Functional Behavioral Assessment and Function-based Intervention Planning: Doing Both Better!

Carl J. Liaupsin
University of Arizona
AGENDA

• Understanding the Problem is Easy
• Reacting Effectively is Hard(er)
• Legal Requirements
• Tips for Better Interventions and Systems
Who in the Heck…

- Substitute Teacher
- Classroom EBD Teacher
- District-wide Behavioral Consultant
- MS in Assistive Tech
- Ed.D in Special Education
- Researcher at UA
What the behavior looks like should not drive the intervention!

- One child runs when the teacher assigns classwork
- One child runs towards the playground
- One child runs to get the teacher to chase him

Is one intervention right for all? Would time out in the hallway work for all? Or how about computer time for not running?
Positive Behavior Supports

Instead of:

- Focus on Consequences
- Threats
- Coercion/Bribery
- Same old thing
- Zero-Tolerance
- Punishment

... try...

- Focus on Prevention
- Encouragement
- Reinforcement
- Acknowledgment
- Individualization
- Meeting Needs
Functional Behavioral Assessment

- All behavior happens for a reason (serves a function)
- There are two primary functions of behavior
  - Access (getting something)
  - Avoidance (getting out of something)
- We can make lasting change by finding better ways for students to meet their needs
- A FBA is a tool for intervention planning
FBA Process

- Assess Problem
- Interview
- Observations
- Determine function
- Choose Replacement
- Select Intervention
- Develop and Monitor
- Follow-up

### Figure 9.1. Example of Frequency Recording

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/// /// ///
```

Total = 12

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Total = 14
FBA Process

• Assess Problem
• Interview
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• Determine function
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Setting: Math Class  Date: 2-2-06
Behavior: Profanity
Start: 10:05  Stop: 10:25

###  

Total = 14
Functions of behavior

• All behavior serves a function
• Behavior can allow a student to GET
• Behavior can allow a student to AVOID
• One behavior can allow a student to GET and AVOID at the same time!!!
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<td><strong>Attention</strong></td>
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Is it possible that a middle school student could smoke in order to…?

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Functional Assessment

Example:

Teacher

Eddie
Observation 1

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Teacher faced away</td>
<td>Eddie hums</td>
<td>Teacher attends</td>
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### Observation 2

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Teacher with others</td>
<td>Eddie hums</td>
<td>Teacher attends</td>
</tr>
<tr>
<td>Teacher with peer</td>
<td>Eddie hums / taps</td>
<td>Teacher attends</td>
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Observation 3
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<td>Eddie hums/taps</td>
<td>Teacher attends</td>
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<tr>
<td>Teacher at board Teacher attends</td>
<td>Eddie makes noises</td>
<td>Teacher attends Teacher answers</td>
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<tr>
<td>Teacher attends</td>
<td>Eddie asks question</td>
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Total = 12

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###  
Total = 14
Function-Based Intervention Plan

- Goal of determining function is to make a good intervention decision
- Teams have shown difficulty in implementing functional assessment results
  - They do what they have always done,
  - They do what is in the “system”,
  - They do what they know how to do
  - They often focus on punishment and coercion
Function-Based Intervention Plan: Replacement Behavior

- What should the student do instead?
- What do successful students do?
- Will the behavior help the student meet his/her needs?
- Is the behavior supported by the natural environment?
Function-Based Intervention Plan: Replacement Behavior

- What should the student do instead?
- What do successful students do?
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- Is the behavior supported by the natural environment?

Replacement Behavior: Hand-raising
Intervention Selection

1. Conduct FBA
2. Select Replacement Behavior
3. Can the Student Perform the Replacement Behavior?
   - No
     - Do Antecedent Conditions Represent Best Practice?
       - Yes: Method 1: Teach the Replacement Behavior
       - No: Method 1 & 2: Teach the Replacement Behavior and Improve the Environment
4. Yes: Method 2: Improve the Environment
5. Method 3: Adjust the Contingencies
Develop and Monitor

• All methods include:
  – Adjusting the environment to make sure the behavior can happen
  – Plan to reinforce the behavior that works better
  – Plan what to do if the problem happens again
Develop and Monitor

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• Looks like
  – Remind him at the beginning of a class period to raise his hand, be “hyper-vigilant”
  – Be sure to respond to hand raising
  – Don’t respond to noises and give an individual or classwide prompt
Fiona

• 14 year old
• Problem
  – Refusing to do work
  – Shouting
  – Cursing staff
• Replacement
  – Sitting quietly
  – Participating
  – Appropriate language
Steve

- 7 years old
- Problem
  - Drumming on the table
  - Crawling on the floor
  - Leaving the classroom
- Replacement
  - Sitting in area
  - Participating
  - Requesting assistance
Saida

• 16 year old girl
• Problem
  – Profanity in response to work requests
• Replacement
  – Responding to requests with appropriate language
Questions?

• FBA is Functional Behavioral Assessment
• FBIP is Function-based Behavior Intervention Plan
• The FBA is used to create a BIP
• Most school behavior plans are reactive and focus on harsh consequences
• FBA helps create a plan that is proactive and focuses on meeting student needs
• Relatively simple to understand, requires expertise to develop and monitor
Legal Issues

IDEA
Case Law
Use of FBA and Positive Behavior Supports are included in federal law (IDEIA)

- When student’s behavior impedes his or her or others’ ability to learn
- When goals/objectives in the IEP are not enough
- When a school is considering a suspension or expulsion
- Prior or subsequent to manifestation determination decisions

Courtesy: Frank Gresham
Legal Issues: Case Law


• Analysis of findings from:
  – Administrative decisions of Due Process Hearings
  – Court Cases
Legal Issues: What Should You Do?

- Be proactive in developing BIPs
- Use appropriate assessment data to guide development
- Individualize the BIP
- Include Positive Behavioral Supports
- Consistently implement and monitor
Tips for Better Intervention Systems

Develop Capacity
Monitor Quality
Think Function
How To Make Interventions Happen

- **Tip 1:**
  Encourage districts and schools to develop the capacity of their personnel and systems.

- **Tip 2:**
  Monitor the planning and quality FBA and FBIPs.

- **Tip 3:**
  Be a student of the function of district, school, and teacher behavior.
Tip 1: Building District or School Capacity for FBA and BIP

• School-wide Level:
  – Goal
    • Prepare all district, staff, and families to participate
  – Activities:
    • One hour to half-day of staff training in simple FBAs and BIPs
    • PTA and family level training
Tip 1: Building District or School Capacity for FBA and BIP

• Team Level
  – Goal
    • Prepare team members to assess, plan, implement, review FBAs and BIPs
  – Activities:
    • Half to full-day training for core team members
    • Advocate training
Tip 1: Building District or School Capacity for FBA and BIP

- **District / LEA Level**
  - **Goal**
    - Provide intervention teams with access to FBA and BIP expertise
  - **Activities:**
    - Employ or assign adequate number of experts
    - Experts should evidence competence in all facets of FBAs and BIPs
Tip 2: Monitor Intervention Quality

• Ms. Ruth
  • apprehensive toward FBA
  • Josh should be in special education

• Josh
  • Eight year-old boy
  • Engaged in problem behaviors (yelling, throwing objects, slamming his desk into a peer’s desk) daily
  • No diagnosis
  • At or slightly above his peers’ academic level

• Problem:
  • Off Task

• Replacement
  • On Task

Credit: Brenna Wood
Tip 2: Monitor Intervention Quality

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Tip 2: Monitor Intervention Quality

- **Adjust the Antecedents:**
  - Prior to seat-work activities, remind Josh to work on assigned task and raise hand and sit quietly if he needs help

- **Reinforce the Replacement**
  - Contingent praise at least once every 5 min
  - If on-task and raises his hand, acknowledge and assist as soon as possible.
  - Give timeframe (e.g. “I can help you in 1 min.”) if unable to help immediately

- **Deal with the Problem Behavior**
  - Redirect with minimal interaction
  - Keep close proximity until Josh returns to work, and maintain task demand

Credit: Brenna Wood
Tip 2: Monitor Intervention Quality

Credit: Brenna Wood
Tip 2: Monitor Intervention Quality

Credit: Brenna Wood
Tip 3: Consider the Functions of District / Administrator / Teacher Behavior

- Plans are more likely to be successful if the needs of multiple parties are met.
- You can negotiate more successfully if you understand the function.
- How do the current consequences meet system needs?
- How can a new intervention plan meet system needs?

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Review

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- Tips for Better Interventions and Systems
Resources

Contact:
Carl Liaupsin, Ed.D.
liaupsin@email.arizona.edu

Book:
Functional Behavioral Assessment and Function-Based Intervention: An Effective, Practical Approach (Paperback) by John Umbreit, Jolenea Ferro, Carl J. Liaupsin, Kathleen Lynne Lane

Web Info and Courses:
http://www.pbisaz.html
http://www.ed.arizona.edu/bss/
Teacher Educators for Children with Behavioral Disorders: (http://tecbd.asu.edu)
November 17-19 Tempe Arizona

Association for Positive Behavior Support: (http://apbs.org)
March 26-28 Jacksonville Florida

PBIS Implementers Forum: (http://pbis.org)
October 30-31 Rosemont Illinois