APPLIED RESEARCH
EXPERIMENTAL EDUCATION UNIT – EEU
PROFESSIONAL DEVELOPMENT

NORRIS & DOROTHY
Haring Center
for Applied Research & Training in Education

Tier 3: Functional Behavioral Assessment

Building a Sustainable Tertiary Support Process in Your School

Carol A. Davis, Ed.D.
Scott A. Spaulding, Ph.D.
University of Washington

College of Education

UNIVERSITY of WASHINGTON

SCALING THE PYRAMID:

TERTIARY INTERVENTION MODEL FOR STUDENTS WITH CHALLENGING BEHAVIOR

Funded in part through U.S. Department of Education,
Office of Special Education Programs grant award H326M060009

http://depts.washington.edu/stppbs/

Group expectations

- Be Responsible
  - Active participation…Please ask questions
- Be Respectful
  - Please allow others to listen
  - Please turn off cell phones and pagers
  - Please limit sidebar conversations
  - Share “air time”
  - Please refrain from email and Internet browsing
- Be Safe
  - Take care of your own needs

Getting started

- Introductions
- Agenda
  - Review of who is here
  - Thinking about multiple tiers of support
  - It's about Team
  - Function
  - FBA process
  - Intervention strategies
  - Monitoring student and team progress

A quick poll!

- Who is here?
- What is your experience with problem behavior?
- Where is your school/district regarding tertiary supports?
- Outcomes for workshop

What are tertiary supports REALLY about?

Pre-workshop self-assessment

5 Minutes

- See handout.
- Rate yourself (1-5) according to how well you understand each component of Tier 3 support within your school.
- Revisit this at the end of the workshop and as a guide for working with your school to build student supports.

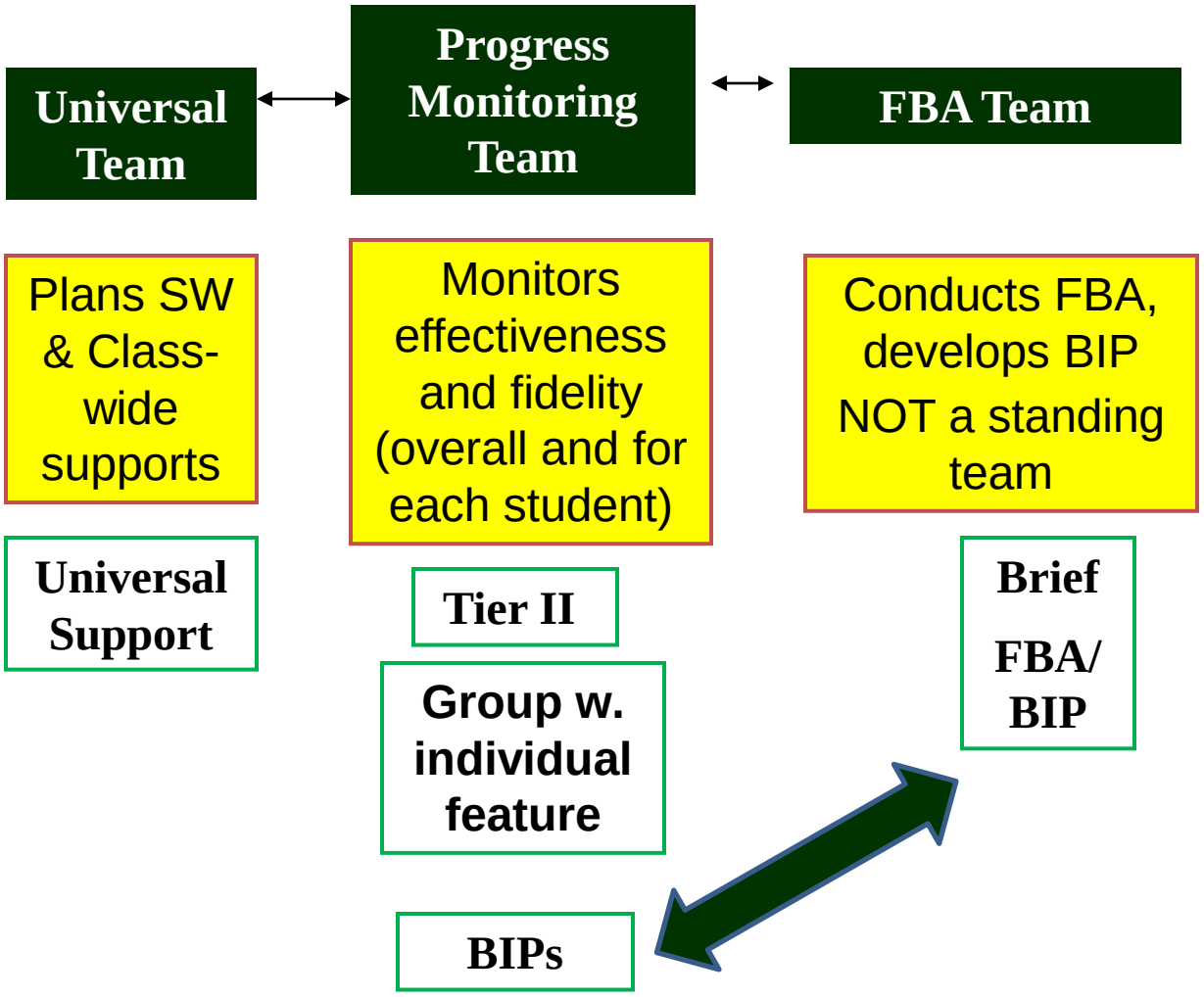
SECONDARY AND TERTIARY TEAM STRUCTURES

Tier 2 Interventions

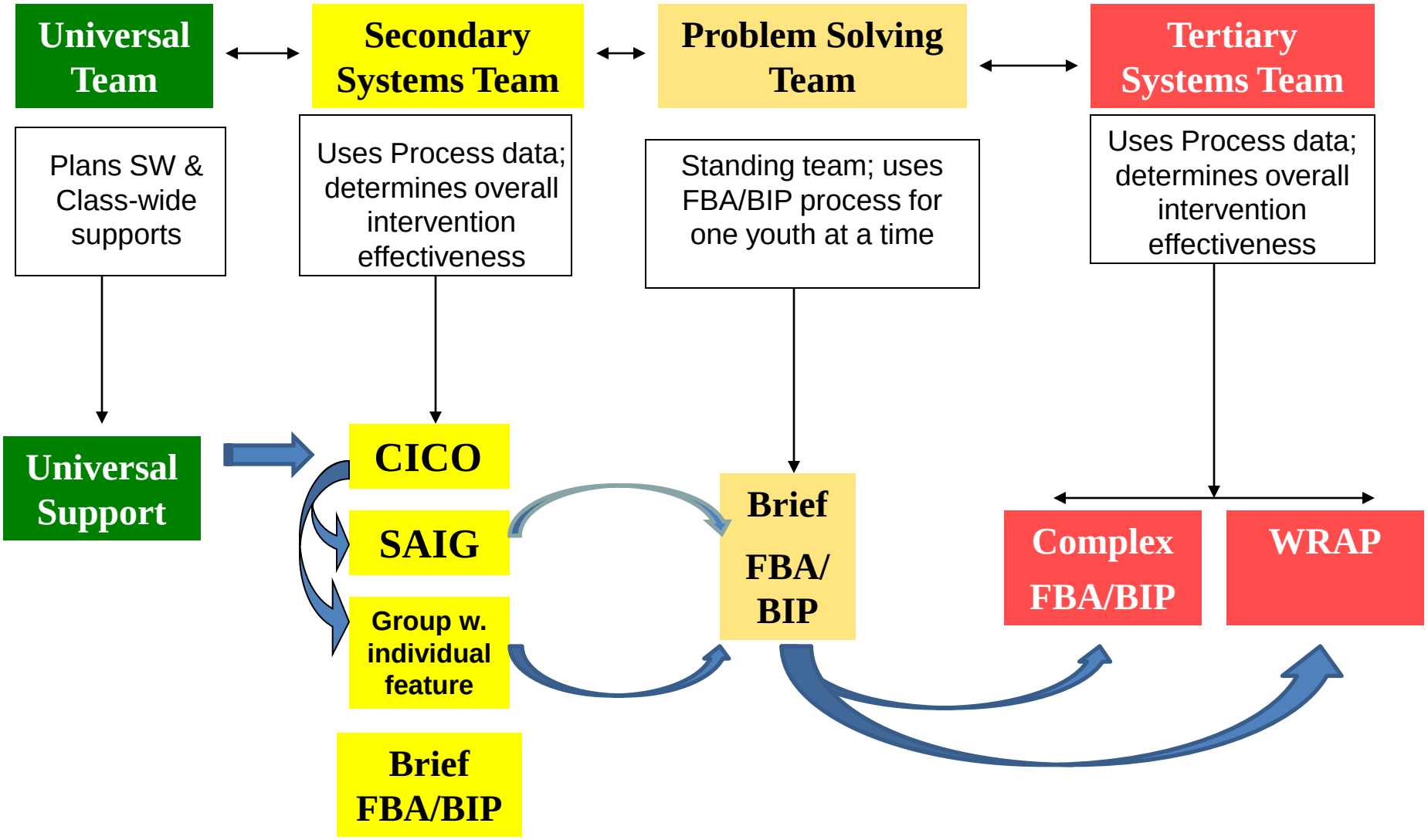
(Hawken, Vincent, & Schumann, 2008).

- Assumes a Tier 1 School wide PBIS is in place
- Involves a problem-solving focused behavior support team
- Screening to identify a % of students non responsive to Tier 1
- Readily available and easily accessible
- Uses efficient, available evidence based practices
- Includes data-based progress monitoring & decisions
- Have an entry & exit criteria, with non-responders moving to Tier 3

Teams in a School



Illinois Team Organization for 3-Tiered PBIS System of Support



Sept. 1, 2009

CREATING YOUR T2/3 TEAM

When to consider Tier 3 supports

- When problem behavior is…
  - Chronic / frequent
  - Dangerous
  - Highly disruptive
  - Impeding learning
  - Resulting in social of educational exclusion

Dunlap, Goodman, McEvoy, and Paris (2010)

Organizational Systems

- Policy and commitment
- Administrative Leadership
- Team-based implementation
    - Team training
    - Team time to meet and plan
- Access to data systems that are useful for decision-making(office discipline referrals)
    - Universal screening
    - Progress monitoring
- Coaching

Horner (2010)

HOW IS SWPBS Implemented?

- **Nine Implementation Steps**
  - Build commitment
  - Establish implementation team
  - Self-Assess for local adaptation of SWPBS
  - Define and teach expectations
  - Establish system for recognizing positive behavior
  - Establish consequences for problem behavior
  - Establish classroom management structure
  - Collect and use data for decision-making
  - Establish function-based support for students with more severe support needs.

Horner (2010)

Think about tertiary support

- **Implementation Steps**

  - Build commitment
  - Establish Tier 3 team
  - Self-assess current T2/3 and establish a process
  - Clarify referral and progress monitoring steps with staff
  - Ensure teacher support for classroom instruction and management
  - Build behavior expertise
  - Coach team and teachers through implementation
  - Collect and use data for decision-making

A model of Tier 3 Support Team

- 4-6 members
- Representation
- Meetings (weekly, bi-weekly, 45-min)
- Roles (facilitator, timekeeper, minutes)
- Information gathering outside of meetings
- Scheduling of team meetings
- Team coordinator 

Team Coordinator

- Meeting responsibilities:
  - List students on weekly discussion form
    - Check tasks for each team member
    - Solicit (electronic) copies of completed forms
    - Ensure suggestions have been generated
  - Determine team-meeting roles
  - Review and update team's tracking
  - Facilitate meetings, prompt case managers to review student progress
  - Determine students for next agenda

Team Coordinator

- Weekly responsibilities:

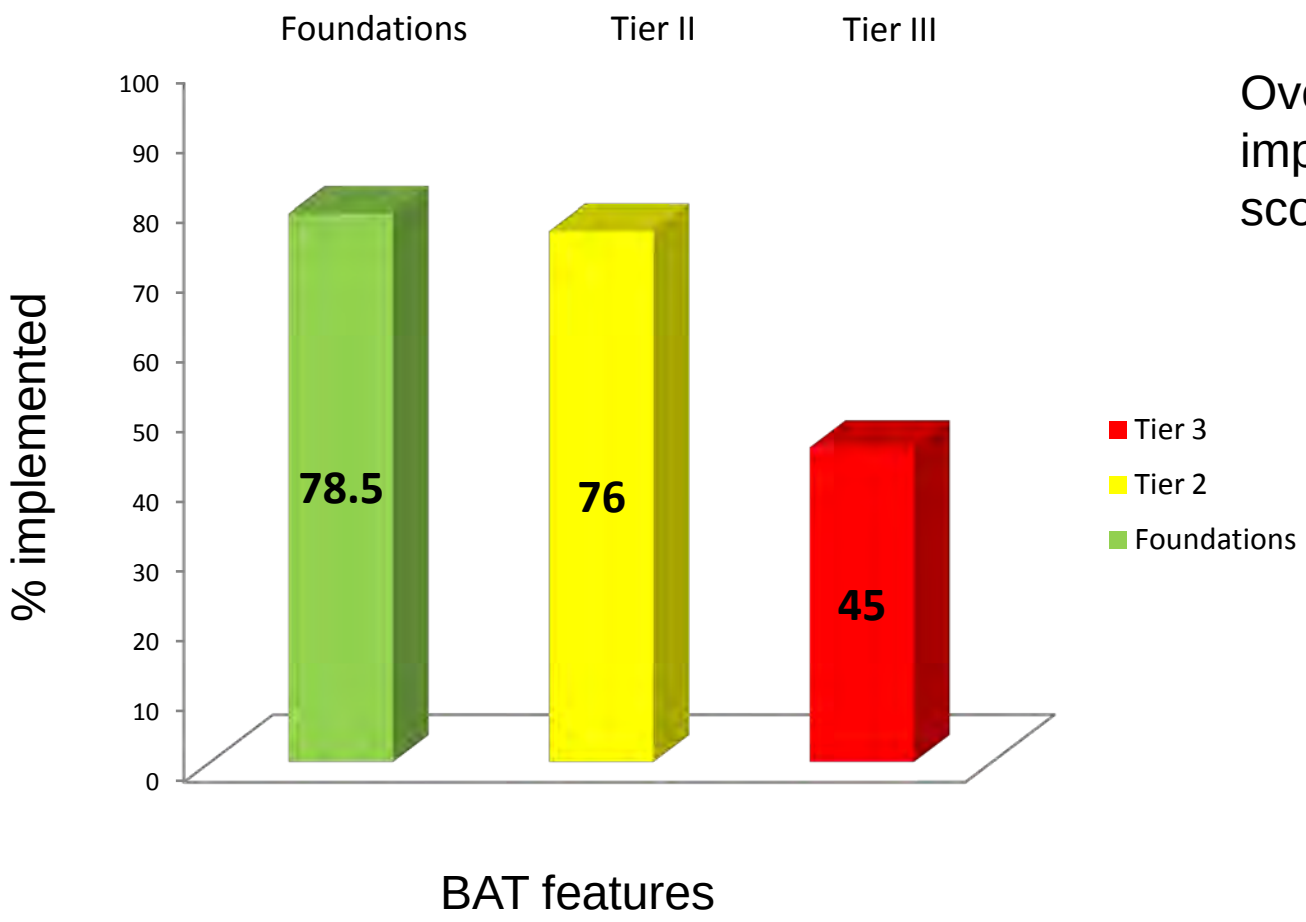
- Remind team case managers (via e-mails) to follow through with student FBA/BIP steps
- Update the Team Tracking Form
- *Ensure intervention monitoring*

Benchmarks of Advanced Tiers (BAT)
Team self-assessment

1. Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?
2. Is a Tier 2 support system in place?
3. Is a Tier 3 system in place?

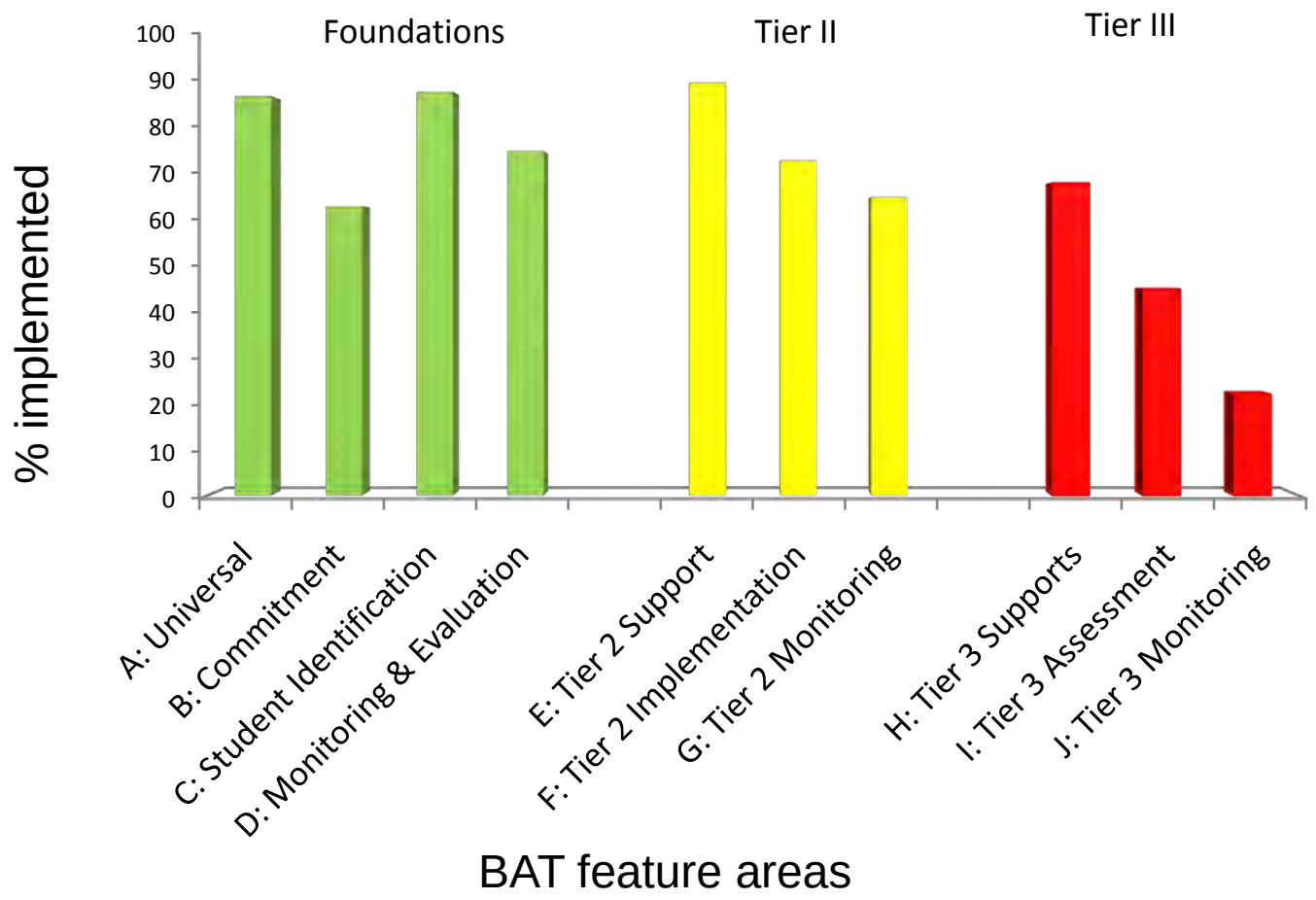
Anderson et al. (2009)

Features and overall score

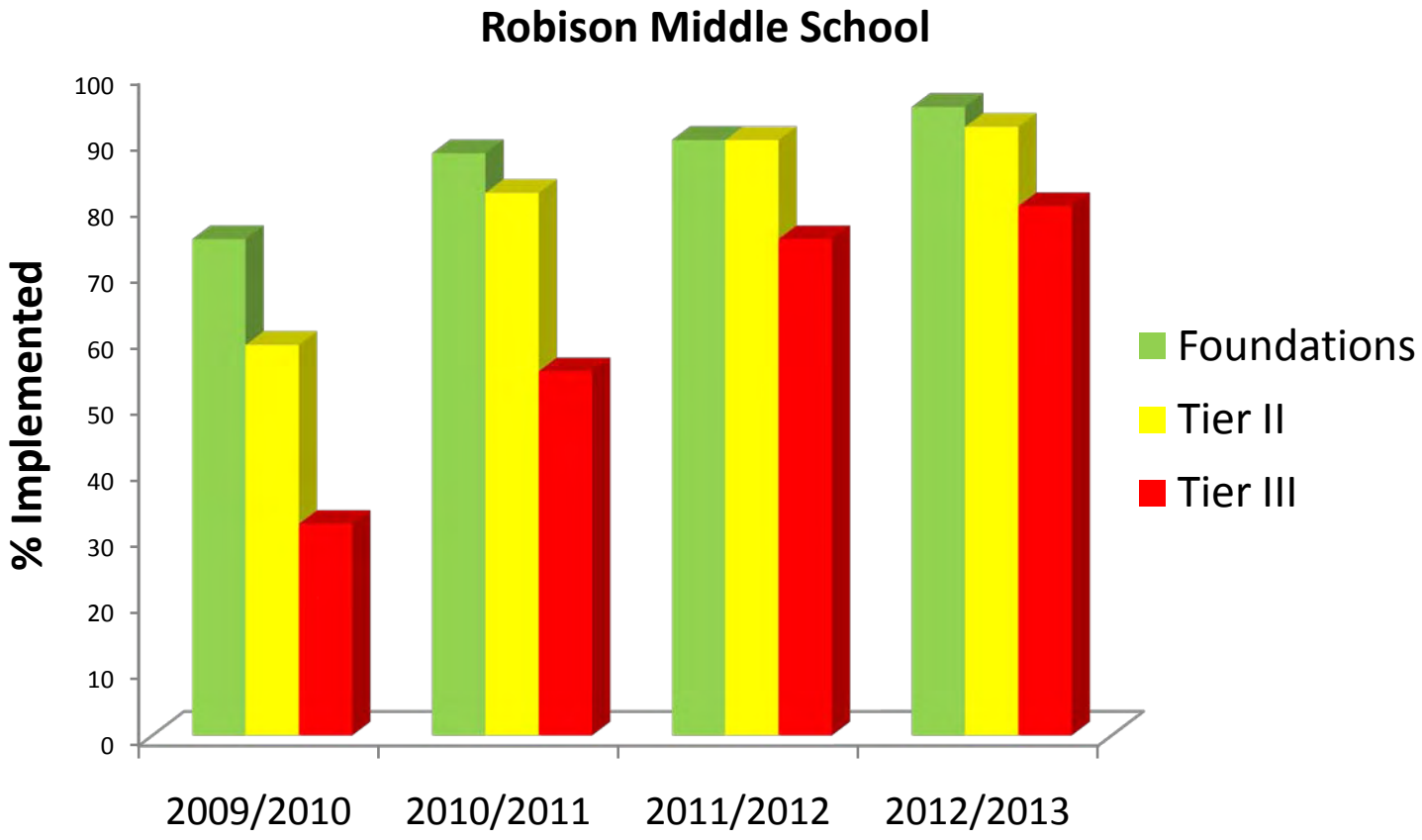


Overall implementation score = 66.5

Implementation by area

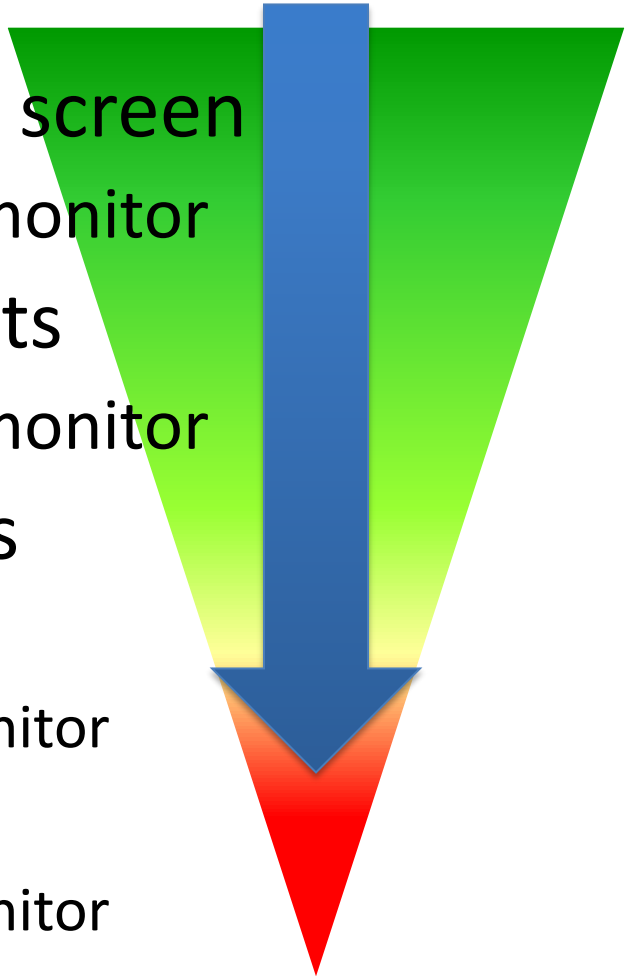


BAT scores across years



UW Model of Tier 3 Support

- Step 1: RFA, weekly tracking, UCE screen
  - hypothesis, intervention, coach & monitor
- Step 2: refer to secondary supports
  - hypothesis, intervention, coach & monitor
- Step 3: refer to intensive supports
  - Indirect functional assessment
    - hypothesis, intervention, coach & monitor
  - Direct assessment
    - hypothesis, intervention, coach & monitor



Tools (goals)

- How does teacher request help?
- Are universal classroom elements in place?
- What's the hypothesis about problem behavior?
  - Do I need to confirm this?
- List possible, function-based strategies
- What is the intervention?
- Is it implemented? Is it working?

Team tracking form

School:_____ School Year: _____ Date: _____

	Week 1: initial response				Week 2: FBA (Efficient) Week 2-4: FBA (*Full*)							Intervention Monitoring		
Student	Team Case Manager	Request for Assistance	Universal Classroom Elements	(Tier 1 Intervention?)	interview (FACTS)	checklist (PBQ)	**Hypothesis**	*Observation (FAOF, ABC)*	*Confirm hypothesis*	Brainstorming	**Student Intervention** / BIP	Fidelity check	Coaching	Behavior data

"Help! I have a student who needs some support for his behavior!"

Tier 3 Request for Assistance

1. Go to "G:" Drive
2. Open *Request for Assistance*
3. Click "Save As"
4. Rename file & save to desktop

Email form to TA Team

4. Open new email
5. Attach Request form
6. Send to "Mike" (team leader)

TA Team responds within 48 hours

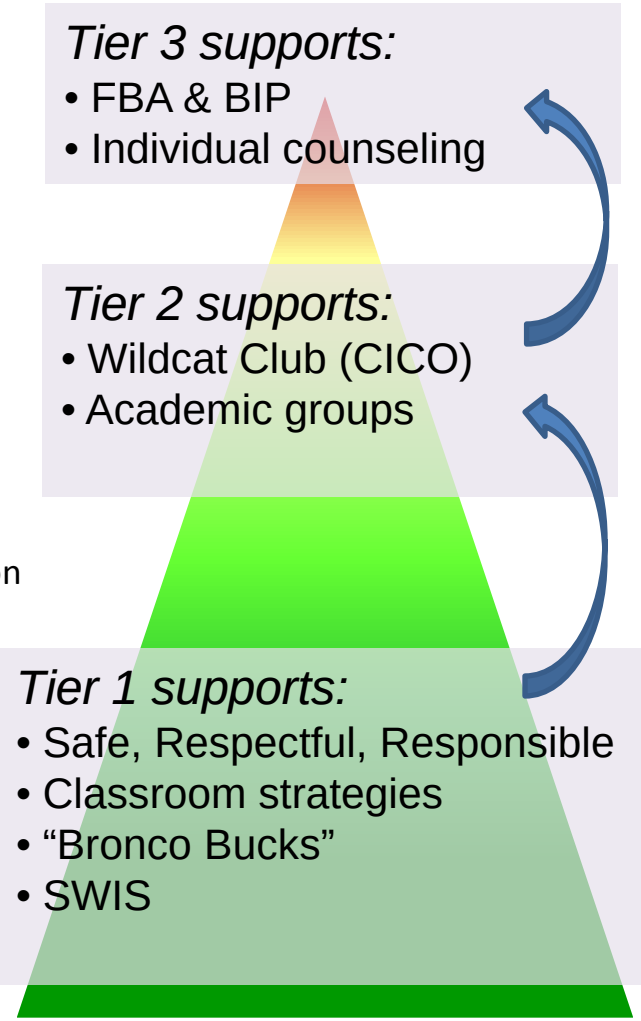
- Student assigned to a team member
- Team member schedules class observation
- Team discusses student

Strategies developed

- Team conducts interview, observations
- Team develops *hypothesis* about behavior
- Teacher and team select interventions

Implementation

- Team guides/coaches teacher in the strategy
- Teacher implements the intervention
- Team provides follow-up and monitoring



Classroom instruction

- Is there support for school-wide classroom behavior management?
- Are classroom elements assessed regularly, and are the results used to support teachers?
- See Simonsen et al. (2008) for review of best practices in classroom management and a checklist.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children, 31*, 351-380.

Building your Tier 3 capacity

- A “coach” leads the team through process with 1 student
- Communication of process to whole staff
  - Develop a 15-minute, presentation template
    - History of RtI in your school
    - How T3 fits into this process
    - How the process will work
  - Buy-in from whole staff is essential
- New students referred to team
- How will we support students while the team gets organized?

Collect and use data

- Are we doing what we said we would do?
  - If “yes”, now what?
  - If “no” now what?

- Is it working?
  - If “yes”, now what?
  - If “no” now what?

WHAT DOES YOUR FBA PROCESS LOOK LIKE?

Think about *your* tertiary support

- What's my current process for supporting students with problem behavior?
- What team structure might fit best?
  - Do we have a team? Do we have commitment?
- Do we have support for classroom management?
- Do we have behavior expertise?
- Do we have coaching capacity?
- Are we willing to collect and use data for decision-making?
- Who will be on my team?

5 Minutes

FUNCTIONAL BEHAVIOR ASSESSMENT

Remember what it's for…..
Determining the function of problem behavior

- Develop hypotheses about the relations among environmental events and behaviors
- Identify the purposes (functions) a behavior serves for a person
- Design prevention and intervention strategies for problem behaviors

Neef & Peterson (2007)

“It’s all about the hypothesis”

- Step 1:
  - Hypothesis building
  - Hypothesis testing
- Step 2:
  - Intervention (BIP)

Functional Behavior Assessment

Why is the problem behavior occurring?

Description of process:

- Start by conducting a Brief FBA
- If needed consider a Comprehensive, or Full, FBA

When to complete a brief FBA

- …the team feels there's a need for a more complete picture of the function of the student's behavior
- …the team is unclear about the triggers and maintaining consequences of the student's behavior
- …Tier 1 interventions have been reliably implemented and the student continues to demonstrate behavioral concerns

Issues to consider before the FBA

- Will changes at the Universal level (environmental, instructional, etc.) reasonably reduce or prevent the student's challenging behaviors?

- Is there a good match between the hypothesized function of the challenging behavior and a secondary intervention that is already available in the school?

- Are the student's behaviors dangerous and complex? Do they appear to serve multiple functions across a variety of settings and routines?

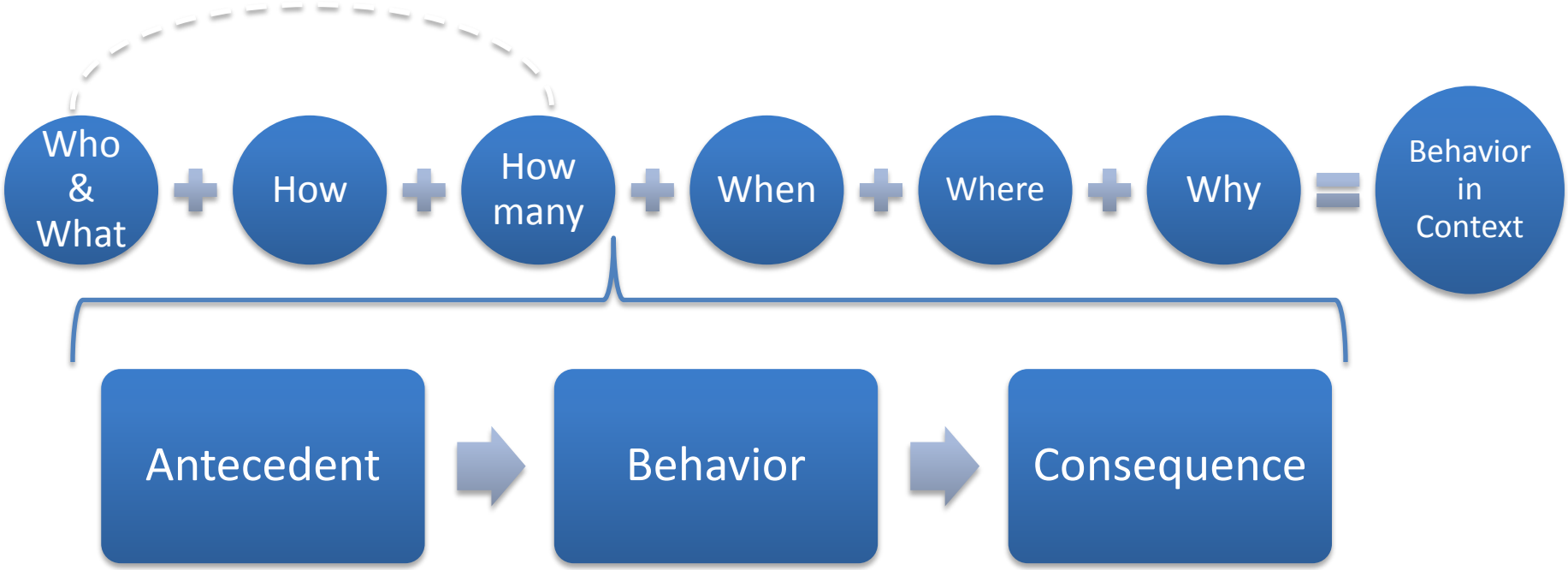
What is a FBA?

A process that:

- Defines the target behavior(s)
- Determines the environmental events and factors that contribute to challenging behaviors
- Identifies the antecedents and consequences that occur before and after the challenging behaviors
- Hypothesizes the function or purpose of the challenging behaviors
- Provides direction for developing appropriate and effective positive interventions

“Problem Solving”

Functional Behavioral Assessment Process



Van Norman (2009)

The Who & What

Building the Context for Behavior Change

Who & What

Robbie, a second grader, is disruptive in class. He refuses to work, screams, throws materials, wanders the room, and interrupts.

The When & Where

Building the Context for Behavior Change

Where

Morning
- blending/decoding, independent reading

Afternoon
- group math, partner work, independent reading

When

The How / How many

Building the Context for Behavior Change

How

Disruption

- *3-5 times a day*
- *1-2 minutes at a time*

Not usually dangerous, although a couple of times he overturned desks and chairs. Can delay the lesson at times.

Observable & Measurable Descriptions of Behavior

Example and nonexamples

Examples

- Does not follow directions w/in 5 sec
- Uses profane language
- When given a direction responds with a counter argument (e.g., *"why should I?"*)
- Angered facial expressions, nagging comments ("you're stupid")
- Destroys materials, screams, cries
- Says inappropriate comments to peers, makes sexual and suggestive comments to strangers

Nonexamples

- Defiant
- Rude
- Does not respect authority
- Mean
- "possessed"
- Intolerable
- Noncompliant

The What = The Behavior

Building the Context for Behavior Change

Who & What

Behavior

Screaming, throws materials, overturns desks…

(B)

Common antecedents (triggers)

- Demands/requests
- Difficult tasks
- Transitions
- Interruptions
- Alone (no attention)
- Peer altercations

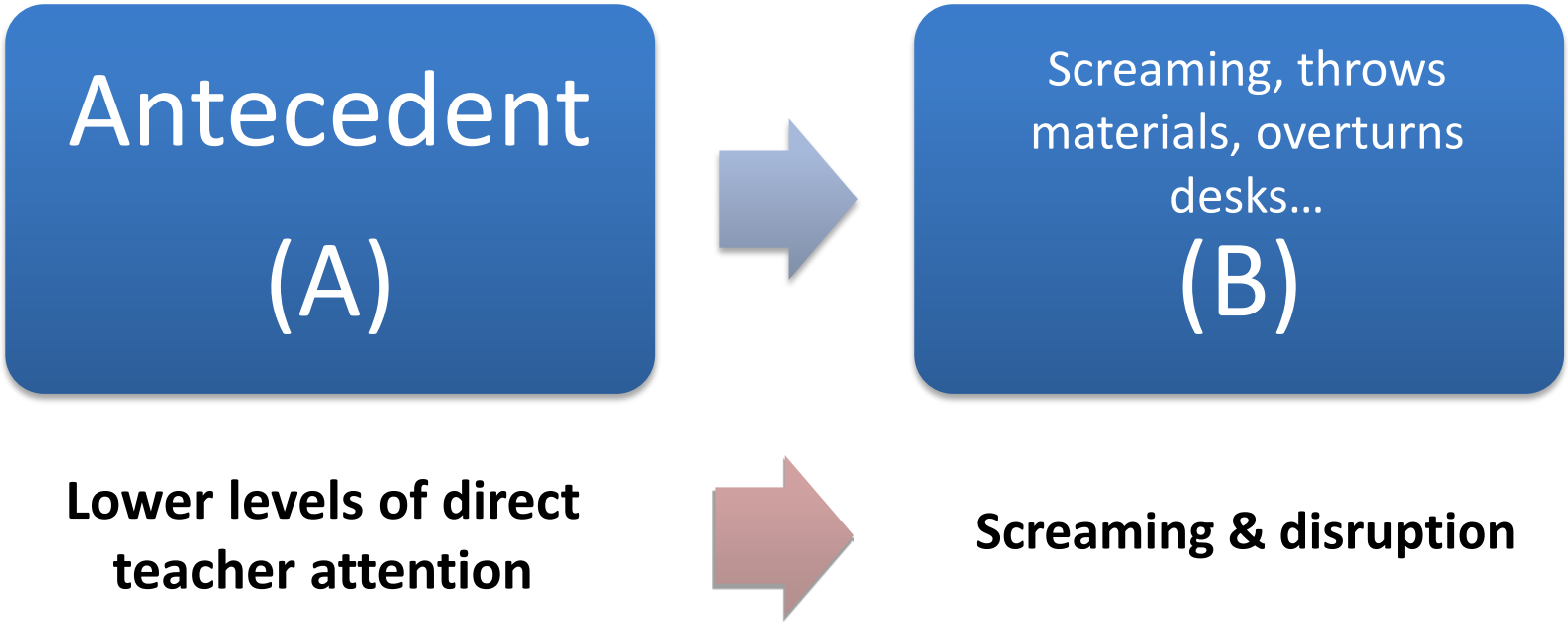
Antecedent (A)

Where & When

Building the Context for Behavior Change

Who & What

Where & When

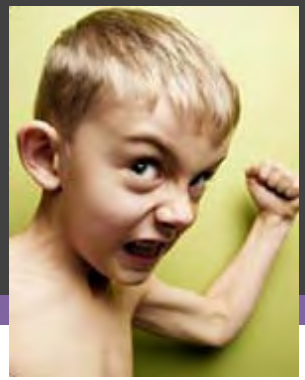


Three-Term Contingency

Building the Context for Behavior Change

But can you predict why?

Building the Context for Behavior Change



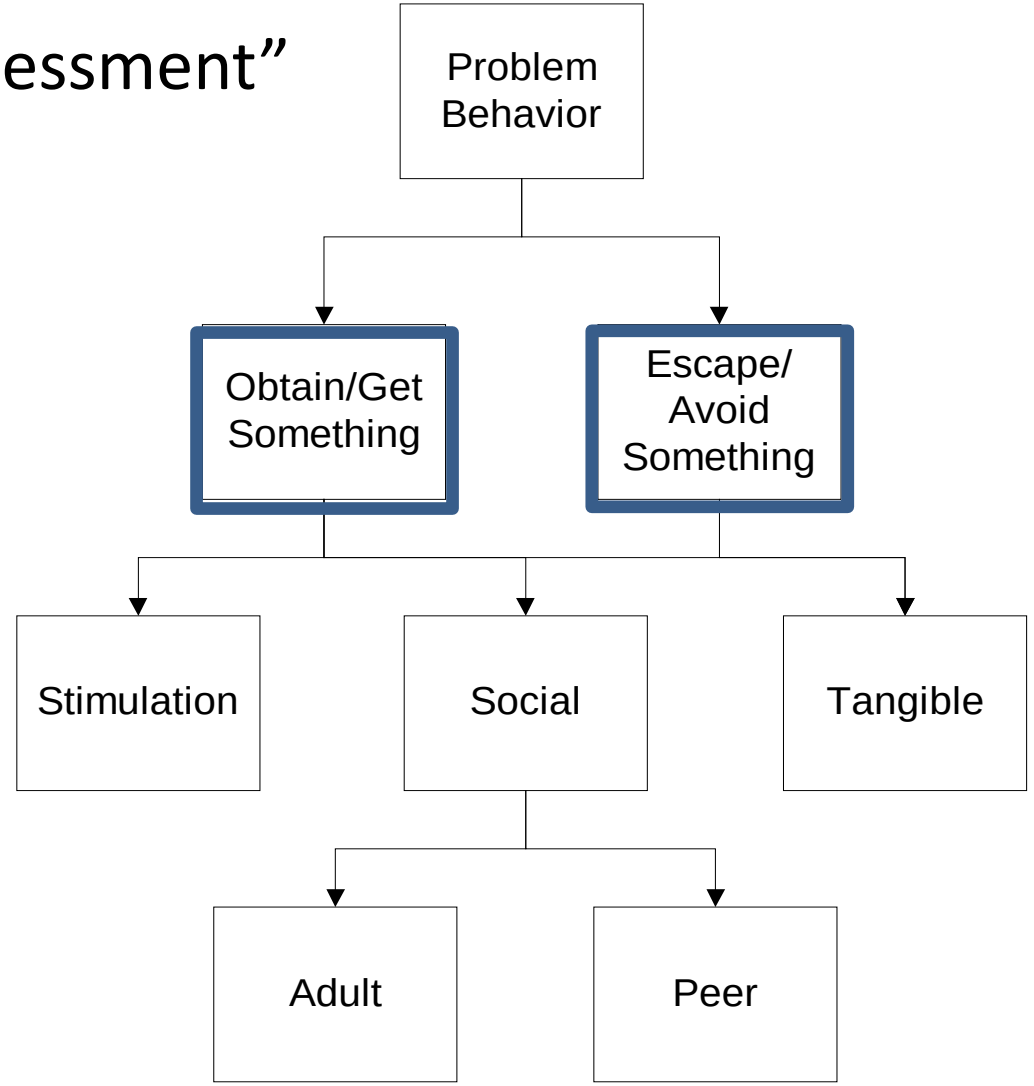
Antecedent (A)	Behavior (B)	Consequence (C)
Lower levels of direct teacher attention	**Screaming, disruption**	**Get/obtain? Escape/avoid?**

What does the “function” of the behaviors mean?

- Obtaining
  - Attention
  - Tangible
  - Sensory
- Escaping
  - Task, event, activity
  - Attention

…Functions of behavior:

A “reinforcer assessment”



Sugai et al. (2005)

The Why

Building the Context for Behavior Change

Why

…which CONTINUALLY results in Ms. Pate correcting Robbie, asking him what he should be doing, and students laughing or getting upset at him.

- *Teacher (and peer) attention.*

Hypothesis statement: Examples

Building the Context for Behavior Change

When this happens…

The student does this

…followed by this consequence or result

What's highlighted?

Antecedent, Behavior, Consequence?

During circle time, Tom **often interrupts other students** during their turn to talk. When the teacher tells him to stop, he is quiet for a few minutes but then starts **interrupting** again. Eventually, the teacher lets him have another turn. Tom seems to **interrupt** more when he is not called on first.

Behavior

Van Norman (2009)

What's highlighted?

Antecedent, Behavior, Consequence?

During circle time, Tom often interrupts other student during their turn to talk. When the teacher tells him to stop, he is quiet for a few minutes but then starts interrupting again. Eventually, the teacher **lets him have another turn**. Tom seems to interrupt more when he is not called on first.

Consequence
(Gets turn)

What's highlighted?

Antecedent, Behavior, Consequence?

When Alba is **given a difficult math activity**, she is likely to *refuse to work, use profanity, and engage in hitting* to avoid the task. This behavior is more likely if Alba is teased by her peers.

Antecedent

What's highlighted?

Antecedent, Behavior, Consequence?

When Alba is given a difficult math activity, she is likely to **refuse to work, use profanity, and engage in hitting** to avoid the task. This behavior is more likely if Alba is teased by her peers.

Behavior

What's highlighted?

Antecedent, Behavior, Consequence?

When an **IA asks Nate to work independently**, he tells her "no", crosses his arms, and refuses to look at her to avoid the task. This behavior is more likely if he has had a conflict with a peer.

Antecedent

What's highlighted?

Antecedent, Behavior, Consequence?

When an IA asks Nate to work independently, he tells her "no", crosses his arms, and refuses to look at her **to avoid the task**. This behavior is more likely if he has had a conflict with a peer.

Consequence (Avoid)

Implementing the Process

Technical Assistance Team – Support Process

Step 1

Teacher Completes a Request For Assistance and sends to a TAT member

Step 2

TAT member completes Universal Classroom Elements Form

Step 3

A Functional Behavior Assessment is conducted to develop a "Hypothesis of Behavior

Step 4

TAT brainstorm interventions based on 'Hypothesis' of behavior

Step 5

Teacher selects intervention (presented by case manager)

Outcomes

- **Ongoing monitoring, data collection and decision making**
- **Decreased problem behaviors**
- **Professional development for staff**

Weekly meeting to monitor & present data

TAT members provide ongoing support

Team-based FBA: Team tracking

School:_____ School Year: _____ Date: _____

	Week 1: initial response				Week 2: FBA (Efficient) Week 2-4: FBA (*Full*)							Intervention Monitoring		
Student	Team Case Manager	Request for Assistance	Universal Classroom Elements	(Tier 1 Intervention?)	interview (FACTS)	checklist (PBQ)	**Hypothesis**	*Observation (FAOF, ABC)*	*Confirm hypothesis*	Brainstorming	**Student Intervention** / BIP	Fidelity check	Coaching	Behavior data

Request for Assistance

- Quick way for teacher to ask for help
- Use this to initiate the support process
- Identifies student problem behavior
- What's already been tried?
- Unsuccessful Tier 2 intervention
- Other student data (number of office discipline referrals, e.g., more than 3 within six weeks)

Behavior Support Request for Assistance

Referring Teacher's Name:_____ Homeroom Teacher's Name:_____

Name of Student:_____ Date:_____

Student Grade:_____ Type of Classroom:_____

Have you consulted with any member of the school team regarding this student? If so, who?_____

Have you reviewed the student's cumulative file? Y / N

Academic Performance:

Check all that apply:

- ☐ The student is above grade level
- ☐ The student is below grade level
- ☐ The student is at grade level
- ☐ The student is an English Language Learner
- ☐ The student is at grade level or above in some areas and below in others
  Math: Above/Below Reading: Above/Below Writing: Above/Below

Academic Supports:

Does the student receive any additional academic support (i.e., resource room/tutoring/homework help) **Y / N**

If yes, please explain:_____

_____

_____

Problem Behavior(s): Identify problem behaviors

Check all that apply:

- ☐ Tardy
- ☐ Non-Compliance
- ☐ Withdrawn
- ☐ Fighting/Physical Aggression
- ☐ Self-Injury
- ☐ Academic Performance
- ☐ Inappropriate Social Interactions
- ☐ Other:_____
- ☐ Inappropriate Language
- ☐ Disruptive

Describe behavior:_____

_____

_____

Behavioral/Academic Strategies:

What behavioral/academic strategies have been attempted (for example: after school tutoring/social skills training/individual contracts, ELL or native language support)? How successful were they?

1. _____

_____

2._____

_____

Additional Information:

To help us gather more information, when would we most likely be able to observe the problem behavior?

_____

Are there other considerations that may be influencing the student's behavior (i.e., medications, family situations, health concerns, bus issues, etc.)?

_____

_____

Additional Comments (Please feel free to use the back) _____

_____

_____

Request for Assistance, 2009-2010 Return to Student Behavior Team

Behavior Support Request for Assistance

Referring Teacher's Name: Ms. Nice

Homeroom Teacher's Name: Ms. Nice

Name of Student: Mike

Date: Jan 7, 2010

Student Grade: 2nd

Type of Classroom: Regular ed.

Have you consulted with any member of the school team regarding this student? If so, who? principal

Have you reviewed the student's cumulative file? (Y) N

Academic Performance:

Check all that apply:

- [x] The student is above grade level
- [ ] The student is below grade level
- [ ] The student is at grade level
- [ ] The student is an English Language Learner
- [ ] The student is at grade level or above in some areas and below in others
  Math: Above/Below Reading: Above/Below Writing: Above/Below

Academic Supports:

Does the student receive any additional academic support (i.e., resource room/tutoring/homework help) Y (N)

If yes, please explain: None

Problem Behavior(s): Identify problem behaviors

Check all that apply:

- [ ] Tardy
- [x] Non-Compliance
- [ ] Withdrawn
- [x] Fighting/Physical Aggression
- [ ] Self-Injury
- [ ] Academic Performance
- [x] Inappropriate Social Interactions
- [ ] Other: _____
- [x] Inappropriate Language
- [x] Disruptive

Describe behavior: bolting, running away, hitting others, property destruction, spitting, throwing objects (e.g., chairs), repetitive questioning, and aggression towards adults

Behavioral/Academic Strategies:

What behavioral/academic strategies have been attempted (for example: after school tutoring/social skills training/individual contracts, ELL or native language support)? How successful were they?

1. Re-direction, warnings, talking to, time-outs, go to office
2. Not very. Sometimes work for a little while.

Additional Information:

To help us gather more information, when would we most likely be able to observe the problem behavior?

When father is home, when upset, after playing with his cars or computer.

Are there other considerations that may be influencing the student's behavior (i.e., medications, family situations, health concerns, bus issues, etc.)?

Mike's father travels for work; when Dad is home problems are worse.

Additional Comments (Please feel free to use the back) Help!!

Request for Assistance, 2009-2010 Return to Student Behavior Team

Team-based FBA: Team tracking

School:_____ School Year: _____ Date: _____

	Week 1: initial response				Week 2: FBA (Efficient) Week 2-4: FBA (*Full*)							Intervention Monitoring		
Student	Team Case Manager	Request for Assistance	Universal Classroom Elements	(Tier 1 Intervention?)	interview (FACTS)	checklist (PBQ)	**Hypothesis**	*Observation (FAOF, ABC)*	*Confirm hypothesis*	Brainstorming	**Student Intervention** / BIP	Fidelity check	Coaching	Behavior data

Universal Classroom Screening

- Confirm universal instructional and support elements are in place in the classroom
- Confirm Tier 2 intervention in classroom

Universal Classroom Elements 2009/2010

Score #2 for target student.
Score all others for entire class.

Date: _____

Observer: _____

Teacher: _____

Target Student: _____

Time In: _____ Time Out: _____

IEP: Y/N

Teacher Identified Priorities (Prioritize Items from referral)

1. _____
2. _____
3. _____

Select to facilitate teacher "buy-in" and produce the quickest change

Critical Elements		Comments
1. Are there positively stated rules and procedures posted for the students?	Y/N NA	
2. Does the student have a set of individual rules? (e.g., on his/her desk)	Y/N NA	
3. Does the teacher report that the rules and procedures have been specifically taught?	Y/N NA	
4. Is feedback provided for students who do follow the posted rules? (e.g., from 3 observed occurrences)	Y/N NA	
5. Is feedback provided for students who do NOT follow posted rules?	Y/N NA	
6. Are transitions preceded by a visual or auditory signal?	Y/N NA	
7. Is instruction being provided before asked to do an individual task?	Y/N NA	
8. Are students engaged and on-task during instructional time?	Y/N NA	

Complete based on observation. Supplement with teacher report.

Behavior Observation

During the observation, did you observe the behavior of concern? If **YES**, please state the **Behavior of Concern** and briefly describe the **Activity** in which you observed the behavior.	**Y/N NA**	**Behavior of Concern:** **Activity Description:**
Based on the observation, could you predict the function of the behavior?"	**Y/N NA**	**Please circle the predicted function of behavior:** **Escape Work, Escape Attention,** **Obtain Attention, Obtain Tangible, or** **Other (please describe):**

Other (for the target student, based on teacher comment)

What is currently in place? (Behavior Plan, visual supports, etc.)

What are the barriers to implementing the current plan?

Universal classroom elements v2, 2009-2010. Rev. 12/22/09

Score these items based on observation of and teacher comments about target student.

Universal Classroom Elements 2009/2010

Date: 1-11-2010 Observer: Scott

Teacher: Ms. Nice Target Student: Mike

Time In: 10:30 Time Out: 10:50 IEP: Y/N

Teacher Identified Priorities (Prioritize Items from referral)

1. Reduce Mike's behavior problems
2. Increase his participation in class
3.

Critical Elements		Comments
1. Are there positively stated rules and procedures posted for the students?	Y/N NA	
2. Does the student have a set of individual rules? (e.g., on his/her desk)	Y/N NA	Reports more review of Mike's rules
3. Does the teacher report that the rules and procedures have been specifically taught?	Y/N NA	Reviews at beginning of year, after breaks
4. Is feedback provided for students who do follow the posted rules? (e.g., from 3 observed occurrences)	Y/N NA	- Not consistently
5. Is feedback provided for students who do NOT follow posted rules?	Y/N NA	Didn't see; Ms. Nice said she does this
6. Are transitions preceded by a visual or auditory signal?	Y/N NA	Didn't see; Ms. Nice says she usually doesn't
7. Is instruction being provided before asked to do an individual task?	Y/N NA	
8. Are students engaged and on-task during instructional time?	Y/N NA	mostly

Behavior Observation

During the observation, did you observe the behavior of concern? If **YES**, please state the **Behavior of Concern** and briefly describe the **Activity** in which you observed the behavior.	Y/N NA	**Behavior of Concern:** Asked teacher why he couldn't have book, pushed peer, took book **Activity Description:**
Based on the observation, could you predict the function of the behavior?"	Y/N NA	**Please circle the predicted function of behavior:** Escape Work, Escape Attention, Obtain Attention, Obtain Tangible, or Other (please describe):

Other (for the target student, based on teacher comment)

What is currently in place? (Behavior Plan, visual supports, etc.)

Nothing specific to Mike

What are the barriers to implementing the current plan?

Consistency in feedback to students

Universal classroom elements v2, 2009-2010. Rev. 12/22/09

Team-based FBA: Team tracking

School:_____ School Year: _____ Date: _____

	Week 1: initial response				Week 2: FBA (Efficient) Week 2-4: FBA (*Full*)							Intervention Monitoring		
Student	Team Case Manager	Request for Assistance	Universal Classroom Elements	(Tier 1 Intervention?)	interview (FACTS)	checklist (PBQ)	**Hypothesis**	*Observation (FAOF, ABC)*	*Confirm hypothesis*	Brainstorming	**Student Intervention** / BIP	Fidelity check	Coaching	Behavior data

Some FBA tools

Indirect assessment
"Efficient" FBA

- Structured interviews
- Checklists, rating scales, questionnaires
  - *Functional Assessment Checklist for Teachers and Staff* (FACTS)
  - *Problem Behavior Questionnaire* (PBQ)

Hypothesis building

Direct assessment
"Comprehensive" FBA

- Observation in natural settings
  - *Functional Assessment Observation Form* (FAOF)
  - ABC Chart

Hypothesis testing

Indirect assessment
“Hypothesis building”

- Problem Behavior Questionnaire (PBQ)
- Motivation Assessment Scale (MAS)
- Functional Assessment Checklist for Teachers and Staff (FACTS)

Before Completing the FACTS

- Review the data collected thus far (ODR, Request for assistance, Universal Classroom Elements, Monitoring Form)
- Arrange a time for the student's teacher and other staff who know the student well to help complete the FACTS
- Plan to spend 10-30 minutes completing the paperwork

Using the FACTS

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Step 1

Student: *Robbie* Grade: *2* Date: *10/18/10*

Interviewer: *Johnson* Respondent(s): *Mrs. Pate*

Step 2

Student Profile: Please identify at least three strengths or contributions the student brings to school.

big smile; loves sharks; likes drawing, football. He's on-track for academics but his behavior may interfere.

Step 3

Problem Behavior(s): Identify problem behaviors

☐ Tardy	☐ Fight/physical Aggression	☒ Disruptive	☐ Theft
☐ Unresponsive	☐ Inappropriate Language	☐ Insubordination	☐ Vandalism
☐ Withdrawn	☐ Verbal Harassment	☐ Work not done	Other:
	☐ Verbally Inappropriate	☐ Self-injury	

Describe problem behavior: *leaves instructional space, doesn't do task, low self-confidence, works if 1:1 adult*

Using the FACTS

Step 4

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
8:35-8:50	*10-min math*	*3 Somewhat likely*	
8:50-9:00	*opening*	*1 Low*	
9:00-9:15	*cafe lesson (blending/decode)*	*4*	*disruption during lesson*
9:15-9:30	*independent/small group*	*2*	
9:30-9:50	*cafe lesson 2*	*2*	
9:50-10:05	*independent reading*	*5*	*walk around, take others' materials, draw*
10:05-10:15	*write about reading*	*5*	*avoid work; throw book, off-task drawing/writing*
10:15-10:30	*cafe time 3*	*5*	*disruption; avoid work*
10:45-11:00	*interventions (other teacher)*	*1 Low*	
11:10-12:10	*whole group/partner math*	*6 High*	*disengage during instruction, interrupt*
1:10-1:40	*writer's workshop*	*4*	*2:25-3:00, integrated studies (5)*

Moving through the interview

- **Select 1-3 Routines for further assessment:**
  - **Select routines based on (a) similarity of activities (conditions) with ratings of 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.**

Using the FACTS

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1

Student: *Robbie* Grade: *2* Date: *10/18/10*

Interviewer: *Johnson* Respondent(s): *Mrs. Pate*

Step 2

Routine/Activities/Context: Which routine(only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)
lower teacher atten/supervision, group & indpndnt work	*disruption and non-participation*

Step 3

Provide more detail about the problem behavior(s):

What does the problem behavior(s) look like?

out of seat, talking out & acting silly, not participating in activity

How often does the problem behavior(s) occur?

3-5 times a day

How long does the problem behavior(s) last when it does occur?

1-2 minutes

What is the intensity/level of danger of the problem behavior(s)?

not dangerous, once or twice he lifted a chair; causes a delay in lesson at times, although student teacher helps.

Describing Behaviors

- Behavior ---------- Disruption
- Form (topography) ---------- runs around room
- Frequency (how many) ---------- 5 – 6 times per week
- Duration (how much time) ------ 5 – 10 seconds
- Intensity (how dangerous) ------- moderate

Using the FACTS

Step 4

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)	Environmental Features	
☐ illness	☐ reprimand/correction	☐ structured activity
☐ drug use	☐ physical demands	☐ unstructured time
☐ negative social	☐ socially isolated	☐ tasks too boring
☐ conflict at home	☐ with peers	☐ activity too long
☐ academic failure		☐ tasks too difficult
Other:	Other: *tasks too long (e.g., math)*	

Step 5

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained	Things Avoided or Escaped From	
☒ adult attention:	☐ hard tasks	Other:
☒ peer attention	☐ reprimands	
☐ preferred activity	☐ peer negatives	
☐ money/things	☐ physical effort	
Other: *primarily adult attention*	☐ adult attention	

Using the FACTS

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Step 6

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)
During academic times, especially groups, where there are lower levels of direct teacher attention	*Robbie exhibits disruption and non-participiation*	*resulting in teacher and peer attention*

Step 7

How confident are you that the Summary of Behavior is accurate? *5*

Step 8

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior		Strategies for responding to problem behavior	
☐ schedule change ☒ seating change ☐ curriculum change	Other: *student teachers 1:1 attn; family contact*	☒ reprimand ☐ office referral ☐ detention	Other: *correction & discussion; focus on positive attention*

March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000) 4/24/00

Lunch

20 Minutes

Activity – FACTS interview and Problem Behavior Questionnaire

- Select a student with problem behavior that you know well and list the student on the tracking form.
- Choose a member(s) of the team to conduct the interview.
- Complete the interview and questionnaire.

Team-based FBA: Team tracking

School:_____ School Year: _____ Date: _____

	Week 1: initial response				Week 2: FBA (Efficient) Week 2-4: FBA (*Full*)							Intervention Monitoring		
Student	Team Case Manager	Request for Assistance	Universal Classroom Elements	(Tier 1 Intervention?)	interview (FACTS)	checklist (PBQ)	**Hypothesis**	*Observation (FAQF, ABC)*	*Confirm hypothesis*	Brainstorming	**Student Intervention** / BIP	Fidelity check	Coaching	Behavior data

Direct assessment
“Hypothesis testing”

- When to use direct observation?
- ABC narrative
  - Discuss results and how to use data.
- Functional Analysis Observation Form (FAOF)
- Pros & cons of each

ABC Narrative form

Antecedent A	Behavior B	Consequence C

FUNCTIONAL ASSESSMENT OBSERVATION FORM[1]

Name: _____

Starting Date: _____ Ending Date: _____

Time(s)	Behaviors					Predictors (Antecedents)									Perceived Functions: Get/Obtain				Perceived Functions: Escape/Avoid				Actual Consequences			COMMENTS: (If nothing happened in period.) Write initials.
						Demand/Request	Difficult Task	Transitions	Interruption	Alone (no attention)					Attention	Desired Item/Activity	Self-Stimulation		Demand/Request	Activity ( )	Person						
Total(s)																										
Event(s)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Date(s)																										

From *Functional Assessment and Program Development for Problem Behavior* (O'Neill et al., 1997)

Name: Joe

Functional Assessment Observation Form

Starting Date: 3-16 Ending Date: 3-17

Time	Behaviors: Slap others	Behaviors: Spit/throw (ask)	Behaviors: Scream	Predictors: Demand/Request	Predictors: Difficult Task	Predictors: Transitions	Predictors: Interruption	Predictors: Alone (no attention)	Predictors: Marsha	Predictors: Bill	Predictors: John	Perceived Functions: Get/Obtain: Attention	Perceived Functions: Get/Obtain: Desired Item/Activity	Perceived Functions: Get/Obtain: Self-Stimulation	Perceived Functions: Escape/Avoid: Demand/Request	Perceived Functions: Escape/Avoid: Activity ( )	Perceived Functions: Escape/Avoid: Person	Perceived Functions: Escape/Avoid: Other/Don't Know	Actual Conseq: Spoone	Actual Conseq: Block/Redirect	Comments: (if nothing happened in period, write initials)
8:50-9:35 Reading	1 11		2 10		1 11	1 11			2 10	1 11			2 10			1 11				2 10	1 11	2-read on own 10-read on own
9:40-10:25 Lang Arts	3 4 5 12 13				12	3 4 5 12 13				3 4 5 12 13						3 4 5 12 13					3 4 5 12 13	
10:30-11:15 Choir																						M.J.
11:20-12:05 Math	6 7		14		6 7	6 7			14		6 7		14			6 7				14	6 7	14 - seat work
12:05-12:50 Lunch																						B.W.
12:55-1:40 Social Studies	8 15				8 15	8 15					8 15					8 15					8 15	
1:45-2:50 Science	17		9		16 17	17	16		9		16 17		9			17	16			9 16	17	
2:55-3:20 P.E.																						J.S.
Totals	13		4		9																	

Events:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Date:	3/16									3/17															

from O'Neill et al. (1997)

Team-based FBA: Team tracking

School:_____ School Year: _____ Date: _____

	Week 1: initial response				Week 2: FBA (Efficient) Week 2-4: FBA (*Full*)							Intervention Monitoring		
Student	Team Case Manager	Request for Assistance	Universal Classroom Elements	(Tier 1 Intervention?)	interview (FACTS)	checklist (PBQ)	**Hypothesis**	*Observation (FAOF, ABC)*	*Confirm hypothesis*	Brainstorming	**Student Intervention** / BIP	Fidelity check	Coaching	Behavior data

BEHAVIOR INTERVENTION PLANNING

We have a hypothesis, now what?

Building function-based interventions

Description of process:

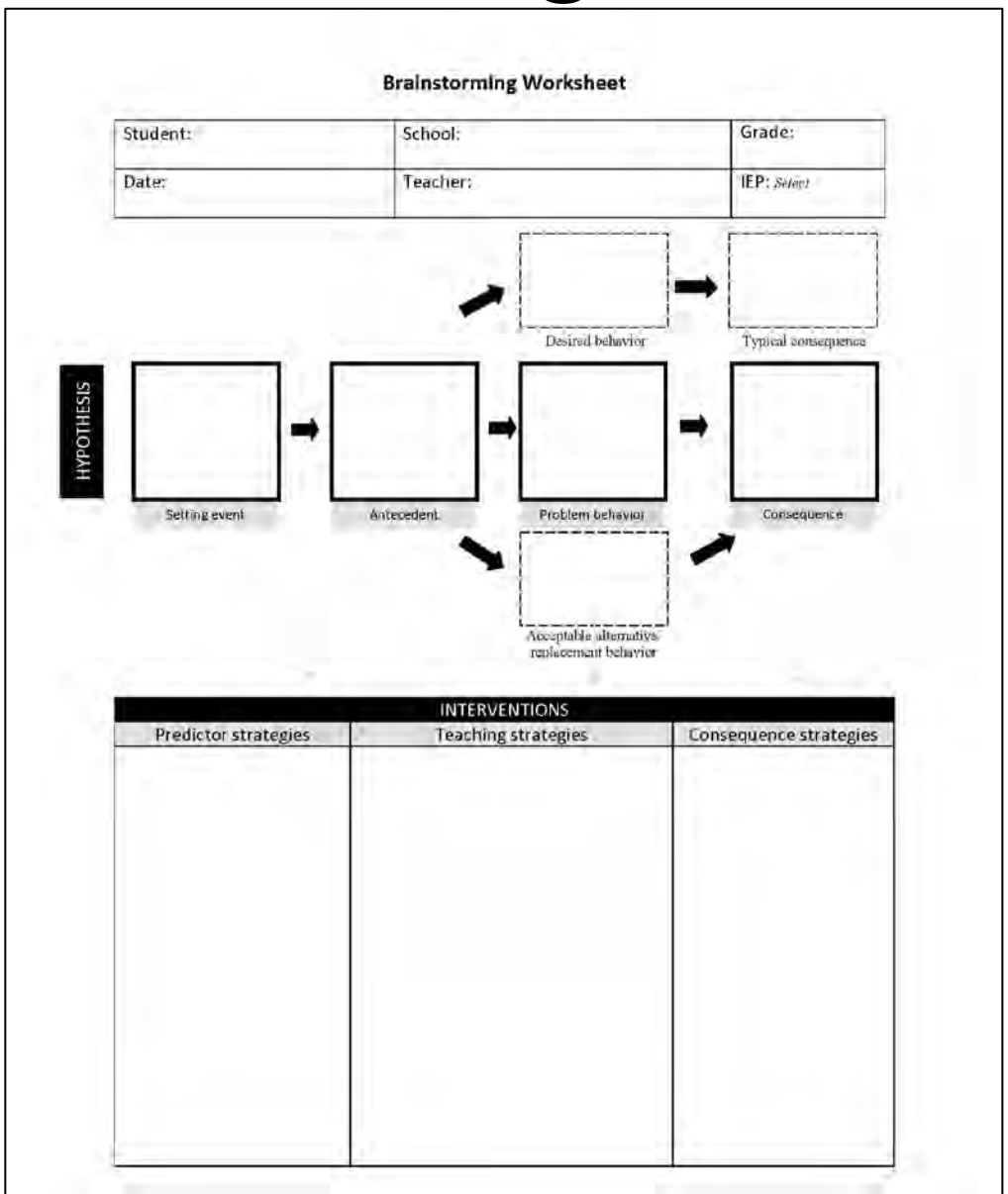
- Hypothesis statement about function
- "Competing pathways" for the problem behavior
- Brainstorm strategies (prevention strategies, self-monitoring, skill development)
- Match intervention to function of the problem behavior
- Intervention monitoring
  - using data to determine effectiveness & fidelity

Team-based FBA: Team tracking

School:_____ School Year: _____ Date: _____

	Week 1: initial response				Week 2: FBA (Efficient) Week 2-4: FBA (*Full*)							Intervention Monitoring		
Student	Team Case Manager	Request for Assistance	Universal Classroom Elements	(Tier 1 Intervention?)	interview (FACTS)	checklist (PBQ)	**Hypothesis**	*Observation (FAOF, ABC)*	*Confirm hypothesis*	Brainstorming	**Student Intervention** / BIP	Fidelity check	Coaching	Behavior data

Brainstorming Worksheet



Brainstorming Worksheet

Student:	School:	Grade:
Date:	Teacher:	IEP: *Select*

HYPOTHESIS

Setting event → Antecedent → Problem behavior → Consequence

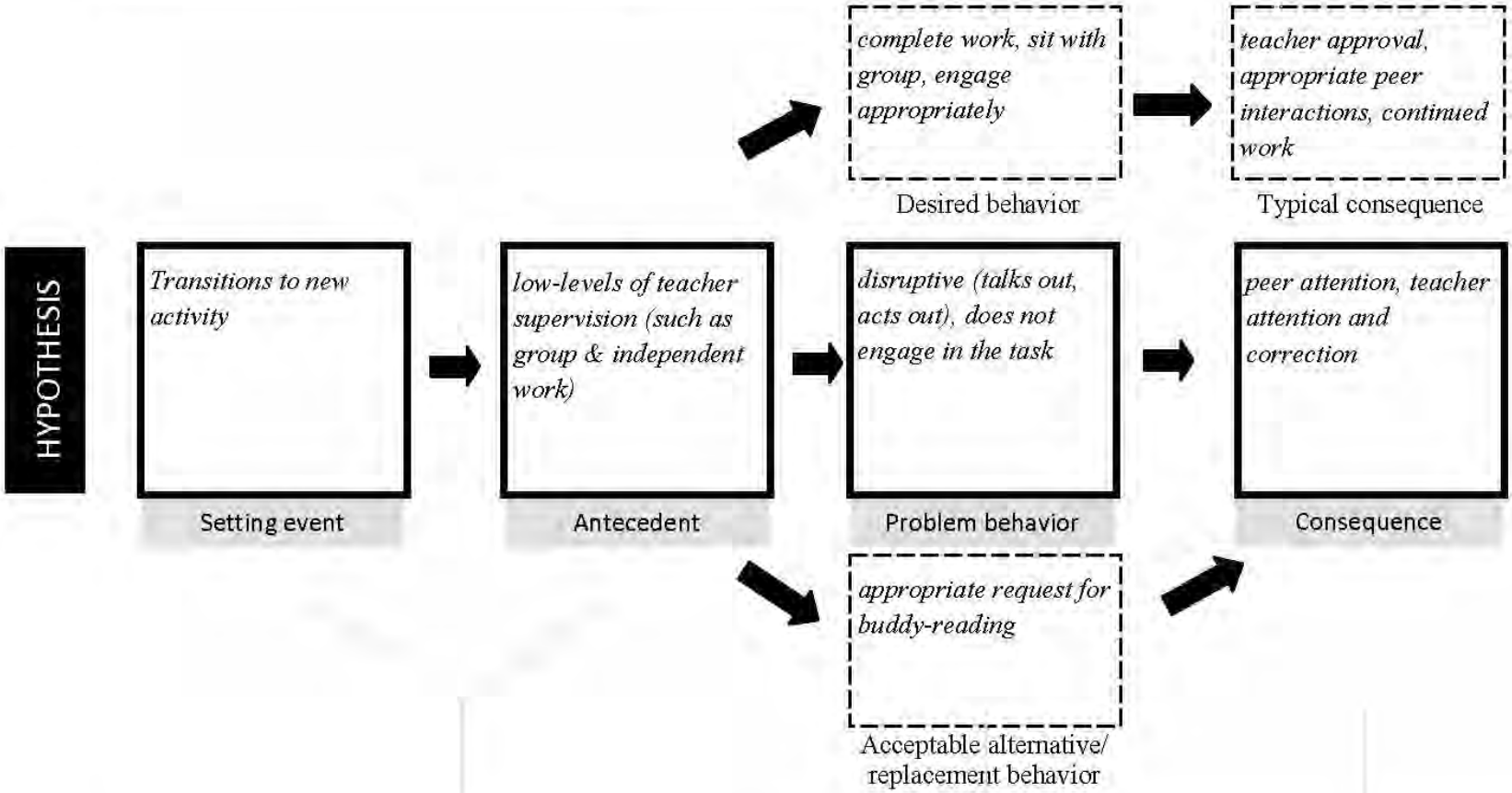
Desired behavior → Typical consequence

Acceptable alternative replacement behavior

INTERVENTIONS		
Predictor strategies	Teaching strategies	Consequence strategies

Brainstorming Worksheet

Student: *Robbie*	School: *Riverdale Elementary*	Grade: *2*
Date: *10/25/10*	Teacher: *Mrs. Pate*	IEP: *No*



INTERVENTIONS		
Predictor strategies	Teaching strategies	Consequence strategies

Behavior Support Planning

- ★Design setting event strategies to eliminate or neutralize effects of antecedents
  - ★So they have less impact on routines & reinforcers

- ★Design antecedent strategies to make occasioning antecedents ineffective
  - ★So they no longer serve as signals for behavior

Behavior Support Planning

- ★Design behavior teaching strategies to make problem behaviors inefficient.
  - ★So more acceptable behaviors are easier to do.

- ★Design consequence strategies to make maintaining consequences irrelevant.
  - ★So they no longer are present or
  - ★Are less reinforcing

Brainstorming Worksheet

INTERVENTIONS		
Predictor strategies	Teaching strategies	Consequence strategies
Provide Robbie with a signal (visual, verbal) that a transition is coming and remind him of the expected behavior and the reward he is working for.	*Tell Robbie you will help him, call on him, etc. when he is behaving appropriately (e.g., sits in his seat, raises his hand) but not when he is acting out or talking out.* *Instead, prompt him (with a neutral, calm tone) for the appropriate behavior that will result in attention: "If you need help, raise your hand for me instead of calling out." "I will come to you when you are quiet/in your seat."* *Develop a request for buddy reading, tell Robbie about this option, allow him to practice, and show him how he can earn buddy-reading when he asks appropriately.* *Try to be consistent and know that he may act out a bit more at first.*	*Do not provide attention if he acts out or doesn't follow directions.* *Look for appropriate behavior and provide lots of recognition as soon as possible following these appropriate behaviors (e.g., specific praise, green tickets, Bronco buck).*

Student Intervention

Student Intervention Monitoring

Student:	Observer:	Teacher:
Date of Plan:	School:	Grade: IEP: *Select..*
Hypothesis:		

Menu of Possible Interventions/Options	Teacher Approves?	Start Date
1.	*Select..*	
2.	*Select..*	
3.	*Select..*	

Intervention Task Analysis

	Steps to Intervention	Materials Needed
Option 1		
Option 2		
Option 3		

Student Intervention Monitoring

Student: *Robbie*	Observer: *Johnson*	Teacher: *Pate*
Date of Plan: *10/11/10*	School: *Riverdale*	Grade: *2* IEP: *No*

Hypothesis:

During activities with low-levels of teacher supervision (such as group & independent work), Robbie is disruptive and does not engage in his work, resulting in getting peer attention and teacher attention and correction.

Menu of Possible Interventions/Options	Teacher Approves?	Start Date
1. *Selective attention/ignoring for appropriate/inappropriate behavior*	*Yes*	*10/12/10*
2. *Start Robbie on CICO*	*Yes*	10/18/10
3. *Make sure Robbie is acknowledged, receives green tickets*	*Yes*	10/12/10

Intervention Task Analysis

Option 1

Steps to Intervention	Materials Needed
1. Tell Robbie you will help him, call on him, etc. when he is behaving appropriately (e.g., sits in his seat, raises his hand) but not when he is acting out or talking out. *2. Do not provide attention if he acts out or doesn't follow directions. Instead, prompt him (with a neutral, calm tone) for the appropriate behavior that will result in attention: "If you need help, raise your hand for me instead of calling out." "I will come to you when you are quiet/in your seat."*	

Activity

10 Minutes

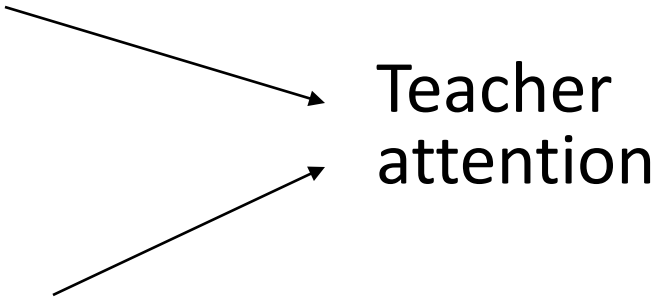
- Return to the student from your FACTS interview.
- Complete a competing behavior pathway diagram (top section of the Brainstorming worksheet).

ANTECEDENT STRATEGIES

pre-specified reinforcers
preferred activity as distractor
choice
collaboration
tolerance for delay

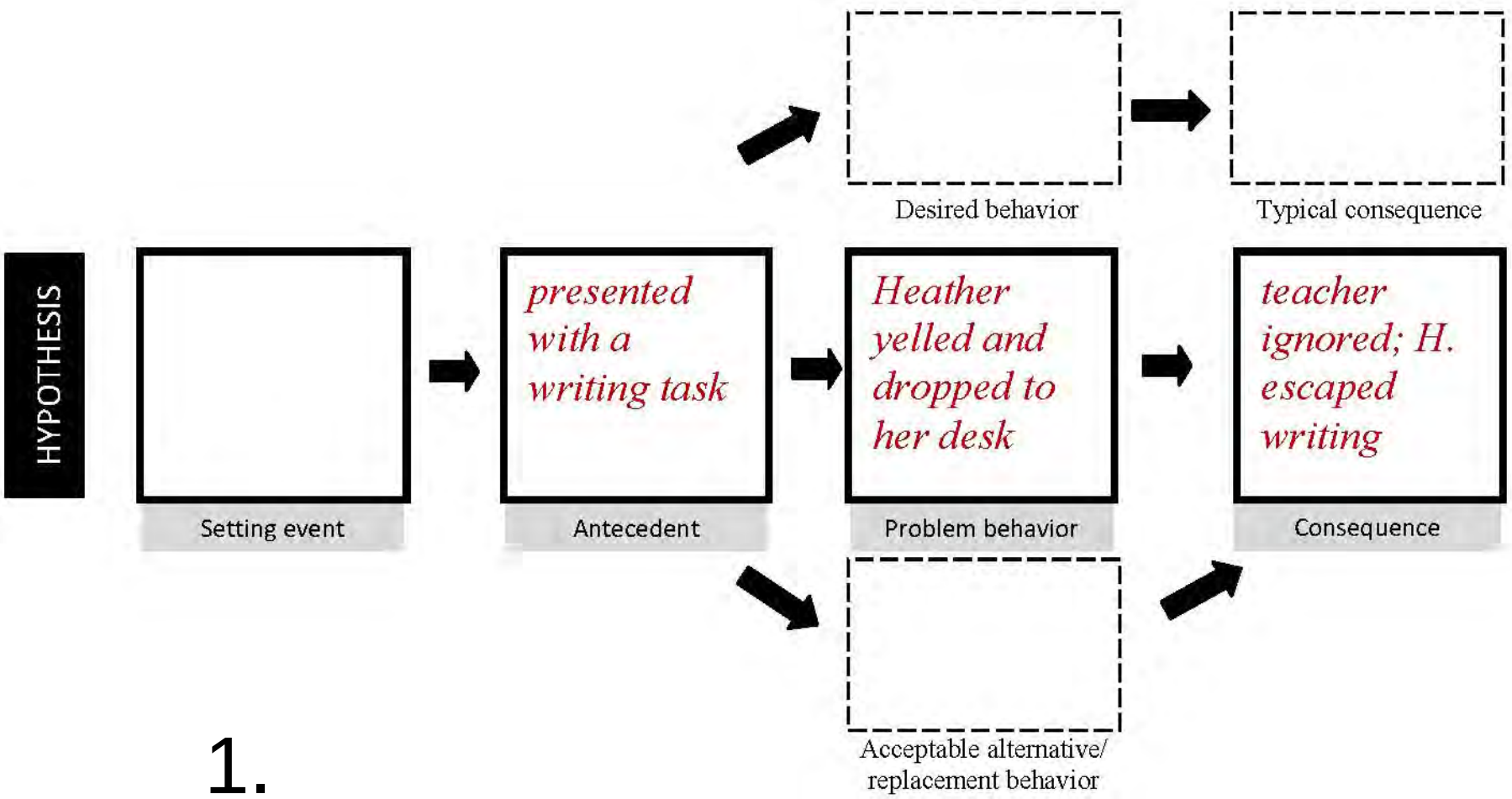
What do we know about successful intervention plans?

- Hitting a peer
- Raising his hand to signal the T.



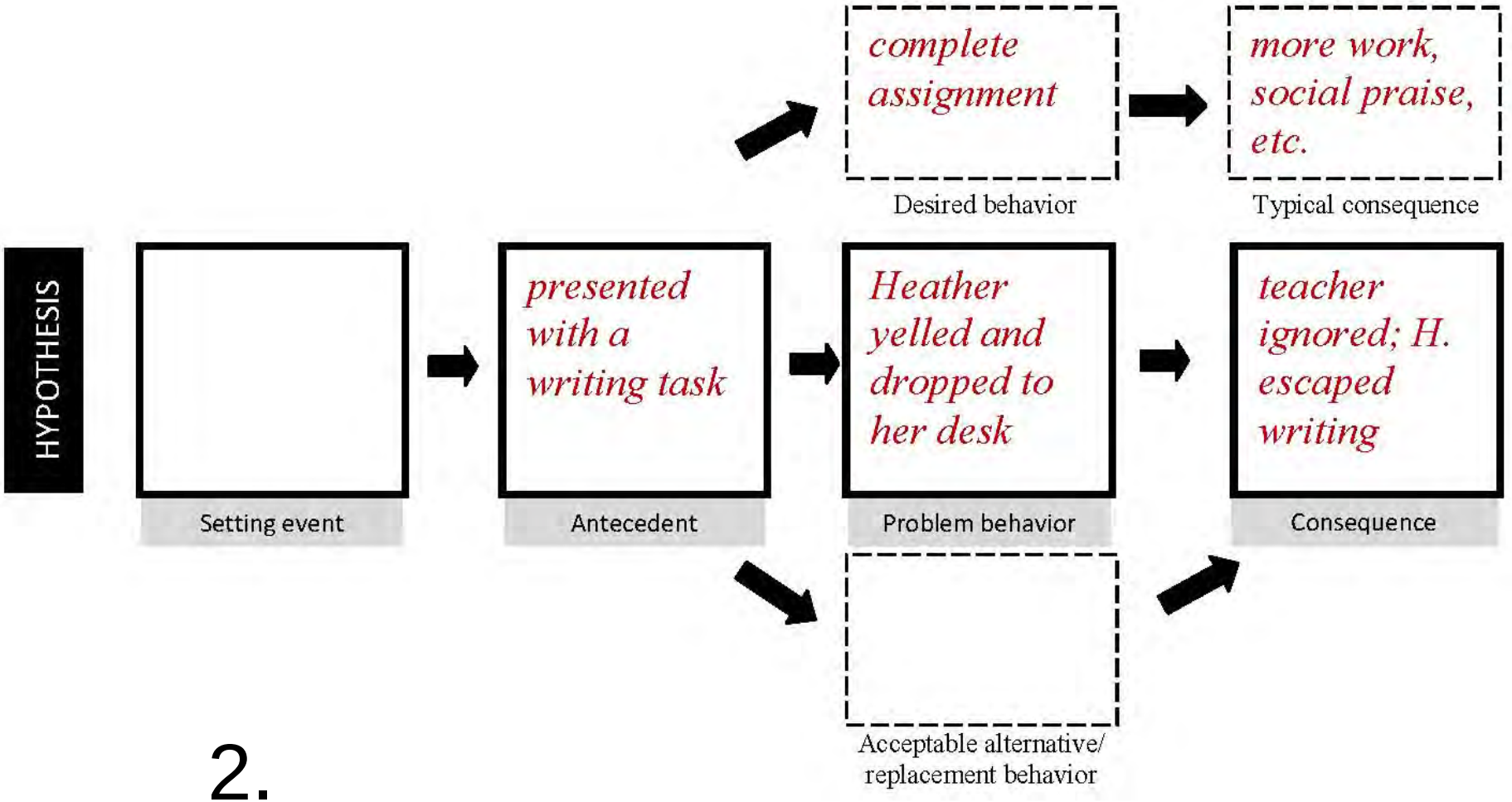
When two responses serve the same function they are functionally equivalent

Competing behavior diagrams



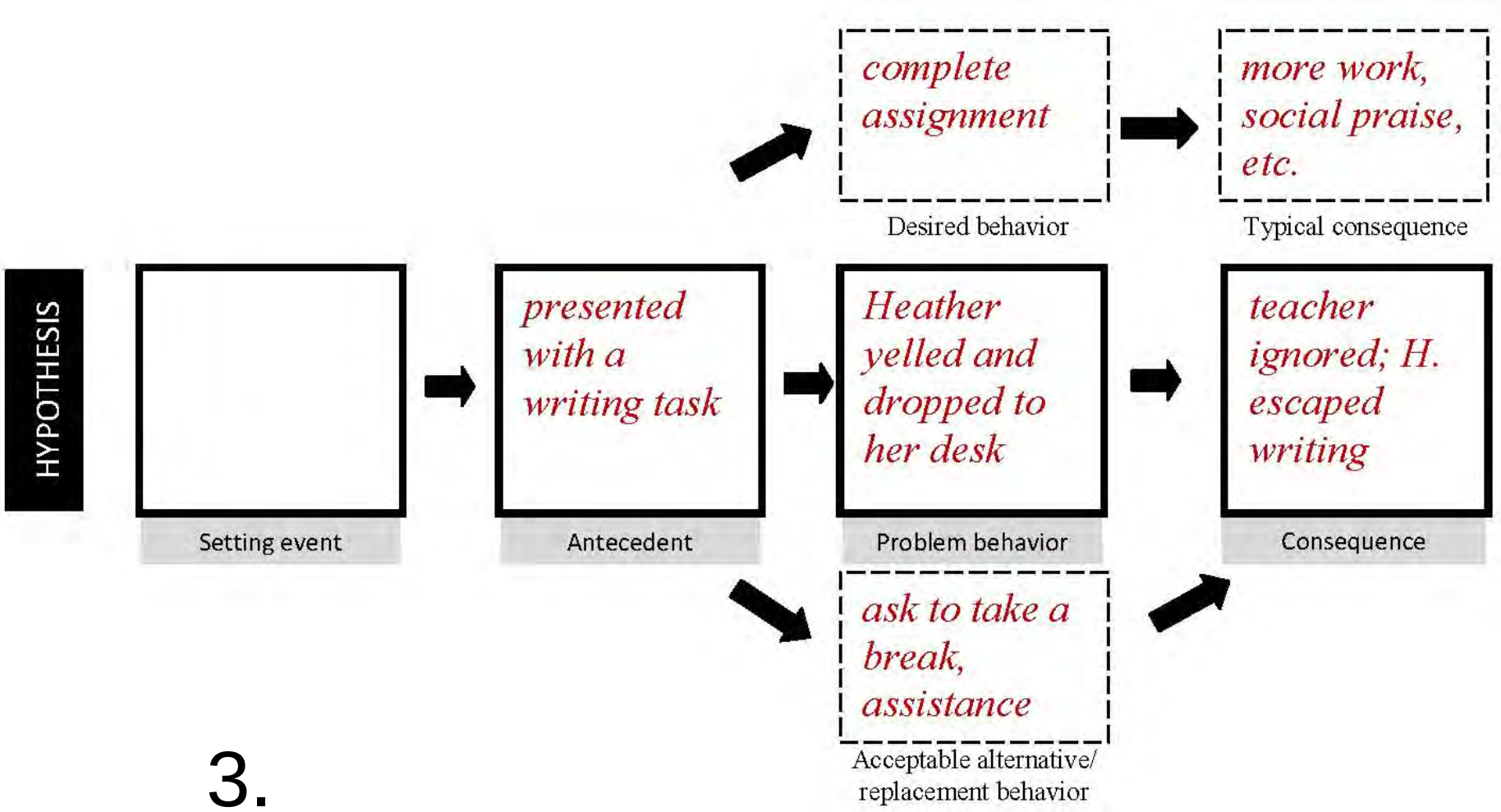
1.

Competing behavior diagrams



2.

Competing behavior diagrams



3.

Make Problem Behavior Irrelevant, Ineffective, and Inefficient

- Irrelevant
  - Child no longer needs to use problem behaviors to achieve wants/needs
- Ineffective
  - Problem behavior no longer enables the child to achieve the function of his/her behavior
- Inefficient
  - Problem behaviors require much more effort and time to achieve purpose compared with acceptable behavior.

Antecedent Strategies

- Address immediate antecedent events in the student's environment that predict or trigger problem behavior.

Pre-specified Reinforcers

State the reinforcer to be delivered prior to the completion of a task or activity in which a problem behavior occurs.

Examples

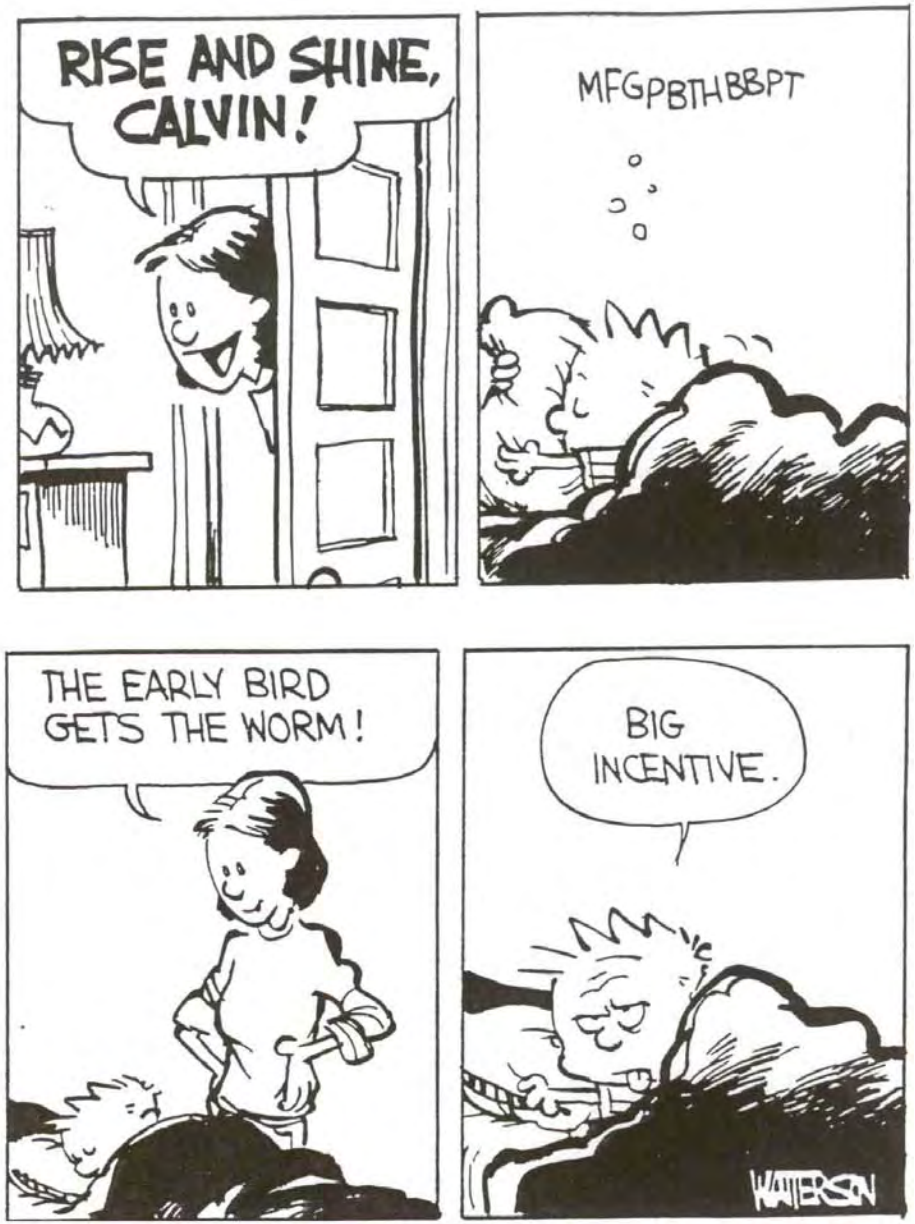
- ✓ "If you read silently for 20 minutes, we will have 5 extra minutes of choice time in the afternoon."
- ✓ "When you finish your journal writing, you can watch youtube videos"

Pre-specified Reinforcers

When this happens	the student does this	And then this follows (consequence / function)
When Marcello is tired and is asked to read with a partner	He puts his head down on the desk	To escape reading with a partner

Steps for Implementation

1. Assess preferences and reinforcers.
2. Deliver the request by stating the reinforcer to be delivered when the request is completed.
3. Student receives reinforcer AFTER engaging in and completing the activity.



Pre-specified reinforcer

Preferred Activities or Objects as a Distractor

Engaging a child in an activity or object to distract him/her from the event in which the child usually engages in challenging behavior.

Examples

Giving the student pokemon cards to look at while having to wait at an assembly

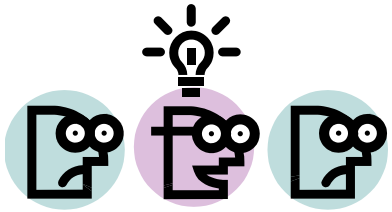
Letting a child listen to an ipod while riding the bus.

Preferred Activities or Objects as a Distractor

When this happens	The student does this	And then this follows (consequence or function)
When David transitions between class periods	He swears at peers	To obtain peer and adult attention

1. Identify objects that are preferred.
2. Identify objects that do not interfere with the target activity.
3. Engage student with the preferred object before beginning target activity or at point prior to which challenging behavior will occur.

Preferred activities or objects as a distractor

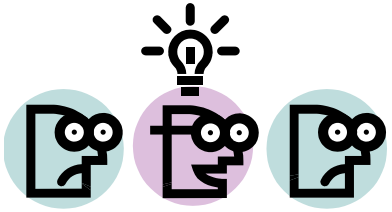


Choice Making

Offering choices of materials to be used, components of an activity, or undesired activities when presenting a request.

Examples

- ✓ "Do you want to do multiplication or subtraction first?"
- ✓ "Do you want to brush your teeth or wash you face?"
- ✓ "Do you want to make a powerpoint or a poster?"



Choice Making

When this happens	The student does this	And then this follows (consequence or function)
When asked to participate in the art room	Sarah wanders around the room	To escape having to participate in art activities

Steps for Implementation:

1. Identify activities in which choices can be offered
2. Identify an array of choices within activity.
3. Offer choices prior to the student engaging in challenging behavior.

Choice making

Collaborative Activities

Sharing the responsibilities of the task or activity in which a student typically exhibits challenging behaviors.

Examples

- "If you will write three sentences, I will write three sentences."
- "If you ask one peer to play basketball, I will ask two more."

Collaborative Activities

Steps for Implementation

1. Identify activity.

2. Split the responsibilities of the task.

3. Prior to the child's engaging in challenging behavior, present the task demand in a collaborative fashion.

NOTE: This intervention is effective for those students who engage in challenging behavior to escape from an activity and obtain attention.

Tolerance for Delay of Reinforcement

Teaching a student to (a) stay engaged in a task/activity, or (b) wait for a desired object for longer periods of time.

Examples

- ✓ During the independent math worksheet, the child begins to get fidgety. The teacher says, "two more problems."
- ✓ When Sarah has finished writing the 4th paragraph in her paper, the teacher says, "one more paragraph and you are done."

Tolerance for Delay of Reinforcement

When this happens…	…the student does this, (describe the behavior)	…and then this follows.
On a Monday, when Quintalis is asked to wait for his turn at circle	He screams and cries	Teacher gives him a turn (get access to his turn)

Steps for Implementation

1. Identify the situation
2. Identify the shortest amount of time that the student will wait before exhibiting behavior. (CTP)
3. Choose a delay signal and a release signal.
4. Engage the child in the activity.

Tolerance for Delay of Reinforcement

Steps for Implementation (cont.)

5. Deliver the delay signal prior to the critical time period.
6. Continue engagement for a short time longer.
7. Deliver a release signal and reinforcement (e.g., release student from task, deliver requested object/tangible).
8. Gradually increase time child has to wait between signal and delivery of activity/object

Hypothesis Statement

When this happens…	…the student does this, (describe the behavior)	…and then this follows.

Brainstorming Interventions		
Predictor strategies	Teaching strategies	Consequence strategies

Activity

10 Minutes

- Return to your student.
- Using the completed hypothesis statement, brainstorm *antecedent* (predictor) interventions that may be effective.
- See handout for blank template.

TEACHING STRATEGIES

Remember…

Students learn appropriate behavior in the same way a child who doesn't know how to read learns to read—through instruction, practice, feedback, and encouragement.

Strategies Teaching Replacement Behavior

General Rules for Implementing

- Do not continue to reinforce the problem behavior
- Minimize the probability that a problem behavior will occur prior to the acceptable communicative response
- If possible, select a new response that is already part of the child's existing repertoire.
- Try to incorporate the natural maintaining contingencies offered by the natural environment

Identifying Desired Skills to Teach

- **Survival Skills:** Listening, following directions, ignoring distractions
- **Interpersonal Skills:** Handling corrections, sharing, asking for permission, waiting your turn, helping others
- **Problem-Solving Skills:** Relaxing, expressing anger appropriately, asking for help, apologizing, accepting consequences
- **Conflict Resolution Skills:** Dealing with teasing, peer pressure
- **Classroom Skills:** Bringing materials to class, completing assignments, making corrections, contributing to discussions

Source: The Millennium School (2002)

Activity

5 Minutes

Discuss one desired skill that needs to be taught with your group.

- Briefly describe a student who has difficulty in this area
- Articulate the strategies you used to teach this skill

Teaching Social Behaviors: Priming

When priming the behavior, remember to:

- Specify the behavior
- Provide clear, consistent, concise reminders of what the behavior looks like
- Reinforce the student when (s)he exhibits the behavior (even if it is delayed).

Teaching Social Behaviors: Role Play

- Create high structure and control at first.
- Practice should be highly successful at first.
- Show and practice both appropriate and inappropriate responses.
- Practice only after identification and modeling of the social skill.
- Students must be rewarded for practicing.

Teaching Social Behaviors: Modeling

When demonstrating the behavior, remember to:

- ❖ Specify the behavior
- ❖ Simplify the modeled behavior
- ❖ Provide clear, consistent, concise examples
- ❖ Reinforce the student when (s)he imitates your behavior

Teaching a Requesting Response

A socially acceptable request to:

- withdraw from an uncompleted task with the expectation of returning (requesting a break)
- gain someone's attention (request attention)
- gain someone's assistance from someone (request assistance)
- solicit praise or confirmation of completed work (request a work break)

Teaching a Requesting Response

Steps for implementation

1. Determine how long the child will stay with the task before engaging in the problem behavior

2. Just prior to arriving at this point, provide the child with the event to match the specific request you are trying to teach.

   For example, if you are trying to teach the child to request a break, immediately prior to the point in which problem behavior usually exists, release the child from the task.

Teaching a Requesting Response

Steps for implementation (cont.)

3. Once the task has been associated with reinforcement (release from the task), prompt the child to request at the critical point before problem behavior occurs.
4. After a correct response, the child should be immediately provided the action to match the response
5. Over time, fade the prompts necessary for the child to make the desired request.
6. If the child begins to use the communicative earlier, establish additional conditions.

Teaching Social Behaviors: Self-Management

Teach the student how to identify the target behavior and provide instruction or monitoring around the student performing the skill.

- Self-instruction
- Self-monitoring
- Self-reinforcement

Self-Management: Monitoring form

My On-Task Chart

ON Task

OFF Task

When you hear the beep, do you look more ON task or OFF Task? Check which one.

		# of Pts
Writing		
ON		
OFF		_____
Math		
ON		
OFF		_____
Reading Group		
ON		
OFF		_____
Math CFG		
ON		
OFF		_____
Social Sciences		
ON		
OFF		_____

When this happens	Child does this	This is the consequence (function)
During independent work time	James looks around the room, talks to other students, and does not complete his work.	To escape work completion.

Steps for Implementation

- Define the skill to be monitored
- Explain the purpose of self-monitoring
- Model self-monitoring tools
- Role-play using the tools
- Practice responding to a cue
- Reinforcement built into system

Activity

10 Minutes

- Return to your student.
- Using the completed hypothesis statement, brainstorm *teaching* interventions to teach to your student that may be effective.
- See handout for blank template.

Hypothesis Statement

When this happens	Child does this	This is the consequence (function)

Setting Events	Antecedent Strategies	Skill Development	Consequence Strategies

Planning Tool

Student's Name:_____ Date Started:_____

TIER 3: SOCIAL SKILLS PLAN

(To be completed if social skill teaching is indicated on Student Intervention Monitoring Form)

What New Skills must Student Learn?	
✎	
✎	
✎	
How will the we Teach the Skill?	**Where will Student Practice the Skill?**
✎ Modeling & Rehearsal (Adult) ❑	✎ Social Skills Group ❑
✎ Modeling & Rehearsal (Peer) ❑	✎ Structured Situation ❑
✎ Direct Instruction ❑	✎ Natural Environment ❑
Supports for New Skills	**Steps of Intervention**
✎ Self-Management System ❑	1)
✎ Visual Supports ❑	2)
✎ Behavior Checklist ❑	3)
✎ Embedded Instruction ❑	4)
	5)
How will we Reinforce the Skill?	**Responsible Staff.**
✎	✎
✎	✎
✎	✎

CONSEQUENCE STRATEGIES

Determining Reinforcers

- Ask
- Observe
- Menu - provide choices based on:
  - novelty
  - the child's age
  - interests
  - naturally occurring in the environment

Increasing a Reinforcers Effectiveness

- Contingent
  - Does not mean reinforce every occurrence
  - If … then
- Immediate
  - avoid inadvertently reinforcing other behavior
- Prevent satiation
- Use schedules of reinforcement

- Are reinforcers the same for everyone?

- What variables influence whether or not a particular item, event or activity will be considered reinforcing by a student. `

Extinction -- behavior that has been previously reinforced is no longer reinforced

- Characteristics
  - gradual reduction of behavior
  - “extinction burst”
  - Spontaneous recovery
- Advantages
  - aversives are not necessary
- Disadvantages
  - temporary increase in rate
  - imitation by peers
  - controlling reinforcing consequences

Implementing Extinction

- Identify source of reinforcement.
- Withhold reinforcement.
- Specify the conditions for extinction.
- Maintain extinction for a sufficient amount of time.
- Combine extinction with other strategies.

Token Reinforcer -- used as a transition between performance and natural reinforcement.

- Requires
  - token
  - back-up reinforcer
- Must decide
  - target behavior for token
  - cost of back-up reinforcer
  - when is back-up reinforcer accessible

Considerations When Using Token Systems

- Start big with tokens
  - ensure success the first few times
  - gradually increase the amount of work needed to obtain tokens
- Exchanging tokens
  - initially -- often
- Consider Supply and Demand
  - increase the number or requir4e a high number of tokens for a highly desired item

Time-out from Positive Reinforcement --

access to reinforcement is removed for a period of time

- Characteristic
  - gradual reduction of behavior
- Advantages
  - can be easy to implement for minor incidents
- Disadvantages
  - difficult to implement for larger children

Implementing TOPR

- Identify reinforcer that maintains behavior.
- Make the time-in as reinforcing as possible.
- Keep time-out period short.
- Follow guidelines.
- Release child from TO contingent on acceptable behavior.
- Try teaching acceptable behavior first.

Activity

15 Minutes

- Return to your student.
- Using the completed hypothesis statement, brainstorm *consequence* interventions to that may be effective.
- See handout for blank template.

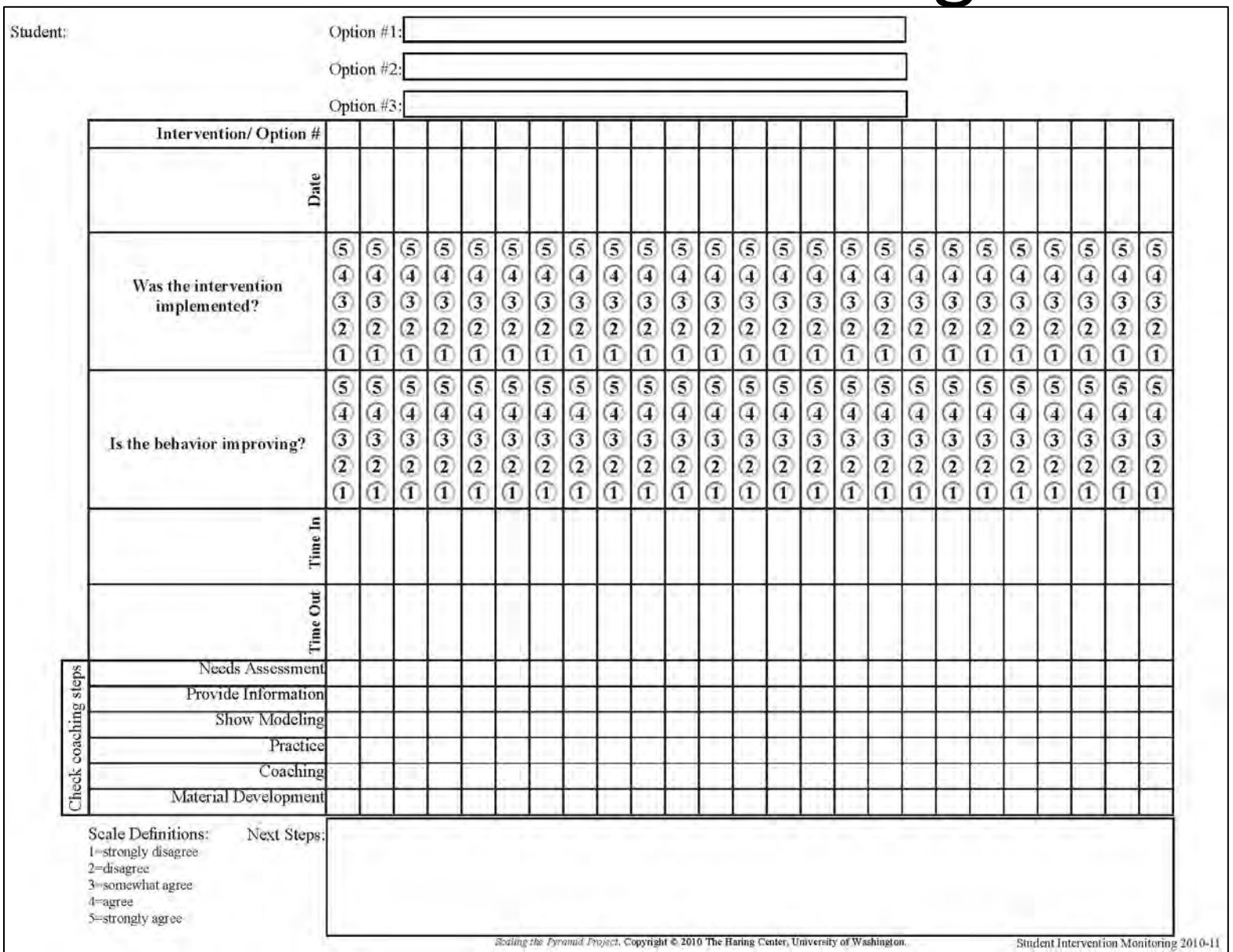
IMPLEMENTATION & MONITORING

Team-based FBA: Team tracking

School:_____ School Year: _____ Date: _____

	Week 1: initial response				Week 2: FBA (Efficient) Week 2-4: FBA (*Full*)							Intervention Monitoring		
Student	Team Case Manager	Request for Assistance	Universal Classroom Elements	(Tier 1 Intervention?)	interview (FACTS)	checklist (PBQ)	**Hypothesis**	*Observation (FAOF, ABC)*	*Confirm hypothesis*	Brainstorming	**Student Intervention** / BIP	Fidelity check	Coaching	Behavior data

Student Monitoring



Student:

Option #1:

Option #2:

Option #3:

Intervention/ Option #																								
Date																								
Was the intervention implemented?	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Is the behavior improving?	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Time In																								
Time Out																								
Check coaching steps: Needs Assessment																								
Provide Information																								
Show Modeling																								
Practice																								
Coaching																								
Material Development																								

Scale Definitions:
1=strongly disagree
2=disagree
3=somewhat agree
4=agree
5=strongly agree

Next Steps:

Implementation

- Who will do what by when?
- Did we do what we said we would?
- How will we know it's working?

  - Check-in with teacher 1-2 times a week
  - If student behavior not improving, provide coaching
  - If behavior still not improving, re-assess function

Team follow-up

A good plan implemented poorly…

is a bad plan.

Student Monitoring

Student: *Robbie*

Intervention/ Option #	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*																		
Date	*10/25/10*	*10/26/10*	*10/29/10*	*11/03/10*	*11/05/10*	*11/10/10*	*11/17/10*	*11/23/10*	*11/30/10*																		
Was the intervention implemented?	5 4 3 2 1	5 4 3 2 1	5 4 **3** 2 1	5 4 3 2 1	5 4 3 2 **1**	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Is the behavior improving?	5 4 **3** 2 1	5 4 **3** 2 1	5 4 3 2 1	5 4 3 2 **1**	5 4 **3** 2 1	5 4 3 2 1	5 4 **3** 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Time In					*10:20*	*10:15*																					
Time Out					*10:40*	*10:35*																					
Check coaching steps: Needs Assessment																											
Provide Information	✓	✓	✓	✓			✓	✓	✓																		
Show Modeling				✓	✓	✓																					
Practice						✓																					
Coaching					✓	✓																					
Material Development																											

Scale Definitions:

Next Steps: *10/28 involved student teacher beginning intervention implementation*

Student Monitoring

Student: *Robbie*

Intervention/ Option #	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
Date	*10/25/10*	*10/26/10*	*10/29/10*	*11/03/10*	*11/05/10*	*11/10/10*	*11/17/10*	*11/23/10*	*11/30/10*
Was the intervention implemented?	5	5	3	1	1	5	5	5	5
Is the behavior improving?	3	3	4	2	3	4	3	4	4
Time In					*10:20*	*10:15*			
Time Out					*10:40*	*10:35*			
Check coaching steps: Needs Assessment									
Provide Information	✓	✓	✓	✓			✓	✓	✓
Show Modeling				✓	✓	✓			
Practice						✓			
Coaching					✓	✓			
Material Development									

Scale Definitions: Next Steps: *10/28 involved student teacher beginning intervention implementation*

Coaching

- After initial training, a majority of participants (211 of 213) demonstrated knowledge of practices, but poor implementation.

- Decision-makers should pair training prior to implementation with on-going rehearsal and performance feedback (**coaching**)

Test, et al 2008

Coaching Defined

- Coaching is the active and iterative delivery of:
  - (a) **prompts** that increase successful behavior, and
  - (b) **corrections** that decrease unsuccessful behavior.

  - Coaching is done by someone with credibility and experience with the target skill(s)
  - Coaching is done on-site, in real time
  - Coaching is done after initial training
  - Coaching is done repeatedly (e.g. monthly)
  - Coaching intensity is adjusted to need

The Coaching Process in Five Steps

Teach your teachers to successfully implement the intervention

Description of process:

a) Needs assessment for teacher
b) Present options to teacher
c) Provide content materials to teacher
d) Co-plan intervention with teacher
e) Model Demonstrate (I do – You watch me)
f) Rehearse & Co-Teach (We DO)
g) Observe (You Do- I watch you)
h) Provide feedback

Coaching defined

- Coaching is the active and iterative delivery of:
  - prompts that increase successful behavior, and
  - corrections that decrease unsuccessful behavior.
- Coaching is done by someone with credibility and experience with the target skill(s)
- Coaching is done on-site, in real time
- Coaching is done after initial training
- Coaching is done repeatedly (e.g. monthly)
- Coaching intensity is adjusted to need

Horner (2009)

Outcomes of coaching

- Teacher fluency with trained skills
- Adaptation of trained concepts/skills to local contexts and challenges
  - And new challenges that arise
- Rapid redirection from mis-applications
- *Increased fidelity of overall implementation*
- Improved sustainability
  - Most often due to ability to increase coaching intensity at critical points in time.

APPLIED RESEARCH
EXPERIMENTAL EDUCATION UNIT – EEU
PROFESSIONAL DEVELOPMENT

NORRIS & DOROTHY
Haring Center
for Applied Research & Training in Education

Wrap up

Carol Davis, cadavis1@u.washington.edu

Scott Spaulding, scott2@uw.edu

College of Education

UNIVERSITY of WASHINGTON