A19 — Basic FBA to BIP: Building School Capacity to Implement Function-Based Support

Presenters: Sheldon Loman, Ph.D. & Kathleen Strickland-Cohen, Ph.D., BCBA-D

Key Words: Functional Assessment, Tier III, Individualized Support
Introductions

- Who is here today?
  - Teachers?
  - Administrators?
  - Paraprofessionals?
  - District Behavior Specialists/BCBAs?
  - Outside consultants?

- Responsible for conducting FBA and building BSPs?
Functional Behavioral Assessment (FBA)

An empirically supported practice that has been demonstrated to improve both the effectiveness & efficiency of behavioral interventions in schools

(Blair, Umbreit, & Bos, 1999; Carr et al., 1999; Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Ingram, Lewis-Palmer, & Sugai, 2005; Lee, Sugai, & Horner, 1999; Loman & Horner, 2014; Newcomer & Lewis, 2004; Strickland-Cohen & Horner, 2015; Strickland-Cohen, et al., 2016)
Challenge schools face is not finding what works, but implementing what works.

Fixsen, Naoom, Blase, Friedman, & Wallace, 2005
The Logic Behind Multi-Tiered Behavioral Support

- SWPBIS creates a school climate that supports the appropriate academic and social behavior of ALL students with a focus on:
  - PREVENTION
  - EARLY INTERVENTION
Typical Practice... How are we doing?

- We often use our most effective tools only after challenging behaviors have become severe and/or dangerous (Scott et al., 2010)

- Students who engage in persistent, lower-level challenging behaviors are more likely to receive less effective, exclusionary practices
  - Verbal Reprimands
  - ODRs
  - Suspensions

(Renshaw, Christensen, Marchant, & Anderson, 2008)
Learning Objectives

- Define what we mean by a continuum of individualized/function-based supports.

- Describe the tools and supports needed for district and school personnel to use FBA/BSP more efficiently for students who engage in a wide range of problem behaviors.

- Discuss the evidence-base behind Basic FBA/BSP and the systems and supports that need to be in place to sustain the implementation of efficient individualized support over time.
Maximizing Your Session Participation

When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- Who would do this work?
- Where would this work live (e.g., responsibility)?
- What should we stop doing to make room for this work?
- How will we assess whether it’s (a) implemented well and (b) working?
Why Does FBA Continue to Be Underutilized In Schools?

- FBA demonstrated effective for students with and without disabilities with a wide range of problem behaviors (Epstein et al., 2008)

- But...
  - A lack of trained personnel leads to providing support in a “triage” manner
  - Opportunity is lost to utilize FBA for less severe persistent problem behavior
A Proactive Approach to Behavior Support Planning

- Many of problem behaviors that teams encounter do not require comprehensive FBA-BSP

- Using simplified FBA-BSP procedures that “match” the level and intensity of problem behavior
  - Provide FBS at the first signs of persistent problem behavior

Basic FBA/BSP:
- Non-Dangerous Behaviors and Maintaining Functions are Easily Defined and Identified

Complex FBA or Functional Analysis:
- Behaviors and Maintaining Functions Vary, and are not Easily Defined and/or Identified
Redefining the Role of the District Specialist in Schools

- **Proactively build capacity-**
  - Train 2-3 school personnel in each school to use Basic FBA/BSP
  - Teach all school-based team members to understand FUNCTION

- **Practical Trainings-** Provide short training sessions that teach “less more thoroughly” based on evidence-based instructional practices

- **Prioritized follow-up-** use of assessment to determine type of follow-up coaching needed
# Basic vs. Complex FBA/BSP

<table>
<thead>
<tr>
<th>For:</th>
<th>Basic</th>
<th>Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with</td>
<td>Students with <strong>mild to moderate</strong> problem behaviors</td>
<td>Students with <strong>moderate to severe</strong> behavioral problems; may be</td>
</tr>
<tr>
<td>mild to moderate</td>
<td>(behaviors that are <strong>NOT dangerous</strong> or occurring in many settings)</td>
<td><strong>dangerous and/or occurring in many settings</strong></td>
</tr>
<tr>
<td>problem behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What:</td>
<td>Relatively <strong>Simple</strong> and <strong>Efficient</strong> process for behavior support</td>
<td><strong>Time-intensive</strong> process that involves emergency planning, family-</td>
</tr>
<tr>
<td></td>
<td>planning based on “practical” FBA data</td>
<td>centered planning, and collaboration with outside agencies</td>
</tr>
<tr>
<td>Developed by whom:</td>
<td>Team of school-based professionals (e.g., PBS team members whose job</td>
<td>School-based team including professionals trained to develop and</td>
</tr>
<tr>
<td></td>
<td>responsibilities include FBA and behavior support planning)</td>
<td>implement intensive interventions for students with severe problem</td>
</tr>
<tr>
<td></td>
<td></td>
<td>behaviors (e.g., <strong>behavior specialist</strong>)</td>
</tr>
</tbody>
</table>
The Basic FBA to BSP Training Series
Welcome! Use the buttons below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don’t miss the blog below.
www.basicfba.com

- Materials & Tools for In-person and On-line Training
  - School and district readiness checklists
  - Participant Guide and Materials to Follow Along and Practice Using Forms/Tools
  - Pre/Posttests for Each Module
  - Interactive Activities with Checks for Understanding
  - Embedded videos to model skills and practice direct observation and data collection
  - Links to data collection and graphing resources specific to Basic FBA to BSP
  - Tools, forms, and resources for coaches
Basic FBA to BSP Training Series
Loman, Strickland-Cohen, Borgmeier, & Horner (2014)

- Module 1 - Defining & Understanding Behavior*
- Module 2 - FBA: Interviewing Stakeholders
- Module 3 - FBA: Observing Behavior
- Module 4 - BSP: Critical Features of Function-based Interventions*
- Module 5 - Selecting Function-based Interventions
- Module 6 - Planning for Implementation
- Module 7 - Evaluation Planning

*Designed as training for all school staff
Big Ideas

- Skills taught in manageable chunks
  - 60-90 minute modules
  - Intended delivery: 1 module every 1-2 weeks

- Interactive Training Activities – Learn through demonstration & practice application activities

- Built-in Assessment Activities – included at end of each module

- Homework Tasks with each module for real-world practice that culminate in implementation of a BSP developed from an FBA
Sample Training Slides & Activities
Module 1 Objectives

By the end of this module you should be able to:

1. Define observable behavior (What).
2. Identify events that predict When & Where the specific behavior occurs.
3. Identify Why a student engages in the specific behavior.
Always Start by Defining the Problem Behavior

2
Antecedents/Triggers
When _____ happens....

1
Behavior:
the student does (what)___

3
Consequence/Function
..and as a result ______
Activity 1

Using your guidebook (page 4) provide an observable & measurable definition for ONE of these behaviors:

– Jeff is always **disruptive** in class.
– Hailey is constantly **off-task** during math.
– Chris is **defiant**.
– Brandon is **angry** and **hostile**.
– Alexis uses **inappropriate language**.
Once you have defined the problem behavior…

THEN: **Where & When** does the behavior occur?

– Routines
  
– Triggering Antecedents

1. Behavior: the student does *(what)___*

2. Antecedents/Triggers

When _____ happens….
Once you have defined the behavior (the **What**) & know **Where & When** the behavior occurs...

Then: **WHY** does the behavior continue to occur (what happens right afterwards)? Step #1: What is the **CONSEQUENCE**?  
Step #2: What is the **PAYOFF**?

2  
Routines/Antecedents:  
When _____ happens....

1  
Behavior:  
the student does (what)___

3  
Consequence/Outcome  
..and as a result ______
Understanding **FUNCTION**: WHY?

**What is the Payoff?**

Use information about the routine, antecedent, behavior, & consequence to determine that the function of the behavior is either to:

- Get or Avoid something in the environment

**Routine: During ________________**

<table>
<thead>
<tr>
<th>Antecedent/Trigger: When ________</th>
<th>Behavior: Student does ________</th>
<th>Consequence/OutCome: and as a result... ________</th>
</tr>
</thead>
</table>

Therefore, the function of the behavior is to: get/avoid ______________
After interviewing Johnny’s teacher and conducting several observations, Johnny’s team determined that when seated next to peers 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 behavior his peers laugh at him.

Routine: “During **Less structured class time**“

**Antecedent/Trigger:**
“When ...

Seated next to peers

**Behavior:**
Student does...

Tears up paper & stomps feet

**Consequence/Outcome:**
and as a result...

Peers laugh

Therefore, the function of the behavior is to:

**get/avoid** Peer Attention
ABC Tracker

Student ___________________________  Staff ___________________________  Dates ___________________________

Identify a recurring behavior to observe in a single student. The behavior or set of behaviors should occur during a similar school routine, subject area, location or time of day. Track 5 occurrences of that behavior over the next 2 weeks and identify patterns and trends in occurrence.

<table>
<thead>
<tr>
<th>Routine</th>
<th>When... (Antecedent)</th>
<th>Student will... (Behavior)</th>
<th>Because... (Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; incident</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary Statement**

**Routine:**

**Antecedent/Trigger:**

When ___________________________

**Behavior:**

Student does ___________________________

**Consequence/Outcome:**

and as a result ___________________________

Therefore the function of the behavior is to get / avoid __________________________ (circle one)
Define the ABC’s of understanding the function of behavior:

A____________________
B____________________
C____________________

• What should you always do first?
Task

• Over the next week...
  1. Select a student in your school who has persistent problem behavior that is not dangerous. Identify:
    • 1 appropriate behavior (a behavior you would like to see increase)
    • 1 inappropriate behavior (that you would like to decrease)

  2. Define both behaviors in observable and measurable terms, and identify the antecedents that happen before and consequences that follow each behavior
Module 2 Objectives

Using the FACTS interviews with staff and students to specify:

1. The problem behaviors
2. Routines in which problem behaviors occur
3. Triggers or predictors of the problem behavior
4. Pay-off (Function) the behaviors have for student
5. Possible setting events
6. Summary of behavior
How do we obtain the information to make a summary statement

Ask & See

1. Ask—
   - Interview Teacher & Staff
   - Interview Student

2. See
   - Observe the student’s behavior in routines identified by the interview
   - Use the interview to guide observations.
The FACTS (Parts A & B)

The Functional Assessment Checklist for Teachers and Staff (pages 16 & 17) or Students (Appendix, Form B: FACTS for students)

Has two parts: Parts A & B

- Part A- Start with the student’s strengths & identify routines where problem behavior occurs
- Part B- Interview based on prioritized routines from Part-A and stick to this routine
- Summarize the interview with respondent and have them rate the confidence of the statement
FACTS Part-A
Routines Analysis Example: Joe

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity/Staff</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30</td>
<td>Math – Jones</td>
<td>Low 2 3 4 5 6</td>
<td>Walking around the room, throwing pencil, tearing up paper, disruptive</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Handwriting Jones</td>
<td>1 2 3 4 5 6</td>
<td>Talking to peers</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Recess – Rice</td>
<td>1 2 3 4 5 6</td>
<td>No problems</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Reading – Sparks</td>
<td>1 2 3 4 5 6</td>
<td>Walking around the room, pushing books on floor, tearing up paper, disruptive</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Science – Jones</td>
<td>1 2 3 4 5 6</td>
<td>Talking to peers</td>
</tr>
<tr>
<td>11:30-12:15</td>
<td>Lunch - Rice</td>
<td>1 2 3 4 5 6</td>
<td>No problem, but got in fight 2 mos. ago</td>
</tr>
</tbody>
</table>
Online Content has Example Videos for Completing Interview

Watch the video embedded below and follow along on the completed FACTS form in the participants guide… or download the completed FACTS form below.

Video Demo FACTS Part A

Video: FACTS Part A -- Prioritizing Routines & Defining Behavior
Activity 1 (page 19)

With a partner and using the FACTS Part-A form for Tracy (page 20), complete the:

(a) Student Strengths
(b) Routines Analysis

One partner will be the interviewer and complete page 20 (this is partially completed for you already)

One partner will play the role of Tracy’s Teacher and follow the script on page 19
For Teachers/Staff: Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: ___________________________  Grade: _______  Date: _______
Staff Interviewed: ___________________  Interviewer: _______________________

Student Strengths: Identify at least three strengths or contributions the student brings to school.
- Academic strengths -
- Social/Recreational -
- Other -

Routine Analysis: Where, When and With Whom Problem Behaviors are Most Likely:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
<th>Current Intervention for the Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Low 1 2 3 4 5 6</td>
<td>High 1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<td>1 2 3 4 5 6</td>
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<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
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<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

Routine # 1
- Routines/Activities/Context
- Problem Behavior(s)

Routine # 2
- **If problem behaviors occur in more than 2 routines, refer case to behavior specialist**

Behavior(s): Rank order the top priority problem behaviors occurring in the targeted routine above:
- Tardy
- Fight/physical Aggression
- Disruptive
- Theft
- Unresponsive
- Inappropriate Language
- Insolence
- Vandalism
- Verbal Harassment
- Work not done
- Other

Describe prioritized problem behavior(s) in observable terms:

What is the frequency of the Problem Behavior in the targeted routine (if x’s/day or hour)?

If the duration of the Problem Behavior in the targeted routine (in seconds or min)?

Is Behavior Immediate Danger to self/others?  Y  N

If Yes, refer case to behavior specialist

Step #4: Identify Problem Behaviors for the identified routine

- Focus on the single routine you have prioritized.
- Check those behaviors that occur in the target routine & then rank the top 3 most concerning problem behaviors in that routine.
- Provide a brief description of exactly what the behaviors look like (observable & measurable)
- This definition should be so clear that you could clearly identify when the behavior does or does not occur
List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

<table>
<thead>
<tr>
<th>Routine #1</th>
<th>Routines/Activities/Context</th>
<th>Problem Behavior(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine #1</td>
<td>Lunch/Break</td>
<td>Calls students names, threatens students</td>
</tr>
<tr>
<td>Routine #2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BEHAVIOR(s):** Rank order the top priority problem behaviors occurring in the targeted routine above:

1. Tardy
2. Fight/physical Aggression
3. Inappropriate Language
4. Self-injury
5. Verbal Harassment
6. Disruptive
7. Unresponsive
8. The work not done
9. Theft
10. Vandalism
11. Insubordination
12. Other

Describe prioritized problem behavior(s) in observable terms: Calls students names, teases and threatens them.

What is the frequency of the Problem Behavior in the targeted routine (# x’s /day or hour)? 2

What is the duration of the Problem Behavior in the targeted routine (in seconds or min)? 1 min
FACTS Part-B

Step 1: Identify a Routine & Stick to It

• Once you have identified a priority routine:
  – Make sure that throughout your interview, you continue to remind the interviewee that you are only focusing on behavior in the target routine

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.

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
<tbody>
<tr>
<td>During lunch/break time—when out of class near peers</td>
<td>Calls names, teases, and threatens peers</td>
</tr>
</tbody>
</table>
After interviewing Johnny’s teacher and conducting several observations, Johnny’s team determined that when seated next to peers 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 behavior his peers laugh at him.

Routine: “During **Less structured class time**”

- **Antecedent/Trigger:** “When …
  - Seated next to peers

- **Behavior:**
  - Student does…
  - Tears up paper & stomps feet

- **Consequence/Outcome:**
  - and as a result…
  - Peers laugh
  - Therefore, the function of the behavior is to:
  - **get/avoid Peer Attention**
But let’s be honest…

Things often look a little more like this...

When asked to work with a partner in science, Bobby complaints about the assignment, refuses to work, and uses lab equipment inappropriately. As a result, Bobby’s peers laugh and joke with him, the teacher calls him aside to talk with him about his behavior, and he is asked to sit down at his desk to complete a different assignment while his peers are in lab.

• Interview questions are designed to understand the specific (a) conditions under which the behavior occurs and (b) events that immediately follow the behavior of interest.
**Interview - Antecedents**

**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.

<table>
<thead>
<tr>
<th>Environmental Features (Rank order strongest 2)</th>
<th>Follow Up Questions – <em>Get as Specific as possible</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. task too hard</td>
<td>If <strong>a, b, c, d or e</strong> - describe task/demand in detail __ writing sentences, paragraphs, letters, journals, etc. student cannot write because they don’t know how to read or spell fluently.</td>
</tr>
<tr>
<td>2. task too easy</td>
<td>If <strong>f</strong> - describe purpose of correction, voice tone, volume etc.</td>
</tr>
<tr>
<td>3. bored w/ task</td>
<td>If <strong>g, h, i, j or k</strong> - describe setting/activity/content in detail.</td>
</tr>
<tr>
<td>4. task too long</td>
<td>If <strong>l</strong> – what peers?</td>
</tr>
<tr>
<td>5. physical demand</td>
<td></td>
</tr>
<tr>
<td>6. correction/reprimand</td>
<td></td>
</tr>
<tr>
<td>7. independent work</td>
<td></td>
</tr>
<tr>
<td>8. with peers</td>
<td></td>
</tr>
<tr>
<td>9. Other, describe</td>
<td></td>
</tr>
</tbody>
</table>

If a, b, c, d or e - describe task/demand in detail __ writing sentences, paragraphs, letters, journals, etc. student cannot write because they don’t know how to read or spell fluently.

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?

After the interviewer has rank ordered the tasks, ask the necessary follow-up questions to get a complete understanding of what is triggering the problem behavior.
Interview: Consequences

First, show the person being interviewed the list and check all that apply

Then, have them rank order the 2 strongest consequences selected

---

**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.

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

<table>
<thead>
<tr>
<th>Routine/Activities/Context</th>
<th>Problem Behavior(s) – make description observable</th>
</tr>
</thead>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Environmental Features (Rank order strongest 5)</th>
<th>Follow Up Questions – Get as Specific as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. task too hard</td>
<td>if a or i – How long? What duration?</td>
</tr>
<tr>
<td>b. task too easy</td>
<td>if b or g – Why?</td>
</tr>
<tr>
<td>c. bore w/ task</td>
<td>if c or f – How?</td>
</tr>
<tr>
<td>d. task too long</td>
<td>if d or e – What is involved?</td>
</tr>
<tr>
<td>e. physical demand</td>
<td>if e or h or g or m – Describe</td>
</tr>
<tr>
<td>f. correction/reprimand</td>
<td>if f or j or l or m – Describe</td>
</tr>
<tr>
<td>Other</td>
<td>if g or j or m or n – Describe</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Consequences Function</th>
<th>Follow Up Questions – Get as Specific as possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. get adult attention</td>
<td>if a or i – How long? What duration?</td>
</tr>
<tr>
<td>b. get peer attention</td>
<td>if b or g – Why?</td>
</tr>
<tr>
<td>c. get object/things/money</td>
<td>if c or f – How?</td>
</tr>
<tr>
<td>d. get sensation</td>
<td>if d or e – What is involved?</td>
</tr>
<tr>
<td>e. get other</td>
<td>if e or h or g or m – Describe</td>
</tr>
<tr>
<td>f. avoid adult attention</td>
<td>if f or j or l or m – Describe</td>
</tr>
<tr>
<td>g. avoid peer attention</td>
<td>if g or j or m or n – Describe</td>
</tr>
<tr>
<td>h. avoid unstructured activity/task</td>
<td>if h or k or l or m – Describe</td>
</tr>
<tr>
<td>i. avoid sensation</td>
<td>if i or j or k or m – Describe</td>
</tr>
<tr>
<td>j. avoid aversive</td>
<td>if j or k or l or m – Describe</td>
</tr>
<tr>
<td>k. avoid escape other</td>
<td>if k or l or m or n – Describe</td>
</tr>
</tbody>
</table>

#### 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.

- hunger
- missed meal
- conflict at home
- conflict at school
- limited friends
- illness
- positive change
- routine
- homework
- no fun
- other

#### SUMMARY OF BEHAVIOR:
From boxes behavior top ranked responders and follow up responses from corresponding categories above.

<table>
<thead>
<tr>
<th>ANTECEDENT(s) Triggers</th>
<th>Problem Behavior(s)</th>
<th>CONSEQUENCE(s) Function</th>
</tr>
</thead>
</table>

#### Teacher Rating:
Rate the statement based on the Summary of Behavior and the identified behavior occurring.

- Not real sure
- Not sure
- Maybe
- Possibly
- Usually
- Mostly
- Always
- 100% Sure

### Teacher Rating Question:
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?
Task

• This week, conduct a FACTS interview with a staff member that is very familiar with a student that requires individual behavioral support.

• Give yourself 30-45 minutes to complete the interview

• PLEASE BRING TO NEXT SESSION
Module 3 Objectives

• Utilize information obtained from FACTS interview(s) to plan for observations.

• Observe students within routines identified by the FACTS interview(s)

• Observe to test the Summary of Behavior obtained from the FACTS interview

• Practice using ABC Recording Form.
# ABC Recording Form

<table>
<thead>
<tr>
<th>#</th>
<th>Time</th>
<th>Activity/Trial</th>
<th>Trigger/Intervention</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**General Observations:**

**Observer:**

**Student:**

**Room/Setting (subject, gym, hall, etc.):**

**Date & Time:**

---

[Table content continued]
<table>
<thead>
<tr>
<th>#</th>
<th>Time:</th>
<th>Activity/Task</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Outcome/Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10:05</td>
<td>Large group instruction</td>
<td>Given directions, asked to turn in assignments</td>
<td>Threatens student: &quot;I'll excuse you right in the mouth, dork&quot;</td>
<td>Adult Attention Provided: Peer Attention Provided: Got Preferred Activity Item: Got Sensation: Got Attention Avoided: Peer Attention Avoided: Task Activity Avoided: Sensation Avoided: Other: Notes: Peers Avoid:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify: Before class starts</td>
<td>Student bumps him</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10:06</td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Says: &quot;What HW?&quot;</td>
<td>Adult Attention Provided: Peer Attention Provided: Got Preferred Activity Item: Got Sensation: Got Attention Avoided: Peer Attention Avoided: Task Activity Avoided: Sensation Avoided: Other: Notes: &quot;HW due every Monday&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify: Teacher enters class late</td>
<td>Engaged in preferred activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preferred activity removed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes: To turn in HW</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:07</td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Yells: &quot;Since when?&quot;</td>
<td>Adult Attention Provided: Peer Attention Provided: Got Preferred Activity Item: Got Sensation: Got Attention Avoided: Peer Attention Avoided: Task Activity Avoided: Sensation Avoided: Other: Notes: &quot;Since beginning of school&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify: Collecting HW</td>
<td>Engaged in preferred activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collecting HW</td>
<td>Preferred activity removed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes: Teacher response: &quot;HW due every Monday&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10:08</td>
<td>Large group instruction</td>
<td>Given instruction</td>
<td>Yells: &quot;Not since I've been here&quot;</td>
<td>Adult Attention Provided: Peer Attention Provided: Got Preferred Activity Item: Got Sensation: Got Attention Avoided: Peer Attention Avoided: Task Activity Avoided: Sensation Avoided: Other: Notes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Small group work</td>
<td>Given correction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independent work</td>
<td>Alone (no attention/no activities)</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Unstructured time</td>
<td>With Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specify: Collecting HW</td>
<td>Engaged in preferred activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collecting HW</td>
<td>Preferred activity removed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transition: Change in activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other/Notes: Teacher ignores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>Time:</td>
<td>Activity/Task</td>
<td>Antecedent</td>
<td>Behavior</td>
<td>Outcome/Consequence</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>Volly at teacher, &quot;You think you can make me do this work?&quot;</td>
<td>Adult Attention Provided</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>Volly at teacher, &quot;What are you looking at?&quot;</td>
<td>Adult Attention Provided</td>
</tr>
</tbody>
</table>

**Summary Statement**

During: Large Group or Small Group Instruction.

When: Given instruction/correction from teacher.

Student will: Talk out and yell at teacher.

Because: Teacher responds or looks at him.

Therefore the function is to escape (circle one): Adult Attention from the Teacher.

**Percentage of accuracy:** 100% Sure/No Doubt
Module 4 Objectives

• Use a Competing Behavior Pathway to Identify Function-based behavior supports that:
  – Teach positive behaviors to replace problem behavior
  – Use strategies to prevent problem behavior & prompt positive behaviors
  – Reinforce replacement & desired behaviors
  – Effectively respond to problem behaviors by redirecting & minimizing their pay-off
Essential Components of FBA Summary Statements

• The summary statement should include an observable description of:
  – Targeted **Routine**
  – Any identified **Setting events** / “Set-ups”
  – **Antecedents** / “triggers” for problem behavior
  – Operationally defined **Problem Behavior**
  – **Consequences** that follow the problem behavior
  – **Primary Function** of problem Behavior
    • **Multiple Functions** = **Multiple Summary Statements**
Developing a Competing Behavior Pathway

Summary Statement: We already have this!!!

Targeted Routine
- Setting Event
- Antecedent
- Problem Behavior
- Maintaining Consequence

Desired Behavior
- Natural Consequence

Alternative Behavior

We start with the Alternative Behavior
Three Essential Characteristics of Replacement Behavior

• Replacement Behavior:
  – Serves the same function as the problem behavior (reliably 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
Why the **Alternative Behavior**?

Why not go straight to the **Desired Behavior**?

Why not go straight to the **Desired Behavior**?

**Nadia**

**Routine: Language Arts**

<table>
<thead>
<tr>
<th>None Identified</th>
<th>Asked to complete Independent writing tasks</th>
<th>Crying, pushing papers off desk</th>
<th>Sent to hall to ‘calm down’</th>
</tr>
</thead>
</table>

1. This is what we’re asking the student to do.
2. This is what the student wants now.
3. Look how different this is from what’s happening now.
4. The student is going to need to gain writing skills before being able to do this like peers.
5. So... in the meantime we use the alternate behavior.

**Function:** escape task

**Complete writing task**

**Success, teacher acknowledgment**

2. This is what the student wants now.
Identifying Appropriate Replacement Behavior

- During independent reading time in language arts, Audrey makes noises, talks out, and walks around the room. The FBA has shown that this behavior is maintained by adult attention.

Which is the **best** Replacement behavior? **Why/Why Not?**

- Ask to sit at the teachers desk during reading
- **Turn paper over to ask for a break**
- **Request help/adult attention**
- Ask for a reward for completing the task
- Request an easier task

1. Serve same Function?
2. Is it Easier?
3. Is it Socially Acceptable?
Example

• Using the following scenario, identify an appropriate replacement behavior to teach Charlie.

When Charlie is asked to join a peer work-group, she makes negative self-statements and writes curse words on her assignments. FBA data indicate that this problem behavior is maintained by avoiding having to work with peers.
Module 5 Objectives

By the end of this Module Team Leaders will be able to:

1. Explain Prompting as an Antecedent Intervention and generate prompting strategies.
2. Describe and generate Setting Events interventions, including Elimination and Neutralizing Routines
3. Develop a Continuum of Successive Approximations and strategies to encourage students to engage in increasing approximations of the Desired Behavior.
4. Develop a point card to monitor behavior and guide implementation of a reinforcement plan that includes reasonable expectations, timeframes, and valued incentive
5. Identify differences in function-based interventions for students with Escape Maintained vs. Attention Seeking challenging behavior.
Identifying Behavior Support Strategies

Basic BSP Team Leader should identify a range of strategies/interventions to address:

- Prevention
- Teaching
- Consequences
  (Reinforce & Redirect)

Consider the **FUNCTION** of the problem behavior when selecting these strategies.
Prevention Strategies

Antecedents

*Prevent & Prompt*
Antecedent Strategies
Prevent & Prompt

<table>
<thead>
<tr>
<th>Prevent by directly addressing triggers &amp; function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevent problem behavior</td>
</tr>
<tr>
<td>Teach Replacement Desired Behavior</td>
</tr>
<tr>
<td>Teach Desired Behavior: Academic, Social Skills</td>
</tr>
<tr>
<td>Reinforce Replacement &amp; Desired Behavior</td>
</tr>
<tr>
<td>Redirect to Replacement Behavior</td>
</tr>
<tr>
<td>Minimize Reinforcement of Problem Behavior</td>
</tr>
</tbody>
</table>
Antecedent Interventions for *Escaping Tasks* (pg. 5.4)

**Prevent Problem Behavior**

- Modify assignments to meet student instructional/skill level
  - adjust timelines, provide graphic organizers, break into smaller chunks, visual/verbal/gestural prompts
  cueing appropriate steps
- Assign student to work with a peer for help
- Provide additional instruction/support
- Pre-Teach content- Present new concepts to student
Antecedent Interventions for Attention Seeking (pg. 5.5)

Prevent Problem Behavior

• Give attention early for positive behaviors
• Check-in – provide adult attention immediately upon student arrival
• Give student frequent intermittent attention for positive or neutral behavior
  – Might help to place student in desk where they are easily accessible for frequent staff/peer attention
• Give student leadership responsibility or a class ‘job’ that requires the student to interact with staff
• Build in peer support by assigning a peer buddy or peer tutoring or cooperative work groups
Selecting Prevention Strategies: Modifying Triggers

When identifying preventive antecedent strategies:
- Eliminate or alter the trigger so student will no longer need to use problem behavior

The BEST antecedent MODIFICATIONS directly address:
#1. The identified ANTECEDENT
#2. The FUNCTION of the problem behavior
Prevention Interventions **Directly** address the identified antecedent

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk
  - **Antecedent = Asked to read aloud in class**
    - Potential options that **more directly** address the antecedent
      - Give student passage in advance to practice pre-reading
      - Do not ask student to read aloud in class
      - Let student read 1 sentence directions that he is familiar with, instead of entire paragraphs from the text

- **Non-examples** (do not directly address antecedent)
  - Move student closer to the teacher
  - Attend a counseling group about anger management
  - Check-in with teacher before reading group

- **Now, why is Function important?**
Antecedent interventions must address the function the problem behavior serves

- **When asked to read aloud in class**, Kyle makes inappropriate comments and pushes his book off his desk to avoid public speaking (not related to reading difficulty; related to extreme social anxiety).

- Does the Intervention address the Function of Behavior
  - Give student passage in advance to practice pre-reading
  - Do not ask student to read aloud in class (or respond publicly)
  - Let student read 1 sentence directions they are familiar with, instead of entire paragraphs from the text
• For this example, please describe an appropriate antecedent modification that addresses both the triggering antecedent and the function of the problem behavior?

When asked to read independently at his seat, Ronnie makes inappropriate noises and makes faces at peers. Based on the FBA data collected, the team agreed that the function of Ronnie’s behavior is to obtain peer attention.
Identifying Behavior Support Strategies

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Antecedent Strategies</th>
<th>Teaching Strategies</th>
<th>Consequences Strategies</th>
</tr>
</thead>
</table>

We consider the **FUNCTION** of the problem behavior when selecting these strategies.

Team identifies a range of strategies/interventions to address:
- Prevention
- Teaching
- Consequences

Response to Problem Behavior/
# Teaching Behavior Strategies

<table>
<thead>
<tr>
<th>Setting Event Strategies</th>
<th>Prevent Problem Behavior</th>
<th>Prevent Replacement Desired Behavior</th>
<th>Teach Replacement Behavior</th>
<th>Teach Desired Behavior &amp; Minimize Reinforcement of Problem Behavior</th>
</tr>
</thead>
</table>

**Explicitly Teach**
- student to use the Replacement Behavior

**Teach skills**
- student needs to engage in the desired behavior
- (or approximations toward desired beh.)
Promoting Desired Behavior: Successive Approximations

- It is typically necessary to teach approximations of the desired behavior to move from the Replacement Behavior to the Desired Behavior.
  - Build on small steps of success towards the desired behavior
  - Use the function of behavior & the Competing Behavior Pathway as a guide
  - With fluency, student is reinforced by “natural” reward
Successive Approximations toward Desired Behavior

Dexter

Antecedent: Task too difficult
Asked to do multi-digit multiplication or division math worksheets

Desired Behavior: Complete Multi-Digit Math Problems independently

Natural Consequence: Success on problems, more math tasks

Function: Escape Difficult Math Tasks

PROBLEM BEHAVIOR

Approximation Step #1: Ask for break using only 3 break tokens per period

Replacement Behavior: Ask for Break from Difficult Double Digit Tasks

Approximation Step #2:

Approximation Step #3: Ask for teacher help
Check for Understanding #3
(Pages 76-78)

• Use the information in the following Competing Behavior Pathways to determine if the plans include appropriate strategies for:
  – Preventing problem behavior
  – Teaching alternative and desired behavior
  – Rewarding appropriate behavior
  – Responding to inappropriate behavior

If not, please circle/explain what is missing/wrong, and propose an appropriate strategy.
### Example B.

<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Manipulate Antecedent</th>
<th>Teach Behavior</th>
<th>Alter Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange for more opportunities to work with peers on days when student has not had breakfast</td>
<td>When passing out assignments provide student with a choice of working with a group or completing the assignment alone</td>
<td>Provide social skills training focused on how to work cooperatively with peers 3 x per week</td>
<td>Rewards: Student will be allowed to work alone when asks appropriately</td>
</tr>
<tr>
<td></td>
<td>Place a “reminder” card on student’s desk stating that she may ask to work alone at any point during the group task</td>
<td></td>
<td>Desired Behavior??</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Response to Problem: At first sign of problem behavior, student will be told to go to resource room to complete work on her own</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Antecedent:** Asked to complete a project with a group (2-3 peers)

**Problem Behavior:** Whining and refusing to do work

**Replacement Behavior:** Ask appropriately if she may work on the assignment alone

**Consequence/Function:** Success, sense of accomplishment, peer attention

**Desired Behavior:** Work with peers to complete group assignment

**Consequence:** Student is told to go complete her work in the office

**Avoids working with peers**
Task
for Basic FBA to BSP team members

• Before beginning the next module complete the Competing Behavior Pathway & BSP Form to identify function-based interventions for the student for whom you conducted the FBA interviews and observations.
Module 6 Objectives

By the end of this module you will be able to:

1. Describe the essential components of implementation plans
2. Explain the meaning and importance of “Contextual Fit”
3. Explain the role of BSP Team Leader and team members in finalizing a BSP Implementation Plan
4. Identify the specific activities that the team leader will engage in before, during, and after the team-based BSP Implementation Planning process
5. Identify and describe Implementation Supports including Contextual Fit, Training, and Performance Feedback
6. Lead a “team” of professionals through the process of developing a sample BSP
Role of the Team Leader

• Primary role of the Team Leader is to **Guide** team members in development of a Function-based plan with strong Contextual Fit

• Specific tasks:
  • Guide team in selecting **Function-Based** preventive, teaching, and consequence strategies
  • Ensure that ALL team members participate in the process and agree with outcomes (assess **Contextual Fit** of the plan)

* The meeting usually takes about 45 minutes to 1 hour.
Implementation Planning: Who will do what, by when?

• What specific activities will be involved?

• Who is responsible for implementing each part of the intervention?

• When will each part of the plan be implemented?
Implementation Planning

What
Who
When

BEHAVIOR SUPPORT IMPLEMENTATION PLAN

Tasks: Make problem behavior irrelevant (prompt alternate behavior)

Teaching: Teach new skills/alternate behavior

Extinction: Make problem behavior ineffective (prompt alternate behavior)

Responding to Problem Behavior: Prompt alternate behavior & consequences.

Safety: Is safety a concern? Y N

If yes, attach crisis plan to Behavior Support Plan
What is **Contextual Fit**? Why is It Important?

- Contextual fit refers to the extent to which interventions & supports “fit” with:
  - The skills and values of the implementers
  - The available resources & supports

- In other words… How **FEASIBLE** are the strategies?

- *Strategies with good “contextual fit” are more likely to be implemented with fidelity!!*
Ongoing Feedback & Support for the Implementers

• The *Basic FBA to BSP Behavior Specialists* should actively and regularly check-in with the implementers to:

  – answer questions about implementation
  – problem solve challenges
  – provide feedback to support implementation
  – *Celebrate successful implementation!*
Module 7 Objectives

By the end of this module you will be able to:

1. Define the necessary components of evaluation plans and develop appropriate short- and long-term goals
2. Develop a daily point card to measure student progress toward the short-term goal and implementation fidelity
3. Enter student progress data & implementation fidelity data into an Excel Graphing template for decision making
4. Use data to guide decision making related the BSP
5. Describe the BSP Review Meeting process and the products that should result from the meeting
BSP Evaluation Planning Form (p. 7.3)

1. **Short-term goal**
   - What is the short-term behavioral goal (Reduction in Problem Behavior)?
     - During <Routine>, when <Antecedent>, <student name> will <Positive Stimulus Behavior> at least <%> of the time as measured by a Daily Point Card (see attached).
     - Expected date

2. **Long-term goal**
   - What is the long-term behavioral goal (Approximations toward Desired Behavior)?
     - During <Routine>, when <Antecedent>, <student name> will <Desired Behavior> at least <%> of the time as measured by ________
     - Expected date

3. **Data Collection Procedures**
   - **Data to be Collected**
   - **Procedures for Data Collection**
   - **Person Responsible**
   - **Timeline**
     - Is Plan Being Implemented?
       - Complete the Daily Implementation Checklist
     - Is Plan Making a Difference?
       - Complete the Daily Point Card
     - Graphing Data
       - Enter Daily Point card data (student progress & implementation fidelity) into Excel graphing template
     - Date for BSP Review Meeting (suggested in 2 weeks)
Developing & Writing Goals

### Short-term goal

What is the short-term behavioral goal (Reduction in Problem Behavior)?

During <Routine>, when <Antecedent>, <student name> will <Positive Stimulat Behavior> at least <%> of the time as measured by a Daily Point Card (see attached).

_________ Expected date

### Long-term goal

What is the long-term behavioral goal (Approximations toward Desired Behavior)?

During <Routine>, when <Antecedent>, <student name> will <Derived Behavior> at least <%> of the time as measured by ________ Expected date

---

### Evaluation Procedures

<table>
<thead>
<tr>
<th>Data to be Collected</th>
<th>Procedures for Data Collection</th>
<th>Person Responsible</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is Plan Being</td>
<td>Complete the Daily Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implemented?</td>
<td>Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is Plan Making a</td>
<td>Complete the Daily Point Card</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphing Data</td>
<td>Enter Daily Point card data (student progress &amp; implementation fidelity) into Excel graphing template</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Date for BSP Review Meeting (suggested in 2 weeks) _________
Activity 1 (p. 7.4)

• Review each of the goals below and identify what components are missing from each goal:

  – During Recess, when playing with peers, Carter will touch safely or ask for a break as measured by a daily point card.

  – Griffin will not spit or pull hair when he doesn’t want to do his work in the next two weeks.
Activity 3 (p. 7.9)

- Use the Competing Behavior Pathway to write a short-term goal for Morgan, the goal should primarily measure *reduction in problem behavior* (*remember to reframe to the expected behavior*), you also might include use of the replacement behavior as a secondary focus:
Graphing Data for Decision Making
Simple BSP Graphing Template

• Basic FBA to BSP encourages daily graphing of student outcome & implementation data

  – Download the Graph from the Basic FBA to BSP website – www.basicfba.com
  • Click on “Data Graphing Resources for Basic FBA to BSP”
  • Click on “Data Graphing Template (Excel)” and Download the excel document to your computer

• Regularly sharing graphed feedback data (e.g. daily) with implementers is a strong support for increasing plan implementation
Example Graph

The data points on the graph will *generate automatically* when data is entered into the spreadsheet.
## Entering Student Progress Data from the Point Card

### STUDENT OUTCOME DATA

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>% of Student Points Earned</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29/2013</td>
<td>1</td>
<td>14</td>
<td>16</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>1/30/2013</td>
<td>2</td>
<td>14</td>
<td>16</td>
<td>88%</td>
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<tr>
<td>1/31/2013</td>
<td>3</td>
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<td>16</td>
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<tr>
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<td>8</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>2/4/2013</td>
<td>5</td>
<td>5</td>
<td>16</td>
<td>31%</td>
<td></td>
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<tr>
<td>2/5/2013</td>
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<td>16</td>
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<td></td>
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<td>2/6/2013</td>
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<td>16</td>
<td>63%</td>
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</tr>
<tr>
<td>2/8/2013</td>
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<td>12</td>
<td>16</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>2/13/2013</td>
<td>9</td>
<td>11</td>
<td>16</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>2/15/2013</td>
<td>10</td>
<td>11</td>
<td>16</td>
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</tr>
<tr>
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<td>11</td>
<td>16</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>2/20/2013</td>
<td>12</td>
<td>2</td>
<td>8</td>
<td>25%</td>
<td>Came to school late following Dentist Appt</td>
</tr>
<tr>
<td>2/21/2013</td>
<td>13</td>
<td>12</td>
<td>16</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>2/22/2013</td>
<td>14</td>
<td>16</td>
<td>16</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>2/25/2013</td>
<td>15</td>
<td>10</td>
<td>16</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>2/26/2013</td>
<td>16</td>
<td>12</td>
<td>16</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>2/27/2013</td>
<td>17</td>
<td>Absent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>19</td>
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<td>16</td>
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<tr>
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<td>20</td>
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### IMPLEMENTATION FIDELITY DATA

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<tr>
<th>Date</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>% of Implementation Fidelity Points</th>
</tr>
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<tbody>
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<td>8</td>
<td>100%</td>
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<tr>
<td>1/30/2013</td>
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<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>1/31/2013</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>2/1/2013</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2/4/2013</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2/5/2013</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2/6/2013</td>
<td>4</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2/8/2013</td>
<td>7</td>
<td>8</td>
<td>88%</td>
</tr>
<tr>
<td>2/13/2013</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>2/15/2013</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>2/19/2013</td>
<td>6</td>
<td>8</td>
<td>75%</td>
</tr>
<tr>
<td>2/20/2013</td>
<td>7</td>
<td>8</td>
<td>88%</td>
</tr>
<tr>
<td>2/21/2013</td>
<td>7</td>
<td>8</td>
<td>88%</td>
</tr>
<tr>
<td>2/22/2013</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
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<td>6</td>
<td>8</td>
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<td>8</td>
<td>88%</td>
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<tr>
<td>2/27/2013</td>
<td>8</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>3/1/2013</td>
<td>7</td>
<td>8</td>
<td>88%</td>
</tr>
<tr>
<td>3/4/2013</td>
<td>7</td>
<td>8</td>
<td>88%</td>
</tr>
</tbody>
</table>

### NOTES

Write Daily Notes in this column; anything notable about the student's day which might explain the data; Intervention Changes, etc.

- **Intervention Change:** Modify worksheet assignment to work with a peer.

**Entering Student Progress Data from the Point Card**

### Student Progress Data

- **Student:** Mary Jo
- **Targeted Routine:** Math
- **Time:** 10:00 to 11:00
- **Number of Intervals:** 4
- **Interval Length (Total number of intervals):** 15 min

### Expectations

<table>
<thead>
<tr>
<th>Expectations</th>
<th>1 10-10:15</th>
<th>2 10:15-10:45</th>
<th>3 10:45-11:00</th>
<th>5 11:00</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep hands &amp; feet to self</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6/8</td>
</tr>
<tr>
<td>Stay in Seat</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>8/8</td>
</tr>
</tbody>
</table>

### Routines/Class Period

<table>
<thead>
<tr>
<th>Routines/Class Period</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>5</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-10:15</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6/8</td>
</tr>
<tr>
<td>10:15-10:45</td>
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<td>2</td>
<td>0</td>
<td>2</td>
<td>8/8</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>16/16</td>
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</table>

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% - 12/16</td>
</tr>
</tbody>
</table>

**Total Points:** 14/16
Tasks (p. 7.20)

1) Develop an Evaluation Plan including short-term and long-term goals.

2) Develop and implement a Daily Point Card for collecting student outcomes and implementation fidelity data.

3) Graph your data daily.

4) Hold a BSP Review Meeting after 2 weeks of implementation using data to guide planning and decision making.
Evidence supporting use of Basic FBA to BSP in Schools
Examining the Efficacy of Basic FBA (Loman & Horner, 2014)

10 of 10 FAs confirmed the Hypothesis Statements
Training School Personnel to Design and Implement Function-Based Support

Follow-up Study...

- How many of our participants from the previous year still worked for the district?
  - Six (2 school psychologists, 2 counselors, 1 learning specialist, 1 special education teacher)
  - Three remaining participants had conducted Basic FBA/BSP

- How many participants had received follow-up training or coaching since the end of formal support from researchers?
Enablers and Barriers

LACK of ON-GOING COACHING and CONTINUED OPPORTUNITIES FOR TRAINING

SUPPORT from ADMINISTRATORS
More to come: C17 – Systems, Structures, and Coaching Practices to Ensure Effective, Feasible, & Sustainable Function-Based Support

- How do we train typical school-based professionals to select and identify function-based interventions?

- What are the systems and supports needed to sustain the implementation of a continuum of function-based support in schools?
For more information, visit: conference.apbs.org
Thank You!

• All Basic FBA to BSP materials can be found at:
  • www.basicfba.com

• For more information please email:
  sheldon.loman@pdx.edu
  kstrick@uoregon.edu
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