



An Introduction to
Practical
Functional Behavioural
Assessment

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and
Initial Implementation in DDSW Region
Education Queensland
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Acknowledgements

- Sheldon Loman, University of Oregon
- Chris Borgmeier, Portland State University
- John Archibald, DDSW region, EQ

Who's here?

- Administrators?
- Teachers?
- Paraprofessionals?
- Behaviour Specialists?
- Higher Education Members?
- Other related services?
- Others?

What's your prior knowledge and experience of FBA



- 5 = Very knowledgeable & experienced
- 4 = Knowledgeable & experienced
- 3 = Sound basic knowledge & experience
- 2 = Some or limited knowledge & experience
- 1 = Very little or no knowledge & experience

Maximising Your Session Participation



Consider 4 questions:

- What Implementation Phase?
- What do I hope to learn?
- What did I learn?
- What will I do with what I learned?

Workshop Content

- Contextual readiness for Implementation of Practical FBA
- “Logical flaws” in current use of FBA
- Functional support across the 3 tiers
- Introduction to the 4 Modules of Practical FBA training – overview of content and practice
- Initial Implementation in the DDSW Region – reflection and evaluation

Where are you in the SWPBS implementation process?

Adapted from Fixsen & Blase, 2005

Exploration & Adoption

- We think we know what we need so we are planning to move forward (evidence-based)

Installation

- Let's make sure we're ready to implement (capacity infrastructure)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

Full Implementation

- That worked, let's do it for real (investment)

Sustainability & Continuous Regeneration

- Let's make it our way of doing business (institutionalized use)

Concern

Basic Message:

Any time you feel overwhelmed the answer is likely to include investing in the training of others.

FBA in schools

- Despite gallant efforts, schools continue to struggle to use FBA in supporting students with behaviour problems
 - » (Blood & Neel, 2007; Hawken, Vincent, & Schumann, 2008; Scott et al., 2005; Van Acker et al., 2005)
- The field has voiced concerns as to if schools are adequately equipped to conduct effective FBAs
 - » Drasgow & Yell, 2001; Ervin et al., 2001; Sasso et al., 2001

“Logical Flaws” of FBA use in schools

(Scott et al., 2005)

- FBA is used mainly as a reactive response.
 - opportunity is lost to utilise FBA to develop interventions that **address minor behaviours** that usually precede more serious problems.
- FBA is restricted to set of procedures used by “experts”
 - The rich supply of information from people **with whom the student interacts with the most** is lost.
- FBA is restricted to rigorous procedures that are **unrealistic for state school settings**.
 - Disincentive for using FBA .
 - Cynicism as to the practicality of FBA .

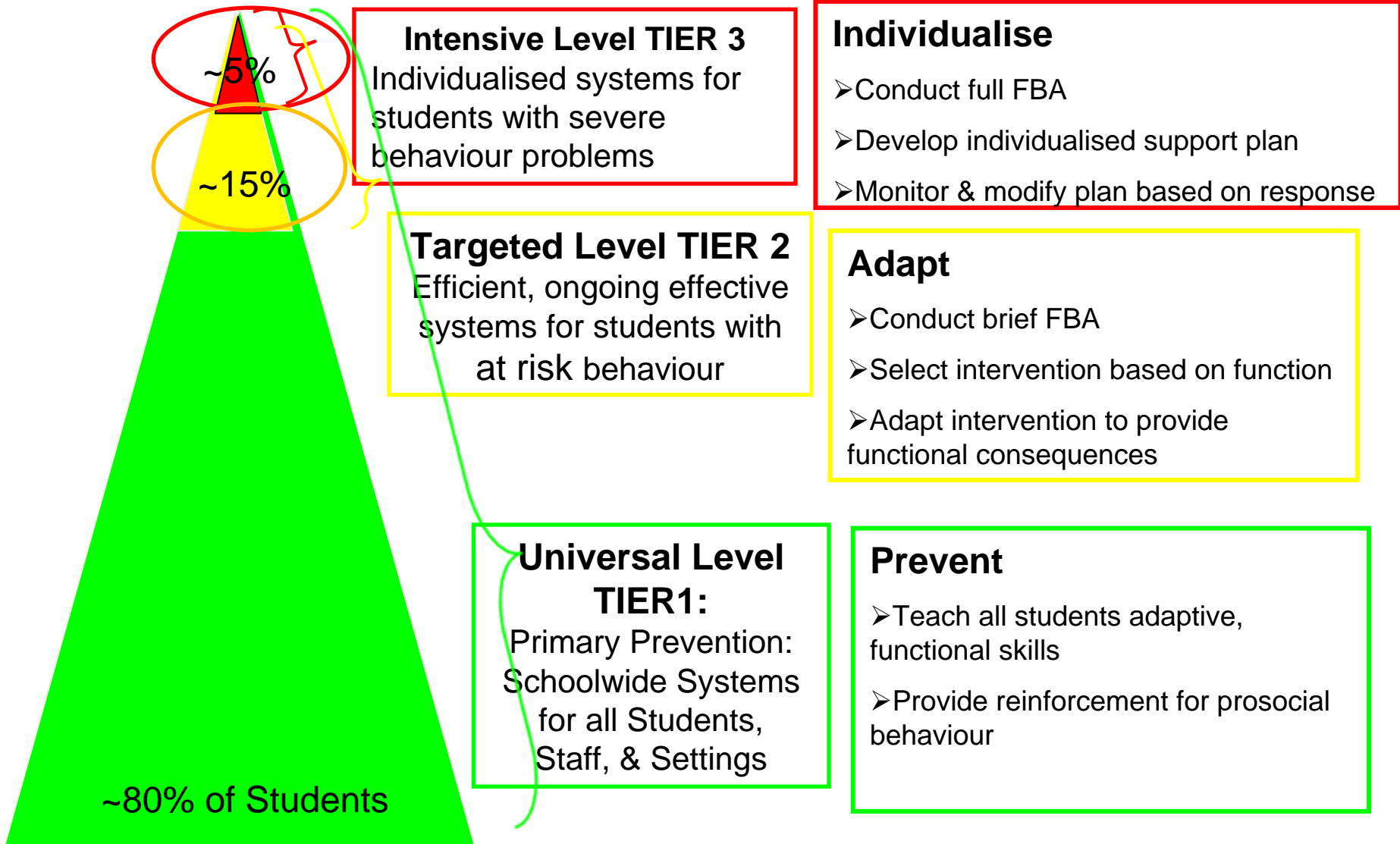
Working Smarter

- Given the time & resource constraints in schools, we must encourage schools to “work smarter” to develop capacity to implement FBA to effectively support more students.
- Use Practical FBA procedures to develop capacity of **school based staff** to utilise FBA process.

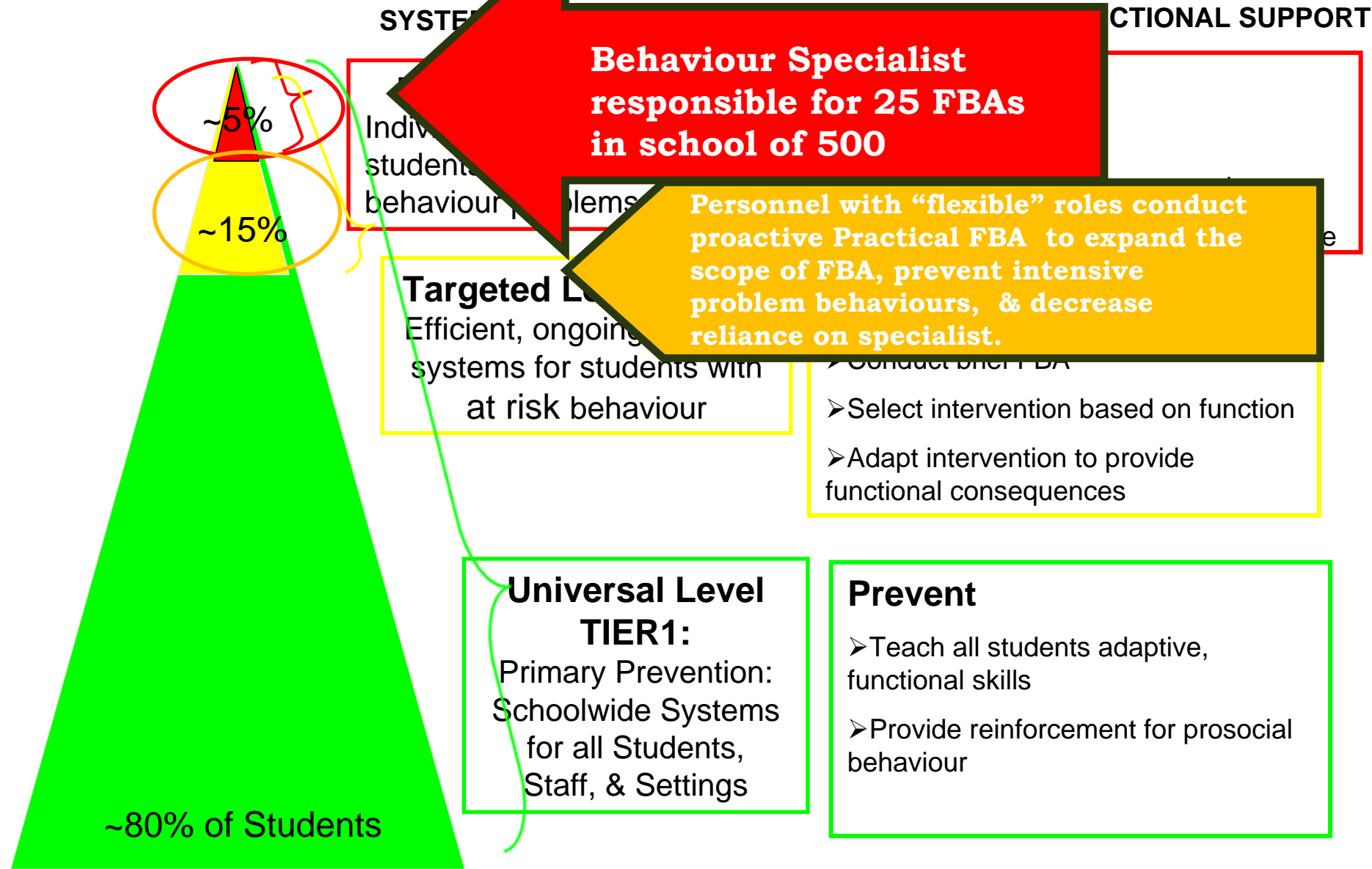
Role of Function in Three-Tier Continuum of Systems of Support

SYSTEMS OF SUPPORT

STRATEGIES FOR FUNCTIONAL SUPPORT



Role of Function in Three-Tier Continuum of Systems of Support



Focus of this training series

Practical FBA vs Comprehensive FBA

	Practical FBA	Comprehensive FBA
For:	Students with <u>mild to moderate</u> problem behaviours (behaviours that are <u>NOT dangerous</u> or occurring in many settings)	Students with <u>moderate to severe</u> behavioural problems; may be <u>dangerous and/or occurring in many settings</u>
What:	Relatively simple and efficient process to guide behaviour support planning	Time-intensive process that also involves archival records review, family-centered planning, and collaboration with agencies outside of school
Conducted by whom:	School-based personnel (e.g., teachers, counsellors, administrators)	Professionals trained to conduct functional assessments with students with severe problem behaviours (e.g., school psychologists, behaviour specialists)

Practical Functional Behavioural Assessment (FBA) Training Series

- Consists of 4 training sessions on conducting functional behavioural assessments (FBA) for students with mild to moderate chronic behavioural problems in schools.

Practical FBA Training Series

- The training series teaches participants to conduct interviews and observations in such a way as to precisely determine the relationship between student problem behaviour and the context:
 - **What** the problem behaviours are.
 - **When, Where, & Why** a student's problem behaviours occur.
- A summary of this information will help an individual student team develop effective behavioural supports that:
 - prevent** problem behaviours from occurring
 - teach** alternative behaviours
 - & **effectively respond** when problem behaviours occur.

Training Objectives:

To develop behavioural expertise in school-based staff that can assist them to contribute to an **Individual Student Behaviour Support Team** by providing them with the skills to:

- *conduct interviews and observations for students with problem behaviours (that are not dangerous to themselves or others),*
- *provide Summary Statements of a student's problem behaviour,*
- *provide possible behaviour support strategies that are related to the function of the student's behaviour.*

www.pbis.org

SWPBS for Beginners



1 2 3 4 5 6




PBIS Newsletter
Growth in the Cumulative of ODRs in Elementary Sch



Resource Catalog
Search PBIS Resource by F Type, Subject, or Author



Presentation Resources
Slides from Training & Con Presentations

 **Top 5 Current Topics**

- Practical Functional Behavioral Assessment: Training Manual for School-Based Personnel**
- PBIS FAQs: Frequently Asked Questions about PBIS**
- Bully Prevention in SWPBS**
- PBIS Tools: Tools to**

OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

 **Upcoming Events**

- ▶ 2011 International Conference
- ▶ 2011 National PBIS Leadership Forum

 **PE Blueprints**

Requesting a Practical FBA

- Teachers & school teams can complete a Request for Assistance form to refer a student for a Practical FBA
- Talk to school on obtaining parent permission to conduct a Practical FBA with a student
- Request for Assistance should give a broad picture of the student and their behaviours

Format of Practical FBA Training Sessions



Objectives



**Checks for
Understanding**



Review



**Comments/
Questions**



Activities



Tasks



Key Points

Practical FBA process

D.A.S.H.

Define behaviour in observable & measurable terms

Session #1

Ask about behaviour by interviewing staff & student

Session #2

- specify routines **where** & **when** behaviours occur
- summarise **where, when, & why** behaviours occur

See the behaviour

Session #3

- observe the behaviour during routines specified
- observe to verify summary from interviews

Hypothesise: a final summary of **where, when & why** behaviours occur

Session #4

Session #1:

Defining & Understanding Behaviour

- Overview of the practical FBA training series and introduces concepts, examples, and practice opportunities for participants to learn how to:



- (a) Define behaviour (WHAT),
- (b) Identify events that predict WHEN & WHERE the specific behaviour occurs
- (c) Identify the function of behaviour (WHY), and
- (d) Construct functional behavioural summary statements

To DO:

TASK: Find someone at their site whom they may conduct a practice interview with next week.

ABC of Understanding

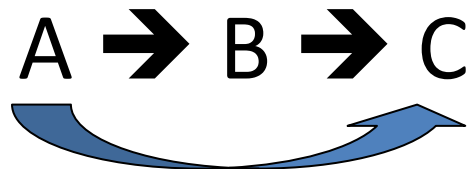
Why students engage in problem behaviour:
Finding out the Pay-off or Function of Behaviour

A= Antecedent(s). Find out the events that occur right before the behaviour.

- Allows you to predict: **Where** (During routine)? & **When** (Trigger event)?

B=Behaviour. Find out **what** is the observable problem behaviour?

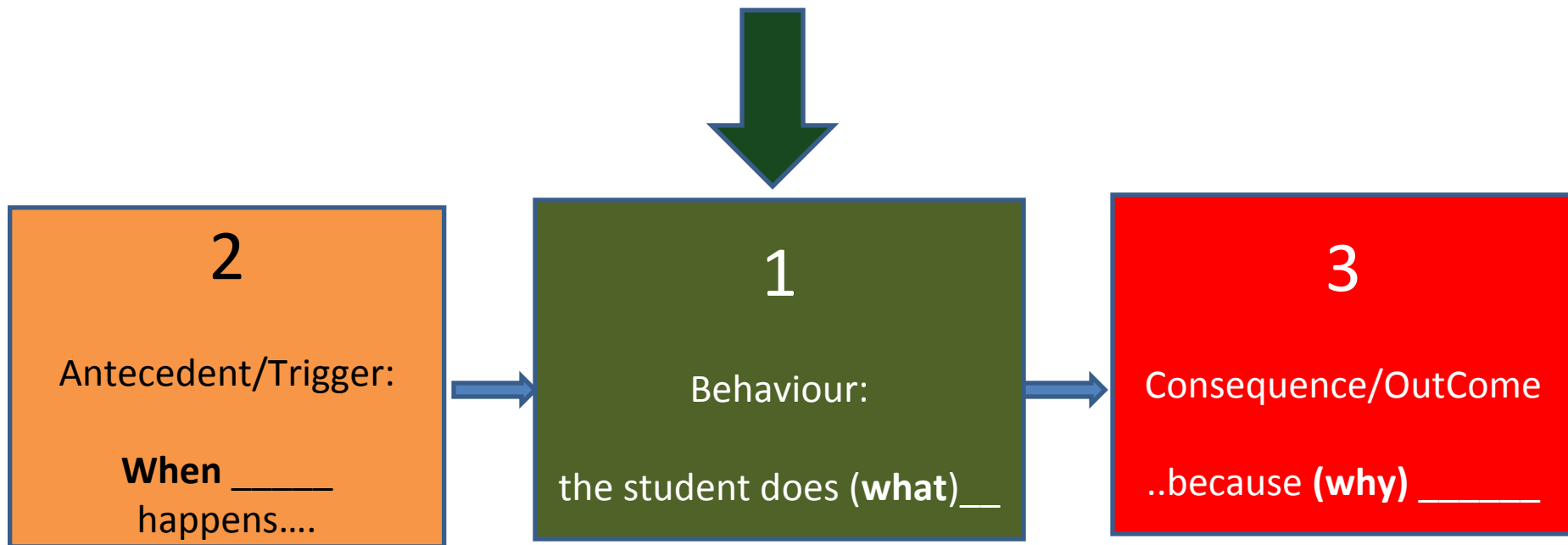
C=OutCome/ Consequence. Find out what happens after the behaviour occurs? **WHY?**



Practical FBA

Always start with the behaviour

Despite the ABC concept, the behaviour (B) is our starting point!

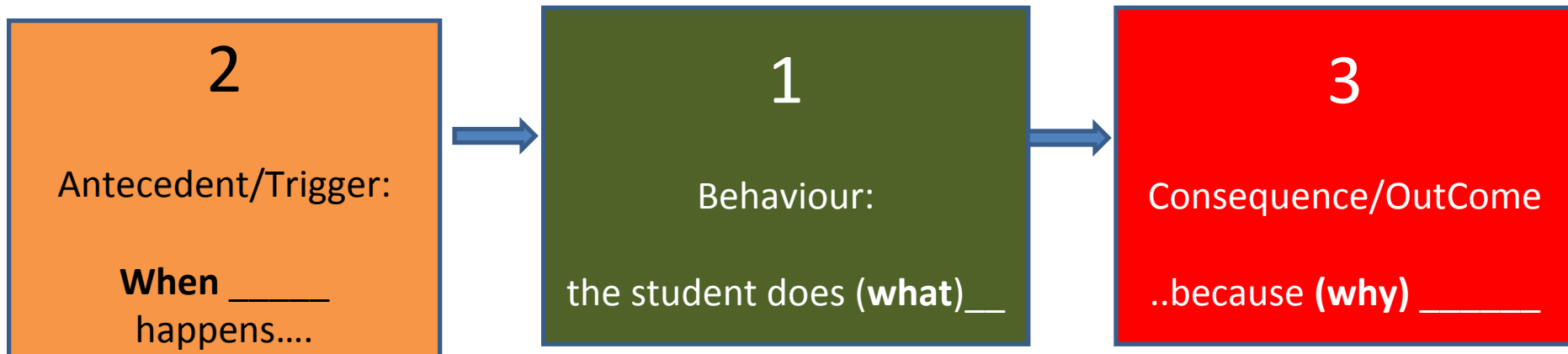


Defining Observable Problem Behaviours

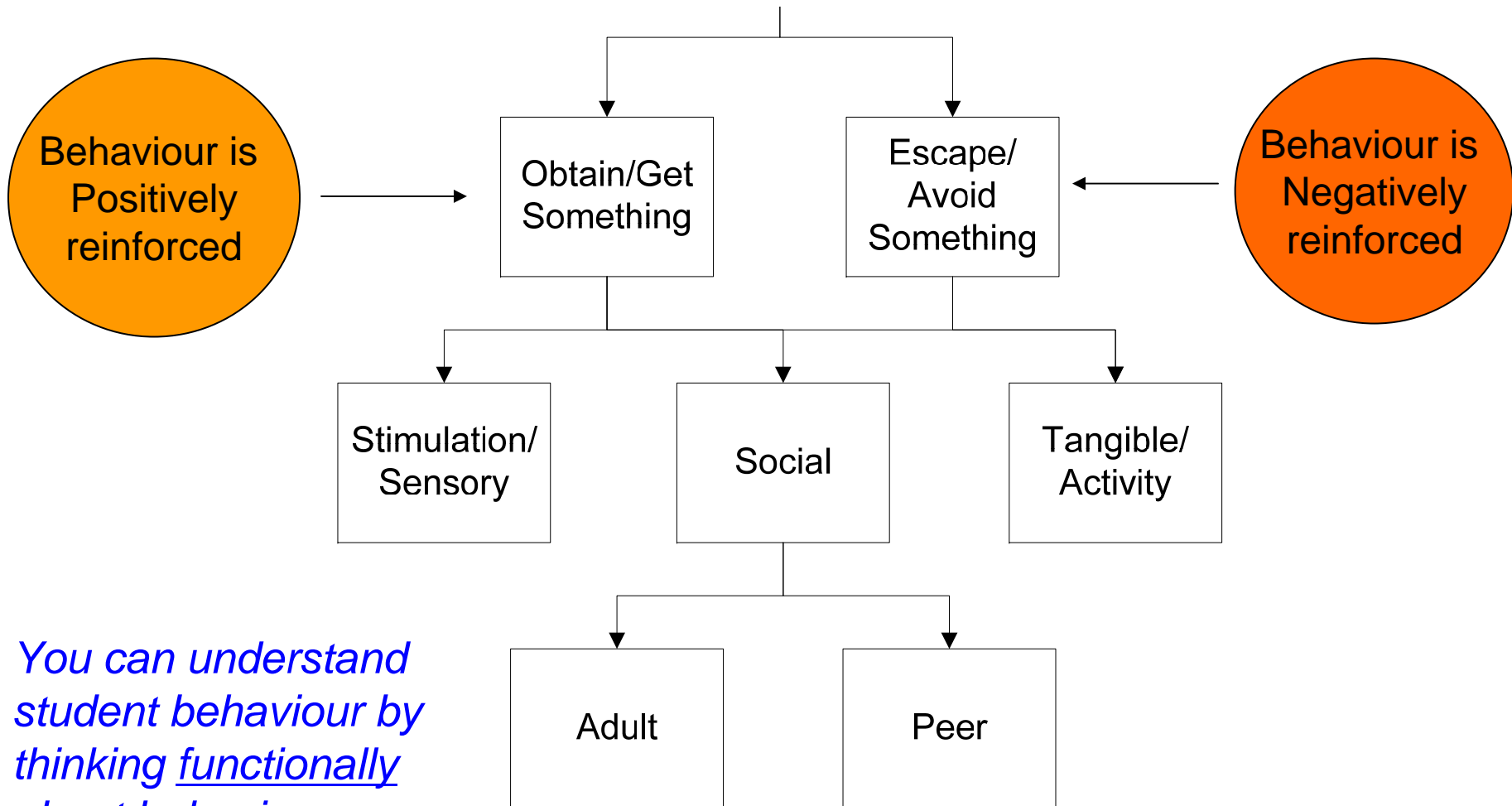
- Definitions of behaviours need to be:
 - Observable: The behaviour is an action that can be seen.
 - Measurable: The behaviour can be counted or timed.
 - **Defined so clearly that a person unfamiliar with the student could recognise the behaviour without any doubts!**

Remember: Always start with the Behaviour

- 1- Once you have defined the behaviours (the **What**)
- 2- & know the **Where & When** the behaviours occur #2
(Routine & Antecedents)
- 3- Then want to find out **WHY** (the outCome of the behaviour...what happens right afterwards)



Problem Behaviour



You can understand student behaviour by thinking functionally about behaviour

Create a Hypothesis Statement for Johnny's Behaviour

After interviewing Mr. Smith and conducting several observations of Johnny in the year 3 classroom, the team determined that during less structured class time (free time, cooperative group art projects, etc.), Johnny tears up his paper and stomps his feet. After Johnny engages in this behaviour his peers laugh at him.

Routine: During __ (some routine e.g.: _____)

Antecedent/Trigger:
"When .."



Behaviour:
"Student does.."



Consequence/OutCome:
"Because.."

Therefore, the function of
the behaviour is to:
get/avoid

Session #2:

Investigating Behaviour

- Review content from the first session
- Instruction, modelling, and practise opportunities in conducting FACTS interviews with staff (modified from Borgmeier, 2005) and students.
- Practice constructing behavioural summary statements from each interview.



To Do:

TASK: Complete a practice FACTS interview with a staff member at school site.

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

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behavior(s) – make description observable

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behavior in the routine above. Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> Other _____ describe _____	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/ no attn
	If a,b,c,d or e - describe task/demand in detail _____ If f - describe purpose of correction, voice tone, volume etc. _____ If g, h, I, j or k - describe setting/activity/content in detail _____ If l - what peers? _____ If m - describe - _____

CONSEQUENCE(s): Rank Order the strongest pay off for student that appears most likely to maintain the problem behavior in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	Is applicable -- Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get sensation <input type="checkbox"/> f. get other, describe _____ <input type="checkbox"/> g. avoid adult attention <input type="checkbox"/> h. avoid peer attention <input type="checkbox"/> i. avoid undesired activity/task <input type="checkbox"/> j. avoid sensation <input type="checkbox"/> k. avoid/escape other, describe _____	If a or b -- Whose attention is obtained? How is the (positive or negative) attention provided? If c,d, e, or f -- What specific items, activities, or sensations are obtained? If g or h -- Who is avoided? Why avoiding this person? If i, j, or k- Describe specific task/activity/sensation avoided? Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area? Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.
<input type="checkbox"/> hunger <input type="checkbox"/> conflict at home <input type="checkbox"/> conflict at school <input type="checkbox"/> missed medication <input type="checkbox"/> illness <input type="checkbox"/> failure in previous class <input type="checkbox"/> lack of sleep <input type="checkbox"/> change in routine <input type="checkbox"/> homework not done <input type="checkbox"/> not sure <input type="checkbox"/> Other _____

SUMMARY OF BEHAVIOR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.


ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
SETTING EVENT		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
	4	5
		6

Select #1
Ranked
Answers to
Insert into
Summary

Have
Teacher
Rate the
Statement

Session #3:

Observing & Summarising Behaviour

- 
- Review content from previous training sessions & practice interviews from week before
 - **Instruction & practice opportunities (using videos)** for participants to conduct ABC observations of students within routines identified as settings in which the problem behaviour occurs most frequently (based upon the staff FACTS interviews).
 - Participants practice constructing summary statements based upon data from their observations to verify or modify summary statements derived from their FACTS interviews.



To Do:

TASK: Complete a practice ABC observation at school site.

Practice observation for Eddie pages 54-56



Watch Eddie's behaviour on the video.

Review ABC Recording Form for Eddie

Eddie

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Large group & small group instruction	Given directions, asked to turn in assignments	Arguing with teacher, teases students	Adult Attention- Teacher responds Peers Avoid
1	10:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input checked="" type="checkbox"/> Unstructured time Specify: <i>Before class starts</i>	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input checked="" type="checkbox"/> Transition: Change in activity Other/Notes: <i>student bumps him</i>	<i>Threatens student: "I'll excuse you right in the mouth..Dork"</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Peer ignores him</i>
2	10:06	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <i>Teacher enters class late</i>	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>To turn in HW</i>	<i>Says, "What HW?"</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"HW due every Monday"</i>
3	10:07	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <i>Collecting HW</i>	<input type="checkbox"/> Given instruction <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher response: "HW due every Monday"</i>	<i>Yells, "Since When?"</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Since beginning of school."</i>
4	10:08	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <i>Collecting HW</i>	<input type="checkbox"/> Given instruction <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: 	<i>Yells, "Not since I've been here"</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Teacher ignores</i>

#	Time:	Activity/Task	Antecedent	Behaviour	Outcom/Consequences
5	10:08	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Collecting HW	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Teacher ignored his comment	<u>Yells, "You calling me a liar?"</u>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: T: "I'm not calling you a liar..."
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<u>Yells, "You never told me!"</u> Gets out of his seat.	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: Approaches student, says sit down
7		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Get out looks & work with partner	<u>Says, "I'm not working with any of you idiots!"</u>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: Peers ignore & get to work
8		<input type="checkbox"/> Large group instruction <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Others working with partners, Eddie tries to work alone	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Others working together, but he is working alone	Walks over to other students & looks at their work.	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input checked="" type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: peer covers his work
9		<input type="checkbox"/> Large group instruction <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<u>Says, "What's your problem punk?"</u>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: "Do it yourself"



Activity 1 (pg. 47)

1. Using the completed FACTS Part B form (pg. 48) for TRACY complete the shaded top portion of the ABC recording form (pg. 49) for TRACY & answer the following questions:
 - a. When/Where will you observe her?
 - b. What behaviours will you be looking at?
 - c. What Antecedents (triggers) will you be looking for?
 - d. What Outcomes will you be looking for?

For Activity 1, Part-B for TRACY:

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

Identify the Target Routine: Select ONE of the prioritized routines from FACTS-Part A for assessment.

Routine/Activities/Context	Problem Behaviour(s) – make description observable
During break time, lunch time, & dismissal—when out of class near peers	Calls names, teases, and threatens peers

ANTECEDENT(s): Rank Order the strongest triggers/predictors of problem behaviour in the routine above.

Then ask corresponding follow-up question(s) to get a detailed understanding of triggers ranked #1 & 2.

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
___ a. task too hard ___ g. large group instruction ___ b. task too easy ___ h. small group work ___ c. bored w/ task ___ i. independent work ___ d. task too long 2X j. unstructured time ___ e. physical demand ___ k. transitions ___ f. correction/reprimand 1X l. with peers Other _____ ___ m. isolated/ no attn describe _____	If a, b, c, d or e - describe task/demand in detail _____ If f - describe purpose of correction, voice tone, volume etc. _____ If g, h, i, j or k - describe setting/activity/content in detail _____ lunch/recess _____ If l – what peers? Johnny, Karen—popular (doesn't tease); teases other "weaker" less popular peers If m – describe - _____

CONSEQUENCE(s): Rank Order the strongest pay-off for student that appears most likely to maintain the problem behaviour in the routine above. The ask follow-up questions to detail consequences ranked #1 & 2.

Consequences/Function	As applicable – Follow Up Questions – Get as Specific as possible
2X a. get adult attention 1X b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get other, describe _____ _____ ___ f. Avoid hard tasks/failure ___ g. avoid undesired task/activity ___ h. avoid physical effort _____ ___ i. avoid peer negatives ___ j. avoid adult attention ___ k. avoid reprimands ___ l. avoid/escape other, describe _____ _____	If a or b -- Whose attention is obtained? Johnny & Karen—"popular peers" How is the attention provided? _____ They laugh at her _____ If c or d -- What specific items or activities are obtained? _____ _____ If f, g or h – Describe specific task/ activity avoided? _____ Be specific, DO NOT simply list subject area, but specifically describe type of work within the subject area (be precise)? _____ _____ Can the student perform the task independently? Y N Is an academic assessment needed to ID specific skill deficits? Y N If i, j or k -- Who is avoided? _____ Why avoiding this person? _____

SUMMARY OF BEHAVIOUR

Fill in boxes below using top ranked responses and follow-up responses from corresponding categories above.

ANTECEDENT(s) / Triggers	Problem Behaviour(s)	CONSEQUENCE(s)/ Function
With Peers (Popular Peers and "weaker/non-popular peers")	Calls names, teases, and threatens "weaker non-popular peers"	Popular peers laugh Function: Gain Attention from popular peers
SETTING EVENTS		
Unknown		

Practice observation for TRACY (pg. 49-50)



1. Record TRACY's behaviour from the video using the ABC recording form that you prepared in the previous activity. (p. 49)
2. Summarise the data from your observation
3. Rate how likely it is that this Summary accurately explains the identified behaviour occurring (1-6)?

Tracy

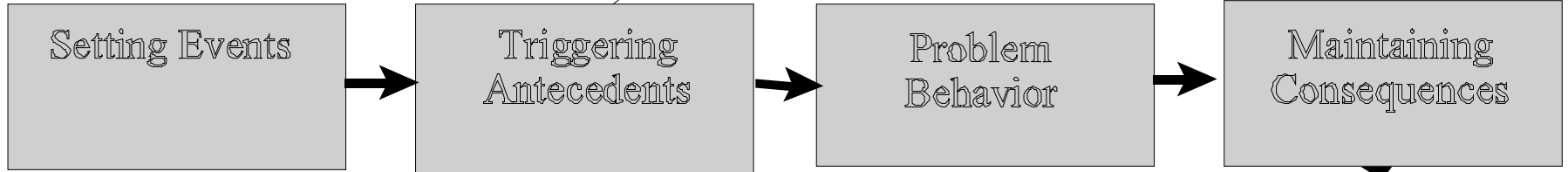
Session #4:

Function-based Behaviour Support Planning



- Review of concepts, skills from first three sessions.
- Review practice ABC observations & summarising results
- Provide opportunities for participants to practice the skills that they have learned in conducting interviews, observations, and constructing behavioural summary statements;
- Introduce the Competing Behaviour Pathway and ideas for helping individual student support teams in designing function-based behavioural supports.

COMPETING PATHWAYS



BEHAVIOR SUPPORT PLANNING



Setting Events Manipulations

Neutralize/ eliminate setting events

Antecedent Manipulations

Add relevant & remove irrelevant triggers

Behavior Teaching

Teach alternative that is more efficient

Consequence Modifications

Add effective & remove ineffective reinforcers

Hypothesis/Summary statements

- A statement of student behaviour that provides a hypothesis of the:
 - Operational definition of problem behaviour
 - Antecedent variables that trigger the problem behaviour
 - Functions maintaining the problem behaviour
 - » e.g., Get/Avoid Attention/Activity
- Accuracy of summary statements will provide a metric for the efficacy of the Practical FBA training

Summary of Behaviour - Shane

Setting Event	Antecedent	Behaviour	Consequence
Teacher/Staff Interview			
Academic Failure in previous class that day	Difficult tasks, any word problems & most maths operations	Work refusal, doodling, not follow directives, yells at teacher, disruptive	Avoid maths task, doodling, work refusal, sent to office
ABC Observation			
Negative relationship w/ teacher???	Teacher confrontation	Work refusal, doodling, yells at teacher, disruptive	Avoid teacher confrontation, avoid maths task, to office
Final Summary of Behaviour (move to Behaviour Plan)			
Negative relationship w/ teacher & previous academic failure	<ol style="list-style-type: none"> Teacher confrontation Maths task 	Work refusal, doodling, yells at teacher, disruptive	Avoid maths task & teacher confrontation

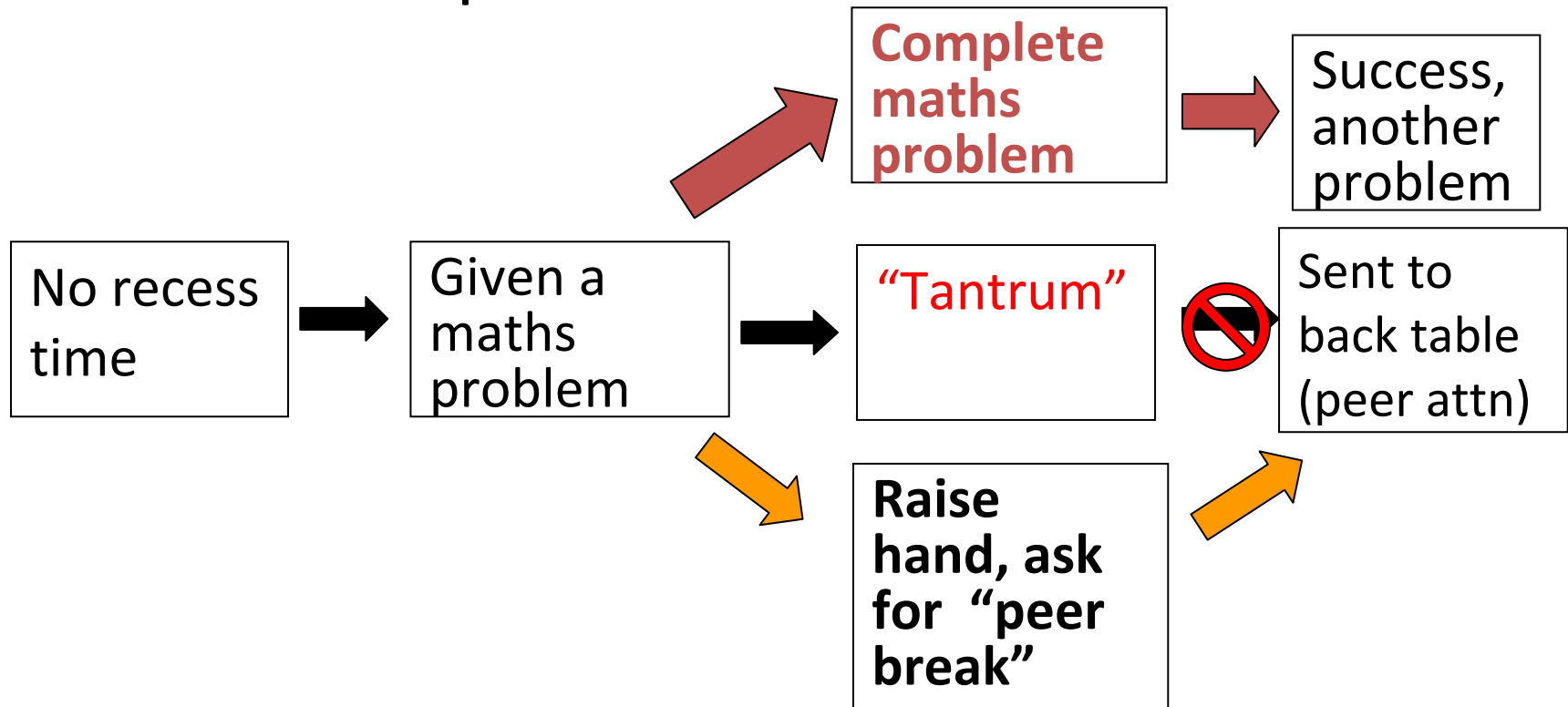
Jane

Jane is a 2nd grade student who was referred by her teacher for refusing to do work and throwing tantrums (whining, pounding her hands on her desk, and throwing her papers on the floor). This problem occurs most frequently when Jane is given a maths assignment to work on in maths class. After she throws a tantrum she is often sent to the back table where she sits and talks with the students who have already completed their assignments. Jane can complete her assignments fairly quickly when she is held in from recess and has to work on her own.

Jane

Competing Behaviour Summary

- Case Example: Jane



Setting Event Manipulations

Arrange for peer interaction before math class

Provide positive adult contact

Sit with preferred peer

Antecedent Manipulations

Introduce review type problem before difficult tasks

Remind of alternative behaviours

Do first problem together

Behaviour Manipulations

Teach options to problem behaviour:

- 1. Ask for break*
- 2. Ask for help*
- 3. Turn in assignment as is.*

Teach missing maths skills

Consequence Manipulations

Immediately reinforce entering class.

Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)

Give break & help

Sit with preferred peer when done

Exploration & Adoption

DDSW Region

We think we know what we need so we are planning to move forward (evidence-based)

- Referrals for individual behaviour support often indicated a comprehensive FBA unnecessary.
- Staff in schools lack time and support for training in behavioural expertise to effectively and efficiently develop comprehensive plans.
- School staff required to implement support plans sometimes lack a functional understanding of behaviour.

Data indicating need for training (Tier 1 implemented?)

- Limited understanding and/or use of the ABC and Science of Behaviour amongst school school-based personnel and members of student support teams.
- Data from EBS surveys indicated only partial or not in place for *Individual Systems* (e.g. *Local resources are used to conduct FBA behaviour support planning (-10 hrs/wk/student)*)
- TIC item # 24 – a high percentage of schools with 0 for “at least one staff member capable of conducting simple functional behaviour assessments”

Installation

DDSW Region

Let's make sure we're ready to implement (capacity infrastructure)

Participants for trial were:

- from schools implementing Tier 1 with fidelity and integrity - teaching all students adaptive, functional skills and providing reinforcement for prosocial behaviour
- members of teams implementing ongoing systems for students with at-risk behaviour

Participants were :

School-based staff (e.g. DP, HOD, STL& N, GO who had:

- the Principal's support and agreement to participate in this training
- some knowledge and understanding of the ABC (Antecedent, Behaviour, Consequence) Model
- a student support role within the school and
- the flexibility and availability to be released to do the training, the student and teacher interviews and student observations required (for this reason, NOT timetabled classroom teachers)

Initial Implementation

- Let's give it a try & evaluate (demonstration)

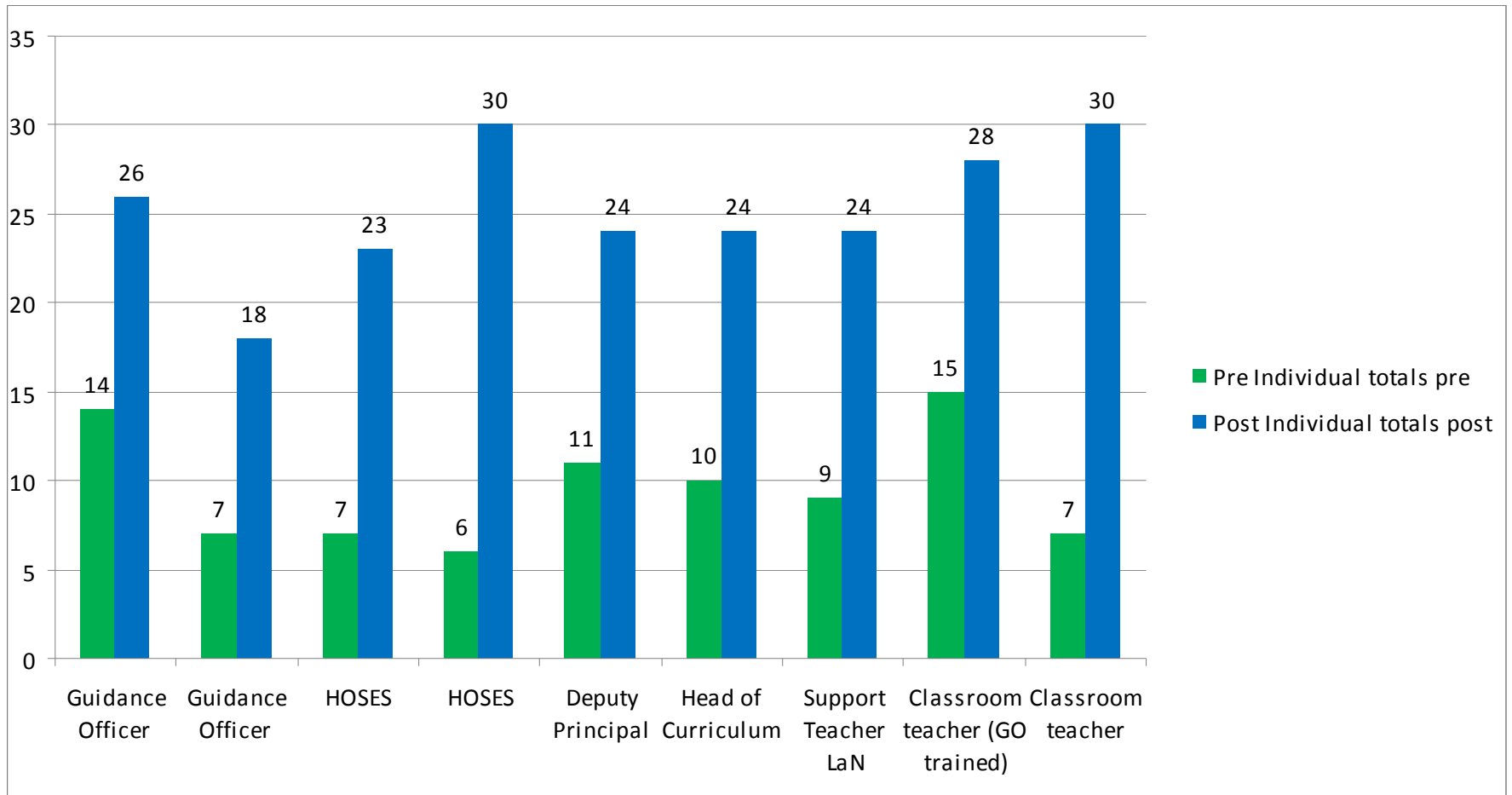
- EOI sent to selected schools with criteria for participant selection for trial of Practical FBA and 9 participants invited to participate.
- Training was adapted for Queensland schools and delivered by Warren Dawson, Statewide SWPBS Coordinator for Education Queensland using materials developed by Sheldon Loman, Ph.D. and Christopher Borgmeier, Ph.D. from Portland State University.
- After this initial trial, review and evaluation of the training package, two further trainings have been delivered to various Regional and school-based personnel by SWPBS Regional Coordinator

Practical FBA Participants Evaluation Survey

Please rate your level of knowledge, skills and confidence in using Practical FBA before and after this training.

Rate the level of knowledge or skills before training	Practical FBA training - knowledge and skills	After Training
1 2 3 4 5	(1) Using the <i>FACTS</i> interview with teacher (or other staff)	1 2 3 4 5
1 2 3 4 5	(2). Using the ABC observation to verify the information from the FACTS	1 2 3 4 5
1 2 3 4 5	(3) Conducting interviews with students with problem behaviours that are not dangerous to themselves or others.	1 2 3 4 5
1 2 3 4 5	(4) Providing Summary of Behaviour Table with a Final Hypothesis/Summary of Behaviour that you are convinced is accurate	1 2 3 4 5
1 2 3 4 5	(5) Providing possible behaviour support strategies that are related to the function of the student's problem behaviour.	1 2 3 4 5
1 2 3 4 5	(6) Assisting with the development of a Behaviour Support Plan which should include strategies that match the function of the behaviour and include setting event, antecedent, teaching, & consequence strategies.	1 2 3 4 5

Pre/Post FBA Knowledge Cohort #1 DDSW Region



Acceptability Rating Profile

Participant name:	Disagree		Agree			
(1) The practical FBA training you received equipped you for conducting (practical) FBA in your school	1	2	3	4	5	6
(2) I will use these FBA procedures with another student for whom a practical FBA would be appropriate	1	2	3	4	5	6
(3) I would suggest this training to other school professionals needing to learn to conduct FBA.	1	2	3	4	5	6
(4) The tools used within this Practical FBA are relatively easy to use.	1	2	3	4	5	6
(5) I will use the Facts Interview with teachers when conducting my next FBA.	1	2	3	4	5	6
(6) I will use the student-guided FACTS with students when conducting my next FBA.	1	2	3	4	5	6
(7) I will use the ABC observation form when conducting my next FBA.	1	2	3	4	5	6
(8) I feel confident I can conduct an FBA that will inform interventions for a student.	1	2	3	4	5	6
(9) The time spent in completing the FBA was reasonable.	1	2	3	4	5	6
(10) Overall the experience in using "Practical FBA" was beneficial for me.	1	2	3	4	5	6

How can “Practical FBA” be used?

- Designed to be used by someone well-versed in FBA and behavioural principles (e.g., behaviour specialist, school psychologist) to train school personnel.
- Designed for small group (5-10 people) trainings
- It can be used to train deputy principals, Heads of Special Ed Services, instructional assistants (STL&N), teachers, Guidance officers and behaviour specialists

And finally...

- Any questions, observations or thoughts about the Practical FBA training model?
- What did you learn?
- How will you use what you have learned?

*My thanks to you all for your interest
and participation.*