement Interventions
What to Reinforce?

We need to reinforce two different types of behaviors:

- Replacement Behavior
- Desired Behavior

BUILD A COMPETING BEHAVIOR PATHWAY

Routine

Setting Event  Antecedent  Problem Behavior  Consequence/Outcome

Desired Behavior

Consequence

Function

Replacement Behavior
**Reinforce the Replacement Behavior**

**IMPORTANT** - When the student engages in the Replacement Behavior quickly provide the consequence that matches the function of the problem behavior.

**Jason: Summary of Behavior**

- **Desired Behavior**: Independently completes writing assignment
- **Consequence/Outcome**: Enjoyment of journaling and satisfaction of completing assignment

**Antecedent/Trigger**
- Asked to write about his weekend or past week in his journal. He struggles with writing due to serious deficits in spelling and reading.

**Problem Behavior**: Crying

**Replacement Behavior**: Ask for an easier task or worksheet

**Consequence**: Staff leaves him alone because his crying escalates if they redirect him to work

(Click on each comic cell to zoom.)

**Continue**
Reinforce the Desired Behavior

1. Ultimately, we want the student to progress beyond the Replacement Behavior to the Desired Behavior.
2. Motivating the student along this progression by reinforcing approximations of the Desired Behavior can begin at the start of the BIP.
Effective motivators for students should include:

- **Reasonable Expectations**
- **Reasonable Time frames**
  - Use short intervals with frequent opportunities for feedback
  - Keep incentives within sight by making sure the time until the next opportunity to earn an incentive is not too long
- **Valued Incentives**
**Critical Features of BIP**

- **Replace** problem behavior by **Teaching** a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

- **Prevent** problem behaviors by directly **addressing triggers & prompting** replacement behaviors based on the function of behavior.

- **Reinforce** replacement & desired behaviors based on **function/pay off** for the student.

- **Redirect problem** behaviors by quickly & effectively redirecting student to replacement behavior.

- **Minimize Reinforcement** by ensuring that problem behaviors do **NOT** pay-off for the student (i.e. does not result in the function of behavior).
Breaking Habits

We need to actively support the student to help them “Break the Habit” of using the problem behavior to meet their needs.

Responding to Problem Behavior should focus on two things:

1. Redirecting to the Replacement Behavior at the earliest signs of problem behavior.
2. Minimizing the pay-off (function) of the problem behavior.

If the problem behavior remains functional, or continues to pay-off, the student is not likely to quit using the problem behavior.
Redirect the Problem Behavior

When should I redirect? (Click on bullets to reveal information.)

1. At the earliest signs of problem behavior, redirect the student to use the Replacement Behavior.

- The earlier we redirect behavior the greater the chance the student will comply and we can prevent escalation.
- Get to know your student and identify the earliest signs of problem behavior and even precursors to behavior.

Redirect: Now            Way: too late

- **Examples:** first signs of frustration, complaining, work refusal, talking back, fidgeting.
- **Non-examples:** yelling, verbal threats, leaving the room, physically aggressive behavior.
Do no harm

Any intervention can potentially make problem behavior:

- Better
- Make it worse

First, do no harm!

The behavior intervention plan should actively minimize or eliminate the pay-off for the problem behavior.
Minimize Pay Off for the Problem Behavior

- Take steps to make sure the problem behavior is no longer functional for the student or there is no reason for the student to stop using the problem behavior. (Click on bullets below.)

1. If teachers and staff have been inadvertently reinforcing problem behavior, identify alternative responses to student problem behavior.
2. Always evaluate new interventions to make sure they are not reinforcing the problem behavior.
Breaking Habits: Attention Seeking

Try to minimize the pay-off the student has been receiving for the problem behavior.

(Click on the exclamation marks to proceed.)

⚠️ Student is making negative comment & throwing paper and small objects to get attention from adults.

⚠️ Limit attention - walk over to student’s desk, verbally praising & focusing on other student who are on-task, make a quick “stop” sign w/shake of the head (no words and limited eye contact).

⚠️ Non-example - walk over, pull student aside and lecture student on why behavior is not okay for 3 minutes.
Make the Problem Behavior Ineffective or Inefficient

⚠️ We must refuse to (C) let Dexter avoid difficult math tasks by (B) engaging in disrespectful behavior & instead prompt him to raise his hand and (C) reward him for (B) raising his hand & asking for a break (Replacement Behavior).

⚠️ By not providing Dexter w/what he wants when he engages in disrespectful behavior we are making the problem behavior ineffective.

⚠️ It is important that we work hard to Reinforce Dexter for engaging in the Replacement behavior, or he is likely to go back & escalate the problem behavior.
Homework Task

Directions:

- Complete the Behavior Intervention Plan form including the Competing Behavior Pathway and identify suggested interventions for the student on whom you conducted the FBA.

- Try to identify multiple interventions options for each category of intervention: prevention, teaching, reinforcement, and responding to problem behavior.

Download Form

Behavior Intervention Plan Form
(see pp. xx in Participant Guide)

Time for the Post Test!!
### ABC Tracker

**Student:** Brenda  
**Staff:** Mr. B  
**Dates:** 10/24 - 11/1/20xx

**Prioritized Routine/ Subject/ Activity (see p. 1) →**  
**Less Structured Time w/ Peers (Morning Play & Recess)**  
**Time of Day:** 8:30-8:45 & 10:33-10:30

<table>
<thead>
<tr>
<th>Incident</th>
<th>Date/Time</th>
<th>When (Antecedent) happens</th>
<th>The Student... (Behavior)</th>
<th>And as a result... (Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Inc.</td>
<td>10/26</td>
<td>Susan calls Brenda a “creep face” and laughs at her</td>
<td>Brenda punches Susan on the arm</td>
<td>Susan stops laughing and walks away</td>
</tr>
<tr>
<td>2nd Inc.</td>
<td>10/26</td>
<td>A group of students at recess call Brenda fat</td>
<td>Brenda kicks several of them</td>
<td>The students run away</td>
</tr>
<tr>
<td>3rd Inc.</td>
<td>10/27</td>
<td>A peer laughs at Brenda when she trips on the carpet</td>
<td>Brenda pulls the child’s hair</td>
<td>Brenda is sent to the office</td>
</tr>
<tr>
<td>4th Inc.</td>
<td>11/1</td>
<td>Brenda is playing blocks with Ben. Ben takes a block from Brenda</td>
<td>Brenda hits Ben over the head with another block</td>
<td>Ben puts the block down and runs away</td>
</tr>
</tbody>
</table>

**Summary Statement**

**Routine:** Unstructured Time/Play  
**Antecedent/Trigger:** When other students call her names or tease her  
**Behavior:** The student punch/kicks/pulls hair/hits with a toy  
**Consequence/Outcome:** and as a result, the peers go away and leave her alone

Therefore the function of the behavior is to get (avoid) peer negative comments/teasing.
ABC Tracker: Summary of Behavior

- Use the Summary of Behavior to guide Intervention Planning

  Teacher can use it to clarify understanding of behavior & brainstorm interventions

  Teacher Assistance Team can use it to begin to guide intervention planning
Homework Task

- Teacher adds Summary from ABC Recording form to Competing Behavior Pathway

- Generates intervention ideas to implement with the student in their classroom
Goals

- Create a common language for approaching student problem behavior across the school

- Increase Teacher’s Capacity to
  - Understand and clearly communicate student problem behavior
  - Generate effective function-based interventions

- Incorporate date about function more effectively into Tier 2 intervention planning
  - ABC Tracker information
  - Possible Motivation patterns on Discipline Referrals

- Increase the effectiveness and efficiency with which teacher can participate in formal FBA/BIP
Pair & Share

How might you use Basic FBA to BIP in your school?
Training Behavior Specialists
Complete all 7 Modules

Basic FBA to BIP Training Series

Module 1 - Defining & Understanding Behavior
Module 2 - FBA: Practice Interviewing
Module 3 - FBA: Practice Observing

Module 4 - Critical Features of BIP

Module 5 – Building BIP from FBA
Module 6 – Implementation Plan & Leading a BIP team
Module 7 – Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed with all staff in the school
Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don’t miss the blog below.
Any Questions?

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