

Basic FBA to BSP

Participant's Guide

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Purpose of the Participant’s Guide

This participant’s guide presents specific procedures for school-based personnel to conduct Basic functional behavioral assessments (FBA) and lead teams in the design of behavior support plans (BSP) for students with mild to moderate

behaviors. Basic FBA to BSP training methods presented in this workbook are designed to train school-based personnel

with flexible roles in a school. The Basic FBA to BSP training methods are specifically designed for use with students that exhibit consistent problems that are **not dangerous and have not been adequately addressed through previous assessment and intervention.**

For example, these methods would be appropriate for a student who is calling other students names during academic instruction on a daily basis. However, the Basic FBA to BSP methods would not be sufficient for use with a

student who strikes others or engages in self-injurious behaviors during a number of routines throughout the school day.

When used early for students identified at-risk for serious behavioral problems, Basic FBA methods may prevent the escalation of student behaviors that, if left untreated, may require more intrusive methods.

For students that

exhibit complex or dangerous behavioral problems school personnel should contact a behavior specialist in your school or district who is trained to conduct FBA’s and build BSPs for students with more challenging behaviors.

Basic FBA to BSP methods may be used with students who:	Basic FBA to BSP methods are NOT sufficient for use with students who:
<p>Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work)</p> <p>Have received interventions that did not improve behavior.</p> <p>Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess)</p>	<p>Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction)</p> <p>Exhibits behaviors in 3 or more school routines.</p>

Basic FBA to BSP

Basic vs. Complex

Behavior Support

	Basic	Complex
For:	Students with <u>mild to moderate</u> problem behaviors (behaviors that are <u>NOT dangerous</u> or occurring in many settings)	Students with <u>moderate to severe</u> behavioral problems; may be <u>dangerous and/or occurring in 3 or more settings/routines</u>
What:	Relatively Simple and Efficient process for behavior support planning	Time-intensive process that involves emergency planning, family-centered planning, and collaboration with outside agencies
Developed by whom:	Team of school-based professionals (e.g., PBS team members whose job responsibilities include FBA and behavior support planning)	School-based team including professionals trained to develop and implement intensive interventions for students with severe problem behaviors (e.g., behavior specialist)

Module 1: Defining and Understanding Behavior



By the end of this training session you will be able to:

1. Define observable behavior.
2. Identify events that predict When & Where the specific behavior occurs.
3. Identify Why a student engages in the specific behavior.
4. Construct hypothesis statements that summarize the What, When, Where, & Why of a student's behavior.

We Always Begin by Defining the Problem

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



Activity 1

Write out the behavior and provide an observable & measurable definition for one (1) of the behaviors below:

1. Jeff is always disruptive in class.
Disruptive: _____

2. Hailey is constantly off-task during math.
Off-task: _____

3. Chris is defiant.
Defiant: _____

4. Brandon is angry and hostile.
Angry/Hostile: _____

5. Alexis uses inappropriate language.
Inappropriate language: _____

Next we Want to Know

Where and When is the Problem Behavior Occurring?

Routines & Antecedents

- **Routines** – settings and activities during which the problem behavior is most and least likely to occur
- **Antecedents** - occur immediately before and act as “triggers” for problem behavior

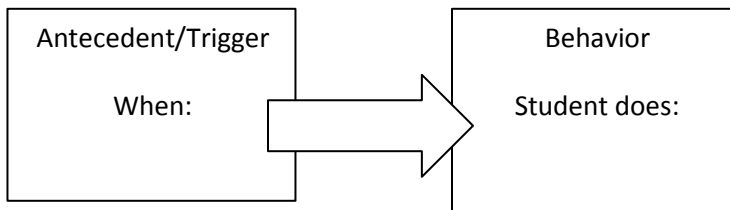


Activity 2
Identify the behavior, antecedent, & routines in the following scenarios:

Scenario #1

During passing period in the hallway before recess, when peers tease him about his walk, A.J. calls them names and hits them.

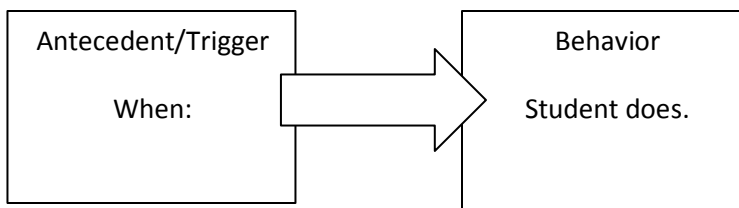
Routine: During _____



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.

Routine: During _____



After defining the Behavior and Identifying the Routines & Antecedents...

Then: WHY does the behavior continue to occur? What consistently happens right afterwards? What is the CONSEQUENCE? What is the PAYOFF?

- Does the student gain something?
 - Does the student avoid or escape a task or event?
-



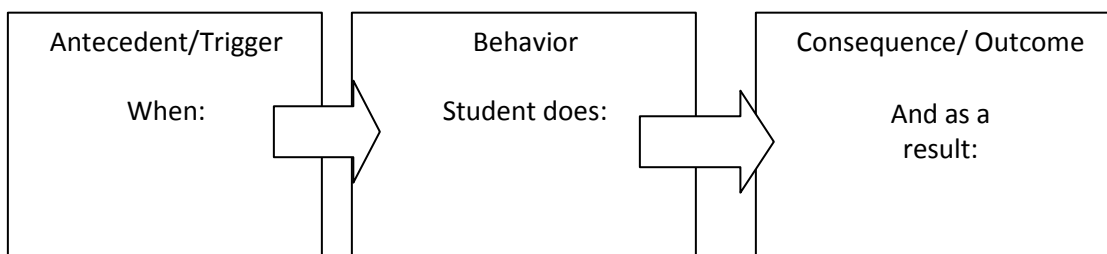
Activity 3

Identify the routine, antecedent, behavior, and consequence/outcomes for scenario #1 and scenario #2 below:

Scenario #1

Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This behavior results in his being sent to the office.

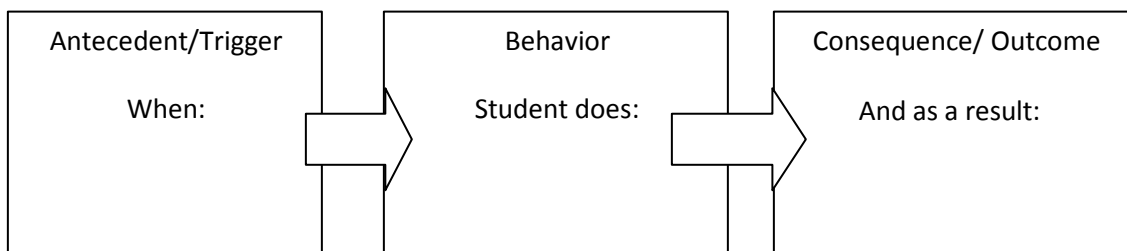
Routine:



Scenario #2

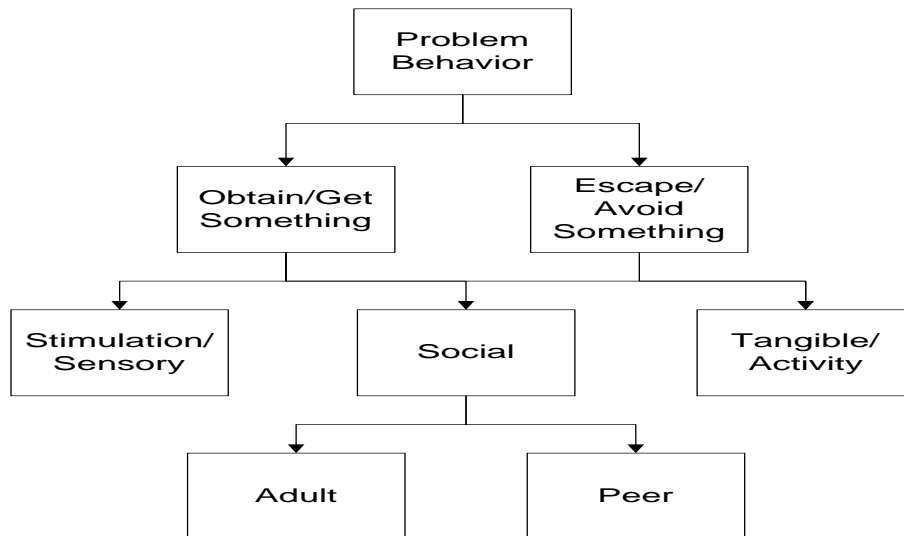
Nancy cries during reading time whenever she is asked to work by herself. This results in the teacher sitting and reading with her.

Routine:



Why is the Problem Behavior Occurring?

Functions that Behaviors Serve



Common Functions of Problem Behavior in School Settings

Obtain/ Access:

- Peer attention
- Adult attention
- Desired activity
- Desired object/ items

Avoid/ Escape:

- Difficult Task
- Boring Task
- Easy Task
- Physical demands
- Non-preferred activity
- Peer
- Staff (reprimands, praise)



Activity 4

For the following scenarios, identify the routine, antecedent, behavior, and consequences/outcomes

Then use the information to determine the most likely FUNCTION.

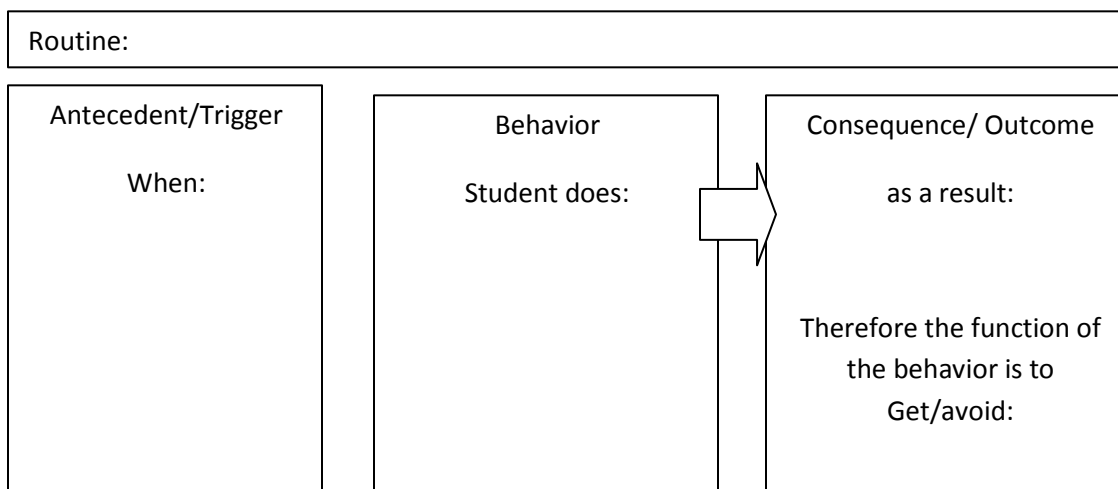
Scenario #1

When asked to sit with his peers in morning circle, Mike pulls the hair of the girl sitting next to him. The teacher tells Mike to go back and sit at his desk.

Routine:		
<p>Antecedent/Trigger</p> <p>When:</p>	<p>Behavior</p> <p>Student does:</p>	<p>Consequence/ Outcome</p> <p>as a result:</p> <p>Therefore the function of the behavior is to</p> <p>Get/avoid:</p>

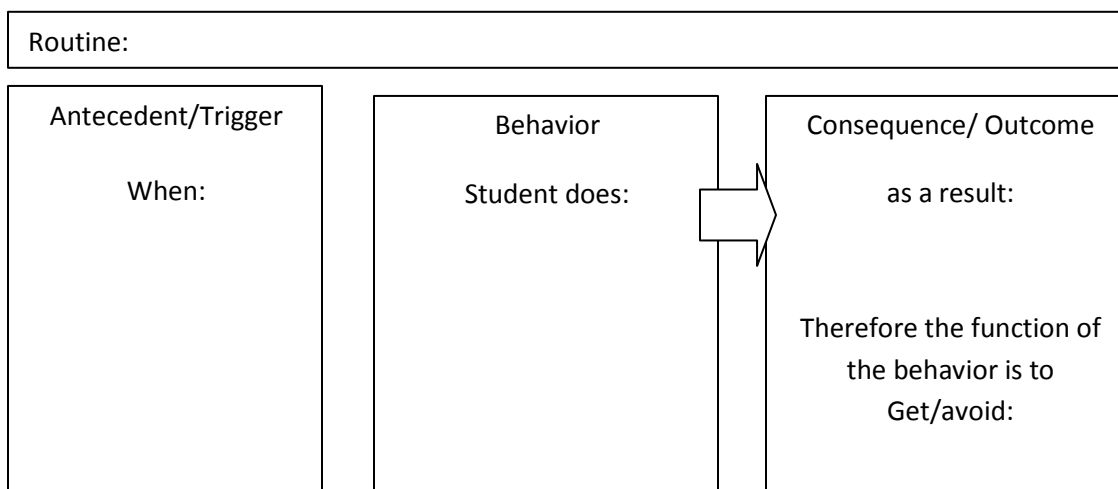
Scenario #2

When Selena's teacher presents multiple difficult task demands in language arts, she makes negative self-statements & writes profane language on her assignments. Teaching staff typically send her to the office with a referral for being disrespectful (and she misses the assignment).



Scenario #3

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. When Johnny does this his peers laugh at him.



Setting Events

- Infrequent events that temporarily impact the antecedent to increase or decrease the value of the payoff
- Help us to predict the occurrence of the problem behavior

* **Remember:** Antecedents occur immediately before and act as “triggers” for problem behavior.

Common Setting Events

- Lack of sleep or food
- Having a fight on the way to school
- Bad grade on a test / corrections / reprimands
- Forgetting to take medication
- Changes in routine (think substitute teacher)

Non-examples

- Diagnosis of autism or ADHD
- “Bad” home life

***Note:** Setting events can be difficult to identify and are often unknown.



Activity 5

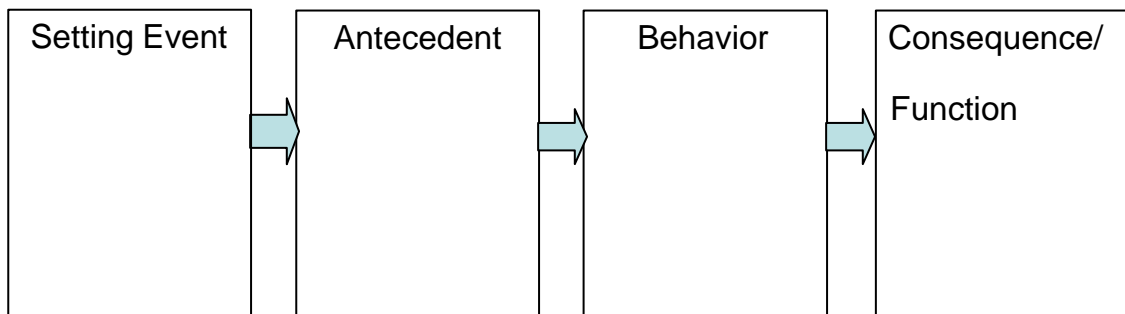
Using the information in the following scenarios, please identify:

1. The most likely FUNCTION
2. Identify if there is a setting event that can help the team predict the occurrence of the problem behavior.

Scenario #1

When Jason is asked to outline a book chapter in Language Arts, he often argues, refuses to work and uses profanity which results in being sent to the office for ‘disrespect’. This behavior is more likely if Jason has an altercation with a peer on the bus on the way to school.

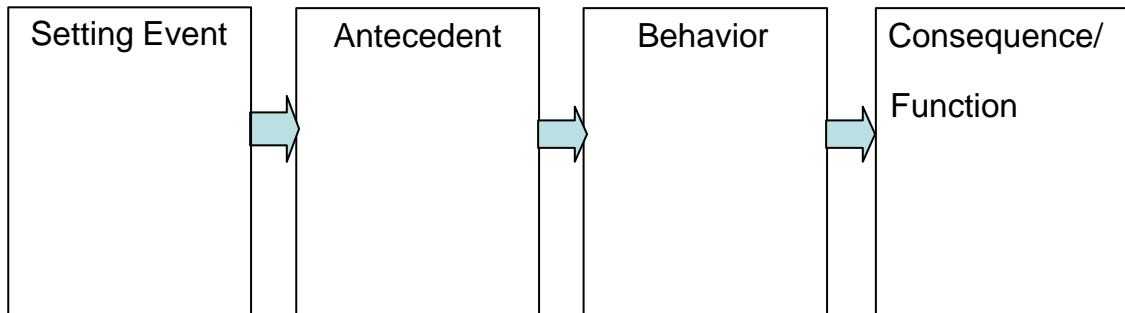
Routine: _____



Scenario #2

During story time when the teacher asks other students questions, Michelle blurts out responses or begins crying if she is not called on. When this happens, the educational assistant moves in closely and talks privately to Michelle in an effort to calm her. This is most likely to happen on days when Michelle has not had her medication.

Routine: _____



Key Points from Module 1

- The Basic FBA to BSP process is for use with students who engage in problem behaviors that are not dangerous.
- In understanding the ABC's of behavior, the starting point is the behavior (B), then what happens before the behavior (A) and after the behavior (C).
- Behaviors need to be explained in an observable & measurable way, so that anyone who does not know that student could point out the behavior.
- All behavior serves a function: either to OBTAIN or AVOID something (attention, activities, or tangible items).

Checks for Understanding for Module 1

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

Name or Identification: _____



Check #1

Define the ABC's of understanding the function of behavior:

A _____

B _____

C _____

What should you always do first?



Check #2

Identify the SETTING EVENT in the following example:

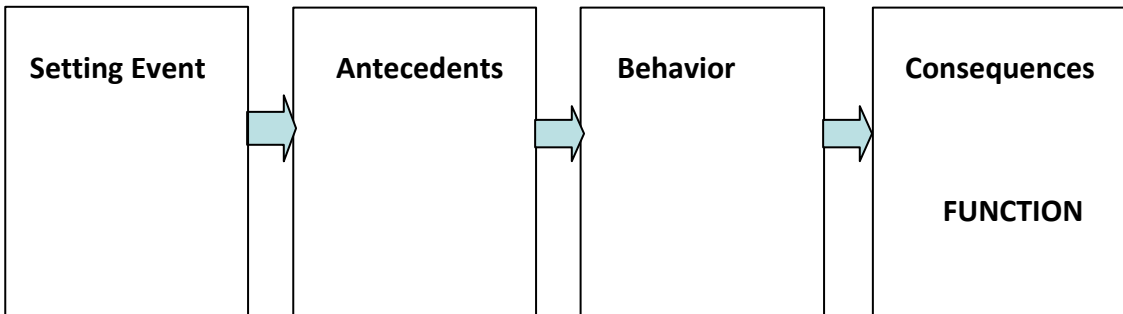
During recess, when Lizzy loses a game she sometimes yells, cries, and falls to the ground. Lizzy’s teacher has noticed that this behavior happens more often on days when she is late to school and misses breakfast in the cafeteria.



Check #3

Use the boxes below to help you construct a hypothetical problem statement.

Routine: _____





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.



COMMENTS or QUESTIONS about MODULE 1

Module 2: Investigating Behavior



By the end of Session 2 you will be able to:

Use 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

- | | |
|--|------------------------|
| <p>1. Ask–</p> <ul style="list-style-type: none"> -Interview Teacher & Staff -Interview Student | <p>Today's Session</p> |
| <p>2. See</p> <ul style="list-style-type: none"> -Observe the student's behavior in routines identified by the interview -Use the interview to guide observations. | <p>Next Session</p> |

About the Functional Assessment Checklist for Teachers & Staff (FACTS)

Purpose of the FACTS interview: ASK staff who work with the student to identify & focus in on a specific problem behavior routine, so you can go and SEE the behavior.

Frequently Asked Questions (FAQs) about the FACTS interview

How long does it take to conduct a FACTS interview?

Depending on teacher responses, 30-45 minutes is typical.

Whom should I interview?

Interview the “referring teacher” or teacher that has been identified to receive support, then based on the interview other staff may be identified.

What materials do I need?

Bring two copies of the FACTS interview form for yourself and the teacher being interviewed (so they can follow along).

Can I just drop it in the teacher's box to have them complete the FACTS?

No. You should guide them through the interview and record their responses on your form, as follow up questions may be needed.

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 - _____

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior						Specific Problem Behavior	Current Intervention for the Problem Behavior
		Low					High		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		
		1	2	3	4	5	6		

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.

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

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
Describe prioritized problem behavior(s) in observable terms: _____			

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

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

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

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

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

Environmental Features (Rank order strongest 2)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> Other _____ Describe _____ _____	<input type="checkbox"/> g. large group instruction <input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transitions <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/no attention If a,b,c,d or e - describe task/demand in detail _____ _____ If f - describe purpose of correction, voice tone, volume etc. _____ If g, h, I, j or k - describe setting/activity/content in detail _____ If l – what peers? _____ If m – describe - _____

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

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

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

- hunger conflict at home conflict at school missed medication illness failure in previous class
 lack of sleep change in routine homework not done not sure Other _____

SUMMARY OF BEHAVIOR

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

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

During the FACTS interview, you are the investigator

- Ask follow-up questions to get **specific** information you can use to inform interventions
- Understand from the student perspective...
- You need to be convinced...
- You need to be confident in the results of the interview...

Completing FACTS Part-A: Routines Analysis

Start FACTS off with Strengths & Identify Student Daily Routines

Step #1: Start with the student's strengths.

When conducting a FACTS interview always start with the student's strengths.

-Begin with focus on positive skills and attributes of student.

Step #2: Ask: Where, when, with whom, problem behaviors that are most likely

Time: List the times that define changes in the student's daily schedule. Include subject changes, changes in classes, transitions, lunch, before school, and adapt for complex schedule features (e.g. odd/even days) if appropriate.

Activity & Staff: Identify the activity or routine (e.g. small group instruction, math, independent art, transition) during each time identified and the staff involved.

Likelihood of Problem Behavior: Rate the likelihood of problem behavior during each time/activity/routine on the 1 to 6 scale provided.

Problem Behavior: Indicate the specific problem behavior(s) that occur during each time with a rating of 4, 5, or 6.

Current Intervention: Indicate any interventions currently in place for the problem behavior during that time.



Activity 1

With a partner and using the FACTS Part-A form (pg. 2.7) for Tracy, complete the:

- (a) Strengths
- (b) Routines Analysis (The Time, Activities, & Staff involved are completed for you)

One person is to ask questions from the FACTS form and fill in the information from their partner who uses the script below:

Partner Script for Tracy's FACTS

FACTS-Part A: Tracy's Teacher, Ms. B.

Strengths: Tracy likes science & art, she is great at basketball.

Routines Analysis

“Tracy has a low likelihood of problem behavior in reading, but the first break is where the likelihood of her problem behavior is about a “4”. During this break she will call students names and sometimes threaten them. Currently I give her detention when I find out about those problems.”

“She has no problems in writing, math, or social studies. But during the lunch break period the likelihood of her problem behavior is very high, about a “6”. She calls students names and threatens them. She usually gets detention for this.”

“She has no problems in PE, Art, or Science. But dismissal she has some problems in the hallways. I would say the likelihood of a problem behavior during dismissal is about a “3”. She engages in the same problems...name calling, threatening and she will get detention for this. “

For Teachers/Staff: Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: Tracy Grade 8 Date: _____
 Staff Interviewed: Ms. B Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths - _____
Social/Recreational - _____
Other - _____

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:05	Reading/ Ms. B	Low 1 2 3 4 5 6 High		
9:05	Break	1 2 3 4 5 6		
9:20	Writing/ Ms. B	1 2 3 4 5 6		
10:20	Math/ Ms. Z	1 2 3 4 5 6		
11:20	Social Studies/Mr. T	1 2 3 4 5 6		
12:20	Lunch/Break	1 2 3 4 5 6		
1:10	PE/Mr. K or Art/Ms. J	1 2 3 4 5 6		
2:10	Science/ Ms. N	1 2 3 4 5 6		
3:15	Dismissal	1 2 3 4 5 6		

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.

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

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Self-injury	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
Describe prioritized problem behavior(s) in observable terms: _____			

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	
What is 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 #3: List the Routines in Priority of Behavior Support
& Select the single most prioritized routine to focus on for FACTS Part-B**

Since the function of problem behavior often varies across different environments and settings, it is essential that we always focus on behavior within the context of a routine.

1. First, identify those routines with the highest ratings (4, 5 or 6 in the Routines Analysis).
2. Select between 1 to 2 routines for further analysis and prioritize which routine to begin the assessment with. Write the name of the highest priority routine and the most common problem behavior(s) during that routine in Routine #1.
3. Do the same for Routine #2.

In some cases, it may be possible to combine multiple routines, but only when the structure and demands within the routine are very similar.

Examples of combined/multiple routines:

- consistent problem behavior in recess, lunch and free-time might be combined into unstructured times with peers
- if problems occur in reading and social studies primarily during round-robin reading, the routine might be large group reading which would encompass both reading and social studies.

If you determine that there are more than 2 distinct routines identified, refer the case to a behavior specialist.

Select the single most prioritized routine to focus on for FACTS-Part B.

Step #4: Identify Problem Behaviors for the identified routine

Now, focusing on the single routine you have prioritized. Check those behaviors that occur in the target routine and then rank order the top 3 most concerning problem behaviors in the routine.

Provide a brief description of exactly what the behavior looks like when the student engages in these behaviors.

This definition should be so clear that you could clearly identify when the behavior does or does not occur.

Step #5. Ask about the Frequency, Duration

Ask the interviewee to estimate the DURATION & FREQUENCY of occurrences of the problem behavior in the target routine.

Step #6. Ask if the behavior is an immediate danger to self/others

Ask the interviewee if the student engages in behaviors that pose a danger to themselves or others.

Dangerous behaviors are: behaviors that directly injure others (e.g., hitting, throwing dangerous objects, etc.)

If it is determined that behaviors are dangerous, refer the case to a behavior specialist.



Activity 2: Top Priority, Frequency, Duration, & Dangerous Behavior

With a partner role-play using the FACTS Part-A form on pg. 2.7 & the script below to:

- A. List the routines in order of priority
- B. Then, have the interviewee rank the top priority of the problem behaviors occurring in the targeted routine.
- C. Ask them to provide you with an estimate of how frequent the behavior occurs in the targeted routine.
- D. Ask the duration (how long) of the problem behavior in the targeted routine.

One person is to ask questions from the FACTS form and fill in the information from their partner who uses the script below:

Script for Ms. B, Tracy's Teacher

Behaviors: Rank order the top priority

“Based on the list you are showing me for those routines, I would say that she engages in verbal harassment (Number 1 priority) and inappropriate language (Number 2 priority).”

Frequency & Duration

“The frequency of her problem behavior during Lunch/Break is about two times per day. The name calling and threatening usually last about 1 minute per episode. “

Danger to self or others

“The behaviors do not seem to cause immediate danger to her or others. But they do make other students very angry!”

Completing FACTS Part-B: Identify a Routine & Stick to it

Step #1. Identify the Target Routine

List the prioritized target routine and problem behavior as selected from List the Routines in Priority for Behavior Support from FACTS-Part A. The FACTS-Part B will only focus on this single routine. If multiple routines are identified, use a separate FACTS-Part B form for each routine.

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

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

Routine/Activities/Context	Problem Behavior(s)

Step #2. Ask about the ANTECEDENT(s)

When asking about antecedents remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all antecedents in the list that apply
- c. then, have the person rank order the 2 strongest predictors from those selected

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

Environmental Features (Rank order strongest 2)	Follow Up Questions – <i>Get as Specific as possible</i>
<input type="checkbox"/> a. task too hard <input type="checkbox"/> b. task too easy <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> d. task too long <input type="checkbox"/> e. physical demand <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> Other _____ Describe _____	<input type="checkbox"/> h. small group work <input type="checkbox"/> i. independent work <input type="checkbox"/> j. unstructured time <input type="checkbox"/> k. transition <input type="checkbox"/> l. with peers <input type="checkbox"/> m. isolated/no attention
	If a,b,c,d or e - describe task/demand in detail _____ If f - describe purpose of correction, voice tone, volume etc. _____ If g, h, I, j or k - describe setting/activity/content in detail _____ If l – what peers? _____ If m – describe - _____

ANTECEDENT(S): Follow-up Questions

After identifying the strongest predictor(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest

understanding of the antecedents triggering the problem behavior.

You as the interviewer should have a clear enough understanding of the antecedents to be able to make changes to, or eliminate, the triggers and make the student need for the problem behavior irrelevant.

Example of using Follow-up Questions

Example: Identifying task too hard and answering “reading” to the follow-up questions is probably not sufficient to inform intervention development.

It is essential to know specifically the type and level of reading tasks that are too difficult and what skills the student does or does not possess. A better description of the difficulty of the task

would be “reading passages or activities higher than a 1st grade reading level. The student is fluent with letter sound correspondence and can blend cvc words, but is not fluent with multi-syllabic words, nor most irregular words. Specifically, the student cannot answer comprehension questions nor read aloud in content areas or literacy when reading is higher than a 1st grade level.”

Step #3. Before moving on with the interview, ask yourself the following about the antecedent response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?

2. Is the antecedent clear enough that I can identify specific environmental changes that should prevent the problem behavior?



Activity 3

With a partner and using the script provided below, complete the ANTECEDENTS section in the FACTS Part-B (pg. 2.13) for TRACY.

Remember to ask the follow-up questions that correspond with the letter of the ANTECEDENT selected

One person is to ask questions from the FACTS form and fill in the information from their partner who uses the script below:

Teacher’s Script for Part-B

Lunch/ Hall Supervising Staff (Just so happens to be Ms. B)

Antecedents Section “The behaviors seem to occur when peers are around; specifically, when Johnny and Karen are around. They are the popular students and Tracy never teases them, but when they are around she will tend to tease other “weaker” or less popular students.”

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

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

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

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

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

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

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

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

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

SETTING EVENT(s): Rank Order any events that happen outside of the immediate routine (at home or earlier in day) that commonly make problem behavior more likely or worse in the routine above.

<input type="checkbox"/> hunger <input type="checkbox"/> conflict at home <input type="checkbox"/> conflict at school <input type="checkbox"/> missed medication <input type="checkbox"/> illness <input type="checkbox"/> failure in previous class <input type="checkbox"/> lack of sleep <input type="checkbox"/> change in routine <input type="checkbox"/> homework not done <input checked="" type="checkbox"/> X not sure <input type="checkbox"/> Other _____
--

SUMMARY OF BEHAVIOR

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

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

Step #4. Ask about the CONSEQUENCES

When asking about consequences remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all consequences in the list that apply
- c. then, have the person rank order the 2 strongest consequences from those selected

Follow-up Questions

After identifying the strongest consequence(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2.

The provided follow-up questions should not be considered a complete list.

It is the job of the interviewer to ask additional follow-up questions necessary to obtain the

clearest understanding of the consequences maintaining the problem behavior.

You as the interviewer should feel that you understand how the problem behavior is functional in paying off for the student in getting a desired outcome.

Step #5. Before moving on ask yourself the following questions about the consequence response:

1. Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?
2. Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?

3. When considering the antecedent and consequence together, do they make sense?

For example, if the consequence/function is avoiding difficult task, it would *make sense* that the antecedent be a specific task that is too difficult. It might *make less sense* if the consequence/function is to escape a difficult task and the antecedent is unstructured time with peers.

Step #6. Ask about the SETTING EVENTS

When asking about setting events remember to do the following:

- a. remind the respondent that you are only talking about the target routine
- b. have the person initially check all setting events in the list that apply
- c. then, have the person rank order the 3 strongest setting events from those selected

Remember that setting events do not usually occur in the immediate routine or environment.

Since setting events often happen at home or previously in the school day, it is not uncommon for teachers to be unsure of setting events.

Follow-up Questions

After identifying the most common setting events ask any follow-up questions that will provide a clearer picture of the impact and occurrence of setting events.

You may want to follow-up with the student interview (Appendix B) for more information on setting events.



Activity 4

With a partner and using the script provided, role-play & complete the CONSEQUENCE and SETTING EVENTS sections of FACTS Part-B (pg. 2.13) for TRACY.

Remember to ask the follow-up questions

Teacher's Script for Consequence Section

"I really think that she engages in these behaviors to get peer attention; especially from Johnny and Karen who tend to laugh at some of the mean things she says."

Setting Events Section

"I am not sure if there is anything outside of Lunch/Break that makes her behavior more likely."

Teacher's Script for Setting Events Section

"I really don't know anything outside of class that may be affecting her behavior."

Step #7. Summarize the interview using the SUMMARY OF BEHAVIOR

After completing the setting events, tell the person you are interviewing that you will need a couple of minutes to review their responses and form the Summary of Behavior.

The summary of behavior combines all of the information gathered in the FACTS-Part B.

To complete each of the boxes in the Summary of Behavior take the information from the corresponding boxes from above in the FACTS-B form.

ANTECEDENTS – write the **highest ranked item** from the Antecedents category and provide additional details provided through the follow-up questions.

Problem Behaviors – write in the description of problem behavior identified in the Identifying the Target Routine box at the top of the page.

CONSEQUENCES – write the **highest ranked item** from Consequences category and provide additional details provided through the follow-up questions.

SETTING EVENTS – write the **highest ranked item** from the Setting Events category from above and provide additional details from the follow-up questions.

Step #8. After completing the Summary of Behavior, read the summary back to the respondent according to the following format.

“During <insert target routine>, <insert student name> is likely to <insert problem behaviors> when he is <insert details of antecedent conditions that trigger behavior>, and you believe that he does this to <insert details of consequence/function>.”

Ask the person interviewed “Do you agree with this Summary of Behavior or is there anything you would like to add or change?”

Step #9. Lastly, ask the person interviewed to rate the extent they believe the summary of behavior is accurate on the provided 6 point scale.



Activity 5

Using the FACTS for TRACY and the information already completed from the previous activity complete the Summary of Behavior (pg. 2.13).

Read the summary of behavior to a partner and have your partner rate their confidence in the summary statement.



Key Points from Module 2

- To obtain information to make a hypothesis/summary statement you need to ASK & SEE.
- The FACTS is a tool used to interview teachers & staff to narrow the focus of a student's problem behavior
- FACTS Part-A: Start with the strengths & identify routines where problem behavior occurs
- FACTS Part-B: Interview based on prioritized routines & stick to it
- Summarize interview with staff and have them rate their confidence in the summary statement



Tools Presented in Module 2

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

Checks for Understanding for Module 2

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

Name or Identification: _____



Check #1

- A. Complete the missing parts of the FACTS (Part B on pg. 2.21) by interviewing a partner playing the role of Shane’s teacher from the script below. All of Part-A & Most of Part- B is done for you.**
- B. Make sure you ask the follow-up questions for part-B.**
- C. Complete the summary statement at the bottom of the FACTS Part-B**

Script for Mr. J

For Part-B

Math/Science with Mr. J

Antecedents Section

“The behaviors seem to occur when he is asked questions (#1) or when he is bored with the tasks (#2). When he is not working I ask him to do a question at the board or ask for a response from him in front of the class. He tends to be bored during activities that we have been doing for a couple of days, where we are trying to develop fluency with the new math skills.”

Consequence Section

“I really think that he engages in these behaviors to avoid my attention (#1) and avoid undesired activity (#2). He avoids my attention because I badger him to do his work. The activities he avoids are most fluency tasks with multiple steps. He can do the work independently and no academic assessment is necessary.”

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student: Shane Grade 8 Date: _____
 Staff Interviewed: Mr. J Interviewer: _____

Student Strengths: Identify at least three strengths or contributions the student brings to school.

Academic strengths - Reading & Writing

Social/Recreational - Great at sports

Other -

ROUTINES ANALYSIS: Where, When and With Whom Problem Behaviors are Most Likely.

Time	Activity & Staff Involved	Likelihood of Problem Behavior	Specific Problem Behavior	Current Intervention for the Problem Behavior
8:00	Reading/ Ms. A	Low ① 2 3 4 5 6 High		
10:00	Recess	① 2 3 4 5 6		
10:15	Writing/ Ms. B	① 2 3 4 5 6		
11:00	Math	1 2 3 4 5 ⑥	Work not done, Talks back to teacher	Move him to back of the room, send him to office
12:00	Social Studies/	① 2 3 4 5 6		
12:50	Lunch/Recess	① 2 3 4 5 6		
1:40	PE/Art	1 2 3 4 5 6		
2:20	Science	1 2 3 4 5 ⑥	Work not done, Talks back to teacher	Move him to back of the room, send to office
3:00	Dismissal	① 2 3 4 5 6		

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 #	Routines/Activities/Context	Problem Behavior(s)
Routine # 1	Math & Science	Work not done, Talks back to teacher
Routine # 2		
Routine # 3		

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

___ Tardy ___ Fight/physical Aggression ___ Disruptive ___ Theft
 ___ Unresponsive ___ Inappropriate Language 2 Insubordination ___ Vandalism
 ___ Self-injury ___ Verbal Harassment 1 Work not done ___ Other _____

Describe prioritized problem behavior(s) in observable terms: Doodles at desk, ignores teacher directions, talks back to teacher when asked to participate

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)?	<u>2x/day</u>
What is the duration of the Problem Behavior in the targeted routine (in seconds or min)?	<u>5 min</u>
Behavior is immediate danger to self/others?	Y (N) If Yes, refer case to behavior specialist

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

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

Routine/Activities/Context	Problem Behavior(s) – make description observable
Math & Science with Mr. J	

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

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

Environmental Features (Rank order strongest 3)	Follow Up Questions – Get as Specific as possible
<input type="checkbox"/> a. task too hard <input type="checkbox"/> g. large group instruction <input type="checkbox"/> b. task too easy <input type="checkbox"/> h. small group work <input checked="" type="checkbox"/> 2 c. bored w/ task <input type="checkbox"/> i. independent work <input type="checkbox"/> d. task too long <input type="checkbox"/> j. unstructured time <input type="checkbox"/> e. physical demand <input type="checkbox"/> k. transitions <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> l. with peers <input checked="" type="checkbox"/> 1 Other <u>Asked Questions</u> describe	If a,b,c,d or e - describe task/demand in detail _____ If f - describe purpose of correction, voice tone, volume etc. _____ If g, h, I, j or k - describe setting/activity/content in detail _____ If l - what peers? _____ If m - describe - _____

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

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

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 conflict at home conflict at school missed medication illness failure in previous class
 lack of sleep change in routine homework not done not sure Other _____

SUMMARY OF BEHAVIOR

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

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

COMMENTS or QUESTIONS about MODULE 2



A large, empty rectangular box with a black border, intended for user input of comments or questions.

Module 3: Observing & Summarizing Behavior



By the end of this training session you will be able to:

1. Utilize information obtained from FACTS interviews to plan for observations.
2. Observe students within routines identified by the FACTS.
3. Observe to test the Summary of Behavior obtained from FACTS interviews.
4. Practice using ABC Recording Form.

ABC Observation

Observe the student during routines identified by FACTs summary statement

Purpose:

1. Confirm the accuracy of the teacher interview summary of behavior
2. Identify antecedents and consequences/outcomes that the teacher may have overlooked
3. Verify the function of the student's behavior
4. Develop the most accurate Summary Statement for intervention development

Frequently Asked Questions (FAQ's) About ABC Observations

Q: What if the behavior doesn't occur while I'm there?

A: Schedule another time to observe during the identified routine.

- If there is still no behavior occurring, may want to interview staff again to obtain more information

Q: Where do I sit when I enter the room?

A: Enter the room quietly, not interacting with students

- Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him or her.

Q: What if the student or students ask why I am there?

A: You can tell them you are there to watch their class.

Q: How many times should I observe the student in the routine?

A: Observe until you are convinced (about 5 to 10 occurrences of behavior OR 3 to 1 ratio of occurrences verifying FACTS summary).

-You may have to go in on more than one day or period...but make sure you are going during identified routine.

Q: How long should I observe for?

A: This should be based on the FACTS interview results

- About 15-20 minutes per routine is acceptable.
- You want to observe until you are convinced (e.g. record at least 5 problem behaviors to establish a pattern)

ABC Recording Form (Form C)

- Designed to be individualized for the student you will be observing based on FACTS results
- Complete all of the information at top of the form before the observation.

Before the Observation:

1. Complete the shaded portion based on the FACTS summary.
2. Schedule observation during routine (time/place) identified as most problematic from the FACTS.
3. Record the date/setting/time of observation

ABC Recording Form

Observer: _____ Student: _____

Setting (e.g., class #, gym, playground): _____ Date: _____

Insert information from FACTS Summary

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:



Activity 1

1. Using the completed FACTS form for TRACY (pg. 3.4) complete the shaded top portion of the ABC Recording Form (pg. 3.5) for TRACY & answer the following questions:
 - a. When/Where will you observe her?
 - b. What behaviors will you be looking at?
 - c. What Antecedents (triggers) will you be looking for?
 - d. What Consequences/outcomes will you be looking for?

For Activity 1, Part-B for TRACY:

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

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

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

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

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

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

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

SUMMARY OF BEHAVIOR

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

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
<i>With Peers (Popular Peers and “weaker/non-popular peers”)</i>	<i>Calls names, teases, and threatens “weaker non-popular peers”</i>	<i>Popular peers laugh.</i>
SETTING EVENTS		<i>Function: Gain Attention from popular peers</i>
<i>Unknown</i>		

ABC Recording Form

Observer: _____ Your Name _____

Student: _____ Tracy _____

Setting (e.g., class #, gym, playground): _____ Lunch room _____ Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
3		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
4		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
Summary Statement Based on Observation(s)		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1		2		3	
4		5		6	

During the Observation:

1. Always start with recording the behavior first—be as specific as possible.
2. Write the activity/task occurring in class.
3. Write the Antecedent that occurs before the behavior.
4. Write what happened right after the behavior occurred in the CONSEQUENCE box.
5. During or immediately after the observation, check the boxes that correspond with the activities, antecedents, & consequences you recorded.

Observer: ___Your Name_____

Student: __Tracy_____

Setting (e.g., class #, gym, playground): _____Lunch Room_____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating Lunch	Specific peers present (popular & un-popular)	Calls Names & Threatens Peers	"Popular" peers laugh Function= Gains attention from popular peers
1	12:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <i>Sitting at Lunch Table, Eating Lunch</i> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 5px auto; text-align: center; font-size: 24px;">2</div>	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>"Un-popular" girl joins table</i> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 5px auto; text-align: center; font-size: 24px;">3</div>	<i>Calls another student a Cow</i> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 5px auto; text-align: center; font-size: 24px;">1</div>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Popular" Peers look at her</i> <i>"Un-popular" Peer looks at her</i> <div style="border: 1px solid black; width: 100px; height: 30px; margin: 5px auto; text-align: center; font-size: 24px;">4</div>

5

Definitions of Check Boxes on the ABC Form

Activity/Task

- *Large Group Instruction- All students in the class are attending to the same person/event (e.g. teacher is lecturing, working problems out on the board)*
- *Small Group Work- Students are working in smaller groups.*
- *Independent Work: Students are working by themselves (e.g. worksheet, individual tasks)*
- *Unstructured Time: No specific instruction is given by teacher (e.g., transition)*

Antecedents

- *Given instruction: Teacher gives a task or assignment has been given.*
- *Given correction: Teacher corrects the student's incorrect response or behavior.*
- *Alone (no attention/no activities): Student is alone with no activities or attention provided.*
- *With Peers: Peers are in proximity to the student.*
- *Engaged in preferred activity: Student is doing something they enjoy.*
- *Preferred activity removed: Activity is removed.*
- *Transition/change in activity: Current activity is changed.*

Consequences

- *Adult Attention: Teacher talks to student in a neutral (e.g., states student's name), positive (e.g., praise), or negative (e.g., correction) way*
- *Peer Attention: students talk to or respond to student's behavior in some way (e.g. laugh, talk back)*
- *Correction: teacher corrects the student by stating "not" to do the behavior*
- *Got preferred activity/item: student gets something they like (e.g. toy, candy) or activity they like (e.g. coloring, listen to music)*
- *Got sensation: student receives sensory input (e.g. tactile objects, sounds, etc.)*
- *Adult Attention Avoided: student avoids attention from teacher*
- *Peer Attention Avoided: student avoids attention from peers*
- *Task avoided: the task is removed*
- *Sensation avoided: student avoids sensory activities (e.g. loud sounds, textures, etc.)*

After the Observation: Summarize Results from ABC Observation

1. Complete the shaded box in the bottom of the ABC recording form based on the most frequently observed ABC's.
2. Compare summary statement from ABC observation with that from the FACTS interview with staff.
3. Rate how likely it is that this summary accurately explains the identified behavior occurring (1-6)?

Summary Statement	During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?				
Not real sure		100% Sure/No Doubt		
1	2	3	4	5
				6



Activity 2

Practice observation for Eddie:

Watch Eddie's behavior on the video

Review the ABC Recording Form on pages (3.10 through 3.12)

Example ABC Recording Form for Eddie

ABC Recording Form

Observer: __Your Name_____

Student: __Eddie_____

Setting (e.g., class #, gym, playground): _____

Date: 9/12/09

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

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

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
10		<input type="checkbox"/> Large group instruction <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Working alone</i> <i>Peer says, "Do it yourself"</i>	<i>Yells at teacher,</i> <i>"You think you can make me do this work?"</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Teacher looks at him</i>
11		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	Yells at teacher, "What are you looking at?"	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: ???
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 access escape (circle one): Adult Attention from the Teacher
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1		2		3	
4		5		6	



Activity 3

Practice observation for Tracy

- 1. Record TRACY's behavior from the video using the ABC recording form you used earlier (go back to pgs. 3.5 & 3.6)**
- 2. Summarize the data from your observation.**
- 3. Rate how likely it is that this Summary accurately explains the identified behavior occurring (1.6).**

Completed Example of ABC Recording Form

Observer: ___ Your Name _____

Student: ___ Tracy _____

Setting (e.g., class #, gym, playground): _____ Lunch Room _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating Lunch	Specific peers present (popular & un-popular)	Calls Names & Threatens Peers	"Popular" peers laugh Function= Gains attention from popular peers
1	12:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: <i>Sitting at Lunch Table. Eating Lunch</i> <i>**Tried to talk to peers by sharing food, etc. 3 times</i>	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>"Un-popular" girl joins table</i>	<i>Calls another student a Cow</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Popular" Peers look at her</i> <i>"Un-popular" Peer looks at her</i>
2	12:06	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Peers eating lunch.</i>	<i>Says, "I thought cows ate grass."</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Popular" Peers laugh.</i>
3	12:07	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Says, "Don't you know it's rude to read at the table."</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Unpopular" Peer makes a face at her.</i>
4	12:08	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Throws bag at the "unpopular" girl.</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Popular" Peers laugh</i> <i>"Un-popular Peer calls her a name.</i>

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5	12:09	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Un-popular Peer calls her a name.</i>	<i>Throws food at girl</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Other peers laugh</i>
6	12:10	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher tells her "enough" and asks her to go to office.</i>	<i>Says, "I'm being punished for cruelty to animals."</i>	<input type="checkbox"/> Adult Attention Provided <input checked="" type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Peers laugh</i>
Summary Statement		During: <i>Sitting at Lunch Table</i>	When: <i>"Un-popular" girl joins table</i>	Student will: <i>Teases peers, Throws food at peers</i>	Because: <i>Other peers laugh</i> Therefore the function is to <u>access</u> /escape (circle one): <i>Peer Attention</i>
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1	2	3	4	5	6



Activity 4

1. Using the completed FACTS information for Shane (below) answer the following questions:

- When/Where will you observe him?
- What behaviors will you be looking at?
- What Antecedents (triggers) will you be looking for?
- What Outcomes/Consequences will you be looking at?

(Fill in your answers at the top of the ABC form on pg. 3.17)

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

Routine/Activities/Context	Problem Behavior(s) – make description observable
<i>Math & Science</i>	<i>Doodles & makes rude remarks to the teacher</i>

SUMMARY OF BEHAVIOR

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

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/ Function
<i>Asked questions by the teacher</i>	<i>Doodles and makes rude remarks to the teacher.</i>	<i>Avoids adult attention</i>
SETTING EVENTS		
<i>Unknown</i>		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure 1	2	3
	4	5
		6
		100% Sure/No Doubt

Guidelines for Observations

- You want to be convinced there is a pattern of student behavior.
- If you have observed at least 5 instances that verify the FACTS summary you can feel strongly that the FACTS summary is correct.
 - Or 3 to 1 ratio of verifying vs non-verifying observations
- Once you are convinced that your observations represent the behavioral pattern you can summarize the data.
- If data from observations do not match FACTS behavior summary or you are not convinced...
 - Do another ABC observation
 - Interview other staff that interact with student during target routine
 - Interview the student

ABC Recording Form

Observer: _____ Your Name _____

Student: _____ Shane _____

Setting (e.g., class #, gym, playground): _____ Date: _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
3		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
4		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
Summary Statement Based on Observation(s)		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure					100% Sure/No Doubt
1	2	3	4	5	6



Activity 5

Practice observation for Shane

- 1. Record SHANE’s behavior from the video using the ABC recording form above (pgs. 3.17 & 3.18)**
- 2. Summarize the data from your observation.**
- 3. Rate how likely it is that this Summary accurately explains the identified behavior occurring (1.6).**

Example of Shane's ABC Recording Form

ABC Recording Form

Observer: ___ Your Name _____

Student: ___ Shane _____

Setting (e.g., class #, gym, playground): ___ Math Class _____

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Small group work	Asked to participate in lesson	Work not done—doodling, talks back	Avoid Adult Attention & Task
1		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input checked="" type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>"Please take out your math book"</i>	<i>Slams book on desk and keeps doodling.</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>"Work that problem for me"</i>
2		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input checked="" type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Looks at teacher & keeps doodling.</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input checked="" type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input checked="" type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Teacher asks someone else to work out the problem.</i>
3		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher asks him to do problem #2</i>	<i>Tells teacher, "I don't know what page we're on."</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input checked="" type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input checked="" type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Sent to back of the room.</i>
4		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input checked="" type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher asks if a problem was correct</i>	<i>Puts head down & doodles</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Teacher keeps asking him to answer the question</i>

#	Time:	Activity/Task	Antecedent	Behavior	Outcome/Consequence
5		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input checked="" type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: <i>Teacher: "We're not going to go on until you answer me." Grabs pencil from Shane.</i>	<i>Stands up and tells teacher he won't play stupid game. Walks towards exit.</i>	<input checked="" type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes: <i>Grabs student and tells him to have a seat.</i>
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With Peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	<i>Keeps walking and exits the room.</i>	<input type="checkbox"/> Adult Attention Provided <input type="checkbox"/> Peer Attention Provided <input type="checkbox"/> Got Preferred Activity/Item <input type="checkbox"/> Got Sensation _____ <input checked="" type="checkbox"/> Adult Attention Avoided <input type="checkbox"/> Peer Attention Avoided <input type="checkbox"/> Task/Activity Avoided <input type="checkbox"/> Sensation Avoided _____ Other/Notes:
Summary Statement based on observation		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure				100% Sure/No Doubt	
1		2		3	
4		5		6	

Modified by S. Loman (2009) from R. Van Norman (2008)



Activity #6

Complete the Summary of Behavior Table provided below for TRACY.

Use the results from the FACTS (top of pg. 3.14) and the ABC Form (bottom of pg. 3.15) to make a Final Summary Statement using the Summary of Behavior Table below.

Summary of Behavior

Setting Event	Antecedent	Behavior	Outcome/Consequence
Teacher/Staff Interview Summary			
ABC Recording Form Summary			
Final Summary of Behavior			
	When:	Student will:	Because: Therefore the function is to access/escape/avoid:

Checks for Understanding for Module 3

Please detach and turn in these pages to the trainer at the end of the training session. Please write your name on them or use some other form of identification to receive feedback on your responses.

Name or Identification: _____



Check #1

Before conducting an ABC observation, it is important to identify the WHAT (behavior) and When and Where you will be observing.

- a) Where do you get this information from?
- b) Where does this information go on the ABC Recording Form?



Check #2

When completing the ABC Recording Form during your observation, what do you record first (circle the correct answer below)?

- a) the event(s) that trigger the problem behavior
- b) the problem behavior
- c) what happens right after the behavior



Check #3

If data from observations do not match the behavior summary from the FACTS interview OR you are not convinced you understand the function of the student's behavior, what are some next steps you should take?



Key Points from Module 3

- ABC Observations are used to confirm the accuracy of the FACTS/ teacher interview
- Use the FACTS summary statement to guide when and where to conduct ABC observation
- Start by recording the behavior, then write what happened directly before (Antecedent) and after (Consequence) the behavior.
- Immediately after the observation check boxes that correspond with activities, antecedents, & consequences recorded
- Summarize results & compare with the FACTS summary statement



Tools Presented in Module 3

ABC Recording Form

Summary of Behavior Table

COMMENTS or QUESTIONS about MODULE 3



A large, empty rectangular box with a black border, intended for user input.

Module 4:

Critical Features of Function-Based Behavior Support



The fourth training module will provide a brief overview of the previous trainings and provide instruction and practice opportunities for participants to 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 respond to problem behaviors by redirecting and minimizing their pay-off



Review: Morgan

Morgan is a 6th grade student who was referred by her teacher for being “disruptive” (refusing to do work, throws books/papers on floor, and says ‘this is lame’). This problem occurs most frequently when Morgan is asked to write paragraphs to answer writing prompts in social studies. Morgan can verbally answer most questions successfully in large group discussions; however she struggles with spelling and sentence construction. After she engages in “disruptive” behavior the teacher ignores Morgan and lets her get out of the writing task, as she has sent her to the office in the past. Her behaviors are most likely to occur when she has recently received negative or corrective feedback about writing tasks.

Complete the Hypothesis/Summary Statement to answer the following questions below:

For Morgan, what routine would you focus on for the FACTS and ABC observation?

What are the antecedents will you be observing for?

What outcomes will you be observing for?

What is the setting event?

Routine:			
Setting Events/ Set-Ups:	Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome because: Therefore the function of the behavior is to Get/avoid:

Completed FBA=

An FBA is completed when you have completed a(n):

1. **FACTS interview** with the teacher (or other staff)
2. **ABC observation** to verify the information from the FACTS.
3. Summary of Behavior Table with a **Final Hypothesis/Summary of Behavior** that you are convinced is accurate.

Team Development of Behavior Support Plan

- A behavior support plan is developed based on a completed FBA summary (which you have learned to do!!)
- A team of people closely involved with the student come together to complete the competing behavior pathway
 - Teacher, parent, other staff, and behavior specialist

Steps in Behavior Support Planning

With a team made up of people closely involved with the student (e.g., teacher, parent):

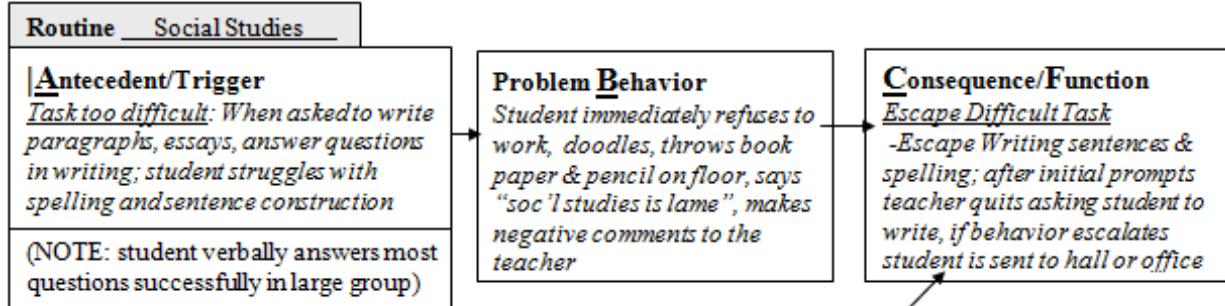
1. Develop a Competing Behavior Pathway
2. Develop a Behavior Support Plan
3. Create an Implementation Plan
4. Outline an Evaluation Plan
5. Consistently Review and Follow-up on Plan

Pre-Test #1

Identifying Behavioral Interventions based on a Functional Behavioral Assessment

Student Morgan Grade 6th Date Today

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.



#2 Identify the Most Appropriate Replacement Behavior based on the Function of Behavior above

CHECK 1

- Replacement Behavior**
- Student earns desired computer time for each sentence written
 - Ask to write on large lined paper
 - Do writing & have a peer check spelling
 - Ask to take a break from writing
 - Complete the task then take a 2 min. break

#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:

<u>Manipulate Antecedent</u> to prevent problem & prompt replacement/desired behavior	<u>Teach Behavior</u> Explicitly Teach Replacement & Desired Behaviors	<u>Alter Consequences</u> to reinforce replacement/desired behavior & redirect/minimize problem behavior	
		Reinforce Replacement/Desired Behavior	Redirect & Minimize Problem Behavior
<p style="text-align: center;"><u>CHECK 1</u></p> <p>___ Give student more time to complete the writing task</p> <p>___ Move student's seat to the back of the room to reduce disruption</p> <p>___ Give student high-interest topics to write about (e.g. student really likes football)</p> <p>___ Have student dictate answers instead of writing</p> <p>___ Have student do writing task on large lined paper</p>	<p style="text-align: center;"><u>CHECK 1</u></p> <p>___ Teach student to ask peer to check spelling</p> <p>___ Teach student to ask to for large lined paper to write on</p> <p>___ Teach student to ask teacher for a break</p> <p>___ Have student write what he did wrong & what he should do next time</p> <p>___ Teach student to ask for a different topic to write about</p>	<p style="text-align: center;"><u>CHECK 2</u> ←</p> <p>___ Let student choose topic to write about after writing 5 sentences</p> <p>___ Student earns 1 minute computer time for each sentence completed or when on task for 5 min.</p> <p>___ Student gets a break when asking appropriately</p> <p>___ Student gets extra recess time for finishing writing tasks all week</p> <p>___ After writing 5 sentences, student gets to complete writing assignment in special seat</p>	<p style="text-align: center;"><u>CHECK 2</u> ←</p> <p>___ Ignore student misbehavior to prevent escalation</p> <p>___ Give student a warning that he will be sent to office if he doesn't get writing</p> <p>___ Have student stay in during recess to finish work w/ teacher help</p> <p>___ After student gets disrespectful have him tell you the answers instead of writing</p> <p>___ When student begins refusing tell student to ask for a break</p>

Remember to Check 2 Responses in each column

Pre-Test #2

Identifying Behavioral Interventions based on a Functional Behavioral Assessment

Student Jordan Grade 4th Date Today

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

Routine <u>Science</u>		
<p><u>A</u>ntecedent/Trigger <i>Independent work - Asked to work independently for 10 min. or longer on science worksheet or read text</i></p> <p>(NOTE: student reads at 5th grade level & can accurately answer questions on worksheet)</p>	<p><u>P</u>roblem Behavior <i>Off-task questions & remark that turn into power struggles, frequently says "you don't like me", blurts out responses, engages in disruptive behavior (e.g. pencil tapping, asking for new book, worksheet, pencil)</i></p>	<p><u>C</u>onsequence/Function <i>Gets adult attention</i> <i>Teacher response, power struggle; then teacher pulls student aside to talk for a few minutes, ensuring student she "likes him, but not his behavior"</i></p>

#2 Identify the Most Appropriate Replacement Behavior based on the Function of Behavior above

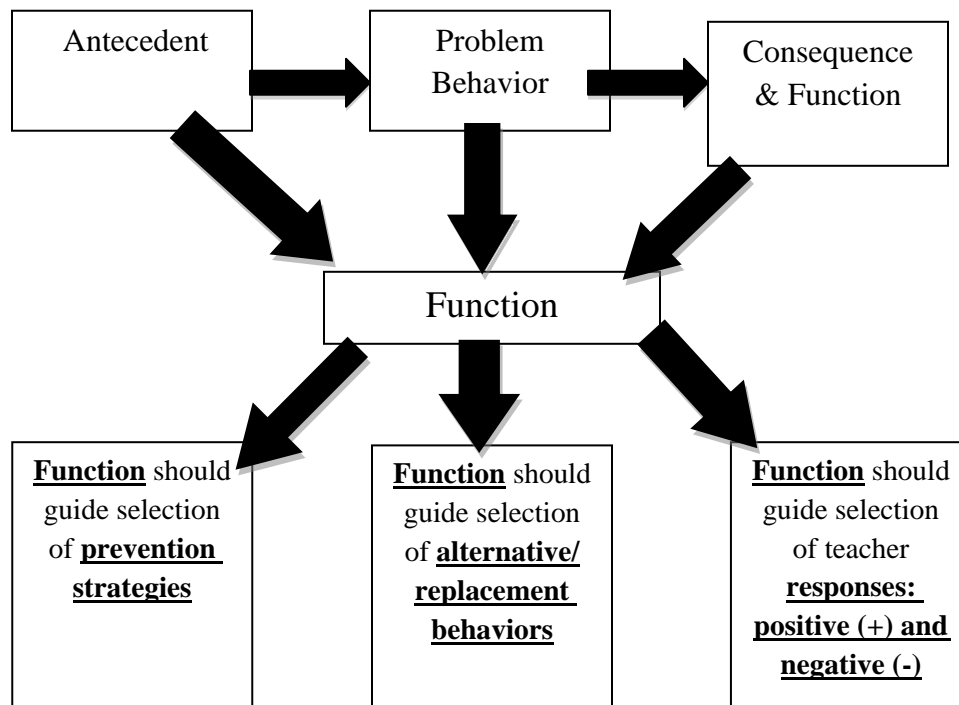
CHECK 1

- Replacement Behavior**
- Respectfully ask peers for help
 - Wait to ask teacher questions after instruction or during breaks
 - Student earns computer for completing work
 - Raise hand and ask teacher for help
 - Take a work break

#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:

<u>Manipulate Antecedent</u> to prevent problem & prompt replacement/desired behavior	<u>Teach Behavior</u> Explicitly Teach Replacement & Desired Behaviors	<u>Alter Consequences</u> to reinforce replacement & desired behavior & redirect/minimize negative behavior	
		Reinforce Replacement/Desired Behavior	Redirect & Minimize Problem Behavior
<p><u>CHECK 1</u></p> <p>___ Move student's seat closer to the teacher</p> <p>___ Teacher checks in with student on arrival and during independent work</p> <p>___ Have peers remind student to pay attention & raise hand</p> <p>___ Warn student she will be sent to the office if she makes negative comments</p> <p>___ Have all materials ready for student upon arrival to class</p>	<p><u>CHECK 1</u></p> <p>___ Teach student to finish worksheet, then ask teacher if she can talk with a peer</p> <p>___ Teach student to take a break</p> <p>___ Teach student to ask for an alternate assignment</p> <p>___ Teach student to wait to ask teacher questions during breaks</p> <p>___ Teach student to respectfully ask teacher for help</p>	<p><u>CHECK 2</u> ←</p> <p>___ Teacher gives student frequent positive attention for on-task respectful behavior</p> <p>___ Student earns 5 min. free time with peer for being on task in class</p> <p>___ Peers praise Jordan for on-task behavior</p> <p>___ Let student work with teacher if respectfully asks</p> <p>___ Let student work with peer tutor if respectfully asks</p>	<p><u>CHECK 2</u> ←</p> <p>___ Peers earn "Wow Cards" for ignoring Jordan's negative behavior</p> <p>___ Teacher talks with student about "being respectful" after she makes negative comments</p> <p>___ When student begins off-task behavior give brief visual prompt to ask teacher for help</p> <p>___ Ignore student's negative comments to avoid power struggle</p> <p>___ When student makes negative comments send to talk to the counselor</p>
<p>Remember to Check 2 Responses in each column</p>			

**The Function of Behavior Should Be at the Center of Strategies for:
Prevention, Teaching, & Responding to Behavior**



Essential Components of a Behavior Support Plan

- **Replace problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function**
 - An appropriate Replacement Behavior:
 - Serves the same function as the problem behavior
 - Is easier to do & more efficient than the problem behavior
 - Is socially acceptable

- **Prevent problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior**
 - Prevention Interventions should:
 - Directly address the identified antecedent/trigger
 - Directly address the function of the problem behavior
 - Remind the student to use the replacement behavior

- **Reinforce replacement & desired behaviors based on function/pay off for the student**
 - Immediately reinforce the use of replacement behaviors
 - Reinforce desired behaviors by:
 - Using reasonable goals & expectations
 - Using a reasonable timeframe for achieving goals
 - Ensure that the reinforce is valued (matches function)

- **Redirect problem behaviors by quickly & effectively redirecting student to replacement behavior**
 - At the earliest sign of problem behavior:
 - Redirect or prompt student to the replacement behavior

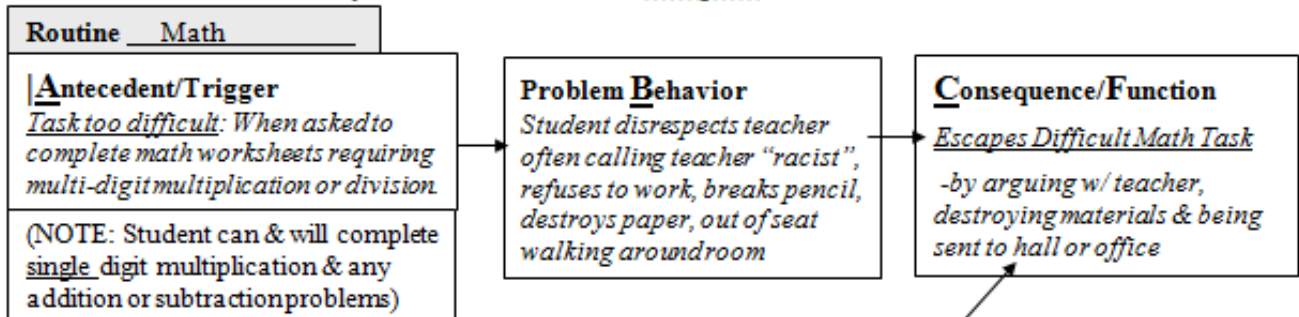
- **Minimize Reinforcement by ensuring that problem behaviors do NOT pay off for the student (i.e. does not result in the function of behavior)**
 - When problem behaviors occur, identify a response that does not result in the desired pay-off for the student.

Post-Test #1

Identifying Behavioral Interventions based on a Functional Behavioral Assessment

Student Dexter Grade 5th Date Today

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.



#2 Identify the Most Appropriate Replacement Behavior based on the Function of Behavior above

CHECK 1

- Replacement Behavior**
- Complete the worksheet without problem behavior
 - Finish the multi-digit worksheet then take a break
 - Ask teacher for a break from work
 - Ask a peer to check his work after each problem.
 - Student earns extra recess for completing worksheet

#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:

Manipulate Antecedent to prevent problem & prompt replacement/desired behavior	Teach Behavior Explicitly Teach Replacement & Desired Behaviors	Alter Consequences to reinforce replacement /desired behavior & redirect/minimize negative behavior	
		Reinforce Replacement/Desired Behavior	Redirect & Minimize Problem Behavior
<p style="text-align: center;"><u>CHECK 1</u></p> <p>___ Move student's seat closer to the teacher's desk</p> <p>___ Have student join a counseling group</p> <p>___ Have student complete 3 multi-digit multiplication problems then check with peer</p> <p>___ Give student worksheets with more single digit & few multi-digit mult/div problems</p> <p>___ Use a computer game to have student practice multi-digit multiplication</p>	<p style="text-align: center;"><u>CHECK 1</u></p> <p>___ Teach student to ask a peer to check his work after completing 3 problems</p> <p>___ Teach student to ask teacher for a break from work</p> <p>___ Have student write what they did wrong & what they should do next time</p> <p>___ Teach student to complete the multi-digit multiplication worksheet & then ask for a break</p> <p>___ Teach empathy; have student write how it feels when he's called racist or called names</p>	<p style="text-align: center;"><u>CHECK 2</u> ←</p> <p>Student earns a "Skip 5 problems" card if on-task for 10 min. or completing 5 problems</p> <p>___ Student earns 5 min in skatepark after finishing multi-digit multiplication worksheet</p> <p>___ Student gets to do multiplication on computer if on task for 5 min.</p> <p>___ Student gets to take a break when asking appropriately</p> <p>___ Student gets extra recess time for finishing worksheets all week</p>	<p style="text-align: center;"><u>CHECK 2</u> ←</p> <p>___ Have student write an apology immediately for calling teacher "racist"</p> <p>___ Have student stay in during recess to finish worksheet w/ teacher help</p> <p>___ When student is disrespectful give him an easier assignment</p> <p>___ Prompt student to ask for a break when problem behavior begins</p> <p>___ Warn the student to get to work or he will be sent to Time-out ↑</p>
		<div style="border: 1px solid black; display: inline-block; padding: 5px;"> Remember to Check 2 Responses </div>	

Post-Test #2**Identifying Behavioral Interventions based on a Functional Behavioral Assessment**Student Quinn Grade 3rd Date Today

#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.

Routine Reading**Antecedent/Trigger**Independent work

During reading stations when student is supposed to do independent reading or work independently on a worksheet

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

Problem Behavior

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

Consequence/FunctionGet peer attention

-peers stop reading, laugh and encourage his behavior; peers continue to talk about behavior throughout the day

#2 Identify the Most Appropriate Replacement Behavior based on the Function of Behavior above

CHECK 1**Replacement Behavior**

- Ask to read or work with a peer
- Ask for a work break
- Earn extra recess w/ peer for finishing work quietly
- Read quietly and finish worksheet independently
- Ask to talk to the teacher

#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:

Manipulate Antecedent to prevent problem & prompt replacement/desired behavior	Teach Behavior Explicitly Teach Replacement & Desired Behaviors	Alter Consequences to reinforce replacement/desired behavior & redirect/minimize problem behavior	
		Reinforce Replacement/Desired Behavior	Redirect & Minimize Problem Behavior
CHECK 1	CHECK 1	CHECK 2 ←	CHECK 2 ←
<p>___ Give student worksheet with fewer problems & easier (2nd grade) reading passages</p> <p>___ Move student's seat closer to the teacher</p> <p>___ Modify reading assignments & independent work to work with a peer</p> <p>___ Remind the student of school rules and not to say disrespectful comments</p> <p>___ Have the student wear headphones to reduce distractions</p>	<p>___ Teach student to finish worksheet, then read independently</p> <p>___ Teach student to ask teacher for a break</p> <p>___ Teach student to ask for an alternate assignment</p> <p>___ Teach student to ask to work with a peer</p> <p>___ Teach student to respectfully ask teacher for help</p>	<p>___ Student gets to play game with teacher for completing work w/ no negative comments in reading</p> <p>___ Student earns 5 min. of free time with peer for being on task with no negative comments in reading</p> <p>___ Send a note home to the student's parents when Quinn works hard in class</p> <p>___ Let student work with peer if respectfully asks</p> <p>___ Let student work with teacher if respectfully asks</p>	<p>___ Peers earn "Wow Cards" for ignoring Quinn's negative comments</p> <p>___ Have peers tell Quinn to "be respectful" when he makes negative comments</p> <p>___ When student gets upset provide an alternate assignment or reading passage</p> <p>___ When student starts w/ problem behavior direct the student to ask to work w/ peer</p> <p>___ Have student write what he did wrong & what he should do next time</p>

Remember to Check 2 Responses

Possible ABC Strategies by Function

*Strategies should be individualized for each student

Function of Behavior	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
Attention Seeking	<p><i>Prevention (give attention early for positive behaviors)</i></p> <p><i>Check-in – provide adult attention immediately upon student arrival</i></p> <p><i>Give student leadership responsibility or a class ‘job’ that requires the student to interact w/ staff</i></p> <p><i>Place student in desk where they are easily accessible for frequent staff attention</i></p> <p><i>Give student frequent intermittent attention for positive or neutral behavior</i></p> <p><i>Pre-correct - Frequently & deliberately remind student to raise their hand and wait patiently if they want your attention</i></p>	<p><i>Teach student more appropriate ways to ask for adult attention</i></p> <p><u><i>Identify and teach specific examples of ways to ask for attention</i></u></p> <p><i>-Raise hand and wait patiently for teacher to call on you_</i></p> <p><i>-likely need to differentiate (large group, small group, work time, etc.)</i></p>	<p><i>Change consequences that have supported rather than eliminated the problem behavior.</i></p> <p><i>Do NOT allow the negative behavior to pay off for the student, put the negative behavior on <u>extinction</u></i></p> <p><i>Reward appropriate behavior to make the problem behavior <u>Ineffective.</u></i></p> <p><i>Respond quickly if student asks appropriate for adult attention</i></p> <p><i>Give the student frequent adult attention for positive behavior</i></p> <p><i>Student earns ‘lunch w/ teacher’ when student earns points for paying attn in class & asking appropriately for attention</i></p> <p><i>Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior</i></p> <p><i>--Limit verbal interaction – create a signal to prompt the student to stop the problem behavior</i></p> <p><i>--Avoid power struggles</i></p>

Possible ABC Strategies by Function

*Strategies should be individualized for each student

<i>Function of Behavior</i>	<i>Antecedent Strategies</i>	<i>Behavior Teaching Strategies</i>	<i>Consequence Strategies</i>
<i>Avoid Task</i>	<p><i>Prevention (modify task or provide support)</i></p> <p><i>Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)</i></p> <p><i>Assign student to work with a peer</i></p> <p><i>Provide additional instruction/support</i></p> <p><i>Provide visual prompt to cue steps for completing tasks student struggles with</i></p> <p><i>Provide additional support focused on instructional skills (Homework Club, study hall, etc.)</i></p> <p><i>Pre-Teaching content</i></p> <p><i>Pre-Correct - Frequently & deliberately remind student to ask for help</i></p>	<p><i>Teach student more appropriate ways to ask for help from teacher or peers</i></p> <p><i>Provide additional instruction on skill deficits</i></p> <p><i><u>Identify and teach specific examples of ways to ask for help</u></i></p> <p><i>-Raise hand and wait patiently for teacher to call on you</i></p> <p><i>-teach student to use a break card</i></p> <p><i>-likely need to differentiate (large group, small group, work time, etc.)</i></p> <p><i>Provide academic instruction/support to address student skill deficits</i></p> <p><i>-More focused instruction in class</i></p> <p><i>- Additional instructional group</i></p> <p><i>- Special Education support for academic deficit</i></p> <p><i>- additional support and practice at home</i></p> <p><i>-additional assessment to identify specific skill deficits</i></p>	<p><i>Respond quickly if student asks for help or for a break</i></p> <p><i>Reward students for on task, trying hard, work completion & for asking for a break or help appropriately</i></p> <p><i>Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior</i></p> <p><i>--However, need to make sure student is capable of doing work... or provide support/instruction so student can complete the work</i></p>

Task

1. Complete the Competing Behavior Pathway & Identify function-based interventions for whom student you conducted the FBA
2. Bring 2 Copies to the Next Training Session

Key Points from Module #4**Essential Components of a Behavior Support Plan**

- **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)*

**Tools presented in Module 4**

Behavior Support Plan: Competing Behavior Pathway & Strategies



COMMENTS or QUESTIONS about MODULE 4

Module 5: Selecting Function-based Behavior Support Strategies



By the end of this training session you will be able to:

1. Explain the difference between the Replacement/Alternative and Desired behaviors.
2. Describe the different types of behavior support strategies/interventions that must be included in every BSP.
3. Discriminate b/w function-based and non-function-based teaching and antecedent strategies.
4. Identify function-based strategies for rewarding replacement/desired AND minimizing rewards for problem behavior.
5. Label missing and incorrect components of sample BSPs.

Critical Components of Behavior Support Plans

- #1: Competing Behavior Pathway

- #2: Function-Based PREVENTION, TEACHING and CONSEQUENCE Strategies

- #3: Implementation Plan
- #4: Evaluation Plan



Review

What are the three essential characteristics of Replacement Behavior?

1. _____

2. _____

3. _____



Activity #1

- Using the following scenario, identify an appropriate replacement behavior to teach Sally.

When Sally is asked to join a reading group, she makes negative self-statements and writes profane language on her assignments. FBA data indicate that this problem behavior is maintained by avoiding having to work with peers.

Replacement Behavior: _____

The team uses the **FUNCTION** of the problem behavior to identify potential:

<p><u>Setting Event Strategies</u></p> <p><i>Neutralize/eliminate setting events</i></p>	<p><u>Antecedent Strategies</u></p> <p><i>Modify or remove triggers to prevent problem behavior</i></p> <p><i>Prompt replacement and/or desired behavior</i></p>	<p><u>Teaching Strategies</u></p> <p><i>Teach replacement that is more efficient</i></p> <p><i>Teach desired skills</i></p>	<p><u>Consequence Strategies</u></p> <p><i>Add effective reinforcers for replacement and desired behavior</i></p> <p><i>Minimize reinforcement (“pay-off”) for problem behavior</i></p>
--	--	---	---

Prevention Strategies Setting Events & Antecedents

Setting Event Strategies

These strategies are designed to:

- Eliminate identified setting events

Or

- Build in a neutralizing routine to defuse the effects of a setting event

<u>Setting Event Strategies</u>	<u>Manipulate Antecedent</u>	<u>Teach Behavior</u>	<u>Alter Consequences</u>
<u>Eliminate or Neutralize Setting Events</u>	<u>Prevent/Modify “Triggers”</u>	<u>Teach Alternate Behavior</u>	<u>Reinforce Alt/Des Behavior</u>
	<u>Prompt Alt/Des Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Response to Problem Behavior/ Corrective Feedback</u>

Neutralizing Routines:

- Diminish the effects of setting events that have already occurred
- Act as “separating events” that occur between the setting event and the triggering antecedent

Antecedent Strategies

These strategies are designed to **prevent** problem behavior by:

1. Modifying antecedents that “trigger” the behavior

AND

2. Prompting alternative/Desired behavior (pre-correction)

<u>Setting Event Strategies</u>	<u>Manipulate Antecedent</u>	<u>Teach Behavior</u>	<u>Alter Consequences</u>
<u>Eliminate or Neutralize Setting Events</u>	<u>Prevent/Modify “Triggers”</u>	<u>Teach Alternate Behavior</u>	<u>Reinforce Alt/Des Behavior</u>
	<u>Prompts for Alt/Des Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Response to Problem Behavior/ Corrective Feedback</u>

The BEST antecedent MODIFICATIONS directly address:

- #1. The identified **ANTECEDENT**
- #2. The **FUNCTION** of the problem behavior

So... when identifying preventive antecedent strategies:

- (A.) Examine the Antecedent & Function of the Problem Behavior
- (B.) Change the antecedent so student will no longer need to use problem behavior (make the problem behavior irrelevant)

ACTIVITY #2



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

- For this example, please describe an appropriate antecedent modification and explain how it addresses both the triggering antecedent and the function of the problem behavior?

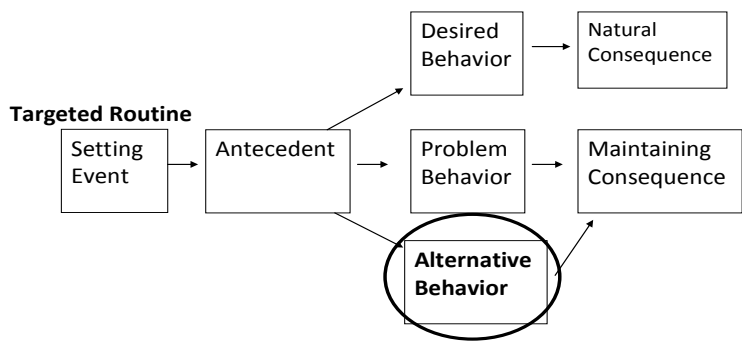
Teaching Strategies: Replacement & Desired Behaviors

Teaching strategies help make problem behavior inefficient by teaching:

1. Functionally-equivalent alternative behavior
2. New desired skills/behavior

<u>Setting Event Strategies</u>	<u>Manipulate Antecedents</u>	<u>Teach Behavior</u>	<u>Alter Consequences</u>
<u>Eliminate or Neutralize Setting Events</u>	<u>Prevent/Modify "Triggers"</u>	<u>Teach Alternate Behavior</u>	<u>Reinforce Alt/Des Behavior</u>
	<u>Prompt Alternative/ Desired Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Response to Problem Behavior/ Corrective Feedback</u>

Always **Start** with the **Alternative Behavior**



Teaching Replacement Behavior

Never assume that the student already “knows” how and when to use the replacement behavior.

1. Develop an observable definition of the behavior
 - Identify and teach examples & non-examples of **HOW** and **WHEN** to use the replacement behavior
 2. Model/ Lead/ Test
 3. Provide **MULTIPLE** opportunities to **Review & Practice** throughout the day
-

Teaching Desired Behavior

Common skill deficits that can lead to problem behavior:

- Academic deficits (often related to avoiding difficult tasks)
- Social Skills deficits (often related to attention seeking)
- Organizational skills deficits

Consider need for:

- Additional assessment to identify specific skill deficits
- More focused instruction in class
- Appropriate instructional grouping
- Additional support and practice at home
- Special Education support for academic skill deficits

Consequence Strategies

These strategies help make problem behavior ineffective by:

1. Reinforcing appropriate behaviors (Alternative/Desired)

AND...

2. Minimizing reinforcement for problem behavior (Redirection/Extinction)

<u>Setting Event Strategies</u>	<u>Manipulate Antecedent</u> Prevent problem & prompt alternate/desired behavior	<u>Teach Behavior</u> Explicitly Teach Alternative & Desired Behaviors	<u>Alter Consequences</u> Reinforce alternate & desired behavior & extinguish negative behavior
<u>Eliminate or Neutralize Setting Events</u>	<u>Modify/Prevent "Triggers"</u>	<u>Teach Alternate Behavior</u>	<u>Reinforce Alt/Des Behavior</u>
	<u>Prompt Alt/Desired Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Response to Problem Behavior</u> <u>- Redirection</u> <u>- Extinction</u>

Reinforcing Replacement Behavior

It is extremely important that the replacement behavior is reinforced:

- Immediately
- Consistently

and...

- Results in the SAME type of reinforcement as the problem behavior

Reinforcing Desired Behavior

Start Small and Build on Success

- The goal is to ultimately have the student **move from** the **replacement** behavior to the **desired** behavior.
- Start with reinforcing “**reasonable**” **approximations** of the desired behavior
 - Reasonable expectations
 - » What is the student currently doing?
 - » How does this compare to what we want?
 - Timeframe for delivering reinforcer
 - » Rewards have to be delivered often enough to strengthen and maintain behavior



ACTIVITY #3

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**.

- Using the following example, please describe how you would maximize rewards for both the Replacement and *a reasonable approximation of* the Desired behaviors.

Responding to Problem Behavior

Responses to Problem Behavior should focus on two things:

#1. Redirecting to the Replacement Behavior

#2. Extinction of the Problem Behavior

Redirection:

- At the earliest signs of problem behavior, quickly redirect to the replacement behavior

Extinction:

- Do **NOT** allow the problem behavior to “work” or “pay off” for the student.



ACTIVITY #4

During independent seatwork, Ronnie makes **inappropriate noises and makes faces at peers**. The function of Ronnie’s behavior is to obtain peer attention.

- Using the above example, please describe how you would minimize rewards for inappropriate behavior (include an example of redirection and a specific strategy for minimizing rewards for problem behavior).



Key Points from Module 5

- All BSPs begin with a complete and accurate FBA Summary Statement.
- Replacement behaviors should be: functionally equivalent, easy to do, and socially appropriate.
- All BSPs must contain Preventive, Teaching and Consequence strategies.
- Consequences must address both rewarding appropriate behavior AND **minimizing the payoff for problem behavior.**



Tools presented in Module 5

Behavior Support Plan: Competing Behavior Pathway & Strategies



Checks for Understanding: Module 5

Please turn in these pages to the trainer at the end of the session. Please write your name on them (or use some other form of identification) to receive feedback on your responses.

Name or Identification: _____

Check #1

What are the first two critical components of Behavior Support Plans?

1. _____
2. _____

Check #2

What are the three types of intervention strategies that should be included as part of any behavior support plan?

1. _____
2. _____
3. _____

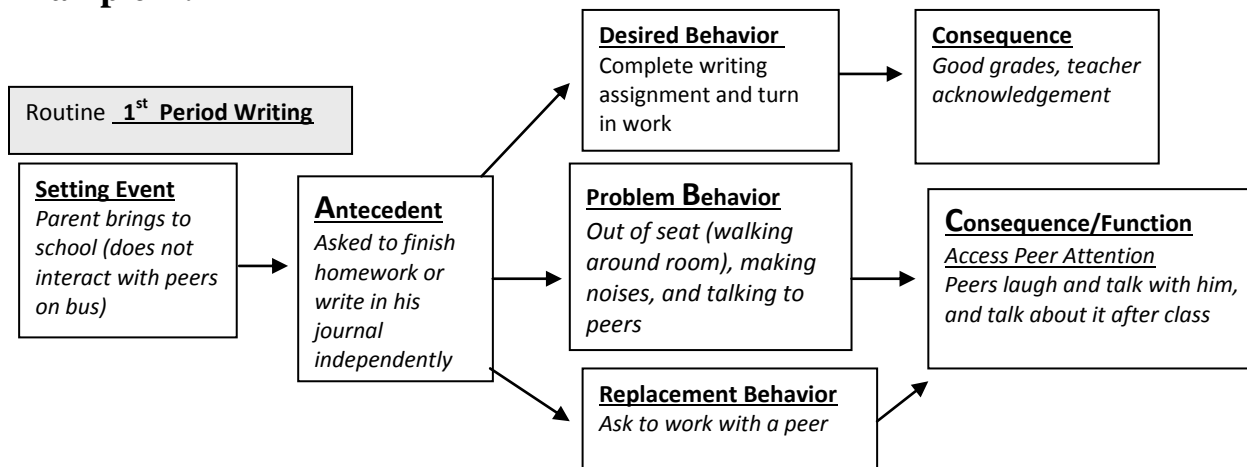
Check #3

Use the information shown in the Competing Behavior Pathways below to determine if the teams have identified appropriate function-based strategies for:

- a) Preventing problem behavior
- b) Teaching replacement and desired behavior
- c) Rewarding appropriate behavior
- d) Responding to inappropriate behavior

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

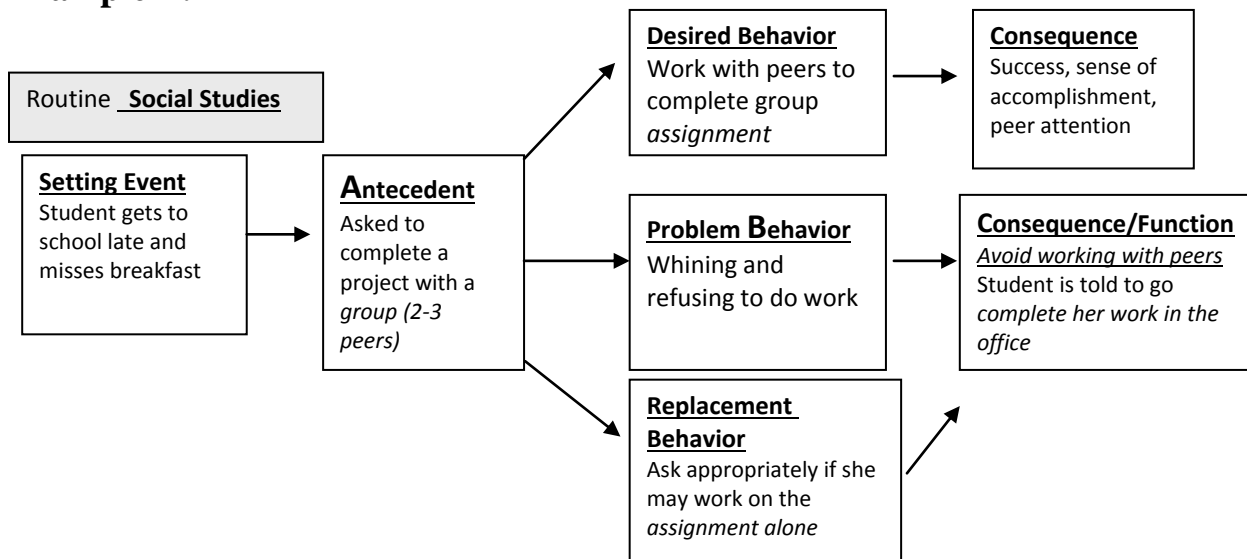
Example A.



<u>Setting Events</u>	<u>Manipulate Antecedent</u>	<u>Teach Behavior</u>	<u>Alter Consequences</u>
<p>Arrange time for positive adult attention before writing on days when student is brought by parent</p>	<p>Remind student before independent-work time that he may choose to work quietly with a peer</p> <p>Allow student to sit with preferred peer in 1st period writing</p>	<p>Teach student to appropriately ask to work with a peer</p> <p>Explicitly teach what “on-task” behavior looks like (and does not look like) in writing class</p>	<p>Rewards</p> <p>Student can work with peer when asks appropriately</p> <p>Student can earn 5 minutes of free time with a peer, if stays on task for 90% of period for 5 consecutive days</p> <p>Response to Problem</p> <p>When student starts to get out of seat/engage in problem behavior, remind him to ask appropriately to work with a peer</p>

Is there anything incorrect or missing? _____

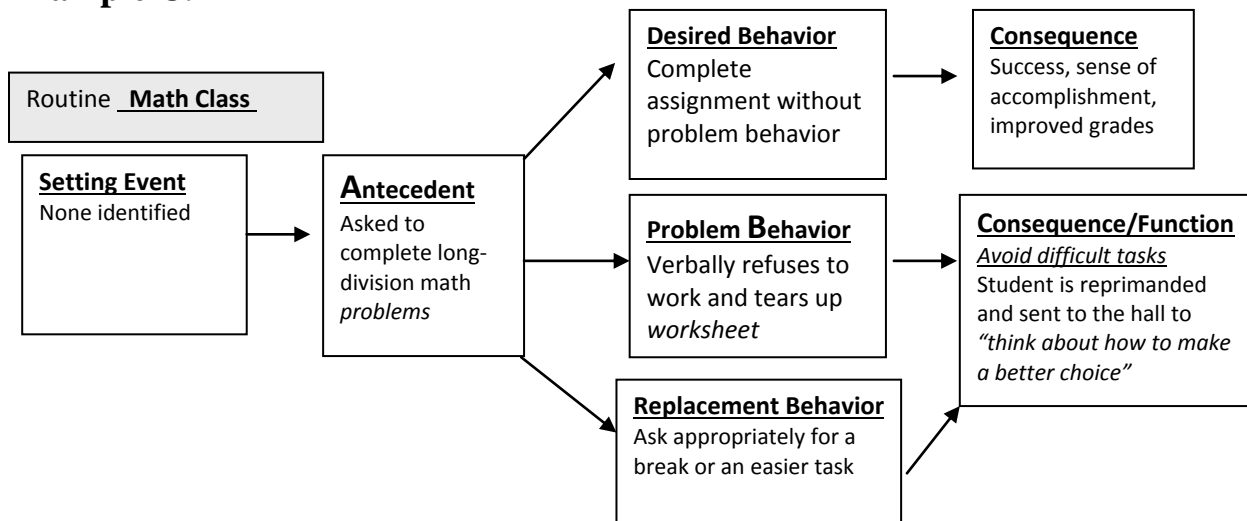
Example B.



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

Is there anything incorrect or missing? _____

Example C.



<u>Setting Events</u>	<u>Manipulate Antecedent</u>	<u>Teach Behavior</u>	<u>Alter Consequences</u>
(None identified)	<ul style="list-style-type: none"> - Provide visual prompts (highlighted text, graphic organizers) for writing assignments - Put visual reminder on desk to prompt Jim to ask for a break or easier task 	<ul style="list-style-type: none"> - Teach Jim how to appropriately ask for a 'break' or for an easier task and when (appropriate times) to do so - Provide additional small-group instruction multiplication and division 	<ul style="list-style-type: none"> - For every 5 difficult math problems that Jim completes, he will be allowed to skip 5 problems - When Jim first begins to get upset, ask him to go to the hall - If Jim continues to engage in problem behavior, he will complete his assignment with teacher during "free choice time"

Is there anything incorrect or missing? _____



Task

Over the next week...

Using the FBA Summary Statement below and the form provided on page 5.18 to:

- a) Complete the Competing Behavior Pathway
- b) Select function-based Prevention, Teaching and Consequence strategies.

Kelly's Summary Statement

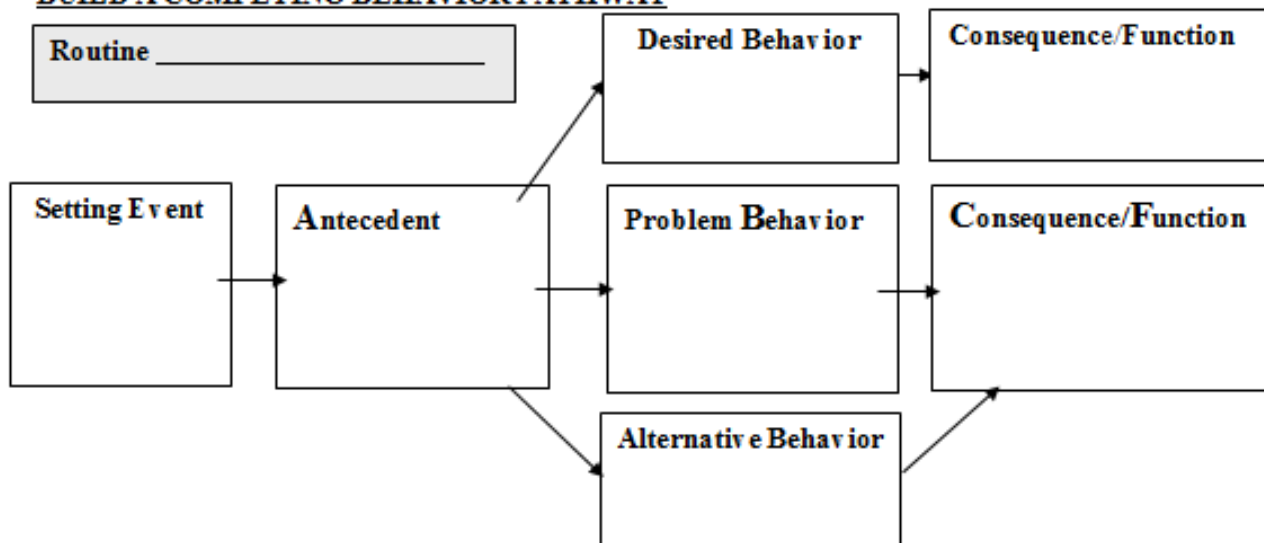
During Math and Writing when asked to complete desk work independently, Kelly often talks-out, makes noises, makes faces at peers, and gets out of his seat and walks around the room without permission. As a result of this behavior peers laugh and talk with Kelly, or tell him to “go away” or “leave me alone”. This behavior is most likely to happen on days when Kelly has had an altercation with a peer and/or been reprimanded on the bus on the way to school. Based on the information gathered through the FBA, Kelly's team determined that the most likely function of his problem behavior is to obtain peer attention.

Behavior Support Plan

Developed from a Functional Behavioral Assessment

Student Kelly Grade 2nd Date _____

BUILD A COMPETING BEHAVIOR PATHWAY



<u>Setting Event Strategies</u>	<u>Antecedent Strategies</u>	<u>Teaching Strategies</u>	<u>Consequence Strategies</u>
<u>Eliminate/ Neutralize Setting Events</u>	<u>Eliminate/ Modify Antecedents</u>	<u>Teach Alternate Behavior</u>	<u>Reinforce Alt/Des Behavior</u>
	<u>Prompt Alt/Des Behavior</u>	<u>Teach Desired Behavior/ Skills</u>	<u>Respond to Problem Behavior/ Redirect Extinguish</u>



COMMENTS or QUESTIONS about MODULE 5

Module 6: Implementation and Evaluation Planning



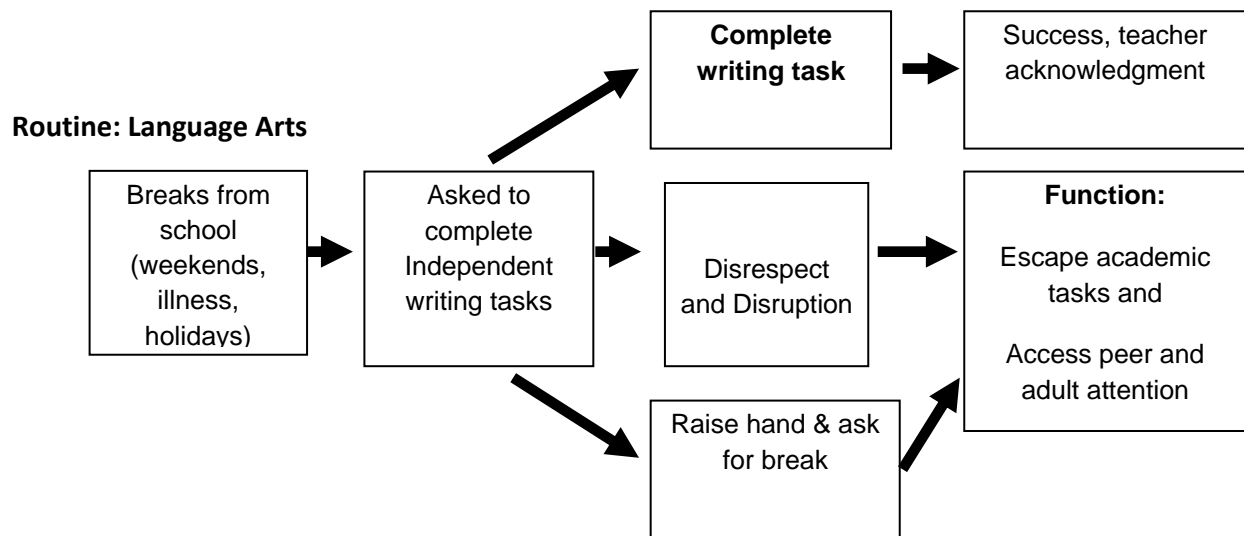
By the end of this training session you will be able to:

1. Explain the meaning and importance of “Contextual Fit”
2. Describe the essential components of implementation plans
3. Define the necessary components of evaluation plans and provide examples of appropriate short- and long-term goals
4. Describe data collection procedures that would be used to track implementation fidelity and student progress when provided with a sample BSP

Review #1



Name two problems with this competing behavior pathway.



1. _____

2. _____

Review #2

What are the three essential characteristics of replacement behaviors?

1. _____

2. _____

3. _____

Review #3

What are the 3 types of intervention strategies that must be included as part of the BSP?

1. _____

2. _____

3. _____

Review #4

All BSPs should include what 2 types of CONSEQUENCE strategies?

1. _____

2. _____



Contextual Fit

Contextual fit refers to the extent to which support strategies “fit” with:

- The skills and values of the implementers
- The available resources
- Administrative structure/support

****Strategies with good “fit” are more likely to be implemented accurately and consistently**

Considerations to Help Ensure Contextual Fit:

- Are plan implementers involved in the design/selection?
- Are strategies consistent with the skills of the implementers?
 - How much additional training would be needed? Who would provide training?
- Are necessary resources available (staff, time, space)?
 - Are there other interventions already being implemented in our school that would fit this student's particular needs?
- Do the selected strategies fit with the values of team members and those who will be implementing the plan?
 - Are they perceived as (a) likely to be effective, and (b) in the best interest of the student?
- Will there be administrative support for the selected interventions/strategies? Is the plan consistent with current school-wide discipline procedures?

Implementation and Evaluation Planning

Critical Components of Behavior Support Plans

- #1: Competing Behavior Pathway
 - #2: Function-Based Prevention, Teaching, and Consequence Strategies
 - #3: **Implementation Plan**
 - #4: **Develop Evaluation Plan**
-

Implementation Planning: WHO will do WHAT, by WHEN?

Consider:

- What specific activities will be involved?
 - Developing materials (ex. reinforcement system)
 - Designing and teaching curriculum
 - Data collection design
 - Who is responsible for implementing each part of the intervention?
 - When will each part of the plan be implemented?
-

Training Staff How to Implement the BSP

- The plan will not be effective if the plan is not implemented correctly
- The plan will not be implemented correctly if:
 - Staff don't understand HOW to implement the plan
- May need to plan times for Modeling/Roleplay and Feedback to ensure that staff understand how to implement BSP strategies
- Plan for frequent Follow-ups to provide feedback, help problem solve, and ensure that intervention is being used as designed
 - Ex. E-mail “check-in”, along with periodic visits/observations



Activity 1

Using the Implementation Plan template below, make a list of the specific activities that might be involved in implementing the following strategies:

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequences Strategies
(No setting event identified)	<ul style="list-style-type: none"> - Provide math and writing assignments that more closely match instructional level - Provide visual prompts (highlighted text, graphic organizers) for writing assignments - Put visual reminder on desk to prompt Jim to ask for a break or easier task 	<ul style="list-style-type: none"> - Teach Jim how to appropriately ask for a ‘break’ or for an easier task and when (appropriate times) to do so - Provide additional small-group instruction in multi-digit multiplication and division 	<ul style="list-style-type: none"> - Quickly and consistently provide a break or an easier task when he requests appropriately - For every 5 difficult math problems that Jim completes he will earn a sticker. 3 stickers can earn the choice to skip 5 problems - When Jim begins to get upset, remind him to ask for a break - If Jim continues to engage in problem behavior, he will complete his assignment with teacher during “free choice time”

BEHAVIOR SUPPORT IMPLEMENTATION PLAN

Tasks	Person Responsible	By When	Review Date _____			
			Impl. Rating: 2 = Yes - 90%+ 1 = Kinda 50-90% 0 = No - <50%	Evaluation Decision Monitor, Modify, or Discontinue		
<p><u>Prevention</u> (environmental redesign)</p> <p><u>Teaching</u> (teach new skills)</p> <p><u>Consequences</u> (reward appropriate behavior, minimize pay-off for problem behavior)</p>			2	1	0	
			2	1	0	
			2	1	0	
			2	1	0	
			2	1	0	
			2	1	0	
<p>Impl Score ## /## Total Possible</p>						

Evaluation Planning: How Will We Measure Progress?

<p>The team identifies:</p> <ul style="list-style-type: none"> - Short-term goal - Long-term goal - Specific evaluation procedures - Date to meet and evaluate the effectiveness of the plan 	<p>EVALUATION PLAN Behavioral Goal (Use specific, observable, measurable descriptions of goal)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>What is the short-term behavioral goal? _____ Expected date</p> <p>What is the long-term behavioral goal? _____ Expected date</p> </div> <p>Evaluation Procedures</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">Data to be Collected</th> <th style="text-align: left;">Procedures for Data Collection</th> <th style="text-align: left;">Person Responsible</th> <th style="text-align: left;">Timeline</th> </tr> </thead> <tbody> <tr> <td style="height: 50px; vertical-align: top;">Is Plan Being Implemented?</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="height: 50px; vertical-align: top;">Is Plan Making a Difference?</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Plan date for review meeting (suggested within 2 weeks) _____</p>	Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline	Is Plan Being Implemented?				Is Plan Making a Difference?			
Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline										
Is Plan Being Implemented?													
Is Plan Making a Difference?													

Short-Term & Long-Term Goals

Short-term goal- Focus on increasing student's use of the identified

Replacement behavior & reductions in problem behavior

- Use baseline data to develop a **REASONABLE** initial goal that student will be able to achieve
- Short term goal will continuously be revised, gradually working toward the long-term goal

Long-term goal- Focus on **Desired** behavior & sustained reductions in problem behavior

- Begin by reinforcing approximations of desired behavior



Activity 2

When asked to read aloud or answer questions during small group reading lessons, Charlie makes inappropriate comments (e.g., “This is so stupid”), puts her head down on the desk and refuses to comply with any of the teacher’s directions. The FBA shows that this problem behavior is maintained by adult attention, and the team has decided to teach Charlie to raise her hand and ask appropriately for teacher help/attention.

With a partner:

Please develop: a) a short-term goal, b) an intermediate goal, and c) a long-term goal for Dexter.

- **Make sure that you include observable measureable descriptions, and mastery criteria**

Short-term Goal:

Intermediate Goal:

Long-term Goal:

Measuring Progress

In addition to long- and short-term goals, the evaluation plan includes the specific data that will be collected to assess:

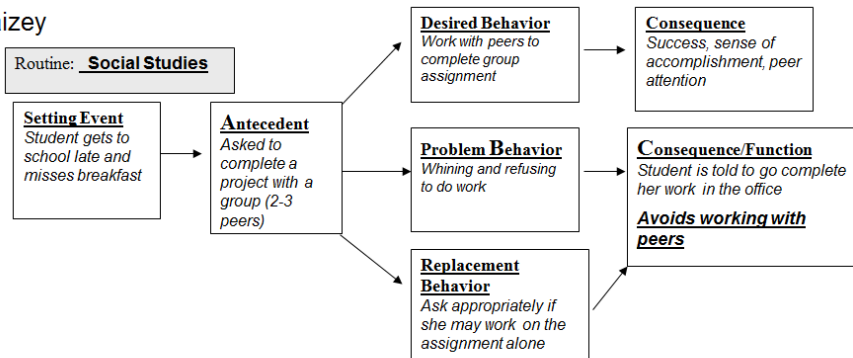
- #1. Is the plan being implemented as designed?
- #2. Is the plan making an impact on student behavior?

Considerations When Developing Evaluation Measures:

1. Does the measure capture the **specific** tasks/target behaviors of interest?

- Is the plan being implemented?
 - Did I implement the plan? **vs.** Did I check in with student and provide specific praise when she entered class?
- Is the plan making a difference?
 - Was it a “good” or “bad” day? **vs.** How many talk-outs occurred during Spanish class today?

Maizey



<u>Setting Events</u>	<u>Manipulate Antecedent</u>	<u>Teach Behavior</u>	<u>Alter Consequences</u>
Provide a.m. snack on days when Maizey arrives late and misses breakfast.	When passing out assignments provide student with a choice of working with a group or completing the assignment alone Place a "reminder" card on student's desk stating that she may ask to work alone at any point during the group task	Explicitly teach Maizey: a) when it is okay to appropriately ask for a break, and b) what "appropriately asking to work alone" looks like using examples and non-examples Provide social skills training focused on how to work cooperatively with peers 3 x per week	Rewards Student will be allowed to work alone when asks appropriately When Maizey works with peers for 15 min, she will be given the option to work alone Response to Problem At first sign of problem behavior, remind Maizey that she can ask to work alone. Student is told that she may work alone after she either a) asks appropriately, or b) completes one part of the task with peers

Evaluation Procedures for Maizey

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline (Implement as of 2/27)
Is plan being implemented? -Verbal and visual prompts used - Pre-teaching "appropriate asking" -Rewards for app. behavior -Response to prob. behavior - Social Skills Training	Miss Posey (school psych) to observe in classroom Collect daily-task checklists Check in with Miss Posey for progress in social groups	Miss Posey Mrs. Ryan Mrs. Foster	1 x per week Collect 3 x per week 1 x per week
Is plan making a difference? -# of instances of work refusal per week in social studies -Student use of hand-raising to request working alone - % group assignments completed	Teacher notes # of occurrences per week in math Teacher notes daily on behavior report card Teacher grade book / permanent products	Mrs. Ryan Mrs. Ryan Mrs. Foster	Check in 3 x per week Daily for 2 weeks Weekly

Plan Review Date 3/14/05

Is the Plan Making a Difference?

FAQ: I see the student every day, why do I need to collect data?

- Answer: Data help us to
 - Document what has occurred and the variables responsible
 - Predict future performance
 - **Be accountable for our own behavior**
 - **Determine when program modifications are needed**

Considering Contextual Fit When Developing Evaluation Measures: Balancing Accuracy and Feasibility

- Are implementers consulted/included when designing measures?
- How often will data need to be collected?
- How much time, effort will data collection methods require? Does this “fit” the context/setting?
- Are there forms that staff are already using (ex. point cards) that can be modified/used?

Developing Data Collection Forms

Estimates vs. Real-Time Recording

Time Samples rather than Continuous Recording

For example, collect data for the first 15 minutes of circle time, the last 10 minutes of Math class. (Use FBA information to determine best time to observe.)

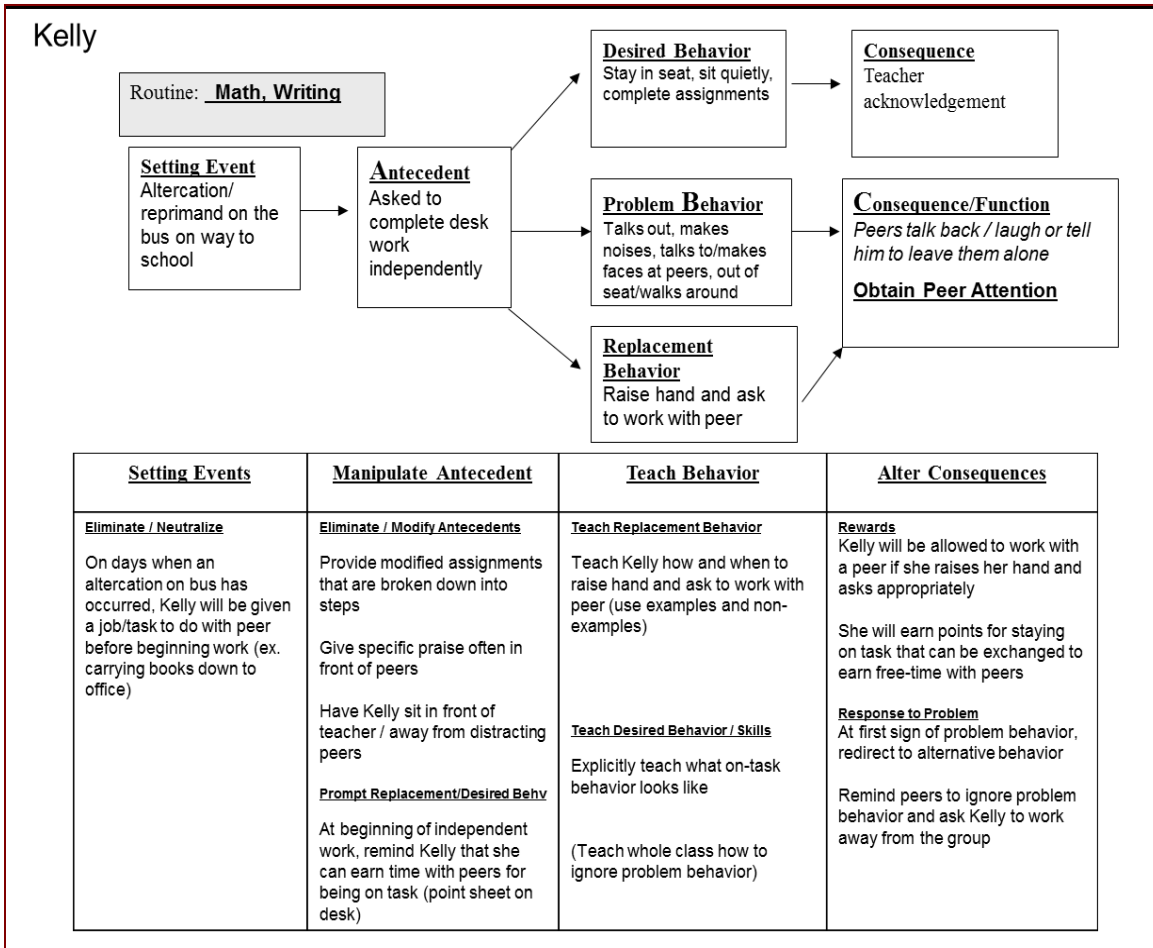
Scales rather than Frequency Counts/Duration Measures

For example, data collectors might choose between (0, 1-3, 4-5, 6+) incidents/minutes, rather than counting or timing for exact figures.



Activity 3

Using the information provided for Kelly below (pg. 6.14), work with a partner to determine/describe what student behaviors will you collect data on to track student progress?



What specific student behaviors will you collect data on?



Key Points from Module 6

- Function-based strategies are most likely to be implemented if they “fit” with the:
 - Skills of the plan implementers
 - Values of the plan implementers
 - Resources available to the plan implementers

- Complete BSPs include:
 - An IMPLEMENTATION PLAN specifying WHO will do WHAT by WHEN
 - An EVALUATION PLAN for determining
 - a) if the plan is being implemented as designed
 - b) if the plan is making a difference in student behavior
 - c) when team members will meet again to discuss student progress



Tools presented in Module 6

Behavior Support Plan: Implementation Plan & Evaluation Plan



Checks for Understanding: Module 6

Please turn in these pages to the trainer at the end of the session. Please write your name on them (or use some other form of identification) to receive feedback on your responses.

Name or Identification: _____

Check #1

What are the 4 critical components of Behavior Support Plans?

1. _____
2. _____
3. _____
4. _____

Check #2

After selecting BSP strategies, Sarah's team developed an implementation plan detailing:

1. The specific activities that will be used to implement the plan
2. The persons responsible for implementing each component of the plan

What has Sarah's team forgotten to include?

Check #3**Complete Behavior Support Plan Knowledge Assessment****Task**

Over the next two weeks...

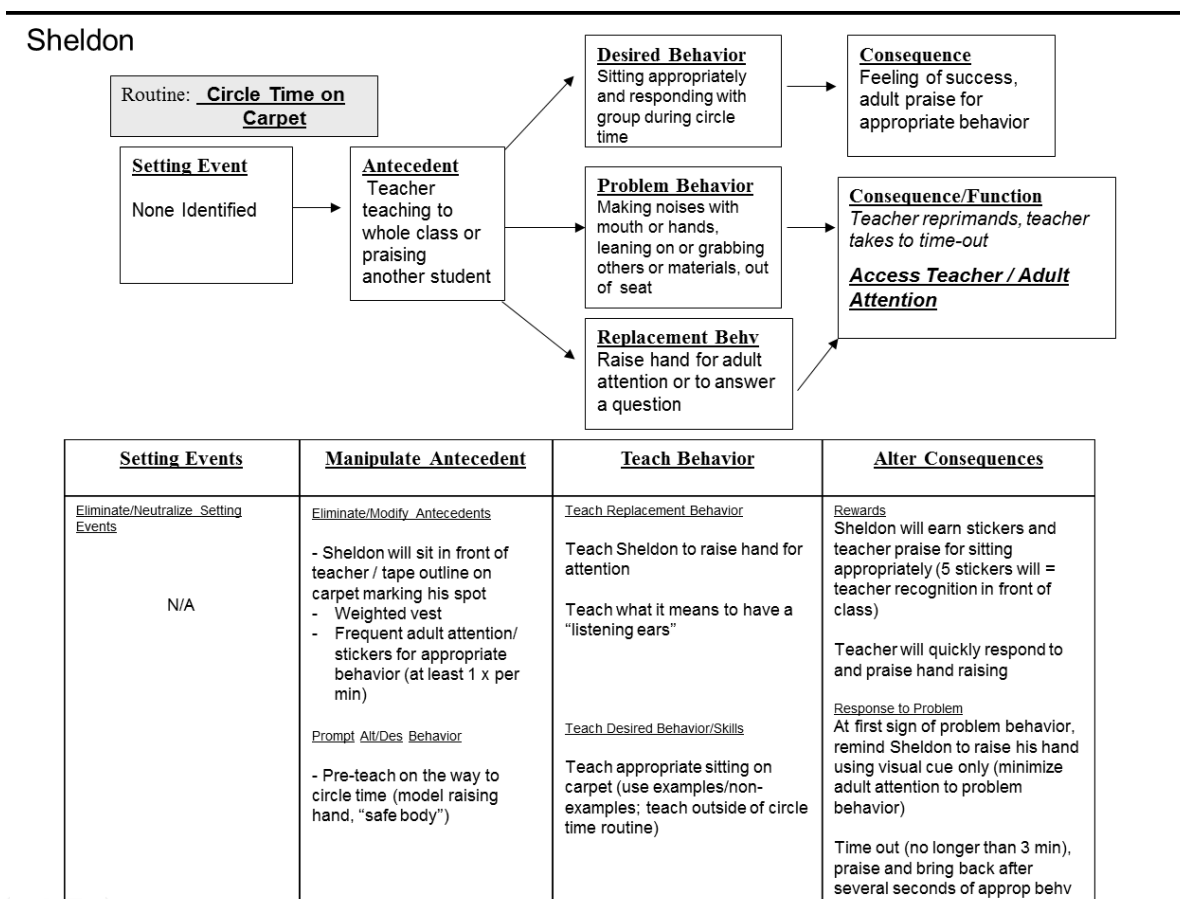
Use the summary statement and list of strategies for Sheldon below to build:

- a) An example implementation plan
- b) An example evaluation plan
- c) An example data collection form for tracking student progress

(use the forms on pgs. 6.20 & 6.21 for the Implementation and Evaluation Plans)

Sheldon’s Summary Statement

During circle time on the carpet, when the Mrs. Jenkins is instructing the whole class or praising another student, Sheldon makes noises with his mouth or hands, leans on or grabs others, grabs teaching materials from Mrs. Jenkins, and gets out of his seat and walks around the room. As a result of this behavior, Sheldon receives verbal reprimands from the teacher and is physically taken to the “time out” area by the teacher (where she often has to stand close by him and continue to reprimand him for attempting to get out of the chair). Sheldon typically has 25 or more daily instances of problem behavior during the 20 minute circle time routine. Sheldon’s team members have agreed that the most likely function of his problem behavior is to obtain adult attention, and have developed the following prevention, teaching, and consequence strategies.





COMMENTS or QUESTIONS about MODULE 6

EVALUATION PLAN**Behavioral Goal** (Use specific, observable, measurable descriptions of goal)

<p>What is the short-term behavioral goal?</p> <p style="text-align: right;">_____ Expected date</p>
<p>What is the long-term behavioral goal?</p>

Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented?			
Is Plan Making a Difference?			

Plan date for review meeting (suggested within 2 weeks) _____

Adapted by C. Borgmeier (2002) from multiple sources: M. Bergstrom and D. Crone (2000); March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999); O'Neill, Horner, Albin, Sprague, Story, & Newton (1997); Palmer & Sugai (2000); and Sprick, Sprick, & Garrison (1993); Martin, Hagan-Burke, & Sugai (2000)

Module 7: Leading a Team through the Behavior Support Planning Process



By the end of this training session you will be able to:

1. Explain the role of BSP Team Leader and team members in support plan development
2. Identify the specific activities that the team leader will engage in before, during, and after the team-based BSP development process
3. Describe the process for conducting and products that should result from a Plan Review meeting
4. Lead a “team” of professionals through the process of developing a sample BSP

Review #1



The Basic FBA to BSP training series is designed to teach school staff to conduct assessment and develop supports for students with what type of behaviors?

Review #2

What are the 4 steps of the Basic FBA Process? (Hint: D.A.S.H.)

1. _____
2. _____
3. _____
4. _____

**Review #3**

Please list the 4 critical components of Behavior Support Plans:

1. _____
2. _____
3. _____
4. _____

Leading a BSP Team

Role of the Team Leader

- Display necessary information for team members to see/use throughout the process
- Ensure that preventive, teaching, and consequence strategies are Function-Based
- Ensure that all team members participate in the process and agree with outcomes (assess contextual fit)
- Ensure that the BSP includes all necessary components, including implementation and evaluation plans

Team Leader Responsibilities: PRIOR TO BSP MEETING

- Read FBA results and determine if FBA contains a COMPLETE summary statement, including:
 - Operational definition of problem behavior
 - Routine(s) in which problem behavior occurs
 - Antecedents (setting events & triggers)
 - Primary consequence / Function of the problem behavior
- Ensure that meeting place provides access to white board/markers or a projector/LCD screen (or other means of display).

Team Leader Responsibilities: DURING BSP MEETING

Step #1: Ensure Team Agreement on Summary Statement

- Display (or provide written copies of) the summary statement for each team member to refer to when building the BSP

 - Ensure that all team members **agree** on:
 1. The **Problem Behavior** and **Context** in which it is most likely to occur
 2. The **Function** of the problem behavior
-

Step #2: Build the Competing Behavior Pathway

- Draw/Display the CBP model template
- Guide the team in incorporating the summary statement information into the template
- Help team members operationally define the replacement and desired behaviors
- Ensure that the team selects a replacement behavior that is:
 - Functionally equivalent to problem behavior
 - Easier to do than problem behavior
 - Socially acceptable

Step #3: Identify Behavior Support Strategies

- Draw or display columns to write suggested preventive, teaching, and consequence strategies
- Ask team members a series of questions to recruit ideas for potential strategies
- Ensure that all team members have an opportunity to participate

Identifying Strategies: Questions for the Team

- How can we arrange the environment to prevent the problem behavior?
- How will we teach and reward the alternative behavior?
- What skills can we teach to move toward the desired behavior?
- How can we exaggerate the pay-off for approximations of the desired behavior?
- How can we minimize the “pay-off” for the problem behavior?

- **IF** team members suggest a strategy that is not function-based or is contraindicated:
 - Direct team members’ attention back to the competing behavior pathway
 - Remind team that:
 1. We **DO** want to reward appropriate behavior with the **SAME** or similar consequences as those currently maintaining the problem behavior
 2. We **DO NOT** want the student to access reinforcement following problem behavior

Implementing and Evaluating the BSP

Role of the Team Leader

- Provide coaching on how to carry out each aspect of the plan
- Check in with implementing staff (via e-mail, phone, or in person) & collect direct observation data (student and staff behavior)
 - Initially a minimum of 1 x per week
 - Less often as staff & student become more successful
- Provide frequent acknowledgement for staff implementation of plan components

Role of Plan Implementers

- Collect fidelity of implementation data at least on time per week
 - Report any difficulties in implementing the plan to the team leader
- Collect data on student behavior at least 3 times per week to assess progress
 - If problem behavior increases or escalates contact team leader immediately

Meeting to Review the Plan

The Plan is a **WORKING DOCUMENT!!**

Team members meet regularly to

- a) Monitor Progress
- b) Modify the Plan

Review Meeting: Role of the Team Leader

Guide team in reviewing **DATA** for **EACH COMPONENT** of the plan to document:

- Is each strategy being implemented as designed?
- Is the plan resulting in change in student behavior
- Do data indicate that the plan needs to be modified and **HOW?**
- What is the date of the next Review Meeting?

Review Meeting: Questions for team members

Is the Plan Being Implemented?

<ul style="list-style-type: none"> • If <u>Yes</u>: Great job! 	<ul style="list-style-type: none"> • If <u>No</u>: <ul style="list-style-type: none"> – Do implementers understand how and when to use strategies? – Are strategies feasible in the natural setting? – Are there ways that plan can be modified to make implementation more likely?
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***Note:** If the plan is not being implemented with fidelity, we can not assess if the plan is working.

Is the Plan Making a Difference?

<ul style="list-style-type: none"> • If <u>Yes</u>: Great! And... Have criteria been met? <ul style="list-style-type: none"> – If <u>No</u>: <ul style="list-style-type: none"> • Keep monitoring – If <u>Yes</u>: <ul style="list-style-type: none"> • Modify goal? • Increase self-monitoring? • Begin gradually fading antecedent supports? • Begin gradually fading or modifying rewards? 	<ul style="list-style-type: none"> • If <u>No</u>: Then... Is plan being implemented? <ul style="list-style-type: none"> – If <u>NO</u>: <ul style="list-style-type: none"> • Focus on implementation – If <u>Yes</u>: <ul style="list-style-type: none"> • Is student consistently being rewarded for alt/des behavior? <u>How often</u>? • Are reinforcers for alt/des behavior “strong” enough? • <u>Is problem behavior still being rewarded?</u>
--	---



Key Points from Module 7

- The role of a BSP team leader is to guide team members in the selection of preventive, teaching, and consequence strategies which:
 - Directly relate to the FUNCTION of the problem behavior
 - Are viewed by the team as CONTEXTUALLY APPROPRIATE
 - Both the Team Leader and Team Implementers collect Fidelity and Effectiveness data **regularly**.

The Behavior Support Plan is a WORK IN PROGRESS!!!

- Team members meet every to weeks to determine:
 - Is the BSP being implemented as agreed on by the team?
 - Is the student making progress?
 - Do we need to modify the plan to:
 - Improve effectiveness
 - Increase student independence?



Checks for Understanding: Module 7

Please turn in these pages to the trainer at the end of the session. Please write your name on them (or use some other form of identification) to receive feedback on your responses.

Name or Identification: _____

Check #1

True or False: The primary role of the Team Leader is to provide the team members with a function-based, contextually relevant BSP.

Check #2

Edgar's team has met to review his progress since implementing the BSP.

The data show that Edgar's problem behavior has not decreased in the past 2 weeks.

What is the first question that Edgar's team should ask?

Check #3

- In teams of 3, select **one** of the following summary statements to:
 - Build a competing behavior pathway
 - Select function-based preventive, teaching, and consequence strategies
 - Identify the activities that will be included in the Implementation Plan
 - Decide how you might Evaluate the Plan

Example #1: Charlie

At the end of “free-choice” time, when asked to transition back to her desk, Charlie verbally refuses, cries, and falls to the floor to avoid transitioning to a less preferred activity. This is most likely to occur on days when Charlie does not take her medicine before school. Charlie’s “tantrums” occur 3-4 times per week and can last up to 10 minutes.

Example #2: Garrett

During large-group instruction in Math, when students are asked to attend to the materials being projected on the screen at the front of the class, Garrett often turns around in his chair, gets out of his seat and walks around the room, and makes comments to or faces at peers. FBA data show that his behavior is mostly likely maintained by peer attention. Garrett is currently off-task approximately 85% of the time during large-group and he is turning in less than 50% of his math assignments.

*use BSP template below

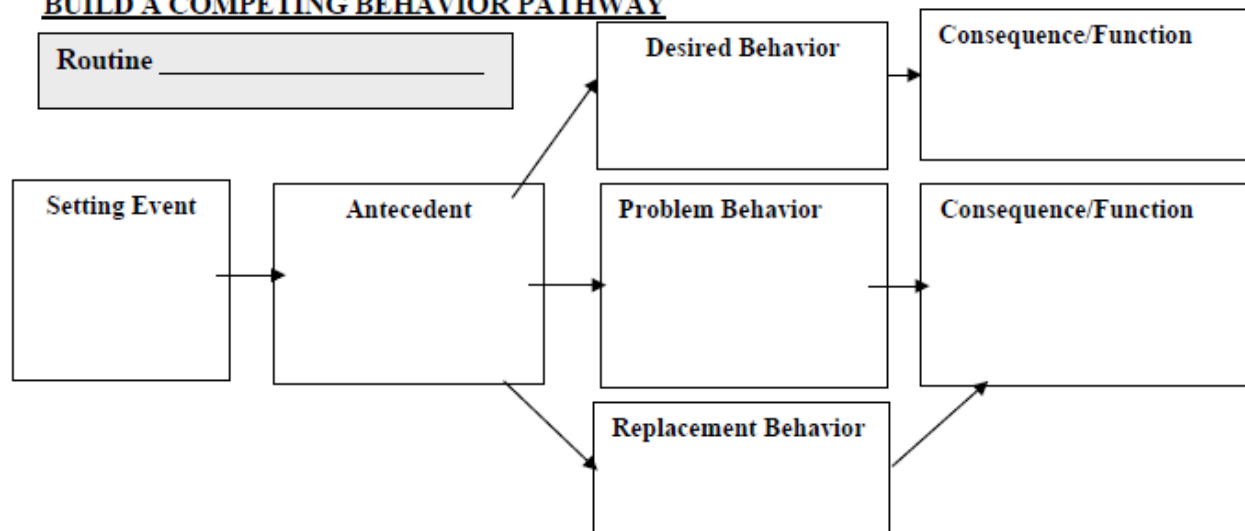
Behavior Support Plan

Developed from a Functional Behavioral Assessment

Student _____ Grade _____ Date _____

School _____ Case Manager _____

BUILD A COMPETING BEHAVIOR PATHWAY



IDENTIFY INTERVENTION STRATEGIES

Setting Event Strategies	<u>Manipulate Antecedent to prevent problem & prompt replacement/desired behavior</u>	<u>Teach Behavior Explicitly Teach Replacement & Desired Behaviors</u>	<u>Alter Consequences to reinforce replacement & desired behavior & extinguish negative behavior</u>
<u>Eliminate/Neutralize effects of setting events</u>	<u>Modify/Eliminate Antecedents</u>	<u>Teach Replacement Behavior</u>	<u>Reinforce Rep/Des Behavior</u>
	<u>Prompt Replacement/Desired Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Minimize rewards for problem behavior</u>

EVALUATION PLAN

Behavioral Goal (Use specific, observable, measurable descriptions of goal)

<p>What is the short-term behavioral goal?</p> 	<p>_____ Expected date</p>
<p>What is the long-term behavioral goal?</p>	

Evaluation Procedures

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
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Task

Over the next two weeks...

Please meet the team members at your school to develop a student plan based on FBA results.

Your role as Team Leader will be to guide the team through the questions on pg. 7.5 in your workbook and to ensure that the plan is:

- Complete (don't forget about Implementation and Evaluation Plans!)
- Function-Based
- Contextually Relevant



COMMENTS or QUESTIONS about MODULE 7