Function-based Behavior Support & Teaching for Generalized Responding for Students w/ Disabilities

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Problem Context

“Caesar does it all the time! How can anyone do that plan all day?”

“For Cleo, if it’s not one thing, it’s something else!”

“I’ve taught Jimah the alternative, but he never uses it when it’s needed!”

“Just do it! I want Manuella to turn in her homework completed, on time, & no complaints!”

“By the time I get Satoru, he’s ready to explode. Doesn’t matter what I do or say!”

“Ayako uses her power to control others. She even controls me!”

Foundations: Behavior Support

Prevention Logic for All
Redesign of teaching environments...not students

George’s (PBIS) Theory of Action

Behavior Analysis

Behavior is learned

Behavior & environment are functional related

Behavior is lawful, therefore understandable & influence-able

Biology is important

Enhance environment to influence & teach behavior

Setting Conditions  Antecedents  Behaviors  Consequences

Biglan, 1995; Mayer, 1995; Walker et al., 1996
**SWPBS (aka PBIS, MTSS-B, MTBF)**

Framework for enhancing adoption & implementation of
Continuum of evidence-based interventions to achieve
Academically & behaviorally important outcomes for
All students

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**PBIS Conceptual Foundations**

Behaviorism
- Laws of Behavior
- Applied Behavioral Technology
- Social Validity

ABA
- PBS
- PBIS

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**Prevention Logic for All**

Redesign of teaching environments...not students

**Prevention Objectives**
- Decrease development of new problem behaviors
- Prevent worsening & reduce intensity of existing problem behaviors

**Prevention Actions**
- Eliminate triggers & maintainers of problem behaviors
- Add triggers & maintainers of prosocial behavior
- Teach (practice, monitor, acknowledge) prosocial behavior

Incidence
- Prevalence

Biglan, 1995; Mayer, 1995; Walker et al., 1996

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**Continuum of Support for ALL**

Intensive
- Few

Targeted
- Some

Universal
- All

Dec 7, 2007

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Continuum Logic & Key PBIS Working Elements

INCREASED EFFORT
- Intensity
- Frequency
- Duration
- Specialization
- Differentiation
- Teaming
- Responsive-to-Treatment

Outcomes  Data  Practices  Systems

Foundations: Function-based Support

Function-based support is about re-designing & improving learning & teaching environments.

NOT about re-design of individuals  Is about behavior & environment  Is about implementer behavior

“Power of Habits”
Charles Duhigg, 2012

CUE  HABIT  REWAR

CHALLENGE: Replacing current behavior (strong habit) with new behavior (weak habit)

TV remote  Walk  Entertained?!
Teased  Ignore  Teasing stops?!
Difficult work  Try  Work removed?!

Establishing/Replacing Habit
Charles Duhigg (2014)

CUE  HABIT  REWARD
- Remove competing cue  Teach acceptable alternative  Teach desired alternative
- Add desired cue  Remove reward for old habit  Add reward for new habit

All three elements are addressed in SSI
Functional Assessment Checklist for Teachers

**FACTS**

**STEP 1:** Student/ Grade: Clarence/5th grade  
Date: January 11  
Interviewer: Sugai  
Respondent(s): Thomas

**STEP 2:** Student Profile: Please identify at least three strengths or contributions the student brings to school.
- C. has leadership potential. Peers listened to him, and he can be very convincing and sincere. He is academically competent and seems to be moving smoothly and successfully through the school curriculum.

**STEP 3:** Problem Behavior(s): Identify problem behaviors
- Tardy
- Physical Aggression
- Disruptive
- Theft
- Inappropriate Language
- Insubordination
- Vandalism
- Withdrawn
- Verbal Harassment
- Work not done
- Other

Describe problem behavior:
- C. may have one of the shortest fuses I’ve seen. One little tease by a peer, and he quickly and predictably escalates through a behavioral sequence that begins with passive in subordination (non response), moves to a mild protest, shifts to harassment and name calling, increases to property damage and even to physical aggression. It’s interesting that he seems to enjoy the reactions he gets from peers that he aggresses toward, and from peers who look up to him for his aggressiveness.

**STEP 4:** Routine Analysis

<table>
<thead>
<tr>
<th>Schedule (Time)</th>
<th>Activity</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Waiting to enter building</td>
<td>1 2 3 4 High</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>9:15</td>
<td>Advisory &amp; Planning</td>
<td>1 4 5 6</td>
<td>Mostly teasing and touching property of others. Doesn’t escalate much further</td>
</tr>
<tr>
<td>9:15</td>
<td>Language Arts</td>
<td>3 4 5 6</td>
<td>Occasional name calling/teasing</td>
</tr>
<tr>
<td>10:15</td>
<td>Recess</td>
<td>1 2 3 4 5</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>10:15</td>
<td>Math</td>
<td>1 2 3 4 5 6</td>
<td>Minor verbal harassment</td>
</tr>
<tr>
<td>11:30</td>
<td>Art or Phy Ed</td>
<td>1 2 3 4 5</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>1 2 3 4 5 6</td>
<td>Rarely a problem</td>
</tr>
<tr>
<td>12:35</td>
<td>Earth Science</td>
<td>1 2 3 4 5 6</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>1:15</td>
<td>Art or Phy Ed</td>
<td>1 2 3 4 5</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>2:00</td>
<td>Reading</td>
<td>1 2 3 4 5 6</td>
<td>Very rare problem</td>
</tr>
<tr>
<td>2:50</td>
<td>Waiting for bus</td>
<td>1 2 3 4 5 6</td>
<td>See escalation described above</td>
</tr>
</tbody>
</table>

**Fundamental Rule!**

“**You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior**”

O’Neill et al., 1997, p. 71


Why is function important? Because of competing stimulus control!!
Universal* Targeted* Intensive* Continuum of Support for ALL: "Molcom"

Dec 7, 2007

Problem solving
Cooperative play
Adult relationships
Anger management
Attendance
Peer interactions
Independent play

Label*behavior…..not*kids*
Self-regulation
Homework
Technology

Common% Vision/Values%
Common% Language%
Common% Experience%
Quality Leadership
Effective Organizations
Classroom School District State

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