Increasing Precision of Functional Based Intervention Planning

George Sugai
OSEP Center on PBIS
Center for Behavioral Education & Research
University of Connecticut
18 June 2014
www.pbis.org  www.cber.org  www.swis.org
George.sugai@uconn.edu

Part I: 1:15-2:30. Part II: 2:45-3:30

PURPOSE
Discuss topics related to increasing precision & effectiveness of function-based supports.

• Behavior Support Basics
• Function-based Support
• FBA
• BIP

Applied Behavior Analysis
Response Class
Response Efficiency
Competing Stimulus Control

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

“For Cleo, if its not one thing, its another thing!”

“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

Continuum of Support for ALL

Primary Prevention: School-Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Individualized Systems for Students with High-Risk Behavior

Universal
All

Intensive
Few
Targeted
Some

Dec 7, 2007
Supporting Important Culturally Equitable Academic & Social Behavior Competence

- Supporting Culturally Knowledgeable Staff Behavior
- Supporting Culturally Valid Decision Making
- Supporting Culturally Relevant Evidence-based Interventions

Basic PBIS Implementation Logic

Cultural/Context Considerations

Supporting Culturally Relevant Evidence-based Interventions

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

FBA/BIP Elements & System

- *Response class
- *Routine analysis
- *Hypothesis statement
- *Alternative behaviors
- *Competing behavior analysis
- *Contextual fit
- *Strengths, preferences, & lifestyle outcomes
- *Evidence-based interventions

- Team-based
- Behavior competence
FBA LEVELS

1. Informal Archival Review • Problem Solving Meeting
2. Indirect Checklist • FA Interview • Routine Analysis
3. Direct Observations • Structured, Planned
4. Planned Manipulation • Experimental or Functional Manipulation

MORE INFORMAL EASIER SIMPLE INDIRECT
MORE DIRECT COMPLICATED DIFFICULT FORMAL

FBA ELEMENTS

1. Definition of problem behavior • Measurable
   • Response class
2. Hypothesis statement • Testable
   • Function
3. Supporting data • Observable
   • Confirmable
4. Behavior intervention plan • Competing path analysis
   • Context appropriate
   • Fidelity & student data

Hypothesis Statement
“Basic Unit”

4. Setting Events
   Infrequent events that affect value of maintaining consequence
2. Triggering Antecedents
   Preceding events that trigger or occasion
1. Problem Behavior
   Set of related behaviors of concern
3. Maintaining Consequences
   Following events that maintain behaviors of concern (function)

- Statement about hypothesized relationship between behavior & conditions
- Basic working unit of FBA
- Directly development of BIP

COMPETING PATHWAYS

BEHAVIOR SUPPORT PLANNING

Definition of Problem Behavior or Class
Testable Hypothesis
Function Statement
Contextually Appropriate Support
Behavior Intervention Plan
Competing Path Analysis
Supporting Data

Monitor & Modify BSP
Confidence in Hypothesis?
YES
YES
NO
NO

Develop BIP
Implement w/ Fidelity
Start
Conduct FA
Confidence in Hypothesis?
YES

Develop Hypothesis
Satisfactory Progress?
YES

NO

FBA Elements
Increase Precision
Behavior Analytic Theory of Action

PBIS Conceptual Foundations

Behaviorism
- Laws of Behavior
ABA
- Applied Behavioral Technology
PBS/FBA
- Social Validity
SWPBS/FBA
- All Students

2 Basic Functions

Problem Behavior
- Pos Reinforcement
  - Obtain/Get Something
  - Escape/Avoid Something

Social
- Adult
- Peer

Tangible/Activity

Response Class

Set of topographically different behaviors having same function

4. Setting Events
2. Triggering Antecedents
1. Problem Behavior
3. Maintaining Consequences

Set of related behaviors of concern
RESPONSE CLASS

Development of BIP based on RC
Teaching more contextually appropriate behaviors from same RC as PB
Pere has two problem contexts:
1. Difficult task requests
2. Low adult attention

Function 1: Escape difficult task requests
• Hit
• Spit
• Runaway
• Yell
• Try & clear desk

Function 2: Obtain adult attention
• Raise hand & wait
• Wait until end of activity
• Ask adult to check work
• Move to new task
• Ask for help
• Try then ask for help
• Do another task

Example 1: Different behaviors with different functions

• Kirsten’s teachers agree that she has two behaviors that interfere with her social success at school, & develop two testable hypotheses:

Example 2: Same behaviors with different functions

• Amy teachers have noticed two different conditions when Amy displays same problem behaviors. They developed following two testable hypotheses:

Response Chain
• Each behavior is reinforcer (consequence) for previous behavior & discriminative stimulus (antecedent) for next behavior
• Environmental stimuli can be functional link (reinforcer consequence & discriminative stimulus) between 2 behaviors
  E.g., student-teacher or student-student escalation
“Romaine is always leaving classroom when he has work to do.”

- Given: Task, student...
- Increase: Student awareness
- Escape: Student attention

Collect MORE DATA & TEST!

“Arugula is always leaving classroom when he has work to do.”

- Given: Task, student...
- Increase: Student awareness
- Escape: Student attention

Collect MORE DATA & TEST!

Increasing Precision: Competing Stimulus Control

**Functional Assessment Checklist for Teachers “FACTS”**

**STEP 1:** Student/Grade: Clarence 8th grade  
Date: January
Interviewer: Sue  
Respondent(s): Thomas

**STEP 2:** Student Profile: Please identify at least three strengths or contributions the student brings to school.
- These behaviors may entice teacher to act, and be used as positive, and positive, and positive, and positive...

**STEP 3:** Problem Behavior(s): Identify problem behaviors
- Task: Fght/Physical Aggression  
- Disruptive  
- Theft  
- Unresponsive  
- Inappropriate Language  
- Inappropriate, Inappropriate Experience

Describe problem behavior C, may have one of the shortest fuse...”

**STEP 4:** Routines Analysis

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Activity</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Heading to class</td>
<td>1 2 3 4 5 6</td>
<td>Most yelling and pushing property of others, Dane’s violin, much faster</td>
</tr>
<tr>
<td>8:25</td>
<td>Advisory &amp; Planning</td>
<td>1 2 3 4 5 6</td>
<td>Most yelling and pushing property of others, Dane’s violin, much faster</td>
</tr>
<tr>
<td>9:25</td>
<td>Language Arts</td>
<td>1 2 3 4 5 6</td>
<td>Occasional name-calling, teasing</td>
</tr>
<tr>
<td>10:15</td>
<td>Science</td>
<td>1 2 3 4 5 6</td>
<td>Most yelling and pushing property of others, Dane’s violin, much faster</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch</td>
<td>1 2 3 4 5 6</td>
<td>Occasional name-calling, teasing</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>1 2 3 4 5 6</td>
<td>Most yelling and pushing property of others, Dane’s violin, much faster</td>
</tr>
<tr>
<td>1:20</td>
<td>Math</td>
<td>1 2 3 4 5 6</td>
<td>Most yelling and pushing property of others, Dane’s violin, much faster</td>
</tr>
<tr>
<td>1:25</td>
<td>Science</td>
<td>1 2 3 4 5 6</td>
<td>Most yelling and pushing property of others, Dane’s violin, much faster</td>
</tr>
<tr>
<td>1:45</td>
<td>Reading</td>
<td>1 2 3 4 5 6</td>
<td>Occasional name-calling, teasing</td>
</tr>
<tr>
<td>3:25</td>
<td>Heading to class</td>
<td>1 2 3 4 5 6</td>
<td>Most yelling and pushing property of others, Dane’s violin, much faster</td>
</tr>
</tbody>
</table>

**COLLECT MORE DATA & TEST!**
**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

---

**Prevention Logic for All**

Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Prevention Objectives</th>
<th>Prevention Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease development of new problem behaviors</td>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
</tr>
<tr>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
</tr>
<tr>
<td>Teach, monitor, &amp; acknowledge prosocial behavior</td>
<td></td>
</tr>
</tbody>
</table>

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

---

**Competing Pathways**

**Behavior Support Planning**

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Triggering Antecedents</th>
<th>Problem Behavior</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral setting event</td>
<td>Make triggers irrelevant</td>
<td>Make problem behavior inefficient</td>
<td>Make consequences ineffective</td>
</tr>
</tbody>
</table>

**Summary Statement**

Setting Events: Lack of peer contact in 30 minutes.

Triggers: Avoid task, remove from class.

Problem Behavior: Noncompliance, profanity, physical aggression.

Desired Alternative: Do difficult math assignment.

Typical Consequence: Points, grades, questions, more work.

Acceptable Alternative: Ask for break, ask for help.

Why is function important? Because of competing stimulus control!!
Setting Events: Peer conflict

Triggering Antecedents: Teacher/peer request

Problem Behavior: Escalated profanity, physical aggression

Acceptable Alternative: Walk away

Desired Alternative: Comply with request

Typical Maintaining Consequence: Request completed

Function: Competing Behavior Pathway

Setting Events: Lack of peer contact in 30 minutes.

Triggering Antecedents: Do difficult math assignment.

Problem Behavior: Noncompliance, profanity, physical aggression.

Acceptable Alternative: Ask for break, ask for help.

Desired Alternative: Do work w/o complaints.

Typical Consequence Manipulations: Points, grades, questions, more work.

Maintaining Consequence: Avoid task, remove from class.

Lisa

Summary Statement

Setting Event Manipulations:
- Arrange for peer interaction before math class
- Provide positive adult contact
- Sit with preferred peer

Antecedent Manipulations:
- Teach J. how, when, & where to express verbal protest, & how to walk away from problem situations in transitions.
- On days city bus ridden, check in with counselor to review days schedule & walk with counselor to classroom
- Give >3 positive acknowledgements per min. to peers during transitions.
- Give private, quiet corrections to peers.
- Remind J. of acceptable & desired replacement behaviors

Behavior Manipulations:
- Teach J. how, when, & where to express verbal protest, & how to walk away from problem situations in transitions.
- Teach missing math skills
- Immediately reinforce entering class.
- Provide reinforcement w/in 1 min. of starting task (5 min., 5 min., 10 minutes)
- Give break & help
- Sit with preferred peer when done

Consequence Manipulations:
- Give private & quiet corrections to peers.
- Remind J. of acceptable & desired replacement behaviors

When J. engages in problem behavior immediately disengage from him, & engage peers.

When J. engages w/in replacement behaviors provide adult attention (discussion).
Test your FBA/BIP knowledge

**TF 1. Only one way to conduct FBA?**
- True - different process & elements same, intensity & methods vary
- False

**TF 2. Everyone must know how to do FBA?**
- True - a few must be fluent & specialized, all must know general process, responsibilities, & outcome
- False

**TF 3. FBA purpose to understand behavior context & develop BSP?**
- True - BP features reflect FBA results
- False

**TF 4. FBA only for students w/ disabilities?**
- True
- False

**TF 5. Power, control, bullying, authority, etc. are FBA functions?**
- True
- False

**TF 6. Response class defined by common function?**
- True - All members are maintained by similar contingency
- False

**FBA/BIP Elements & System**

- Problem Behavior
- Functional Assessment
- Implementation Support

- Alternative behaviors
- Competing behavior analysis
- Contextual fit
- Strengths, preferences, & lifestyle outcomes
- Evidence-based interventions
- Continuous improvement
- Sustainability plan

- Impact on Behavior & Lifestyle
- Team-based
- Behavior competence

**Requirements**

- Establish full continuum of support
- Match intensity of support plan to intensity of problem behavior
- Invest in local behavioral expertise
- Use data to guide decisions
- Provide implementers with continuous implementation feedback
- Lead/guide process w/ team

---

**Advisory to the ISF Meeting/Monograph**

**Contributing Authors**

- Carl E. Paternite and Erin Butts
- Dan Maggin and Carrie Mills
- Steven W. Evans, Brandi Simonsen, and Ginny Dolan
- Lucille Eber, Mark Weist, and Susan Barrett
- Nancy A. Lever and Robert Putnam
- George Sugai and Sharon Stephan

**TABLE OF CONTENTS**

**Overview**

- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4
- Chapter 5
- Chapter 6
- Chapter 7
- Chapter 8

**Advisory to the ISF Meeting/Monograph**

**Appendices**

- Appendix A
- Appendix B
- Appendix C
- Appendix D
- Appendix E
- Appendix F

**Commentary on the ISF**

**Appendix A**

- Commentary on the ISF

---

**We Serve**

- School Behavioral Health Policy, Practice and People: Building Shared Support for an Inclusive Community of Practice: Four Simple Steps
- Marc Atkins
- Krista Kutash and Al Duchnowski

**Survey on School Readiness for Interconnecting Positive Behavior Interventions and Supports and School Mental Health**

- Understanding the Complexity of the Children and Families
- Joanne Cashman, Mariola Rosser, and Patrice Linehan, with the ISF Team

---

**Advancing the ISF in States**

- Advancing Education Effectiveness: Interconnecting School and Mental Health Data to Improve Student Outcomes
- Dan Maggin and Carrie Mills

---

**Interconnecting School and Mental Health Data to Improve Student Outcomes**

- The Role of School Level Systems in the Interconnecting Systems Framework
- Lucille Eber, Mark Weist, and Susan Barrett

---

**An Introduction to the Interconnected Systems Framework**

- George Sugai and Sharon Stephan

---

**Advancing Education Effectiveness**

- Mental Health and School-wide Positive Behavior Support
- George Sugai and Sharon Stephan

---

**Selecting Mental Health Interventions with a PBIS Approach**

- Nancy A. Lever and Robert Putnam

---

**Selection of Mental Health Interventions with a PBIS Approach**

- Nancy A. Lever and Robert Putnam

---

**Appendix A**

- Commentary on the ISF

**Appendix B**

- Selection of Mental Health Interventions with a PBIS Approach

**Appendix C**

- Selection of Mental Health Interventions with a PBIS Approach

**Appendix D**

- Selection of Mental Health Interventions with a PBIS Approach

**Appendix E**

- Selection of Mental Health Interventions with a PBIS Approach

**Appendix F**

- Selection of Mental Health Interventions with a PBIS Approach