

Basic FBA to BSP Trainer's Manual

Sheldon Loman, Ph.D.
Portland State University

M. Kathleen Strickland-Cohen, Ph.D.
University of Oregon

Chris Borgmeier, Ph.D.
Portland State University

Robert Horner, Ph.D.
University of Oregon

Development of this manual was supported by the Office of Special Education Programs US Department of Education (H326S080003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

Table of Contents

	Page
Introduction	
Functional Behavioral Assessment and Positive Behavior Support	3
Purpose of the Manual	4
Intended Use and Overview of the Manual	5-6
Frequently Asked Questions about Basic FBA to BSP	7-9
 Training Guidelines for Module 1: Defining & Understanding Behavior	 10-12
 Training Guidelines for Module 2: FBA: Conducting Interviews	 13-15
 Training Guidelines for Module 3: FBA: Observing & Summarizing Behavior	 16-19
 Training Guidelines for Module 4: Critical Features of Behavior Support Plans	 20-23
 Training Guidelines for Module 5: Building Behavior Support Plans from FBA Information	 24-26
 Training Guidelines for Module 6: Implementation and Evaluation Planning	 27-29
 Training Guidelines for Module 7: Leading a Team through the Behavior Support Planning Process	 30-32

Appendices

Basic FBA to BSP Participant's Guide

Appendix A

BSP Knowledge Assessments and Answer Keys

Appendix B

Functional Behavioral Assessment and Positive Behavior Support

Functional Behavioral Assessment has been recommended as an effective proactive technology that should be used at the first signs of misbehavior.¹ FBA has been established as a systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs.² A primary goal of FBA is to guide the development of effective positive interventions based on the function of the behavior (e.g., tangible, escape, attention, automatic).³ Interventions based on an FBA result in significant change in student behavior.⁴ Thus, an FBA is “critical to the design and successful implementation of positive behavioral

interventions.”⁵

School professionals trained to conduct Basic FBAs may strengthen a school's capacity to utilize research-based FBA technology in a pro-active manner.

FBA has been described as a preventative practice within schools across the three levels of the prevention model for School wide Positive Behavior Support (SWPBS).⁶ At the primary (or universal) prevention level, FBA can be utilized

as a collaborative school-wide practice to predict common problems and to develop interventions at the school level. At the secondary (or targeted group) prevention level, FBA involves simple and realistic team-driven assessment and intervention strategies aimed at students with mild to moderate behavior problems. Finally at the tertiary (or intensive) prevention level, FBA is considered a complex, time-consuming, and rigorous process focused on students with more chronic, intensive behavior problems for whom primary and secondary level interventions were unsuccessful. Students that exhibit serious problem behaviors in school (about 5% of school population) require an extensive FBA process led by an individual well-versed in behavioral principles (e.g., school psychologist, behavior specialist).

The logic behind the Basic FBA to BSP training resides with the idea that students that exhibit consistent minor problem behaviors (10-15% of the school population) benefit from basic and less intrusive FBA procedures that may be conducted by a school professional (e.g., counselor, administrator). Basic FBA presents and applies the FBA technology for use by school personnel in a proactive manner.

¹ Scott et al., 2003; Sugai et al., 2000.

² Blair, Umbreit, & Bos; 1999; Carr et al., 1999; Lee, Sugai, & Horner, 1999.

³ Horner, 1994

⁴ Carr et al., 1999; Ingram, Lewis-Palmer, & Sugai, 2005

⁵ Watson & Steege, 2003, p.20

⁶ Scott & Caron, 2005

Purpose of this Trainer's Manual

This manual presents procedures to train school-based personnel to conduct “basic” functional behavioral assessments (FBA) and design function-based behavior support plans (BSP). “Basic FBA/BSP” training methods, as they are presented in this manual, are designed to **train school-based personnel with flexible roles in a school (i.e. personnel not directly responsible for providing regular instruction for students; e.g., classroom teachers)**. The Basic FBA/BSP training methods are specifically **designed for use with students that exhibit consistent problems that are NOT dangerous and have not been adequately addressed through previous assessment and intervention**. For example, Basic FBA methods would be appropriate for a student who is calling other students names during academic instruction on a daily basis. However, the **Basic FBA/BSP methods would NOT be sufficient for use with a student who strikes others or engages in self-injurious behaviors during a number of routines throughout the school day**. For students that exhibit complex or dangerous behavioral problems school personnel should refer to a behavior specialist in their school or district who is trained to conduct FBA's for students with more challenging behaviors.

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

Targeted Trainers & Trainees of Basic FBA to BSP

The 7-hour training series contained within this manual is designed to be guided by district-level professionals well-versed in behavior analytic principles (e.g., school psychologists, behavior specialists) and the development and implementation of function-based support. The intended trainees for these materials are school-based personnel with flexible roles and job responsibilities that include providing Basic FBA/BSP for students with mild to moderate problem behaviors.

	Trainers of Basic FBA to BSP	Trainees of Basic FBA to BSP
Who:	<p>Individuals well-versed in conducting and training others to conduct FBAs and develop behavioral supports using FBA information.</p> <p>Basic FBA to BSP Trainers should have:</p> <p>A) Extensive knowledge of basic behavioral principles and the development of function-based supports</p> <p>B) Conducted more than 10 formal FBAs for students with moderate to severe problem behaviors</p> <p>C) Led more than 10 individual student teams in developing formal behavior support plans for students with moderate to severe problem behaviors</p> <p>Examples: School Psychologists, Behavior Specialists, Behavior Analysts.</p>	<p>Individuals with a flexible role in their school or agency (i.e., allocated time to conduct interviews, observations, and planning with staff within their school or agency will be needed).</p> <p>Examples: School counselors, administrators, special education teachers, support staff.</p>
What:	Train individuals with flexible roles in schools or agencies to perform Basic FBAs to develop Basic BSPs.	Participate in trainings on Basic FBA/BSP.
How:	Use trainer's materials and slides to facilitate 7 one-hour modules and provide feedback to trainees on in-module and out-of-module activities.	Participate in 7 one-hour modules and complete in-module and out-of-module application activities.
Materials:	Trainer's Manual which includes a description of each module, presentation slides, and pre-post training measures to assess participant knowledge.	Participant's Guide used to complete in-module and out-of-module application activities.








**Note:* Although the 7-part training series is designed to train the specific individuals within a school who will be asked to conduct FBA and lead BSP teams, Modules #1 and #4 (i.e., Defining & Understanding Behavior and Critical Features of Behavior Support Plans) are highly recommended for any and all school staff who work directly with students and may be asked to be a member of an FBA/BSP team.

Overview of Basic Functional Behavioral Assessment to Behavior Support Planning Training

The Basic FBA to BSP training consists of **seven 1-hour training modules** guided by *this manual for trainers*. Materials for each of the 7 modules include PowerPoint slides and *Participant's Guides* that attendees will use to follow along with the trainer, take notes, and complete activities and checks for understanding.

Format of the Trainings

Each of the seven training modules includes the 7 following elements:

-  **Objectives:** Content and skills participants will learn during the module.
-  **Review:** Review content from the previous module.
-  **Activities:** Practice opportunities to better understand content and develop skills.
-  **Checks:** After new content has been taught and practiced, activities to check for understanding or identify points that need to be discussed and practiced further. This will be turned in at the end of each module for the trainer to review and provide feedback for participants. Also, this information should guide the review for the next module.
-  **Key Points:** The main ideas from each module are presented.
-  **Tasks:** Real life practice opportunities in your school with actual people and situations. Each training module asks participants to go back to their schools and use the skills that they learned that week.
-  **Comments & Questions:** Due to the fast-paced nature of the trainings, participants are encouraged to write their comments & questions to provide to the trainer at the end of the module. The trainer then will address these questions at the beginning of the next module.

Frequently Asked Questions about the Basic FBA to BSP Training Series

What is different about the Basic FBA to BSP training modules as compared to other Trainings FBA/BSP trainings?

The Basic FBA to BSP training modules are specifically to be used by district-level behavior support professionals to train school-based personnel to develop relatively simple individualized supports for students with mild to moderate problem behaviors. The rationale behind this training approach stems from the idea that while students exhibiting serious chronic problem behaviors may require a time and resource intensive BSP developed with help from an “expert” with extensive training in behavioral theory and BSP development, students who exhibit consistent mild to moderate behavior problems may do fine with a relatively simple behavioral support plan developed by a team of typical behavior support professionals. The goal of this training series is to increase the number of individuals within schools who can utilize effective, efficient behavioral supports to intervene at the first signs of persistent behavior problems.

Why do we need to conduct FBA for students with mild to moderate problem behaviors? Isn't FBA only used for students on IEPs?

The development of appropriate social behavior for students who exhibit challenging behavior is most likely when effective interventions are put into place early, before problematic patterns of behavior are strengthened (Horner et al., 2011). In accordance with the Response to Intervention (RTI; Sailor et al., 2009) logic and the three tiered SWPBS models being implemented in thousands of schools across the nation, functional behavior assessment can be viewed as more practical if it is simplified to enable professionals within a school to conduct FBA/BSPs for those students that require relatively simple individualized supports. Our hope is that by increasing the number of school professionals trained in Basic FBA/BSP for students with mild to moderate problem behavior we can strengthen school capacity to support students using evidence based practices in a proactive manner and decrease the number of students for which more complex and resource intensive supports are needed (Loman & Horner, 2012).

Can we use this to training to teach staff to build plans for students with severe problem behaviors?

These training modules have been designed specifically to teach typical school personnel to provide “basic” behavior support for students with mild to moderate problem behaviors. Although Basic FBAs and BSPs contain many of the same critical features as those of complex FBAs and BSPs, we do not recommend using these materials for training staff to conduct assessments or build plans for students exhibiting severe and/or dangerous problem behaviors.

Why can't I conduct an FBA and build a BSP on my own? Why do I need a team?

In order for behavior intervention strategies to be effectively implemented with fidelity within school contexts, plans must not only address the function of the problem behavior, but must also fit well with the people and environments where implementation occurs (Benazzi et al., 2006). A plan that considers: (a) the person for whom the plan is designed, (b) the skills, values and resources available to the plan implementers, and (c) the features of the environments and systems within which the plan will be implemented is defined as having good “contextual fit” (Albin, Lucyshyn, Horner, & Flannery, 1996). A team-developed behavior support plan that takes into account input from those who will be using the plan in natural settings is more likely to be implemented accurately and consistently.

Why is the training broken up into different modules? Why can't we just do one all-day training?

The training modules are specifically designed to be delivered in seven 1-hour chunks. It is recommended that you break the training up into different modules for several reasons, including:

- Professional development research demonstrates that participants learn best when information is presented in manageable chunks with opportunities to practice and opportunities to review previously learned material interspersed throughout the training (What Works Clearinghouse, 2007).
- This format allows training participants the opportunity to practice using the skills learned during the trainings in real-world situations and apply that knowledge to the activities presented during the next module. Additionally, time is built in at the beginning of each module to answer questions over material from previous modules. During this time participants can discuss any barriers that they faced when implementing the techniques in school settings.

- Each of the modules includes several practice activities and checks for understanding that are turned in to the trainer at the end of the module. The trainer is able to use the information gathered during each module to adjust his or her teaching during subsequent modules

What is the purpose of the take-home activities and assessments?

Again, it is important that participants have multiple opportunities to practice the skills that they are learning in their typical school contexts. It is also necessary for Trainers to have measures for evaluating the effectiveness of the trainings (i.e., the extent to which participants are gaining knowledge and skills as they move through the training series). Take-home activities and assessments allow both the participants and the Trainer a way to identify areas that may require further instruction during the trainings and/or coaching and feedback in school settings.

Module #1: Defining & Understanding Behavior*

Module #1 focuses on basic behavioral concepts (e.g., antecedents, consequences, setting events) and lays the foundation for understanding the functional nature of behavior.

Recommended Participants:

Module #1 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

* In addition, the material presented in Module 1 is suitable and highly recommended for **all school staff** working directly with students (e.g., classroom teachers, special education teachers, administrators, support staff), and particularly for those staff who are routinely part of the behavior support planning process.

Purpose/Objectives:

The first module includes: a) an overview of the Basic FBA/BSP training series, and b) concepts, examples, and practice opportunities for participants to learn how to:

- 1) Define observable behaviors (the **WHAT** of an FBA)
- 2) Identify events that predict **WHEN & WHERE** the specific behavior occurs
- 3) Identify **WHY** a student engages in the specific behavior (the function of behavior)
- 4) Construct hypothesis statements that summarize the **WHAT, WHEN, WHERE, & WHY** of a student's behavior

Corresponding Participant Guide Pages: 3 to 13

Materials Needed:

For Trainer: PowerPoint slides, Participant's Guide (to model)

For Each Participant:

- Module #1 Participant's Guide
- PowerPoint slides handout (It is recommended that slide handouts be provided to participants at the end of each module, rather than at the beginning. Attendees are intended to follow along using the Participant's Guide)

Directions for Facilitating Activities:

Activity #1 (Page 4): Defining Behaviors

Time: 2-3 minutes

How to Facilitate:

- A) Assign participants or participant groups one of the student examples (e.g., “Table 1, please provide an observable & measurable definition for Jeff’s behaviors. Table 2... Hailey....”)
- B) Quickly have them share out their responses
- C) Provide feedback to affirm or correct responses

Activity #2 (Page 5): Identifying Antecedents

Time: 2-3 minutes

How to Facilitate:

Scenario #1- Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

Scenario #2- Read the example to participants and ask for verbal responses from participants. Review correct answer using PowerPoint slide.

Activity #3 (Page 6): Identifying Consequences/Outcomes

Time: 2-3 minutes

How to Facilitate:

Scenario #1- Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

Scenario #2- Read the example to participants and ask for verbal responses from participants. Review correct answer using PowerPoint slide.

Activity #4 (Page 8 and 9): Identifying the Function from the ABC's

Time: 4-5 minutes

How to Facilitate:

Scenario #1- Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

Scenario #2- Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

Scenario #3- Read the example to participants and ask for verbal responses from participants. Review correct answer using PowerPoint slide.

Activity #5 (Page 10 and 11): Identifying the Setting Events

Time: 1-2 minutes

How to Facilitate:

Scenario #1- Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

Scenario #2- Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

Check for Understanding: Page 12

Time: 4-5 minutes

How to Facilitate: Ask participants complete and submit to the trainer before dismissal.

Task for Module #1: Participants define the ABC's for a student in their class.

Module #2: FBA: Conducting Interviews

Module #2 focuses on teaching participants how to conduct FBA interviews. This second training module will briefly review content from the first module and provide instruction, modeling, and practice opportunities in conducting staff and student interviews using a modified version of the Functional Assessment Checklist for Teachers and Staff (FACTS; Borgmeier, 2005, modified from March et al., 2000). During this training, participants will also practice constructing behavioral summary statements using the information gathered through the interview process.

Recommended Participants:

The information presented in Module #2 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

Purpose/Objectives:

Participants will use the FACTS interviews with staff and students to specify:

- 1) Problem behaviors
- 2) Routines in which problem behaviors occur
- 3) Triggers or predictors of the problem behavior
- 4) Pay-off (Function) the behaviors have for the student
- 5) Possible setting events
- 6) Summary of behavior

Corresponding Participant Guide Pages: 14 to 34

Materials Needed:

For Trainer: PowerPoint slides, Participant's Guide (to model)

For Each Participant:

- Module #2 Participant's Guide
- PowerPoint slides handout (it is recommended that slide handouts be provided to participants at the end of each module, rather than at the beginning. Attendees are intended to follow along using the Participant's Guide)

Directions for Facilitating Activities:

Review Slides: Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

Activity #1 (Page 19): Interviewing for Strengths and Routines

Time: 3-4 minutes

How to Facilitate:

- A) Show participants the FACTS Part-A for TRACY (Page 20)
- B) Orient participants to the script
- C) Ensure that one partner completes the FACTS while the other reads the script
- D) Show next slide to provide the correct answers and respond to any questions

Activity #2 (Page 22): Interviewing for Priority, Frequency, & Duration

Time: 3-4 minutes

How to Facilitate:

- A) Show participants the FACTS Part-A for TRACY (Page 20)
- B) Orient participants to the script
- C) Ensure that one partner completes the FACTS while the other reads the script
- D) Show next slide to provide the correct answers and respond to any questions

Activity #3 (Page 25): Interviewing for Antecedents

Time: 3-4 minutes

How to Facilitate:

- A) Show participants the FACTS Part-B for TRACY (Page 26)
- B) Orient participants to the script
- C) Ensure that one partner completes the FACTS while the other reads the script
- D) Show next slide to provide the correct answers and respond to any questions

Activity #4 (Page 28): Interviewing for Consequences & Setting Events

Time: 3-4 minutes

How to Facilitate:

- A) Show participants the FACTS PART-B for TRACY (Page 26)
- B) Orient participants to the script
- C) Ensure that one partner completes the FACTS while the other reads the script
- D) Show next slide to provide the correct answers and respond to any questions

Activity #5 (Page 30): Summary of Behavior

Time: 3-4 minutes

How to Facilitate:

- A) Show participants the FACTS PART-B for TRACY (Page 26)
- B) Orient participants to copy information from top part of form to summary boxes
- C) Ensure that one partner completes the FACTS while the other rates the accuracy of the statement
- D) Show next slide to provide the correct answers and respond to any questions

Check for Understanding: Pages 31 to 34

Time: 4-5 minutes

How to Facilitate:

- A) Read slides for directions
- B) Show participants the FACTS PARTS A and B for SHANE (Pages 32 and 33)
- C) Ensure that one partner completes the FACTS while the other rates the accuracy of the statement
- D) Collect Checks for Understanding sheets from each participant

Task for Module #2: Participants are to conduct a practice FACTS with a staff member for a student at their school.

Module #3: FBA: Observing Behavior

Module #3 focuses on directly observing student behavior in problem contexts in order to:

A) verify the information gathered through the FBA interview process, and **B)** develop a final hypothesis statement to use in developing function-based interventions.

Recommended Participants:

Module #3 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and leading school/agency teams in Basic FBA to BSP.

Purpose/Objectives:

The third training module will provide a brief overview of the previous trainings and provide instruction and practice opportunities for participants to:

- 1) Utilize information obtained from FACTS interviews to plan for observations
- 2) Observe students within routines identified by the FACTS
- 3) Observe to test the Summary of Behavior obtained from FACTS interviews
- 4) Practice using ABC Recording Form to score student behavior in sample video clips

Corresponding Participant Guide Pages: 35 to 67

Materials Needed:

For Trainer: PowerPoint slides, Participant's Guide (to model), video clips for EDDIE, TRACY, & SHANE

For Each Participant:

- Module #3 Participant's Guide
- PowerPoint slides handout (it is recommended that slide handouts be provided to participants at the end of each module, rather than at the beginning. Attendees are intended to follow along using the Participant's Guide.)

Directions for Facilitating Activities:

Review Slides: Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

Activity #1 (Page 37): Preparing the ABC Recording Form

Time: 2-3 minutes

How to Facilitate:

- A) Show participants the completed FACTS form PART B for TRACY (Page 38)
- B) Prompt them complete the shaded top portion of the ABC Recording Form (Page 39) using the information from the FACTS form for TRACY
- C) Ask participants the questions on page 37 and clarify responses using correct answers at top of page 41

Activity #2 (Page 43): Practice Observation for EDDIE

Time: 3-4 minutes

How to Facilitate:

- A) Play the video for EDDIE (it is recommended to show the video twice)
- B) Prompt participants to review the completed observation of EDDIE on pages 43-45

Activity #3 (Page 45): Practice Observation for TRACY

Time: 5-7 minutes

How to Facilitate:

- A) Tell participants to turn to page 39 from their earlier activity
- B) Prompt them to prepare for the observation letting them know that you will play the video twice for them
- C) Play the video for TRACY (twice recommended)
- D) Review the completed observation for TRACY on pages 46-47

Activity #4 (Page 47): Preparing ABC Form for SHANE

Time: 2-3 minutes

How to Facilitate:

- A) Show participants the completed FACTS Summary form for SHANE (Page 48)
- B) Prompt them complete the shaded top portion of the ABC Recording Form (Page 49) using the information from the FACTS form for SHANE
- C) Ask participants the questions on page 47 and clarify responses

Activity #5 (Page 50): Practice Observation for SHANE

Time: 5-7 minutes

How to Facilitate:

- A) Tell participants to turn back to the previous “SHANE” activity on page 49
- B) Prompt them to prepare for the observation letting them know that you will play the video twice for them
- C) Play the video for SHANE (twice recommended)
- D) Review the completed observation for Shane on pages 51 and 52

Activity #6 (Page 52): Completing Summary of Behavior Table for SHANE

Time: 3-4 minutes

How to Facilitate:

- A) Prompt participants to complete the summary of behavior table (page 53) by using the summary from their interview (top of page 48) and ABC Observation (top of page 50)
- B) Encourage them to make a final summary statement using the information from their interview and observation

Time: 4-5 minutes

How to Facilitate:

- A) Read slides for directions
- B) Ask participants to complete their answers in their packet
- C) Collect Checks for Understanding sheets from each participant

Task for Module #3: Participants are to complete an ABC Recording Form for a student at their school, preferably the same student for whom they did the FACTS interview for the previous week.

Review of the First 3 Modules: At the end of module 3, it is recommended to review with participants the slides from the first 3 modules, as module 4 will be with ALL staff where a review of the first 3 modules.

How to Facilitate: Present review slides taking responses from participants.

Module #4: Critical Features of Behavior Support Plans*

Module #4 focuses on providing a review of the first 3 training modules and provide instruction for participants to help individual student support teams in designing function-based positive behavior supports. An emphasis is placed here and throughout the training that behavior supports should be developed by a team consisted of those in the school that work closely with the student. No one person should ever develop a behavior support plan for a student, especially when someone else will be implementing the plan.

Recommended Participants:

Module #4 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

* In addition, the material presented in Module 1 is suitable and highly recommended for all school staff working directly with students (e.g., classroom teachers, special education teachers, administrators, support staff), and particularly for those staff who are routinely part of the behavior support planning process.

Corresponding Participant Guide Pages: 56 to 67

Materials Needed:

For Trainer: PowerPoint slides, Participant's Guide (to model)

For Each Participant:

- Module #4 Participant's Guide
- PowerPoint slides handout (it is recommended that slide handouts be provided to participants at the end of each module, rather than at the beginning. Attendees are intended to follow along using the Participant's Guide.)
- Pre-Test 1 & 2 (two-sided copy for each participant)

Prior to Presenting Powerpoint & Formal Presentation:

- Ask each participant to complete both sides of Pre-test #1 & #2 (pages 58 and 59 in Participant Guide)
- Have them submit these completed Pre-tests to you within 10 minutes

Directions for Facilitating Activities:

Activity #1 (Page 58): Identifying the Replacement Behavior For Morgan

Time: 1-2 minutes

How to Facilitate:

- A) Orient participants to pre-test #1 Morgan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made
- D) Remind them that the replacement behaviors must serve the same function, be easier, and more socially acceptable than the problem behavior

Activity #2 (Page 59): Identifying the Replacement Behavior For Jordan

Time: 1-2 minutes

How to Facilitate:

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made
- D) Remind them that the replacement behaviors must serve the same function, be easier, and more socially acceptable than the problem behavior

Activity #3 (Page 59): Teaching Replacement Behaviors

Time: 1-2 minutes

How to Facilitate:

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made
- D) Remind them that the replacement behaviors must serve the same function, be easier, and more socially acceptable than the problem behavior

Activity #4 (Page 59): Identifying Prevention Interventions for Jordan

Time: 1-2 minutes

How to Facilitate:

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made
- D) Remind them that the prevention intervention must directly address the antecedent and match the function

Activity #5 (Page 59): Identifying Reinforcement Interventions for Jordan

Time: 1-2 minutes

How to Facilitate:

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made
- D) Remind them that we should reinforce the replacement behaviors and desired behaviors (based on reasonable goals and timelines)

Activity #6 (Page 59): Redirecting Problem Behavior & Minimizing Pay-Off

Time: 1-2 minutes

How to Facilitate:

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made
- D) Remind them that we respond to problem behaviors by redirecting the student to the replacement behavior AND ensuring that their problem behaviors do not provide them access to the pay-off (the function of their behavior)

Check for Understanding: Pages 62 and 63

Time: 10 minutes

How to Facilitate:

A) Have them complete the post-test #1 and #2 for Dexter and Quinn

B) Collect completed Post-Tests

Task for Module #4: School Team participants are to complete a competing behavior pathway and identify function-based interventions for a student using the BSP Form (see Form 5 at end of Participant Guide) to identify function-based interventions for the student form who they conducted the FBA interviews & observations.

Module #5: Building Behavior Support Plans from FBA Information

Module #5 focuses on the information presented in the previous module around selecting appropriate function-based prevention, teaching, and consequence strategies. During this lesson, participants will have additional opportunities to practice selecting and identifying function-based alternative behaviors and behavior support strategies, and to view sample BSPs in order to identify missing and incorrect components.

Recommended Participants:

The material presented in Module #5 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

Purpose/Objectives:

After completing Module #5, it is expected that participating school personnel will be able to:

- 1) Explain the differences between the Alternative/Replacement Behavior and the Desired Behavior
- 2) Describe the different types of behavior support strategies/ interventions that must be included as part of the BSP
- 3) Discriminate between function-based and non-function-based teaching and antecedent strategies
- 4) Identify function-based strategies for rewarding replacement/desired behavior AND minimizing the payoff for problem behavior

Corresponding Participant Guide Pages: 68 to 81

Materials Needed:

For Trainer: PowerPoint slides, Participant's Guide (to model)

For Each Participant:

- Module #5 Participant's Guide
- PowerPoint slides handout (it is recommended that slide handouts be provided to participants at the end of each module, rather than at the beginning. Attendees are intended to follow along using the Participant's Guide)
- Behavior Support Plan Knowledge Assessment (Version A)**

**** Behavior Support Plan Knowledge Assessment — Version A (Appendix B)**

At the beginning of the Module 5, provide participating school staff with a copy of Version A of the Behavior Support Plan Knowledge Assessment. Briefly explain the different parts of the test (2-3 min) and let staff know that they will be asked to complete a similar assessment at the end of the Module 6.

Directions for Facilitating Activities:

Review Slides: Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

Activity #1 (Page 69): Identifying Function-based Alternative Behaviors

Time: 3-4 minutes

How to Facilitate:

- A) Read the summary statement from the slide aloud to participants
- B) Give participants 2 minutes to write down an appropriate replacement behavior
- C) Call on one of the participants to provide their answer
- D) Provide feedback to affirm or correct responses
- E) Ask if there are any additional suggestions for replacement behaviors (if so, repeat E)

Activity #2 (Page 70): Identifying Function-based Antecedent Strategies

Time: 3-4 minutes

How to Facilitate:

- A) Give participants (alone or in pairs of two) 2 minutes to read the scenario and write down a function-based antecedent strategy
- B) Call on one of the participants/pairs to provide their answer
- C) Provide feedback to affirm or correct responses and answer any questions
- D) Ask if there are any additional suggested antecedent strategies (repeat C)

Activity #3 (Page 73): Identifying Function-based Reinforcement Strategies

Time: 3-5 minutes

How to Facilitate:

- A) Give participants (alone or in pairs of two) 2-3 minutes to read the scenario and write down potential reinforcement strategies
- B) Call on one of the participants/pairs to provide their answers
- C) Provide feedback to affirm or correct responses and answer any questions
- D) Ask if there are any other suggested reinforcement strategies (repeat C)

Activity #4 (Page 74): Minimizing Reinforcement following Problem Behavior

Time: 3-5 minutes

How to Facilitate:

- A) Give participants (alone or in pairs of two) 2-3 minutes to read the sample scenario and write down strategies for minimizing reinforcement for problem behavior
- B) Call on one of the participants/pairs to provide their answers
- C) Provide feedback to affirm or correct responses and answer any questions
- D) Ask if there are any other suggested reinforcement strategies (repeat C)

Check for Understanding: Pages 75-78

Time: 5-8 minutes

How to Facilitate: Ask participants to complete Checks #1 and #2, and submit to the trainer before dismissal.

Check #3:

- A) Guide participants through the exercise for Example A, modeling how they will determine if the sample plan contains any missing or incorrect information
- B) Have participants complete Examples B and C on their own

Note: Depending on time, Check #3 can be used as a “take-home” assignment to be turned in at the beginning of the next module. After Checks are complete, quickly go over correct answers from slides.

Task for Module #5: Participants will use a sample summary statement to develop: **A)** a complete Competing Behavior Pathway, and **B)** appropriate prevention, teaching, and consequence strategies.

Module #6: Implementation & Evaluation Planning

Module #6 focuses on the importance of implementation and evaluation planning as part of the BSP development process. Participants are provided with examples and opportunities to practice: **A)** developing implementation plans from sample BSP strategies, **B)** writing short- and long-term student goals, and **C)** selecting appropriate student target behaviors to track for progress monitoring. This module also includes a discussion of the importance of considering and assessing the extent to which BSP strategies are a good “fit” with the values, skills, and resources available to the implementers.

Recommended Participants:

Module #6 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

Purpose/Objectives:

Upon completion of Module #6, it is expected that participating school personnel will be able to:

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

Corresponding Participant Guide Pages: 82 to 98

Materials Needed:

For Trainer: PowerPoint slides, Participant’s Guide (to model)

For Each Participant:

- Module #6 Participant’s Guide
- PowerPoint slides handout (it is recommended that slide handouts be provided to participants at the end of each module, rather than at the beginning. Attendees are intended to follow along using the Participant’s Guide)
- Behavior Support Plan Knowledge Assessment (Version B)**

**** Behavior Support Plan Knowledge Assessment — Version B (Appendix B)**

Directions for Facilitating Activities:

Review Slides: Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

Activity #1 (Page 85): Developing an Implementation Plan

Time: 5-7 minutes

How to Facilitate:

- A) Ask participants to work in pairs for 3-5 minutes to develop an implementation plan for Jim using the template on page 87
- B) Use the example plan on the following slide to talk through example implementation items for preventive strategies
- C) Ask participant pairs to quickly share any additional suggestions for preventive strategies, along with their suggestions for implementation items for teaching and consequence strategies
- D) Provide feedback to affirm or correct responses, and answer questions

Activity #2 (Page 89): Writing Sample Goals

Time: 5-8 minutes

How to Facilitate:

- A) Give participants (alone or in pairs) 3-5 minutes to read the scenario and create sample goals
- B) Call on different participants/pairs to share example short-term, intermediate and long-term goals
- C) Provide feedback to affirm or correct responses, answer questions, and ask for additional participant suggestions

Activity #3 (Page 91 and 92): Identifying Target Behaviors for Progress Monitoring

Time: 5-7 minutes

How to Facilitate:

- A)** Give participants (alone or in pairs) 3-5 minutes to read the scenario and create sample goals
- B)** Call on different participants/pairs to share example short-term, intermediate and long-term goals
- C)** Provide feedback to affirm or correct responses, answer questions, and ask for additional participant suggestions

Check for Understanding: Page 94

Time: 4-5 minutes

How to Facilitate: Ask participants complete and submit to the trainer before dismissal.

THE BSP KNOWLEDGE ASSESSMENT, 20 min*

How to Facilitate: Ask participants to complete and submit to the trainer before dismissal (if time does not allow, the knowledge test can be used as a take-home assignment).

Task for Module #6: Participants will use information from sample BSP to develop: **A)** and implementation plan, **B)** an evaluation plan, and **C)** a sample data collection form for tracking student progress.

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

Module #7 focuses on the role of the Team Leader and team members throughout the BSP development process. Participating school staff (i.e., Team Leaders) will learn about specific behaviors that they will engage in before, during, and after leading a BSP team, and will be provided with the opportunity to practice leading a BSP team (using sample FBA data) while receiving coaching and feedback.

Recommended Participants:

The material presented in Module #7 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

Purpose/Objectives:

By the end of Module #7, participating school staff will be able to:

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

Corresponding Participant Guide Pages: 99 to 109

Materials Needed:

For Trainer: PowerPoint slides, Participant’s Guide (to model)

For Each Participant:

- Module #7 Participant’s Guide
- PowerPoint slides handout (it is recommended that slide handouts be provided to participants at the end of each module, rather than at the beginning. Attendees are intended to follow along using the Participant’s Guide).

Directions for Facilitating Activities:

Review Slides: Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

Check for Understanding: Pages 104 - 108

Check #1 and #2: Page 104

Time: 2-3 minutes

How to Facilitate: Give participants 1-2 minutes to read the questions and fill in the blanks provided. Review correct answer using PowerPoint slides.

Check #3: Page 107-108

During this final training module, a good deal of time is spent on Check for Understanding #3 (i.e., the final culminating activity) during which participants use sample summary statements to build mock student plans.

Time: 20-25 minutes

How to Facilitate:

- A)** Divide participants into “teams” of 3-4. Assign, or let the groups choose between, the sample scenarios provided on page 105.
- B)** Instruct participants to rotate the role of team leader across BSP development tasks (e.g., one participant can lead the team in completing the Competing Behavior Pathway, another can lead the team in selecting prevention strategies).
- C)** Circulate between the groups, answer questions, ask team members to describe the techniques and strategies that they have decided to use, and provide modeling and feedback as needed. (This is the Trainer’s opportunity to assess the participants’ skills as “Team Leaders” and to provide timely feedback. Therefore, when training large groups, it is recommended that more than one trainer is present to help with this activity.)

Task for Module #7: After completing all 7 modules, participants will have the task of leading a team of professionals at their respective schools in the development of a complete BSP for a student with mild to moderate problem behavior. It is recommended that participants identify a student requiring a BSP within two weeks of completing the training to avoid too much time passing between the training and practice of newly acquired skills.

The Continuing Role of the District-Level Trainer/Coach

After completing the trainings, the role of the Trainer will be to follow-up with participating Team Leaders to: **A)** ensure that they are utilizing the skills learned to build plans for students with mild to moderate problem behaviors requiring individualized supports, and **B)** provide coaching and feedback for participating Team Leaders as they continue to gain fluency with the skills and techniques learned in the trainings.

Appendix A

Participant's Guide

Basic FBA to BSP

Participant's Guide

Loman, S., Strickland-Cohen, M. K., Borgmeier, C., & Horner, R. H. (2013)

Purpose of this Participant’s Guide

This participant’s guide presents specific procedures for school-based personnel to conduct basic Functional Behavioral Assessments (FBA) and lead teams in the design of Behavior Support Plans (BSP) for students with mild to moderate problem behaviors. Basic FBA to BSP training methods presented in this workbook are designed to train school-based personnel with flexible roles in a

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

school. The Basic FBA to BSP training methods are specifically designed for use with students that exhibit consistent problems that are **not dangerous and have not been adequately addressed through previous assessment and intervention**. For example, these methods would be appropriate for a student who is calling other students names during academic

instruction on a daily basis. However, the Basic FBA to BSP methods would not be sufficient for use with a student who strikes others or engages in self-injurious behaviors during a number of routines throughout the school day. **For students that exhibit complex or dangerous behavioral problems school personnel should contact a behavior specialist in your school or district who is trained to conduct FBA’s and build BSPs for students with more challenging behaviors.**

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

Basic FBA to BSP

Basic vs. Complex Behavior Support

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

Module #1: Defining and Understanding Behavior



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

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

We Always Begin by Defining the Problem

Definitions of behaviors need to be:

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

Activity #1



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

1. Jeff is always **disruptive** in class.

Disruptive: _____

2. Hailey is constantly **off-task** during math.

Off-task: _____

3. Chris is **defiant**.

Defiant: _____

4. Brandon is **angry and hostile**.

Angry/Hostile: _____

5. Alexis uses **inappropriate language**.

Inappropriate language: _____

Next, we want to know where and when the problem is occurring?

Routines and Antecedents

- Routines: Settings and activities during which the problem behavior is most and least likely to occur.
- Antecedents: Occur immediately before and act as “triggers” for problem behavior.

Activity #2



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

Scenario #1

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

Routine: During _____

Antecedent/Trigger When:	Behavior Student does:

Scenario #2

In math class, Bea stares off into space and does not respond to teacher directions when she is given a difficult math problem.

Routine: During _____

Antecedent/Trigger When:	Behavior Student does:

After defining the behavior and identifying the routines and antecedents...

Then: Why does the behavior continue to occur? What consistently happens right afterwards? What is the consequence? What is the payoff?

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

Activity #3

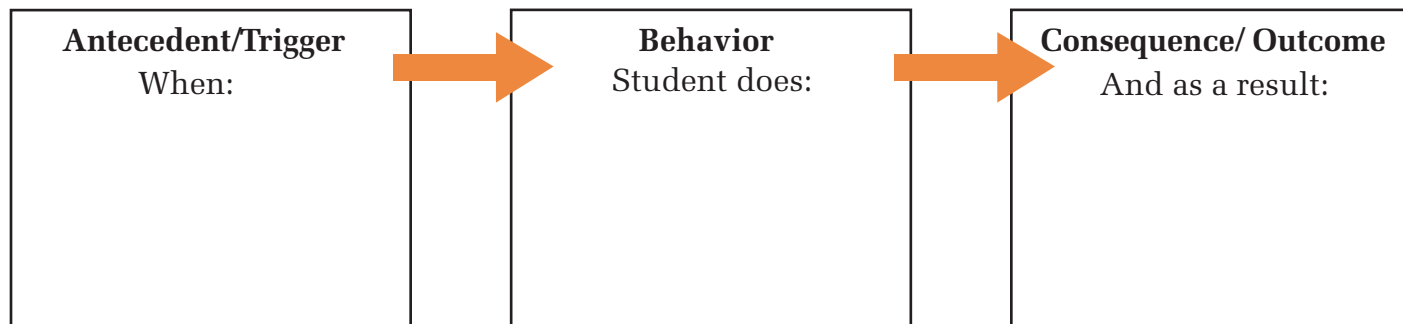


Identify the routine, antecedent, behavior, and consequence/ outcomes for scenario #1 and scenario #2 below:

Scenario #1

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

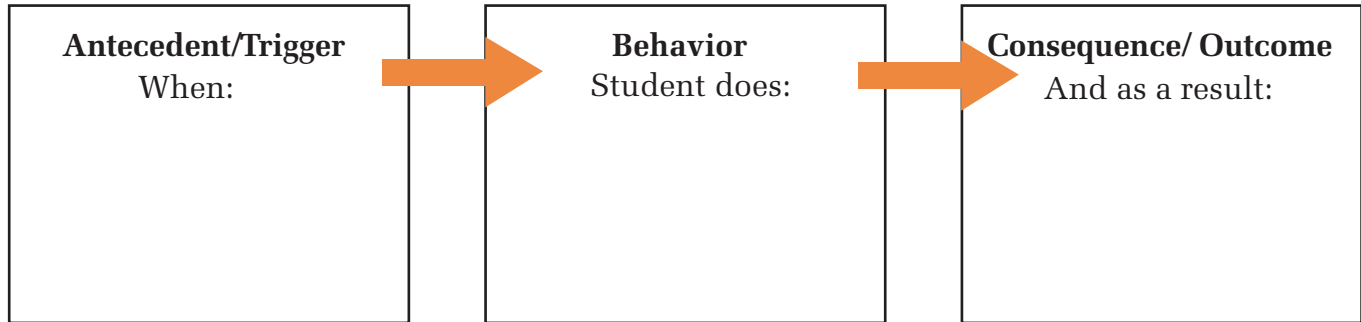
Routine: _____



Scenario #2

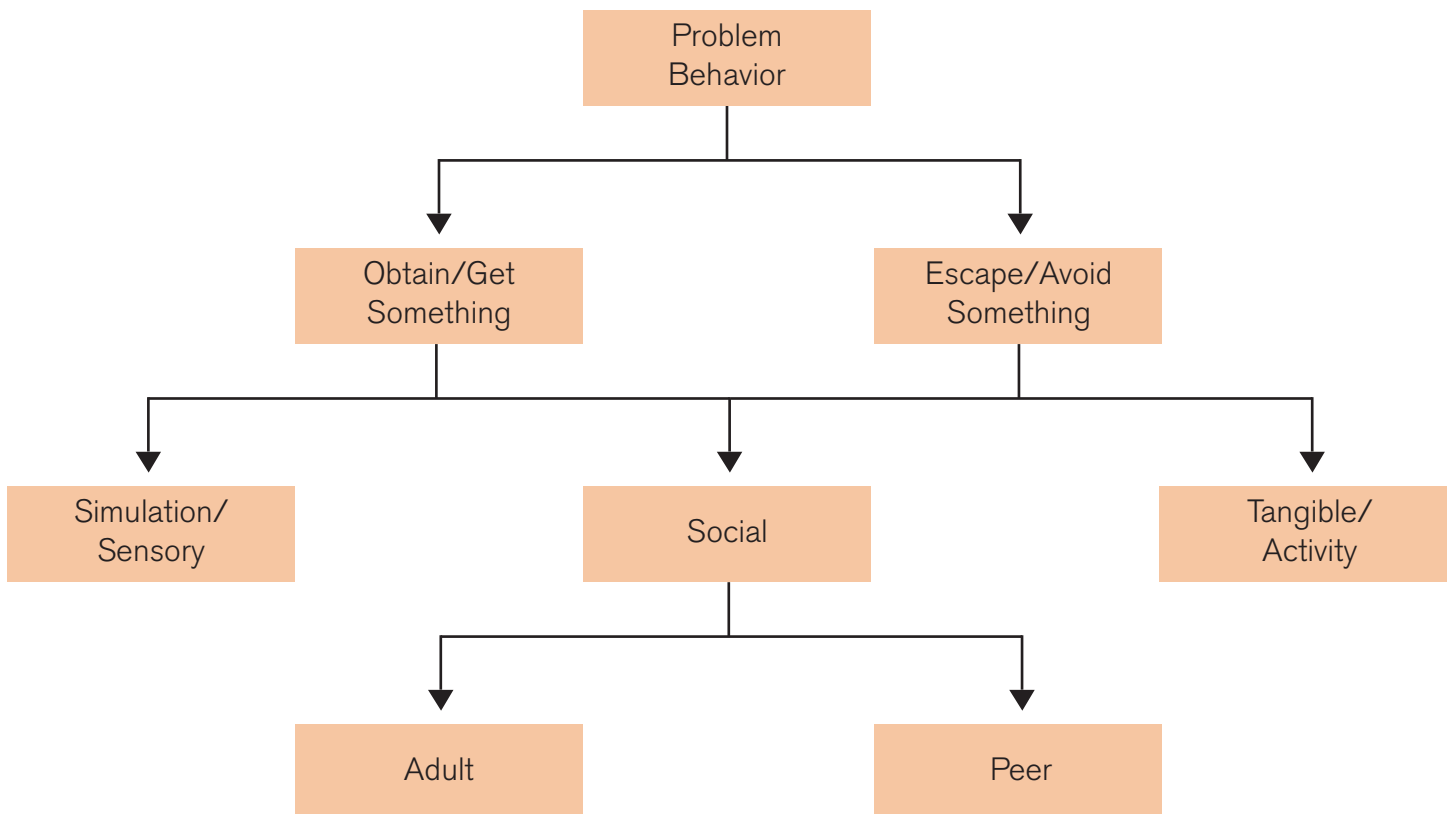
Nancy cries during reading time whenever she is asked to work by herself. This results in the teacher sitting and reading with her.

Routine: _____



Why is the Problem Behavior Occurring?

Functions that Behaviors Serve



Common Functions of Problem Behavior in School Settings

Obtain/Access:

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

Avoid/Escape:

- Difficult task
- Boring task
- Easy task
- Physical demands
- Non-preferred activity
- Peer
- Staff (reprimands, please)

Activity #4



For the following scenarios, identify the routine, antecedent, behavior, and consequences/outcomes. Then use the information to determine the most likely function.

Scenario #1

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

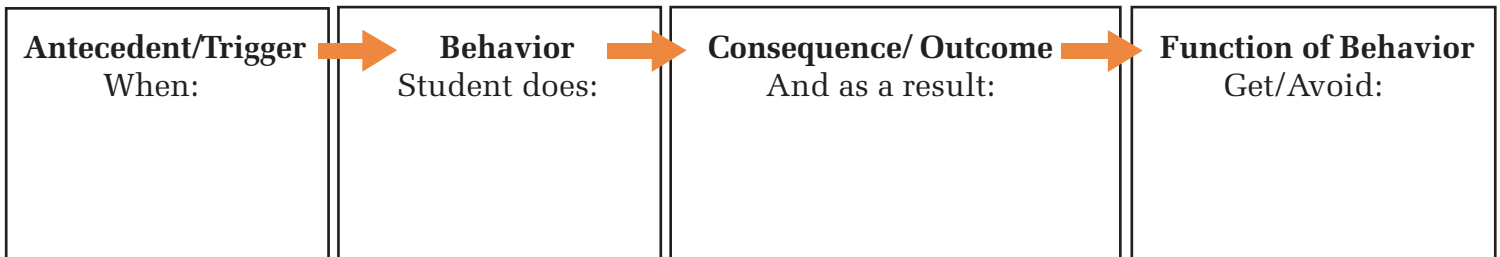
Routine: _____

Antecedent/Trigger When:	Behavior Student does:	Consequence/ Outcome And as a result:	Function of Behavior Get/Avoid:

Scenario #2

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

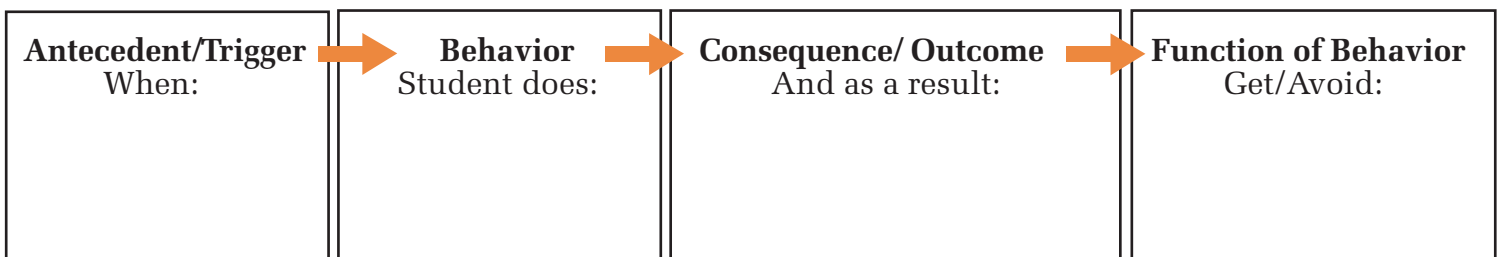
Routine: _____



Scenario #3

When seated next to peers during less structured class time (free time, cooperative group art projects, etc.), Johnny tears up his paper and stomps his feet. When Johnny does this his peers laugh at him.

Routine: _____



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

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

Common Setting Events

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

Non-examples

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

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

Activity #5



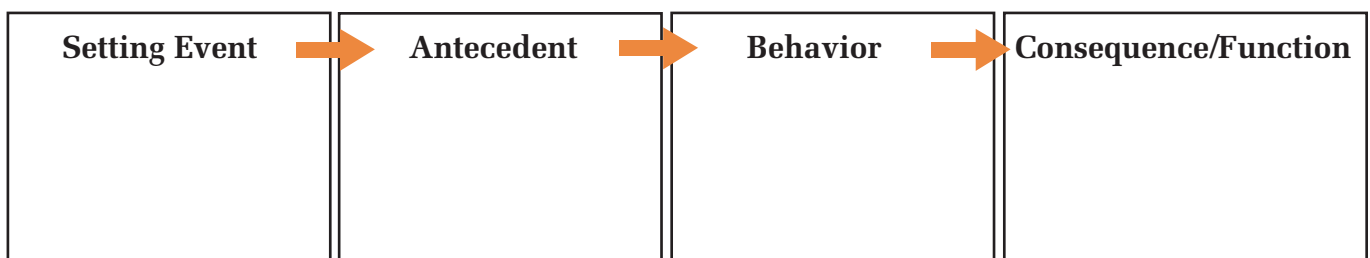
Using the information in the following scenarios, please identify:

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

Scenario #1

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

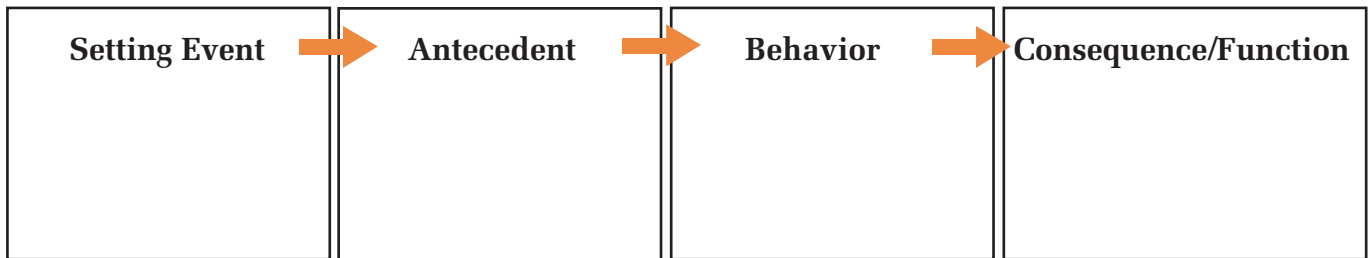
Routine: _____



Scenario #2

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

Routine: _____



Key Points from Module #1



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

Checks for Understanding for Module #1



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

Name or Identification: _____

Check #1

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

- A) _____
- B) _____
- C) _____

What should you always do first?

Check #2

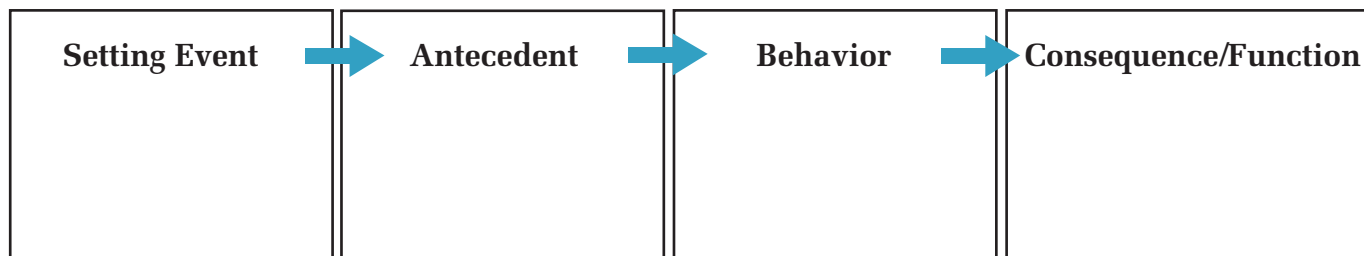
Identify the setting event in the following example:

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

Check #3

Create a hypothetical problem statement using the tool below.

Routine: _____



Task: To-Do



Over the next week...

1. Select a student in your school who has persistent problem behavior that is not dangerous.

Identify:

- 1 appropriate behavior (a behavior you would like to see increase)
- 1 inappropriate behavior (that you would like to decrease)

2. Define both behaviors in observable and measurable terms, and identify the antecedents that happen before and consequences that follow each behavior.

Comments or Questions about Module #1



Module #2: Investigating Behavior



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

Use the facts interviews with staff and students to identify

1. The problem behaviors
2. Routines in which problem behaviors occur
3. Triggers or predictors of the problem behavior
4. Pay-off (function) the behaviors have for student
5. Possible setting events
6. Summary of behavior

How do we obtain the information to make a summary statement?

Ask & See

Today's Session

1. Ask

- Interview teacher and staff
- Interview student

Next Session

2. See

- Observe the student's behavior in routines identified by the interview
- Use the interview to guide observations

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

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

Frequently Asked Questions (FAQs) about the FACTS Interview

How long does it take to conduct a FACTS interview?

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

Whom should I interview?

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

What materials do I need?

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

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

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

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part A

Student: _____ Grade: _____ Date: _____

Staff Interviewed: _____ Interviewer: _____

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

Academic Strengths - _____

Social/Recreational - _____

Other - _____

Routines Analysis: Where, when and with whom problem behaviors are most likely.

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

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant **A)** similarity of activities (conditions) and **b)** similarity of problem behavior(s). Complete the FACTS — Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine #1		
Routine #2		
If problem behaviors occur in more than 2 routines, refer case to behavior specialist		

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

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Self-Injury	___ Verbal Harassment	___ Work not done	___ Other _____
Describe prioritized problem behavior(s) in observable terms: _____			

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

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part B

Identify the target routine: Select one of the prioritized routines from FACTS — Part A for assessment.

Routines/Activities/Context	Problem Behavior(s)

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

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

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

Consequences/Function	Follow Up Questions — Get specific as possible
___ a. get adult attention ___ b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get sensation ___ f. get other, describe _____ ___ g. avoid adult attention ___ h. avoid peer attention ___ i. avoid undesired activity/task ___ j. avoid sensation ___ k. avoid/escape other, describe _____	If a or b - Whose attention is obtained? _____ How is the (positive or negative) attention provided? _____ If c,d, e, or f - What specific items, activities, or sensations are obtained? _____ If g or h - Who is avoided? _____ Why avoiding this person? _____ If i, j, or k - Describe specific task/activity/sensation avoided? _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

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

___ Hunger ___ Conflict at Home ___ Conflict at School ___ Missed Medication ___ Illness ___ Lack of Sleep ___ Failure in Previous Class ___ Change in Routine ___ Homework not done ___ Not Sure ___ Other _____
--

Summary of Behavior

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

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

During the FACTS interview, you are the investigator.

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

Completing FACTS – Part A: Routines Analysis

Step #1: Start with the student's strengths (when conducting a FACTS interview, always start with the student's strengths. Begin with focus on positive skills and attributes of student).

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

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

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

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

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

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

Activity #1



With a partner and using the FACTS — Part A form (pg. 20) for Tracy, complete the:

- A) Strengths**
- B) Routines Analysis** (time, activities, and staff involved are completed for you)

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

Partner Script for Tracy's FACTS

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

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

Routines Analysis:

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

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

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

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part A

Student: Tracy Grade: 8 Date: _____

Staff Interviewed: Ms. B Interviewer: _____

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

Academic Strengths - _____

Social/Recreational - _____

Other - _____

Routines Analysis: Where, when and with whom problem behaviors are most likely.

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

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant **A)** similarity of activities (conditions) and **b)** similarity of problem behavior(s). Complete the FACTS — Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine #1		
Routine #2		

****If problem behaviors occur in more than 2 routines, refer case to behavior specialist****

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

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

Describe prioritized problem behavior(s) in observable terms: _____

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

What is the duration of the Problem Behavior in the targeted routine (in seconds or min)? _____

Is behavior immediate danger to self/others (Y/N)? _____

* If yes, refer case to behavior specialist

Step #3: List the routines in priority of behavior support and select the single most prioritized routine to focus on for FACTS — Part B.

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

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

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

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

* If you determine that there are more than 2 distinct routines identified, refer the case to a behavior specialist. However, select the single most prioritized routine to focus on for FACTS — Part B.

Step #4: Identify problem behaviors for the identified routine.

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

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

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

Step #5: Ask the interviewee to estimate the frequency and duration of occurrences of the problem behavior in the target routine.

Step #6: Ask the interviewee if the student engages in behaviors that pose a danger to themselves or others.

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

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

Activity #2



With a partner role-play and using the FACTS — Part A form (pg. 20) and the script below to:

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

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

Script for Ms. B, Tracy's Teacher

Behaviors: Rank order the top priority

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

Frequency and duration

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

Danger to self or others

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

Completing FACTS – Part B: Routines Analysis

Step #1: Identify the target routine.

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

Routines/Activities/Context	Problem Behavior(s)

Step #2: Ask about the antecedent(s).

When asking about antecedents remember to do the following:

- A) Remind the respondent that you are only talking about the target routine
- B) Have the person initially check all antecedents in the list that apply
- C) Then, have the person rank order the 2 strongest predictors from those selected

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

After identifying the strongest predictor(s) ask the follow-up question(s) coinciding with the letter of the item(s) rank ordered #1 and #2. The provided follow-up questions should not be considered a complete list. It is the job of the interviewer to ask the additional follow-up questions necessary to obtain the clearest understanding of the antecedents triggering the problem behavior.

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

Example of using follow-up questions:

Identifying task too hard and answering “reading” to the follow-up questions is probably not sufficient to inform intervention development. It is essential to know specifically the type and level of reading tasks that are too difficult and what skills the student does or does not possess. A better description of the difficulty of the task would be “reading passages or activities higher than a 1st grade reading level. The student is fluent with letter sound correspondence and can blend cvc words, but is not fluent with multi-syllabic words, nor most irregular words. Specifically, the student cannot answer comprehension questions nor read aloud in content areas or literacy when reading is higher than a 1st grade level.”

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

1. Are there further follow-up questions I should ask to get a clearer understanding of what triggers the problem behavior?
2. Is the antecedent clear enough that I can identify specific environmental changes that should prevent the problem behavior?

Activity #3



With a partner and using the script provided below, complete the antecedents section in the FACTS — Part B (pg. 26) for Tracy.

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

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

Teacher's script for Part B

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

Antecedents section:

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

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part B

Identify the target routine: Select one of the prioritized routines from FACTS — Part A for assessment.

Routines/Activities/Context	Problem Behavior(s)

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

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

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

Consequences/Function	Follow Up Questions — Get specific as possible
___ a. get adult attention ___ b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get sensation ___ f. get other, describe _____ ___ g. avoid adult attention ___ h. avoid peer attention ___ i. avoid undesired activity/task ___ j. avoid sensation ___ k. avoid/escape other, describe _____	If a or b - Whose attention is obtained? _____ How is the (positive or negative) attention provided? _____ If c,d, e, or f - What specific items, activities, or sensations are obtained? _____ If g or h - Who is avoided? _____ Why avoiding this person? _____ If i, j, or k - Describe specific task/activity/sensation avoided? _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

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

___ Hunger ___ Conflict at Home ___ Conflict at School ___ Missed Medication ___ Illness ___ Lack of Sleep ___
 Failure in Previous Class ___ Change in Routine ___ Homework not done ___ Not Sure ___ Other _____

Summary of Behavior

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

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

Summary of Behavior

Step #4: Ask about the consequences.

When asking about consequences remember to do the following:

- A) Remind the respondent that you are only talking about the target routine
- B) Have the person initially check all consequences in the list that apply
- C) Then, have the person rank order the 2 strongest consequences from those selected

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

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

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

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

1. Are there further follow-up questions I should ask to get a clearer understanding of what consequences are maintaining the problem behavior?
2. Are the consequences and function of behavior clear enough that I can understand how the problem behavior is paying off for the student?
3. When considering the antecedent and consequence together, do they make sense?

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

Step #6: Ask about the setting events.

When asking about setting events remember to do the following:

- A) Remind the respondent that you are only talking about the target routine
- B) Have the person initially check all setting events in the list that apply
- C) Then, have the person rank order the 3 strongest setting events from those selected

Remember that setting events do not usually occur in the immediate routine or environment. Since setting events often happen at home or previously in the school day, it is not uncommon for teachers to be unsure of setting events.

After identifying the most common setting events ask any follow-up questions that will provide a clearer picture of the impact and occurrence of setting events. You may want to follow-up with the student interview (Appendix B) for more information on setting events.

Activity #4



With a partner and using the script provided, role-play and complete the consequence and setting events sections of FACTS — Part B (pg. 26) for Tracy.

Remember to ask the follow-up questions.

Teacher's script for consequence section

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

Setting events section

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

Teacher's script for setting events section

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

Step #7: Summarize the interview using the Summary of Behavior.

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

The summary of behavior combines all of the information gathered in the FACTS — Part B. To complete each of the boxes in the Summary of Behavior take the information from the corresponding boxes from above in the FACTS — Part B form.

- Antecedents: Write the highest ranked item from the Antecedents category and provide additional details provided through the follow-up questions.
- Problem behaviors: Write in the description of problem behavior identified in the Identifying the Target Routine box at the top of the FACTS — Part B form.
- Consequences: Write the highest ranked item from consequences category and provide additional details provided through the follow-up questions.
- Setting events: Write the highest ranked item from the Setting Events category and provide additional details from the follow-up questions.

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

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

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

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

Activity #5



Using the FACTS for Tracy and the information already completed from the previous activity complete the Summary of Behavior (pg. 26).

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

Checks for Understanding for Module #2



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

Name or Identification: _____

Check #1

- A) Complete the missing parts of the FACTS (both parts A & B on pgs. 32 and 33) by interviewing a partner playing the role of Shane's teacher from the script below. All of Part A and most of Part B is done for you.
- B) Make sure you ask the follow-up questions for Part B.
- C) Complete the summary statement at the bottom of the FACTS Part B.

Script for Mr. J for Part B

Math/Science with Mr. J:

Antecedents Section

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

Consequence section

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

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part A

Student: Shane Grade: 8 Date: _____

Staff Interviewed: Mr. J Interviewer: _____

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

Academic Strengths - Reading and writing

Social/Recreational - Great at sports

Other - _____

Routines Analysis: Where, when and with whom problem behaviors are most likely.

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

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant **A)** similarity of activities (conditions) and **b)** similarity of problem behavior(s). Complete the FACTS — Part B for each of the prioritized routine(s) identified.

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

****If problem behaviors occur in more than 2 routines, refer case to behavior specialist****

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

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

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

What is the frequency of the Problem Behavior in the targeted routine (# x's /day or hour)? 2x/day

What is the duration of the Problem Behavior in the targeted routine (in seconds or min)? 5 minutes

Is behavior immediate danger to self/others (Y/N)? _____

* If yes, refer case to behavior specialist

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part B

Identify the target routine: Select one of the prioritized routines from FACTS — Part A for assessment.

Routines/Activities/Context	Problem Behavior(s)
Math and Science	????

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

Environmental Features (Rank order strongest 2)	Follow Up Questions — Get specific as possible
<p> <input type="checkbox"/> a. task too hard <input type="checkbox"/> g. large group instruction <input type="checkbox"/> b. task too easy <input type="checkbox"/> h. small group work 2 <input type="checkbox"/> c. bored w/ task <input type="checkbox"/> i. independent work <input type="checkbox"/> d. task too long <input type="checkbox"/> j. unstructured time <input type="checkbox"/> e. physical demand <input type="checkbox"/> k. transitions <input type="checkbox"/> f. correction/reprimand <input type="checkbox"/> l. with peers 1 Other _____ <input type="checkbox"/> m. isolated/no attention Describe _____ </p>	<p>If a,b,c,d or e - Describe task/demand in detail: <u>Problems</u> that require him to do multiple steps or repetitive tasks, long assignments.</p> <p>If f - Describe purpose of correction, voice tone, volume etc.: _____</p> <p>If g, h, I, j or k - Describe setting/activity/content in detail: _____</p> <p>If l - What peers? _____</p> <p>If m - Describe - _____</p>

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

Consequences/Function	Follow Up Questions — Get specific as possible
<p> <input type="checkbox"/> a. get adult attention <input type="checkbox"/> b. get peer attention <input type="checkbox"/> c. get preferred activity <input type="checkbox"/> d. get object/things/money <input type="checkbox"/> e. get sensation 1 <input type="checkbox"/> f. get other, describe _____ <input type="checkbox"/> g. avoid adult attention 2 <input type="checkbox"/> h. avoid peer attention <input type="checkbox"/> i. avoid undesired activity/task <input type="checkbox"/> j. avoid sensation <input type="checkbox"/> k. avoid/escape other, describe _____ </p>	<p>If a or b - Whose attention is obtained? _____ How is the (positive or negative) attention provided? _____</p> <p>If c,d, e, or f - What specific items, activities, or sensations are obtained? _____</p> <p>If g or h - Who is avoided? _____ Why avoiding this person? _____</p> <p>If i, j, or k - Describe specific task/activity/sensation avoided? <u>Tasks with multiple steps, application questions that requires problem solving.</u></p> <p>Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N</p>

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

☐ Hunger ☐ Conflict at Home ☐ Conflict at School ☐ Missed Medication ☐ Illness ☐ Lack of Sleep ☐ Failure in Previous Class ☐ Change in Routine ☐ Homework not done ☐ Not Sure ☐ Other _____

Comments or Questions about Module #2



Module #3: Observing and Summarizing Behavior



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

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

ABC Observation

Observe the student during routines identified by FACTS summary statement

Purpose:

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

Frequently Asked Questions (FAQs) about the FACTS Interview

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

Schedule another time to observe during the identified routine. If there is still no behavior occurring, may want to interview staff again to obtain more information.

Where do I sit when I enter the room?

Enter the room quietly, not interacting with students. Sit near enough to the student to see and hear, but not so close that it is obvious you are watching him or her.

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

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

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

Observe until you are convinced (about 5 to 10 occurrences of behavior OR 3 to 1 ratio of occurrences verifying FACTS summary). You may have to go in on more than one day or period but make sure you are going during identified routine.

How long should I observe for?

This should be based on the FACTS interview results. About 15-20 minutes per routine is acceptable. You want to observe until you are convinced (e.g. record at least 5 problem behaviors to establish a pattern).

ABC Recording Form

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

Before the Observation:

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

Observer: _____ Student: _____

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

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

Activity #1



Using the completed FACTS form for Tracy complete the shaded top portion of the ABC Recording Form for Tracy on page 39 and answer the following questions:

1. When/where will you observe her?
2. What behaviors will you be looking at?
3. What antecedents (triggers) will you be looking for?
4. What consequences/outcomes will you be looking for?

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part B

Identify the target routine: Select one of the prioritized routines from FACTS — Part A for assessment.

Routines/Activities/Context	Problem Behavior(s)
During break time, lunch time, and dismissal — when out of class near peers	Calls names, teases, and threatens peers

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

Environmental Features (Rank order strongest 2)	Follow Up Questions — Get specific as possible
___ a. task too hard ___ b. task too easy ___ c. bored w/ task ___ d. task too long ___ e. physical demand ___ f. correction/reprimand ___ Other _____ Describe _____	___ g. large group instruction ___ h. small group work ___ i. independent work 2 ___ j. unstructured time ___ k. transitions 1 ___ l. with peers ___ m. isolated/no attention
	If a,b,c,d or e - Describe task/demand in detail: _____ If f - Describe purpose of correction, voice tone, volume etc.: _____ If g, h, I, j or k - Describe setting/activity/content in detail: _____ If l - What peers? <u>Johnny, Karen – popular (doesn't tease); teases other</u> If m - Describe - <u>"weaker" less popular peers</u>

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

Consequences/Function	Follow Up Questions — Get specific as possible
___ a. get adult attention ___ b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get sensation ___ f. get other, describe _____ ___ g. avoid adult attention ___ h. avoid peer attention ___ i. avoid undesired activity/task ___ j. avoid sensation ___ k. avoid/escape other, describe _____	If a or b - Whose attention is obtained? <u>Johnny and Karen</u> How is the (positive or negative) attention provided? _____ If c,d, e, or f - What specific items, activities, or sensations are obtained? <u>They laugh at her</u> If g or h - Who is avoided? _____ Why avoiding this person? _____ If i, j, or k - Describe specific task/activity/sensation avoided? _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

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

___ Hunger ___ Conflict at Home ___ Conflict at School ___ Missed Medication ___ Illness ___ Lack of Sleep ___ Failure in Previous Class ___ Change in Routine ___ Homework not done ___ Not Sure ___ Other _____
--

Summary of Behavior

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

ANTECEDENT(s) / Triggers	Problem Behavior(s)	CONSEQUENCE(s)/Function
With peers (popular peers and weaker/non-popular peers)	Calls names, teases, and threatens weaker non-popular peers	Popular peers laugh. The function is to gain attention from popular peers
SETTING EVENTS		
Unknown		
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?		
Not real sure		100% Sure/No Doubt
1	2	3
	4	5
		6

ABC Recording Form

Observer: _____

Student: _____

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

Date: _____

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

6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes:
Summary statement based on observation(s)	During:	When:	Student will:	Because:	Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure		100% sure/no doubt			
1	2	3	4	5	6

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

During the Observation:

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

Observer: Your name Student: Tracy

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

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating lunch	Specific peers present (popular and un-popular)	Calls names and threatens peers	"Popular" peers laugh Function: Gains attention from popular peers
1	12:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Sitting at lunch table. Eating lunch. 2	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers 5 <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: "Un-popular" girl joins the table. 3	Calls another student a cow 1	<input type="checkbox"/> Adult attention provided <input checked="" type="checkbox"/> Peer attention provided 6 <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: "Popular" peers look at her. "Un-popular" peers looks at her. 4

Definitions of Check Boxes on the ABC Form

Activity/Task:

- Large group instruction: All students in the class are attending to the same person/event (e.g., teacher is lecturing, working problems out on the board)
- Small group work: Students are working in smaller groups

- Independent work: Students are working by themselves (e.g., worksheet, individual tasks)
- Unstructured time: No specific instruction is given by teacher (e.g., transition)

Antecedents

- Given instruction: Teacher gives a task or assignment has been given
- Given correction: Teacher corrects the student's incorrect response or behavior
- Alone (no attention/no activities): Student is alone with no activities or attention provided
- With peers: Peers are in proximity to the student

- Engaged in preferred activity: Student is doing something they enjoy
- Preferred activity removed: Activity is removed
- Transition/change in activity: Current activity is changed

Consequences

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

After the Observation:

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

Summary statement based on observation(s)	During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?				
Not real sure		100% sure/no doubt		
1	2	3	4	5
				6

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

Activity #2



1. Practice observation for Eddie
2. Watch Eddie's behavior on the video
3. Review ABC Recording Form for Eddie on the next page

Observer: Your name Student: Eddie

Setting (e.g., class, gym, playground): _____ Date: 9/12/09

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Large group and small group instruction	Given directions, asked to turn in assignments	Arguing with teacher, teases students	Adult attention: Teacher responds, peers avoid
1	10:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input checked="" type="checkbox"/> Unstructured time Specify: Before class starts.	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input checked="" type="checkbox"/> Transition: Change in activity Other/Notes: Student bumps him.	Threatens student: "I'll excuse you right in the mouth..Dork."	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Peer ignores him.
2	10:06	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Teacher enters class late.	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: To turn in homework.	Says, "What HW?"	<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: "HW due every Monday."
3	10:07	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Collecting homework.	<input type="checkbox"/> Given instruction <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Teacher response. "Homework due every Monday."	Yells, "Since When?"	<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: "Since beginning of school."

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
4	10:08	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Collecting homework.	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: "Since beginning of school."	Yells, "Not since I've been here."	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Teacher ignores.
5	10:08	<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Collecting homework.	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Teacher ignored his comment.	Yells, "You calling me a liar?"	<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Teacher says "I'm not calling you a liar."
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Teacher says "I'm not calling you a liar."	Yells, "You never told me!" Gets out of his seat.	<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Approaches student, says sit down.
7		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	Says, "I'm not working with any of you idiots!"	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Peers ignore and get to work.
8		<input type="checkbox"/> Large group instruction <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	Walks over to other students and looks at their work.	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input checked="" type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Peer covers his work.
9		<input type="checkbox"/> Large group instruction <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Peer covers his work.	Says, "What's your problem...punk?"	<input type="checkbox"/> Adult attention provided <input checked="" type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: "Do it yourself."

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
10		<input type="checkbox"/> Large group instruction <input checked="" type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Working alone. Peer says, "Do it yourself."	Yells at teacher, "You think you can make me do this work?"	<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Teacher looks at him.
11		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Teacher looks at him.	Yells at teacher, "What are you looking at?"	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: ???
Summary statement based on observation(s)		During: Large group or small group instruction.	When: Given instruction/correction from teacher.	Student will: Talk out and yell at teacher.	Because: Teacher responds or looks at him. Therefore the function is to <u>access</u> escape (circle one): Adult attention from the teacher.
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure		100% sure/no doubt			
1	2	3	4	5	6

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

Activity #3



Practice observation for Tracy.

1. Record Tracy's behavior from the video using the ABC recording form you used earlier (pg. 39)
2. Summarize the data from your observation
3. Rate how likely it is that this summary accurately explains the identified behavior occurring (1-6)

Observer: Your name Student: Tracy

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

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
		Eating lunch	Specific peers present (popular and un-popular)	Calls names and threatens peers	"Popular" peers laugh. The function is to gain attention from popular peers
1	12:05	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify: Sitting at lunch table eating lunch. Tried to talk to peers by sharing food, etc. 3 times.	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: "Un-popular" girl joins table.	Calls another student a cow.	<input type="checkbox"/> Adult attention provided <input checked="" type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: "Popular" peers look at her. "Un-popular" peer looks at her.
2	12:06	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	Says, "I thought cows ate grass."	<input type="checkbox"/> Adult attention provided <input checked="" type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: "Popular" peers laugh.
3	12:07	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	Says, "Don't you know it's rude to read at the table."	<input type="checkbox"/> Adult attention provided <input checked="" type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: "Un-popular" peer makes a face at her.
4	12:08	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	Throws bag at the "un-popular" girl.	<input type="checkbox"/> Adult attention provided <input checked="" type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: "Popular" peers laugh. "Un-popular" peer calls her a name.
5	12:09	<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input checked="" type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:	Throws food at girl.	<input type="checkbox"/> Adult attention provided <input checked="" type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Other peers laugh.

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

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

Activity #4



Using the completed FACTS Summary form for Shane on the next page, answer the following questions:

1. When/where will you observe him?
2. What behaviors will you be looking at?
3. What antecedents (triggers) will you be looking for?
4. What outcomes/consequences will you be looking at?

Use this information to complete the shaded top portion of the ABC Recording Form for Shane on page 49.

Identify the target routine: Select one of the prioritized routines from FACTS — Part A for assessment.

Routines/Activities/Context	Problem Behavior(s)
Math and Science	Doodles and makes rude remarks to the teacher

Summary of Behavior

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

Antecedent(s)/Triggers	Problem Behavior(s)	Consequence(s)/Function			
Asked questions by the teacher	Doodles and makes rude remarks to the teacher	Avoids adult attention			
Setting Events					
Unknown					
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure		100% sure/no doubt			
1	2	3	4	5	6

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

Guidelines for Observations:

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

Observer: Your name Student: Shane Setting (e.g., class, gym, playground): Date:

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

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

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

Activity #5



Practice observation for Shane.

1. Record Shane's behavior from the video using the ABC recording form you used earlier
2. Summarize the data from your observation
3. Rate how likely it is that this summary accurately explains the identified behavior occurring (1-6)

Example of Shane's ABC Recording Form

Observer: Your name Student: Shane

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

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
1		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input checked="" type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: "Please take out your math book."	Slams book on desk and keeps doodling.	<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: "Work that problem for me."
2		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input checked="" type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: "Work that problem for me."	Looks at teacher and keeps doodling.	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input checked="" type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input checked="" type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Teacher asks someone else to work out the problem.
3		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Teacher asks him to do problem #2.	Tells teacher, "I don't know what page we're on."	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input checked="" type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input checked="" type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Sent to back of the room.
4		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input checked="" type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Teacher asks if a problem was correct.	Puts head down and doodles.	<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Teacher keeps asking him to answer the question.
5		<input checked="" type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input checked="" type="checkbox"/> Given instruction <input checked="" type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input checked="" type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Teacher: "We're not going to go on until you answer me." Grabs pencil from Shane.	Stands up and tells teacher he won't play stupid game. Walks towards exit.	<input checked="" type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes: Grabs student and tells him to have a seat.

#	Time	Activity/Task	Antecedent	Behavior	Outcome/Consequence
6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes: Grabs student and tells him to have a seat.	Keeps walking and exits the room.	<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input checked="" type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes:
Summary statement based on observation(s)		During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?					
Not real sure		100% sure/no doubt			
1	2	3	4	5	6

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

Activity #6



Complete the Summary of Behavior table provided on next page for Shane. Use the results from the FACTS and the ABC form to make a final summary statement using the Summary of Behavior table on next page.

Summary of Behavior

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

Checks for Understanding for Module #3



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

Name or Identification: _____

Check #1

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

A) Where do you get this information from?

B) Where does this information go on the ABC Recording Form?

Check #2

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

A) The event(s) that trigger the problem behavior

B) The problem behavior

C) What happens right after the behavior

Check #3

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

Key Points from Module #3



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

Comments or Questions about Module #3



Module #4: Critical Features of Function-Based Behavior Support



The fourth training module will provide a brief overview of the previous trainings and provide instruction and practice opportunities for participants to use a Competing Behavior Pathway to identify function-based behavior supports that:

1. Teach positive behaviors to replace problem behavior
2. Use strategies to prevent problem behavior & prompt positive behaviors
3. Reinforce replacement and desired behaviors
4. Effectively respond to problem behaviors by redirecting and minimizing their pay-off

Review: Morgan

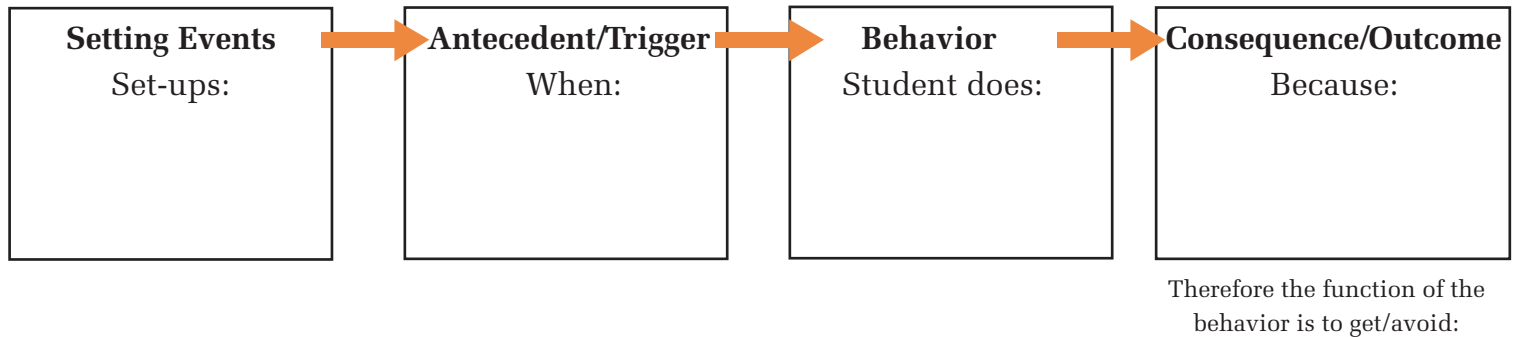


Morgan is a 6th grade student who was referred by her teacher for being “disruptive” (refusing to do work, throws books/papers on floor, and says ‘this is lame’). This problem occurs most frequently when Morgan is asked to write paragraphs to answer writing prompts in social studies. Morgan can verbally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

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

1. For Morgan, what routine would you focus on for the FACTS and ABC observation?
2. What are the antecedents will you be observing for?
3. What outcomes will you be observing for?
4. What is the setting event?

Routine: _____



Completed FBA

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

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

Team Development of Behavior Support Plan

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

Steps in Behavior Support Planning

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

1. Develop a competing behavior pathway
2. Develop a behavior support plan
3. Create an implementation plan
4. Outline an evaluation plan
5. Consistently review and follow-up on plan

Pre-Test #1

Identifying Behavioral Interventions based on a Functional Behavioral Assessment

Student: Morgan Grade: 6 Date: Today

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

Routine: <u>Social Studies</u>		
Antecedent/Trigger <i>Task too difficult:</i> When asked to write paragraphs, essays, answer questions in writing; student struggles with spelling and sentence construction. Note: Student verbally answers most questions successfully in large group.	Problem Behavior Student immediately refuses to work, doodles throws book, paper, and pencil on floor, says "soc'l studies is lame," makes negative comments to the teacher.	Consequence/Function <i>Escape difficult task:</i> Escape writing sentences and spelling; after initial prompts teacher quits asking student to write, if behavior escalates student is sent to hall or office.

2. Identify the most appropriate replacement behavior based on the function of behavior above

CHECK #1

Replacement Behavior <ul style="list-style-type: none"> • Student earns desired computer time for each sentence written • Ask to write on large lined paper • Do writing and have a peer check spelling • Ask to take a break from writing • Complete the task then take a 2 minute break

3. Select the interventions that best match the function of behavior in the summary statement above:

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

* Remember to check two responses

Pre-Test #2

Identifying Behavioral Interventions based on a Functional Behavioral Assessment

Student: Jordan Grade: 4 Date: Today

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

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

2. Identify the most appropriate replacement behavior based on the function of behavior above

CHECK #1

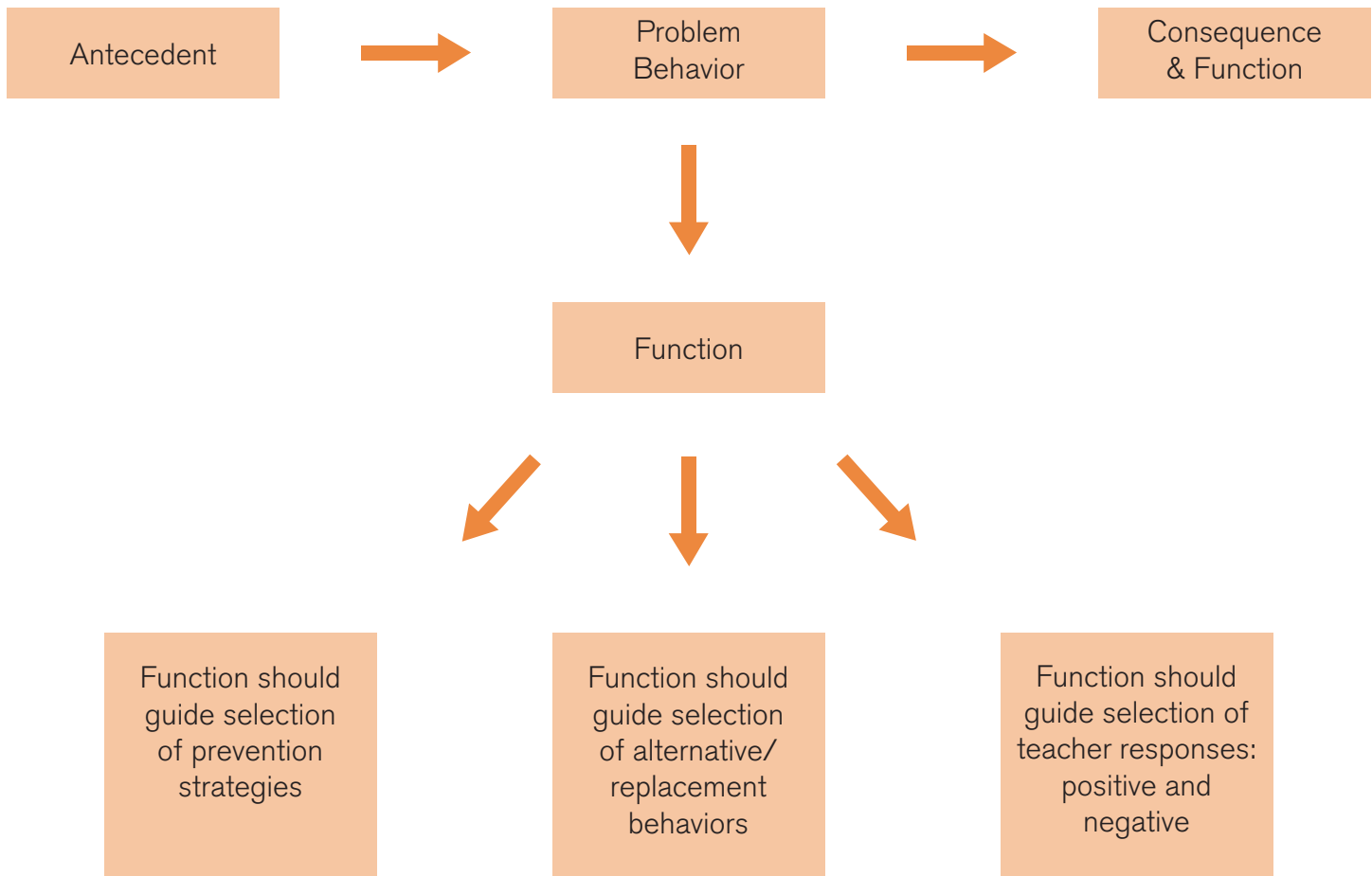
Replacement Behavior <ul style="list-style-type: none"> • Respectfully ask peers for help • Wait to ask teacher questions after instruction • Student earns computer time for completing work • Raise hand and ask teacher for help • Take a work break

3. Select the interventions that best match the function of behavior in the summary statement above:

Manipulate antecedent to prevent problem and prompt replacement/ desired behavior	Teach Behavior: Explicitly teach replacement and desired behaviors	Alter consequences to reinforce replacement/desired behavior and redirect/minimize problem behavior	
		Reinforce replacement/ desired behavior	Redirect and minimize problem behavior
CHECK #1	CHECK #1	CHECK #2*	CHECK #2*
<input type="checkbox"/> Move student's seat closer to the teacher <input type="checkbox"/> Teacher checks in with student on arrival and during independent work <input type="checkbox"/> Have peers remind student to pay attention and raise hand <input type="checkbox"/> Warn student she will be sent to the office if she makes negative comments <input type="checkbox"/> Have all materials ready for student upon arrival to class	<input type="checkbox"/> Teach student to finish worksheet, then ask teacher if she can talk with a peer <input type="checkbox"/> Teach student to take a break <input type="checkbox"/> Teach student to ask for an alternate assignment <input type="checkbox"/> Teach student to wait to ask teacher questions during breaks <input type="checkbox"/> Teach student to respectfully ask teacher for help	<input type="checkbox"/> Teacher gives student frequent positive attention for on-task respectful behavior <input type="checkbox"/> Student earns 5 minutes free time with peer for being on task in class <input type="checkbox"/> Peers praise Jordan for on-task behavior <input type="checkbox"/> Let student work with teacher if respectfully asks <input type="checkbox"/> Let student work with peer tutor if respectfully asks	<input type="checkbox"/> Peers earn "Wow Cards" for ignoring Jordan's negative behavior <input type="checkbox"/> Teacher talks with student about "being respectful" after she makes negative comments <input type="checkbox"/> When student begins off-task behavior, give brief visual prompt to ask teacher for help <input type="checkbox"/> Ignore student's negative comments to avoid power struggle <input type="checkbox"/> When student makes negative comments send to talk to the counselor

* Remember to check two responses

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



Essential Components of a Behavior Support Plan

- Replace problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function. An appropriate replacement behavior:
 - A) Serves the same function as the problem behavior
 - B) Is easier to do and more efficient than the problem behavior
 - C) Is socially acceptable

- Prevent problem behaviors by directly addressing triggers and prompting replacement behaviors based on the function of behavior. Prevention interventions should:
 - A) Directly address the identified antecedent/trigger
 - B) Directly address the function of the problem behavior
 - C) Remind the student to use the replacement behavior

- Reinforce replacement and desired behaviors based on function/pay off for the student. Immediately reinforce the use of replacement behaviors and reinforce these desired behaviors by:

- A)** Using reasonable goals and expectations

- B)** Using a reasonable time frame for achieving goals

- C)** Ensure that the reinforce is valued (matches function)

- Redirect problem behaviors by quickly and effectively redirecting student to replacement behavior. At the earliest sign of problem behavior:

- A)** Redirect or prompt student to the replacement behavior

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

Post-Test #1

Identifying Behavioral Interventions based on a Functional Behavioral Assessment

Student: Dexter Grade: 5 Date: Today

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

Routine: <u>Math</u>		
Antecedent/Trigger <i>Task too difficult:</i> When asked to complete math worksheets requiring multi-digit multiplication or division. Note: Student can and will complete single digit and any addition or subtraction problems.	Problem Behavior Student disrespects teacher often calling teacher "racist," refuses to work, breaks pencil, destroys paper, and frequently gets out of seat to walk around the room.	Consequence/Function <i>Escapes difficult math task</i> by arguing with teacher, destroying materials and being sent to hall or office.

2. Identify the most appropriate replacement behavior based on the function of behavior above

CHECK #1

Replacement Behavior <ul style="list-style-type: none"> • Complete the worksheet without problem behavior • Finish the multi-digit worksheet then take a break • Ask teacher for a break from work • Ask a peer to check his work after each problem • Student earns extra recess for completing worksheet
--

3. Select the interventions that best match the function of behavior in the summary statement above:

Manipulate antecedent to prevent problem and prompt replacement/ desired behavior	Teach Behavior: Explicitly teach replacement and desired behaviors	Alter consequences to reinforce replacement/desired behavior and redirect/minimize problem behavior	
		Reinforce replacement/ desired behavior	Redirect and minimize problem behavior
CHECK #1	CHECK #1	CHECK #2*	CHECK #2*
<input type="checkbox"/> Move student's seat closer to the teacher's desk <input type="checkbox"/> Have student join a counseling group <input type="checkbox"/> Have student complete 3 multi-digit multiplication problems then check with peer <input type="checkbox"/> Give student worksheets with more single digit and few multi-digit multiplication/ division problems <input type="checkbox"/> Use a computer game to have student practice multi-digit multiplication	<input type="checkbox"/> Teach student to ask a peer to check his work after completing 3 problems <input type="checkbox"/> Teach student to ask teacher for a break from work <input type="checkbox"/> Have student write what they did wrong and what they should do next time <input type="checkbox"/> Teach student to complete the multi-digit multiplication worksheet and then ask for a break <input type="checkbox"/> Teach empathy; have student write how it feels when he's called racist or called names	<input type="checkbox"/> Student earns a "skip 5 problems" card if on-task for 10 minutes or completing 5 problems <input type="checkbox"/> Student earns 5 minutes in skate park after finishing multi-digit multiplication worksheet <input type="checkbox"/> Student gets to do multiplication on computer if on task for 5 minutes <input type="checkbox"/> Student gets to take a break when asking appropriately <input type="checkbox"/> Student gets extra recess time for finishing worksheets all week	<input type="checkbox"/> Have student write an apology immediately for calling teacher "racist" <input type="checkbox"/> Have student stay in during recess to finish worksheet with teacher help <input type="checkbox"/> When student is disrespectful give him an easier assignment <input type="checkbox"/> Prompt student to ask for a break when problem behavior begins <input type="checkbox"/> Warn the student to get to work or he will be sent to time-out

* Remember to check two responses

Post-Test #2

Identifying Behavioral Interventions based on a Functional Behavioral Assessment

Student: Quinn Grade: 3 Date: Today

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

Routine: <u>Reading</u>		
Antecedent/Trigger <i>Independent work:</i> During reading stations when student is supposed to do independent reading or work independently on a worksheet. Note: Student reads above grade level and completes worksheet with success.	Problem Behavior Disruptive, throws things at peers, makes negative comments to teacher like "this is dumb," "you stink," "this is stupid."	Consequence/Function <i>Get peer attention:</i> Peers stop reading, laugh and encourage his behavior; peers continue to talk about behavior throughout the day.

2. Identify the most appropriate replacement behavior based on the function of behavior above

CHECK #1

Replacement Behavior <ul style="list-style-type: none"> • Ask to read or work with a peer • Ask for a work break • Earn extra recess with peer for finishing work quietly • Read quietly and finish worksheet independently • Ask to talk to the teacher
--

3. Select the interventions that best match the function of behavior in the summary statement above:

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

* Remember to check two responses

Possible ABC Strategies* by Function

* Strategies should be individualized for each student

Function of Behavior	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
Attention Seeking	<p>Prevent problem behavior and support desired behavior. Make problem behaviors irrelevant.</p> <ul style="list-style-type: none"> • Prevention: Give attention early for positive behaviors • Check-in: Provide adult attention immediately upon student arrival • Give student leadership responsibility or a class 'job' that requires the student to interact with staff • Place student in desk where they are easily accessible for frequent staff attention • Give student frequent intermittent attention for positive or neutral behavior • Pre-correct: Frequently and deliberately remind student to raise their hand and wait patiently if they want your attention 	<p>Teach replacement and desired behavior that gets results more quickly or easily to make the problem behavior inefficient.</p> <ul style="list-style-type: none"> • Teach student more appropriate ways to ask for adult attention • Identify and teach specific examples of ways to ask for attention (e.g., raise hand and wait patiently for teacher to call on you, differentiate between large group, small group, work time, etc.) 	<p>Change consequences that have supported rather than eliminated the problem behavior.</p> <p>Do NOT allow the negative behavior to pay off for the student, put the negative behavior on extinction.</p> <p>Reward appropriate behavior to make the problem behavior ineffective.</p> <ul style="list-style-type: none"> • Respond quickly if student asks appropriately for adult attention • Give the student frequent adult attention for positive behavior • Student earns 'lunch with teacher' when student earns points for paying attention in class and asking appropriately for attention • Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior • Limit verbal interaction – create a signal to prompt the student to stop the problem behavior • Avoid power struggles

Possible ABC Strategies* by Function

* Strategies should be individualized for each student

Function of Behavior	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
Avoid Task	<ul style="list-style-type: none"> • Prevention: Modify task or provide support • Modify assignments to meet student instructional/skill level (e.g., adjust timelines, provide graphic organizers, break in to smaller chunks, etc.) • Assign student to work with a peer • Provide additional instruction/support • Provide visual prompt to cue steps for completing tasks student struggles with • Provide additional support focused on instructional skills (e.g., Homework Club, study hall, etc.) • Pre-teaching content • Pre-correct: Frequently and deliberately remind student to ask for help 	<ul style="list-style-type: none"> • Teach student more appropriate ways to ask for help from teacher or peers • Provide additional instruction on skill deficits • Identify and teach specific examples of ways to ask for help (e.g., raise hand and wait patiently for teacher to call on you, teach student to use a break card, differentiate between large group, small group, work time, etc.) • Provide academic instruction/support to address student skill deficits (e.g., more focused instruction in class, additional instructional group, Special Education support for academic deficit, additional support and practice at home, additional assessment to identify specific skill deficits) 	<ul style="list-style-type: none"> • Respond quickly if student asks for help or for a break • Reward students for being on task, trying hard, work completion, and for asking for a break or help appropriately • Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior; however, make sure that student is capable of doing work. Provide support/instruction so student can complete the work

Task: To-Do



Over the next week...

1. Complete the Competing Behavior Pathway and identify function-based interventions for whom student you conducted the FBA
2. Bring two copies to the next training session

Key Points from Module #4



Essential components of a Behavior Support Plan

- **Replace** problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function
- **Prevent** problem behaviors by directly addressing triggers and prompting replacement behaviors based on the function of behavior
- **Reinforce replacement and desired behaviors** based on function/pay off for the student
- **Redirect** problem behaviors by quickly and effectively redirecting student to replacement behavior
- **Minimize reinforcement** by ensuring that problem behaviors do NOT pay off for the student

Comments or Questions about Module #4



Module #5: Selecting Function-based Behavior Support Strategies



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

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

Critical Components of Behavior Support Plans

1. Competing Behavior Pathway
2. Function-based prevention, teaching and consequence strategies
3. Implementation Plan
4. Evaluation Plan

Review



What are the three essential characteristics of Replacement Behavior?

1. _____
2. _____
3. _____

Activity #1



Using the following scenario, identify an appropriate Replacement Behavior to teach Sally.

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

Replacement Behavior: _____

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

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
<ul style="list-style-type: none">• Neutralize/eliminate setting events	<ul style="list-style-type: none">• Modify or remove triggers to prevent problem behavior• Prompt replacement and/or desired behavior	<ul style="list-style-type: none">• Teach replacement that is more efficient• Teach desired skills	<ul style="list-style-type: none">• Add effective reinforcers for replacement and desired behavior• Minimize reinforcement (“pay-off”) for problem behavior

Prevention Strategies (Setting Events and Antecedents)

Setting Event Strategies

These strategies are designed to either **eliminate identified setting events** or **build in a neutralizing routine** to defuse the effects of a setting event.

Neutralizing routines:

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

Antecedent Strategies

These strategies are designed to prevent problem behavior by:

1. Modifying antecedents that “trigger the behavior
2. Prompting alternative/desired behavior (pre-correction)

The best antecedent modifications **directly address the identified antecedent and the function of the problem behavior**. When identifying preventive antecedent strategies, **A)** examine the antecedent and function of the problem behavior and **B)** change the antecedent so student will no longer need to use problem behavior (make the problem behavior irrelevant).

Activity #2



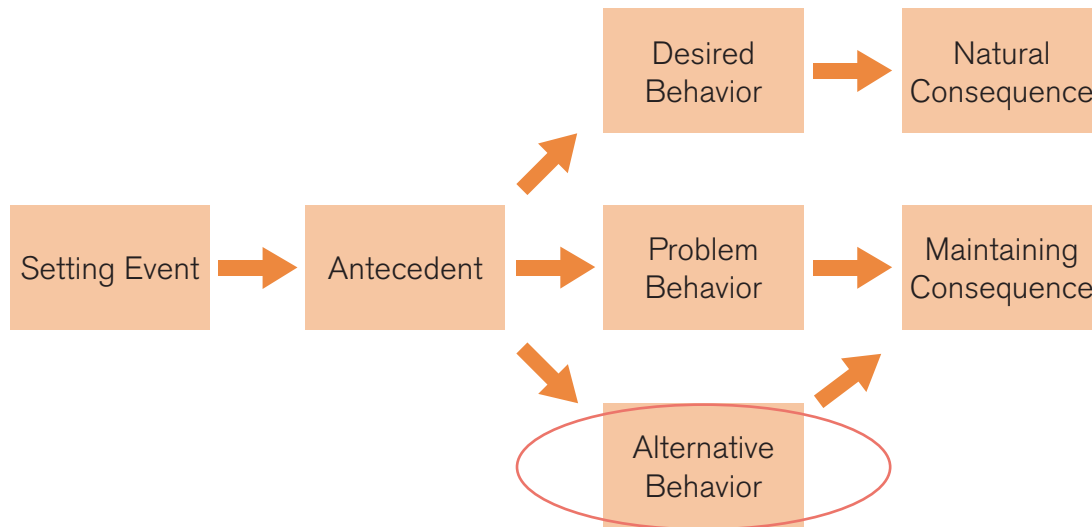
When asked to read independently at his seat, Ronnie makes inappropriate noises and makes faces at peers. Based on the data collected, the team agreed that the function of Ronnie's behavior is to obtain peer attention.

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

Teaching Strategies (Replacement and Desired Behaviors)

Teaching strategies help make problem behavior inefficient by teaching functionally-equivalent alternative behavior and new desired skills/behavior.

Always start with the alternative behavior



Teaching Replacement Behavior

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

1. Develop an observable definition of the behavior. Identify and teach examples and non-examples of HOW and WHEN to use the replacement behavior
2. Model/lead/test
3. Provide multiple opportunities to review and practice throughout the day

Teaching Desired Behavior

Common skill deficits that can lead to problem behavior:

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

Consider need for:

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

Consequence Strategies

These strategies help make problem behavior ineffective by:

1. Reinforcing appropriate behaviors (alternative/desired)
2. Minimizing reinforcement for problem behavior (redirection/extinction)

Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
	Prevent problem and prompt alternate/desired behavior.	Explicitly teach alternative and desired behaviors.	Reinforce alternate and desired behavior. Extinguish negative behavior.
<ul style="list-style-type: none">• Eliminate or neutralize setting events	<ul style="list-style-type: none">• Modify/prevent “triggers”• Prompt alternate/desired behavior	<ul style="list-style-type: none">• Teach alternate behavior• Teach desired behavior/academic/social/skills	<ul style="list-style-type: none">• Reinforce alternate/desired behavior• Response to problem behavior: Redirection and extinction

Reinforcing Replacement Behavior

It is extremely important that the replacement behavior is reinforced:

- Immediately
- Consistently

and...

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

Reinforcing Desired Behavior

Start small and build on success:

- The goal is to ultimately have the student move from the replacement behavior to the desired behavior

Start with reinforcing “reasonable” approximations of the desired behavior:

- Have reasonable expectations. What is the student currently doing and how does it compare to what you want?
- Have a timeframe for delivering reinforcer. Rewards have to be delivered often enough to strengthen and maintain behavior

Activity #3



During independent reading time in language arts, Audrey makes noises, talks out, and walks around the room. The FBA has shown that this behavior is maintained by adult attention.

Using the example, please describe how you would maximize rewards for both the replacement and a reasonable approximation of the desired behaviors.

Responding to Problem Behavior

Responses to problem behavior should focus on two things:

1. Redirecting to the replacement behavior
2. Extinction of the problem behavior

Redirection:

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

Extinction:

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

Activity #4



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

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

Key Points from Module #5



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



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

Name or Identification: _____

Check #1

What are the first two critical components of behavior support plans?

1. _____
2. _____

Check #2

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

1. _____
2. _____
3. _____

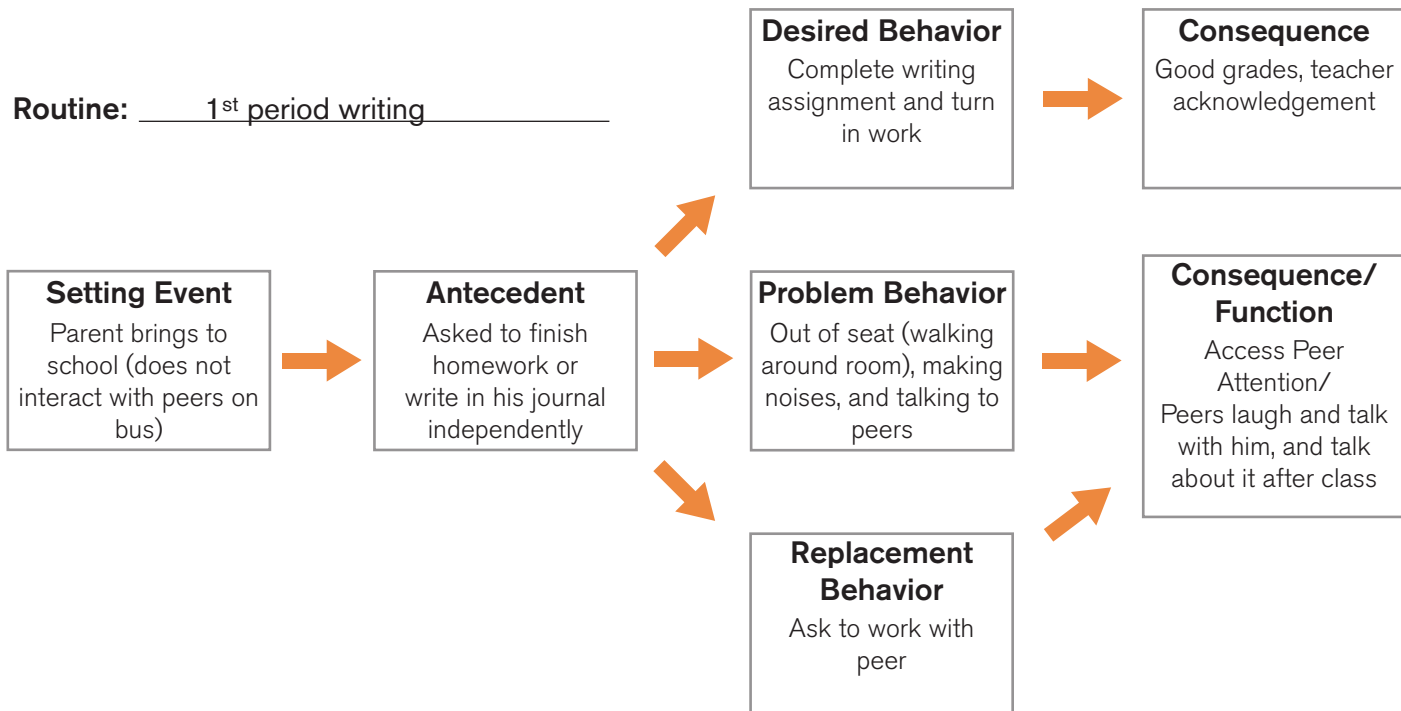
Check #3

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

- A) Preventing problem behavior
- B) Teaching replacement and desired behavior
- C) Rewarding appropriate behavior
- D) Responding to inappropriate behavior

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

Example A

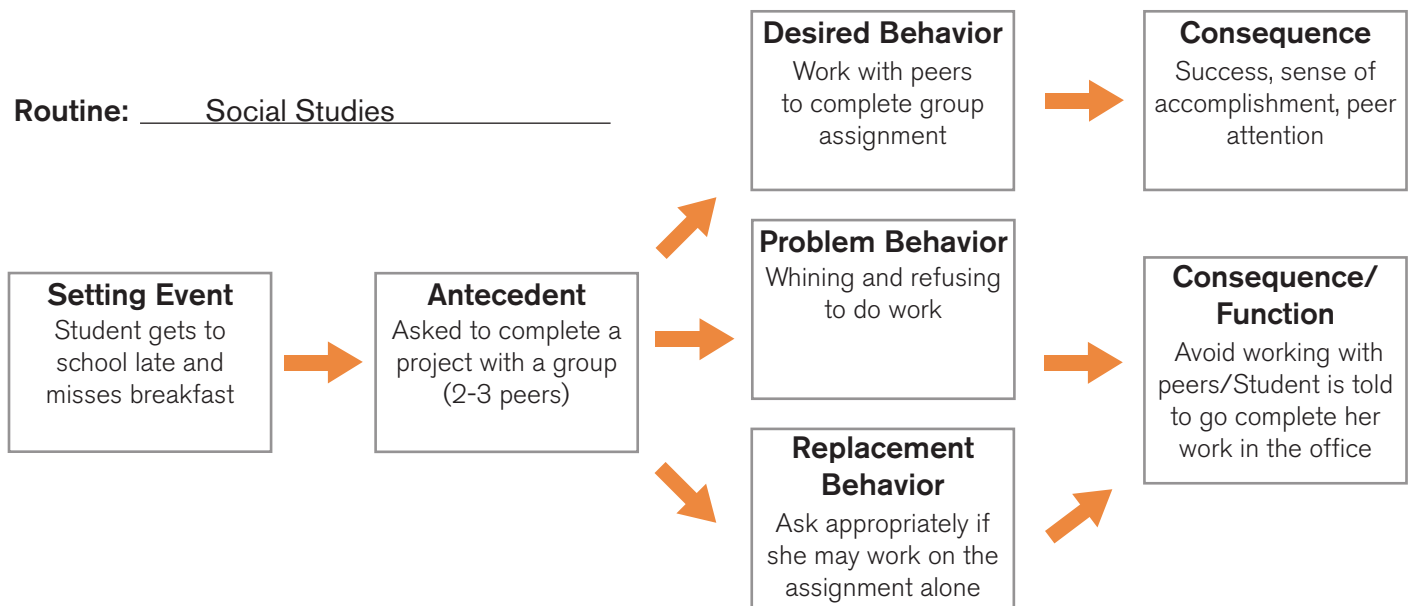


Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
<ul style="list-style-type: none"> • Arrange time for positive adult attention before writing on days when student is brought by parent 	<ul style="list-style-type: none"> • Remind student before independent-work time that he may choose to work quietly with a peer • Allow student to sit with preferred peer in 1st period writing 	<ul style="list-style-type: none"> • Teach student to appropriately ask to work with a peer • Explicitly teach what “on-task” behavior looks like (and does not look like) in writing class 	<p>Rewards</p> <ul style="list-style-type: none"> • Student can work with peer when asks appropriately • Student can earn 5 minutes of free time with a peer, if stays on task for 90% of period for 5 consecutive days <p>Response to problem</p> <ul style="list-style-type: none"> • When student starts to get out of seat/engage in problem behavior, remind him to ask appropriately to work with a peer

Is there anything incorrect or missing?

Example B

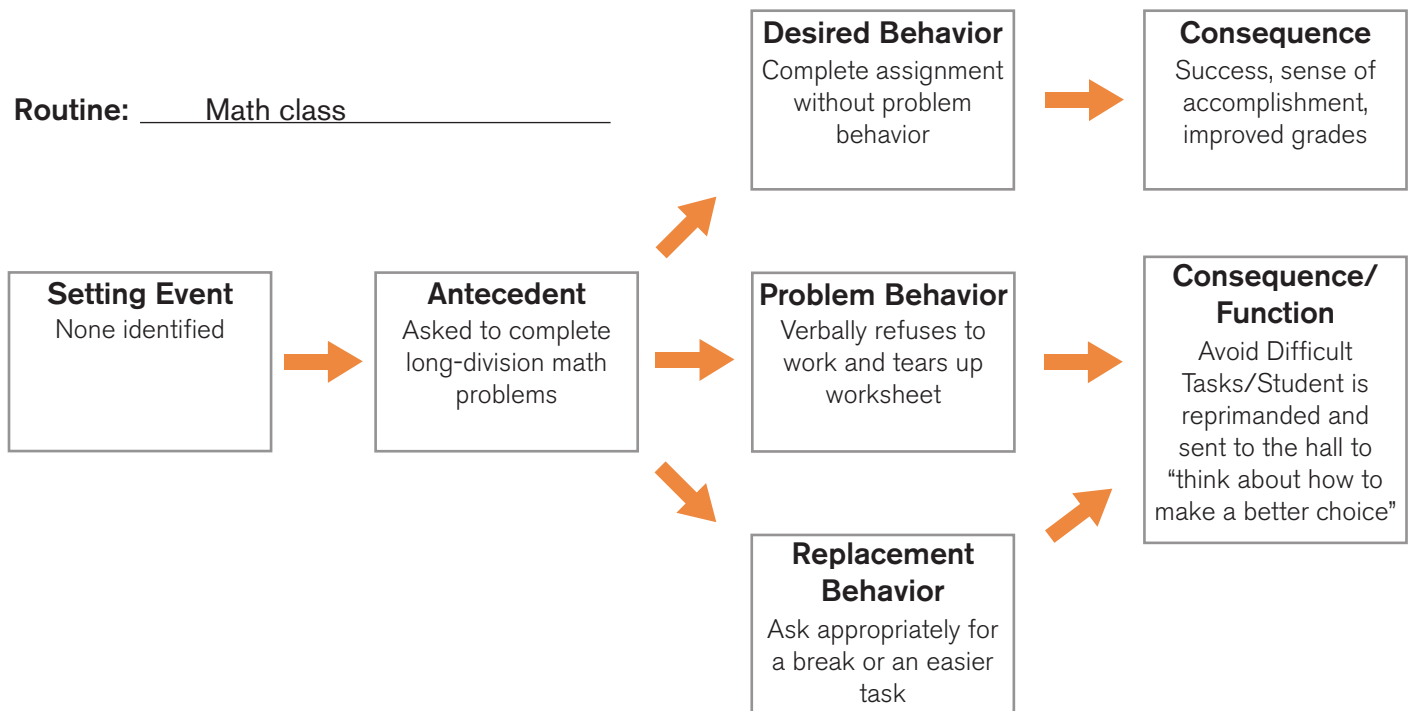
Routine: Social Studies



Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
<ul style="list-style-type: none"> • Arrange for more opportunities to interact with peers on days when student has not had breakfast 	<ul style="list-style-type: none"> • When passing out assignments provide student with a choice of working with a group or completing the assignment alone • Place a “reminder” card on student’s desk stating that she may ask to work alone at any point during the group task 	<ul style="list-style-type: none"> • Provide social skills training focused on how to work cooperatively with peers 3x per week 	<p>Rewards</p> <ul style="list-style-type: none"> • Student will be allowed to work alone when asks appropriately <p>Response to problem</p> <ul style="list-style-type: none"> • At first sign of problem behavior, student will be told to go to resource room to complete work on her own • Student is told that she may work alone after she either A) asks appropriately, or B) completes one part of the task with peers

Is there anything incorrect or missing? _____

Example C



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

Is there anything incorrect or missing? _____

Task: To-Do



Over the next week...

Using the FBA Summary Statement below and the form provided on below:

- A) Complete the Competing Behavior Pathway
- B) Select function-based prevention, teaching and consequence strategies

Kelly's Summary Statement

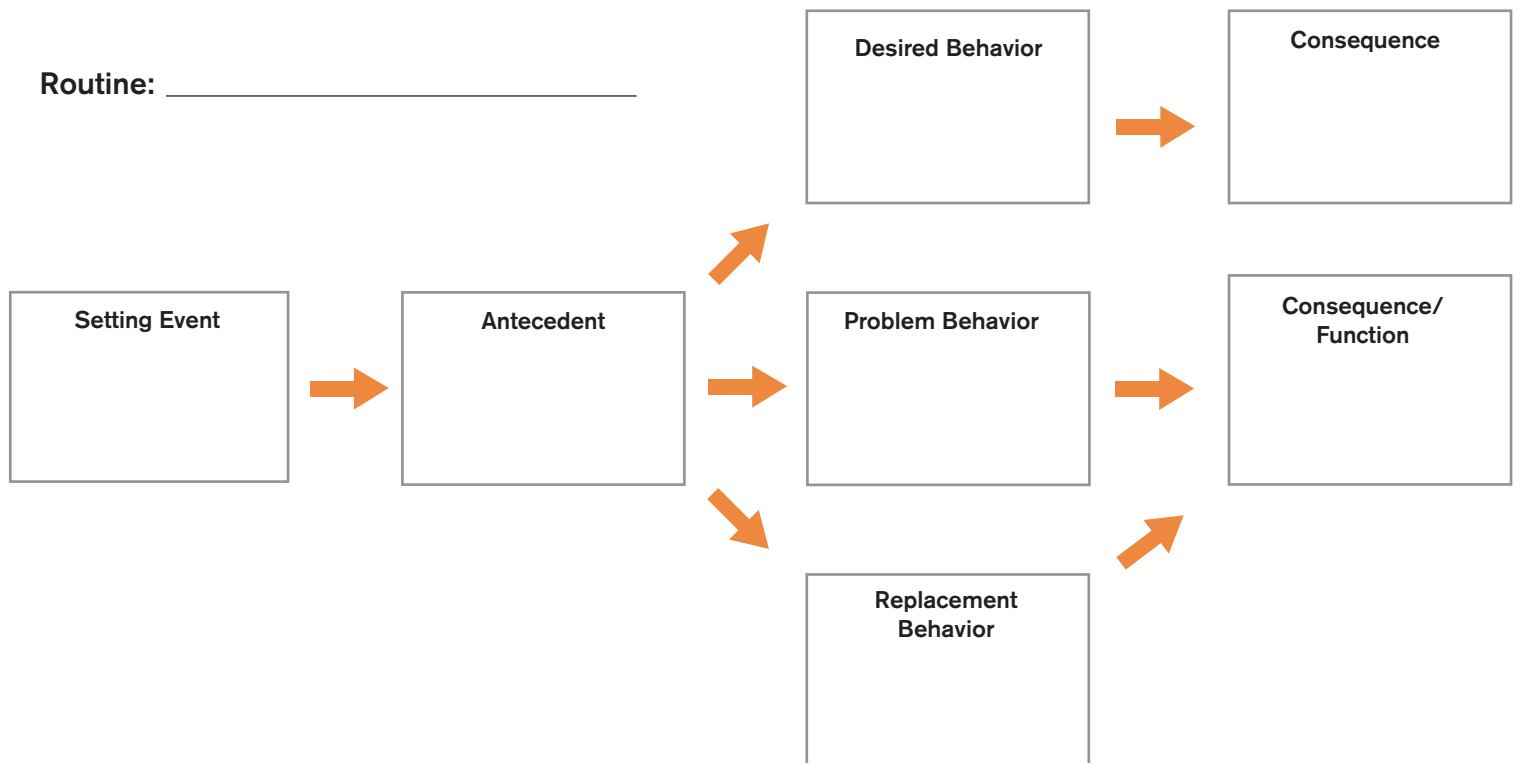
During Math and Writing when asked to complete desk work independently, Kelly often talks-out, makes noises, makes faces at peers, and gets out of his seat and walks around the room without permission. As a result of this behavior peers laugh and talk with Kelly, or tell him to “go away” or “leave me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

Behavior Support Plan

Developed from a Functional Behavioral Assessment

Student _____ Grade _____ Date _____

Build a Competing Behavior Pathway



Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
Eliminate/ Neutralize Setting Events	Eliminate/ Modify Antecedents	Teach Alternate Behavior	Reinforce Alternative/ Desired Behavior
	Prompt Alternative/ Desired Behavior	Teach Desired Behavior/ Skills	Respond to Problem Behavior/ Redirect Extinguish

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

Comments or Questions about Module #5



Module #6: Implementation and Evaluation Planning



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

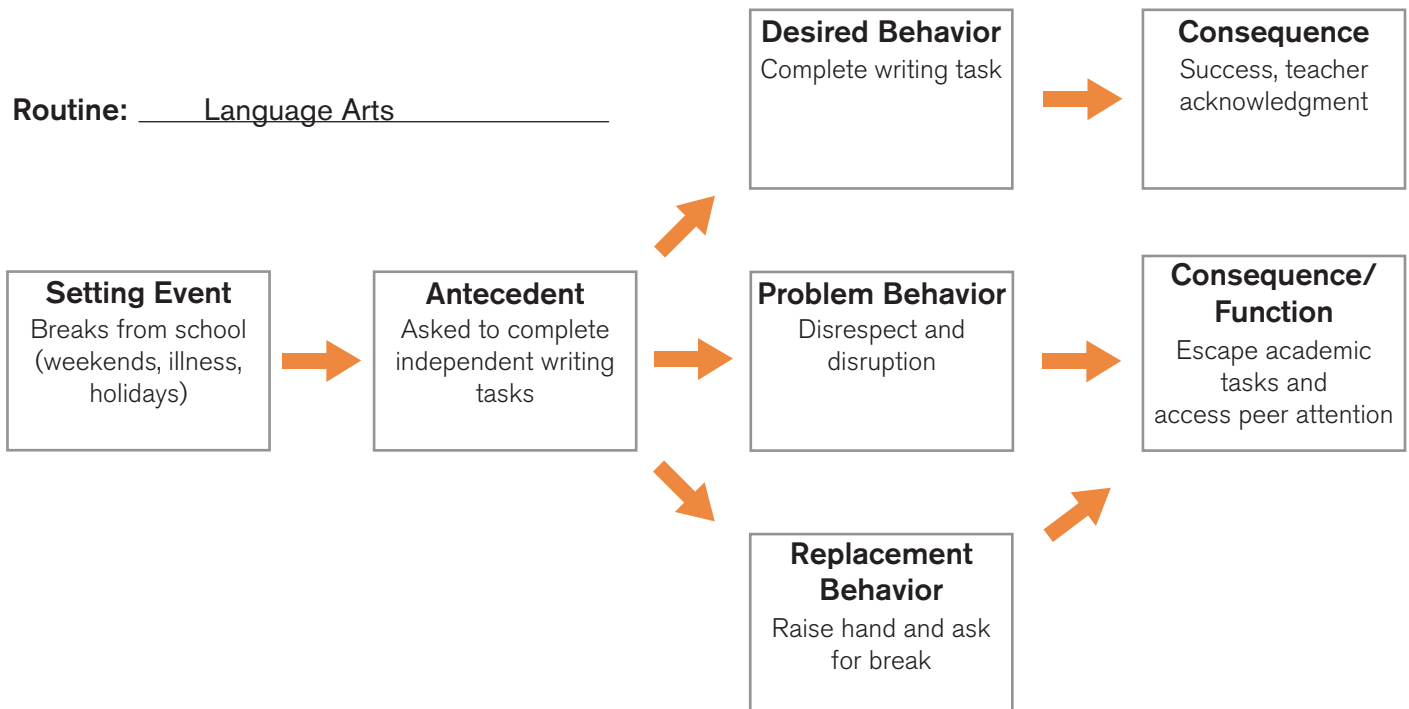
1. Explain the meaning and importance of “contextual fit”
2. Describe the essential components of implementation plans
3. Define the necessary components of evaluation plans and provide examples of appropriate short- and long-term goals
4. Describe data collection procedures that would be used to track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

Review #1



Name two problems with this competing behavior pathway.

Routine: Language Arts



1. _____
2. _____

Review #2

What are the three essential characteristics of alternative behavior?

1. _____
2. _____
3. _____

Review #3

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

1. _____
2. _____
3. _____

Review #4

All BSPs should include what 2 types of consequence strategies?

1. _____
2. _____

Contextual Fit

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

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

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

Considerations to help ensure contextual fit:

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

Implementation and Evaluation Planning

Critical components of Behavior Support Plans

1. Competing Behavior Pathway
2. Function-based prevention, teaching, and consequence strategies
3. Implementation plan
4. Develop evaluation plan

Implementation planning: WHO will do WHAT, by WHEN?

Consider:

- What specific activities will be involved?
 - Developing materials (ex. reinforcement system)
 - Designing and teaching curriculum

- Data collection design
- Who is responsible for implementing each part of the intervention?
- When will each part of the plan be implemented?

Training Staff: How to Implement the BSP

The plan will not be implemented if the staff doesn't understand how to do it or if the plan is not working because the intervention is being used incorrectly. You may need to plan times for modeling/roleplay and feedback to ensure that staff understand how to implement BSP strategies. Plan for frequent Follow-ups to provide feedback, help problem solve, and ensure that intervention is being used as designed (ex. send "check-in" e-mails along with periodic visits/ observations).

Activity #1



Using the Implementation Plan template on page 87, make a list of the specific activities that might be involved in implementing the following strategies:

Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
None identified	<ul style="list-style-type: none"> • Provide math and writing assignments that more closely match instructional level • Provide visual prompts (highlighted text, graphic organizers) for writing assignments • Put visual reminder on desk to prompt Jim to ask for a break or easier task 	<ul style="list-style-type: none"> • Teach Jim how to appropriately ask for a 'break' or for an easier task and when (appropriate times) to do so • Provide additional small-group instruction multiplication and division 	<ul style="list-style-type: none"> • Quickly and consistently provide a break or an easier task when he requests appropriately • For every 5 difficult math problems that Jim completes he will earn a sticker. 3 stickers can earn the choice to skip 5 problems • When Jim begins to get upset, remind him to ask for a break • If Jim continues to engage in problem behavior, he will complete his assignment with teacher during "free choice time"

Behavior Support Implementation Plan

Tasks	Person Responsible	By When	Review Date: _____					
			Implementation Rating: 2 = Yes (> 90%) 1 = Kind of (50-90%) 0 = No (< 50%)			Evaluation Decision: Monitor, modify, or discontinue		
Prevention (environmental redesign):			2	1	0			
			2	1	0			
Teaching (teach new skills):			2	1	0			
			2	1	0			
			2	1	0			
Consequences (reward appropriate behavior, minimize pay-off for problem behavior):			2	1	0			
			2	1	0			
			Implementation Score ##					
			<div style="text-align: right;">##</div> Total Possible					

Evaluation Planning: How Will We Measure Progress?

The team identifies:

- Short-term goal
- Long-term goal
- Specific evaluation procedures
- Date to meet and evaluate the effectiveness of the plan

Evaluation plan:

Behavioral goal (use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal? _____ Expected date

What is the long-term behavioral goal? _____ Expected date

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is the plan being implemented?			
Is the plan making a difference?			

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

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

Short-Term and Long-Term Goals

Short-term goal: Focus on increasing student's use of the identified alternative behavior and reductions in problem behavior.

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

Long-term goal: Focus on desired behavior and sustained reductions in problem behavior.

- Begin by reinforcing approximations of desired behavior

Activity #2



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

With a partner:

Please develop **A)** a short-term goal, **B)** an intermediate goal, and **C)** a long-term goal for Dexter. Make sure that you include observable and measurable descriptions and mastery criteria.

Short-term goal:

Intermediate goal:

Long-term goal:

Measuring Progress

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

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

Considerations when developing evaluation measures:

1. Does the measure capture the specific tasks/target behaviors of interest?
2. Is the plan being implemented? (Did I implement the plan? vs. Did I check in with student and provide specific praise when she entered class?)
3. Is the plan making a difference? (Was it a “good” or “bad” day? vs. How many talk-outs occurred during Spanish class today?)

Is the Plan Making a Difference?

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

Data helps us to document what has occurred and the variables responsible, predict future performance, be accountable for our own behavior, and determine when program modifications are needed.

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

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

Developing Data Collection Forms

Estimates vs. Real-Time Recording

Time samples rather than continuous recording: For example, collect data for the first 15 minutes of circle time, the last 10 minutes of Math class (Use FBA information to determine best time to observe).

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

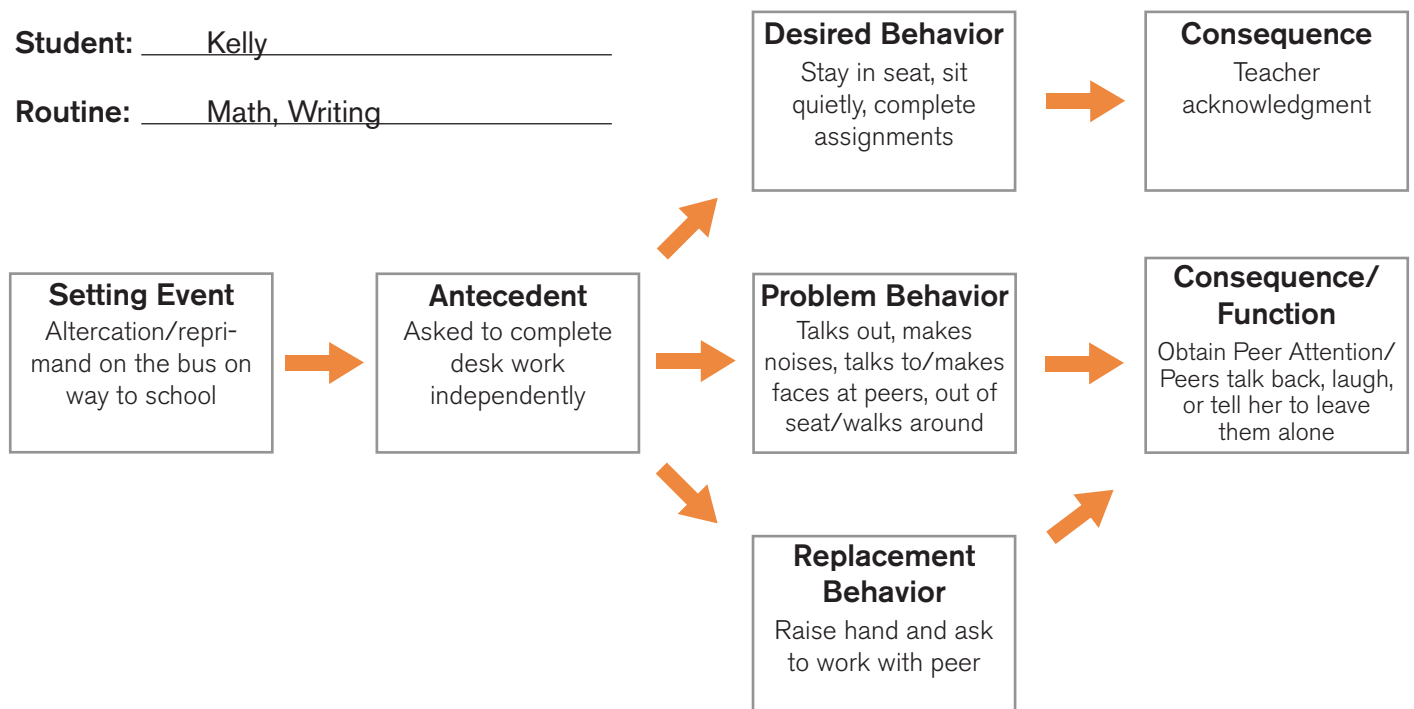
Activity #3



Using the information provided for Kelly below, and on the following page work with a partner to determine/describe what student behaviors will you collect data on to track student progress?

Student: Kelly

Routine: Math, Writing



Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
Eliminate/Neutralize On days when an altercation on bus has occurred, Kelly will be given a job/task to do with peer before beginning work (ex. carrying books down to office)	Eliminate/Modify Antecedents <ul style="list-style-type: none"> • Provide modified assignments that are broken down into steps • Give specific praise often in front of peers • Have Kelly sit in front of teacher/away from distracting peers Prompt Replacement/ Desired Behavior At beginning of independent work, remind Kelly that she can earn time with peers for being on task (point sheet on desk)	Teach Replacement Behavior Teach Kelly how and when to raise hand and ask to work with peer (use examples and non-examples) Teach Desired Behavior/Skills <ul style="list-style-type: none"> • Explicitly teach what on-task behavior looks like • Teach whole class how to ignore problem behavior 	Rewards <ul style="list-style-type: none"> • Kelly will be allowed to work with a peer if she raises her hand and asks appropriately • She will earn points for staying on task that can be exchanged to earn free-time with peers Response to Problem <ul style="list-style-type: none"> • At first sign of problem behavior, redirect to alternative behavior • Remind peers to ignore problem behavior and ask Kelly to work away from the group

What specific student behaviors will you collect data on? _____



Function-based strategies are most likely to be implemented if they also “fit” with the:

- Skills of the plan implementers
- Values of the plan implementers
- Resources available to the plan implementers

Complete BSPs include:

- An implementation plan specifying who will do what by when
- An evaluation plan for determining if the plan is being implemented as designed, making a difference in student behavior, and when team members will meet again to discuss student progress



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

Name or Identification: _____

Check #1

What are the 4 critical components of behavior support plans?

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

Check #2

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

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

What has Sarah's team forgotten to include?

Check #3

When developing a BSP evaluation plan, short-term goals should focus on increasing the student's use of _____.

The long-term goal focuses on increasing _____.

Task: To-Do



Over the next two weeks...

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

- A) An example implementation plan
- B) An example evaluation plan
- C) An example data collection form for tracking student progress

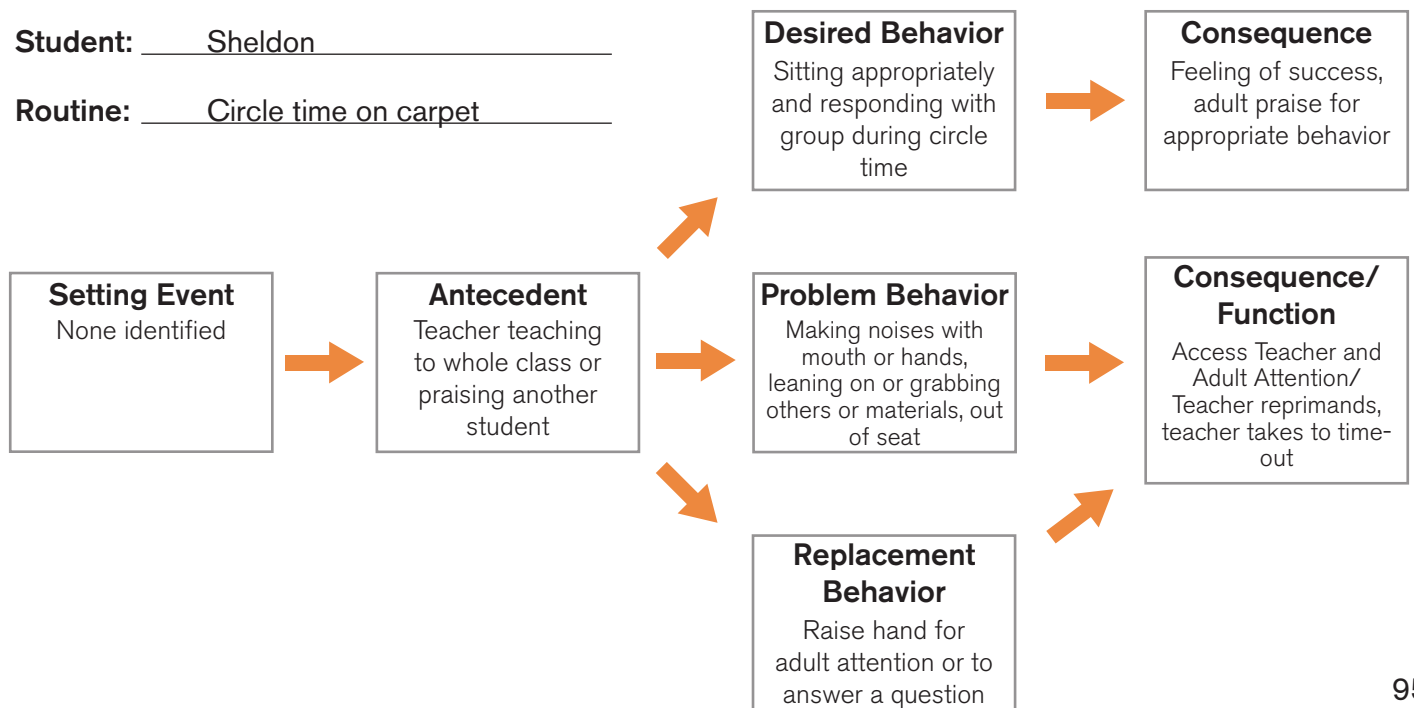
(use the forms for the implementation and evaluation plans)

Sheldon's Summary Statement

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

Student: _____ Sheldon _____

Routine: _____ Circle time on carpet _____

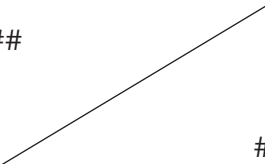


Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
Eliminate/Neutralize None identified	Eliminate/Modify Antecedents <ul style="list-style-type: none"> Sheldon will sit in front of teacher/ tape outline on carpet making his spot Weighted vest Frequent adult attention/stickers for appropriate behavior (at least 1x per min) Prompt Replacement/ Desired Behavior Pre-teach on the way to circle time (model raising hand, “safe body”)	Teach Replacement Behavior <ul style="list-style-type: none"> Teach Sheldon to raise hand for attention Teach what it means to have “listening ears” Teach Desired Behavior/Skills Teach appropriate sitting on carpet (use examples/non-examples; teach outside of circle time routine)	Rewards <ul style="list-style-type: none"> Sheldon will earn stickers and teacher praise for sitting appropriately (5 stickers will = teacher recognition in front of class) Teacher will quickly respond to and praise hand raising Response to Problem <ul style="list-style-type: none"> At first sign of problem behavior, remind Sheldon to raise his hand using visual cue only (minimize adult attention to problem behavior) Time out (no longer than 3 min), praise, and bring back after several seconds of appropriate behavior

Comments or Questions about Module #6



Behavior Support Implementation Plan

Tasks	Person Responsible	By When	Review Date: _____					
			Implementation Rating: 2 = Yes (> 90%) 1 = Kind of (50-90%) 0 = No (< 50%)			Evaluation Decision: Monitor, modify, or discontinue		
Prevention (environmental redesign):			2	1	0			
			2	1	0			
Teaching (teach new skills):			2	1	0			
			2	1	0			
			2	1	0			
Consequences (reward appropriate behavior, minimize pay-off for problem behavior):			2	1	0			
			2	1	0			
			2	1	0			
			Implementation Score ##					
			 Total Possible					

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

Evaluation Plan

Behavioral goal (use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal?

_____ Expected date

What is the long-term behavioral goal?

_____ Expected date

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is the plan being implemented?			
Is the plan making a difference?			

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

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

Module #7: Implementation and Evaluation Planning



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

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

Review #1



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

Review #2



What are the 4 steps of the Basic FBA Process?

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

Review #3



Please list the 4 critical components of Behavior Support Plans:

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

Leading a BSP Team

Role of the team leader:

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

Team leader responsibilities prior to BSP meeting:

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

Team leader responsibilities during BSP meeting:

Step #1: Ensure team agreement on summary statement

- Display (or provide written copies of) the summary statement for each team member to refer to when building the BSP
- Ensure that all team members agree on:
 - The problem behavior and context in which it is most likely to occur
 - The function of the problem behavior

Step #2: Build the Competing Behavior Pathway

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

Step #3: Identify behavior support strategies

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

Identifying strategies — questions for the team:

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

If team members suggest a strategy that is not function-based or is contraindicated:

- Direct team members’ attention back to the competing behavior pathway
- Remind team that:
 1. We do want to reward appropriate behavior with the same or similar consequences as those currently maintaining the problem behavior

2. We do not want the student to access reinforcement following problem behavior

Implementing and Evaluating the BSP

Role of the team leader:

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

Role of plan implementers:

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

Meeting to Review the Plan

The plan is a WORKING DOCUMENT!! Team members need to meet regularly to:

- Monitor progress
- Modify the plan

Role of the team leader in a review meeting:

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

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

Questions for team members in a review meeting:

Is the plan being implemented?

- If yes, great job!
- If no:
 - Do implementers understand how and when to use strategies?
 - Are strategies feasible in the natural setting?
 - Are there ways that plan can be modified to make implementation more likely?

Is the plan making a difference?

- If yes, great! And... has the criteria been met?
 - If no, keep monitoring.
 - If yes, modify the goal, increase self-monitoring, begin gradually fading antecedent supports and begin gradually fading or modifying rewards.
- If no, then... is the plan being implemented?
 - If no, focus on implementation.
 - If yes, is the student consistently being rewarded for alternative/desirable behavior? How often? Are reinforcers for alternative/desirable behavior “strong” enough? Is the problem behavior still being rewarded?

Key Points from Module #7



The role of a BSP team leader is to guide team members in the selection of preventive, teaching, and consequence strategies which:

- Directly relate to the **FUNCTION** of the problem behavior
- Are viewed by the team as **CONTEXTUALLY APPROPRIATE**
- Both the team leader and team implementers collect fidelity and effectiveness data regularly

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

Team members meet every two weeks to determine:

- Is the BSP being implemented as agreed on by the team?
- Is the student making progress?
- Do we need to modify the plan to:
 - Improve effectiveness
 - Increase student independence
- When is the date of our next meeting?

Checks for Understanding for Module #7



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

Name or Identification: _____

Check #1

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

Check #2

Edgar's team has met to review his progress since implementing the BSP. The data show that Edgar's problem behavior has not decreased in the past 2 weeks.

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

Check #3

In teams of 3, select one of the summary statements on the next page to:

- Build a competing behavior pathway
- Select function-based preventive, teaching, and consequence strategies
- Identify the activities that will be included in the implementation plan
- Decide how you might evaluate the plan

Example #1: Charlie

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

Example #2: Garrett

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

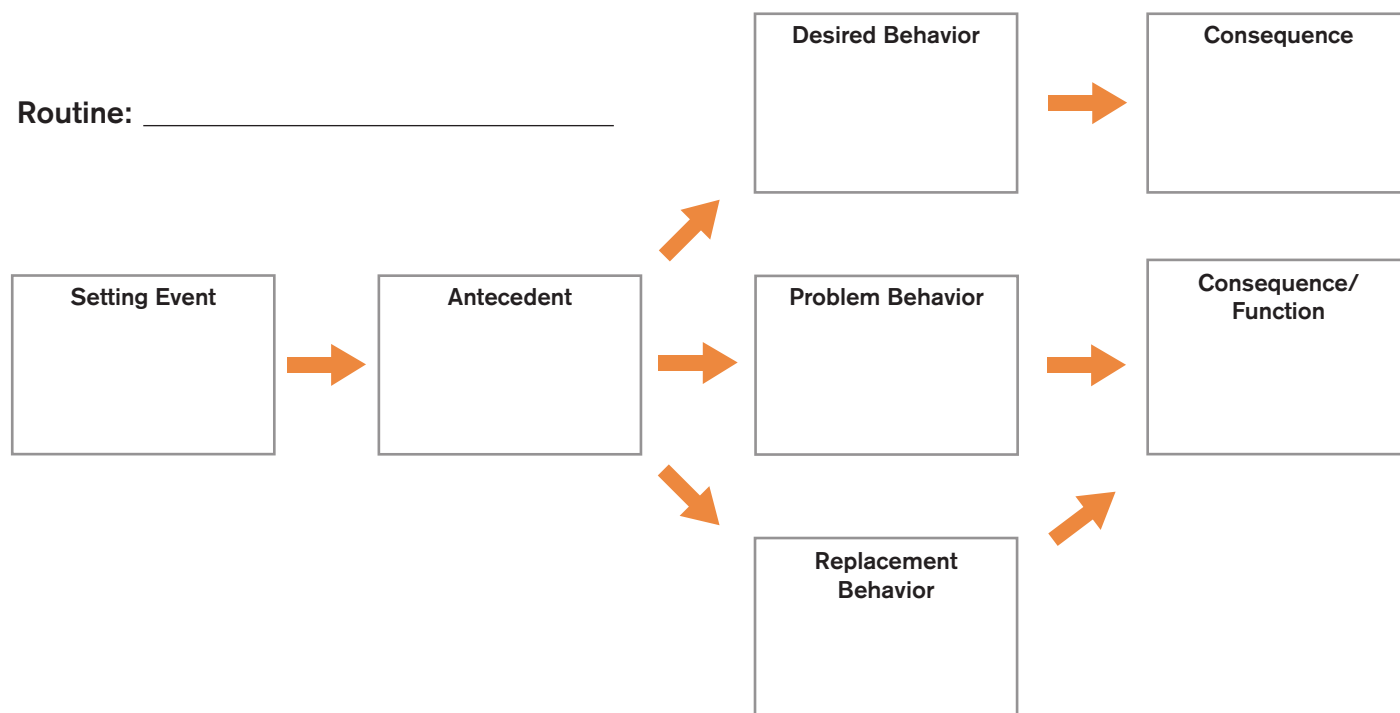
Behavior Support Plan

Developed from a Functional Behavioral Assessment

Student _____ Grade _____ Date _____

Build a Competing Behavior Pathway

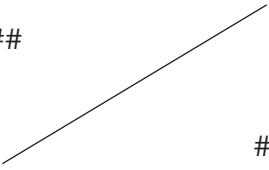
Routine: _____



Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
Eliminate/ Neutralize Setting Events	Eliminate/ Modify Antecedents	Teach Alternate Behavior	Reinforce Alternative/ Desired Behavior
	Prompt Alternative/ Desired Behavior	Teach Desired Behavior/ Skills	Respond to Problem Behavior/ Redirect Extinguish

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

Behavior Support Implementation Plan

Tasks	Person Responsible	By When	Review Date: _____					
			Implementation Rating: 2 = Yes (> 90%) 1 = Kind of (50-90%) 0 = No (< 50%)			Evaluation Decision: Monitor, modify, or discontinue		
Prevention (environmental redesign):			2	1	0			
			2	1	0			
Teaching (teach new skills):			2	1	0			
			2	1	0			
			2	1	0			
			2	1	0			
Consequences (reward appropriate behavior, minimize pay-off for problem behavior):			2	1	0			
			2	1	0			
			2	1	0			
			2	1	0			
			Implementation Score ##					
			 Total Possible					

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

Evaluation Plan

Behavioral goal (use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal?

_____ Expected date

What is the long-term behavioral goal?

_____ Expected date

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is the plan being implemented?			
Is the plan making a difference?			

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

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

Task: To-Do



Over the next two weeks...

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

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

- A) Complete (don't forget about Implementation and Evaluation Plans!)
- B) Function-based
- C) Contextually relevant

Comments or Questions about Module #7



Participant's Guide

Forms

Form 1

FACTS for Staff

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part A

Student: _____ Grade: _____ Date: _____

Staff Interviewed: _____ Interviewer: _____

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

Academic Strengths - _____

Social/Recreational - _____

Other - _____

Routines Analysis: Where, when and with whom problem behaviors are most likely.

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

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant **A)** similarity of activities (conditions) and **b)** similarity of problem behavior(s). Complete the FACTS — Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine #1		
Routine #2		

****If problem behaviors occur in more than 2 routines, refer case to behavior specialist****

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

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

Describe prioritized problem behavior(s) in observable terms: _____

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

What is the duration of the Problem Behavior in the targeted routine (in seconds or min)? _____

Is behavior immediate danger to self/others (Y/N)? _____ * If yes, refer case to behavior specialist

For Teachers/Staff: Functional Assessment Checklist (FACTS) – Part B

Identify the target routine: Select one of the prioritized routines from FACTS — Part A for assessment.

Routines/Activities/Context	Problem Behavior(s)

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

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

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

Consequences/Function	Follow Up Questions — Get specific as possible
___ a. get adult attention ___ b. get peer attention ___ c. get preferred activity ___ d. get object/things/money ___ e. get sensation ___ f. get other, describe _____ ___ g. avoid adult attention ___ h. avoid peer attention ___ i. avoid undesired activity/task ___ j. avoid sensation ___ k. avoid/escape other, describe _____	If a or b - Whose attention is obtained? _____ How is the (positive or negative) attention provided? _____ If c,d, e, or f - What specific items, activities, or sensations are obtained? _____ If g or h - Who is avoided? _____ Why avoiding this person? _____ If i, j, or k - Describe specific task/activity/sensation avoided? _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

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

___ Hunger ___ Conflict at Home ___ Conflict at School ___ Missed Medication ___ Illness ___ Lack of Sleep ___
 Failure in Previous Class ___ Change in Routine ___ Homework not done ___ Not Sure ___ Other _____

Summary of Behavior

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

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

Form 2

FACTS for Students

For Students: Functional Assessment Checklist (FACTS) – Part A

Student: _____ Grade: _____ Date: _____

Interviewer: _____

Strengths: Identify some things that you like to do, that you are interested in, or that you are good at.

In class/at school - _____

Out of school - _____

Other - _____

Routines Analysis: Where, when and with whom problem behaviors are most likely.

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

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant **A)** similarity of activities (conditions) and **b)** similarity of problem behavior(s). Complete the FACTS — Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine #1		
Routine #2		

****If problem behaviors occur in more than 2 routines, refer case to behavior specialist****

Behavior(s): What are some things you do in <identify routine above> that get you in trouble? Rank:

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

Describe what the problem behavior looks like: _____

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

What is the duration of the Problem Behavior in the targeted routine (in seconds or min)? _____

Is behavior immediate danger to self/others (Y/N)? _____ * If yes, refer case to behavior specialist

For Students: Functional Assessment Checklist (FACTS) – Part B

Identify the target routine: Select one of the prioritized routines from FACTS — Part A for assessment.

Routines/Activities/Context	Problem Behavior(s)

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

Environmental Features (Rank order strongest 2)	Follow Up Questions — Get specific as possible
___ a. when I'm not sure what to do or there is nothing to do ___ b. my classmates are bugging me ___ c. I sit by a certain classmate ___ d. when I work alone ___ e. teacher tells me what to do or not do ___ f. teacher gives me work that's too hard ___ g. work is too boring or too long ___ h. when work is too easy ___ i. when I need to talk to teacher or need help ___ j. other, describe _____ _____ _____	If b or c - What classmates? _____ _____ If d - What work do you do alone that leads to problem? _____ If e - What don't you like about how the teacher tells you? _____ If f,g,h – Describe what is too hard/easy/long/boring? What assignments or activities? _____ _____ If i – Why do you need to talk to the teacher? - _____ _____ _____

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

Consequences/Function	Follow Up Questions — Get specific as possible
___ a. get adult attention/to talk to me ___ b. get peer attention/get peers to look /talk/laugh at me ___ c. get preferred activity/something I like to do ___ d. get money/things ___ e. get other, describe _____ ___ f. avoid work that's too hard ___ g. avoid activities I don't like ___ h. avoid boring or easy work ___ i. avoid peers I don't like ___ j. avoid adults I don't want to talk to ___ k. avoid adults telling me what to do ___ l. avoid other, describe _____ _____ _____	If a or b - Whose attention is obtained and how is it provided? _____ _____ If c or d - What specific items or activities are obtained? _____ If f, g or h - What specific items or activities are obtained? Be precise and explain: _____ _____ If i, j, or k - Describe specific task/activity/sensation avoided? _____ _____ Can the student perform the task independently? Y N Is academic assessment needed to ID specific skill deficits? Y N

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

___ Hunger ___ Conflict at Home ___ Conflict at School ___ Missed Medication ___ Illness ___ Lack of Sleep ___ Failure in Previous Class ___ Change in Routine ___ Homework not done ___ Not Sure
 ___ Other _____

Summary of Behavior

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

Antecedent(s)/Triggers	Problem Behavior(s)	Consequence(s)/Function
Setting Events		

How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?

Not real sure					100% sure/No doubt
1	2	3	4	5	6

Adapted by S. Loman (2009) from C. Borgmeier (2005) ;March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Form 3

ABC Recording Form

ABC Recording Form

Observer: _____

Student: _____

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

Date: _____

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

6		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes:
7		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes:
8		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes:
9		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes:
10		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes:
11		<input type="checkbox"/> Large group instruction <input type="checkbox"/> Small group work <input type="checkbox"/> Independent work <input type="checkbox"/> Unstructured time Specify:	<input type="checkbox"/> Given instruction <input type="checkbox"/> Given correction <input type="checkbox"/> Alone (no attention/no activities) <input type="checkbox"/> With peers <input type="checkbox"/> Engaged in preferred activity <input type="checkbox"/> Preferred activity removed <input type="checkbox"/> Transition: Change in activity Other/Notes:		<input type="checkbox"/> Adult attention provided <input type="checkbox"/> Peer attention provided <input type="checkbox"/> Got preferred activity/item <input type="checkbox"/> Got sensation _____ <input type="checkbox"/> Adult attention avoided <input type="checkbox"/> Peer attention avoided <input type="checkbox"/> Task/activity avoided <input type="checkbox"/> Sensation avoided _____ Other/Notes:

Summary statement based on observation(s)	During:	When:	Student will:	Because: Therefore the function is to access/escape (circle one):
How likely is it that this Summary of Behavior accurately explains the identified behavior occurring?				
Not real sure		100% sure/no doubt		
1	2	3	4	5
				6

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

Form 4

Summary of Behavior Table

Summary of Behavior

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

Form 5

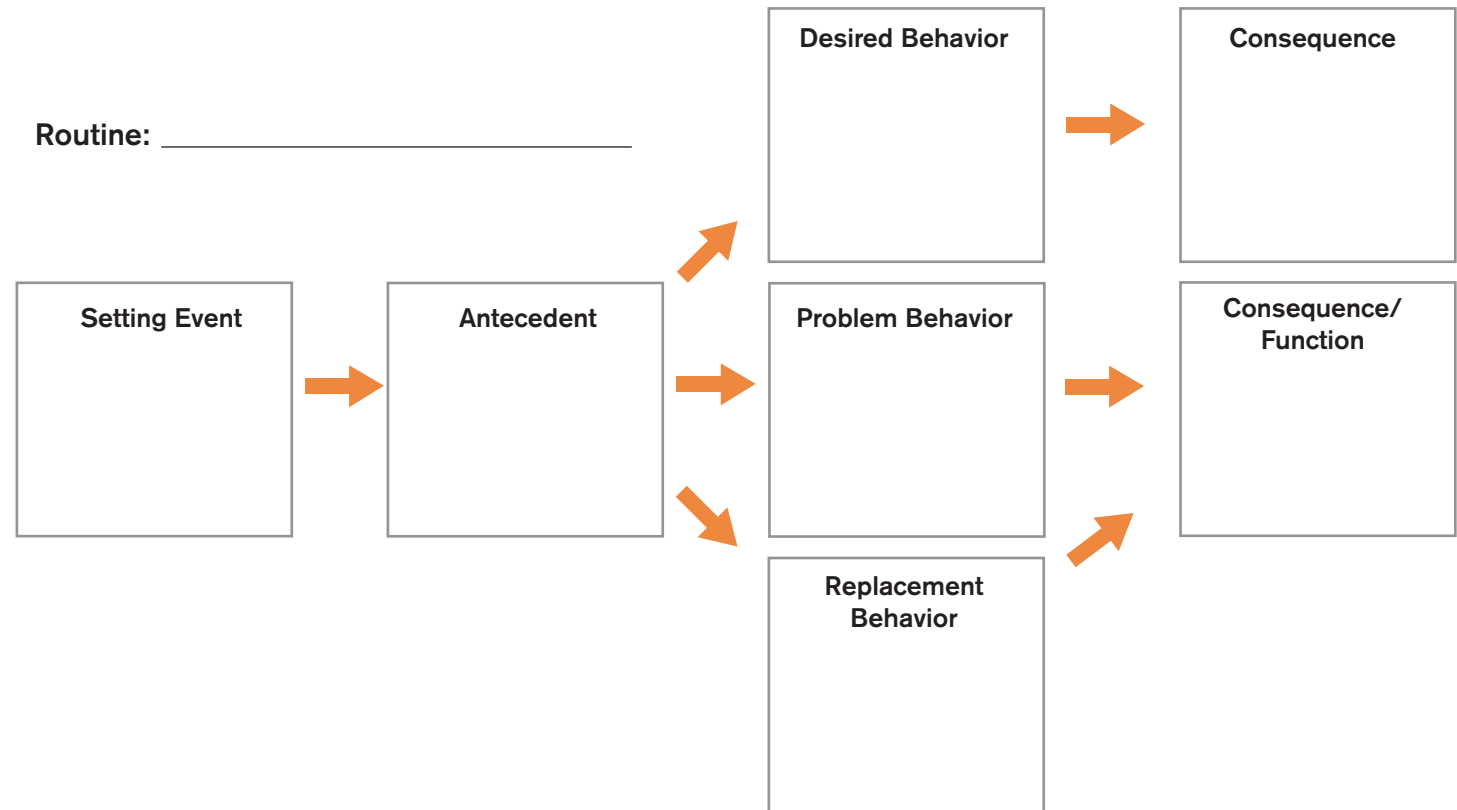
Behavior Support Planning Forms

Behavior Support Plan

Developed from a Functional Behavioral Assessment

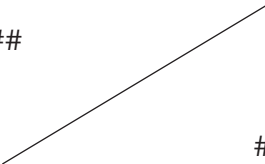
Student _____ Grade _____ Date _____

Build a Competing Behavior Pathway



Setting Event Strategies	Manipulate Antecedent	Teach Behavior	Alter Consequences
Eliminate/ Neutralize Setting Events	Eliminate/ Modify Antecedents	Teach Alternate Behavior	Reinforce Alternative/ Desired Behavior
	Prompt Alternative/ Desired Behavior	Teach Desired Behavior/ Skills	Respond to Problem Behavior/ Redirect Extinguish

Behavior Support Implementation Plan

Tasks	Person Responsible	By When	Review Date: _____					
			Implementation Rating: 2 = Yes (> 90%) 1 = Kind of (50-90%) 0 = No (< 50%)			Evaluation Decision: Monitor, modify, or discontinue		
Prevention (environmental redesign):			2	1	0			
			2	1	0			
Teaching (teach new skills):			2	1	0			
			2	1	0			
			2	1	0			
Consequences (reward appropriate behavior, minimize pay-off for problem behavior):			2	1	0			
			2	1	0			
			2	1	0			
			Implementation Score ##					
			 Total Possible					

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

Evaluation Plan

Behavioral goal (use specific, observable, measurable descriptions of goal)

What is the short-term behavioral goal?

_____ Expected date

What is the long-term behavioral goal?

_____ Expected date

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is the plan being implemented?			
Is the plan making a difference?			

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

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

Appendix B

BSP Knowledge Assessments & Answer Keys

Behavior Support Plan Knowledge Assessment

2011

The Behavior Support Plan Knowledge Assessment (BSP Knowledge Assessment) is designed for use by district behavior support specialists who deliver training on functional behavioral assessment and behavior support plan design. The BSP Knowledge Assessment has two versions for use to (a) assess the knowledge level of personnel entering training, and (b) assess the knowledge level of personnel who complete training. The BSP Knowledge Assessment measures school-based professionals' understanding of:

- a.) How to develop student Behavior Support Plans using FBA information
- b.) How to select intervention strategies that directly address the function of student problem behavior.

The BSP Knowledge Assessment takes approximately 20 minutes to complete.

Scoring

Questions #1-4 assess knowledge related to the Basic Components and Critical Features of BSPs. **Each answer is worth 1 point.**

Question 1 = 4 points

Question 2 = 3 points

Question 3 = 2 points

Question 4 = 2 points

Question #5 assesses the ability to discriminate between BSP intervention strategies that are Function-Based (FB), and those that are Neutral (N) or Contraindicated (C). The question contains 5 vignettes with 8 possible strategies per vignette. **Each answer is worth 1 point.**

Each Vignette = 8 possible points

Total points possible for all 5 questions = 51

Potential scores on the BSP Knowledge Assessment Range from 0 – 100%

The BSP Knowledge Assessment was developed to be delivered prior to the first session of the *From "Practical FBA" to BSP* training series. This assessment is intended to aid district-level behavior support specialists in determining the level of training that is necessary for school-based professionals to demonstrate the skills needed to lead a BSP team.

* It is recommended that school-based professionals who score less than 80% on the BSP Knowledge Assessment be provided with additional training using the *From "Practical FBA" to BSP* training modules before leading behavior support planning teams.

Strickland-Cohen, M. K. (2011). Educational and Community Supports, University of Oregon. Adapted from Benazzi, Nakayama, Sterling, Kidd, & Albin, (2003).

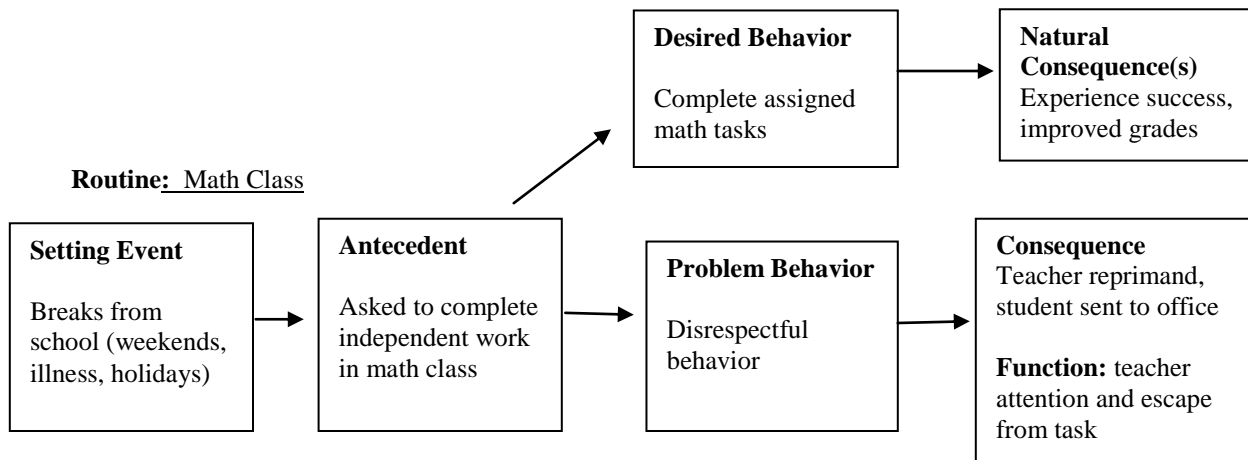
Name: _____

BSP Knowledge Assessment – Version A**1. What are the four critical components of Behavior Support Plans?**

- a.) _____
- b.) _____
- c.) _____
- d.) _____

2. Please describe three elements that are incorrect or missing from the competing behavior pathway below:

- a) _____
- b) _____
- c) _____

BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY

3. Preventive strategies are designed to eliminate or modify _____ that “trigger” problem behavior, and eliminate or neutralize the effects of any identified _____.

4. What are the two different types of consequence strategies that should be included as part of any behavior support plan?

1. _____

2. _____

5. Please read the hypothetical vignettes below. Based on the information provided, please indicate if you would rate the proposed interventions as a:

FB- Function-based intervention = an intervention that directly addresses the function of the problem behavior and is expected to improve behavior

N- Neutral intervention = an intervention that might be effective or is a good behavior management practice, but is unrelated to the function of the problem behavior

C- Contraindicated intervention = an intervention that conflicts with the function of the problem behavior (i.e., provides access to maintaining consequence(s) following problem behavior) and may increase problem behavior

Vignette 1

Jacob, a 5th grade student diagnosed with Asperger's Syndrome, was referred to the behavior support team by his science teacher, Mr. Volding, for disruptive and disrespectful behavior. After interviewing Mr. Volding and conducting several observations of Jacob, the team determined that, particularly on days when an altercation with a peer has occurred prior to science class, when asked to do work with a partner or small group, Jacob makes inappropriate comments (e.g., "This is stupid!"), pushes materials off his desk, and refuses to do his work. Based on the data collected, the team agreed that the function of Jacob's behavior is to avoid working with peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ Teach student to appropriately request a break from working with his partner(s).
2. ____ When problem behavior occurs, allow student to work alone.
3. ____ Develop a behavior contract with the student specifying that if he works successfully with peers for a specified part of lab time, he can spend the remainder of class time working independently.
4. ____ Review class rules about respectful interactions with peers at the beginning of class.
5. ____ When problem behavior occurs, send student to resource classroom to complete activity.
6. ____ When presenting assignments on days when Jacob has had a previous peer altercation, provide a choice of working either individually or with a peer partner.
7. ____ Provide tokens that can be exchanged for items at the school store when student engages in appropriate peer interactions.
8. ____ Provide pull-out social skills training 2 times per week for 20 minutes.

Strickland-Cohen, M. K. (2011). Educational and Community Supports, University of Oregon. Adapted from Benazzi, Nakayama, Sterling, Kidd, & Albin, (2003).

Vignette 2

Jessica, a 7th grade student, was referred to the behavior support team for ‘disrespect’ by staff that monitors the halls during passing periods. After interviewing the staff and conducting several observations of Jessica’s behavior between classes, the team determined that when walking down the hallways between classes, Jessica shouts curse words and intentionally bumps into peers. This behavior is most likely to occur on the days that Jessica arrives late to school. Based on the data collected, the team agreed that the function of Jessica’s behavior is to obtain adult attention.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ When problem behavior occurs in the hallway, provide a verbal reprimand and have the student go back to her classroom and then walk down the hallway the ‘right way’.
2. ____ Appropriate hallway behavior will be added to Jessica’s daily point card, and before classes begin she will ‘check-in’ briefly with each of her teachers regarding her behavior.
3. ____ On days that the student arrives late to school, she will be allowed to spend 5-10 minutes with the school counselor (a preferred adult) prior to going to class.
4. ____ When problem behavior occurs, take the student aside to explain why her behavior is inappropriate and how she should behave in the hallway.
5. ____ Teach student appropriate ways to gain attention from adults and peers in the hallway.
6. ____ When problem behavior occurs, student will be immediately sent to the office to discuss the incident with the principal or counselor.
7. ____ An announcement will be made over the PA system each morning reminding all students how to behave in the hallways.
8. ____ Provide frequent descriptive adult praise for appropriate hallway behavior.

Vignette 3

Audrey, a 3rd grade student, was referred to the behavior support team by her teacher, Mrs. Briggs, for disruptive behavior. After interviewing Mrs. Briggs and conducting several observations of Audrey in the classroom, the team determined that when asked to do independent seat work during math instruction, Audrey cries and tears up her papers. Based on the data collected, the team agreed that the function of Audrey's behavior is to escape difficult academic tasks.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ The school counselor will provide two 15-minute anger-management sessions per week for the remainder of the term.
2. ____ **Review** class rules about working respectfully and quietly before independent seat work.
3. ____ When problem behavior occurs, the student will be sent to the counselor's office to practice self-soothing behaviors.
4. ____ Teach student to raise her hand and ask for help from the teacher when she has difficulty with academic tasks.
5. ____ Modify math assignments to more closely match the student's current skill level, and provide additional tutoring during free-study time.
6. ____ When it appears that the student is becoming frustrated, send her to the hall to calm down.
7. ____ When problem behavior occurs, do not allow the student to escape the task. Instead, prompt the student to ask appropriately for help or for a break from the task, and only provide help or a break after she asks appropriately.
8. ____ Provide frequent descriptive praise when the student engages in appropriate seat-work behavior.

Vignette 4

Bobby, a 2th grade student who has been diagnosed with a learning disability, was referred to the behavior support team by his language arts teacher, Mr. Slade, for disruptive behavior. After interviewing Mr. Slade and conducting several observations of Bobby in the classroom, the team determined that during independent seatwork, Bobby often talks out, makes inappropriate noises, and makes faces at peers. Mr. Slade has changed the seating chart several times, but this strategy has not been effective. Based on the data collected, the team agreed that the function of Bobby's behavior is to obtain attention from peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ Minimize teacher attention for engaging in challenging behavior and redirect the student by asking him a question related to the lesson.
2. ____ Praise the student frequently for “sitting quietly” during independent seatwork.
3. ____ Teach other students to ignore the problem behavior.
4. ____ When problem behavior occurs, ask the student to partner with an appropriate ‘peer model’ for the activity.
5. ____ Remind the student of classroom expectations at the beginning of independent work times.
6. ____ Explain to the student that if he completes his assignment without engaging in inappropriate behavior, he can sit at the back table with a peer and play a game or talk quietly for 10 minutes.
7. ____ Teach other students that when Bobby is disruptive they should remind him of the classroom rules regarding how to behave during independent work times.
8. ____ Give the student the task of passing out the assignment to his peers and picking the papers up at the end of independent work time.

Vignette 5

Billy, a 5rd grade student, was referred to the behavior support team by his teacher, Mrs. Ables, for bullying. After interviewing Mrs. Ables and conducting several observations of Billy, the team determined that on the playground during recess and when waiting in the lunch line in the cafeteria, Billy pushes, steals from, and is verbally aggressive towards his peers. Based on the data collected, the team agreed that the function of Billy's behavior is to gain access to preferred items (i.e., money and snack items) from peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ Any form of bullying behavior will result in a trip to the principal's office and a call home to the student's parents.
2. ____ Teach peers to immediately walk away and tell a trusted adult when the student begins to engage in bullying behavior.
3. ____ Provide pull-out social skills training 3 times per week for 20 minutes.
4. ____ Reward appropriate interactions on the playground and in the cafeteria with tokens that can be traded for preferred food items.
5. ____ When problem behavior occurs, redirect by allowing the student to choose between snack items and praise appropriate choice-making.
6. ____ Remind all students of school-wide expectations before recess and lunch.
7. ____ When problem behavior occurs, the student will apologize to his peer(s) and give back any items that he has taken.
8. ____ Additional staff will be assigned to monitor the cafeteria and playground during lunch and recess.

Behavior Support Plan Knowledge Assessment: Answer Key

Version A

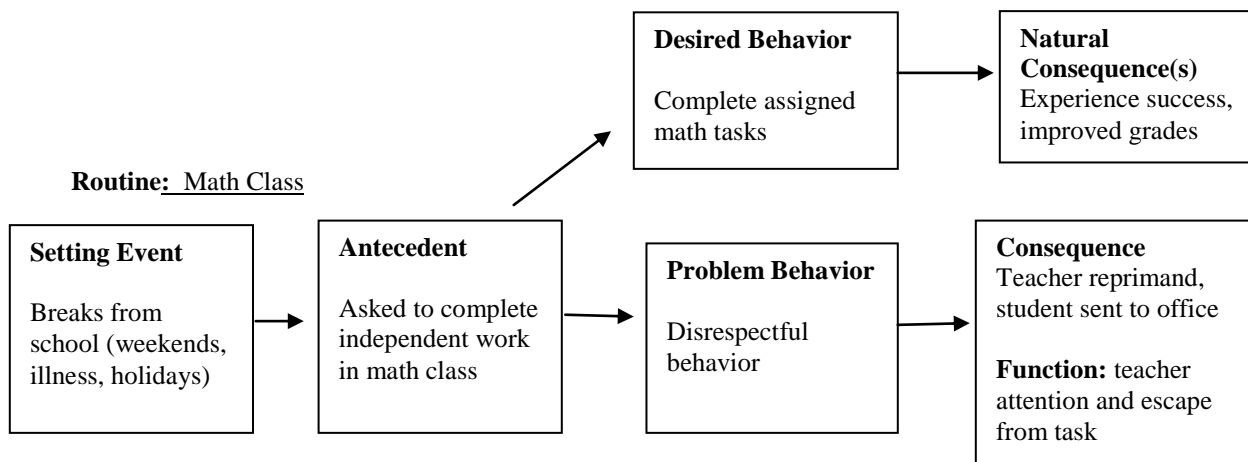
1. What are the four critical components of Behavior Support Plans? *(In any order)

- a) Competing Behavior Pathway
- b) Function-based behavior support strategies / interventions
- c) Implementation or Action Plan
- d) Evaluation Plan

2. Please describe three elements that are incorrect or missing from the competing behavior pathway below: *(In any order)

- a) There is no Alternative behavior specified
- b) The problem behavior is not operationally defined
- c) The primary function of the target behavior has not been identified

BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY



3. Preventive strategies are designed to eliminate or modify Antecedents or “Triggers” and eliminate or neutralize the effects of any identified Setting Events .

4. What are the two different types of consequence strategies that should be included as part of any behavior support plan?

1. Strategies designed to increase rewards for appropriate behavior
2. Strategies designed to minimize rewards / “pay-off” for problem behavior

5. Please read the hypothetical vignettes below. Based on the information provided, please indicate if you would rate the proposed interventions as a:

FB- Function-based intervention = an intervention that directly addresses the function of the problem behavior and is expected to improve behavior

N- Neutral intervention = an intervention that might be effective or is a good behavior management practice, but is unrelated to the function of the problem behavior

C- Contraindicated intervention = an intervention that conflicts with the function of the problem behavior (i.e., provides access to maintaining consequence(s) following problem behavior) and may increase problem behavior

Vignette 1

Jacob, a 5th grade student diagnosed with Asperger’s Syndrome, was referred to the behavior support team by his science teacher, Mr. Volding, for disruptive and disrespectful behavior. After interviewing Mr. Volding and conducting several observations of Jacob, the team determined that, particularly on days when an altercation with a peer has occurred prior to science class, when asked to do work with a partner or small group, Jacob makes inappropriate comments (e.g., “This is stupid!”), pushes materials off his desk, and refuses to do his work. Based on the data collected, the team agreed that the function of Jacob’s behavior is to avoid working with peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. **FB** Teach student to appropriately request a break from working with his partner(s).
2. **C** When problem behavior occurs, allow student to work alone.
3. **FB** Develop a behavior contract with the student specifying that if he works successfully with peers for a specified part of lab time, he can spend the remainder of class time working independently.
4. **N** Review class rules about respectful interactions with peers at the beginning of class.
5. **C** When problem behavior occurs, send student to resource classroom to the complete activity.
6. **FB** When presenting assignments on days when Jacob has had a previous peer altercation, provide a choice of working either individually or with a peer partner.

7. N Provide tokens that can be exchanged for items at the school store when student engages in appropriate peer interactions.
8. N Provide pull-out social skills training 2 times per week for 20 minutes.

Vignette 2

Jessica, a 7th grade student, was referred to the behavior support team for ‘disrespect’ by staff that monitors the halls during passing periods. After interviewing the staff and conducting several observations of Jessica’s behavior between classes, the team determined that when walking down the hallways between classes, Jessica shouts curse words and intentionally bumps into peers. This behavior is most likely to occur on the days that Jessica arrives late to school. Based on the data collected, the team agreed that the function of Jessica’s behavior is to obtain adult attention.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. C When problem behavior occurs in the hallway, provide a verbal reprimand and have the student go back to her classroom and then walk down the hallway the ‘right way’.
2. FB Appropriate hallway behavior will be added to Jessica’s daily point card, and before classes begin she will ‘check-in’ briefly with each of her teachers regarding her behavior.
3. FB On days that the student arrives late to school, she will be allowed to spend 5-10 minutes with the school counselor (a preferred adult) prior to going to class.
4. C When problem behavior occurs, take the student aside to explain why her behavior is inappropriate and how she should behave in the hallway.
5. FB Teach student appropriate ways to gain attention from adults and peers in the hallway.
6. C When problem behavior occurs, student will be immediately sent to the office to discuss the incident with the principal or counselor.
7. N An announcement will be made over the PA system each morning reminding all students how to behave in the hallways.
8. FB Provide frequent descriptive adult praise for appropriate hallway behavior.

Vignette 3

Audrey, a 3rd grade student, was referred to the behavior support team by her teacher, Mrs. Briggs, for disruptive behavior. After interviewing Mrs. Briggs and conducting several observations of Audrey in the classroom, the team determined that when asked to do independent seat work during math instruction, Audrey cries and tears up her papers. Based on the data collected, the team agreed that the function of Audrey's behavior is to escape difficult academic tasks.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. N The school counselor will provide two 15-minute anger-management sessions per week for the remainder of the term.
2. N Review class rules about working respectfully and quietly before independent seat work.
3. C When problem behavior occurs, the student will be sent to the counselor's office to practice self-soothing behaviors.
4. FB Teach student to raise her hand and ask for help from the teacher when she has difficulty with academic tasks.
5. FB Modify math assignments to more closely match the student's current skill level, and provide additional tutoring during free-study time.
6. C When it appears that the student is becoming frustrated, send her to the hall to calm down.
7. FB When problem behavior occurs, do not allow the student to escape the task. Instead, prompt the student to ask appropriately for help or for a break from the task, and only provide help or a break after she asks appropriately.
8. N Provide frequent descriptive praise when the student engages in appropriate seat-work behavior.

Vignette 4

Bobby, a 2th grade student who has been diagnosed with a learning disability, was referred to the behavior support team by his language arts teacher, Mr. Slade, for disruptive behavior. After interviewing Mr. Slade and conducting several observations of Bobby in the classroom, the team determined that during independent seatwork, Bobby often talks out, makes inappropriate noises, and makes faces at peers. Mr. Slade has changed the seating chart several times, but this strategy has not been effective. Based on the data collected, the team agreed that the function of Bobby's behavior is to obtain attention from peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. N Minimize teacher attention for engaging in challenging behavior and redirect the student by asking him a question related to the lesson.
2. N Praise the student frequently for "sitting quietly" during independent seatwork.
3. FB Teach other students to ignore the problem behavior.

4. C When problem behavior occurs, ask the student to partner with an appropriate 'peer model' for the activity.
5. N Remind the student of classroom expectations at the beginning of independent work times.
6. FB Explain to the student that if he completes his assignment without engaging in inappropriate behavior, he can sit at the back table with a peer and play a brief game or talk quietly for 10 minutes.
7. C Teach other students that when Bobby is disruptive they should remind him of the classroom rules regarding how to behave during independent work times.
8. FB Give the student the task of passing out the assignment to his peers and picking the papers up at the end of independent work time.

Vignette 5

Billy, a 5rd grade student, was referred to the behavior support team by his teacher, Mrs. Ables, for bullying. After interviewing Mrs. Abels and conducting several observations of Billy, the team determined that on the playground during recess and when waiting in the lunch line in the cafeteria, Billy pushes, steals from, and is verbally aggressive towards his peers. Based on the data collected, the team agreed that the function of Billy's behavior is to gain access to preferred items (i.e., money and snack items) from peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. N Any form of bullying behavior will result in a trip to the principal's office and a call home to the student's parents.
2. FB Teach peers to immediately walk away and tell a trusted adult when the student begins to engage in bullying behavior.
3. N Provide pull-out social skills training 3 times per week for 20 minutes.
4. FB Reward appropriate interactions on the playground and in the cafeteria with tokens that can be traded for preferred food items.
5. C When problem behavior occurs, redirect by allowing the student to choose between snack items and praise appropriate choice-making.
6. N Remind all students of school-wide expectations before recess and lunch.
7. FB When problem behavior occurs, the student will apologize to his peer(s) and give back any items that he has taken.
8. N Additional staff will be assigned to monitor the cafeteria and playground during lunch and recess.

Behavior Support Plan Knowledge Assessment

2011

The Behavior Support Plan Knowledge Assessment (BSP Knowledge Assessment) is designed for use by district behavior support specialists who deliver training on functional behavioral assessment and behavior support plan design. The BSP Knowledge Assessment has two versions for use to (a) assess the knowledge level of personnel entering training, and (b) assess the knowledge level of personnel who complete training. The BSP Knowledge Assessment measures school-based professionals' understanding of:

- a.) How to develop student Behavior Support Plans using FBA information
- b.) How to select intervention strategies that directly address the function of student problem behavior.

The BSP Knowledge Assessment takes approximately 20 minutes to complete.

Scoring

Questions #1-4 assess knowledge related to the Basic Components and Critical Features of BSPs. **Each answer is worth 1 point.**

Question 1 = 4 points

Question 2 = 3 points

Question 3 = 2 points

Question 4 = 2 points

Question #5 assesses the ability to discriminate between BSP intervention strategies that are Function-Based (FB), and those that are Neutral (N) or Contraindicated (C). The question contains 5 vignettes with 8 possible strategies per vignette. **Each answer is worth 1 point.**

Each Vignette = 8 possible points

Total points possible for all 5 questions = 51

Potential scores on the BSP Knowledge Assessment Range from 0 – 100%

The BSP Knowledge Assessment was developed to be delivered prior to the first session of the *From "Practical FBA" to BSP* training series. This assessment is intended to aid district-level behavior support specialists in determining the level of training that is necessary for school-based professionals to demonstrate the skills needed to lead a BSP team.

* It is recommended that school-based professionals who score less than 80% on the BSP Knowledge Assessment be provided with additional training using the *From "Practical FBA" to BSP* training modules before leading behavior support planning teams.

Strickland-Cohen, M. K. (2011). Educational and Community Supports, University of Oregon. Adapted from Benazzi, Nakayama, Sterling, Kidd, & Albin, (2003).

Name: _____

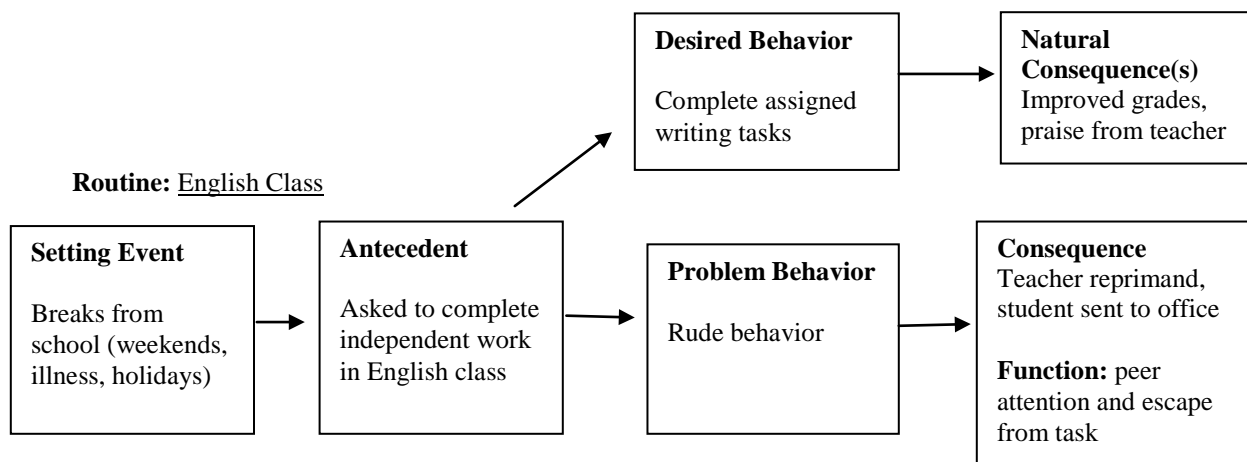
BSP Knowledge Assessment – Version B

1. Please describe three elements that are incorrect or missing from the competing behavior pathway below:

a) _____

b) _____

c) _____

BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY

2. What are the four critical components of Behavior Support Plans?

a.) _____

b.) _____

c.) _____

d.) _____

3. Preventive strategies are designed to eliminate or modify _____ that “trigger” problem behavior and eliminate or neutralize the effects of any identified _____.

4. What are the two different types of consequence strategies that should be included as part of any behavior support plan?

1. _____

2. _____

5. Please read the hypothetical vignettes below. Based on the information provided, please indicate if you would rate the proposed interventions as a:

FB- Function-based intervention = an intervention that directly addresses the function of the problem behavior and is expected to improve behavior

N- Neutral intervention = an intervention that might be effective or is a good behavior management practice, but is unrelated to the function of the problem behavior

C- Contraindicated intervention = an intervention that conflicts with the function of the problem behavior (i.e., provides access to maintaining consequence(s) following problem behavior) and may increase problem behavior

Vignette 1

Janie, a 3rd grade student, was referred to the behavior support team by her teacher, Mrs. Pickering, for disruptive behavior. After interviewing Mrs. Pickering and conducting several observations of Janie in the classroom, the team determined that when asked to do independent seat work during math instruction, Janie cries and scribbles on her papers. Based on the data collected, the team agreed that the function of Janie's behavior is to escape difficult academic tasks.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ Modify math assignments to more closely match the student's current skill level, and provide additional tutoring during free-study time.
2. ____ When it appears that the student is becoming frustrated, send her to the hall to calm down.
3. ____ When problem behavior occurs, do not allow the student to escape the task. Instead, prompt the student to ask appropriately for help or for a break from the task, and only provide help or a break after she asks appropriately.
4. ____ Provide frequent descriptive praise when the student engages in appropriate seat-work behavior.
5. ____ The school counselor will provide two 15-minute anger-management sessions per week for the remainder of the term.
6. ____ Review class rules about working respectfully and quietly before independent seat work.
7. ____ When problem behavior occurs, the student will be sent to the counselor's office to practice self-soothing behaviors.
8. ____ Teach student to raise her hand and ask for help from the teacher when she has difficulty with academic tasks.

Strickland-Cohen, M. K. (2011). Educational and Community Supports, University of Oregon. Adapted from Benazzi, Nakayama, Sterling, Kidd, & Albin, (2003).

Vignette 2

Laroy, a 6th grade student, was referred to the behavior support team for ‘disrespect’ by staff that monitors the halls during passing periods. After interviewing the staff and conducting several observations of Laroy’s behavior between classes, the team determined that when walking down the hallways between classes, he shouts curse words and intentionally bumps into peers. This behavior is most likely to occur on the days that Laroy arrives late to school. Based on the data collected, the team agreed that the function of Laroy’s behavior is to obtain adult attention.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ When problem behavior occurs, student will be immediately sent to the office to discuss the incident with the principal or counselor.
2. ____ An announcement will be made over the PA system each morning reminding all students how to behave in the hallways.
3. ____ Provide frequent descriptive adult praise for appropriate hallway behavior.
4. ____ When problem behavior occurs in the hallway, provide a verbal reprimand and have the student go back to his classroom and then walk down the hallway the ‘right way’.
5. ____ Appropriate hallway behavior will be added to Laroy’s daily point card, and before classes begin he will ‘check-in’ briefly with each of his teachers regarding his behavior.
6. ____ On days that the student arrives late to school, he will be allowed to spend 5-10 minutes with the school counselor (a preferred adult) prior to going to class.
7. ____ When problem behavior occurs, take the student aside to explain why his behavior is inappropriate and how he should behave in the hallway.
8. ____ Teach student appropriate ways to gain attention from adults and peers in the hallway.

Vignette 3

Jessie, a 4th grade student diagnosed with Asperger's Syndrome, was referred to the behavior support team by his Reading teacher, Mr. Katz, for disruptive and disrespectful behavior. After interviewing Mr. Katz and conducting several observations of Jessie, the team determined that, particularly on days when an altercation with a peer has occurred prior to Reading class, when asked to do work with a partner or small group, Jessie makes inappropriate comments (e.g., "I hate this!"), tears up his papers, and verbally refuses to do his work. Based on the data collected, the team agreed that the function of Jessie's behavior is to avoid working with peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ Review class rules about respectful interactions with peers at the beginning of class.
2. ____ When problem behavior occurs, send student to resource classroom to complete activity.
3. ____ Teach student to appropriately request a break from working with his partner(s).
4. ____ When problem behavior occurs, allow student to work alone.
5. ____ Develop a behavior contract with the student specifying that if he works successfully with peers for a specified part of Reading time, he can spend the remainder of class time working independently.
6. ____ When presenting assignments on days when Jacob has had a previous peer altercation, provide a choice of working either individually or with a peer partner.
7. ____ Provide tokens that can be exchanged for items at the school store when student engages in appropriate peer interactions.
8. ____ Provide pull-out social skills training 2 times per week for 20 minutes.

Vignette 4

Bobbie, a 1st grade student who has been diagnosed with a learning disability, was referred to the behavior support team by her language arts teacher, Mr. Sprague, for disruptive behavior. After interviewing Mr. Sprague and conducting several observations of Bobbie in the classroom, the team determined that during independent seatwork, Bobbie often gets out of her seat without permission, makes inappropriate noises, and makes faces at peers. Mr. Sprague has changed the seating chart several times, but this strategy has not been effective. Based on the data collected, the team agreed that the function of Bobbie's behavior is to obtain attention from peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ Teach other students to ignore the problem behavior.
2. ____ When problem behavior occurs, ask the student to partner with an appropriate 'peer model' for the activity.
3. ____ Remind the student of classroom expectations at the beginning of independent work times.
4. ____ Minimize teacher attention for engaging in challenging behavior and redirect the student by asking her a question related to the lesson.
5. ____ Praise the student frequently for "sitting quietly" during independent seatwork.
6. ____ Explain to the student that if she completes her assignment without engaging in inappropriate behavior, she can sit at the back table with a peer and play a game or talk quietly for 10 minutes.
7. ____ Teach other students that when Bobbie is disruptive they should remind her of the classroom rules regarding how to behave during independent work times.
8. ____ Give the student the task of passing out the assignment to her peers and picking the papers up at the end of independent work time.

Vignette 5

Alex, a 5th grade student, was referred to the behavior support team by his teacher, Mrs. Bradway, for bullying. After interviewing Mrs. Bradway and conducting several observations of Alex, the team determined that on the playground during recess and when waiting in the lunch line in the cafeteria, Alex is verbally aggressive towards his peers and takes their snacks and lunch money. Based on the data collected, the team agreed that the function of Alex's behavior is to gain access to preferred items (i.e., money and snack items) from peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. ____ Any form of bullying behavior will result in a trip to the principal's office and a call home to the student's parents.
2. ____ Teach peers to immediately walk away and tell a trusted adult when the student begins to engage in bullying behavior.
3. ____ Provide pull-out social skills training 3 times per week for 20 minutes.
4. ____ Remind all students of school-wide expectations before recess and lunch.
5. ____ When problem behavior occurs, the student will apologize to his peer(s) and give back any items that he has taken.
6. ____ Additional staff will be assigned to monitor the cafeteria and playground during lunch and recess.
7. ____ Reward appropriate interactions on the playground and in the cafeteria with tokens that can be traded for preferred food items.
8. ____ When problem behavior occurs, redirect by allowing the student to choose between snack items and praise appropriate choice-making.

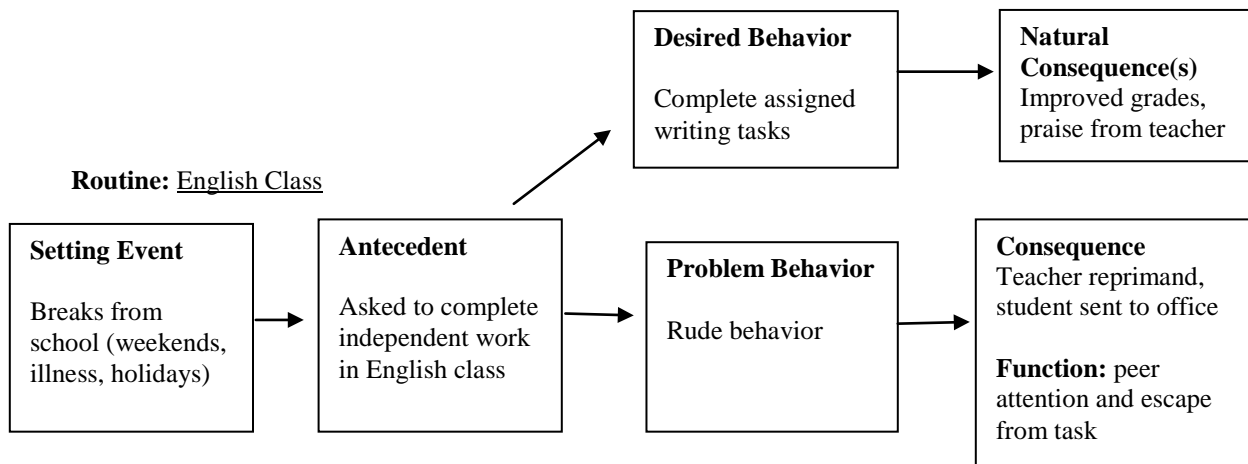
Behavior Support Plan Knowledge Assessment: Answer Key

Version B

1. Please describe three elements that are incorrect or missing from the competing behavior pathway below: *(In any order)

- a) There is no Alternative behavior specified
- b) The problem behavior is not operationally defined
- c) The primary function of the target behavior has not been identified

BEHAVIOR SUPPORT PLAN: COMPETING BEHAVIOR PATHWAY



2. What are the four critical components of Behavior Support Plans? *(In any order)

- a) Competing Behavior Pathway
- b) Function-based behavior support strategies / interventions
- c) Implementation or Action Plan
- d) Evaluation Plan

3. Preventive strategies are designed to eliminate or modify Antecedents or “Triggers” and eliminate or neutralize the effects of any identified Setting Events .

4. What are the two different types of consequence strategies that should be included as part of any behavior support plan?

1. Strategies designed to increase rewards for appropriate behavior
2. Strategies designed to minimize rewards / “pay-off” for problem behavior

5. Please read the hypothetical vignettes below. Based on the information provided, please indicate if you would rate the proposed interventions as a:

FB- Function-based intervention = an intervention that directly addresses the function of the problem behavior and is expected to improve behavior

N- Neutral intervention = an intervention that might be effective or is a good behavior management practice, but is unrelated to the function of the problem behavior

C- Contraindicated intervention = an intervention that conflicts with the function of the problem behavior (i.e., provides access to maintaining consequence(s) following problem behavior) and may increase problem behavior

Vignette 1

Janie, a 3rd grade student, was referred to the behavior support team by her teacher, Mrs. Pickering, for disruptive behavior. After interviewing Mrs. Pickering and conducting several observations of Janie in the classroom, the team determined that when asked to do independent seat work during math instruction, Janie cries and tears up her papers. Based on the data collected, the team agreed that the function of Janie’s behavior is to escape difficult academic tasks.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. **FB** Modify math assignments to more closely match the student’s current skill level, and provide additional tutoring during free-study time.
2. **C** When it appears that the student is becoming frustrated, send her to the hall to calm down.
3. **FB** When problem behavior occurs, do not allow the student to escape the task. Instead, prompt the student to ask appropriately for help or for a break from the task, and only provide help or a break after she asks appropriately.
4. **N** Provide frequent descriptive praise when the student engages in appropriate seat-work behavior.

5. N The school counselor will provide two 15-minute anger-management sessions per week for the remainder of the term.
6. N Review class rules about working respectfully and quietly before independent seat work.
7. C When problem behavior occurs, the student will be sent to the counselor's office to practice self-soothing behaviors.
8. FB Teach student to raise her hand and ask for help from the teacher when she has difficulty with academic tasks.

Vignette 2

Laroy, a 6th grade student, was referred to the behavior support team for 'disrespect' by staff that monitors the halls during passing periods. After interviewing the staff and conducting several observations of Laroy's behavior between classes, the team determined that when walking down the hallways between classes, he shouts curse words and intentionally bumps into peers. This behavior is most likely to occur on the days that Laroy arrives late to school. Based on the data collected, the team agreed that the function of Laroy's behavior is to obtain adult attention.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. C When problem behavior occurs, student will be immediately sent to the office to discuss the incident with the principal or counselor.
2. N An announcement will be made over the PA system each morning reminding all students how to behave in the hallways.
3. FB Provide frequent descriptive adult praise for appropriate hallway behavior.
4. C When problem behavior occurs in the hallway, provide a verbal reprimand and have the student go back to his classroom and then walk down the hallway the 'right way'.
5. FB Appropriate hallway behavior will be added to Laroy's daily point card, and before classes begin he will 'check-in' briefly with each of his teachers regarding his behavior.
6. FB On days that the student arrives late to school, he will be allowed to spend 5-10 minutes with the school counselor (a preferred adult) prior to going to class.
7. C When problem behavior occurs, take the student aside to explain why his behavior is inappropriate and how he should behave in the hallway.
8. FB Teach student appropriate ways to gain attention from adults and peers in the hallway.

Vignette 3

Jessie, a 4th grade student diagnosed with Asperger's Syndrome, was referred to the behavior support team by his Reading teacher, Mr. Katz, for disruptive and disrespectful behavior. After interviewing Mr. Katz and conducting several observations of Jessie, the team determined that, particularly on days when an altercation with a peer has occurred prior to Reading class, when asked to do work with a partner or small group, Jessie makes inappropriate comments (e.g., "This is stupid!"), pushes materials off his desk, and refuses to do his work. Based on the data collected, the team agreed that the function of Jessie's behavior is to avoid working with peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. N Review class rules about respectful interactions with peers at the beginning of class.
2. C When problem behavior occurs, send student to resource classroom to the complete activity.
3. FB Teach student to appropriately request a break from working with his partner(s).
4. C When problem behavior occurs, allow student to work alone.
5. FB Develop a behavior contract with the student specifying that if he works successfully with peers for a specified part of reading time, he can spend the remainder of class time working independently.
6. FB When presenting assignments on days when Jacob has had a previous peer altercation, provide a choice of working either individually or with a peer partner.
7. N Provide tokens that can be exchanged for items at the school store when student engages in appropriate peer interactions.
8. N Provide pull-out social skills training 2 times per week for 20 minutes.

Vignette 4

Bobbie, a 1st grade student who has been diagnosed with a learning disability, was referred to the behavior support team by her language arts teacher, Mr. Sprague, for disruptive behavior. After interviewing Mr. Sprague and conducting several observations of Bobbie in the classroom, the team determined that during independent seatwork, Bobbie often talks out, makes inappropriate noises, and makes faces at peers. Mr. Sprague has changed the seating chart several times, but this strategy has not been effective. Based on the data collected, the team agreed that the function of Bobbie's behavior is to obtain attention from peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. FB Teach other students to ignore the problem behavior.
2. C When problem behavior occurs, ask the student to partner with an appropriate 'peer model' for the activity.
3. N Remind the student of classroom expectations at the beginning of independent work times.

4. N Minimize teacher attention for engaging in challenging behavior and redirect the student by asking her a question related to the lesson.
5. N Praise the student frequently for “sitting quietly” during independent seatwork.
6. FB Explain to the student that if she completes her assignment without engaging in inappropriate behavior, she can sit at the back table with a peer and play a game or talk quietly for 10 minutes.
7. C Teach other students that when Bobbie is disruptive they should remind her of the classroom rules regarding how to behave during independent work times.
8. FB Give the student the task of passing out the assignment to her peers and picking the papers up at the end of independent work time.

Vignette 5

Alex, a 5rd grade student, was referred to the behavior support team by his teacher, Mrs. Bradway, for bullying. After interviewing Mrs. Bradway and conducting several observations of Alex, the team determined that on the playground during recess and when waiting in the lunch line in the cafeteria, Alex pushes, steals from, and is verbally aggressive towards his peers. Based on the data collected, the team agreed that the function of Alex’s behavior is to gain access to preferred items (i.e., money and snack items) from peers.

Based on the information provided in the vignette, the team is considering the following interventions. For each intervention, please indicate if you would rate it as a FB (function-based), N (neutral), or C (contraindicated) in the spaces provided.

1. N Any form of bullying behavior will result in a trip to the principal’s office and a call home to the student’s parents.
2. FB Teach peers to immediately walk away and tell a trusted adult when the student begins to engage in bullying behavior.
3. N Provide pull-out social skills training 3 times per week for 20 minutes.
4. N Remind all students of school-wide expectations before recess and lunch.
5. FB When problem behavior occurs, the student will apologize to his peer(s) and give back any items that he has taken.
6. N Additional staff will be assigned to monitor the cafeteria and playground during lunch and recess.
7. FB Reward appropriate interactions on the playground and in the cafeteria with tokens that can be traded for preferred food items.
8. C When problem behavior occurs, redirect by allowing the student to choose between snack items and praise appropriate choice-making.