

Tier II/III

Functional Behavioral Assessment



Real People
Real Contexts
Real Data
Real Solutions

PURPOSE: Strengthen Tier II and Build Classroom PBIS.

- Review how FBA can be used to beef up Tier II interventions
- Examine strategies to integrate PBIS into classroom management.
- Discuss feedback on additional Tier I training/resource needs

FBA = Problem Solving

- Understand the relationship between the unique characteristics of the individual and the environmental variables that predict and reinforce observable behavior.

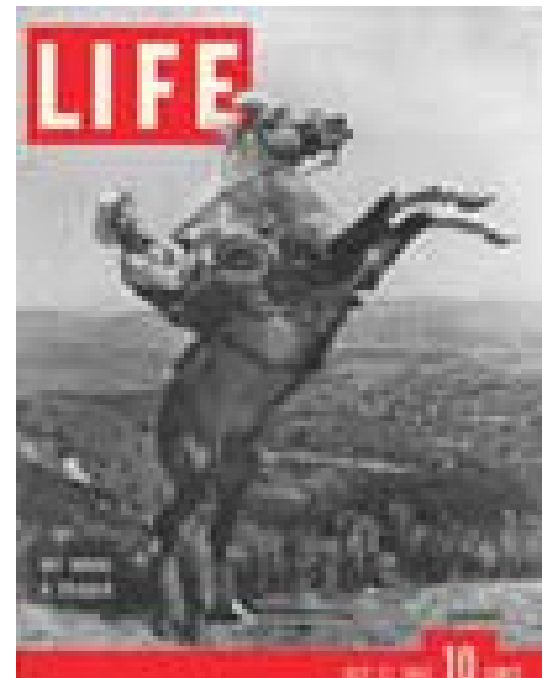


Major FBA Concepts/Principles

Quick Review

- Contextual
- Setting Events (Slow Triggers)
- Antecedents (Fast Triggers)
- Observable/Measurable Behaviors
- Maintaining Reinforcers
- Functions
- Functional Equivalence

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Setting Event: Slow Triggers

Proximal

Distal

Possible Setting Events or Antecedents

- **Curriculum/Instructional:**
 - Unpredictable schedule or changes in routine;
 - Difficult tasks (too easy or too hard);
 - Curriculum is not meaningful;
 - Little or no reinforcement in the setting;
 - Slow pace of instruction;
 - Lack of choice-making;
 - Lack of task variation;
 - High rate errors.

A Closer Look at Possible “Setting Events” ...2

- **Environmental:**
 - Uncomfortable temperature (hot or cold);
 - Inappropriate lighting;
 - Noisy environment;
 - Number of people present;
 - Inadequate space around the child;
 - Uncomfortable seating;
 - Arrangement of toys and materials

A Closer Look at Possible “Setting Events” ...3

- **Biological/Medical/Personal Variables:**
 - Sickness;
 - Allergies;
 - Medications (effects and side effects);
 - Fatigue;
 - Hunger/Thirst
 - Mood (e.g. angry, anxious)
 - Time of day

A Closer Look at Possible “Setting Events” ...4

- **Social:**

- Presence of staff & amount of staff attention;
- Presence of peers & amount of peer attention;
- Presence of particular staff (preferred and non-preferred);
- Changes in staff;
- Disagreements with family, staff, or peers;
- Proximity of family, staff, or peers.

POSSIBLE FUNCTIONS

Positive
Reinforcement:

Obtain:

Social attention
Access to materials
Sensory Stimulation

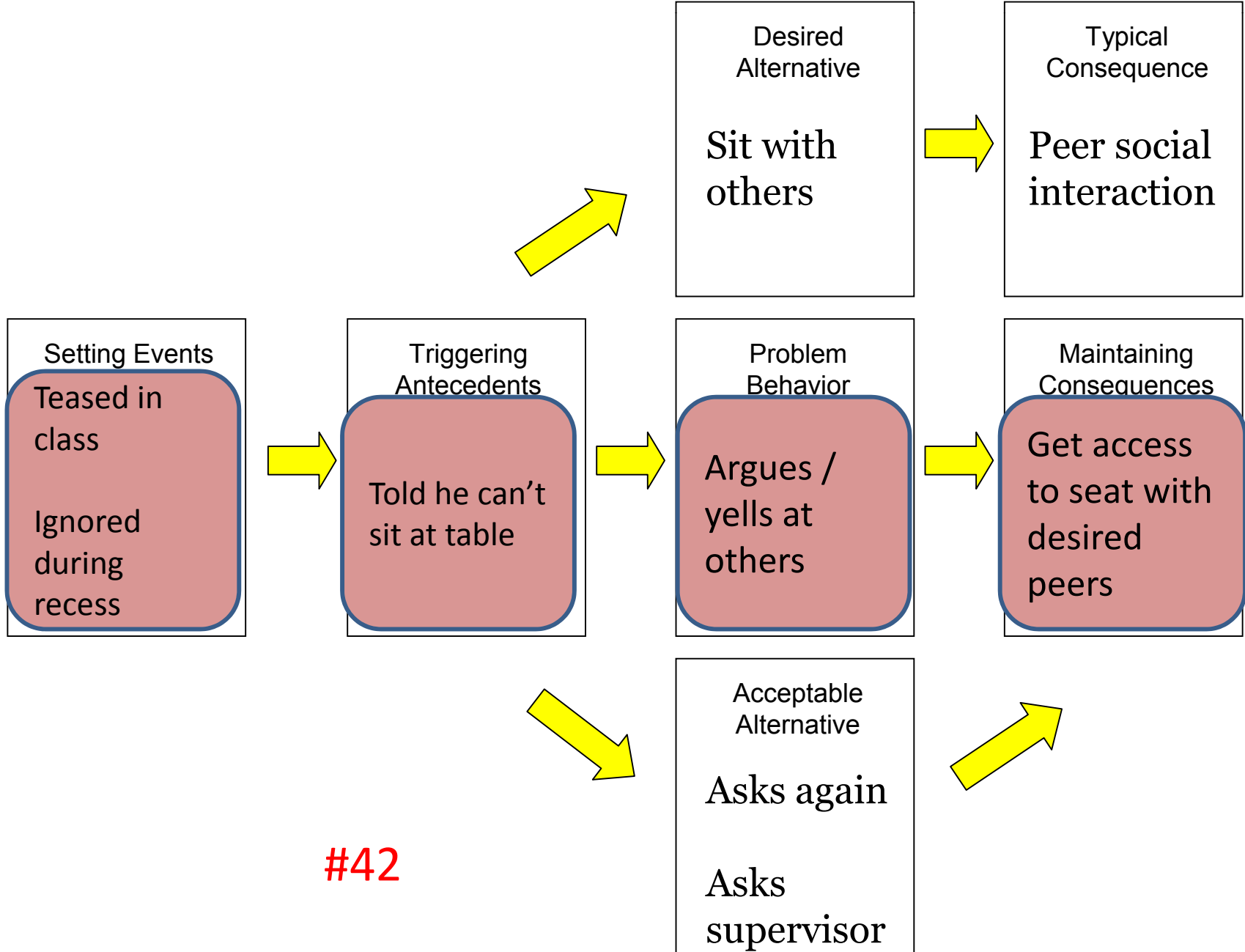
To Get

Negative
Reinforcement:

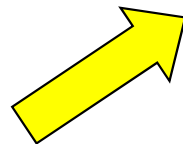
Escape from:

Activities
People
Sensory
Pain

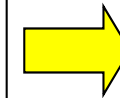
To Get Out of



Competing Behavior Summary Statement

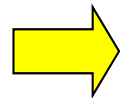


Desired Alternative
Participate w/o being aggressive.

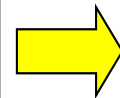


Typical Consequence
Participates in game

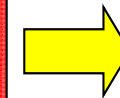
Setting Events
Pervious arguments w/ peers
Game
Group work



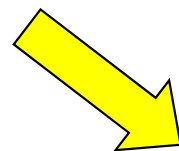
Triggering Antecedents
Disagreement w/ Peers.



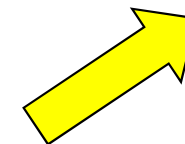
Problem Behavior
Pushes, Hits



Maintaining Consequences
Resolves conflict



Acceptable Alternative
Resolves Conflict w/ words



Michael #41

Positive Behavior Support Plan Outline

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Strategies that Make Problem Behaviors irrelevant, ineffective, and inefficient

Setting Event Strategies	Antecedent Preventive Strategies	Teaching Strategies	Consequence Strategies	
<p>What are ways to change the context to make the problem behavior unnecessary?</p>	<p>What are ways to <u>prevent</u> the problem behavior?</p>	<p>What can be done to increase expected behaviors or to teach a replacement behavior?</p>	<p>What should happen when a problem behavior occurs?</p>	<p>What should happen when desired replacement behavior occurs?</p>
<p><input type="checkbox"/> Remind Michael of his goals and skills he is working on.</p> <p><input type="checkbox"/> Provide increased supervision.</p>	<p><input type="checkbox"/> If Michael appears to be getting agitated, remind him of his anger management strategies and how he can use them</p> <p><input type="checkbox"/> Remind him that they can “opt out” of the game if they feel angry</p>	<p><input type="checkbox"/> Teach Michael strategies to manage his anger</p> <p><input type="checkbox"/> Teach Michael ways he can “opt out” of the game before they begin to play or when they begin to feel angry</p>	<p><input type="checkbox"/> Remind student of the behavior they are exhibiting and prompt them to use their strategies</p> <p><input type="checkbox"/> Remove student from the game and go through the steps to manage their anger</p>	<p><input type="checkbox"/> Provide praise and other reinforcement for engaging in the game appropriately, managing anger or appropriately or opting to stop playing the game</p>

Brief FBA Case Study

Bill & Handouts

Effective Environments

- Problem behaviors are **irrelevant**
 - Events that trigger PB are removed or reduced
 - Access to positive events are more common
 - * Think of an example of how problem behaviors can be made irrelevant?
- Problem behaviors are **inefficient**
 - Appropriate behavioral alternatives available
 - Appropriate behavioral alternatives are taught
 - * Think of an example of how problem behaviors can be less efficient?
- Problem behaviors are **ineffective**
 - Problem behaviors are not rewarded
 - Desired behavior ARE rewarded
 - Think of an example of how problem behaviors can be made ineffective?
- **#44**

Tier II- Reflection on Effectiveness

- What are our interventions at the Secondary Level?
- How are students responding to those interventions?
- How many students are referred?
- How many students are responding?
- How much of our district and/or building resources are “spent” on those interventions?

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