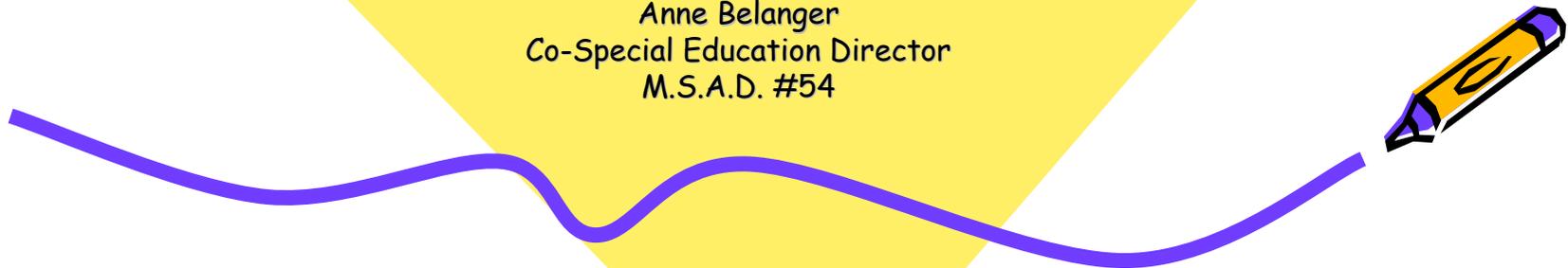


Functional Behavioral Assessment Data-Data-Data!

Renee Perron LMSWcc
Program Coordinator S.P.R.P.

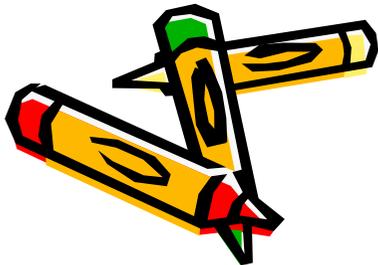
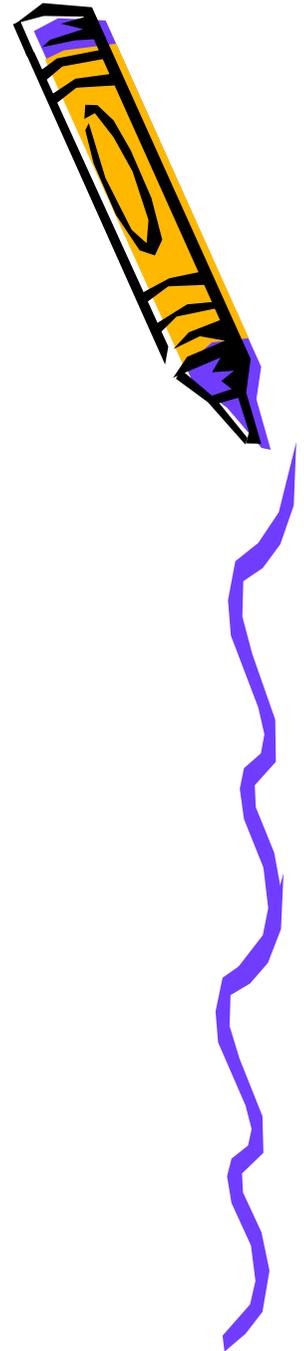
Anne Belanger
Co-Special Education Director
M.S.A.D. #54



Functional Behavioral Assessment

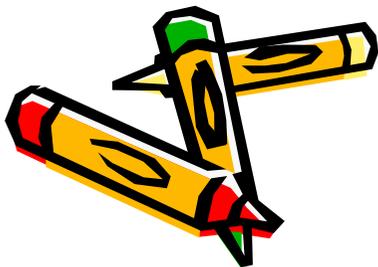
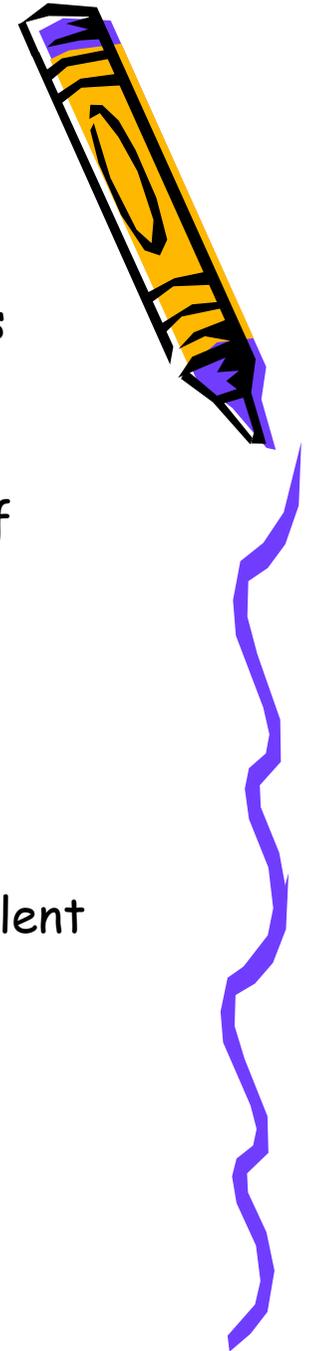
Overview

- What is a Functional behavioral Assessment?
- Why conduct Functional Behavioral Assessments?
- Approaches to Functional Behavioral Assessments
- Educational Impact



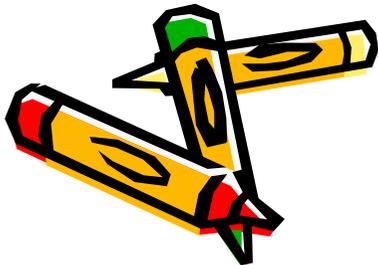
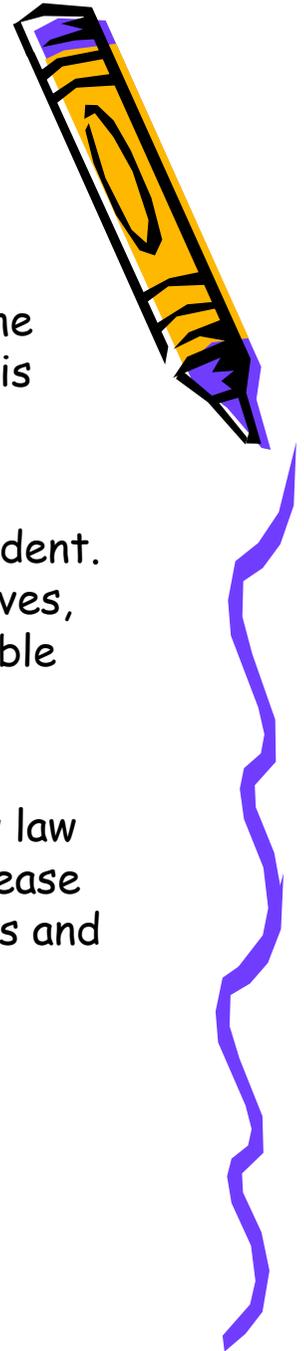
What is a Functional Behavior Assessment?

- It is an investigative process to understand why a behavior is occurring.
- An evidenced-based process based on observations, review of records, interviews, and data analysis.
- It strives to determine immediate and past antecedents and consequences supporting the problem behavior.
- An FBA is necessary prior to identifying a functionally equivalent replacement behavior.



Key Concepts

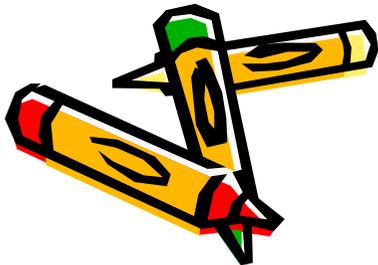
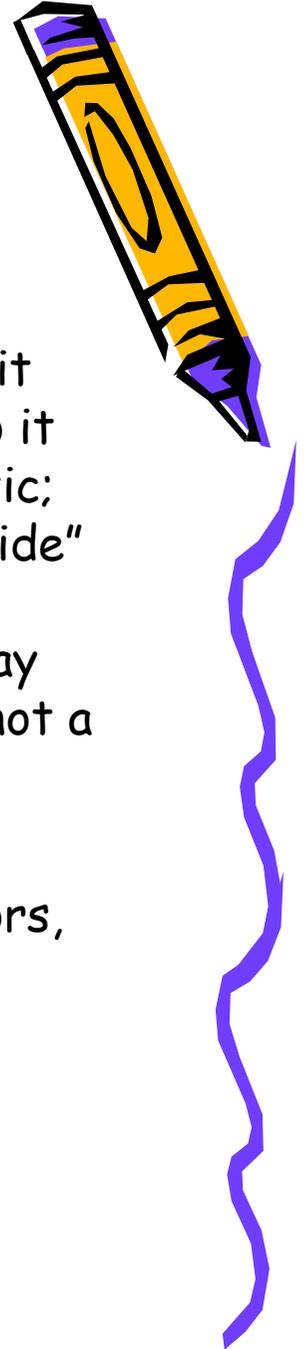
- Behavior occurs in a context, not in a vacuum. We need to consider the environment as well as the child; we cannot assume that the problem is solely within the child.
- Behavior continues to be reinforced. This behavior works for the student. The challenge is to identify the purpose or function the behavior serves, and attempt to identify a replacement behavior that is more acceptable and will serve the same purpose for the student.
- All too often, we rely on punishment and negative responses. The new law requires positive strategies & interventions. It is not enough to decrease the inappropriate behavior; we must also teach replacement behaviors and allow for practice of those new skills.



Key Concepts, continued

- "We seem to forget everything we know about learning when it comes to dealing with behavior. 96% of behavior is learned so it can be unlearned." (Van Acker) Misbehavior becomes automatic; the student does not go through a cognitive process and "decide" to misbehave. When a student must unlearn an inappropriate behavior and learn an appropriate replacement behavior, it may take at least 4 to 6 times more practice. Behavior change is not a discrete event; it takes time."
- We should also be proactive in addressing challenging behaviors, and try to prevent problems before they occur.

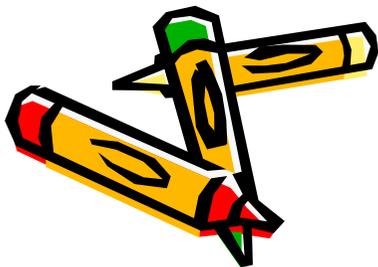
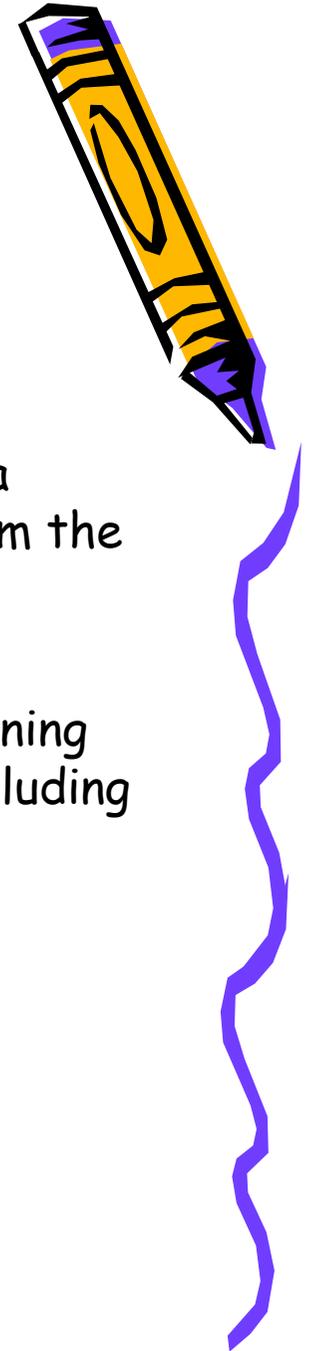
» Wisconsin Dept. of Public Instruction



Why Conduct Functional Behavioral Assessments?

I.D.E.A & Best Practice

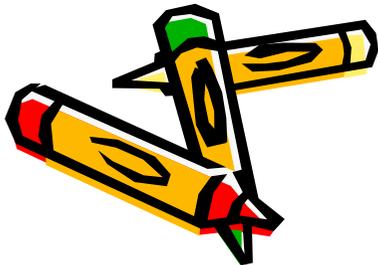
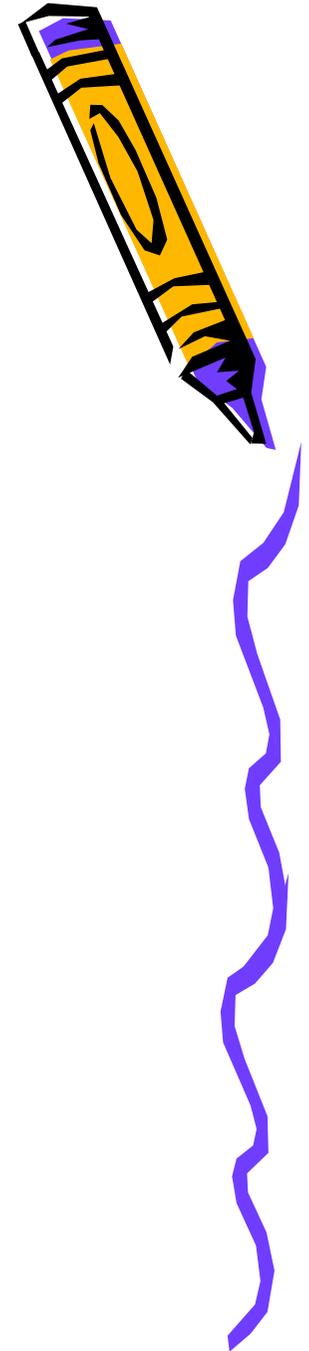
- In cases of a change of placement due to disciplinary action a functional behavioral assessment must be conducted to inform the development of a behavior intervention plan.
- In the case of a child whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address the behavior.



Approaches to Functional Behavioral Assessments

FBA Process

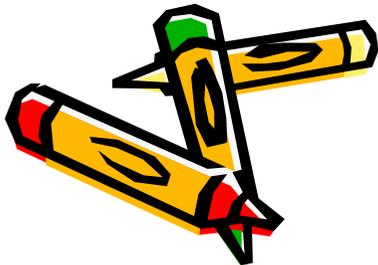
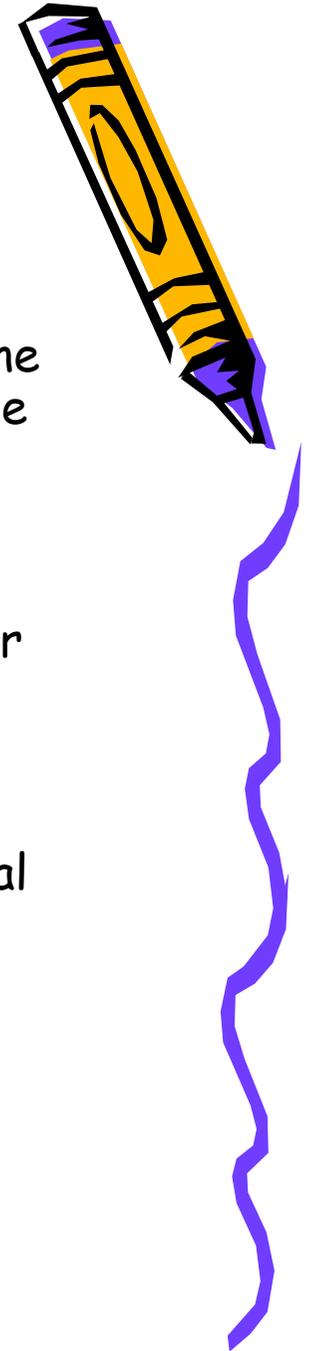
- Describe the behavior of concern
- Identify the specific triggers
- Describe the patterns of behavior
Frequency-Intensity-Duration
- Describe immediate consequences
- Present Data
- Brainstorm hypothesis; functions
- Ask team members for input



FBA Process; continued What is your function?

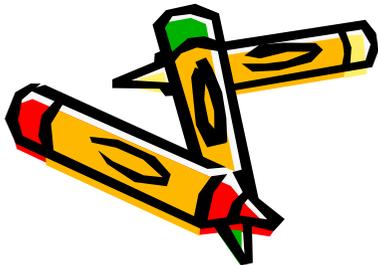
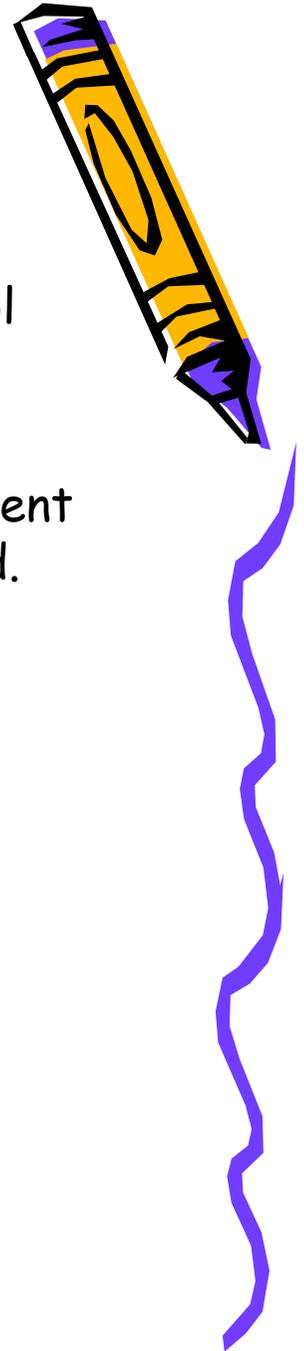
Behavior can have any number of functions for a student. The goal is to identify specific behaviors of concern and then examine that behavior in light of contextual variables that accompany the behaviors and/or maintain their performance. Some common functions of behavior may include:

- Attention - The student may be seeking attention from adults or peers.
- Escape/Avoidance - The student may want to avoid an activity, class, or interaction, etc.
- Justice/Revenge - The student wants to get back at an individual or group for a real or imagined slight.
- Acceptance/Affiliation - Belonging or gaining acceptance to a group; the student may be seeking to impress a peer group.



What is your function; continued

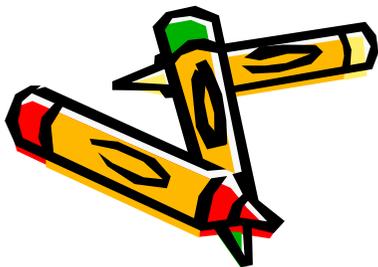
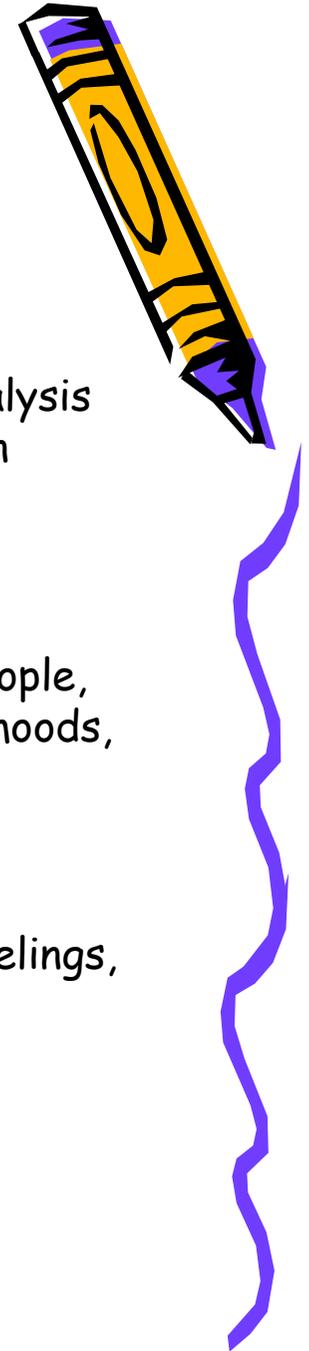
- Power or control - The student wants to be in charge, to control his/her environment, to refuse to follow rules/directions.
- Access to tangible rewards or personal gratification - The student wants to get a tangible reinforcement or is seeking to feel good.
- Expression of self - The student is seeking to announce their independence/individuality.



Approaches to Function Behavioral Assessments

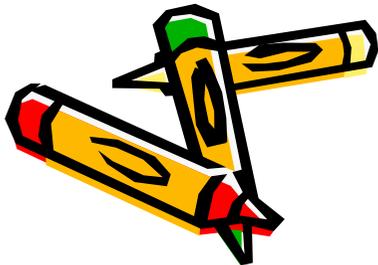
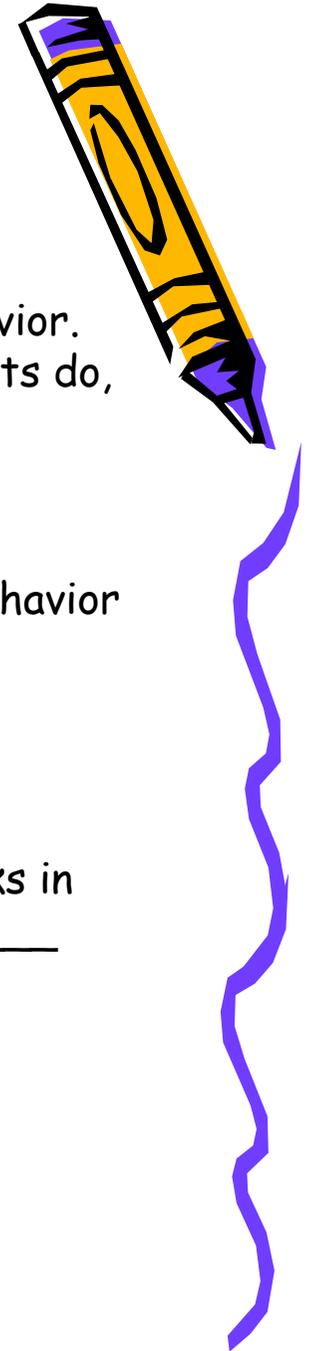
The A-B-Cs of FBAs

- The FBA process is nothing new, and is based on applied behavior analysis (ABA). ABA is concerned with the analysis and modification of human behavior, and is often represented by the following paradigm:
- The "A" is the antecedent - that which precedes the behavior. The antecedents may include external factors such as settings, tasks, people, activities, and so on. They may also include internal factors such as moods, medical conditions, disabilities, psychiatric, and so on.
- The "B" represents behavior. It is important to define behavior in observable, factual terms. Stay away from emotions or projected feelings, such as "he felt bad" or "his feelings were hurt". Everyone needs to understand the meaning of the behavior.



The A-B-Cs of FBAs, continued

- The "C" represents consequence - that which follows the target behavior. It is important to consider what the student does, what other students do, what teachers or other adults do, whether there are meaningful consequences, and so on.
- The goals of ABA include (1) determining the relationship between behavior and environment; (2) understanding the reasons or functions for the behavior; and (3) helping behavior change.
- The relationship between behavior and learning must not only be considered, but must be acted upon. The purpose is to fill in the blanks in the following sentence: When _____ occurs, the student _____ in order to _____.



Approaches to Functional Behavioral Assessments Data - What do we want from the data we collect?

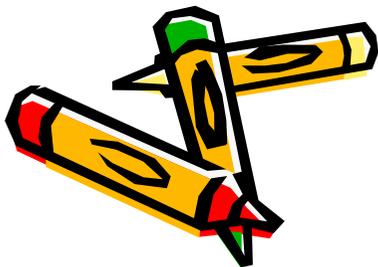
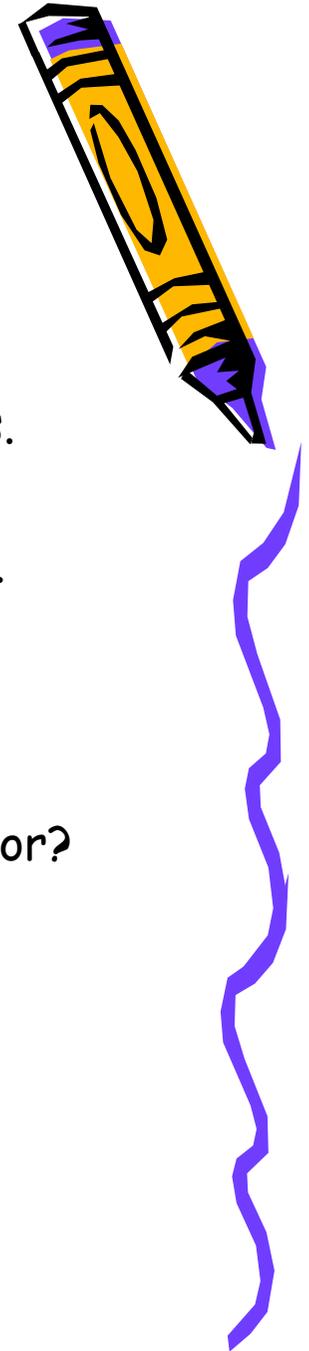
Information about the environment in which the behavior occurs.

Meaningful reinforcers or consequences related to the behavior.

When is the student most successful?

When is the student most likely to engage in the problem behavior?

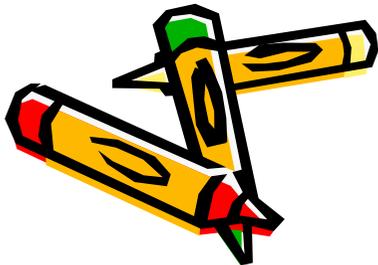
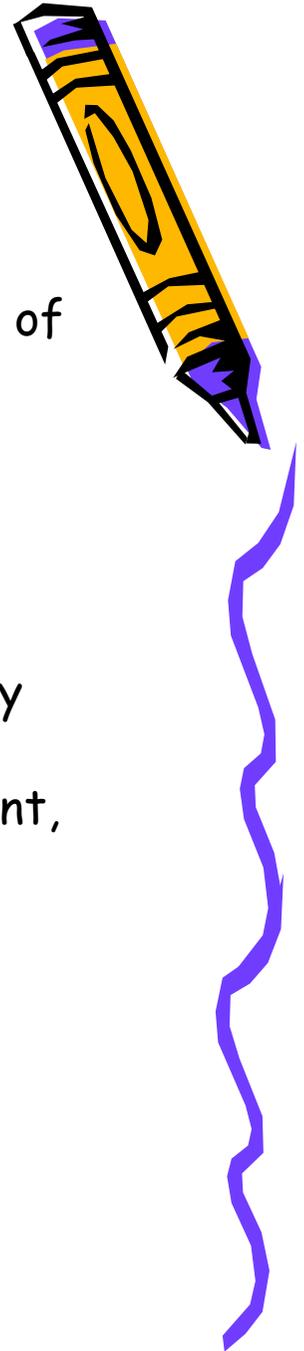
Is the deficit a skill deficit or a performance deficit?



Approaches to Functional Behavioral Assessments Where do we get the Data?

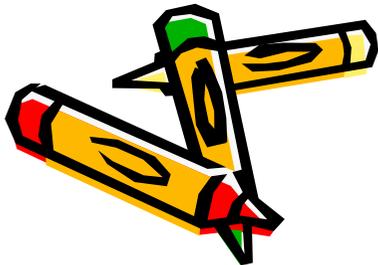
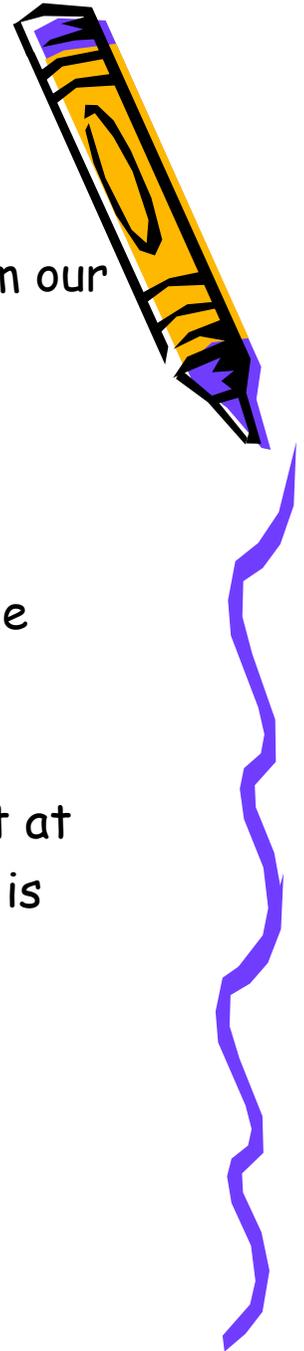
Multiple sources - triangulation of data - having multiple sources of data is more reliable.

- Indirect - through interviews and record reviews
- Direct - observations in a typical day across all settings
- Work output/Grades
- Discipline/Office referrals SWIS (school-wide info. system)
- ALSUP (Assessment of Lagging Skills & Unsolved Problems) by Ross Greene
- SSIS (Social Skills Improvement System) rating scale; student, teacher, parent.
- FBA Profiler - <http://www.LDinfo.com>
- Social Histories
- SRAS-R - School Refusal Assessment Scale - Revised



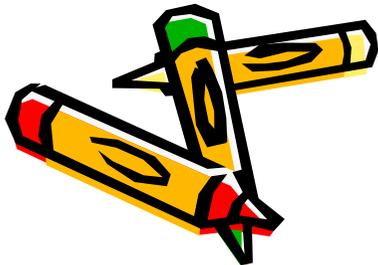
Approaches to Functional Behavioral Assessments Direct Observations

- Purpose: To gather specific, data-based information to inform our decisions regarding programming and intervention.
- 3 basic types:
 - Frequency: Tally marks made when action is witnessed.
 - Duration: Average length of display of behavior or % of time consumed by behavior.
 - Interval: Shortcut procedure for estimating duration of behavior. In this method, the teacher observes the student at predetermined intervals and records whether the behavior is occurring.



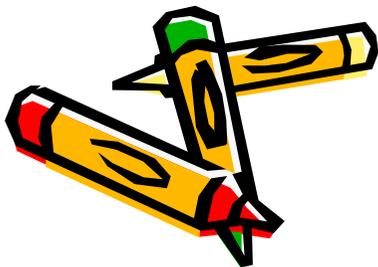
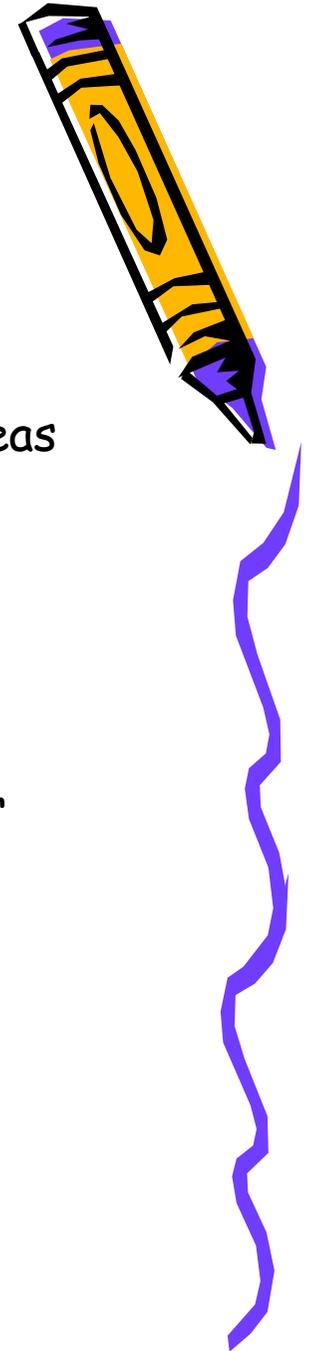
Approaches to Functional Behavior Assessment SWIS (School-Wide Information System)

- SWIS is a web-based information system for gathering, entering, summarizing, reporting and using office discipline referral information.
- Purpose - Improve the ability of school personnel to develop safe and effective educational environments.
- Features:
 - Only reports discipline data
 - Highly efficient - (30 sec. per referral)
 - Formatted for decision-making
 - Confidential and secure



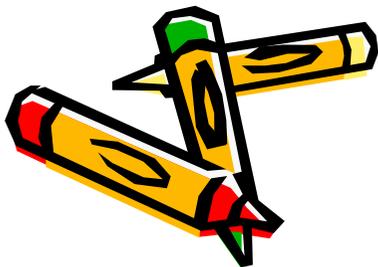
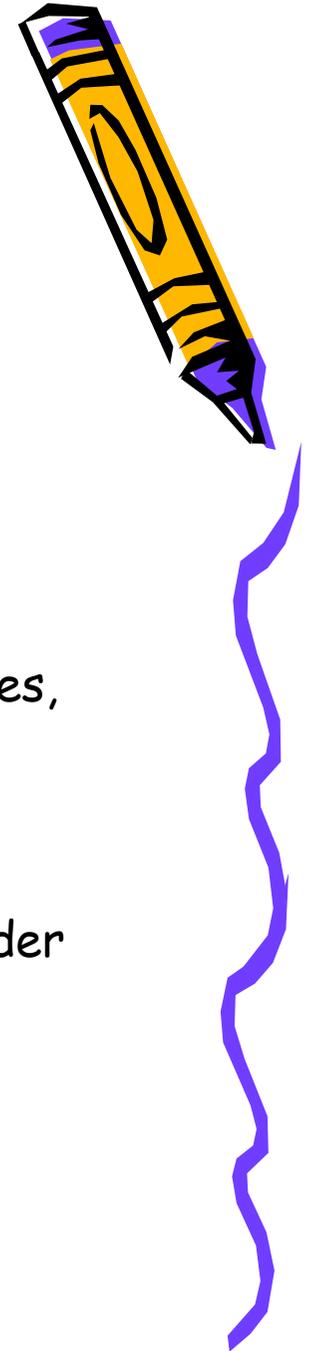
Approaches to Functional Behavioral Assessments FBA Profiler

- In contrast to traditional behavior rating scales, the FBA Profiler is specifically designed to not only identify specific areas of behavioral difficulty (i.e. target behaviors) but also to evaluate patterns of responses in order to identify potential underlying "functions" of the behavior(s) and promote more appropriate and effective behavioral interventions.
- Unlike other behavioral rating scales which require an examiner to separately purchasing forms, the FBA Profiler is provided entirely as a computer software package.



Approaches to Functional behavioral Assessment Who is on the team?

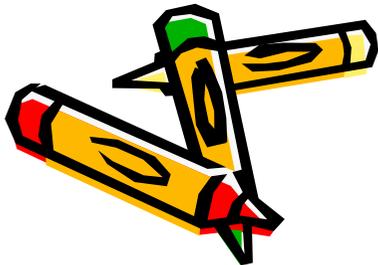
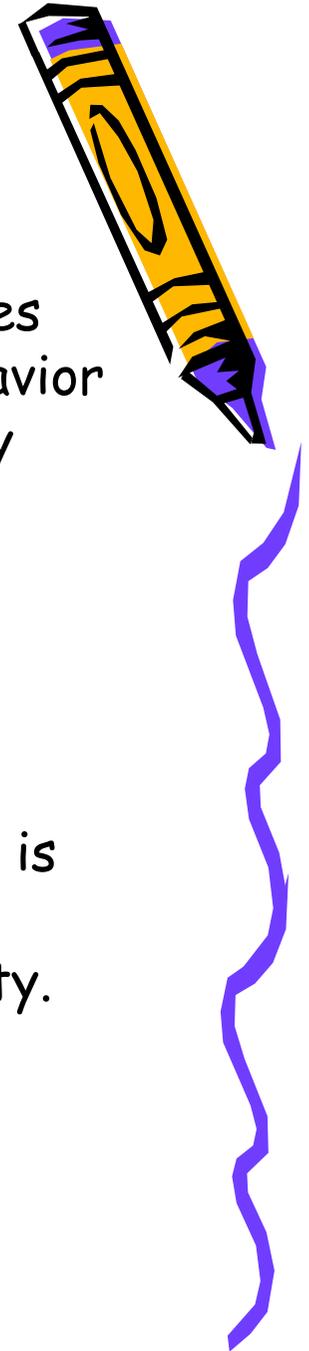
- Individuals from across domains who are involved with the student; teachers, social workers, ed. techs, support staff, parents, agency personnel, etc.
- Individuals who have knowledge of the student and can share information related to behavior, learning ability/style, routines, patterns of responses, likes/dislikes, strengths/weaknesses, past interventions, etc.
- There is no requirement that someone need be licensed in order to conduct an FBA or who can be on that team.



Approaches to FBAs
What are other states doing?

States have been implementing many behavioral approaches that have their foundations in the field of applied behavior analysis. States have been applying these principles by conducting FBAs along with many other programs that involve addressing a problem behavior in a systematic approach. For example:

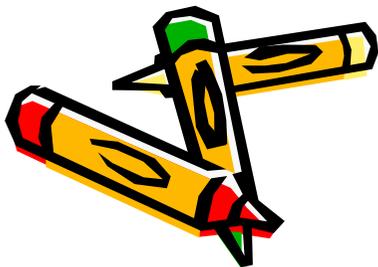
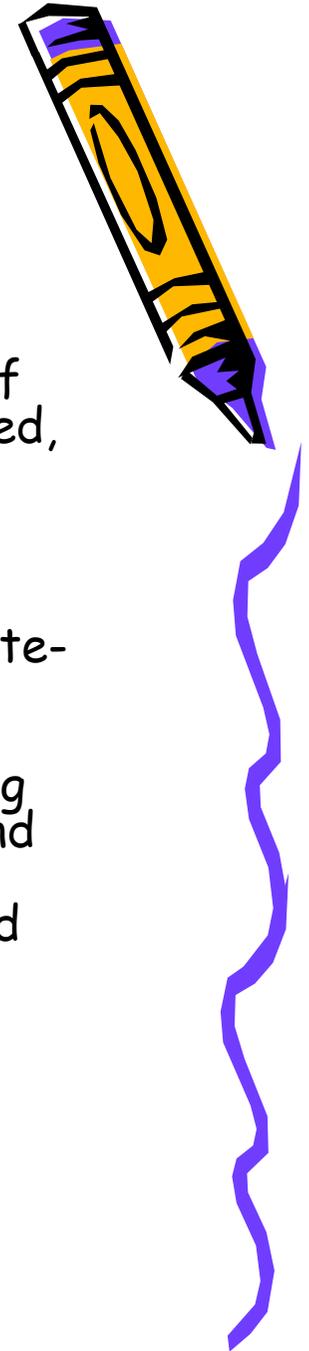
Recent "Behavioral RtI" approaches increasingly focus on school-based analysis/interventions whenever behavior is interfering with learning, regardless of whether the student has or does not have special education eligibility.



Approaches to FBAs What are other states doing?; continued

States such as Iowa have been practicing a "Problem Solving" approach since 1994 which involves a collaborative activity to solve problems by designing individual interventions. Analysis of data and interventions are investigated, implemented, monitored, reviewed, and changed as necessary.

PBIS (Positive Behavioral Supports and Interventions) is used state-wide in North Carolina along with many other states. PBIS is a systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all. Some of the features include: defining and teaching expectations, on-going collection and use of data for decision-making, and a continuum of intensive and individualized interventions.



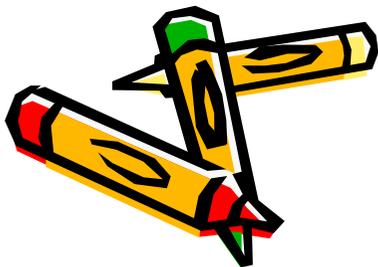
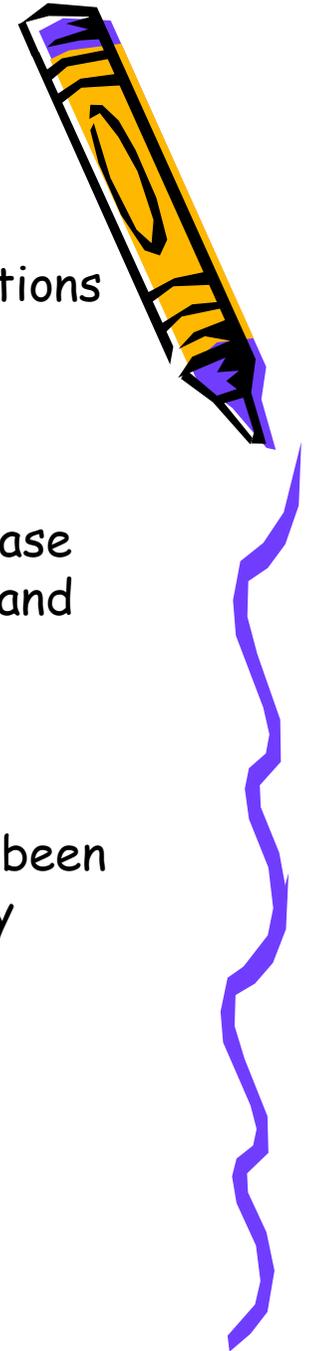
Educational Impact

- What are some outcomes when schools choose to implement a process of assessment used to design function-based interventions that support educational success i.e. FBAs/BIPs, the Problem-Solving Approach, Behavioral RtI, or PBIS?

Decrease in office referrals, increase in instructional time, decrease in administrative time spent on discipline issues, and efficient and effective use of scarce resources.

- Data from Kane County in Ill. has shown that through the implementation of PBIS and with the help of SWIS there has been an 83% reduction in out-of-school suspensions in an elementary school, a 43 % reduction in detentions in a M.S., and a 60 % reduction of tardy behavior in a Jr./Sr. High School.

» Kane Co. R.O.E Illinois 2004-2009



- Renee Perron LMSWcc
Program Coordinator
Southern Penobscot Regional Program
renee.perron@rsu34.org or 827-4441 x205

Anne Belanger
Co-Special Education Director
MSAD #54
abelanger@msad54.org or 474-7424 x3505

