Extraordinary Minds in MCPS Forum
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Addressing Behavioral Needs of Students with ASD: Functional Behavior Assessments and Behavior Intervention Plans

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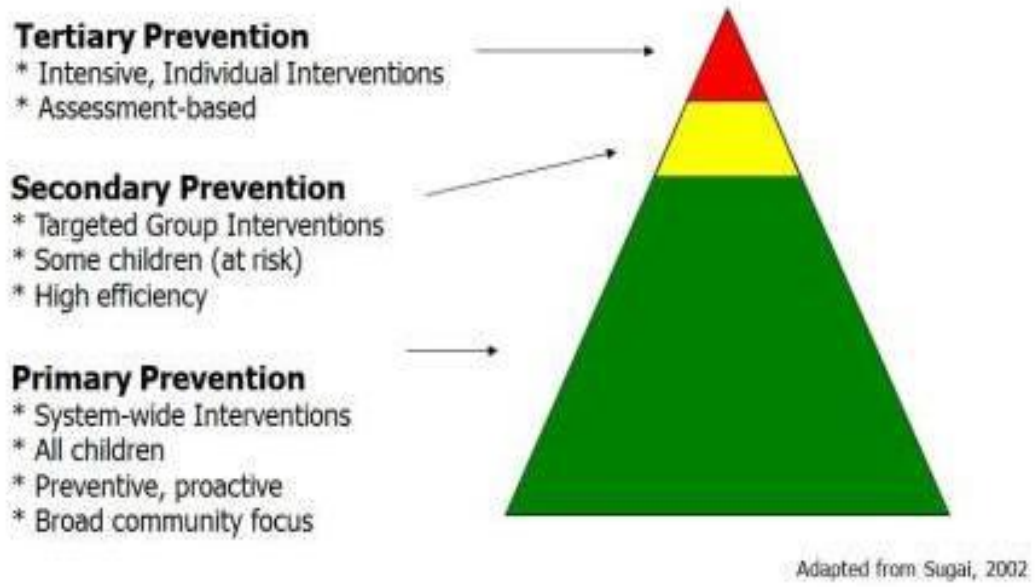
Participant Outcomes

- By the end of the session, participants will have:
  - Gained information about the definition and purpose of Functional Behavior Assessments and Behavior Intervention Plans
  - Received information about preventing and responding to a student's behavioral needs
  - Received information about the continuum of a school's response to students' interfering behaviors

Tiered Response for Addressing Behavioral Needs



Adapted from Sugai, 2002

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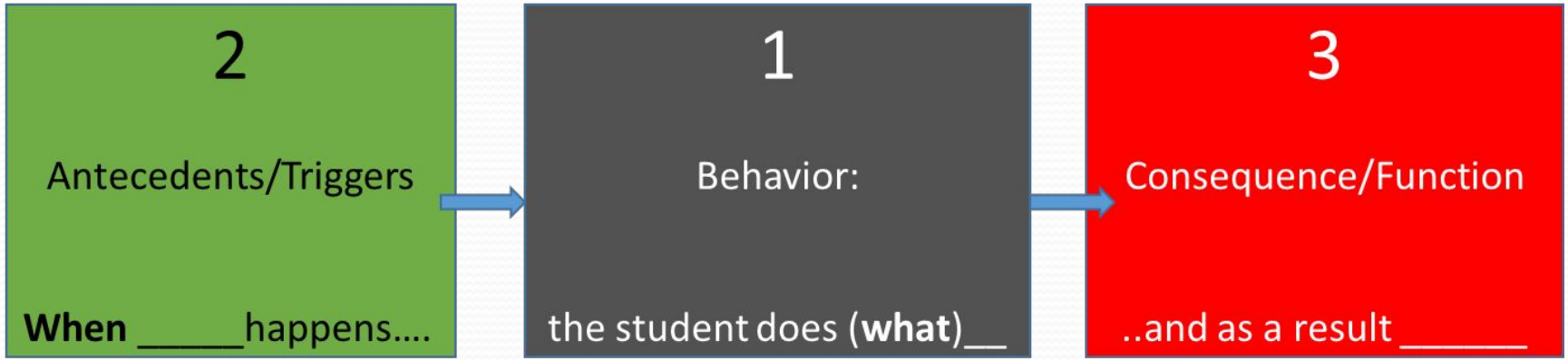
What is an FBA?

The FBA is a process that assists in the understanding of WHY behaviors occur



(Adapted from Loman, Strickland-Cohen, Borgmeier, & Horner, 2008)

Behavioral Psychology can be a powerful tool to understand and change negative behaviors

- The three-term contingency (An ABC analysis)

Antecedent	Behavior	Consequence
Child is outside playing and directed to come inside	Runs from adults	Delays going inside and gets chased

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Willfulness or different brain?

Looks like *won't*	Could be *can't*
Oppositional, stubborn	Cognitive inflexibility, protective effort to avoid being overwhelmed
Can do it if he wants to	Difficulty shifting
Self-centered	Impaired social cognition/theory of mind
Won't put ideas on paper	Poor fine motor, organization
Sloppy, erratic	Overload, Poor self-monitoring
Won't control outbursts	Overload, disinhibition
Doesn't care what others think	Impaired non-verbal cues/theory of mind

Adapted from "Unstuck & On Target!" by Lynn Cannon, Lauren Kenworthy et al.

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Most Common Functions of Behavior

<u>To Obtain/ Get</u> :

- Peer <u>attention</u>
- Adult <u>attention</u>
- Desired activity
- Desired object/ item
- Sensory stimulation (auditory, tactile, etc.)

<u>To Avoid/ Escape:</u>

- Difficult Task
- Boring Task
- Easy Task
- Physical demand
- Non-preferred activity
- Peer
- Staff
- Reprimands

(Adapted from Loman, Strickland-Cohen, Borgmeier, & Horner, 2008)

FBA Process

- Define behavior(s) in observable, measurable terms.
  - For example:
    - Aggression: Any incidence of hitting, pushing, biting, grabbing, or pinching and attempts to do so directed toward staff or students
    - Screaming: Any occurrence of using loud vocalizations that persist for more than two seconds or that occur in bursts and are louder than typical spoken language.
- Observations and interviews to identify when, where, and how often the behavior(s) occur.
- Develop hypothesized function of behavior(s) (i.e. Why does the behavior occur?)

Components of an FBA

- Relevant history/background information
  - Academic/behavioral concerns, including previous interventions or strategies
  - Medical history
  - Family concerns
  - Student strengths/interests, Potential reinforcers
- Operational definition of each target behavior
- Sources of information (e.g. student records; assessments; parent, teacher, or student interviews; rating scales; behavior data)
- Precipitating factors(e.g. lack of sleep, hunger, medication changes)
- Setting events/Antecedents (e.g. transitions, unstructured time; when told "no," given a direction, transitioning from a preferred to non-preferred task)
- Current consequences (e.g. teacher attention, removal from class)
- Baseline data (e.g. average frequency, duration)
- Hypothesized function of each behavior
- Replacement behavior
- Desired behavior
- Team members

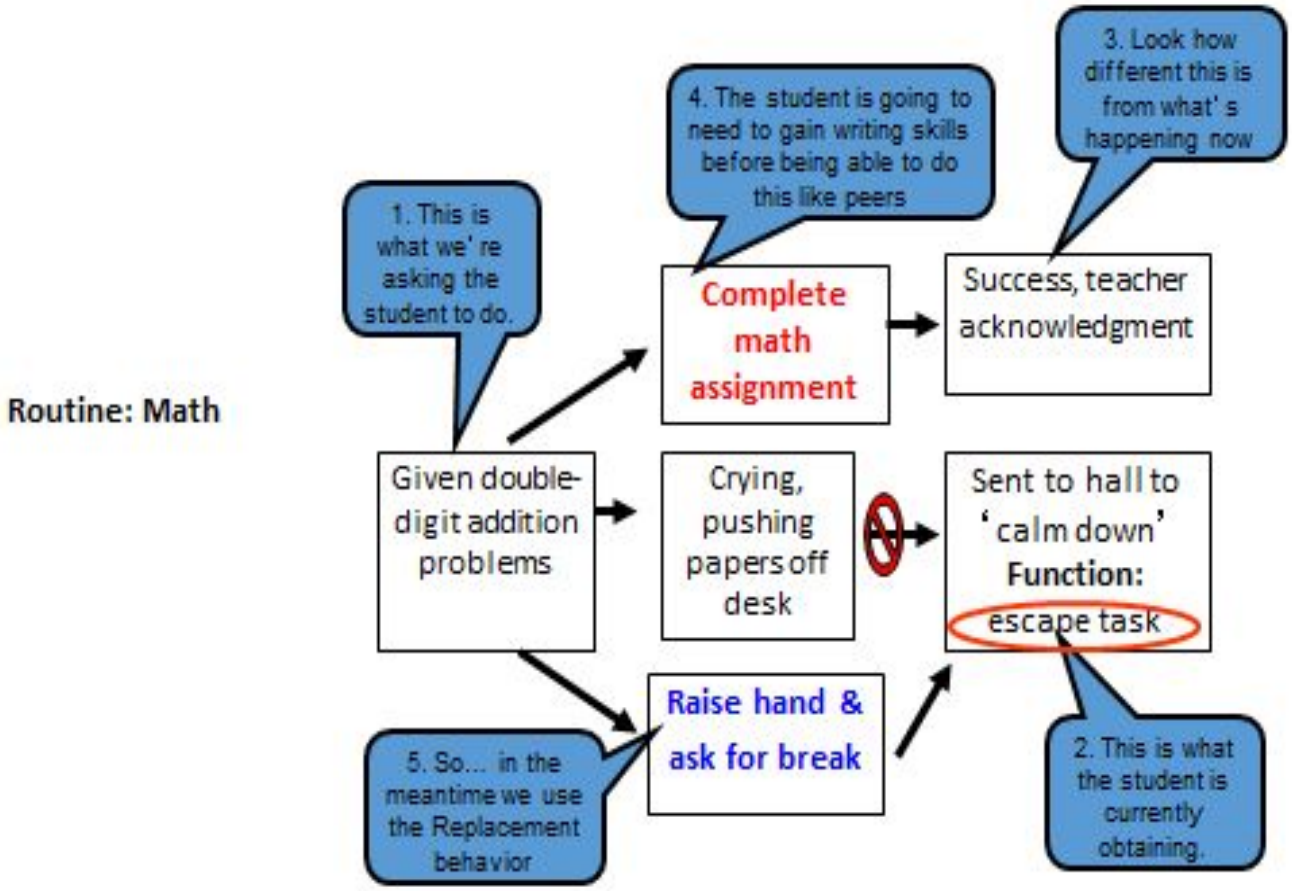
What is a BIP?

- Identifies strategies for:
  - Teaching positive behaviors to replace problem behavior(s)
  - Preventing problem behavior(s) and prompting positive behaviors
  - Responding to problem behavior(s) when they occur
- Outlines replacement behaviors that serve the *same function* as the problem behavior(s)

Components of a BIP

- Summary of FBA [When (setting events/triggers), the student (behavior) in order to (function)]
- Prevention strategies
- Teaching strategies/Replacement behavior
- Response strategies
- Progress monitoring
  - Short- and long-term goal for change in problem behavior
  - Data collection: how/when/where/who
- Team members

Teaching Positive Behaviors



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Preventing Problem Behaviors

May include strategies such as:

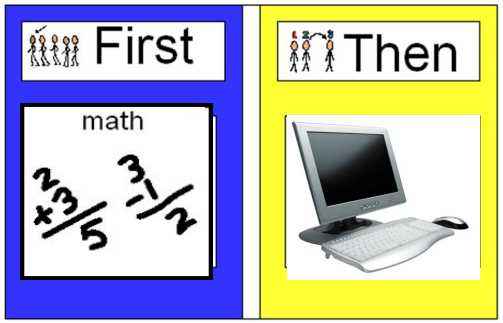
*Schedule of reinforcement

- Clear expectations of behavior
- Visual supports
- First-Then
- Behavior contracts
- Reminder sheets
- Checklists
- Rule cards
- Individual schedule of activities
- Master schedule displayed in room
- Token economy

- Use of timers

Talk/listen to students about their concerns

- Allow additional breaks if needed
- Be mindful about student grouping; preferential seating
- Only give options that are possible
- Help student to establish organizational system that works for him/her
- List of classes/room numbers, map of school, supplies needed for each class



Positive Reinforcement

Student raises hand before calling out an answer

Teacher calls on student for the answer/praises her for raising her hand

Student is more likely to raise her hand again under similar circumstances.

Negative Reinforcement

Student engages in problem behavior when instructed to complete work

Student is sent to the office for disrupting the class

Student is more likely to engage in problem behavior under similar circumstance because an aversive stimulus (instruction) was removed.

Keeping Rewards Effective

Reinforcement should be individually determined

Access should be limited to times when the student demonstrates the desired behavior

Allow brief durations of access (one or less minutes)

Keep the size of the reward small

Change the reward frequently

- Maintain a menu
- Have the student choose
- Rotate rewards in and out of the menu
- Do not rely on one reward continuously

Make sure you can deliver the reward at the time it is needed

Responding to Problem Behaviors

- Response needs to be function-based

  Ex: If the function of the behavior is to get adult attention, adult's response should provide as limited attention (i.e. eye contact, verbal communication) as possible

- Ignore behavior whenever possible (i.e. does not pose a safety concern/risk)
- Be consistent
- Use a neutral tone of voice
- Ensure that reinforcement is not provided too close to occurrence of problem behavior

Is a Behavior Contract a BIP?

- A behavior contract may be listed as a strategy for preventing in occurrence of problem behavior(s), but it *is not* the same as a BIP.

Student Name DAILY CONTRACT DATE_____

Goals	1	2	3	4	5	6	7	# of Os
Student will respond respectfully to adults without complaint								O_____ S_____ N_____ N/A_____
Student will ask for a break when frustrated								O_____ S_____ N_____ N/A_____
Student will begin work without extra prompting from staff								O_____ S_____ N_____ N/A_____

O's _____
N/A's _____

Total O's _____

Scoring
O = outstanding (0 prompts)
S=support (1-2 prompts)
N= needs improvement (3+ prompts)
N/A= not applicable

Successful Day =
10 O's per day -1st quarter

Did you have a successful day? YES/NO
(Remember to write YES/NO on your success calendar)

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When Might an FBA and BIP be Recommended?

- When there is a pattern of removal from school due to behavioral incidents related to a student's disability
- When a student's behavioral needs are not sufficiently addressed through typical best practice strategies
- When problem behaviors increase in frequency, intensity, or duration and/or more significantly interfere with availability for learning/safety

How do I know if my child has an FBA and BIP?

- For students without special education services, contact your child's teacher or administrator
- For students with Section 504 Plans:
  - Ask your child's school counselor or 504 coordinator
- For students with special education services:
  - Refer to Part III of the IEP "special considerations and accommodations," section III "behavioral intervention"
  - Ask your child's case manager

How and Where are Behavior Concerns Addressed

- Meeting with school team members (i.e. parent conference, EMT, 504/IEP meeting)
- Best practice positive behavior supports (i.e. behavior contracts, ClassDojo, visual schedules/visual supports)
- Functional Behavior Assessment and Behavior Intervention Plan
- For students with special education services:
  - Supplementary Aids,Services, Program Modifications, and Supports
  - Instructional and assessment accommodations
  - Goals

Monitoring behavioral progress/change

- For students engaging in behaviors that are interfering with their learning, school teams should be implementing strategies or interventions and monitoring their effectiveness.
- Behavioral progress/change might be communicated to parents in a variety of ways.
  - Home-school communication system (e.g. email, notebook)
  - Behavior contract/data or summary sent to parents
  - Parent-Teacher conference
  - Formal meeting (EMT, 504 review, IEP meeting)
  - IEP progress notes
  - Update to/review of BIP

An FBA and BIP have been recommended for my child…What happens next?

It may be helpful to ask some of the following:

- How will progress be measured ?
- How will progress be communicated to parents?
- How often will the plan be reviewed (informally and formally)?
- How will the plan be shared with all those who work with the student?
- Who to contact with input/questions
- For special education students, how are the goals on the BIP aligned with IEP goals?

Questions?

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