

Functional Behavioral Assessment and Behavior Intervention Plan Toolkit

March 2015



Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

Thank you to the following individuals for their contributions to this resource. Their collaborations are greatly appreciated and enriched the development process tremendously. This document was created in two phases. During the second phase, input was sought and incorporated to include a trauma-sensitive perspective.

Phase Two Contributors (January 2015):

John Bemis, Education Consultant, Emotional & Behavioral Disabilities, Wisconsin Department of Public Instruction

Pam Black, Coordinator of Special Education & Student Support, Kenosha Unified School District

Paula Buege, Parent Peer Specialist, Community Partnerships, Inc.

Betty DeBoer, Professor, University of Wisconsin – La Crosse

Nic Dibble, Education Consultant, School Social Work Services, Wisconsin Department of Public Instruction

Terry Ehiorobo, Assistant Director, Special Education Team, Wisconsin Department of Public Instruction

Jeff Krukar, School Psychologist, Genesee Lake School

Dana McConnell, Coordinator of Instructional Supports for Students with Disabilities, Wisconsin Response to Intervention Center

Phase One Contributors (January 2014):

Richard Dary, School Psychologist, Waupun Area School District

Teri Dary, Education Consultant, Wisconsin Department of Public Instruction

Kenneth Donahue, Data Consultant, Wisconsin Department of Public Instruction

Danielle Lardinois, Behavior Specialist, School District of Cudahy

Justyn Poulos, Director, Wisconsin PBIS Network

Courtney Reed Jenkins, School Administration Consultant, Wisconsin Department of Public Instruction

Rachel Saladis, Regional Technical Assistance Coordinator, Wisconsin PBIS Network

Rachel Skell, Director of Special Education, Waupun Area School District

Kent Smith, Regional Technical Assistance Coordinator, Wisconsin PBIS Network

Robyn Spencer-Beck, Educational Consultant, CESA 11

Sara Towne, Prek-6 Principal/Special Education Director, Siren School District

Jolene Troia, Education Consultant, Wisconsin Department of Public Instruction

Chrishirella Warthen, School Administration Consultant, Wisconsin Department of Public Instruction

Copyright © March 2015, Wisconsin Department of Public Instruction. All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the copyright owner. Photocopying for nonprofit educational purposes is permitted. The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Table of Contents

Introduction and Overview	4
Conceptual Framework	6
Using Functional Behavioral Assessment.....	8
FBA Intensity of Assessment	11
FBA Process.....	12
FBA Process and Data Collection Tools	15
Supporting Students Through the Use of Behavior Intervention Plans	16
FBA Summary and BIP Process	22
Appendices	
Appendix A: Data Collection	23
Appendix B: Functional Behavioral Assessment Summary and BIP.....	45
Resources	54
References	56

Introduction and Overview

This toolkit is designed to provide schools a resource to guide effective practice in understanding a student's pattern of behaviors, designing proactive interventions to address those behaviors, and ensuring fidelity to quality practice. The process of conducting a functional behavioral assessment (FBA) and developing a behavior intervention plan (BIP) will be used to guide this work. This toolkit draws from existing resources, and provides a comprehensive set of options for assessing student behavior and supporting behavior change.

Consider the following as evidence of the need for Wisconsin schools to develop more effective practices in addressing challenging behaviors:

- Even one instance of suspension from school is predictive of future suspension and a greater likelihood of dropping out of school. (American Psychology Association Zero-Tolerance Task Force, 2008; Balfanz, Byrnes, & Fox, 2013)
- African American students in Wisconsin are 10.2 times more likely to be suspended than white students; Native American students are 3.5 times more likely; and Hispanic students are 2.4 times more likely to be suspended than white students. (Wisconsin Information Network for Successful Schools (WINSS), 2013)
- Native American and African American students had the highest percentage of instructional days lost due to suspension and expulsion at .7 percent and .2 percent respectively. (WINSS, 2013)
- In Wisconsin districts identified for disproportionality, students of color are more likely to be identified as having an emotional behavioral disability or specific learning disability. (WINSS, 2013)
- Students with disabilities in Wisconsin are three times more likely to be suspended and two times more likely to be expelled than non-disabled students. Students with emotional and behavioral disabilities are 10 times more likely than non-disabled students to be suspended or expelled. (WINSS, 2013)
- Students impacted by trauma are suspended and expelled at higher rates than other students. (Grevstad, 2007; Sanger et al, 2000; Shonk & Cicchetti, 2001)
- Suspension and/or expulsion are highly predictive of later contact with the juvenile justice system or arrest. (Shollenberger, 2013; Toldson, McGee, & Lemmenes, 2013)
- In Wisconsin, young men of color make up 72.1 percent of the juvenile male institutional population and young women of color make up 56.7 percent of the juvenile female institutional population admitted in 2011. (Wisconsin Legislative Fiscal Bureau, 2013).

Research clearly demonstrates proactive approaches to addressing behavior are more effective than exclusionary discipline. When Congress amended the Individuals with

Disabilities Education Act (IDEA) in both 1997 and 2004, positive behavioral interventions and supports were specifically identified as a way to improve outcomes for students with disabilities in 20 U.S.C. § 1400 (c)(5)(F):

(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

(F) providing incentives for whole-school approaches, scientifically based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label children as disabled in order to address the learning and behavioral needs of such children.

IDEA requires individualized education program (IEP) teams to consider positive behavioral interventions and supports whenever students' behaviors impede their learning or the learning of others. A FBA should be conducted whenever a student's behavior significantly interferes with his/her learning or the learning of others to develop an effective IEP that addresses a student's behavioral needs using positive behavioral interventions and supports.

In some instances, a FBA is legally required. These instances include the following.

- A FBA is required any time a student with a disability receives a disciplinary change of placement and the behavior is found to be a manifestation of the student's disability. A disciplinary change of placement occurs when the student's removal is for more than 10 consecutive school days (10 school days in a row) or when a series of removals constitutes a pattern. A series of removals constitute a pattern when: the student has been removed for more than 10 cumulative school days in a single year; the behavior is substantially similar to previous incidents; and other additional factors are considered, such as the length of each removal, the total amount of time removed, and the proximity of the removals to one another. A FBA is required unless the local educational agency (LEA) had conducted a FBA before the behavior that resulted in the disciplinary change of placement occurred. If the behavior is a manifestation of the child's disability and the child already has a behavior intervention plan, the IEP team must meet to review the plan and its implementation. The IEP team must modify the plan and its implementation, if necessary, to address the child's behavior. If the child does not have a behavior intervention plan, the IEP team must conduct a functional behavioral assessment and implement a behavior intervention plan for the child.
- A FBA must be conducted, and appropriate positive behavioral interventions and supports based on that FBA must be developed and included in the IEP, for any student with a disability whose IEP team determines the use of seclusion and/or restraint is reasonably anticipated.

- A FBA must be conducted as appropriate, and behavioral interventions and supports designed to address the behavior violation so it does not recur, for any student with a disability who receives a disciplinary change of placement and the behavior was found **not** to be a manifestation of the student's disability.

For more information on legal requirements related to functional behavioral assessment, please visit http://sped.dpi.wi.gov/sped_sbfba.

Even when not legally required, student intervention teams or IEP teams are encouraged to consider the use of FBAs and BIPs whenever there are concerns about a student's behavior. By gaining a better understanding of how, when, where, and why a behavior occurs, the team can better plan for and implement strategies to proactively address the behavior and substantially increase the likelihood of success.

Conceptual Framework

Unless we fully understand the learning environment from the personal perspective of the student, we will have a difficult time teaching, practicing, and reinforcing new patterns of behavior. This toolkit addresses three areas critical to understanding context of student behaviors:

1. **Culturally responsive practices:** Understanding and nurturing students' culture within classrooms is necessary and essential in promoting positive school behavior. For more information on culturally responsive practices, go to <http://www.thenetworkwi.com/>.
2. **Universal Design for Learning (UDL):** Universal Design for Learning principles help ensure learning is accessible, engaging, and effectively assessed based on each student's individual needs. For more information on Universal Design for Learning, go to http://sped.dpi.wi.gov/sped_udl.
3. **Trauma-Sensitive Schools:** Trauma-sensitive school environments recognize the impact of trauma on students' learning and behavior and support children by providing the necessary instruction and learning supports for students to be successful. For more information, go to http://sspw.dpi.wi.gov/sspw_mhtrauma.

Educators strive to create conditions to help students be successful. We do this by structuring the learning environment to produce intended outcomes: setting expectations; offering and honoring choices in learning; establishing predictability and consistency; and maximizing student engagement. When student behaviors indicate a need for a higher level of intervention and support, we must dig deeper into understanding the behavior in order to design a program that will provide support and scaffolding for the student to be successful. We can't expect students to learn new behaviors only by providing positive

reinforcement to students who exhibit the desired behavior, nor can we discipline challenging behaviors away.

If we want to achieve lasting behavior change, it is important to move beyond a punishment model. Punishment serves the purpose of addressing challenging behavior in an immediate way, but does little to teach replacement behaviors and rarely results in long-term behavior change. Our efforts need to be grounded in a multi-dimensional understanding of the baseline target behavior and supported by strategies that teach, practice, and reinforce the new behavior.

An excellent illustration of the distinction between a proactive model which scaffolds behavior and a reactionary approach which relies heavily on consequences to reinforce exhibited behavior is found in the following vignettes from the television show, *The Big Bang Theory*.

In one episode, Bernadette is trying to get Sheldon to stop working on a physics dilemma he is attempting to solve and go to bed. Knowing Sheldon has a difficult time stopping a preferred activity, she taps into his natural orientation to understand behavior through an intellectual analysis. By getting Sheldon to process the fact that his lack of sleep is causing him to have impaired cognitive functioning, Bernadette is able to engage him in choosing the desired behavior: going to bed. This is an excellent example of understanding Sheldon's individual context for his behavior and providing him cues to support him in changing his response.

Another episode takes place in a ball pit at a children's play center. After being called by security to come get Sheldon, Leonard tries to convince him to come home. Sheldon, however, is deep in the midst of solving another physics dilemma and is unable to stop his work on this activity. Leonard feels pressure to get him to leave and threatens to come into the ball pit to get Sheldon. This, as typically happens, only causes Sheldon to become more adamant about staying in the ball pit. When Leonard escalates his intervention by physically jumping into the pit and trying to catch him, Sheldon responds by diving under the balls and repeatedly staying just out of Leonard's reach. The negative consequence of Leonard trying to physically coerce Sheldon into leaving the children's play center does little to change his behavior.

The contrast between these two episodes is readily apparent, as is the fact that Leonard's approach was ineffective in helping Sheldon engage in the desired behavior. If Leonard had understood the context for Sheldon's behavior and provided instruction and support in an acceptable replacement behavior (such as buying balls for him to use at home to solve his physics problem), he would have been far more likely to achieve success.

As you and your team proceed with this toolkit, keep this analogy in mind: If your team doesn't fully understand the student's pattern of behavior and the conditions under which it is likely to occur, you are setting yourselves up to be forever "chasing them around the ball pit."

Using Functional Behavioral Assessment

The key to engaging a student to replace behaviors that interfere with learning with behaviors that enhance learning is to understand the behavior's purpose, as well as the conditions under which the behavior is more likely, as well as less likely, to occur. The systematic process of collecting and analyzing data to understand these patterns is called functional behavioral assessment. Interventions are far more likely to result in successful behavior change if they are guided by functional behavioral assessment and based on positive behavior interventions and supports. Carr et al. reported that in over two-thirds of published studies, interventions using positive behavioral support resulted in reducing challenging behavior by 80% or more.¹

Before we are able to develop positive behavioral interventions likely to be successful with a particular student, we need to first understand the function, or purpose, the behavior has for the student. All behavior serves a purpose. Behavior continues because it is reinforced in some way. The outcome may appear to be undesirable to the observer (such as a verbal reprimand for talking in class), but the student exhibiting the behavior finds the result reinforcing because it serves a particular function.

There are two basic functions of behavior:

- Behaviors to get something (such as attention, acceptance, or sensory stimulation); *and*
- Behaviors to get away from something (such as task avoidance, overstimulation, or escaping from a stressful situation).

For example, a student who is disruptive in class might be talking to get attention from peers or teacher, or to get away from doing work the student finds difficult.

Behavior always occurs in a context. Each time a student exhibits a particular behavior, we can identify Antecedents, the Behavior itself, and Consequences (ABC).

- Antecedent (A): These are the factors which precede and are likely to trigger the target behavior. Antecedents may include external factors (such as directions, tasks,

¹ Carr, E.G., Horner, R.H., Turnbull A., Marquis, J., Magito-McLaughlin, D., McAtee, M., Smith, C.E., Anderson-Ryan, K.A., Ruef, M.B., & Doolabh, A. (1999). *Positive behavior support as an approach for dealing with problem behavior in people with developmental disabilities: A research synthesis*. Washington, DC: American Association on Mental Retardation.

teacher behavior, peer behavior, or noise level) or internal factors (such as stress or energy level, moods, or mental state).

Awareness of culturally responsive and trauma-sensitive practices helps reduce potential triggers. A behavior might have a very different meaning in the culture of a teacher as compared to the culture of the student. For example, a teacher may interpret a student using his middle finger to point at a location on a map as intentional disrespect. However, in the student's culture it may be the norm to use the middle finger for pointing. The teacher must learn to recognize this response as a reflection of the student's cultural background and not as intentional disrespect. Likewise, a teacher may raise her/his voice or turn the lights off and on in rapid succession to regain the classroom's attention following an activity, a practice that could cause a student to re-experience her/his previous trauma. Some setting events increase the likelihood a behavior may occur, but they are not immediate triggers to the behavior. These events are called "distal antecedents", and occur prior to the behavior, such as earlier in the day, at home, or in another setting. Setting events can include such things as a fight with parents, siblings, or a peer, changes in family routine, or medication changes.

- Behavior (B): The student's behavior must be identified in clear, observable, and measurable terms. In order to be able to reliably identify occurrences of the behavior, everyone involved in supporting the student must be able to know what the behavior looks like, feels like, and sounds like, as well as what it doesn't.
- Consequence (C): A consequence is the outcome following the behavior which influences whether the behavior is either more or less likely to occur again in the future.

NOTE: In this toolkit, consequences are referred to using the term "outcomes" to distinguish them from rewards or punishments adults administer in response to student behavior. Outcomes are the results the student experiences from specific behavior, such as avoiding work, gaining attention from peers, reducing sensory stimulation, or escaping a situation that has triggered her/his trauma.

The process of understanding the function the behavior serves for the student, the conditions under which it occurs, and the events or conditions that occur which make it more likely to happen again is functional behavioral assessment. The process should include use of a variety of tools and strategies to analyze the trigger events, reinforcers, and outcomes of the behavior. An effective FBA results in an in-depth understanding of the behavior that will allow us to analyze where, when, and why it is most likely to occur. This process helps us better understand the specific parameters to the behavior pattern and the factors related to its occurrence, and helps to shape a reasonable hypothesis about the

most effective strategies for creating change. It moves us beyond merely knowing that a behavior occurs in particular contexts to understanding why it occurs so that we can better go about replacing it with a more appropriate behavior. A functional behavioral assessment can be conducted in a wide variety of ways depending upon how significantly the behavior interferes with learning, whether the student has identified special education needs, or if the FBA is required by law. One of the critical decisions to make in determining how to proceed with a FBA is the purpose and expected outcome that will result from the process. Just as there is a continuum of intensity and type of interventions that can be used to address mild to severe behaviors, the FBA process can be tailored to gather the level of data needed to inform the behavior intervention plan.

The chart below describes the various types of FBAs which can be utilized to collect and analyze data to better understand a student's behavior.

FBA Intensity of Assessment

	Purpose	Data Collection	Participants	BIP Result
Informal	Determine strategies that might be useful in addressing minor behavior concerns. This is not to be used when safety to student or others is a concern.	Discussion with team about student behaviors to develop a hypothesis about the function of the behavior and strategies that might be used to address it.	Support Team; General Education Staff, with Special Education staff consult.	List of strategies, such as moving student desk to a different location or providing written directions to supplement verbal directions. Review of effectiveness is made regularly through formal and/or informal measures.
Simple/ Brief	To address one specific behavior, at school, in one setting or limited contexts when safety to student or others is not a concern.	Competing behavior pathways level of detail; Suggested data points: FACTS worksheet, Review Existing Data worksheet, interviews and/or informal observations.	PBIS Tier 2, Team members that includes the parent(s) and student. It is recommended that a staff person with expertise in FBA/BIPs facilitate the process.	Planned, intentional intervention that uses a set of strategies to address targeted behavior and meets the need of the student. Implementation is monitored with data to assess effectiveness.
Complex/ Full/ Multiple Domain	To address significant challenging student behaviors which may not be adaptive in the school environment. Typically used at PBIS Tier 3. If behaviors result in a disciplinary change of placement, seclusion, and/or restraint, IEP teams should consider conducting a complex FBA to meet the legal requirements. The IEP team may also determine to conduct a complex FBA as part of a special education evaluation.	Formal observations, interviews, and multiple data sources, using scatter plots, tracking and analysis of behavior patterns over multiple days and settings. Data is triangulated and analyzed to provide detailed picture of the behavior and the conditions under which it occurs.	Individualized team or IEP team that includes input from the parent(s) and student. If student receives special education services, this may be part of a special education evaluation and will be driven by IEP team.	Formal, intentional plan for intensive interventions that address complex behaviors based on positive behavioral interventions and supports.

This toolkit includes a template process which can be used to conduct any of the above types of FBAs and a set of data collection tools that can be utilized in gathering data for further analysis. Depending on the type of FBA and the individual needs of the student, any or all of the sections included in the data collection process may be useful.

FBA Process

Research has demonstrated important positive outcomes from the use of functional behavioral assessments across a variety of settings.²

- Reduction of challenging behaviors and increasing desired behaviors in the general education setting has resulted from using functional behavioral assessment in the general education setting. (Lane, Weisenbach, Little, Phillips, & Wehby, 2007; Lane, Rogers, Parks, Weisenbach, Mau, Merwin, & Bergman, 2007)
- Interventions based on functional behavioral assessment conducted with English Language Learners in general education classrooms resulted in an increase in academic engagement from 69% to 94% and reduction in task-avoidance behaviors. (Preciado, Horner, & Baker, 2009)
- Functional behavioral assessment has been effective when used as part of Positive Behavioral Interventions and Supports (PBIS). (Lane et al., 2007)
- Research into function-based intervention has demonstrated its effectiveness with students with severe disabilities, multiple disabilities, ADHD, learning disabilities, and those with or at risk for emotional or behavioral disabilities (EBD). (Burke, Hagan-Burke, & Sugai, 2003; Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991; Ervin, DuPaul, Kern, & Friman, 1998; Hagan-Burke, Burke, & Sugai, 2007)

A thorough FBA includes collecting data across multiple settings under varied conditions. It is important to take into account not only factors within the student, but how external factors may be contributing to the behavior pattern. These variables can include teacher and peer relationships, classroom routines, cultural factors, teacher and family expectations, and even the physical environment. Students may also experience barriers to their learning due to a history of trauma. Certain conditions or circumstances at school or teacher behaviors may present unintentional antecedents to a student's behavior because of a connection to this trauma, and the behavioral response may be more readily understandable within this context.³ For these reasons, it is critical for teams that include the parent(s) and student to work closely together and to carefully plan out the various assessment tools and strategies that will be used in the process.

² *Perspectives and Resources*. Retrieved April 19, 2012, from http://iris.peabody.vanderbilt.edu/fba/fba_04.html.

³ *The National Child Traumatic Stress Network*. <http://www.nctsn.org/resources/topics/culture-and-trauma>.

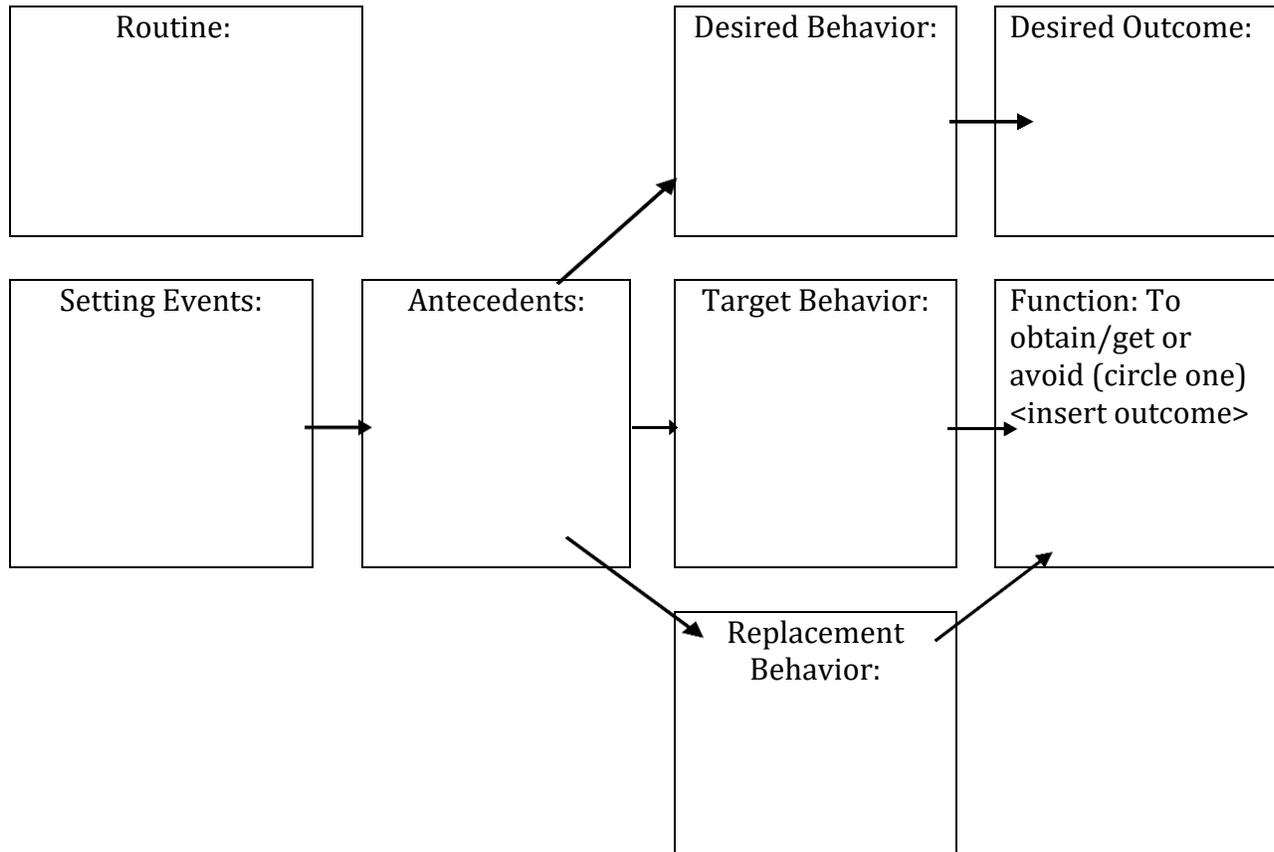
The FBA process is not linear. The process of collecting and analyzing data is dynamic, fluid, and ongoing. The data should provide enough information to uncover patterns of behavior across multiple sources of information. If a pattern is not able to be determined or if data do not align between multiple sources of information, it is likely that more data are needed before a hypothesis can be generated and behavior intervention plan developed.

The general steps for conducting a functional behavioral assessment are:

1. Clearly define the target behavior in observable, measurable terms.
2. Gather data using multiple sources (both direct and indirect) to better understand the function of the behavior as well as the antecedents and consequences that serve to strengthen or weaken the behavior. Information from the student and parents is critical to this process. In some cases, particularly in cultures with high involvement of the extended family, it may also be important to include information from siblings, grandparents, aunts and uncles, and/or other adult caregivers.
3. Compile a competing behavior pathways summary and form a hypothesis about the function and the conditions under which the behavior is likely/not likely to occur. Answers to the following questions provide a starting point in formulating this hypothesis:
 - When does the behavior occur (and when is it less likely to occur)?
 - With whom does the behavior occur (and with whom doesn't it)?
 - What adult behaviors escalate the behavior? What adult behaviors de-escalate the behavior?
 - How frequently does it occur?
 - For how long does the behavior occur?
 - What happens before the behavior? (antecedents)
 - What happens after the behavior? (outcomes)
4. Develop and implement a behavior intervention plan that is based on the data obtained in the functional behavioral assessment and is likely to create lasting behavior change.

Within the FBA process described above, competing behavior pathways are used to summarize the behavior pattern that has emerged through the data collection and analysis. By identifying the "pathway" a student typically follows in response to his/her environment, we can better understand how to intercept, teach, and modify the responses to more closely approximate desired behavior patterns.

Competing Behavior Pathway



Using the Competing Behavior Pathway model, teams would determine the current target behavior, along with any relevant setting events and antecedents that lead to the function. The expected behavior and outcome for the identified routine are identified as the desired behavior and desired outcome. The replacement behavior is a more acceptable behavior than the current target behavior.

It is important to remember that the replacement behavior must lead to the same function for the student, even if it is not the outcome desired by the teacher. Think of the target behavior as the basement. It's not a place we want to stay, so we design interventions and supports to change the current patterns. The replacement behavior is the staircase to get us to the first floor, but it will not be the elevator to get us to the eighth floor, where the desired behavior is achieved. Once the replacement behavior is taught to fluency, the replacement behavior becomes the target behavior and a new replacement behavior is taught to get us to the second floor. This process is continued as the student becomes fluent in each new behavior until the desired behavior is learned, practiced, and generalized.

FBA Process and Data Collection Tools

In conducting a functional behavioral assessment, the team must identify and define the problem behavior first in broad terms and then move to specific terms as the process proceeds. Each of the behavioral assessments that are conducted will follow a unique path based on the data needed. The process will begin with a team meeting where a decision is made to collect data on behavior.

Based on the behavior(s), a plan for the observation and collection of behavioral data will be established by the team.

The following sample data collection tools may be used to complete the process.

Data collection tools included in Appendix A:

1. FBA Initial Worksheet
2. Review of Background Information
3. Parent Interview
4. Student Interview
5. Defining Target Behavior - Teacher Response
6. Forced Choice Reinforcement Menu
7. Forced Choice Reinforcement Inventory
8. ABC Recording Form 1
9. ABC Recording Form 2
10. Functional Assessment Scatter Plot
11. Additional Data Collection Techniques

Supporting Students Through the Use of Behavior Intervention Plans

Developing and implementing a behavior intervention plan (BIP) is an effective tool to guide the behavior change process for students that need more intensive interventions. A BIP is an individualized plan that is created to help any student with identified behavior concerns change a behavior. A BIP may vary in its complexity depending upon factors such as whether the student has identified special education needs, if the BIP is required by IDEA, or whether the BIP is required by Wisconsin Act 125 because the IEP team has determined seclusion and/or restraint will be necessary for the student. For more information on legal requirements related to behavior intervention plans, please visit http://sped.dpi.wi.gov/sped_sbfba.

Just as we need to be intentional in creating the conditions for success in our classroom by fostering a safe, supportive, respectful, and engaged classroom community, we also need to be intentional in applying principles of behavior change to address challenging behaviors as they arise. Functional behavioral assessment provides the foundation for understanding the critical dimensions of an individual student's behavior, upon which an effective behavior intervention plan can be built. As we think about behavior intervention plans, it is important to understand the central tenets of behavior change.

1. Remember that changing behavior is not only about changing the behavior of the student; changes to the behavior of adults and other students may also be necessary to create an environment where success is possible.
2. Create the conditions for students to be successful. Structure the learning environment and adjust adult behaviors to decrease the likelihood the behavior will occur. Just like learning an academic skill, students need support and scaffolding to increase their success while they're working to master a new behavioral skill.
3. Ensure the classroom is a culturally responsive learning environment. Incorporate activities and strategies that honor each student's culture, as well as build on the assets and contributions they bring to the classroom through their individual context.
4. Create a trauma-sensitive classroom that provides physical and emotional safety and choices in learning, teaches and models emotional and behavioral regulation, and establishes trust with students through shared ownership of the classroom and relationships.
5. Teach, Model, and Reinforce. Respond objectively, consistently, and positively. Establish and teach clear expectations, model the behavior you want to see, and consistently reinforce students for performing the expected behaviors.
6. Acknowledge the desired behavior at least four times as often as behavior is corrected. Provide students with positive attention for responding with appropriate behavior. Teach students what you want them **to** do, rather than only telling them what not to do or providing a negative consequence for inappropriate behavior.

Teach, practice, and provide feedback frequently as the student learns the new behavior.

7. Don't wait for inappropriate behavior to occur and/or escalate before providing interventions and supports. Provide positive supports and specify expected behaviors calmly to redirect behavior.
8. Teach and reinforce appropriate replacement behaviors which provide the same function for the student as the target behavior you are seeking to reduce.
9. Target interventions to prompt or reinforce behavior as closely as possible to when the student is expected to engage in the desired behavior (called the student's "point of performance").⁴
10. Use data to guide the process. Decisions about interventions should be based on evidence about what is/isn't working.
11. Remember that behavior will often get worse before it gets better. When implementing a new intervention, don't give up if the student doesn't seem to be responding immediately. Students will often "test" the system to determine if adults will do what they say. It can take four to eight times longer to unlearn an inappropriate behavior in addition to the time it takes to learn an appropriate one to replace it with.
12. Include strategies that teach and model emotional and behavioral regulation. Provide incremental opportunities (i.e., initially low-stress) for the student to practice these skills.
13. Focus on the acquisition of positive behaviors is more likely to result in long term behavior change than reliance on external controls.
14. Engage the student in designing and implementing the BIP as much as possible. The more the student "owns" and feels part of the process, the more likely success will be achieved.
15. Develop a BIP that serves to strengthen the relationship between student and teacher. An effective BIP helps to nurture trust, respect, collaboration, and support.
16. Interventions should be implemented consistently across the school day, in all settings. Make sure everyone is on board with the plan, understands the expectations and interventions clearly, and has the necessary support and resources to carry it out effectively.

Prevention is one of the most important interventions we can employ in addressing student behaviors. Focusing on the antecedents as described in the section on functional behavioral assessment allows us the opportunity to shape the behavior before it occurs. The more proactive we can be in addressing student behaviors, the more successful we will be in helping students learn and maintain appropriate behaviors. Unfortunately, as

⁴ DuPaul, G.J., & Stoner, G. (2002). Interventions for attention problems. In M. Shinn, H.M. Walker, & G. Stoner (Eds.) *Interventions for academic and behavioral problems II: Preventive and remedial approaches* (pp. 913-938). Bethesda, MD: National Association of School Psychologists.

educators, we often fall into the trap of reacting to a behavior after it has occurred, and rely on consequences to discourage inappropriate behaviors and/or reinforce appropriate responses. In addition, once a behavioral response has occurred, teacher behavior can serve to either escalate or de-escalate the response pattern.

To effectively de-escalate a student’s behavior, we need to understand the antecedents, as discussed in the previous section. In the table below, common antecedents that precede intense behavioral responses in students and teacher responses that tend to escalate the behaviors are identified.⁵

Examples of Common Causes for Intense Student Behavior	Teacher Behaviors that Escalate Intense Behavior	
<ul style="list-style-type: none"> • Fear • Failure • Loss of personal power • Attention seeking • Displaced anger • Physiological issues • Need to maintain self-esteem • Adult triggers student’s trauma 	<ul style="list-style-type: none"> • Yelling • “I’m the boss” • Insisting on last word • Humiliation • Sarcasm • Character attack • Physical force • Nagging • Assuming student’s behavior is deliberate and intentional 	<ul style="list-style-type: none"> • Assuming the student knows why she/he engaged in the behavior • Drawing unrelated others into conflict • Double standard • Preaching • Backing student into corner • Pleading • Bringing up unrelated events • Generalizing • Preventing student from meeting his/her needs

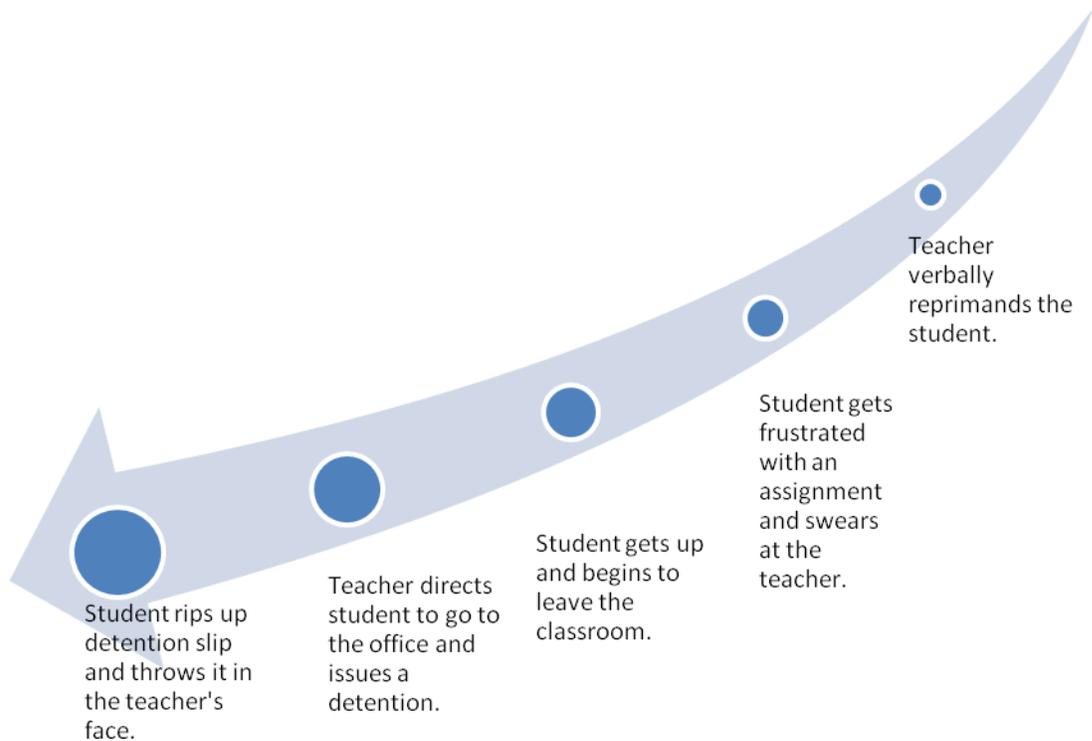
By contrast, there are some teacher behaviors which will likely be more effective in de-escalating or preventing these intense behaviors from occurring. While the strategies in the list below may work well for some students, it is important to be responsive to the student’s individual needs, behavior patterns, trauma history, and cultural background when determining how to address the behavior.

⁵ Novick, R. *Helping Students Keep Cool: De-escalating Intense Behavior*. Retrieved April 23, 2013, from <http://www.yuschoolpartnership.org/webinars/webinar-archive/video/14/Helping-Students-Keep-Cool-De-escalating-Intense-Behavior>.

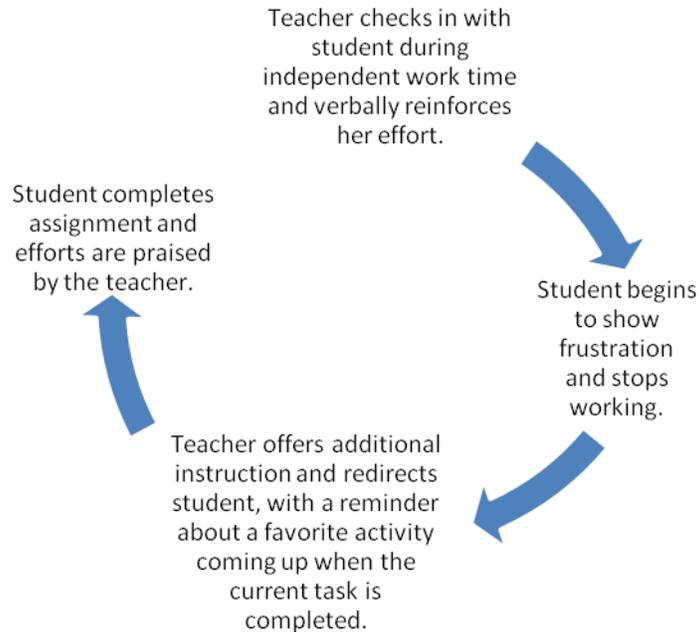
Teacher Behaviors that Typically De-escalate or Prevent Intense Behavior

- Use words, body language, and prompts that reduce tension, communicate support, and provide calm redirection.
- Don't argue, make threats, or set limits you cannot enforce.
- Avoid power struggles by not issuing ultimatums or forcing choices that present a lose-lose or win-lose situation. Power struggles increase the intensity of the student's behavior.
- Acknowledge when you are wrong. If you say something out of anger or issue an ultimatum you wish you hadn't, back away. Saying "I'm sorry" or "I shouldn't have said that" models an appropriate response to making a mistake.
- Use active listening to show that you are listening and respect the student's feelings.
- Let the student know you are sincere in trying to resolve the situation with her/him.
- Ignore challenges and focus only on the student's behavior and what may be causing it. Do not make statements or judgments about the student as a person, such as, "You are a disruptive student."
- Model emotional and behavioral regulation. Use a calm tone of voice. The more upset the student becomes, the calmer you need to become.
- Avoid threatening or intimidating body language.

Punishment does **not** de-escalate behavior. It is not aligned with the functions of behavior, does not serve to calm the student, and does not teach replacement behaviors. To effectively address challenging behaviors in school, we should teach students positive behaviors. We should also model what positive behaviors look like, and create time in the school schedule for students to practice positive behavior. It is far too common to see adult responses to behavior concerns grounded in the belief that the student is a problem, and therefore needs punishment in order to turn him or her into a "good student." It is the challenging behavior that we are trying to change, not "fixing" the student. Punishment, or negative consequences, can quickly cause a downward spiral as in the example below.



Positive behavioral interventions and supports provide a far more effective process for changing behaviors, stimulating an upward cycle of positive behavior change. The focus is to teach appropriate behavior by providing meaningful incentives and consequences that address the function of the behavior for the student. In the example above, a completely different scenario might unfold if a plan was in place to address the student's frustrations before the behaviors escalate. By attending to student behavior and being proactive in our response, we can better provide the instruction, reinforcement, and support students need to initiate and sustain behavior change.



The systemic process of implementing positive behavioral support on a proactive, school-wide basis is called Positive Behavioral Intervention and Supports (PBIS). All students, both disabled and non-disabled, can benefit from positive behavioral interventions and supports:

- Research conducted over the past 15 years has shown that positive behavioral interventions and supports are effective in promoting positive behavior in students and schools. Use of these strategies to maintain appropriate social behavior will make schools safer. Safer schools are more effective learning environments.
- Schools that implement system-wide interventions also report increased time engaged in academic activities and improved academic performance.
- Schools that employ system-wide interventions for prevention of challenging behavior experience reductions in office discipline referrals of 20-60%.
- Appropriately implemented positive behavioral interventions and supports can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills, and challenging behavior in individuals with disabilities.
- A review of research on positive behavioral interventions and supports effectiveness showed that there was over a 90% reduction in challenging behavior in over half of the studies, and the target behavior stopped completely in over 26% of the studies.⁶

The PBIS framework applies evidence-based programs, practices, and strategies for all students to increase academic performance, improve safety, decrease challenging behavior,

⁶ Cohn, Andrea. *What is Positive Behavior Support?* Retrieved April 26, 2010, from http://www.nasponline.org/resources/factsheets/pbs_fs.aspx.

and establish a positive school culture through a team-based problem-solving process that considers systems, data, practices, and outcomes. The four elements in PBIS are:

- **Systems** include the policies, procedures, and decision-making processes that consider school-wide, classroom, and individual student systems. Systems support accurate and durable implementation of practices and use data-based decision-making.
- **Data** are used to guide decision-making processes and measure outcomes. Data support the selection and evaluation of practices and systems.
- **Practices** include the strategies and programs that are used to directly enhance student learning outcomes and teacher instructional approaches.
- **Outcomes** are academic and behavioral targets that are endorsed and emphasized by students, families, and educators and are measured using the gathered data.⁷

It is important that the BIP be based on the functional behavioral assessment and that interventions are designed to directly address the function of the behavior. Some guidelines to bear in mind when developing a behavior intervention plan include:

A behavior intervention plan identifies the specific strategies and supports that will scaffold the learning process in teaching and reinforcing new behaviors with the student. It is imperative that the BIP is based on the data collected, strategies and replacement behaviors identified, and hypothesis generated in the FBA process. There should be a clearly visible link between the understandings developed in the assessment process and the strategies and supports implemented through the BIP. It is also important the plan doesn't become so complex that staff are unable to implement the strategies consistently and with fidelity.

Positive behavior intervention plans are proactive and increase the acquisition and generalization of new skills through teaching and reinforcing replacement behaviors that gradually move the student from the target behavior to consistent use of the identified desired behavior. Determining which particular interventions to use as the behavior intervention plan is developed should ideally be done as a team, and preferably include the student in the discussion. When the interventions are workable for everyone involved, successful implementation is more likely.

FBA Summary and BIP Process

Templates to guide teams in completing each section of the FBA Summary and BIP process can be found in Appendix B.

1. FBA Summary
2. Behavior Intervention Plan
3. Intervention Checklist

⁷ Office of Special Education Programs Center on Positive Behavioral Interventions and Supports. Retrieved April 27, 2010, from <http://www.pbis.org/school/default.aspx>.

Appendix A

Data Collection

FBA Initial Worksheet.....	24
Review of Background Information.....	27
Family Member Interview	29
Student Interview	32
Defining Target Behavior Teacher Response.....	36
Forced Choice Reinforcement Menu	38
Forced Choice Reinforcement Inventory.....	41
ABC Recording Form 1.....	42
ABC Recording Form 2.....	43
Functional Assessment Scatter Plot.....	47
Additional Data Collection Techniques	48

FBA Initial Worksheet

Student's Name <i>First & Last</i>	Date FBA Initiated <i>Mo./Day/Yr</i>	Date of Birth <i>Mo./Day/Yr.</i>
School	Grade	

- 1) Purpose for FBA, *e.g., Initial evaluation, Legally Required, Develop BIP, other.*
- 2) Team Members *including parents, administrators, community support, and student, as appropriate.*
- 3) Culturally significant information.
- 4) Is this a student with a disability or a health concern? *List.*
- 5) Past interventions and the results. *Include community, educational, and medical interventions.*
- 6) Relationship between home and school. *Include cultural influence, if any exists.*
- 7) Instructional strategies that have been successful now or in the past.
- 8) What types of things have motivated or engaged and reinforced behavior in the past?
- 9) List three student strengths
- 10) Describe the type of behaviors that interfere with learning
- 11) Choose the most significant behaviors and describe them in clear, measureable, and observable terms. *Choose as many as needed.*
 - A.
 - B.
 - C.
 - D.

Review each of the behaviors based on the following information:

How often does the target behavior occur?	2-3 times per week or less	1-2 times per day	1-2 times per hour	3 or more times per hour
How long does a single instance of the behavior typically last?	Less than a minute or two	5-10 minutes	15-30 minutes	An hour or longer
How fluent is the student in using this behavior?	Behavior is newly learned	Behavior is inconsistently exhibited, though it may be seen in more than one setting on an irregular basis	Behavior is reinforced within his/her cultural context and occurs in more than one setting	Behavior occurs consistently across all settings and is reinforced within his/her cultural context
How intense is the behavior?	Doesn't significantly disrupt learning and will stop if ignored	Interferes with this student's learning	Is disruptive to the instructional process for the student and others	Instruction is not able to continue for any students
How unsafe is the behavior?	No concern for physical safety of student or others	Physical safety of the student is of concern	Physical safety of others is a concern	Others are frequently hurt or in imminent danger of being hurt

- 12) Based on the information collected, prioritize the behaviors in clear, measureable, and observable terms.
- 13) Hypothesis: Why does the behavior occur? What is the student's reason/motivation?
- 14) What types of antecedents do you see with the targeted behavior(s)?
- 15) Are there any commonalities in the environments in which the behavior(s) occur? Are the behaviors similar or different at home, and do they vary in school settings?

- 16) What strategies have been used in the past with this behavior and what was the effect?
- 17) What are the implications of trauma and/or culture on this behavior?
- 18) Other considerations prior to conducting the FBA.
- 19) Role of staff members, parents, and community support in completing the FBA.

Review of Background Information

Student's Name <i>First & Last</i>	Evaluator's Name <i>First & Last</i>	Review Date <i>Mo./Day/Yr.</i>
--	--	--------------------------------

- 1) School history, *e.g., successes, retentions, moves, placements in special education, etc.*
- 2) Medical history, *e.g., diagnosis, medication, other available information.*
- 3) Home setting, *e.g., family moves/school changes, out-of-home placement, social service or juvenile justice involvement, family changes.*
- 4) Previous interventions and results *including out-of-school services.*
- 5) Culturally related issues or concerns *including home language.*
- 6) Concerns related to trauma, *e.g., known loss, trauma-related behaviors, trauma history.*
- 7) Review of grades / performance *current and recent.*
- 8) Office disciplinary referrals, suspensions, and other discipline interventions, and the effectiveness of these interventions:
- 9) Other evidence from school records, *e.g., progress towards IEP goals, behavioral objectives and concerns noted in IEP, etc.*
- 10) Concerns or strengths related to attendance.
- 11) Additional information.

Family Member Interview

Parent, Guardian, Grandparent, Stepparent, Foster Parent

Student's Name <i>First & Last</i>	Evaluator's Name <i>First & Last</i>	Review Date <i>Mo./Day/Yr.</i>
--	--	--------------------------------

- 1) Tell me about the child's strengths, skills, and interests.
- 2) Walk me through a day in the life of this child, *who wakes her/him up, what's for breakfast, etc.*
- 3) What does your child like about school?
- 4) How does the child learn best? How do you see him/her learn best outside of school?
- 5) Tell me about the child's behavior in school?
- 6) Do you see these behaviors at home? Do you see other behaviors at home?
- 7) How do you handle behavior issues at home, and how does the child respond?
- 8) Are there health factors we should consider?
 - How is the child eating, *any loss or gain in weight beyond normal?*
 - How is the child sleeping, *how long does it take them to fall asleep, do they sleep throughout the night, what is it like to wake them in the morning?*
 - Are there other home factors impacting the child's school performance?
- 9) What do you see as the child's biggest issues at school? What are the influences on his/her behavior, *e.g., friends, teacher, daily schedule, attention seeking, defiance, lack of skills?*
- 10) Are there things that trigger the child's behavior at home and at school?
- 11) Do you think the child has a purpose or a reason for his/her behavior?

- 12) On a scale of 1-5, with 1 being the lowest, what level of support with the child's behaviors do you feel you are receiving?

- 13) Could you please tell me all significant life changes or stressors that you and/or your family have experienced this past year, *job changes, deaths or births in family, divorces, health issues, legal issues or other?*

Possible Sensory Processing Difficulties

Check all that apply.

- Too easily frustrated/fussy
- Frequent temper tantrums
- Difficulty settling down
- Unaware of common dangers
- Hurts self or others
- Has difficulty moving from one activity to another
- Dislikes touching certain items
- Avoids or craves swinging, bouncing or rough and tumble play
- Over-excited or withdraws in crowded places
- Avoids eye contact, looking you in the eye
- Difficulty accepting affection, touch or cuddling
- Unable to comfort self or be comforted
- Unaware of or tunes out others
- Easily frightened by noises
- Picky eater
- Mouths/eats inedible items
- Stuffs food in mouth
- Chokes or gags easily
- Sleep problems
- Has difficulty with transitions
- Engages in repetitive or stereotypical behavior
- Difficulty with change
- Difficulty functioning in groups

List other concerns:

Student Interview

Student's Name <i>First & Last</i>	Evaluator's Name <i>First & Last</i>	Review Date <i>Mo./Day/Yr.</i>
--	--	--------------------------------

- 1) Tell me what you like to do. Tell me what you are good at.
- 2) How do you feel about going to school here?
- 3) Are there other places you feel more comfortable, or other places you do better, or have more success, than at school?
- 4) How do you feel about the work you are given at school? What would make the work better for you?
- 5) What are some ways you prefer to show teachers you have learned, *e.g., tests, demonstration, writing a report, etc.?*
- 6) When is it hard to listen or follow the rules at school?
- 7) What kinds of things are going on just before you get in trouble at school?
 - Teacher tells you to do something. *Describe:*
 - Peers do something that bugs you. *Describe:*
 - Working on an assignment or activity in class. *Describe:*
 - Specific type of activity. *Describe:*
 - Unstructured setting. *Describe:*
 - Transition between activities or classes. *Describe:*
 - Certain time of day. *Describe:*
 - Other. *Describe:*

- 8) What kinds of things are going on just after you get in trouble at school?
- Peers laugh or give you praise. *Describe:*
 - You get attention. *Describe:*
 - Teacher corrects your behavior. *Describe:*
 - You are removed from the setting. *Describe:*
 - Privileges are withheld. *Describe:*
 - Negative consequence. *Describe:*
 - Your behavior is ignored. *Describe:*
 - It changes from one day or class to the next. *Describe:*
 - Other. *Describe:*
- 9) Who is usually there when these issues occur?
- 10) Where is it easier to follow the rules and to listen to the teacher?
- 11) When is it easier to follow rules and listen to the teacher?
- 12) How are you sleeping? How long does it take you to fall asleep, do you stay asleep, what are mornings like?
- 13) What do you worry about; think about? Do you have any fears?
- 14) Have you ever been injured?
- 15) What is the biggest loss you have suffered in life?
- 16) Who do you go to if you are having a problem or if you need advice?
- 17) How do you get along with other kids in school, do you do things with other students outside of school?
- 18) What are your plans for life? What do you want to do after school?

- 19) What kinds of things in school are helpful to you?

- 20) What else can you do to get your needs met, to help you get what you want?

- 21) What has worked to help you in the past?

- 22) Do you have any suggestions for us to help you do better?

Defining Target Behavior Teacher Response

1. Are there times of the day the behavior is more likely to occur? *If yes, when?*
2. Are there specific activities when the behavior is likely to occur? *If yes, when?*
3. Are there classmates or adults whose proximity is associated with a high likelihood of the target behavior occurring? *If yes, who are they?*
4. Are there specific circumstances that are associated with the likelihood of the target behavior occurring? *If yes, when?*
 - a. Given direction
 - b. Reprimanded
 - c. Change in routine
 - d. Working on a difficult task
 - e. End or removal of preferred activities
 - f. Lack of adult attention
 - g. Lack of peer attention
 - h. Potential anxiety provoking activities, *if yes, please identify the situations*
5. What social skills have you noted that need to be taught or supported to allow the student to find success?
6. Are there communication needs that interfere with the student's ability to deal with behavior issues?
7. How are the behavior(s) usually dealt with and what is the student's response to that intervention?
8. What school-related items and activities are most enjoyable to the student?
9. Other concerns related to the student's behavior?

Forced-Choice Reinforcement Menu

Student's Name	Review Date <i>Mo./Day/Yr.</i>
----------------	--------------------------------

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Please read the following paragraph carefully:

*Let's suppose you have worked hard on an assignment and you think you have done a superb job on it. As a reward for your effort, which one of the two things below would you most like to happen? **Choose the reward from each pair that you would like best and mark an "X" in the blank that comes in front of it.** Remember, mark only one choice for each pair.*

1. Teacher writes "100" on your paper. (A)
 Be first to finish your work. (CM)
2. A bag of chips. (CN)
 Classmates ask you to be on their team. (P)
3. Be free to do what you like. (I)
 Teacher writes "100" on your paper. (A)
4. Classmates ask you to be on their team. (P)
 Be first to finish your work. (CM)
5. Be free to do what you like. (I)
 A bag of chips. (CN)
6. Teacher writes "100" on your paper. (A)
 Classmates ask you to be on their team. (P)
7. Be first to finish your work. (CM)
 Be free to do what you like. (I)
8. A bag of chips. (CN)
 Teacher writes "100" on your paper. (A)
9. Classmates ask you to be on their team. (P)
 Be free to do what you like. (I)
10. Be first to finish your work. (CM)
 A bag of chips. (CN)
11. Teacher writes "A" on your paper. (A)
 Be the only one that can answer a question. (CM)
12. A candy bar. (CN)
 Friends ask you to sit with them. (P)
13. Be free to go outside. (I)
 Teacher writes "A" on your paper. (A)
14. Friends ask you to sit with them. (P)
 Be the only one that can answer a question. (CM)

15. Be free to go outside. (I)
 A candy bar. (CN)
16. Teacher writes "A" on your paper. (A)
 Friends ask you to sit with them. (P)
17. Be the only one that can answer a question. (CM)
 Be free to go outside. (I)
18. A candy bar. (CN)
 Teacher writes "A" on your paper. (A)
19. Friends ask you to sit with them. (P)
 Be free to go outside. (I)
20. Be the only one that can answer a question. (CM)
 A candy bar. (CN)
21. Teacher writes "Perfect" on your paper. (A)
 Have only your paper shown to the class. (CM)
22. A can of soda. (CN)
 Classmates ask you to be class leader. (P)
23. Be free to play outside. (I)
 Teacher writes "Perfect" on your paper. (A)
24. Classmates ask you to be class leader. (P)
 Have only your paper shown to the class. (CM)
25. Be free to play outside. (I)
 A can of soda. (CN)
26. Teacher writes "Perfect" on your paper. (A)
 Classmates ask you to be class leader. (P)
27. Have only your paper shown to the class. (CM)
 Be free to play outside. (I)
28. A can of soda. (CN)
 Teacher writes "Perfect" on your paper. (A)
29. Classmates ask you to be class leader. (P)
 Be free to play outside. (I)
30. Have only your paper shown to the class. (CM)
 A can of soda. (CN)
31. Teacher writes "Excellent" on your paper. (A)
 Have your paper put on the bulletin board. (CM)
32. A pack of gum. (CN)
 Friends ask you to work with them. (P)
33. Be free to work on something you like. (I)
 Teacher writes "Excellent" on your paper. (A)
34. Friends ask you to work with them. (P)
 Have your paper put on the bulletin board. (CM)

35. Be free to work on something you like. (I)
 A pack of gum. (CN)
36. Teacher writes "Excellent" on your paper. (A)
 Friends ask you to work with them. (P)
37. Have your paper put on the bulletin board. (CM)
 Be free to work on something you like. (I)
38. A pack of gum. (CN)
 Teacher writes "Excellent" on your paper. (A)
39. Friends ask you to work with them. (P)
 Be free to work on something you like. (I)
40. Have your paper put on the bulletin board. (CM)
 A pack of gum. (CN)

Forced Choice Reinforcement Inventory

Scoring Key

Scoring Directions: Give the student 1 point for each choice marked with an “X”. Tally the points and record below. The areas with the highest scores may provide areas to consider when developing reinforcements the student finds motivating.

_____ Adult Approval (A)

_____ Competitive Approval (CM)

_____ Peer Approval (P)

_____ Independent Rewards (I)

_____ Consumable Rewards (CN)

Modified by Gable, R.A. (1991) from: Cartwright, C.A., & Cartwright, G.P. (1970). Determining the motivational systems of individual children. *TEACHING Exceptional Children* 2:3, 143-149. Retrieved 10-29-13 from <http://www.pbisillinois.org/trainings/tier-3-series/fba-bip-training-materials>.

ABC Recording Form 2

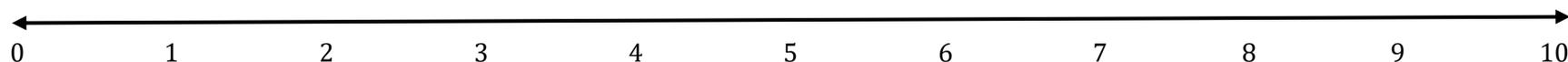
Observer's Name <i>First & Last</i>		Student's Name <i>First & Last</i>		Setting <i>e.g., class #, gym, playground</i>		Date <i>Mo./Day/Yr.</i>	
#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence		
1		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <i>Specify:</i>	Given instruction <input type="checkbox"/> Authoritative <input type="checkbox"/> Personalized <input type="checkbox"/> Group <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activity) <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 <input type="checkbox"/> Other/Notes: Child's attitude, fear state, beliefs, thoughts, mood		<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 <i>Other/Notes:</i>		
2		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <i>Specify:</i>	Given instruction <input type="checkbox"/> Authoritative <input type="checkbox"/> Personalized <input type="checkbox"/> Group <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activity) <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 <input type="checkbox"/> Other/Notes: Child's attitude, fear state, beliefs, thoughts, mood		<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 <i>Other/Notes:</i>		

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
3		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <i>Specify:</i>	Given instruction <input type="checkbox"/> Authoritative <input type="checkbox"/> Personalized <input type="checkbox"/> Group <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activity) <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 <input type="checkbox"/> Other/Notes: Child's attitude, fear state, beliefs, thoughts, mood		<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 <i>Other/Notes:</i>
4		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <i>Specify:</i>	Given instruction <input type="checkbox"/> Authoritative <input type="checkbox"/> Personalized <input type="checkbox"/> Group <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activity) <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 <input type="checkbox"/> Other/Notes: Child's attitude, fear state, beliefs, thoughts, mood		<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 <i>Other/Notes:</i>

#	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 <i>Specify:</i>	Given instruction <input type="checkbox"/> Authoritative <input type="checkbox"/> Personalized <input type="checkbox"/> Group <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activity) <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 <input type="checkbox"/> Other/Notes: Child's attitude, fear state, beliefs, thoughts, mood		<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 <i>Other/Notes:</i>
2	BRIEF	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time <i>Specify:</i>	Given instruction <input type="checkbox"/> Authoritative <input type="checkbox"/> Personalized <input type="checkbox"/> Group <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activity) <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 <input type="checkbox"/> Other/Notes: Child's attitude, fear state, beliefs, thoughts, mood		<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 <i>Other/Notes:</i>

Teacher's description of the accuracy of the observation. How representative of a typical time in class was this observation?

Student rarely acts in this manner
 Somewhat representative of a typical class
 The observation represented a typical class



Adapted from S. Loman (2009) and R. Van Norman (2008). Retrieved October 29, 2013, from <http://basicfba2bsp.pbworks.com/w/browse/#view=ViewAllObjects>.

Additional Data Collection Techniques

Narrative recording: this involves taking notes and simply writing down what occurs. It is not quantitative - there is no behavior count or number as a result. It is time consuming, but can be useful in providing a general description or detail (e.g., when Johnny tantrums, he drops to the floor face-down, screams, and flails his arms and legs; students sit in groups of four desks pushed together and facing one another).

Event recording: counting the number of times a specific behavior occurs during a given time period. Event recording is the easiest and most accurate method of data collection. The behavior you are tallying must have a clear beginning and end, take about the same amount of time whenever it occurs, and can be distinguished from another event or behavior. For instance, the observer tallies the number of times during a lesson that a student raises his/her hand. Event recording is not appropriate when the behavior occurs so often that it is difficult to count accurately, or if the behavior lasts for an extended period of time. With the latter, a tally does not accurately define the behavior. For example, if a student is out of his/her seat, the count might only be one, but it is important to know whether the time interval was two minutes or 20 minutes.

Duration and latency recording: duration recording measures how long a particular behavior lasts. An example would be a temper tantrum, where you may wish to know not only whether it happened, but how long it went on. It is more useful to know that a student was out of his/her seat for 20 minutes at a time, rather than just knowing that the behavior occurred. Latency recording documents the amount of time between behaviors. For instance, you might time the interval between the teacher giving a direction and the student complying with the request. Another example of latency recording would be to see how long the student remains in his/her seat before the next incident of wandering around the classroom.

Momentary time sampling (a type of interval recording to estimate the duration of a behavior): divide the observation time (generally between ten minutes and one hour) into equal intervals (perhaps 2 minutes or another consistent interval), and then record whether or not the behavior occurs at the very end of each interval. This provides an estimate of the duration or percent of time a behavior occurs. If you use simple symbols such as +/- or ✓/0 recording, it is easy to keep notes. You will need a watch or clock with a second hand, a tape that beeps at regular intervals, or a timer set to vibrate at set intervals. Interval recording is not an exact count of the number of times a behavior occurs, since it might happen twice during the interval, but you are only tallying whether (or not) it happened at the end of the interval. If you use interval recording, you can see the approximate number of times the behavior occurred, and the approximate length of time the behavior lasted (e.g., over three intervals, for just one interval). Be aware that when you look down to record, you may miss something.

Teacher interactions: Employing event recording, indicate the number of times each of the following occur: verbal praise statements for academics, verbal academic corrections, and verbal reprimands for inappropriate social behavior. A comparison observation with a random student may produce relevant information.

Appendix B

Functional Behavioral Assessment Summary	50
BIP.....	55
Intervention Checklist.....	56

Functional Behavior Assessment Summary

- Hypothesis: Why does the behavior occur? What is the student's reason/motivation?

The "function" of any given behavior is the underlying reason(s) people behave in a certain way. Many FBAs attempt to define "functions" into a set of pre-determined categories. Traditional functions of behavior which many people are familiar with include:

- Attention
- Escape
- Demand
- Automatic Reinforcement (self stimulation)

For the purposes of determining functions as part of a functional behavior assessment in an educational context, it is important to keep in mind the role of educators in teaching and supporting student academic and social emotional behavior.

Examples may include: Student is attempting to...

- cope with a situation she/he feels is stressful
- assert a need she/he feels
- accomplish something he/she feels is important
- gain social approval/interaction
- gain access to items, activities, or environment
- achieve a sense of safety
- avoid/escape from activities or environment
- avoid/escape from social attention/interaction
- avoid/escape from overwhelming sensory stimulation
- gain power/control over her/his life or circumstances

Educators may consider other categories of "function." Understanding the student's point of view, unique disability, related needs, or history of possible trauma may assist teachers in planning and supporting students in educational settings. Other information educators may consider when determining functions of behavior include functional behavior assessment interviews, skill versus performance deficits, and information collected from other data sources.

Functional behavioral assessment statement: A clear, measurable, and observable description of what the behavior is and why it is occurring (from the list above.)

Describe the supporting data for the FBA statement.

Based on observational data what are the antecedents of the behavior?

- What important skills are lacking or contributing to the challenging behavior in the classroom?

Ability and prerequisite knowledge

- Educational ability
- Achievement in relevant area of concern
- Executive functioning (i.e. attention, memory, reasoning, planning, organization)

Language/communication skills

- Expressive language skills
- Receptive language skills
- Written language skills

Social and Emotional Competencies

- Self-Management
- Self Awareness
- Responsible Decision Making
- Relationship Skills

Social Awareness

Emotion Regulation Skills/Coping Skills (i.e. capacity for self-regulation and mutual regulation)

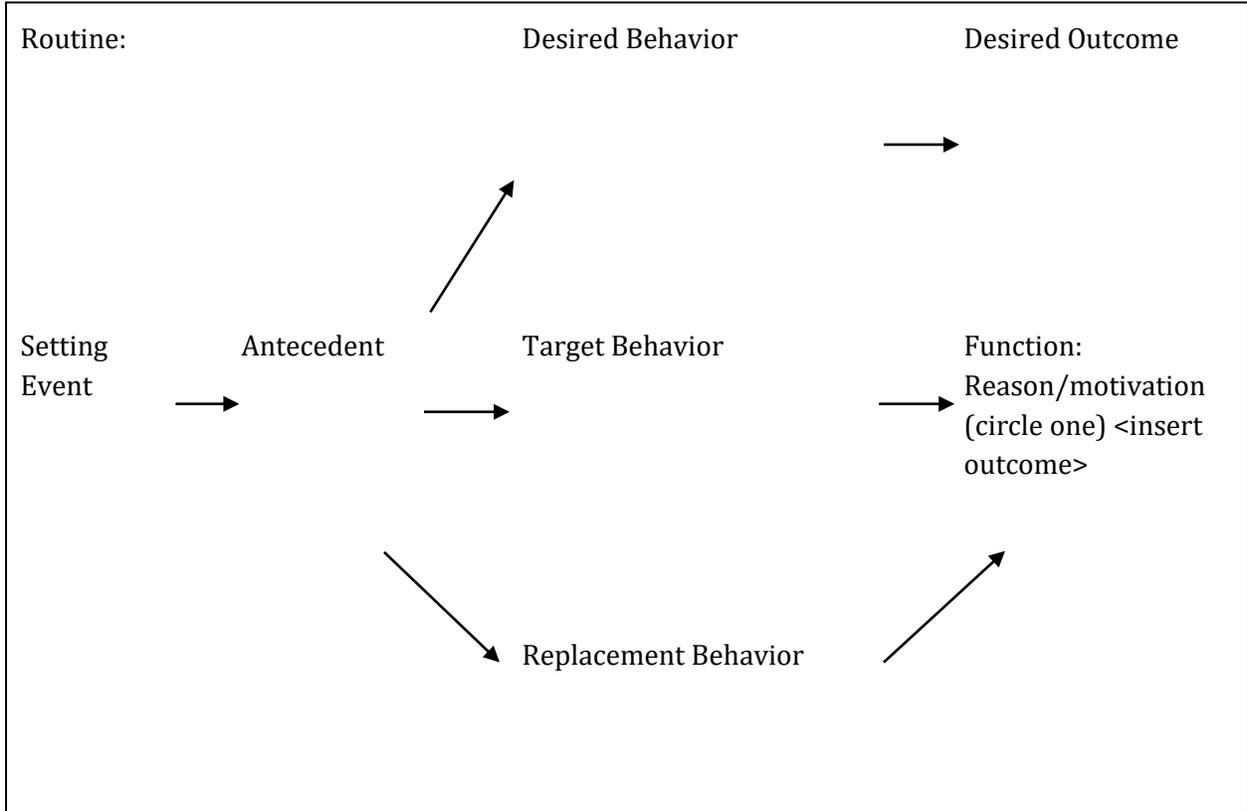
Daily Living Skills

Motor Skills Identify the skills lacking or contributing to the behavior

- Complete the following assessment statement:
 When _____ (student name) is expected to (describe environmental task or demand) _____, during (specify the classroom/school environment) _____, the student (describe behavior of concern) _____, because (indicate reason/motivation for the behavior) _____, associated with deficits in _____, _____, and _____. (Teaching intervention/s) _____ has/have the highest likelihood of serving the same behavioral purpose for this student.
 More specifically, teaching the student (specific skills) _____, in order to (overall goal) _____, will result in more adaptive behavior.

For example—“When Mark is expected to enter the gymnasium during physical education class, the student leaves and runs out of the gym without permission, for the reason of avoidance/escape from the task or environment, associated with deficits in expressive language skills and emotional regulation skills. Teaching communication skills and emotional coping skills have the highest likelihood of serving the same behavioral purpose for this student. More specifically, teaching the student to use a visually supported coping strategy in order to effectively communicate his level of emotional arousal in order to request adult support in the gymnasium will result in more adaptive behavior.

Competing Behavior Pathway



Behavior Intervention Plan (BIP)

Student's Name	Date <i>Mo./Day/Yr.</i>
----------------	-------------------------

Team Members

Descriptions of behavior including data from FBA

Known antecedents of behavior

Environmental concerns related to the behavior

Academic interventions if required

Addressing skills deficits/remediation needed for success

Intervention Checklist

<p>Prevention Interventions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Providing choices <input type="checkbox"/> Transition supports <input type="checkbox"/> Environmental supports <input type="checkbox"/> Curricular modification (eliminating trigger) <input type="checkbox"/> Adult behavior (verbal and nonverbal) <input type="checkbox"/> Classroom management <input type="checkbox"/> Setting event modification <input type="checkbox"/> Opportunity for pro-social behavior (peer support) <input type="checkbox"/> Peer modeling 	<p>Describe specific Prevention Interventions that will be effective for this individual student. Ensure all interventions are culturally responsive and trauma-sensitive.</p>
<p>Teaching Interventions</p>	<p>*Replacement behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functional or <input type="checkbox"/> Pro-social <input type="checkbox"/> Specific academic skills <input type="checkbox"/> Problem solving skills <input type="checkbox"/> General coping strategies <input type="checkbox"/> Specific social skills <input type="checkbox"/> Learning skills strategies <input type="checkbox"/> Self-management/self-monitoring <input type="checkbox"/> Emotion regulation skills <input type="checkbox"/> Independent responding <input type="checkbox"/> Increased engaged time 	<p>Describe specific Teaching Interventions that will be effective for this individual student. Ensure all interventions are culturally responsive and trauma-sensitive.</p>
<p>Reinforcement Interventions</p>	<p>*Replacement behavior:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functional or <input type="checkbox"/> Pro-social <input type="checkbox"/> Increase non-contingent reinforcement <input type="checkbox"/> Discontinue reinforcement of target behavior <input type="checkbox"/> Group contingencies (peer, teacher) <input type="checkbox"/> Increase ratio of + to – responses <input type="checkbox"/> Home to School reinforcement system 	<p>Describe specific Reinforcement Interventions that will be effective for this individual student. Ensure all interventions are culturally responsive and trauma-sensitive.</p>

Positive reinforcements for behavior improvement

Interventions for continuation of behavior

Administration of positive reinforcements

How improvement in behavior will be measured

Behavior intervention plan will be reviewed based on

Resources

General Resources

- Brock, S. *Behavior Intervention Plan*. California State University, Sacramento. www.csus.edu/indiv/b/brocks/courses/eds%20240/eds%20240%20handouts/report%20templates/bip.doc.
- Dunlap, G., Iovannone, R. and Christiansen, K., et al. (2008). *Identification and Progress Monitoring at Tier 3: Prevent-Teach-Reinforce*. University of South Florida. Presented at 2008 National Forum for Implementation of School-Wide Positive Behavior Supports. Retrieved November 1, 2013, from www.pbis.org/common/pbisresources/presentations/c5_iovannone.ppt.
- Horner, R. (2004). *Behavior Support Plan: Competing Behavior Pathway*. Retrieved September 23, 2013, from www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=804.
- Iowa Area Education Agencies. (2013). *Area Education Agency Special Education Procedures*. Retrieved September 23, 2013, from www.iowaideainfo.org/vnews/display.v/SEC/IEP%7CStatewide%20Special%20Education%20Procedures%3E%3EManual.
- Kansas Institute for Positive Behavior Support. *Strategies for Conducting a Functional Assessment*. http://www.kipbs.org/new_kipbs/fsi/behavassess.html.
- New Mexico Public Education Department, Quality Assurance Bureau. (2010). *Addressing Student Behavior: A Guide for All Educators*. www.ped.state.nm.us.
- Public Schools of North Carolina. *Behavior Intervention Plan*. Retrieved September 23, 2013, from <http://ec.ncpublicschools.gov/instructional-resources/behavior-support/resources/behavior-intervention-plan>.
- Virginia Department of Education. *Functional Behavioral Assessment, Behavioral Intervention Plans, and Positive Intervention and Supports: An Essential Part of Effective Discipline in Virginia*. www.doe.virginia.gov/support/student_conduct/monograph.pdf.

Culturally Responsive Practices

- Culturally Responsive Positive Behavioral Interventions and Supports. www.crpbis.org.
- National Center for Culturally Responsive Educational Systems. www.nccrest.org.
- *Serving All Students with Culturally and Linguistically Responsive Practices*. www.cksd.wedet.edu/Diversity/pdf/HollieServeAllStudents.pdf.
- Wisconsin Department of Public Instruction. <http://www.thenetworkwi.com/>.

Intervention Strategies

- Gable, R., Magee Quinn, M., Rutherford, R., Howell, K. and Hoffman, C. *Creating Positive Behavioral Intervention Plans and Supports*. Center for Effective Collaboration and Practice. <http://cecp.air.org/fba/problembehavior3/intro3.htm>.
- Utah State Office of Education. *Least Restrictive Behavioral Interventions: Positive Behavioral Supports and Selection of Least Restrictive Behavioral Interventions*. <http://www.schools.utah.gov/sars/DOCS/resources/lrbi07-09.asp>.
- Loman & Borgmeier. (2009). *Practical Functional Behavior Assessment Training Manual for School-Based Personnel*. Portland State University.

Learning Style Assessment

- Education Planner. www.educationplanner.org/students/self-assessments/learning-styles.shtml.
- Edutopia. www.edutopia.org/multiple-intelligences-learning-styles-quiz.
- Learning Style Inventory. www.personal.psu.edu/bxb11/LSI/LSI.htm.

Parent Resources

- *Creating a Positive Behavioral Intervention Plan and a Crisis Plan: Things to consider if your child has a disability and behavioral needs*. <http://www.pacer.org/parent/php/php-c141.pdf>.
- Fetting, A. and Ostrosky, M. *Collaborating with Parents in Reducing Children's Challenging Behaviors: Linking Functional Assessment to Intervention*. <http://www.hindawi.com/journals/cdr/2011/835941>.

Positive Behavior Interventions and Supports (PBIS)

- Wisconsin Department of Public Instruction. http://rti.dpi.wi.gov/rti_pbis.
- Wisconsin PBIS Network. <http://www.wisconsinpbisnetwork.org>.

Universal Design for Learning

- National Center on Universal Design for Learning http://www.udlcenter.org/resource_library.
- Wisconsin Department of Public Instruction. <http://dpi.wi.gov/universal-design-learning>.

References

Balfanz, Byrnes, & Fox. (2013). *Sent Home and Put Off-Track: The Antecedents, Disproportionalities, and Consequences of Being Suspended in the Ninth Grade*. Prepared for the Center for Civil Rights Remedies and the Research-to-Practice Collaborative, National Conference on Race and Gender Disparities in Discipline.

Burke, M. D., Hagan-Burke, S., & Sugai, G. (2003). The efficacy of function-based interventions for students with learning disabilities who exhibit escape maintained problem behaviors: Preliminary results from a single-case experiment. *Learning Disability Quarterly, 26*, 15-25.

Carr, E.G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A.P., & Sailor, W. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions, 4*, 4-16.

Grevstad, J. Adverse childhood experiences in juvenile justice – Pierce Co., WA Paper presented at Family Policy Council Partners Summit, Seattle, WA. November 4, 2007.

Lane, K. L., Rogers, L. A., Parks, R. J., Weisenbach, J. L., Mau, A. C., Merwin, M. T., & Bergman, W. A. (2007). Function-based interventions for students nonresponsive to primary and secondary prevention efforts: Illustrations at the elementary and middle school levels. *Journal of Emotional and Behavioral Disorders, 15*, 169-183.

Lane, K. L., Weisenbach, J. L., Phillips, A., & Wehby, J. (2007). Designing, implementing, and evaluating function-based interventions using a systematic, feasible approach. *Behavioral Disorders, 32*, 122-139.

Losen, D.J. (2011). *Discipline Policies, Successful Schools and Racial Justice*.

Preciado, J., Horner, R. H., & Baker, S. K. (2009). Using a function-based approach to decrease problem behavior and increase academic engagement for Latino English language learners. *Journal of Special Education, 42*(4), 227-240.

Schollenberger. (2013). *Racial Disparities in School Suspension and Subsequent Outcomes: Evidence from the National Longitudinal Survey of Youth 1997*. Prepared for the Center for Civil Rights Remedies and the Research-to-Practice Collaborative, National Conference on Race and Gender Disparities in Discipline.