C17 - Systems, Structures, & Coaching Practices to Ensure Effective, Feasible, & Sustainable Function-based Supports in Schools

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Key Words: FBA/BIP, Tier III, Coaching
Objectives

• Outline systems, structures, and coaching practices essential to ensure the use of function-based support in schools

• Learn about a free e-learning resource for training all staff in the basis of behavior and function-based intervention

• Identify ways to integrate function of behavior into Tier I and Tier II school-wide systems and practices

• Describe ways to maximize use of the basic Function-Based Assessment (FBA) to Behavior Intervention Plan (BIP) e-learning modules as a form of professional development as a Tier I support
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)
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
School-wide Positive Behavior Support is:

- A systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students.

Evidence-based features of SW-PBIS

- Prevention
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual interventions.
- Administrative leadership - Team-based implementation (Systems that support effective practices)
- Common understanding of the Basics of Behavior & Behavioral Intervention across ALL Staff
Principles of MTSS/ SW-PBIS

- Do the smallest things that make the biggest impact
- Focus on:
  - Prevention, Teaching, Acknowledging/ Rewarding positive behavior
- Use data to guide decision making
  - Measure and monitor implementation fidelity
  - Monitor student outcomes

What does this mean for students with persistent challenging behavior & Tier 3 Behavior Support?
Doing the smallest things that make the biggest impact... for students with persistent challenging behavior

Supporting Students with Persistent Challenging Behavior requires applying Function-Based Intervention across all 3 Tiers

- **Tier 1** - Basic training in function-based thinking & intervention..... & reviewing school-wide policies & practices
- **Tier 2** - Using function to match students to intervention
- **Tier 3** - FBA/BIP - Matching intervention to individualized student needs
A Continuum of Function-Based Assessment & Intervention

Expanding our use of function-based intervention across tiers

Basic FBA/BSP:

Complex FBA or Functional Analysis

Tier 2: Preliminary FBA to Match Intervention:

Function Friendly Classroom & School

ABC Tracker & Teacher Plan
What is a **Function-Friendly School?**

“Have you ever seen....”

- “Lantana, you skipped 2 school days, so we’re going to suspend you for 2 more.”
- “Phoebe, I’m taking your book away because you obviously aren’t ready to learn.”
- “You want my attention?! I’ll show you attention,...let’s take a walk down to the office & have a little chat with the Principal.”

What’s the problem with each of these responses to student behavior?
What is a Function-Friendly Classroom?

Setting up classroom focused on:

a) Positive, predictable classroom
b) Function-Based Thinking & Intervention
c) limit consequences reinforcing problem behavior
d) Class-wide self-advocacy training (e.g. how to ask for help, a break, an alt. task)
Establishing a Social Culture for Supporting Students w/ Challenging Behavior

Common Language
- Antecedent/Trigger
- Behavior (observable definitions)
- Consequence
- Function/ Possible Motivation
- Setting Event
- Replacement Behavior
- Desired Behavior
Benefits of Common Training in Understanding the Basics of Behavior & Behavioral Intervention

- Staff have more tools to understand behavior & implement effective interventions in their classroom prior to referral.
- Staff can collect data prior to intervention on function of student behavior.
- Staff can more effectively complete discipline referral forms.
- Increase efficiency & accuracy of FBA interviews with staff.
- Increased understanding of behavioral interventions (increase buy-in to plan & reduce resistance).
The Basic FBA to BIP Training Series
Basic FBA to BIP

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.

BEHAVIOR SPECIALIST TRAINING  SCHOOL-WIDE TRAINING

www.basicfba.com
Online Module Features

- Pre and Post Assessment for Each Module
- Participant Guide and Materials to Follow Along and Practice Using Forms/Tools
- Interactive Activities with built in Checks for Understanding
- Embedded video to model interviewing
- Embedded video for practicing observations
- Links to data collection and graphing resources specific to Basic FBA to BSP
- Email follow-up with Homework Reminders
- Free!
Basic FBA to BIP Training Series

Module 1 - Defining & Understanding Behavior

Module 2 - FBA: Practice Interviewing

Module 3 - FBA: Practice Observing

Module 4 - Critical Features of BIP

Module 5 – Building BIP from FBA

Module 6 – Implementation Plan & Leading a BIP team

Module 7 – Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed with all staff in the school
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.
Basic FBA to BIP
Planning for School-wide Training

It's important that staff complete the homework tasks for practice.

Planning for School-wide Training

The school-wide training is intended for all staff in your school. Before completing the training, it's important to provide your colleagues with a clear understanding of the goals for the training.

Goals of School-wide Training:

1. To provide staff with a framework and tools for understanding problem behavior and behavioral intervention to support them with students with challenging behavior in their classroom.
2. To create a common language in the school for discussing students with challenging behavior and intervention planning.
1. Planning for School-wide Training

- Planning:
  - Module 1 – 60 min. & Module 4 – 75-90 min

- Direct staff members to [www.BasicFBA.com](http://www.BasicFBA.com)

- Click on “School-wide Training” button
2. Planning for School-wide Training

- After completing the module have each staff member print a screenshot of Results slide and turn it in.
3. Planning for School-wide Training

- Support staff with completing the Homework Task
- Create opportunities for Staff to Review/Discuss Homework
- Collect the Homework Task in 2 weeks
- Move on to Module 4
Basic FBA to BIP
(Functional Behavior Assessment)
(behavior Intervention Plan)
Module 1
Defining and Understanding Behavior
Module 1 Objectives

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

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

Behavior can be confusing and frustrating.

This training will provide a research-based framework for understanding challenging behavior.

(In the Principal Harkins' office)

Oh no! What has Brian done now? Do you think he's a bad child?

I wouldn't say he's bad... Let's just say he's gifted at disruptive behavior.
The A-B-C’s of Understanding Behavior

Routine
Where: Place and Time

Antecedent:
(Trigger)
When _____ happens...

Behavior:
The student does (What):

Consequence:
and as a result

Function (Why):
Therefore, the function of the behavior is to get/avoid

Click on each box to learn more...
Always start with "B"

Start by defining the problem behavior

Antecedent:

Routine
Where: Place and Time

(Trigger)
When happens...

Behavior:
The student does (What)

Consequence:
...and as a result

Click on each box to learn more...
Defining Observable Behaviors

Definitions of behaviors need to be:

**Specific:** clearly defined in detail

**Observable:** action that can be seen

**Measurable:** action that can be counted or timed

Defined so clearly that a person unfamiliar with the student could recognize the behavior without a doubt!
<table>
<thead>
<tr>
<th>Behavior</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gets out of desk and hits other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, it’s easy to visualize the student doing this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has separation anxiety (from parent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, this is not very clear... children express separation anxiety in many different ways – this definitely needs to be more specific.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spacey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, people can space out in different ways – this should be more specific.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads 120 wpm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, this is observable, we could have a student read aloud and measure this.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says she hears voices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, this is the tricky one – because she “says” she hears voices we can observe that... we can’t observe whether she is actually hearing voices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotionally disturbed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, not specific enough – need more details of what the behaviors look like.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doesn’t like classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, we need to know the specific behaviors “swears at, hits, scowls at” that we can observe to show the student doesn’t like the classmates.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Defining Behavior**

**Definition – What does the Behavior look like?**

**Talking out**: Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.

<table>
<thead>
<tr>
<th>Examples of Talking Out</th>
<th>Non-Examples of Talking Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answering a question directed to another student</td>
<td></td>
</tr>
<tr>
<td>Talking when the teacher is giving directions</td>
<td></td>
</tr>
<tr>
<td>Talking to peers during independent work time</td>
<td></td>
</tr>
<tr>
<td>Answering a question that the teacher directed to the child</td>
<td></td>
</tr>
<tr>
<td>Yelling to another student during recess</td>
<td></td>
</tr>
<tr>
<td>Talking with a peer during group work</td>
<td></td>
</tr>
</tbody>
</table>
Video Activity: Defining the Behavior

Directions:
Watch the video and write a specific, observable, measurable definition of the behaviors you see with examples and non-examples.

Definition:

Examples:

Non-Examples:

How did I do?
THEN we move on to the Antecedents. Where & When does the behavior occur?

• **Routine** (Place and Time)
• **Triggering Antecedents**

Antecedent:
(Trigger)
When ____ happens...

Behavior:
The student does (What)...

Click on the details button to learn more.
Identifying Routines (WHERE)

It's important that we understand Behavior within a Routine (WHERE) BECAUSE ... Behavior is Contextual.
Your behavior likely changes depending on the context you are in.

For example: you might act very differently at a party, concert, or sporting event for your favorite team than you do in your professional workplace.
Identifying Routines

Understanding Behavior

When trying to understand behavior, it’s important to identify and focus on one routine.

This allows us to gain a more focused and more accurate understanding of the behavior.

Bobby kicks at recess to escape peers teasing

Bobby kicks in math to avoid the difficult math worksheet
Activity: Identifying Routines

WHERE – Routines where the problem behavior is most likely to occur.
(Place and Time)

Examples:
- During math class from 10 to 10:45
- Non-structured activities (lunch, recess)

At the lunch table; when told to shut up by a peer; Ben hits the student.

Show me the activity!

Select the Routines. Correct selections will appear in Blue, Incorrect in Red.

In language arts class, when asked to read aloud in class.
Tracy gets up and tells jokes.

During circle time, when praised Jessie starts crying.

Next scenario
Identifying Antecedent "Triggers"

Antecedent
- Routine
- Where: Place and Time
- (Trigger)
- When ____ happens:

Behavior:
The student does (What)...

At the lunch table, when told to shut up by a peer, Ben hits the student.
Identification Scenario #2

In math class, Bea stares off into space and does not respond to teacher directions when she is given a difficult math problem.

Show me the activity!

In the next several slides, drag words from the word bank to the blank/boxes.

Routine:  "During"

Antecedent/Trigger:
When

Behavior:
The student

Stares and does not respond to directions
Math Class
Given a difficult problem
Identifying Consequences

To determine the consequence identify what happens right after the behavior... identify the outcome that is most meaningful to the student...

Click on each box to learn more...

Antecedent:

Behavior:

Consequence:

Routine
Where: Place and Time

(Trigger)
When _____ happens...

The student does (What)...

_____ and as a result

Click on each box to learn more...
Consequences

To determine the consequence, identify what happens right after the behavior... identify the outcome that is most meaningful to the student

During recess, when peers tease him, Bobby hits his peers, and they leave him alone.
Consequence Scenario 2

Nancy cries during reading time when she is asked to work by herself. This results in the teacher sitting and reading with her.

Show me the activity!

In the next several slides, drag words from the word bank to the blank/boxes.

Routine: "During _____________

Antecedent/Trigger: When ________

Behavior: The student ________

Consequence/Outcome: ________and as a result ________

Asked to work by herself

Reading

Teacher sits & reads with her

Cries
Putting it all together

Identifying the Function (Why) of Behavior

**Antecedent:**
Routine
Where: Place and Time
(Trigger)
When _____ happens

**Behavior:**
The student does (What)...

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

**Function (Why):**
Therefore, the function of the behavior is to get/avoid

Click on each box to learn more...
<table>
<thead>
<tr>
<th><strong>To Obtain/Get:</strong></th>
<th><strong>To Avoid/Escape:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer attention</td>
<td>Difficult Task</td>
</tr>
<tr>
<td>Adult attention</td>
<td>Boring Task</td>
</tr>
<tr>
<td>Desired activity</td>
<td>Easy Task</td>
</tr>
<tr>
<td>Desired object/ items</td>
<td>Physical demand</td>
</tr>
<tr>
<td>Sensory stimulation: auditory, tactile, etc.)</td>
<td>Non-preferred activity</td>
</tr>
<tr>
<td></td>
<td>Peer</td>
</tr>
<tr>
<td></td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>Reprimands</td>
</tr>
</tbody>
</table>
Bobby’s Summary Statement

When asked to work with a partner in science, Bobby tears up his assignment and stomps his feet. The teacher then has Bobby sit down at his desk to complete the same assignment, while the rest of the class works together with their partners.

Drag boxes on to the correct location, then identify the function.

Routine: “During ____________________________”

Antecedent/Trigger: When ____________________________

Behavior: The student ____________________________

Consequence/Outcome: …and as a result ____________________________

Therefore, the function is to: get/avoid ____________________________

(select get or avoid and type your answer in the box above)
Setting Events: are more distal events, often occurring outside the routine. Setting Events temporarily alter the student and can "SET UP" or increase the likelihood of the student engaging in the problem behavior.

**Setting Events**

Routine
Where, Place and Time
When _____ happens...

**Antecedent:**
(Trigger)

**Behavior:**
The student does
(What) _____

**Consequence:**
_____ and as a result

**Function (Why):**
Therefore, the function of the behavior is to get/avoid _____

Click on **Setting Events** box to learn more...
Setting Events “Set Ups”

Examples:
- Lack of sleep or food
- Having a fight on the way to school
- Substitute teacher/changes in routine
- Forgetting to take medication
- Bad grade on a test/reprimands

Non-Examples:
- Diagnosis of Autism or ADHD
- “Bad” home life

*Note: Setting Events can be difficult to identify, and are often unknown.
# Brenda’s Behavior Patterns

Click on arrows to reveal the ABCs of the incidents:

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>When (Antecedent) happens</th>
<th>The Student (Behavior)</th>
<th>And as a result (Consequence)</th>
</tr>
</thead>
</table>
| **1st Incident** | Date: 10/24, Time: 8:30 Morning Play | Susan calls Brenda and 
“creep-face,” and 
laughs at her | Brenda punches 
Susan on the arm | Susan stops laughing 
and walks away |
| **2nd Incident** | Date: 10/26, Time: 10:40 Recess | A group of students 
at recess call 
Brenda fat | Brenda kicks several 
of them | The students 
run away |
| **3rd Incident** | Date: 10/27, Time: 6:45 Transition to Circle Time | A peer laughs at 
Brenda when she 
trips on the carpet | Brenda pulls the 
child’s hair | Brenda is sent to 
the office |

**Summary of Behavior**

- **Routine:** Unstructured Time/Play
- **Antecedent/Trigger:** When other student calls her names or teases her
- **Behavior:** The students punch/kick/pull her hair/hits with a toy
- **Consequence/Outcome:** The peers go away and leave her alone

*Therefore the function of the behavior is to AVOID peer teasing.*
**ABC Tracker**
Routines Analysis

<table>
<thead>
<tr>
<th>Time</th>
<th>Routine/Subject 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>8:30-9:00</td>
<td>Morning Play</td>
<td>Low</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>8:45-9:00</td>
<td>Morning Circle</td>
<td>1</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Literacy Block</td>
<td>1</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Recess</td>
<td>1</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Math</td>
<td>1</td>
<td>Hits peers</td>
<td>Send to time-out &amp; apologize</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Clean-up &amp; Dismissal</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

List the Top 2 Routines from the Table above in order of Priority of Concern: 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 behaviors.:

<table>
<thead>
<tr>
<th>Routine/Subject Activity</th>
<th>Problem Behavior(s): Provide an Observable &amp; Measurable Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine #1</td>
<td>Less Structured Time w/ Peers (Morning Play &amp; Recess)</td>
</tr>
<tr>
<td>Routine #2</td>
<td></td>
</tr>
</tbody>
</table>

**If you’d like to track 2 different routines, complete an ABC Tracker (p.3) for each routine.**

---

**If Behavior of Concern an Immediate Danger to self/others?**

Choose 1 Routine to focus on when completing the ABC Tracker on the next page.

If the behavior is NOT an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.
### ABC Tracker

**Teacher completes in Classroom**

**Summary Statement**

- **Antecedent/Trigger:** When other students call her names or tease her.
- **Behavior:** The student punches/kicks/pulls hair/hits with a toy.
- **Consequence/Outcome:** and as a result, the peers go away and leave her alone.

Therefore, the function of the behavior is to get (avoid) peer negative comments/teasing.

---

<table>
<thead>
<tr>
<th>Prioritized Routine/Subject Activity (see p. 1)</th>
<th>Less Structured Time w/ Peers (Morning Play &amp; Recess)</th>
<th>Time of Day</th>
<th>Summary Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Incident</strong>&lt;br&gt;Date: 10/24&lt;br&gt;Time: 8:30&lt;br&gt;Morning Play&lt;br&gt;Susan calls Brenda a &quot;creep face&quot; and laughs at her&lt;br&gt;Brenda punches Susan on the arm&lt;br&gt;Susan stops laughing and walks away</td>
<td></td>
<td>8:30-8:45 &amp; 10:35-10:50</td>
<td></td>
</tr>
<tr>
<td><strong>2nd Incident</strong>&lt;br&gt;Date: 10/26&lt;br&gt;Time: 10:49&lt;br&gt;Recess&lt;br&gt;A group of students at recess call Brenda fat&lt;br&gt;Brenda kicks several of them&lt;br&gt;The students run away</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd Incident</strong>&lt;br&gt;Date: 10/27&lt;br&gt;Time: 8:45&lt;br&gt;Transition to Circle Time&lt;br&gt;A peer laughs at Brenda when she trips on the carpet&lt;br&gt;Brenda pulls the child's hair&lt;br&gt;Brenda is sent to the office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4th Incident</strong>&lt;br&gt;Date: 11/1&lt;br&gt;Time: 10:45&lt;br&gt;Indoor Recess&lt;br&gt;Brenda is playing blocks with Ben. Ben takes a block from Brenda&lt;br&gt;Brenda hits Ben over the head with another block&lt;br&gt;Ben puts the block down and runs away</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Example Office Referral Form

Name: __________________________ Date: ____________
Teacher: ________________________ Grade: ________ Referring Staff: ________

Possible Motivation
- Obtain peer attention
- Obtain adult attention
- Obtain items/activities
- Avoid Peer(s)
- Avoid Adult
- Avoid task or activity
- Don’t know
- Other ________________

Problem Behavior
- Show
  - Impolite
  - Personal contact
- Defiant
- Disruptive
- Property damage
- Other: ________________

Possible Decision
- Other: ________________

Show me what happened!

Summary Statement
When other students call her names or tease her, Brenda hurts them. As a result, they go away (avoid peers).

I need to talk to the student’s teacher. I need to talk to the administration.

Parent Signature: ________________ Date: ____________

Back to form
SWIS & Possible Motivation

In 2016-17 school year

- 5,290,881 ODRs written in SWIS
- Almost 33% listed "Unknown" as the perceived motivation
- That's about 1.7 million "Unknown" Possible Motivations
Video Activity 2

Watch Section 1 of this video and identify the Possible Motivation for Reginald’s behavior in the referral form.

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
<th>Administrative Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate language</td>
<td>Obtain peer attention</td>
<td>Loss of privilege</td>
</tr>
<tr>
<td>Physical contact</td>
<td>Obtain adult attention</td>
<td>Time in office</td>
</tr>
<tr>
<td>Defiance</td>
<td>Obtain items/activities</td>
<td>Conference with student</td>
</tr>
<tr>
<td>Disruption</td>
<td>Avoid Peers</td>
<td>Parent contact</td>
</tr>
<tr>
<td>Property misuse</td>
<td>Avoid adult</td>
<td>Individualized instruction</td>
</tr>
<tr>
<td>Other ________</td>
<td>Avoid task or activity</td>
<td>In-school suspension (___hours/days)</td>
</tr>
<tr>
<td>Major</td>
<td>Don’t know</td>
<td>Out of school suspension (___hours/days)</td>
</tr>
<tr>
<td>Abusive language</td>
<td>Other ________</td>
<td>Other ________</td>
</tr>
<tr>
<td>Fighting/Physical aggression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overt defiance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment/bullying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other ________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Back to Video

How did I do?
Build Summary Statements from Patterns of Behavior

(Click both icons to reveal details)

✵ It is best to look at patterns of behavior, rather than just a single occurrence of behavior. Patterns > Single Occurrence

✵ Summary Statements are best constructed based on Patterns of Behavior.

Remember to click BOTH icons to proceed.
# Preliminary ABC Summary

**Look for Patterns:**

- **Antecedent/Trigger**: Time of Day, Location, Date (Day of the Week), Referring Staff, People Involved
- **Behavior**: Problem Behavior
- **Consequence/Function**: Possible Motivation, Administrative Decision

<table>
<thead>
<tr>
<th>Date</th>
<th>Referring Staff</th>
<th>Time</th>
<th>Location</th>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
<th>People Involved</th>
<th>Admin Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/2017</td>
<td>Keane</td>
<td>10:00</td>
<td>Classroom</td>
<td>Defiance</td>
<td>Avoid Task or Activity</td>
<td>Teacher</td>
<td>Time in Office</td>
</tr>
<tr>
<td>1/16/2017</td>
<td>Ruth</td>
<td>12:15</td>
<td>Lunch</td>
<td>Harassment/ Bullying</td>
<td>Obtain Peer Attention</td>
<td>Peers</td>
<td>In School Suspension</td>
</tr>
<tr>
<td>1/15/2017</td>
<td>Keane</td>
<td>10:30</td>
<td>Classroom</td>
<td>Abusive Language</td>
<td>Avoid Task or Activity</td>
<td>Teacher</td>
<td>Time in Office</td>
</tr>
<tr>
<td>1/8/2017</td>
<td>Keane</td>
<td>10:15</td>
<td>Classroom</td>
<td>Defiance</td>
<td>Avoid Task or Activity</td>
<td>Teacher</td>
<td>Time in Office</td>
</tr>
</tbody>
</table>

**Antecedent**: 10:10:30 in the Classroom w/Mrs. Keane

**Behavior**: Defiance & Abusive Language

**Consequence/Function**: Sent to Office, Avoid Task or Activity
Generate a preliminary ABC Summary based on the Student Office Discipline Referral Report below:

<table>
<thead>
<tr>
<th>Date</th>
<th>Referring Staff</th>
<th>Time</th>
<th>Location</th>
<th>Problem Behavior</th>
<th>Possible Motivation</th>
<th>People Involved</th>
<th>Admin Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/8/17</td>
<td>Kahn</td>
<td>1:30</td>
<td>Classroom</td>
<td>Disrespect</td>
<td>Avoid Task</td>
<td>Teacher</td>
<td>Detention</td>
</tr>
<tr>
<td>1/26/17</td>
<td>James</td>
<td>12:15</td>
<td>Playground</td>
<td>Aggression/Fighting</td>
<td>Unknown</td>
<td>Peers</td>
<td>Out of School Suspension</td>
</tr>
<tr>
<td>1/10/17</td>
<td>Kahn</td>
<td>2:00</td>
<td>Classroom</td>
<td>Disrespect</td>
<td>Avoid Task</td>
<td>Teacher</td>
<td>Detention</td>
</tr>
<tr>
<td>12/18/17</td>
<td>Kahn</td>
<td>1:15</td>
<td>Classroom</td>
<td>Disrespect</td>
<td>Avoid Task</td>
<td>Teacher</td>
<td>Detention</td>
</tr>
<tr>
<td>12/8/17</td>
<td>Kahn</td>
<td>1:30</td>
<td>Classroom</td>
<td>Disrespect</td>
<td>Avoid Task</td>
<td>Peers</td>
<td>Detention</td>
</tr>
<tr>
<td>11/20/17</td>
<td>Kahn</td>
<td>1:45</td>
<td>Classroom</td>
<td>Disrespect</td>
<td>Avoid Task</td>
<td>Teacher</td>
<td>Detention</td>
</tr>
</tbody>
</table>

Type your answers in the boxes below to continue.

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence/Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tasks for Teachers and Staff

Select the boxes to see your homework tasks.

☐ 1. Select a student in your classroom or setting who has a persistent problem behavior that is not dangerous.

☐ 2. Complete the ABC Tracker for that student.
   - Whenever you see an occurrence of the problem behavior each day, write down the A-B-C on the tracker form.
   - At the end of the week, or after seeing 5-6 occurrences of the behavior, write a Summary Statement at the bottom of the page.

☐ 3. Remember to use A-B-C to inform “Possible Motivation” when completing referral forms.

Time for the Post Test!
Homework Task

Routines Analysis for Teacher
# Homework Task

## ABC Tracker

### Summary of Behavior

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>When... (Antecedent)... happens</th>
<th>The Student... (Behavior)</th>
<th>And as a result... (Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Incident</td>
<td>Susan calls Brenda a &quot;creep face&quot; and laughs at her</td>
<td>Brenda punches Susan on the arm</td>
<td>Susan stops laughing and walks away</td>
</tr>
<tr>
<td>Date: 10/24</td>
<td>Time: 8:30</td>
<td>Morning Play</td>
<td></td>
</tr>
<tr>
<td>2nd Incident</td>
<td>A group of students at recess call Brenda fat</td>
<td>Brenda kicks several of them</td>
<td>The students run away</td>
</tr>
<tr>
<td>Date: 10/26</td>
<td>Time: 10:40</td>
<td>Recess</td>
<td></td>
</tr>
<tr>
<td>3rd Incident</td>
<td>A peer laughs at Brenda when she trips on the carpet</td>
<td>Brenda pulls the child's hair</td>
<td>Brenda is sent to the office</td>
</tr>
<tr>
<td>Date: 10/27</td>
<td>Time: 8:45</td>
<td>Transition to Circle Time</td>
<td></td>
</tr>
<tr>
<td>4th Incident</td>
<td>Brenda is playing blocks with Ben. Ben takes a block from Brenda</td>
<td>Brenda hits Ben over the head with another block</td>
<td>Ben puts the block down and runs away</td>
</tr>
<tr>
<td>Date: 11/1</td>
<td>Time: 10:45</td>
<td>Indoor Recess</td>
<td></td>
</tr>
</tbody>
</table>

**Routine: Unstructured Time/Play**

Antecedent/Trigger: When other students call her names or tease her

Behavior: The student punch/kicks/pulls hair/hits with a toy

Consequence/Outcome: and as a result the peers go away and leave her alone

Therefore the function of the behavior is to___ peer negative comments/teasing.

(circle one)
ABC Tracker: Summary of Behavior

- Use the Summary of Behavior to guide Intervention Planning

Teacher can use it to clarify understanding of behavior & brainstorm interventions

Teacher Assistance Team can use it to begin to guide intervention planning
Incorporate A-B-C & Function into Student Request for Assistance & Intervention Planning

- Have Staff turn in an A-B-C Tracker as part of Student Request for Assistance

- Review Office Discipline Referrals for trends in:
  - A – Location/Time/People Involved
  - B – Behavior
  - C – Administrative Decision/ Possible Motivation

- Use trends in A-B-C & Function to inform intervention planning
Goals

- Give teachers & staff knowledge, skills and practice to implement function-based thinking on the fly:
  - Understanding behavioral function
  - Focus on what we can change
  - Think about interventions to match functions

- Provide a framework & skills to change the language in meetings
  - Focus on what we can change
  - Intervention focused
Function-Based Thinking…. On the Fly

Sometimes the function of behavior is crystal clear...

through training we can support staff to identify the obvious functions?

*The Far Side* by Gary Larson

The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.
Function-Based Thinking…. On the Fly

What do you think is the student’s function of behavior?

And the adult?
Equity Perspective
Deficit Ideology, Deficit Thinking & Deficit Talk

- Deficit thinking – at its core – is an endogenous theory – positing that the student who fails in school does so because of internal deficits or deficiencies (manifests allegedly in limited intellectual abilities, linguistic shortcomings, lack of motivation to learn and immoral behavior.
  (Valencia, 2010)

- Blaming the Victim & Admiring the Problem
  - Blame the Student
  - Blame the Family
  - Blame the Community/Culture

- Weiner (2006) argues that associating student and family deficits to achievement is “seductive” as it “locates responsibility outside of their classroom” (p. 45).
Jeremy is just not making progress. He is really defiant and refuses to follow direction. He often seems really angry when he gets to school; do you think that plays into it? Yes, I do. He has mentioned that his stepdad is really mean and that his parents fight a lot. I bet that is really bothering him.

I bet it is too; he has a high ACES score. Also, his older sister has ADHD. Maybe he does too. He lives in the rough part of town. So he needs to be tough.

You know, Jeremy is in my afternoon class and he is really difficult there too. Do you know what he did last week....

I am in my happy place...

Maybe, he makes excuses for his behavior. I don’t think his family really pushes him or values education.

He is a handful. He has ADHD so that’s why he acts out too.
Module 4
Function-Based Intervention
Basic FBA to BIP Training Series

Module 1 – Defining & Understanding Behavior
Module 2 – FBA: Practice Interviewing
Module 3 – FBA: Practice Observing
Module 4 – Function-Based Interventions
Module 5 – Behavior Intervention Strategies
Module 6 – Implementation Plan & Leading a BIP Team
Module 7 – Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed with all staff in the school
Module 4 Objectives

Use a Competing Behavior Pathway to identify Function-based behavior supports that:

1. Teach positive behaviors to replace problem behavior.
2. Use strategies to prevent problem behavior & prompt positive behaviors.
3. Reinforce replacement & desired behaviors.
4. Effectively redirect problem behavior and minimize the pay-off for problem behavior.
From FBA to BIP

The most important purpose for conducting an FBA is to inform development of a comprehensive Behavior Intervention Plan that directly addresses the FUNCTION of student behavior.

Summary of Behavior

- **Antecedent:** (Trigger) When ___ happens.
- **Behavior:** The student does (What).
- **Consequence:** and as a result.
Function of Behavior

**Function**
is learning. The student learns to predict the relationship between their behavior and responses in the environment around them.

**Student**
learns that under these Antecedent conditions, if I engage in this behavior, I can usually expect a certain outcome or Consequence.

![Diagram of Antecedent, Behavior, and Consequence]

- **Antecedent:** (Trigger) When _____ happens...
- **Behavior:** The student does (What)...
- **Consequence:** ...and as a result

Prevent Teach Reinforce & Redirect
**Behavior Intervention Plan form**

**Completing Behavior Pathway**
- The road map for intervention planning

**Intervention Strategies**
- Brainstorm interventions here as suggestions for implementers in the intervention planning meeting
**Desired Behavior**

(Click exclamation points to reveal information.)

1. The Desired Behavior is usually a long-term goal that:
   - reduces the problem behavior,
   - follows classroom or setting expectations &
   - includes being a productive participant in the setting.

2. When engaging in the Desired Behavior the student should:
   - look as much as possible like the other students in the classroom,
   - function as independently as possible, receiving the minimal amount of support reasonable for the student to be successful,
   - engage in self-management and self-advocacy to address their needs.

**Expectations for the Desired Behavior will vary across students and some students will require some level of ongoing support.**
Desired Behavior & Consequence

BUILD A COMPETING BEHAVIOR PATHWAY

Routine Math

Antecedent/Trigger
Task too difficult: When asked to complete math worksheets with multi-digit multiplication or division

Problem Behavior
Student disrespects teacher calls teacher “racist”, refuses to work, breaks pencil, destroys paper, out of seat walking around room

Consequence/Function
Escapes difficult Math Task - by arguing w/ teacher, destroying materials & being sent to hall or office

Replacement Behavior

NOTE: Student can & will complete single digit multiplication & any addition or subtraction problems)
Understanding Replacement Behaviors

Why can’t we jump from the Problem Behavior right to the Desired Behavior?

- Prioritized Routine
- Antecedent
- Desired Behavior
- Natural Consequence
- Replacement Behavior
- Consequence & Function

We need to start with the Replacement Behavior.
Dexter: Replacement Behavior Logic

Dexter will need to gain math skills to complete the math work independently.

**Routine**

Notice how different this is from what Dexter is currently getting.

**Desired Behavior**

**Problem Behavior**

**Consequence/Outcome**

**Consequence/Function**

**Antecedent/Trigger**

NOTE: Student can & will complete single digit multiplication & any addition or subtraction problems.

This is what the student is currently doing.

Replacement Behavior

In the meantime – we use the replacement behavior.

This is what the student is currently getting.
Purpose of Replacement Behaviors

(Click exclamation point to reveal information.)

Replacement Behaviors are:

- an immediate attempt to reduce disruption and potentially dangerous behavior
- designed to reduce the student's use of the problem behavior by replacing it with a more acceptable behavior that will also meet the student's needs

Takes pressure off the teacher
Critical Features of Replacement Behaviors

(Click exclamation points to reveal information.)

An effective Replacement Behavior:

⚠️ Serves the same function as the problem behavior.

⚠️ Is easier to do than the problem behavior.
  - Replacement Behaviors must require less effort than the problem behavior.

⚠️ Is socially acceptable.
Behavior Intervention Plan form

Steps in the Behavior Intervention Planning Process

#1 Competing Behavior Pathway
#2 Identifying Function-Based Interventions
#3 Implementation Planning (Module 6)
#4 Evaluation Planning (Module 7)
Teaching Behavior

Teaching is an essential component of behavior intervention.
Step #1: Identifying WHAT skills to teach

Use the Competing Behavior Pathway to identify what skills to teach:

Replacement Behavior

Skills necessary for the Desired Behavior

BUILD A COMPETING BEHAVIOR PATHWAY

Routine

Setting Event

Antecedent

Problem Behavior

Replacement Behavior

Consequence/Outcome

Consequence

Function
Critical Features of BIP

Replace problem behavior by Teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

Prevent problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

Reinforce replacement & desired behaviors based on function/pay-off for the student.

Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior.

Minimize Reinforcement by ensuring that problem behaviors do NOT pay-off for the student (i.e. does not result in the function of behavior).
Function and Prevention Strategies

Use the Function of Behavior to guide development of interventions.

Targeted Routine

**Antecedent:**
(Trigger)
When _____ happens...

**Behavior:**
The student does (What)...

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

**Function:**
Should guide selection of
Prevention Strategies

**Function:**
Should guide selection of Replacement Behaviors
Prevention strategies usually involve either:

- Eliminating the Antecedent OR
- Modifying the Antecedent to prevent problem behavior.
**Jason: Summary of Behavior**

**Antecedent/Trigger**
- Asked to write about his weekend or past week in his journal. He struggles with writing due to serious deficits in spelling and reading.

**Problem Behavior**
- Whining, Crying

**Replacement Behavior**
- Ask for an easier task or worksheet

**Consequence**
- Staff leaves him alone because his crying escalates if they redirect him to work

**Function**
- Avoids writing

Prevention strategies to Eliminate or Modify should DIRECTLY address the Antecedent and Function of problem behavior.

**Eliminating the Antecedent**
- Don't have Jason write in his journal give him an alternate activity or class job

**Modifying the Antecedent**
- Do a video journal or audio recording instead of writing
- Use speech to text technology to journal
- Have Jason draw a picture journal
- Dictate journal to a peer or adult
Antecedent Intervention: Make Problem Behavior Irrelevant

1. By replacing the multi-digit math worksheet →
   - Multi-Digit problems
     \[
     \begin{array}{c}
     1384 \\
     \times 86 \\
     \hline
     \end{array}
     \]
     \[
     579457
     \]

2. With a modified worksheet of single digit problems that is more consistent with Dexter’s skills →
   - Single Digit problems
     \[
     \begin{array}{c}
     9 \\
     \times 4 \\
     \hline
     \end{array}
     \]
     \[
     5
     \]
     \[
     \begin{array}{c}
     6 \\
     \times 7 \\
     \hline
     \end{array}
     \]
     \[
     3
     \]
     \[
     \begin{array}{c}
     7 \\
     \hline
     \end{array}
     \]
     \[
     63
     \]

3. By modifying the Antecedent, we can make problem behavior Irrelevant by PREVENTING Dexter’s need to engage in problem behavior.
Activity: Identify Antecedent interventions for Quinn

BUILD A COMPETING BEHAVIOR PATHWAY

Routine: Reading

Setting Event
None Identified

Antecedent/Trigger: Independent work; During reading stations when student is supposed to do independent reading or work independently on a worksheet for more than 5 minutes

Desired Behavior: On task, independently working for entire time, talks w/ peers during breaks as appropriate

Problem Behavior: Disruptive, throws things at peers, makes negative comments to teacher like "this is dumb", "you stink", "this is stupid"

Replacement Behavior: Ask to read or work with a peer

Consequences/Outcomes: Completes independent work, & gains positive peer attention in more socially appropriate way

NOTE: Student reads above grade level & completes worksheet w/ success

Use the X to view the question. A question mark icon is available in the upper right hand corner if you need to review the pathway while answering questions. See Participant Guide p. 3

Download Form
Function and Prevention Strategies

Use the Function of Behavior to guide development of interventions.

**Targeted Routine**

- **Antecedent**: (Trigger) When _____ happens...
- **Behavior**: The student does (What)...
- **Consequence**: ...and as a result

**Function**: Should guide selection of Prevention Strategies

**Function**: Should guide selection of Replacement Behaviors

**Function**: Guides selection of Reinforcement Interventions
What to Reinforce?

We need to reinforce two different types of behaviors:

- Replacement Behavior
- Desired Behavior

BUILD A COMPETING BEHAVIOR PATHWAY

Routine

Setting Event → Antecedent → Problem Behavior → Replacement Behavior

Consequence/Outcome → Consequence → Function

Replacement Behavior → Desired Behavior
Reinforce the Replacement Behavior

IMPORTANT - When the student engages in the Replacement Behavior quickly provide the consequence that matches the function of the problem behavior.

Jason: Summary of Behavior

- Routine: Daily Writing Time
- Antecedent/Trigger: Asked to write about his weekend or past week in his journal. He struggles with writing due to serious deficits in spelling and reading.
- Problem Behavior: Whining, Crying
- Replacement Behavior: Ask for an easier book or worksheet

Consequence/Outcome:
- Enjoyment of journaling and satisfaction of completing assignment
- Staff leaves him alone because his crying escalates if they redirect him to work
- Avoids writing

(Click on each comic cell to zoom.)
Reinforce the Desired Behavior

Click numbers to reveal information.

1. Ultimately, we want the student to progress beyond the Replacement Behavior to the Desired Behavior.

2. Motivating the student along this progression by reinforcing approximations of the Desired Behavior can begin at the start of the BIP.
Motivating Desired Behavior

Effective motivators for students should include:

⚠️ Reasonable Expectations

⚠️ Reasonable Time frames
  - Use short intervals with frequent opportunities for feedback
  - Keep incentives within sight by making sure the time until the next opportunity to earn an incentive is not too long

⚠️ Valued Incentives
Critical Features of BIP

**Replace** problem behavior by **Teaching** a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

**Prevent** problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

**Reinforce** replacement & desired behaviors based on function/pay-off for the student.

**Redirect problem** behaviors by quickly & effectively redirecting student to replacement behavior.

**Minimize Reinforcement** by ensuring that problem behaviors do NOT pay-off for the student (i.e. does not result in the function of behavior).
Breaking Habits

We need to actively support the student to help them “Break the Habit” of using the problem behavior to meet their needs.

Responding to Problem Behavior should focus on two things:

1. Redirecting to the Replacement Behavior at the earliest signs of problem behavior.
2. Minimizing the pay-off (function) of the problem behavior.

If the problem behavior remains functional, or continues to pay-off, the student is not likely to quit using the problem behavior.
Redirect the Problem Behavior

When should I redirect? (Click on bullets to reveal information.)

⚠️ At the earliest signs of problem behavior, redirect the student to use the Replacement Behavior

1. The earlier we redirect behavior the greater the chance the student will comply and we can prevent escalation.
2. Get to know your student and identify the earliest signs of problem behavior and even precursors to behavior.

Redirect Now

Way too late

- **Examples:** first signs of frustration, complaining, work refusal, talking back, fidgeting.
- **Non-examples:** yelling, verbal threats, leaving the room, physically aggressive behavior.
Do no harm

1. Any intervention can potentially make problem behavior:
   - Better
   - Make it worse

The behavior intervention plan should actively minimize or eliminate the pay-off for the problem behavior.
Minimize Pay Off for the Problem Behavior

- Take steps to make sure the problem behavior is no longer functional for the student or there is no reason for the student to stop using the problem behavior. (Click on bullets below.)

1. If teachers and staff have been inadvertently reinforcing problem behavior, identify alternative responses to student problem behavior.
2. Always evaluate new interventions to make sure they are not reinforcing the problem behavior.
Breaking Habits: Attention Seeking

Try to minimize the pay-off the student has been receiving for the problem behavior.

(Student is making negative comments & throwing paper and small objects to get attention from adults)

Limit attention – walk over to student’s desk, verbally praising & focusing on other student who are on-task, make a quick “stop” sign w/ shake of the head (no words and limited eye contact).

Non-example: – walk over, pull student aside and lecture student on why behavior is not okay for 3 minutes.)
Make the Problem Behavior Ineffective or Inefficient

1. We must refuse to (C) let Dexter avoid difficult math tasks by (B) engaging in disrespectful behavior & instead prompt him to raise his hand and (C) reward him for (B) raising his hand & asking for a break (Replacement Behavior).

2. By not providing Dexter w/what he wants when he engages in disrespectful behavior we are making the problem behavior ineffective.

3. It is important that we work hard to Reinforce Dexter for engaging in the Replacement behavior, or he is likely to go back & escalate the problem behavior.
Homework Task

Directions:

☐ Complete the Behavior Intervention Plan form including the Competing Behavior Pathway and identify suggested interventions for the student on whom you conducted the FBA.

☐ Try to identify multiple interventions options for each category of intervention: prevention, teaching, reinforcement, and responding to problem behavior.

Behavior Intervention Plan Form (see pp. xx in Participant Guide)

Download Form

Time for the Post Test!
Use Results of ABC Tracker

ABC Tracker

Summar of Behavior
ABC Tracker: Summary of Behavior

- Use the Summary of Behavior to guide Intervention Planning

Teacher can use it to clarify understanding of behavior & brainstorm interventions

Teacher Assistance Team can use it to begin to guide intervention planning
Homework Task

- Teacher adds Summary from ABC Recording form to Competing Behavior Pathway

- Generates intervention ideas to implement with the student in their classroom
Goals

- Create a common language for approaching student problem behavior across the school

- Increase Teacher’s Capacity to
  - Understand and clearly communicate student problem behavior
  - Generate effective function-based interventions

- Incorporate date about function more effectively into Tier 2 intervention planning
  - ABC Tracker information
  - Possible Motivation patterns on Discipline Referrals

- Increase the effectiveness and efficiency with which teachers can participate in formal FBA/BIP
Training Behavior Specialists
Complete all 7 Modules

Basic FBA to BIP Training Series

Module 1 - Defining & Understanding Behavior
Module 2 - FBA: Practice Interviewing
Module 3 - FBA: Practice Observing
Module 4 - Critical Features of BIP
Module 5 - Building BIP from FBA
Module 6 - Implementation Plan & Leading a BIP team
Module 7 - Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed with all staff in the school
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.

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