



Understanding Behavioral Supports

Michelle Woodcock

Special Education Coordinator

The IDEA States:

- Schools have a duty to provide an appropriate education to every student, regardless of the student's behavior
- Schools have a duty to maintain a safe and orderly campus

Individuals with Disabilities Education Act (IDEA)

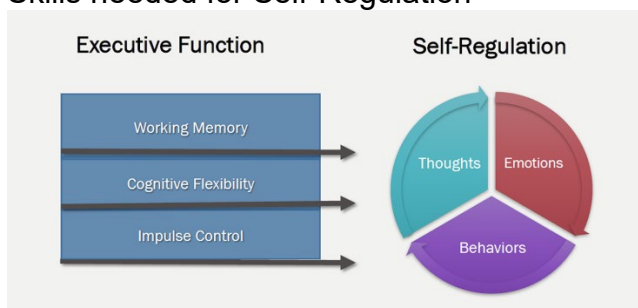
- The relationship between behavior and learning must not only be considered but acted upon. IDEA 34 CFR §300.324(a)(2)(i)

[Dear Teacher Video](#)

Forms of Behavior:

Externalizing Behaviors	Internalizing Behaviors
Hitting	Isolation from peers
Biting	Avoidance
Tantrums	Withdrawal
Self-injurious behavior	Preoccupation with certain interests
Throwing objects	
Inappropriate language	

Skills needed for Self-Regulation



Success in School Depends On...



Consideration of Special Factors

- Does the child's behavior impede the child's learning or the learning of others?

Behavior Impedes Learning...

The IEP team will put in place one or more of the following:

- Accommodations or modifications
- IEP goals
- Complete a Functional Behavioral Analysis (FBA) & write a Behavior Intervention Plan (BIP)

Guidance Documents

- [The NDDPI's Guidance on Functional Behavioral Analysis](#)

Functional Behavioral Analysis (FBA)

FBA Definition:

- A comprehensive and individualized, problem solving process that addresses challenging behavior.
- An FBA looks beyond the form of the behavior (what it looks like, what it sounds like) and focuses on identifying what causes and maintains the behavior (the function).

Who is an FBA for?

- Any student whose behavior is sufficiently disruptive that it interferes with his or her learning or the learning of others
- This could include students without disabilities, those with a Section 504 plan or IEP
- Best practice is to complete an FBA before a behavior issue escalates to a point where discipline procedures such as suspension or expulsion are used

Who Should Conduct an FBA?

- Special education teacher
- School psychologist
- Behavior analyst
- Guidance counselor
- General education teacher
- Intervention specialist
- School administrators

Is Parental Consent Required?

- As with other individualized evaluation procedures, and consistent with IDEA (34 CFR §300.300(a) and (c)), parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation.
 - If an FBA is being completed for a student with a disability or a student with a 504 Plan, parental consent must be obtained
 - If an FBA is being completed for a student who is not identified with a disability, a “selective screening” consent form should be completed prior to completing an FBA

Existing Data

- Documents in the student’s record review: attendance records, grades, citizenship, referral records, etc.
- Teacher/administrator interviews
- Any functional assessment observations or parent/student interviews previously conducted, if they were completed to gather information on the current targeted behavior (If not, then these particular assessments could be conducted as part of the FBA and would be considered “new data”)
- Any instrument you routinely use with ALL students (data collection or monitoring)

Conducting an FBA

FBA's Answer the Questions:

- What behavior do we want to change?
- At what level does the target behavior exist?
- What circumstances are likely to trigger the behavior?
- Is the problem behavior influenced by certain events or conditions?
- What function does the problem behavior serve?
- What replacement behavior should be taught?
- Is the problem behavior a performance deficit or a skill deficit?

Steps in an FBA:

- Step 1: Identify the Problem Behavior
- Step 2: Consider sources of information
- Step 3: Summarize assessment data
- Step 4: Formulate summary statements

Step 1: The team must pinpoint the behavior causing the problems.

Consider

- Objectively observe the student's behavior in different settings and during different types of activities (including home and the community)
- The teacher's expectations for the student (problem behaviors may stem from frustration, fear of embarrassment, or boredom)
- Whether a behavior relates to cultural differences or expectations

Which Definition is Better?

Option A

- Eloping:
 - Not being where he is supposed to be
 - Not paying attention

Option B

- Eloping: any attempt or successes at the following:
 - While sitting, turning his body away from the instructional activity or task (including putting head down)
 - Slide out of chair onto the floor
 - Standing up and leaving the location/staff person
 - During transitions in the hall, walking away from an adult or line
 - Leaving the designated classroom
 - Pushing his chair away from the desk/table

Step 2: Gather Sources of Information

Review of Existing Data

- Presentation/impact of disability
- Health history
- Medications/side effects
- Info from parents/guardians
- Trauma history
- Patterned or cyclical behavior
- Office discipline referrals
- Academic review
- Other pertinent information

Prior Interventions

- What interventions have been tried?
- What were the results?
- How long was the intervention implemented?
- Who implemented the intervention?
- Was fidelity of implementation monitored?

Strengths: Things the team should consider:

- What are the child’s interests?
- What does he/she do well?
- What environments are they successful in?
- What peers do they work well with?
- What teachers do they work well with?

Indirect Assessment Methods

- Record Review – looking at existing documentation for information that could help determine the function(s) of the behavior
- Behavior Rating Scale or Questionnaires
- Checklists or Assessments
 - Could include curriculum-based assessments, setting event checklists, social/emotional checklists, reinforcer assessments, adaptive behavior scales, social skill assessments, social communication assessments
- Interviews

Observation Methods

- Consists of actually observing the problem behavior and describing the conditions that surround the behavior (its context – when & where it occurs).
- Two most common methods:
 - Antecedent – Behavior – Consequence (ABC) Analysis
 - Scatterplot

ABC Data Chart Sample

M5 Activity 2 ABC Chart Key P. 1

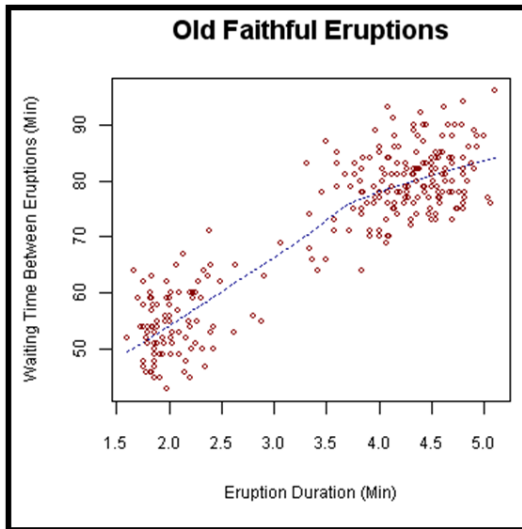
ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that <u>may</u> have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior
Feb. 8 th ; 9:35 AM (*)	Math Class	Mrs. England was lecturing to the class	George put his head on the desk (*Possible setting event: George said he had not slept well the night before)	Mrs. England asked George to participate in the class
Feb. 8 th ; 9:38 AM (*)	Math Class	Mrs. England asked George to participate in class discussion	George ignored Mrs. England’s requests and kept his head on the desk	After asking twice, Mrs. England gave up and ignored George
Feb. 8 th ; 2:40 PM (*)	In class free time to work quietly	Mrs. England was working on one-on-one tutoring with other students; Time was running out for Mrs. England to work with George	George began humming loudly	Mrs. England and peers ignored George
Feb. 8 th ; 2:55 PM (*)	In class free time to work quietly	George’s study partner suggested to go over assigned math sheets	George said “No”, and threw his book at his partner	George’s study partner returned to his desk. Mrs. England told George that if he did this again he would be sent to the office
Feb. 9 th ; 9:40 AM	Math lecture	Mrs. England was lecturing to the class	George began humming loudly	Mrs. England and peers ignored George
Feb. 9 th ; 9:50 AM	Math lecture	Mrs. England called on George for a problem	George told a joke about religion	Peers laughed
Feb. 9 th ; 9:55 AM	Math lecture	Mrs. England insisted that George answer the question	George threw his book at Mrs. England	Mrs. England told George that she was very disappointed with him, and sent him to the office
Feb. 9 th ; 11:00 AM	Sent to see school counselor	The school counselor was asking several questions to George, trying to interact with him	George ignored the school counselor’s questions, put his head on the desk, and remained this way the entire time he was there	After 15 minutes trying to get George to talk, the counselor sent George back to class
Feb. 9 th ; 2:45 PM	In class free time to work quietly	George was working alone	George began humming loudly	Mrs. England asked George to stop
Feb. 9 th ; 2:50 PM	In class free time to work quietly	Mrs. England asked George to stop humming several times	George stopped humming	No one said anything
Feb. 10 th ; 12:45 PM	Lunch time	George was eating lunch with his peers	George told several jokes about sex	Peers laughed
Feb. 10 th ; 12:50 PM	Lunch time	Peers stopped laughing at George’s jokes and began ignoring him	George threw his lunch tray on the floor and walked away	Peers looked at him

Scatterplot Samples

One Hour Scatterplot
Whining/Yelling Behaviors in School

	October														November													
	12	13	14	15	19	21	25	26	27	28	29	1	2	3	4	5	8	9	10	12	15	16	17	22	23	29	30	
8:30 - 9:30												X					X					X	X	X	X			
9:30 - 10:30				X							X	X	X	X													X	
10:30 - 11:30				X				X	X	X	X	X			X	X						X			X	X	X	X
11:30 - 12:30				X				X	X	X		X	X			X			X			X	X		X	X		X
12:30 - 1:30				X		X					X				X			X				X		X	X			
1:30 - 2:30				X	X		X	X			X	X	X	X	X	X	X	X	X			X	X		X			



Setting Events

- Times when the behavior does or does not occur
- Specific location of the behavior
- Conditions when the behavior does, does not occur
- Individuals present when the behavior is most/least likely to occur
- Antecedents: events or conditions that occur before the behavior
- Consequences: events or condition that occur after the behavior
- Common setting events
- Other behaviors that are associated with the problem behavior

Baseline Data

- Information gathered about the target behavior before a program begins
- It is used later to provide a comparison for assessing the success and progress of subsequent interventions
- The type of behavior, the behaviors strength/intensity, frequency, duration, and when and where the behavior occurs need to be considered when deciding on a data collection method

Data Method Determined

Example:

- A student exhibits behaviors (screaming, throwing objects, and slamming doors), does the team want to know the number of behaviors per day (frequency), how long the behavior lasts (duration), or when the behaviors are occurring most often during the day (scatterplot or interval)?





Compare & Analyze Data

- Are there any patterns of behavior?
- What are the student's strengths/skills?
- Are there any setting events issues/concerns?
- What are the "triggers" (antecedents)?
- What are the consequences?
- What previous interventions have been tried?
- What are the student's preferences?

Getting to the Root of the Problem

- Students will change their behavior **ONLY** when it is clear that a different response will more effectively and efficiently result in the desired outcome

Step 4: Determine the Function

4 Functions of Behaviour			
		What It Does For Me	When Does It Happen
S Sensory		Provides preferred sensory experiences; behaviour feels good to do	Anytime, even when alone. Especially if I'm anxious
E Escape		Removes undesired activities or interactions	When task is too: hard, easy, boring, or scary
A Attention		Provides access to people or interactions	When I want social interaction
T Tangibles		Provides preferred items or activities	When I want a preferred item or activity

Andrew Davis B.Sc.H | M.ADS @and1davis Geneva Centre for Autism - www.autism.net

Write a Hypothesis Statement

- When...(describe antecedents) ...the student...(describe the target behavior) ...in order to... (describe the function/ "pay-off").

How Long is an FBA Valid?

- As long as the results of the FBA are used to make socially meaningful changes for the student
- Review at least annually

Questions for Annual FBA Review

- Does the FBA address the current behavior problem(s)?
- Is the hypothesis statement, regarding the function of the behavior still appropriate?
 - If the answer is “no” to either one of these statements, the team should conduct another FBA to help develop a more appropriate FBA

Behavior Intervention Plan (BIP)

Purpose of a BIP

- Increases in the acquisition and use of new appropriate, replacement skills
- Decreases in problem behavior
- General improvements in the quality of life for the individual

Characteristics of a BIP







- Hypothesis-driven – address the function of the student’s behavior
- Student-centered – respect personal preferences and the goals are tailored to the student’s typical daily routine
- Consist of multiple intervention or support strategies – including prevention, teaching, reinforcement, and disciplinary components

Replacement Behavior

- What is the desired replacement behavior (that serves the same function) as the targeted behavior (e.g. ask for a break, raise hand to get attention or help)?

How will the Replacement Behaviors be Taught?

Anger Choice Cards For Classroom

When I'm angry, I can... BREATHE DEEPLY 	When I'm angry, I can... COUNT TO 10 	When I'm angry, I can... DRINK WATER 
When I'm angry, I can... GO TO THE QUIET SPOT & USE THE COOL DOWN BOX 	When I'm angry, I can... GET AN ADULT TO HELP 	When I'm angry, I can... DRAW A PICTURE 

- Sample chart created by Mrs. Kilby at <http://confessionsofaprimarteacher.blogspot.com>

Reinforcement for Positive Behaviors

1. _____ Teacher writes "100" on your paper. (A)
 _____ Be first to finish your work. (CM)
2. _____ A bag of chips. (CN)
 _____ Classmates ask you to be on their team. (P)
3. _____ Be free to do what you like. (I)
 _____ Teacher writes "100" on your paper. (A)
4. _____ Classmates ask you to be on their team. (P)
 _____ Be first to finish your work. (CM)

Thank you for taking the time to complete this survey.

Reinforcement Inventory

Scoring Key

- _____ Adult Approval (A)
- _____ Competitive Approval (CM)
- _____ Peer Approval (P)
- _____ Independent Rewards (I)
- _____ Consumable Rewards (CN)

Modified by Gable, R. A. (1991) from: Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. TEACHING Exceptional Children, 2.3, 143-149. Forced-Choice Reinforcement Survey.

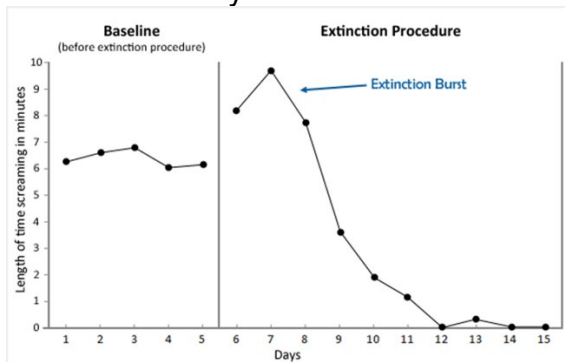
- [Forced Choice Reinforcement Survey: https://pbisworld.com/wp-content/uploads/Forced-Choice-Reinforcement-Menu.pdf](https://pbisworld.com/wp-content/uploads/Forced-Choice-Reinforcement-Menu.pdf)

Response to Negative Behaviors

- This is not about punishment or consequences, this is a plan as to how teachers, school staff or peers (if appropriate) will respond to negative behaviors
 - Is there a need for a safety plan? How will it be written and shared?

Progress Monitoring Goal

- How will you know if the BIP is working, and the target behavior is decreasing?



Data Collection & Reviews

- Should be reviewed at a minimum as frequently as general education peers get progress reports.
- If goal has been met for multiple data points
- If student is stagnant or data is decreasing for multiple data points

“Anticipate that the child will have plateaus, failures, backslides, setbacks, and regressions. Support and encourage them at these times. Kids need love most when they deserve it least!”

- Rick Lavoie

Resources

- [Ci3T FBA Modules - http://www.ci3t.org/fabi](http://www.ci3t.org/fabi)
- [Center for Parent Information and Resources, ED. https://www.parentcenterhub.org/emotionaldisturbance/](https://www.parentcenterhub.org/emotionaldisturbance/)
- [Division for Emotional & Behavioral Health. https://debh.exceptionalchildren.org](https://debh.exceptionalchildren.org)
- [Reinforcement Surveys. https://interventioncentral.org](https://interventioncentral.org)
- [IRIS | Fundamental Skill Sheets \(vanderbilt.edu\)](https://www.vanderbilt.edu/iris/)
- [FBA & PBI Plan Guide https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/FBA-BIP%20Guide%207.28.2020.pdf](https://www.nd.gov/dpi/sites/www/files/documents/SpeEd/Guidelines/FBA-BIP%20Guide%207.28.2020.pdf)
- [PBIS World | A Complete Tier 1 Through Tier 3 Positive Behavior Interventions & Supports System](https://www.pbisworld.com/)
- [Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers \(osepideasthatwork.org\)](https://osepideasthatwork.org/)

Please Complete this Survey:



<https://forms.office.com/g/Oi1BrsfmqU>

Thank you!

Michelle Woodcock
Special Education Coordinator
mwoodcock@nd.gov
(701) 328-2277