


Functional Assessment of Behavior
EDS 240
Introduction to Behavior Intervention
Planning (Quiz)

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Fieldwork

- ✦ Unless you are requesting an extension (for reasons that are beyond your control), everyone should have finished collecting FBA data and have written their FBA report (due today) and have begun work on the BIP.

Behavior Interventions:
General considerations

- ✦ Behavioral interventions respect the student's human dignity and personal privacy.
- ✦ They assure the student's physical freedom, social interaction, and individual choice.

Source: San Joaquin County Office of Education

Behavior Interventions:
General considerations

✦ Before intervening consider the meaningfulness, appropriateness, and accessibility of the learning environment.

Source: San Joaquin County Office of Education

Behavior Interventions:
General considerations

✦ Always begin with the least restrictive behavioral interventions.

- ◆ Remember that each student's perception of what is restrictive is unique. What may be highly restrictive to one student may not be very restrictive to another.
 - E.G., soft touch may be aversive for the child with sensory issues.
- ◆ Restrictive procedures are different from general classroom procedures, which are used with all students as part of the routine educational program.
 - With a general classroom procedure no student is singled out and treated differently from his or her classmates.

Source: San Joaquin County Office of Education

Behavior Interventions:
General considerations

✦ In other words...

- ◆ Positive behavioral interventions must emphasize the development of desirable and adaptive behaviors, rather than elimination or suppression of undesirable behaviors.
- ◆ The goal should always be to use strategies that enhance the student's life in the least intrusive and most natural way and to plan for the use of less restrictive procedures ASAP.

Source: San Joaquin County Office of Education

Behavior Interventions:
General considerations

✱ Intervention procedures should be implemented to:

1. Minimize or prevent antecedents to target behaviors.
 - For example, ...
2. Facilitate reinforcement of replacement behaviors.
 - For example, ...
3. Minimize or prevent reinforcement of target behaviors.
 - For example, ...

Source: San Joaquin County Office of Education

Behavior Interventions:
General considerations

✱ Intervention procedures should be implemented to:

4. Draw student's attention to the target behavior, let them know the behavior is inappropriate and that it will not be reinforced (NOTE: be sure doing so is not reinforcing in and of itself).
 - BIPs are not covert strategies!!!
5. Encourage the student not to engage in the target behavior to avoid undesired consequences.
 - a) All procedures must be done in a calm and consistent manner.
 - b) If time-out is required, use the least restrictive form and ensure that the student is returned to the original activity and reinforced for replacement behavior ASAP.
 - a) There is a quiz question on time-out, which will be discussed later.

Source: San Joaquin County Office of Education

Behavior Interventions:
General considerations

✱ Intervention procedures should always consider medical issues.

1. Consider medical conditions as a cause of behavior.
 - For example, ...
2. Consider possible harm from interventions.
 - For example, ...
3. The following issues will typically require medical consultation:
 - a) Medications are prescribed
 - b) The student has allergies
 - c) The student has seizures
 - d) The student has shunts
 - e) The behavior involves wetting, soiling, vomiting, spitting, biting.
 - f) There is concern regarding communicable disease.

Source: San Joaquin County Office of Education

Behavior Intervention Plan (BIP) Primary Considerations

- BIPs describe the staff behavior.**
 - Provides specific detail regarding the changes expected of the staff members who work with the student who displays a problematic behavior.
- BIPs are based upon functional assessment results.**
 - Makes use of the FBA summary statements and behavior models to indicate what a student should do as well as what they should not do.
- BIPs are technically sound.**
 - They are consistent with behavioral theory (e.g., the principles of operant conditioning).
- BIPs are feasible.**
 - They fit within natural routines, are accepted by implementers, are not too complicated (relative to implementer skill), and produce reinforcing (not punishing) results.

Source: O'Neill et al. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole.

Behavior Theory: Review of Some Key Terms

- Reinforcement**
 - Any consequence that increases the frequency of a behavior
- Punishment**
 - Any consequence that decreases the frequency of a behavior
- Stimulus Control**
 - The ability of an environmental variable to cue (or to predict) behavior
- Extinction**
 - The process wherein an individual learns that a behavior is no longer followed by a reinforcing consequence

Behavior Intervention Plan (BIP) Goals

- BIPs make problem behaviors irrelevant.**
 - The need, motivation, and/or opportunity to display the problem behavior is eliminated or minimized.**
 - EXAMPLE: Luis is more motivated to escape work by throwing a temper tantrum when he has a toothache. Thus, to make the escape related behaviors less relevant, make sure he receives regular dental care.
 - EXAMPLE: Sam is more likely to need attention from his teacher when he has not been given attention by his parents before school (e.g., his mother is out of town). Thus to make inappropriate attention getting behaviors irrelevant, make sure he receives ample teacher attention when he arrives at school (especially when his mother is out of town).

Source: O'Neill et al. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole.

Behavior Intervention Plan (BIP) Goals

❖ *BIPs make problems behaviors ineffective.*

- ♦ Extinguishing the target behavior.
- ♦ Systematically withholding access to the reinforcing outcome that was previously delivered when the problem behavior was displayed.
- ♦ In other words, **the target behavior is no longer reinforced.**
 - EXAMPLE: Sam is ignored (planned ignoring) whenever he attempts to gain his teacher's attention via the problem behavior.
 - EXAMPLE: Jon is ignored whenever he engages in a temper tantrum as a means to communicate his needs.

Source: O'Neill et al. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole.

Behavior Intervention Plan (BIP) Goals

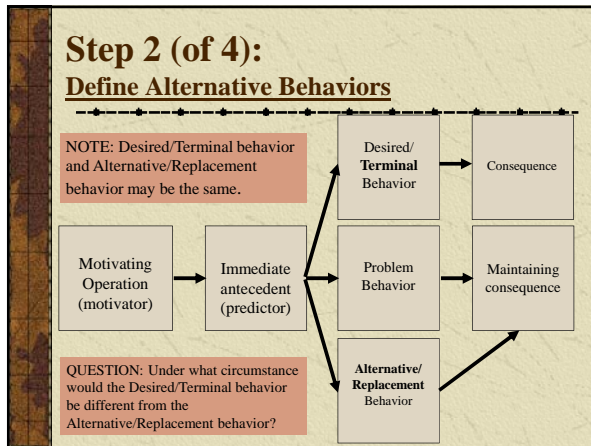
❖ *BIPs make problem behaviors inefficient.*

- ♦ Relative to the replacement behavior, obtaining behavioral goals (the behaviors function) via the problem behavior ...
 - requires more physical effort
 - requires greater number of behaviors
 - takes a longer period of time.
- ♦ In other words, **the replacement behavior represents an easier way to obtain reinforcement**
- ♦ EXAMPLE: Jon's temper tantrums (which are his primary mode of communicating his needs) require more physical effort, a greater number of tantrum behaviors, and a longer period of time to obtain desired objects, than use of a PECs system.

Source: O'Neill et al. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole.

Step 1 (of 4): Complete a Functional Assessment Summary

Individual or Organism Variable			
A	B	C	
Motivating Operations	Immediate Antecedents	Behavior	Consequence
Motivators that increase the need to obtain the maintaining consequences	+	Signals, or cues that tell the student behavior will be rewarded	→ Problem Behavior → Maintaining consequence



Step 2 (of 4):
Define Alternative Behaviors

✦ **Practice Activity: Juan**

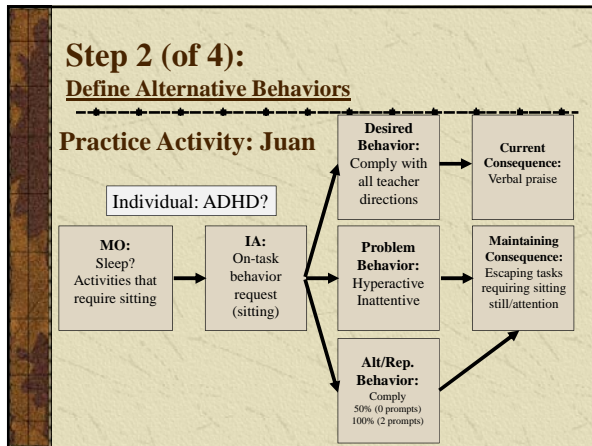
✦ **Background Information**

- 5-years-old (kindergarten).
- Home language is English.
- Dx = unknown, but presents with symptoms of ADHD. Older brother has ADHD and had similar school adjustment challenges.
- Mother just had her fourth child.
- No preschool. This is his first school experience.

Step 2 (of 4):
Define Alternative Behaviors

✦ **Practice Activity: Juan**

✦ Juan is very hyperactive and inattentive (i.e., he will not sit still for more than two-minutes at a time, complies with only 1 out of 5 teacher directions). These behavior are typically cued by a direction being given (especially those that involve tasks that require sustained attention and/or sitting in one place). A home visit and parent interview indicate that Juan's parents have noticed this behavior and as a result rarely ask him to engage in tasks that require sitting still. His sleep is often disturbed by his baby brother with whom he shares a room. The teacher would like Juan to be able to sit still and follow directions.



Step 3 (of 4):
Use ABCs to Develop the BIP and Select Behavioral Interventions

Antecedent = Focus on motivating operations.

- Consider how to make the problem behavior irrelevant making establishing operations less likely and/or less influential (and in turn make the target behavior irrelevant).

Antecedent = Address immediate antecedents.

- ✳ Consider changing the schedule, level of prompting or assistance, curriculum or features of a task, groupings, etc. to make the problem behavior irrelevant.

Step 3 (of 4):
Use ABCs to Develop the BIP and Select Behavioral Interventions

Behavior = Identify teaching strategies.

- If necessary, how with the replacement behavior be taught?
- How will the student be taught when to display the replacement behavior?

Consequences = Adjust behavioral consequences.

- ✳ How will problem behaviors be discouraged?
 - Make sure its function is no longer obtained and/or it is punished.
- ✳ How will desired behaviors be encouraged?
 - Make sure that reinforcement equals or exceeds that of the problem behavior.

Step 4 (of 4):

Establish the Discontinuation/Modification Criteria

- Determine the level at which the occurrence of the problem behavior is too frequent/severe to continue with the plan.

Behavior Interventions:

Mild Interventions

- ✘ Positive Reinforcement
- ✘ Prompting
- ✘ Shaping
- ✘ Premack Principle
- ✘ Contingency Contracting
- ✘ Self Relaxation
- ✘ Extinction
- ✘ Time out from attention (non-exclusionary)

Source: San Joaquin County Office of Education

Behavior Interventions:

Mild Interventions

- ✘ Positive Reinforcement
 - ◆ A stimulus or response is presented following a desired behavior to increase its frequency.
- ✘ Prompting
 - ◆ An external stimulus is presented to bring about a desired response, which is then positively reinforced.
 - Voice control.
 - ◆ A loud, flat, firm command is used (i.e., a loud "NO!"). A verbal reprimand is not yelling or ridicule. The purpose is to interrupt the behavior with a verbal prompt.
 - ◆ The teacher says: "Follow directions."

Source: San Joaquin County Office of Education

Behavior Interventions:
Mild Interventions

- ✦ **Shaping**
 - ◆ This systematic technique is based on reinforcing successive approximations to the desired behavior.
- ✦ **Premack Principle**
 - ◆ A behavior the pupil performs frequently is used to reinforce a behavior the pupil performs infrequently (e.g., work is rewarded with play time).

Source: San Joaquin County Office of Education

Behavior Interventions:
Mild Interventions

- ✦ **Contingency Contracting**
 - ◆ A mutually agreed upon arrangement is established between parties that is based on expectations and outcome. If expectations are met the outcome is delivered.
 - Desired behavior is in observable terms.
 - Frequency or duration of behavior provides baseline.
 - Contract has a reasonable chance for success.
- ✦ **Self Relaxation**
 - ◆ A student is directed without physical prompts to an area where he or she is to be quiet and relax. The student is allowed to return when he or she feels ready to resume participation in the activity.

Source: San Joaquin County Office of Education

Behavior Interventions:
Mild Interventions

- ✦ **Extinction**
 - ◆ The pupil is no longer reinforced for behavior.
- ✦ **Time out from attention (non-exclusionary)**
 - ◆ **Removal from group participation (but not from group location). Student remains in classroom and is able to observe all activities.**

Source: San Joaquin County Office of Education

Behavior Interventions:
Moderate Interventions

1. Loss/removal of privilege or response cost
2. Change lunch time
3. Mini meal
4. Environmental restrictions
5. Self correction
6. Time out (exclusionary)

Source: San Joaquin County Office of Education

Behavior Interventions:
Moderate Interventions

✱ **Loss/Removal of Privilege**

- ◆ Contingent upon the target behavior. The plan must include a method for the student to get the privilege back within a reasonable amount of time. Must not include loss of basic rights such as food, drink, personal possessions, and bathroom usage. School must pay for the privilege so that it is not the student's personal property.
 - Response Cost
 - ◆ Positive reinforcers (usually tokens earned as part of a token economy system) are taken away contingent upon display of the target behavior.

Source: San Joaquin County Office of Education

Behavior Interventions:
Moderate Interventions

✱ **Change in Lunch Time**

- ◆ Contingent upon a specific behavior that occurs within 15 minutes prior to lunch, this meal can be given up to one hour late.

✱ **Contingent Mini-Meal**

- ◆ This is a shaping procedure within which a student's meal is divided into smaller unites which are presented following specific adaptive behaviors.

Source: San Joaquin County Office of Education

**Behavior Interventions:
Moderate Interventions**

✘ Environmental Restrictions

- ♦ Minor modifications of the environment to contain a student who would otherwise be out of his or her chair (e.g., using a table as a barrier). This also allows the student to participate in the activity. This does not include restraints and should allow for movement of all extremities.

Source: San Joaquin County Office of Education

**Behavior Interventions:
Moderate Interventions**

✘ Self Correction

- ♦ A student cleans up a "mess" after throwing or spilling items or after incidents of willfully wetting or soiling pants or vomit. The student does this after being directed by staff. No more than intermittent partial manual physical prompting is to be used. The purpose is to teach that cleaning up is a natural consequence of making a mess
 - If wetting/soiling pants or vomiting is the target behavior, the BIP team should first consult the school nurse to rule out a medical problem and to discuss health and safety issues. In addition, the student should wear gloves while cleaning and should wash hands afterwards.

Source: San Joaquin County Office of Education

**Behavior Interventions:
Moderate Interventions**

✘ Time out from attention (exclusionary)

- ♦ Removal from group participation and location. Student may not be able to observe classroom activities.

Source: San Joaquin County Office of Education

**Behavior Interventions:
Severe Techniques**

1. Time out (seclusion or isolation)
2. Punishment

Source: San Joaquin County Office of Education

**Behavior Interventions:
Severe Techniques**

- ✱ Time out (seclusion or isolation)
 - ◆ Removing a student to an isolated room or placing him or her behind a barrier.
 - Case law requires adequate food, heat, light, ventilation, hygiene supplies, and clothing be available.
 - Case law has set 50-minutes as a maximum duration.
 - Locked timeout is an expressly forbidden procedure.

Source: San Joaquin County Office of Education

Punishment

- ✱ Presentation of aversive stimuli such a school suspension.
 - ◆ May not include prohibited techniques.
- ✱ Should be used only in extreme instances (i.e., the behavior endangers the safety of self or others).
- ✱ Should be viewed as a “punisher.”
- ✱ Should be used only after positive behavioral interventions have been proven ineffective
 - ◆ Punishment does not address the function of the behavior.
 - ◆ May increase motivation for avoidance behaviors.

Punishment

✦ Prohibited Interventions

- ◆ To protect the child from abusive physical or emotional trauma, the regulations specifically identify which types of techniques any public or nonpublic school or agency may not use. The interventions prohibited in the regulations are:
 1. Any intervention that is designed to, or likely to, cause physical pain;
 2. Releasing noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the student's face;
 3. Denial of sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
 4. Procedures such as verbal abuse, ridicule, or humiliation, or other that can be expected to cause excessive emotional trauma;

Punishment

✦ Prohibited Interventions

5. Physical restraint by a device, material, or object that simultaneously immobilizes all four extremities, including prone containment or similar techniques, unless it is used by personnel who are trained in the technique, and it is used only as an emergency intervention;
6. Locked seclusion unless it is used as an emergency procedure and then only in a facility licensed or permitted by state law to use a locked room;
7. Any intervention that leaves a student without adequate supervision; and
8. Any intervention that deprives the individual of one or more of his or her senses.

Maintaining Positive Behavior Changes

- ✦ Ensure that the BIP has taught new skills and/or strategies to obtain behavioral goals.
- ✦ Identify and utilize natural consequences.
- ✦ Encourage the use of cognitive mediation.
- ✦ Fading.
- ✦ Booster training sessions.
- ✦ Self-advocacy training.

Source: Center for Effective Collaboration and Practice

Behavior Interventions:
 Review of obstacles to effective functional assessments and behavior interventions

1. Too vague a definition of the behavior(s) of concern.
2. Incomplete measurement/data collection regarding the behavior(s) of concern and the interventions selected.
3. Incorrect interpretation of the functional assessment data.
4. Inappropriate intervention (e.g., too weak to deal with the complexity or magnitude of the behavior problem; not aligned with the assessment data).
5. Inconsistent or incorrect application of one or more parts of the intervention plan.
6. Failure to adequately monitor the implementation of the intervention plan or to adjust the intervention plan over time, as needed, based on on-going monitoring and evaluation, and to adequately evaluate the impact of the intervention plan.

Source: Center for Effective Collaboration and Practice

Behavior Interventions:
 Obstacles to effective functional assessments and behavior interventions

7. Inadequate system-wide support to avoid future episodes of the behavior problem (e.g., too many initiatives or competing building-level priorities that may interfere with the time and commitment it takes to develop and implement behavioral intervention plans).
8. The behavior is an issue of tolerance rather than being something that distracts the student or others (e.g., a specific minor behavior, such a doodling).
9. Teachers lack skills and support necessary to teach behavioral skills.
10. Failure to consider environmental issues, cultural norms, or psychiatric issues/mental illness outside of the school or classroom environment that are impacting on the student's behavior.

Source: Center for Effective Collaboration and Practice

Coming up next ...

- * School wide positive behavioral interventions.
- * Guest lecture
- * Class starts at 10:00am

Quiz

- ✦ Take ten minutes to complete the quiz to be passed out by the instructor.
- ✦ Use the quiz as an opportunity to assess your understanding of the material.
- ✦ Quiz results will be reviewed at the start of our next class meeting.
