Who’s here?
- Administrators?
- Teachers?
- Paraprofessionals?
- Behavior Specialists?
- Higher Education Members?
- Other related services?
- Others?

Concern

Basic Message:
Any time you feel overwhelmed the answer is likely to include investing in the training of others.

Goals
- Propose an approach for making FBA a practical part of behavior support in all schools.
- Define how to teach typical school personnel to conduct “Practical FBAs and BSPs”
- Present documentation that basic FBAs are valid for use in building behavior support plans.
- Present preliminary data on the efficacy of a Practical training of function-based interventions
- Present how to use the Practical FBA/BSP training with school-based personnel.

A primary goal of FBA is to....

- guide the development of effective positive interventions based on the function of the behavior (e.g. tangible, escape, attention, automatic; Horner, 1994).

FBA is....

- an empirically supported practice that has been demonstrated to improve both the effectiveness & efficiency of behavioral interventions in schools
FBA is....

- a systematic process for assessing the relationship between a behavior and the context in which behavior occurs (O’Neill et al., 1997).

- “critical to the design and successful implementation of positive behavioral interventions” (Watson & Steege, 2003)
“Logical Flaws” of FBA use in public schools

FBA is used mainly as a reactionary approach.
- Opportunity is lost to utilize FBA technology to develop interventions that address minor behaviors that usually precede more serious problems.
- FBA is restricted to set of procedures used by “experts”
  - The rich supply of information from people with whom the student interacts with the most is lost.
- FBA is restricted to rigorous procedures that are unrealistic for public school settings.
  - Disincentive for using FBA technology.
  - Cynicism as to the practicality of FBA.

Proactive...Parsimonious...Practical FBA in schools

- FBA conceptualized by Scott et al. as a proactive pre-referral routine that uses the most parsimonious procedures required to create an effective behavior support plan.
- Given the time & resource constraints in schools, we must encourage schools to “work smarter” to develop capacity to implement technology to effectively support more students.
- Use Practical FBA procedures to develop capacity within a school to utilize FBA technology.

Current Issues and Needs

- Do people already know how to do FBA?
- Can a district leader teach FBA procedures in a reasonable amount of time?
- Are the basic FBAs developed by school personnel valid for building behavior support plans?
- Do we have materials that are practical and effective for use by district specialists?

Practical FBA Logic Model

- Individualized Supports 85% of students
- Secondary Group Supports 10-15% of students
- School-wide Positive Behavioral Supports 50% of students
- Behavior Specialist responsible for 25 FBAs in school of 500
  - Prioritize with “flexible” role: conduct preactive Practical FBA, to expand scope of FBA, prevent intensive problem behaviors, & decrease reliance on specialists.

Practical FBA Training Series

- 4 training sessions on conducting functional behavioral assessments (FBA) for students with mild to moderate behavioral problems in schools.
- The training series teaches participants to conduct interviews and observations in such a way as to precisely determine the relationship between student problem behavior and the context:
  - What the problem behaviors are.
  - When, Where, & Why a student’s problem behaviors occur.
- A summary of this information will help an individual student team develop effective behavioral supports that:
  - Prevent problem behaviors from occurring
  - Teach alternative behaviors
  - Effectively respond when problem behaviors occur.

Practical FBA process

- Define behavior in observable & measurable terms
- Ask about behavior by interviewing staff & student
  - Specify routines when & why behaviors occur
  - Summarize where, when, & why behaviors occur
- See the behavior
  - Observe the behavior during routines specified
  - Observe to verify summary from interviews
- Hypothesize: a final summary of where, when & why behaviors occur
Format of Practical FBA Training Sessions

**Objectives**
- Checks for Understanding

**Review**
- Comments/Questions

**Activities**
- Tasks

**Key Points**
- 19

### Practical FBA vs Comprehensive FBA

<table>
<thead>
<tr>
<th></th>
<th>Practical FBA</th>
<th>Comprehensive FBA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For:</strong></td>
<td>Students with mild to moderate problem behaviors (behaviors that are NOT dangerous or occurring in many settings)</td>
<td>Students with moderate to severe behavioral problems, may be dangerous and/or occurring in many settings</td>
</tr>
<tr>
<td><strong>What:</strong></td>
<td>Relatively simple and efficient process to guide behavior support planning</td>
<td>Time-intensive process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school</td>
</tr>
<tr>
<td><strong>Conducted by whom:</strong></td>
<td>School-based personnel (e.g., teachers, counselors, administrators)</td>
<td>Professionals trained to conduct functional assessments with students with severe problem behaviors (e.g., school psychologists, behavior specialists)</td>
</tr>
</tbody>
</table>

### Session #1: Defining & Understanding Behavior

Overview of the practical FBA training series and introduces concepts, examples, and practice opportunities for participants to learn how to:

- (a) Define behavior (WHAT),
- (b) Identify events that predict WHEN & WHERE the specific behavior occurs,
- (c) Identify the function of behavior (WHY), and
- (d) Construct functional behavioral summary statements

**TASK:** Find someone at their site whom they may conduct a practice interview with next week.

### ABC’s of Understanding the Function/ Pay-off of Behavior

- What happens *before* (A or antecedent) the behavior occurs? Triggers? *When? Where?*
- What is the observable *behavior* (B)? *The What?*
- What happens *after* (outcome) the behavior occurs? *The Why?*

\[ A \rightarrow B \rightarrow C \]

### Functions that behaviors serve

```
Problem Behavior
  ┌──────────────┐
  │              │
  │ Obtain/Get Something │
  │              │
  └──────────────┘
```

```
Problem Behavior
  ┌──────────────┐
  │              │
  │ Escape/Avoid Something │
  │              │
  └──────────────┘
```

```
Problem Behavior
  ┌──────────────┐
  │              │
  │ Stimulation/Sensory │
  │              │
  └──────────────┘
```

```
Problem Behavior
  ┌──────────────┐
  │              │
  │ Social │
  │              │
  └──────────────┘
```

```
Problem Behavior
  ┌──────────────┐
  │              │
  │ Tangible/Activity │
  │              │
  └──────────────┘
```

```
Problem Behavior
  ┌──────────────┐
  │              │
  │ Adult │
  │              │
  └──────────────┘
```

```
Problem Behavior
  ┌──────────────┐
  │              │
  │ Peer │
  │              │
  └──────────────┘
```

**Remember:** Always start with the Behavior

1. Once you have defined the behaviors (the *What*),
2. & know the *Where & When* the behaviors occur #2 (Routine & Antecedents)
3. Then want to find out *WHY* (the outcome of the behavior...what happens right afterwards)

```
2 Antecedent/Trigger: 
  When _____ happens...

1 Behavior: 
  the student does (what) __

3 Consequence/Outcome: 
  because (why) ______
```
Create a Hypothesis Statement for Johnny’s Behavior

After interviewing Mr. Smith and conducting several observations of Johnny in the third grade classroom, the team determined that during less structured class time (free time, cooperative group art projects, etc.), Johnny tears up his paper and stomps his feet. After Johnny engages in this behavior his peers laugh at him.

**Routine:** During ___(some routine e.g.:__  Third grade classroom

- **Antecedent/Trigger:** "Less structured class time"
- **Behavior:** "Tears up paper & stomps feet"
- **Consequence/OutCome:** "Because..." Peers laugh at him

Therefore, the function of the behavior is to:

Peer Attention

---

Session #2: Investigating Behavior

- Review content from the first session
- Instruction, modeling, and practice opportunities in conducting FACTS interviews with staff (modified from Borgmeier, 2005) and students.
- Practice constructing behavioral summary statements from each interview.

**To Do:**

**Tasks:**
- Complete a practice FACTS interview with a staff member at school site.

---

4 terms of Hypothesis/Summary Statement

- **Setting Events/”Set ups”**
- **Antecedent/Trigger**
- **Problem Behavior**
- **Consequence/Outcome**

Infrequent events that affect value of outcome

Following events that maintain behavior of concern

---

**Fun Teachers/Staff Treatment Assessment checklist for Teachers and Staff (FACTS - Part 1)**

- Select #1 Ranked Answers to Insert into Summary
- Have Teacher Rate the Statement

---
Session #3: Observing & Summarizing Behavior

- Review content from previous training sessions & practice interviews from week before.
- Instruction & practice opportunities (using videos) for participants to conduct ABC observations of students within routines identified as settings in which the problem behavior occurs most frequently (based upon the staff FACTS interviews).
- Participants practice constructing summary statements based upon data from their observations to verify or modify summary statements derived from their FACTS interviews.

**TASK:** Complete a practice ABC observation at school site.

**Videos used in training available from Sopris West:**


Session #4: Function-based Behavior Support Planning

- Review of concepts, skills from first three sessions.
- Review practice ABC observations & summarizing results.
- Provide opportunities for participants to practice the skills that they have learned in conducting interviews, observations, and constructing behavioral summary statements.
- Introduce the Competing Behavior Pathway and ideas for helping individual student support teams in designing function-based behavioral supports.

**Competing Behavior Summary**

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Problem Behavior</th>
<th>Desired Behavior</th>
<th>Typical Consequence</th>
<th>Maintaining Consequence</th>
<th>Alternate Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Time Table**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity/Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10:00</td>
<td>Review of ABC observations &amp; summarizing results</td>
</tr>
<tr>
<td>2</td>
<td>10:00</td>
<td>Practice ABC observations &amp; summarizing results</td>
</tr>
<tr>
<td>3</td>
<td>10:00</td>
<td>Practice ABC observations &amp; summarizing results</td>
</tr>
<tr>
<td>4</td>
<td>10:00</td>
<td>Practice ABC observations &amp; summarizing results</td>
</tr>
</tbody>
</table>

**Example ABC Observation**

- Antecedent: Student is hungry
- Behavior: Student hits other student
- Consequence: Other student gets angry

**Summary of Behavior**

- Setting Event: Lunch Group or Small Group Instruction
- Antecedent: Given instructions/construction from teacher
- Problem Behavior: Talk to other
- Desired Behavior: Talk to teacher
- Typical Consequence: Teacher responds or looks at lunch
- Maintaining Consequence: Teacher interacts with student

**Interview:**

Give student instructions/construction from teacher.
Examination of the Efficacy of Practical FBA Training Model for Personnel in Schools

Methods: 3 Phases of the Study

Phase 1 - Practical FBA training on FBA tools & methods provided to 12 school professionals.
  - Pre- & Post-Tests of FBA knowledge

Phase 2 - 10 of the 12 Trained participants conducted an FBA according to procedures they were taught for one student within their school.
  - Using Practical FBA tools: interviewed, observed, and hypothesized summary of student behavior.

Phase 3 - Functional analyses conducted by researcher to test each participant’s hypothesis/summary statement
  - Experimental manipulations to determine the efficacy of the Practical FBA training.

Summary of Behavior - Shane

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/Staff Interview Summary Statement</td>
<td>Academic Failure in previous class that day</td>
<td>Difficult tasks, any word problems &amp; most math operations</td>
<td>Work refusal, doodling, not follow directives, yells at teacher, disruptive</td>
</tr>
</tbody>
</table>

| ABC Observation Summary Statement | Negative relationship w/ teacher??? | Teacher confrontation | Work refusal, doodling, yells at teacher, disruptive | Avoid teacher confrontation, avoid math task, to office |

Final Summary of Behavior (move to Behavior Plan)

Negative relationship w/ teacher & previous academic failure
- Teacher confrontation
- Work refusal, doodling, yells at teacher, disruptive
- Avoid math task & teacher confrontation

Purposes of the study

To determine if staff with flexible roles in schools (e.g., counselors, administrators) can be trained to conduct FBA for students with mild to moderate behavior problems (i.e., students with recurring problems that do not involve physical aggression or violent behaviors).

To determine the efficacy and acceptability of Practical FBA methods and tools with school personnel.

FBA Knowledge & Skills Assessment

- Important to use to determine if participants have the requisite skills to conduct a Practical FBA
- Questions address participant’s knowledge in:
  - FBA Process
  - 4-term Contingency/Summarizing Behavior
  - Operationally defining behavior
  - Identifying Antecedents, Consequences, Function, Setting Events
  - Using common interview tool (FACTS) to identify routines & summarize behavior
**Pre/Post Training FBA Knowledge**

- Overall Pretest: \( M = 39.50\% \) (SD = 18.82%)
- Overall Posttest: \( M = 92.55\% \) (SD = 7.22%)

99% Inter-rater Total Agreement on 25% of tests.

**FBA Procedural Adequacy**

- An FBA Procedural Adequacy Checklist was used to rate each FBA on the following criteria:
  - Interviews were conducted with a staff member who worked with the student during routines where problem behavior occurred
  - Problem behavior was defined in observable and measurable terms
  - A routine was prioritized for direct observation
  - An antecedent event was defined as triggering the problem behavior
  - Only one maintaining function of the problem behavior was identified

100% of the FBAs conducted met all of these criteria.

**Acceptability Ratings**

- Strongly Agree: 5.6, 5.5, 5.7, 5.5, 5.6, 3, 5.5, 3, 5.4, 5.7

**FBA Task Time Log Results**

- Scheduling FACTS interview with teachers: Median = 5 min (Range = 2 to 90 min)
- Conducting FACTS interview with teachers: Median = 35 min (Range = 15 to 90 min)
- Observing Student Behavior using ABC Forms: Median = 33 min (Range = 10 to 108 min)
- Completing Summary of Behavior Table: Median = 15 minutes (Range = 5 to 30 min)

**Entire Practical FBA process for 1 student**: Median = 95 minutes (Range = 65 to 275 min)

**Number of School Days to Complete Practical FBA**: Median = 11 days (Range = 2 to 39 days)

**Comparison of Summary Statements Generated from Interviews**

- 9 out of 10 of the summary statements hypothesized by the FACTS interviews with teachers were verified by results of experimental functional analysis
- The one FACTS summary statement that was not verified by FA actually resulted in further clarification from the direct observation
- The school participant decided to use the results from the direct observation which resulted in a function that was verified by experimental functional analysis.
Participant 2
Hypothesis: Access Adult Attention

Contributions of Study
- Use of Basic FBA v. Comprehensive FBA
- Proactive, Parsimonious, Practical
- School personnel can conduct “valid” FBAs for students with mild to moderate behavioral problems.
- Usefulness & acceptability of training/tools
- Utility of FACTS interview tool, but implications of essential direct observation validation
- Ideas on how to organize personnel within a school/district to implement best practices

www.pbis.org

Challenges schools face today are not finding what works, but implementing what works.
Fixsen, Naoom, Blase, Friedman, & Wallace, 2005

Since 1997 FBA has not been implemented widely in schools. Not due to lack of knowledge, but to practicality of use

How can Practical FBA be used?
- Designed to be used by someone well-versed in FBA and behavioral principles (e.g., behavior specialist, school psychologist) to train school personnel.
- Has been used in Springfield Public Schools to train instructional assistants, teachers, principals, vice principals, counselors, and specialists from elementary, middle, and high schools (over 40 in attendance).

Participants
- Middle and High School Administrators and Counselors
  - 4 sessions, 1.5 hours, 2 weeks apart
- K-12 educators – general education teachers, special education teachers, title reading teachers, classified employees
  - 5 sessions, 2 hours, 2 weeks apart
- Elementary teams – principals, counselors, school psychologists, special education teachers
  - 3 sessions, 1 half day followed by 2 sessions, 1.5 hours, 1 week apart
Behavior Support Planning
FBA → BSP

- The most important purpose of conducting FBA is to inform the development of Behavior Support Plans that directly address the **FUNCTION** of student behavior.

What the Research says

- BSP’s in schools are not function-based, they are rarely related to the function of behavior identified in FBA.
  

- We need to continue to examine how we train school personnel and their ability to develop function-based interventions with fidelity.
  

Steps in Behavior Support Planning

- **Step 1:** Develop Competing Behavior Pathway
- **Step 2:** Develop Behavior Support Plan
- **Step 3:** Implementation Plan
- **Step 4:** Evaluation Plan
- **Step 5:** Follow-up Meetings to Review Progress

Training: Identifying Function-Based Interventions

Methods

Pilot Study
Participants

- Conference Attendees
  - Oregon: NorthWest PBIS Conference

Demographic Data (n = 40)

![Graph showing participant experience]

Pre-Test/Post-Test Design

- 1 hour training + 15 min for Pre & Post-test

Training format

- For identifying each element of a function-based intervention
  - Alternate Behavior
  - Antecedent-Behavior-Consequence

- Training Sequence
  - Provide Rationale
  - Present Critical Features of Intervention
  - Model selection of Best intervention option w/ think-aloud applying critical features
  - Practice w/ Partner & Review
  - Test

Example Training Slides

Analyzing the Summary of Behavior

- Read over the Summary of Behavior, but pay special attention to the Function identified for the problem behavior
  - The Function of Behavior will be central to identifying effective interventions to address:
    - Antecedent
    - Behaviors to Teach &
    - Consequences
FBA: Summary of Behavior

Targeted Routine

**FUNCTION** is where student behavior intersects with the environment

FUNCTION = Learning
Student learns... When (A), if I (B), then (C)... Function = how I benefit so I keep doing B

Start with the Competing Behavior Pathway

Targeted Routine

**Desired Behavior**
Natural Consequence

**Alternate Behavior**
Maintaining Consequence & Function

Start by identifying the Alternate Behavior... and then the Desired Behavior

Behavior Support Planning

Identify a range of interventions that address prevention (A), teaching (B) & consequences (C)

You may not use them all, but it is good to identify multiple interventions options across A, B & C

Antecedent Interventions

Prevent & Prompt

Function Based Interventions

When generating interventions we use Function to develop ideas to change A, B & C

Antecedent Interventions

**Preventing Problem Behavior**

**Prevention** - Change the trigger that sets off the problem behavior

(A) Examine the Antecedent & Function of the Problem Behavior
(B) Change the antecedent so student will no longer need to use problem behavior (make the problem behavior irrelevant)

- The best choices for Antecedent changes:
  - Directly address the identified antecedent
  - must address the function the problem behavior is serving

**Antecedent Interventions**
Antecedent Interventions **Directly** address the identified antecedent

- **Antecedent =** Asked to read aloud in class
  - Potential options that **more directly** address the antecedent
    - Do not ask student to read aloud in class
    - Give student passage in advance to practice pre-reading
    - Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text
  - **Non-examples** (do not directly address antecedent)
    - Move student closer to the teacher
    - Attend a counseling group about anger management
    - Check-in with teacher before reading group

- **Now, why is Function important?**

Antecedent Interventions **must address the function** the problem behavior serves

- **Antecedent =** Asked to read aloud in class
  - **Function =** Avoid any public presentation (not about reading difficulty; more related to social anxiety)

- **Does the Intervention address the Function of Behavior?**
  - Do not ask student to read aloud in class (or respond publicly)
  - Give student passage in advance to practice pre-reading
  - Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text

---

**Activity 4**

With a partner go through each of the Antecedent Interventions options in Pre-Test #2 → **Yes or No** & **Why**

2. Next, identify ways to prompt/precorrect the alternate & desired behavior
Results

- Overall Means
  - PreTest = 43% correct
  - PostTest = 75% correct
  - 32% increase in scores (but not over 80%)

- District Position

- Number of participants
- Percent Correct Pretest
- Percentage Correct Post Test

- Escape Maintained

- Percent Correct Pre/Post x Item

- Mean Pre/Post Scores x Position

- Avoid Attn
- Avoid Percent Correct Pre/Post x Function

- Pre
- Post
Implications

- We can improve school personnel ability to effectively select function-based interventions from a list of interventions using a vignette.
- We have more to learn about how to best train school personnel to identify function-based interventions.

Next Steps & Limitations

- Expand training to be more comprehensive (not confined to 1 hour).
- Are participants maintaining ability to identify function-based interventions?
- Need to validate the assessment tool.
- Move beyond choice selection to generating function-based interventions.

References


Questions? Contact: cborgmei@pdx.edu OR sheldon.loman@pdx.edu