

Session Objectives

By the end of this session, you should be able to:

- Understand the importance of identifying function
 Understand Antecedent, Behavior, and Consequence (ABCs)
 Select Interventions based on function
- Choose a desired and replacement behavior
- Begin to identify strategies to make the problem behavior irrelevant, inefficient, and ineffective



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Audience Expectations

- Be Respectful
 - Limit Distractions for yourself & your trainer
- Be engaged
 - Ask questions
 - Provide eye contact
- Be Responsible
- Take notes
- Complete surveys when prompted



What is Behavior?

- Behavior is defined as anything we can see a person doing.
- It does not just refer to "bad" behavior but also includes skills!
- Behavior is a means of communication, and all behavior has a functional element.
- "Challenging behavior" is often used by an individual when they don't have the skills to communicate thoughts, desires, or unmet needs in an appropriate manner.



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FUNCTION OF BEHAVIOR

What is Function?

Function is the underlying reason for a behavior. The function is what drives the behavior.

What is Function-Based Thinking?

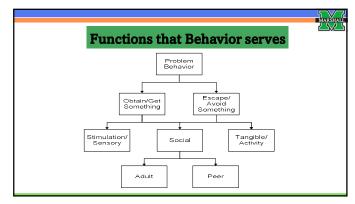
A process for defining problem behaviors and selecting interventions that match the function of the behavior. It addresses both the importance of identifying the function of behaviors and the significant role general education teachers can play in that identification process.

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WHY FUNCTION BASED THINKING?

- More effective teacher responses to behavior
- To ensure we are matching intervention to student need
- Earlier intervention can stop new-onset behaviors from becoming entrenched
- Time savings for teachers and administrators due to reduced problem behaviors
- Using FBT as a precursor to FBA can make the FBA process more efficient and accurate or not needed at all
- Supports educators to match intervention to student function

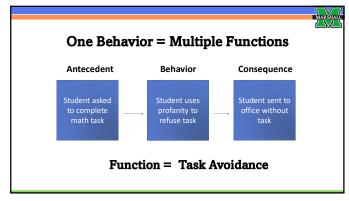
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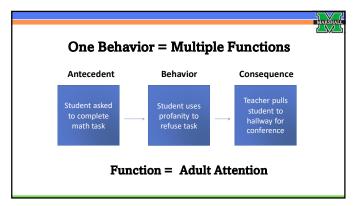


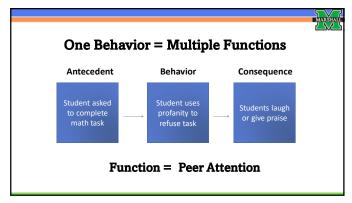
Common Functions of Problem Behavior in **School Settings** Obtain/ Access: Avoid/ Escape: • <u>Difficult Task</u> • Peer attention • Boring Task • Adult attention • Easy Task • Desired activity • Physical demands • Desired object/ items • Non-preferred activity • Sensory desires • Peer or Adult attention • Sensory avoidances M. K. Strickland-Cohen (2011) ECS, University of

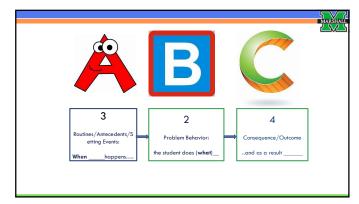
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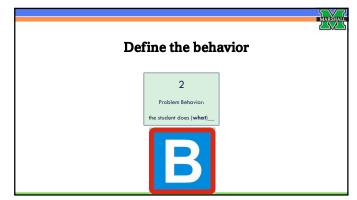












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Defining Problem Behaviors

- Identify the most interfering behavior (1)
- Definitions of behaviors need to be:
 - ❖ Observable: The behavior is an action that can be <u>seen</u>.
 - ❖ Measurable: The behavior can be <u>counted</u> or <u>timed</u>.

Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!!

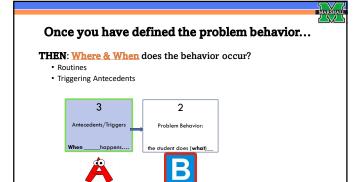
PRACTICE:

- Write an **observable & measurable** definition for \underline{one} of these behaviors:
 - Jeff is always disruptive in class.
 - Hailey is constantly <u>off-task</u> during math.
 - Brandon is <u>defiant</u>.
 - Alexis uses inappropriate language.



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WHERE and WHEN Does the Problem Behavior Occur?

- WHERE = Routines where the problem behavior is most likely
 - Examples: During math class, gym class, lunch, recess, etc.
- WHEN = Specific **events** (or antecedents) within a routine that "trigger" the problem behavior
 - Examples: When given double-digit addition, when given academic directions, etc.

Identifying Antecedent "Triggers"

Identify the event, action, or object that occurs right before the problem behavior (When...)

- ...Signals the behavior
- · ... "Sets it off" (trigger)
- Identify the ANTECEDENT in these examples:
 - At the lunch table, when told to shut up by a peer, Ben hits the student
 - In language arts class, when asked to read aloud in class, Tracy gets up and tells jokes
 - During circle time, when praised Jessie starts crying

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Antecedent (fast trigger)

Non-Examples

- · "Sue wants control"
- "Student has low self-esteem and has missed 11 days so far this year"
- · "Student refuses to listen"
- "There are no triggers"

Examples

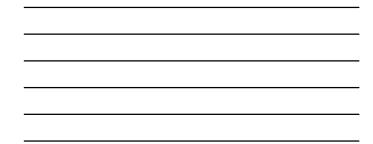
- "Request to do something, request to work on assignments"
- "Sitting in large group"
- "When corrected or redirected by staff"
- Physical place such as "games like tag at recess"

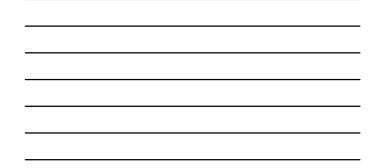
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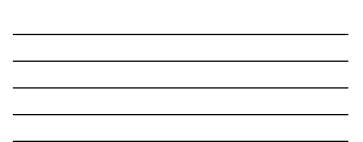
PRACTICE: Scenario #1

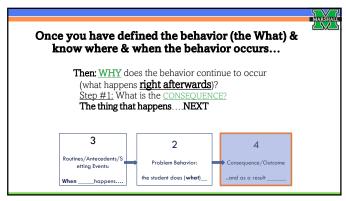
During passing period in the hallway before recess, when peers tease him about his walk, A.J. calls them names and hits them.











Function vs. Consequence

- The maintaining Consequence is a very concrete example of the Function at work.
 - For example, when presented with an independent math activity Jessica screams "I Hate this!" over and over again for a duration of 5 minutes or more. The teacher sends the student to the principal's office (without her work)
 - Consequence = sent to the principal's office
 - Function = ESCAPE

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Maintaining Consequence (Maintains the behavior- "Reinforcement")

- If a behavior is continuing to occur it is being reinforced...
- A REINFORCER:
 - is an item, activity or event that $\underline{\text{follows}}$ a behavior and results in an $\underline{\text{INCREASE}}$ in that behavior.

MARSH

Examples of "Maintaining Consequence"

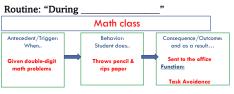
It may help to think: "and as a result

- Example (Antecedent → Behavior → Consequence)
 - During recess, when peers tease him, Ben hits his peers and they leave
 - During reading, When asked to read aloud Tracy tells jokes, the other students laugh, and she is sent to the office (missing the assignment).
 - During circle time, when praised Jessie starts crying. The teacher stops

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Practice: Putting It All Together

Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the



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Practice: Putting It All Together During story time when the teacher asks other students questions, Michelle blurts out responses or begins crying if she is not called on. When this happens, the educational assistant moves in closely and talks privately to Michelle in an effort to calm her.



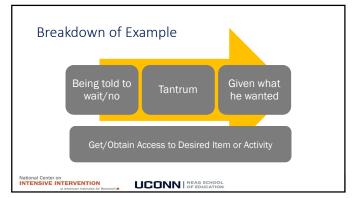
Let's Review an Intensive Example

When Adam is told that he must wait for a favorite activity, he *screams*, *hits*, *kicks*, *and destroys property*. After this behavior, staff immediately allow him to do his favorite activity. In the future, Adam continues to scream, hit, etc., whenever he is told to wait.

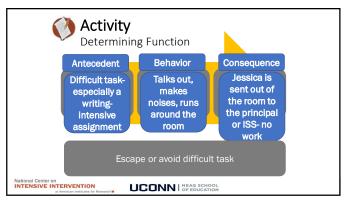
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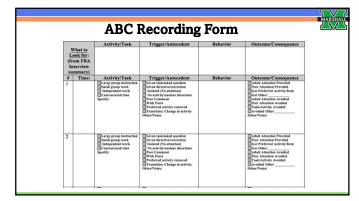
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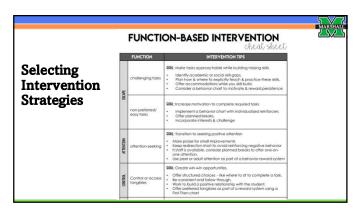


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"Replacement" or "Alternative" Behavior(s)

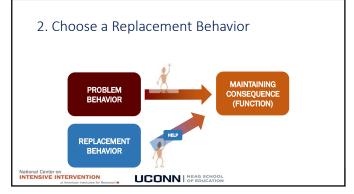
Replacement behaviors must maintain the <u>same</u> <u>function</u> for the student with the same <u>accuracy</u> <u>and efficiency</u> as the problem behavior.

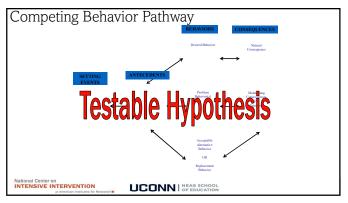
** Replacement behaviors are NOT the Desired Behavior!

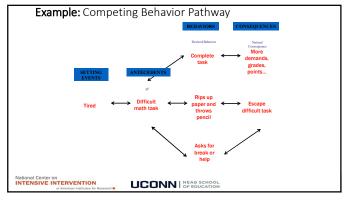
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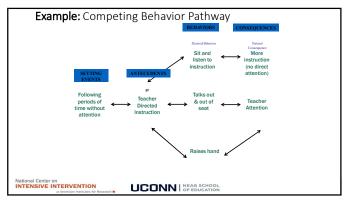
Three Essential Characteristics of Replacement Behavior Replacement Behavior: Serves the same function as the problem behavior (results in the same type of consequences as the problem behavior) Is easier to do than the problem behavior • Requires less (or at least no more) physical effort than the problem behavior Is socially acceptable • As socially acceptable as possible / What can you live with?

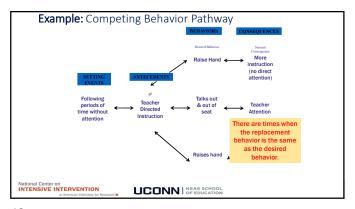
Desired vs. Replacement Behaviors Desired Behavior Long term goal = Follow classroom routines without problem behavior and with minimal supports Often requires teaching complex skills that the student is lacking (e.g., academic skills, social/communication skills, organizational skills) Replacement Behavior An immediate attempt to reduce problem behavior Serves the same FUNCTION as the problem behavior Allows team to implement support plan aimed at teaching new skills and increasing desired behaviors Should be a behavior that the student already engages in or can be quickly learned with minimal instruction

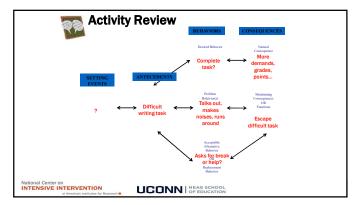


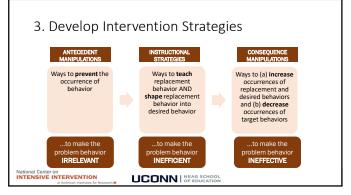




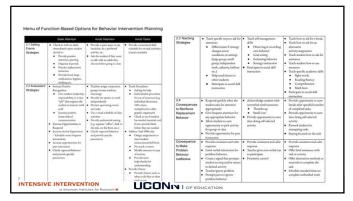


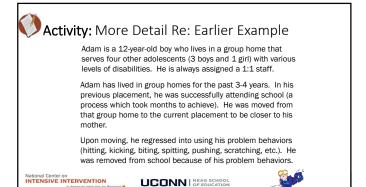


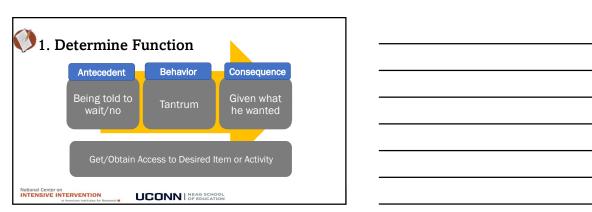














Activity Stop and Jot

2. Choose a Replacement Behavior

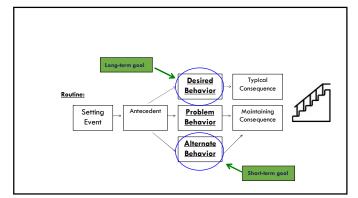
Given that the probable function of Adam's behavior is to get or obtain access to desired items, activities, or attention from preferred people, what would you select as a replacement behavior? Jot a couple of ideas.

Remember, must be the behavior that should be more $\it efficient$ and $\it effective$ at achieving the function than the problem behavior.

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🚺 Activity: 2 Cont. Choose a Replacement **Behavior**

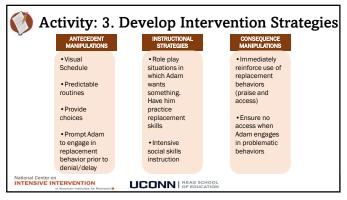
What did you consider?

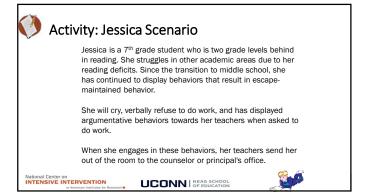
- · Asking for a break?
- · Grumbling but not having a tantrum?
- Choosing an alternative activity while he waits?

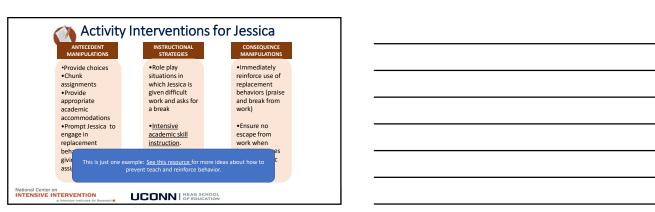
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Implementing Interventions

- Train staff to implement the interventions.
- Set up system to monitor the effects of the intervention on the rate of problematic behaviors and acquisition of replacement behaviors (collect data).
- Make changes to the plan based on data.
 - · Was your hypothesis wrong?
 - Are staff consistently implementing the plan?
 - Do you need to re-train staff?

Also see additional resources for tier 3 intensibehavior support at PBIS.org and intensive intervention organization.

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Data-Based Decision-Making/Data Collection

- · Student outcome data is used:
 - To identify youth in need of support and to identify appropriate intervention
 - For on-going progress-monitoring of response to intervention
 - To exit or transition youth off interventions
- Data collection Measures
 - Weekly data collection for individual interventions
- Revisiting outcomes 3-4 weeks
- \bullet Intervention integrity or process data is used:
 - To monitor the effectiveness of the intervention itself
 - \bullet To make decisions regarding the continuum/menu of interventions/supports

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Session Recap

I am hopeful you feel confident to:

- Understand the importance of identifying function
- 2. Understand Antecedent, Behavior, and Consequence (ABCs)
- 3. Select Interventions based on function
- 4. Choose a desired and replacement behavior
- 5. Begin to identify strategies to make the problem behavior irrelevant, inefficient, and ineffective $\,$



