

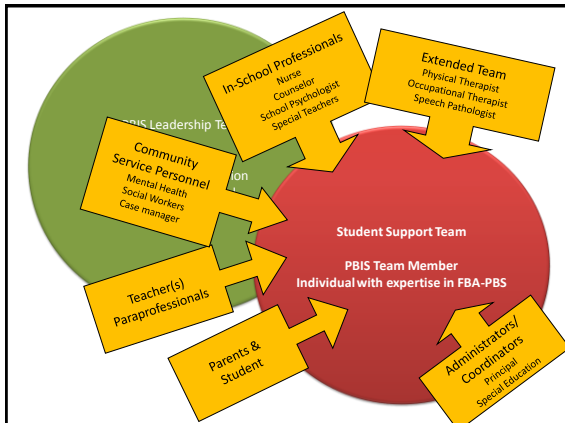
Tertiary Systems to Support Function Based Intervention: A Case Study

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Target Student

- Jon
- Kindergarten; Age 5 year 5 mo.
- Educational Diagnosis: EBD
- Medical Diagnosis: ADHD
- Services:
 - 450 – 500 minutes “Behavior Support”
 - 60 minutes Language Therapy
 - 30 minutes Occupational Therapy
 - 885 – 1035 minutes paraprofessional in reg. ed class



Step	Document	Who is responsible for completing document?	Completed document should be given to:
One	Request for Assistance	Referring Teacher	Case Manager
Two	Archival Review	Teacher w/ Office Staff assistance	Case Manager
Three	FACTS –Teacher Interviews	Referring teacher and Case Manager complete together	Case Manager
Four	Student-Guided Interview	Referring teacher or designated team member	Case Manager
Five	Environmental Inventory	Case Manager or designated team member	Case Manager
Six	Intervention development meeting		
Seven	<u>Optional</u> Observations to confirm hypothesis	Case Manager or designated team member	Case Manager
Eight	Intervention development meeting		

Step One: Request for Assistance

- Identify team membership
- Prioritize and define problem behavior
- Reach consensus on student centered goals and outcomes
- Define team members roles and responsibilities
- Set schedule for assessment and planning

Defining the problem behavior(s)

- The *target behavior* is *disruptive*, which is defined as engaging in behavior that is off task and interferes with classroom instruction or the completion of routines. Specifically, Jon demonstrates disruptive behavior along a continuum of calling out, talking out of turn, yelling when peers are picked and he is not, out of seat, out of area, grabbing materials, and hands on others. Behavior can escalate into tantrumming
- The *replacement behavior* is *on-task behavior*, which is defined as completing assigned work or task without disturbing others, following routines during transitions and raising hand to ask for assistance.

What are the meaningful outcomes the team seeks for Jon?

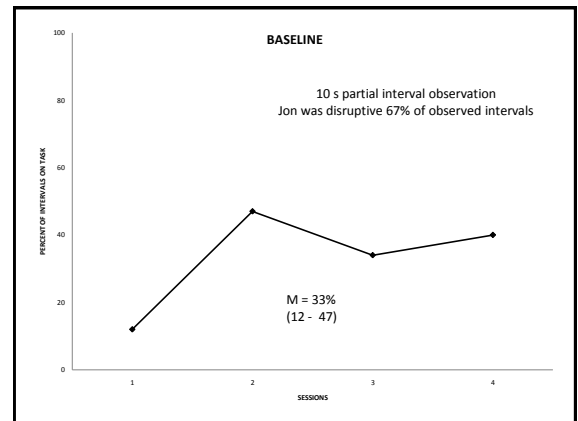
- Long-term and acceptable reduction in problem behavior
- Increases in alternative, appropriate skills
- Improvements in quality of life

Step Two: Conduct the functional assessment

- Archival Review
- Environmental Inventory
- Teacher Interview
- ~~Student Interview*~~
- Direct Observation
- Gather baseline data

Gathering information...

- Academic assessments: within normal range
- Language composite scores: comprehension and listening skills within normal range and commensurate with cognitive ability.
 - Conversation/communication:
 - Unintelligible statements
 - Pragmatic errors
 - Grammatical errors
 - Semantic error
 - “unintelligible baby talk” (missing words in sentences, poor word order, fragments or single word sentences)
- Resperidol for behavioral control
- Physically and verbally aggressive to peers and adults
- SIB: pinching and biting
- Tantrums, noncompliance
- History of running: home, school, car
- Removed daily from classroom; held in assistant principals office
- Long walks around building

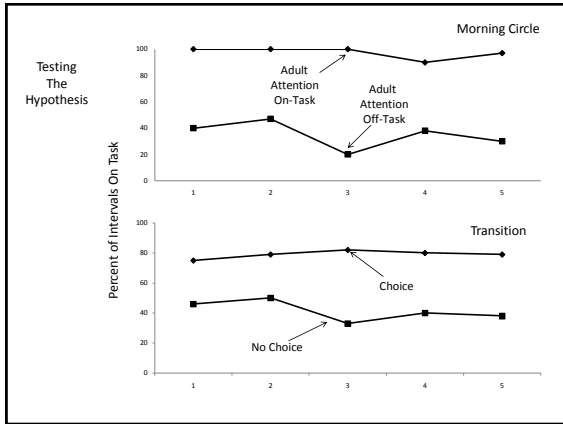


Interpreting Information and formulating a hypothesis based on indirect assessment methods

1. When other students are receiving focused attention from the teacher (e.g. asking questions), Jon engages in disruptive behavior to gain teacher attention.
2. When Jon is required to transition to an activity or task he does not want to do, he engages in disruptive behavior to engage the adult and escape the task.

Step Three: Reconvene to Develop Hypothesis

- Team reconvenes within two weeks to analyze and interpret data
- Reach consensus on function of behavior
- Use hypothesis statement to guide planning
 - Setting events
 - antecedents
 - maintaining consequences



Step Four: Develop the positive behavior support plan

- Child centered
- Strength based
- Focus on increasing skills and behaviors
- Input from all stakeholders
- Contextual fit
- Interventions matched to function

Behavior Support Plan

Hypotheses:

- When other students are receiving focused attention from the teacher, Jon engages in disruptive behavior to gain teacher attention. **Function: Positive Reinforcement = Adult Attention**
- When Jon is required to transition to an assignment or activity he does not want to do, he engages in disruptive behavior to engage the adult and escape the task. **Function: Negative Reinforcement = Escape / Avoid Task Demand**

Antecedent/Setting Event Interventions (prevent)	Alternative Skills (teach)	Responses to Problem Behavior
<ul style="list-style-type: none"> ✓ Preventive ✓ Eliminate or change antecedents ✓ Correct environmental problems ✓ Improved environment enhances instruction of replacement skills/behaviors 	<ul style="list-style-type: none"> ✓ Replacement ✓ Coping & Tolerance ✓ General Adaptive 	<ul style="list-style-type: none"> ✓ Instruction procedure ✓ Extinction ✓ Differential Reinforcement ✓ Crisis Management Plan

Antecedent / Setting Event Strategies

- Post pictures to represent classroom rules and routines. Use pictures for precorrections prior to transitions.
- Make sure all instruction is clear and explicit. Use students to model behavior, include Jon frequently as the model.
- Picture schedule of activities, 3 minute warning that transition is coming
- Provide Jon with a specific job to report on or summarize at the end of each activity
- Social skill lesson first thing in morning

Teach Alternative Skills

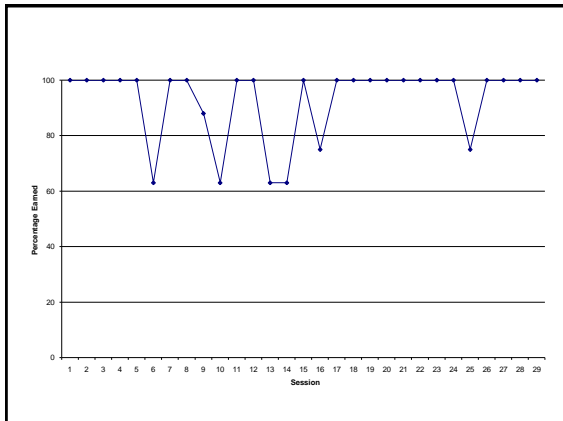
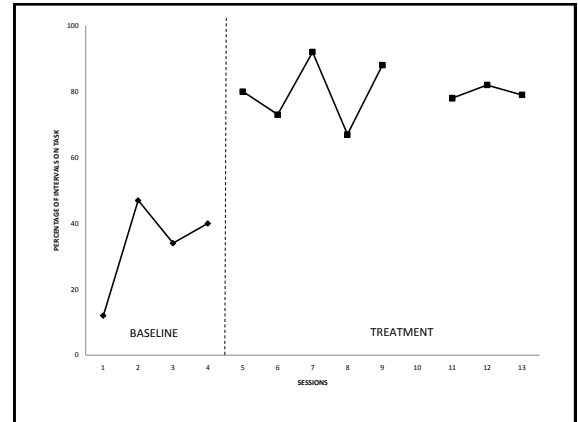
- Replacement skills
 - Raise hand to access teacher attention
 - Appropriate request statement “I would like to”
- Tolerance skills
 - Delaying gratification (allowing others to have their turn)
 - Self-management
- General adaptive skills:
 - Compliance training
 - Staying in area
 - Body basics
 - “Rug” basics

Consequence Strategies

- Provide high rate of verbal praise for appropriate transitioning and participation (VI 3min)
- Tie reinforcement system (daily points) into specific targeted skills.
 - Follow directions
 - Raise hand and wait
 - Use your words to say what you want or need
 - Use your points <sticker> to choose

Respond to Problem Behavior

- Teach precision request procedures; follow through with procedures when Jon does not comply.
- Provide as little attention or verbalization about problem behavior as possible
- If response-cost or removal is necessary, allow for very little adult interaction. Teach Jon there will be 3 minute checks to see if he is ready to return to group/activity/etc.
- Signs of de-escalation and readiness to return to activity: calm/still (not fidgeting, on floor, etc.), compliant with directions, giving appropriate verbal response



The Big Idea's

- Create systems to support the process
 - Identification/referral
 - Assessment and planning
 - Accurate Implementation
 - Progress Monitoring
 - Revision
- Focus on supporting staff with implementation

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