

IT AIN'T EASY

**EXAMINING THE RELATIONSHIP BETWEEN
COMMON BEHAVIORAL PRACTICES AND
EDUCATOR RESISTANCE**

Kevin Murdock, PhD, BCBA-D
Tampa, Florida

Hillsborough County
Public Schools (HCPS)

8th largest district in nation

Total schools: > 300

K-5 Elementary schools : ~150	K-8 : ~5
Middle schools : ~50	High schools : ~30
Exceptional Centers : ~10	Charter : ~50
Other : ~20	

Full-time teachers: > 13,000

Total Students: > 200,000

HCPS Behavior Analyst Supports

- **Functional Assessment Consultant Team -**
Mix of 7 full-time and part-time BCBAs + BCaBA consults primarily to support FBA-BIPs
- **Behavior Coaches -**
Mix of 6 full-time and part-time BCBAs consults primarily to reduce restraint-seclusion events
- **Traditional school-based assignments -**
 - **~15 additional behavior analysts** (BCBA, BCaBA, FI-CBA)
 - **~9 pending examination**

**Wow, that sounds like a bunch
of behavior analysts... right?**

- **Approximate ratio is**
- **1 BCBA/BCaBA to 6,300 students**
- In comparison, the NASP recommended ratio is
- **1 School Psychologist to 1,500 students**

Objectives

The learner will (may) be able to:

- ⦿ Name competing demands that many educators encounter.
- ⦿ Identify sources of educator resistance to behavior analysis.
- ⦿ Describe how behavior analysts can prevent or reduce educator resistance to behavior analysis.

Mini-Objectives

- ⦿ Recognize how some professionals are capitalizing on educator desires for “fast and easy” methods.
- ⦿ Describe how behavior analysts might:
 - Simplify some tasks for educators and develop services and resources while adhering to standards of good practice
 - Increase educator acceptance of behavior analytic strategies
 - Replace or prevent ineffective and potentially harmful “fast and easy” methods

Mega-Objective

- ⦿ Education is not the filling of a pail, but the lighting of a fire.

-- William Butler Yeats

- ⦿ The learner will experience a change in establishing operations that will be followed by meaningful actions to improve the state of American education.

WE NEED EDUCATORS

The demand for behavioral supports in schools far exceeds the supply of behavior analysts

We Need Educators

- Teachers, Para-educators, School Psychologists, Social Workers, Counselors, Specialists, and other **educators are often needed to play vital roles in behavior assessment and intervention.**
- **Teaching is an especially difficult job.**
- **Teachers deserve respect.**

Competing Demands and Stressors for Educators

- **High stakes testing of academic performance**
- **Teaching to the “middle of the class”**
 - leaving slow achieving students behind and
 - not fulfilling the potential of gifted students

Competing Demands and Stressors for Educators

- **School grading & complex teacher evaluation methods** impact income and job assignments
- **Wave after wave of new requirements and initiatives at the district, state, & federal levels**
 - often not sure which are priorities, or what will continue or fade

Other factors identified by teachers

Dwayne Renaker, Stephanie Huffman, Pam Terilli

- **Moving too quickly to new content** (before mastery)
- Changing curriculum standards (Common Core)
- **Not enough time to plan differentiated instruction** for students on different levels
- Limited parent participation
- **Blamed for societal problems**
- Limited support from administrators
- **Limited or no proficiency-based training in behavior management**

Other factors identified by teachers

Dwayne Renaker, Stephanie Huffman, Pam Terilli

- Moving to new content (mastery)
- Changing standards (Core)
- Not enough time to plan differentiated instruction on different



- Stressors and competing demands are high.
- In some schools, behavioral practices are perceived as “too much work.”
- This causes overt or covert resistance to, and the ultimate failure of, needed behavior analytic services.

- Educators drift toward methods that look “fast and easy” or “user friendly.”
- But, they are often unaware of the significant pitfalls (i.e., risks) that the “path of least resistance” presents to intervention effectiveness.

Impact of “Fast & Easy”

- Little focus on effective behavioral problem solving across all 3 tiers
 - Tier 1: Schoolwide
 - Tier 2: Targeted group
 - Tier 3: Individualized, intensive FBA + BIP
- Little attention to the relationship:
 - ↑ problem behaviors: ↓ academic growth

Impact of “Fast & Easy”

- **Rushed FBAs and skimpy BIPs**
(technically inadequate)
 - **Compliance-driven** (get the paperwork done)
 - **No or poor linkage of function to intervention**

(Sasso, Conroy, Stichter, & Fox, 2001; Scott & Kamps, 2007)

Impact of “Fast & Easy”

- **Educator avoidance of consultation**
- **Limited or poor measures of intervention fidelity**

Example: *Adherence* checks – The student was in the intervention setting for the designated time period
- **Revert to old methods:**
 - mentalistic explanations
 - refer → test → place model

Impact of “Fast & Easy” on behavior analysts

A little closer to home...

- **Limits the credibility of, and perceived need for, behavior analysts**
- **Interferes with educator adoption** of behavior analytic processes
- **Threatens the growth of our field**



We'll come back to “Fast and Easy.” Now let's consider:

- Why some educators avoid behavior analytic approaches
- Why some educators go for “fast and easy” and “user friendly” methods
- How we can fix this problem.

Myths and misconceptions cause bias against ABA

Sampling of myths & misconceptions

- Behavior modification is mechanistic... kids just need unconditional love
- **Extrinsic rewards damage kids**
- M & M therapy just bribes kids
- **Only effective with autistic and developmentally disabled**
- Turns kids into robots

What we can do

- **Seek out the sources, dispel myths, and correct misinformation**

- Common sources:
 - University experiences
 - Textbooks
 - Educator peers

- “It is one thing to show a man that he is in error and another to put him in possession of the truth.”

-- John Locke

- put him in possession of **ABA**.

What we can do

- ⦿ **Increase educator access to user-friendly sources:**
 - **Factual ABA knowledge**
 - **Stories of ABA successes**
 - Rolider and Axelrod – in Heward et al. “Focus on Behavior in Education”

Tri-fold brochures - BehaviorCanChange.com

What You Need to Know About Effective Autism Treatment

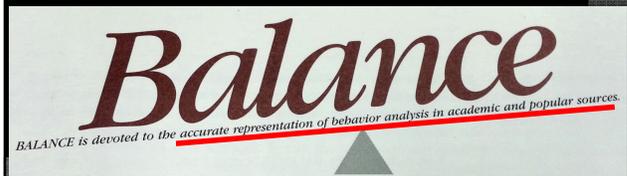
What You Need to Know About Improving Your Child's School Performance

Offer help to update & expand



- ⦿ **Newsletter articles**
- ⦿ **Volunteer presentations in colleges of education and school districts**
- ⦿ **Form or join in “watchdog” groups**

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- ⦿ **Volunteer presentations in colleges of education and school districts**
- ⦿ **Form or join in “watchdog” groups**
- ⦿ **Revive BALANCE group (Joe Wyatt, Susan Schneider, et al.)**



Educators' aversive experiences with behavior analysts may cause bias against ABA

Bad consultee experiences

- **Complex assessment & intervention process**
 - Behavior analysts or local review requirements sometimes contribute to this problem.
- Examples:
 - **Lengthy (20-50 page) FBA-BIPs** that appear to be written for behavior analysts, not practitioners
 - **Technical jargon**
 - **Complex forms** for BIPs, data recording, etc.
 - **Impractical expectations** (e.g., continuous data recording every minute of the day)

Bad consultee experiences

- **Arrogance**
(blatant to subtle)
- **Jargon** - Too eager to use (and teach) complex terms
- **Little collaboration**
- **Limited attention to rapport building**
 - Too much corrective feedback
 - Too little positive feedback to shape improvements



Bad consultee experiences

Samples of actual educator reactions:

"I don't like him talking down at us"

"All those fancy college words, I have no idea what she's talking about"

"Don't need some young thing know it all telling me what to do"

"Has s/he ever worked even one day as a teacher?"

"You gotta be kidding me. Her again?"

What we can do

Consider each educator's perspective.
Imagine or take a "walk in their shoes."

Respect that educators have differing:

- Histories of instruction and reinforcement
- Expectations and current contingencies

**"We're not like them.
They're not like us."**

-- Andrew Houvouras

**THEY'RE
NOT
LIKE US**

What we can do

- **Be humble.** (Check your pride at the front door.)
"It's nice to be important, but it's more important to be nice."
- **"Win friends"**
Establish rapport programmatically
Build collegial & collaborative relationships
Use "We ..." statements
Acknowledge and respect educator input

What we can do

- **Refresh, extend and maintain our knowledge of effective consultation skills**

Must Read Materials on Consultation Skills:

- Bailey and Burch - *25 Essential Skills and Strategies for the Professional Behavior Analyst: Expert Tips for Maximizing Consulting Effectiveness*
- Chandler and Dahlquist - Chapter 11: **Guidelines for Program Implementation and Consultation**, in *Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings*, 4th Edition.

Must Read Materials on Consultation Skills:

- ◎ Foxx, Richard M. (1996). **Twenty Years of Applied Behavior Analysis in Treating the Most Severe Problem Behavior: Lessons Learned.** *The Behavior Analyst*, 19(2), 225–235. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2733622/>
- ◎ Dale Carnegie – ***How to Win Friends and Influence People***

More Materials on Consultation Skills:

- ◎ Mueller and Nkosi (2009) ***Behavior Analytic Consultation to Schools.***
 - Note: This text advocates for the BACS model which focuses on the outcome of the consultation process. However, an effective consultant will also focus on a collegial and collaborative relationship with the consultee.
- ◎ Bergan & Kratochwill (1990) - ***Behavioral consultation and therapy***

What we can do

- ◎ Explore emerging literature on “coaching” and “implementation science”
- ◎ AKA “Intervention Integrity”
- ◎ We should all receive quality supervised experience or mentoring from a competent, successful consultant – throughout our careers
- ◎ Upon entry to the school, clarify your role as the behavior analyst

Declaration of Professional Practices and Procedures

- ◎ Bailey & Burch, ***Ethics for Behavior Analysts***

Declaration of Professional Practices and Procedures For Behavior Analysts¹

[YOUR NAME, Degree]
Board Certified Behavior Analyst™

[Your mailing address & telephone number & email]

For My Prospective Client/Client's Family

This document is designed to inform you about my background and ensure that you understand our professional relationship.

1. AREAS OF EXPERTISE
(Generally, in this section you explain your area of expertise. This can be as long or as short as you want as long as the client is fully informed of your area(s) of competence.)

I have been practicing as a behavior analyst for _____ years. I obtained my degree in (field of study) in (year). My specialty is _____ (e.g., working with preschool children, parent training, etc.).

2. PROFESSIONAL RELATIONSHIP, LIMITATIONS AND RISKS

What I Do:
Behavior analysis is a unique method of treatment based on the idea that most important human behavior is learned over time and that it is currently maintained by consequences in the environment. My job as a behavior analyst is to work with behavior you would like to change. With your input, I can help you discover what is maintaining a behavior, discover more appropriate replacement behaviors, and then set up a plan to teach those behaviors. I can also develop a plan to help you acquire a new behavior or improve your skill level. Some of the time I will be treating you directly and at other times I may be training significant others as well.

How I Work:

What we can do

Prepare **Action Plans** for common issues:

- Increase problem solving team skills
- Improve educator use of correct behavioral terminology
- Inform the problem solving team about Evidence-Based Practice (EBP)
- Increase team and individual educator acceptance and cooperation
- Examples are in the "download"

Action Plan Goal: Increase problem solving team skills

Consultation Methods:

- Go from simple to complex
- Teach with many examples
- Use programmed instruction
- Behavior Skills Training
- Increase fluency via precision teaching



Action Plan Goal: Increase problem solving team skills

- Clarify norms and track fidelity of problem solving team operation
- **Team Initiated Problem Solving Fidelity Checklist (TIPS-FC)** is a progress-monitoring tool for planning, implementing, and sustaining best practice meeting foundations and using data for problem solving and decision-making.
 - Todd, A. W., Newton, J. S., Horner, R. H., Algozzine, K., & Algozzine, B. (2014). TIPS II Training Manual: TIPS Fidelity Checklist.
 - https://www.pbis.org/Common/Cms/files/Forum15_Presentations/E1_TIPS.pdf

TIPS Fidelity Checklist (TIPS-FC)					
Item	Data Source	Scoring Criterion	Meeting Date		
Problem-Solving Items (10-18) Continued					
12. Quantitative data were available and reviewed.	Direct Observation of Spreadsheets, Charts, and/or Graphs with counts, percentages, rates, scores, grades	0= Quantitative data were not available or reviewed. 1= Quantitative data were available but not reviewed. 2= Quantitative data were reviewed.			
13. At least one problem is defined with precision (what, where, when, by whom, why, how often).	Documentation of precision for at least one defined problem on Meeting Minutes	0= No problem is defined. 1= At least one problem is defined but lack one or more precision elements. 2= At least one problem is defined with all precision elements.			
14. All documented active problems have documented solutions.	Documentation on Meeting Minutes	0= Documented active problem(s) do not have documented solutions or no active problems are documented. 1= Some documented active problem(s) have documented solutions. 2= All documented active problems have documented solutions.			
15. Full action plan (who, what, by whom, when) is documented used for at least one documented solution.	Documentation on Meeting Minutes of a full action plan for at least one documented solution	0= No action plan is documented for at least one documented solution or no solution(s) are documented. 1= Partial action plan is documented for at least one documented solution. 2= Full action plan is documented for at least one documented solution.			
16. Problems that have solutions defined have a goal defined.	Documentation on Meeting Minutes	0= Problems that have solutions defined do not have a goal defined or no solutions are documented. 1= Some problems that have solutions defined have a goal defined. 2= Problems that have solutions defined have a goal defined.			
17. A fidelity of implementation measure is documented used for each solution, along with a schedule for extending those data.	Documentation on Meeting Minutes	0= Fidelity measure and schedule are not defined and documented for solutions or no active problem(s)/solution(s)/goal(s) are documented. 1= Fidelity measure and schedule are defined and documented for some solutions. 2= Fidelity measure and schedule are defined and documented for all solutions.			

Action Plan Goal: Improve educator use of correct behavioral terminology

- ◎ **Gradually introduce new terms**
 - “Let’s catch ‘em being good.”
 - “Let’s use specific praise when the desired behavior happens. And, withhold comments and avoid eye contact when undesired behavior happens.”
 - “Let’s increase access to preferred items and activities when replacement behaviors happen. And, we’ll minimize access to reinforcing items and activities when the target behavior happens.
 - “Let’s apply *differential reinforcement* procedures.”

Action Plan Goal: Increase problem solving team and educator acceptance and cooperation

- ◎ **Test interventions first**
 - Teachers often love when the consultant gets his/her “hands dirty”

Action Plan Goal: Increase problem solving team and educator acceptance and cooperation

- ◎ Test interventions first
- ◎ **In meetings:**
 - **Create an eager want** (Dale Carnegie)
 - **Recognize resistance** cues (rolling eyes, arms crossed, no response)
 - **Offer choices** (e.g., measurement methods)
 - Provide demonstrations and **coach skills**
 - **Shape on agreements and cooperation**
 - **Gradually teach terms** (see prior frame)

Action Plan Goal: Increase problem solving team and educator acceptance and cooperation

- ◎ **Communicate and celebrate successes**
- ◎ **Provide graphic and written feedback** to teachers, problem solving team members, and administrators who are helpful with behavior change processes



Action Plan Goal: Inform the problem solving team about Evidence-Based Practice (EBP)

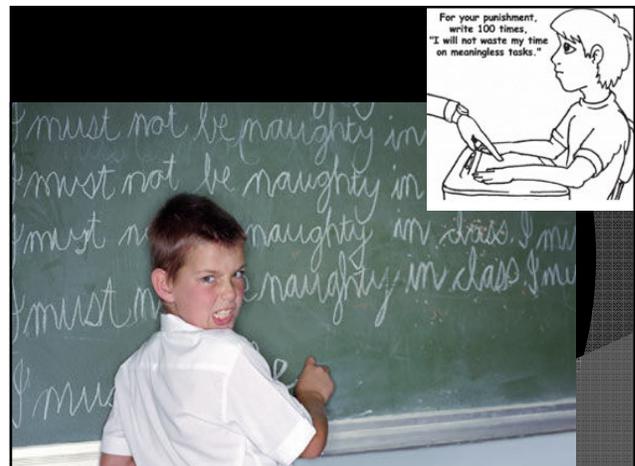
- ⊙ Ethical obligation to advise regarding controversial and ineffective strategies (e.g., facilitated communication, sensory integration)
- ⊙ "Play nicely" with team members
- ⊙ Present evidence-based practice alternatives in user-friendly terms
- ⊙ Pick the right time, setting, and audience
- ⊙ "Know when to hold 'em & when to fold 'em"

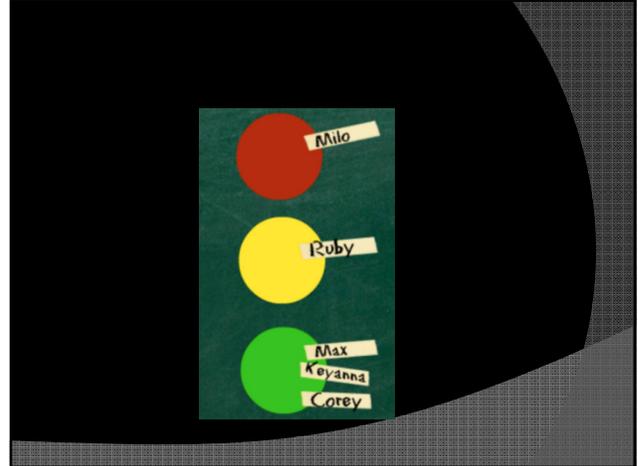
Materials on Supporting EBP:

- ⊙ First four chapters of: *Controversial Therapies for Developmental Disabilities* by Jacobson, J. W., Foxx, R. M., & Mulick, J. A. (2005).
- ⊙ Brodhead, M. T. (2015). *Maintaining professional relationships in an interdisciplinary setting: Strategies for navigating nonbehavioral treatment recommendations with autism*. Behavior Analysis in Practice. DOI 10.1007/s40617-015-0042-7

Educators may prefer to continue certain practices in their classrooms even though they are ineffective:

- ⊙ Discipline or punishment
- ⊙ Classroom behavior management
- ⊙ Other





What can we do

- ⊙ Understand why educators often rely on ineffective practices (faulty university instruction, testimonials and endorsements, peer pressure, administrative mandates)
- ⊙ Inform educators about common practices that may be ineffective or worse yet, exacerbate behavior problems
- ⊙ Know and be prepared to respond to the most common reasons for resistance to changing an intervention
- ⊙ Examples are in the "download"

Problems with Red-Yellow-Green and other common practices

Little or no research - Not an EBP

- Some recommend "climbing" v. "dropping" or use of extra colors - still not an EBP

Removal/dropped color level – may lead to:

- ⊙ Trigger for more (severe) problem behavior
- ⊙ Educator decisions:
 - Try more punitive methods
 - Tier 3
 - Refer-Test-Place
- ⊙ Student avoidance, "shutdown"
- ⊙ Parent dissatisfaction

Why would teachers rely on ineffective practices?

- ◎ **Why would teachers rely on ineffective practices?**
 - **Many teacher testimonials and endorsements on websites**
 - Limited opposition from teachers, parents or others
 - **Observed others using the method**
 - **Experienced as a student**
 - **Told to use method by:**
 - Fellow teachers or team members
 - Members of grade level, school, or district team
 - Mentors, peer evaluators, administrators
 - University faculty, intern supervisors

Frequent Objections to Intervention or Reasons for Resistance

Students should be self-motivated.
 Students should be accountable or punished.
 I don't have time to do this.
 It is not my job.
 It is not fair to treat students differently.
 It is not my fault.
 It won't work or I tried that already and it didn't work.

Chapter 11 in Chandler and Dahlquist

What we can do

- ◎ **Be ready with responses to common reasons for resistance. Examples:**

I Don't Have Time to Do This

- How much of time and effort is currently spent reacting to behavior? Are you willing to try a more proactive manner?
- The amount of time and effort that may be required initially will decrease over time. Eventually the time and effort required will be less than you currently employ.

It Is Not Fair to Treat Students Differently

- Fairness could be interpreted to mean that every student gets what he or she needs to learn. Fairness does not mean that every student is treated the same.

Chapter 11 in Chandler and Dahlquist

Behavior analysts sometimes receive referrals or walk into situations that feel like the "Mission Impossible."



What we can do

- ⊙ Recognize and set realistic expectations about, or not accept, “Mission Impossible”
 - Persistent, pervasive behaviors (Foxx, 1996)
 - Behaviors may be controlled by variables outside of the school setting
 - Need for extensive time & resources (Foxx, 1996)
 - Chronic teacher performance problems (e.g., administrator wants you to give critical evaluation)
 - Systemic barriers (e.g., limited staff and resources)

- ⊙ Educators may resist the amount of time and effort required for intensive, individualized (Tier 3) interventions
- ⊙ Differing intervention procedures for multiple students in one classroom are especially difficult to implement
- ⊙ Related demands:
 - Team meetings, problem solving & planning
 - Training all who will implement the intervention
 - Monitoring progress and integrity

What we can do

- ⊙ Provide supports for proactive schoolwide Tier 2 behavior intervention development and consistent delivery (aka classroom management)
- ⊙ Promote benefits to all students
- ⊙ Through Tier 2 supports, reduce unwarranted referrals for FBA-BIPs

Tier 2 interventions for classrooms and targeted groups

Evidence-based Interventions:

- ⊙ **Good Behavior Game**
 - Tim Vollmer et al.
 - Dennis Embry – “Behavioral vaccine” for the Prevention of Mental, Emotional, and Behavioral Disorders
- ⊙ **Check-in Check-out**
- ⊙ scienceofbehavior.com/pro-tools-main
- ⊙ **Tier 2 – Targeted Group Strategies**

Tier 2 interventions for classrooms and targeted groups

Other Reinforcement-based Interventions:

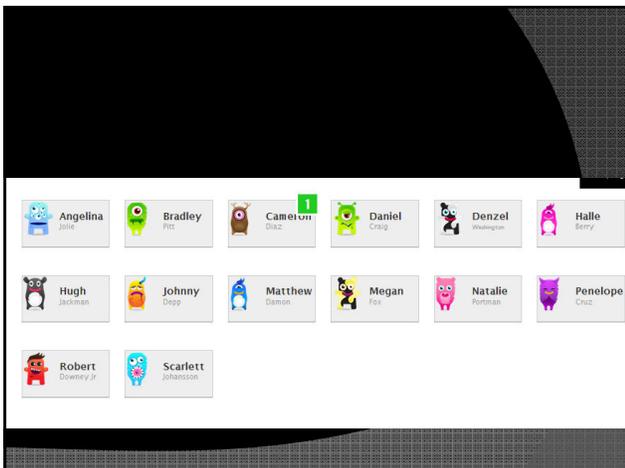
- Mystery Motivator
- Beat the Timer
- Random Beeper System
- scienceofbehavior.com/pro-tools-main
- Tier 2 – Targeted Group Strategies



Tier 2 interventions for classrooms and targeted groups

Other Reinforcement-based Interventions:

- Success Chain
- Classwide Behavior Lottery
- Class Dojo
- scienceofbehavior.com/pro-tools-main
- Tier 2 – Targeted Group Strategies



- “Downtime”
- “Unfocused, Not paying attention”
- “Off-task”
- “Won’t concentrate”
- “Doesn’t participate in or complete classwork”
- Disengaged
- Precursor to more severe behaviors?



- Is hand raising the solution?
- What are the advantages?
disadvantages?
- Are there better solutions?

What we can do

Help educators make the connections:

- **More downtime = More problem behaviors**
- **More engagement = Better learning**
- **Better learning = Better test scores and teacher evaluations and school grades**

Provide supports for

“Active Student Responding”
strategies

What we can do

- ⦿ Provide supports for Active Student Responding (ASR) strategies
- ⦿ Promote benefits to all students
- ⦿ Through ASR, increase student engagement and success, and reduce disruptive behaviors

Active Student Responding:

- ⦿ Response Cards
- ⦿ Remote Clicker Devices !!!
- ⦿ Choral Responding
- ⦿ Guided Notes
- ⦿ Direct Instruction – aka SRA Reading Mastery

“Weapons of Mass Instruction”

William L. Heward
 Exceptional Children:
 An Introduction to Special Education - 8E

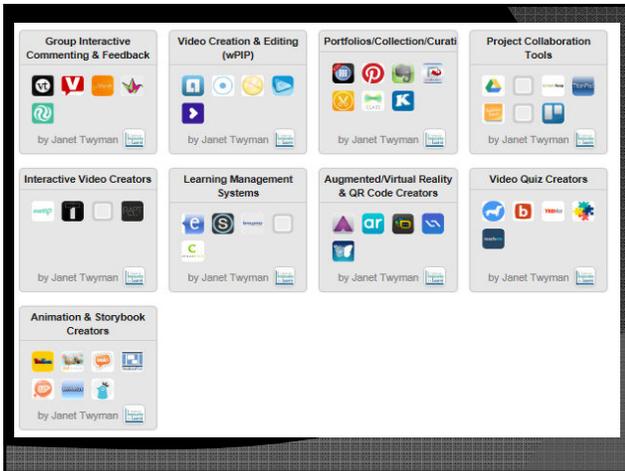
What We Can Do

- ⦿ Support development and dissemination of **EVIDENCE-BASED KERNELS and EDUCATIONAL TECHNOLOGY**
- ⦿ Special thanks to **Dr. Janet Twyman** for sharing slides from her CTABA March 2017 presentation: **The Changing Face of Education, Technology, and Behavior Analysis**
- ⦿ Center on Innovations in Learning (CIL)
 “EdShelf”

⦿ <https://edshelf.com/profile/n0gkqt5/>

The image shows a grid of eight EdShelf resource categories, each with a collection of icons and the text "by Janet Twyman":

- 21st Century Skills**: Includes icons for various skills and tools.
- Quiz & Poll Creators – Active Responding**: Includes icons for interactive assessment tools.
- Assessment/Learning Analytics**: Includes icons for data analysis and reporting tools.
- Lesson Plan Resources – Learning Management**: Includes icons for curriculum and management tools.
- Common Core and Instructional Content**: Includes icons for standards-based content.
- Mind Maps & Web Whiteboards**: Includes icons for collaborative learning and mapping tools.
- Presentation Creators**: Includes icons for software used to create presentations.
- Screen Capture & Recording**: Includes icons for tools used to capture and record screen activity.



EVIDENCE BASED KERNELS

Embry (2004); Embry & Biglan (2008); Heward & Wood (2015); Twyman (2014)

Active Student Responding	Group Contingencies (GBG)
choral responding	dependent
guided notes	independent
response cards	interdependent
Behavioral Momentum	Incidental Teaching
Behavioral Objectives	Modeling and Imitation
Chaining	Observational Learning
backward, forward	Planned Ignoring
total task	Premack Principle
Contingent Attention & Approval	Public Posting
Contingency Contract/Behavior Contract	Priming, Prompting, and Fading
Data-based Decision Making	Reinforcement Schedules
Differential Reinforcement	Response Cost
Errorless Learning	Shaping
Exclusion	Stimulus Control Procedures
Feedback (Immediate)	Stimulus Discrimination Procedures
Fluency	Task Analysis
Functional Behavior Analysis/Assessment	Time Delay
General Case/Multiple Exemplar Training	Timeout
Generalization	Token Economy

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What we can do

- ◎ Build educator competency in basic behavior management strategies

- ◎ Examples of skills that impact all 3 tiers:

- Clear Expectations – Precision commands (Tough Kids, William Jenson)
- Selective praise, Pivot praise
- Planned ignoring
 - Dealing with Junk Behavior (Glenn Latham)
- Stop and redirect
- Prompting, Modeling, Shaping
- Contracting

Building Competency

- ◎ Deliver proficiency-based training so it is easily repeatable (not occasional large group lectures):
 - 1. Brief online video –supported module
 - 2. Face-to-face small group or 1-to-1 practice
 - 3. In classroom coaching
- ◎ Training everyone in the key skills (prior frame) may increase the team's capability to individualize procedures for BIPs

Data Recording and
Analysis...
It Ain't Easy

Teachers have reported their least satisfying activities are filling out paperwork, recording and analyzing data

56 Teachers of the Year were surveyed on a range of issues affecting public education:

- “The teachers said they drew the most satisfaction from working in small groups with students, teaching a lesson to their class and collaborating with other teachers.
- **The least satisfying activities were filling out paperwork and analyzing data.**
- The unpopularity of data is surprising in an era when schools are urged to adopt data-driven instruction.”

Lyndsey Layton - Washington Post May 19, 2015

Exceptional Center Teacher Survey Results

Biggest area of focus:

Minimize the amount of routine paperwork teachers are required to do

What we can do

Recognize methods that are being promoted as “fast and easy”

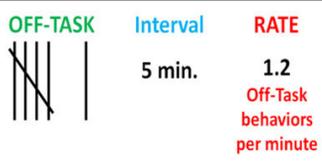
“Fast and Easy” Data?

- Some have advocated for rating scales as a uniform method for measuring student behaviors for all 3 tiers, including BIPs
- Florida’s Response to Intervention for Behavior – Statewide Database
- <http://www.flrtib.org/about.html>

Behavior Rating Scale (BRS)

Behavior		Date				
Task Engagement appropriate behavior	>10 min	5	5	5	5	5
	8-10 min	4	4	4	4	4
	5-7 min	3	3	3	3	3
	2-4 min	2	2	2	2	2
	0-1 minute	1	1	1	1	1
Tantrums problem behavior	10+ daily	5	5	5	5	5
	7-9	4	4	4	4	4
	4-6	3	3	3	3	3
	2-3	2	2	2	2	2
	0-1/day	1	1	1	1	1

- “A flexible, all-in-one data collection tool
- ... a reliable progress monitoring tool for students who receive Tier 3 support... can be used to track just about any student behavior using anchors that are specific to each student and their behaviors”



“Frequency, rate, and duration measures

- ... can be used to monitor a behavior for an entire day or for a specific part of the day.
- Rate and duration are calculated automatically based on the number of minutes of observation.”

Direct Behavior Rating (DBR)

Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

Date: _____ Student: _____ Activity Description: _____

M T W T F

Observer Name: _____ Behavior Description: _____

Start: _____ End: _____

Check if an observation fails

Academically engaged is actively or passively participating in the classroom activity. For example, writing, reading aloud, answering a question, taking notes, listening to the teacher, reading quietly, or looking at instructional materials.

Respectful is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example, follows teacher directions, pre-social interaction with peers, positive response to adult requests, verbal or physical responses without a negative tone or intention.

Disruptive + is student actions that disrupts regular school or classroom activity. For example, out of seat, edging, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.

Directions: Place a mark along the line that best reflects the percentage of time during the interval exhibited each target behavior. Note that the percentage do not need to total 100% across behaviors since some behaviors may co-occur.

Academically Engaged

% of Total Time: 0 1 2 3 4 5 6 7 8 9 10
0% 50% 100%
Never Sometimes Always

Respectful

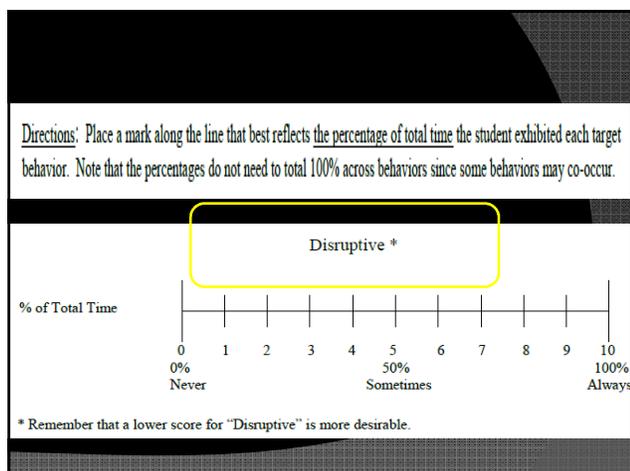
% of Total Time: 0 1 2 3 4 5 6 7 8 9 10
0% 50% 100%
Never Sometimes Always

Disruptive +

% of Total Time: 0 1 2 3 4 5 6 7 8 9 10
0% 50% 100%
Never Sometimes Always

* Remember that a lower score for "Disruptive" is more desirable.

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DBR behavior definitions:

- ◎ **Disruptive** is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.
- ◎ **Academically engaged** is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.
- ◎ **Respectful** is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.

What we can do

Advocate for and train best practices in:

- ◎ conducting **Systematic Direct Observations (SDO)** using behavior analytic measures
- ◎ using **rating scales** (e.g., as broad indicators for Tier 1 and 2 screening, as supplements to SDO for Tier 3)

Provide easy-to-access, user-friendly tools and resources

More information is provided in the "download"

What we can do

- ◎ For measures of behavior change with Tier 3 interventions:
 - Avoid **rating scales** as the primary or sole method
 - Always conduct **direct observations** using behavior analytic measurement methods that are sensitive to small amounts of change and supported by a wide body of empirical research in classrooms

What we can do

Advocate for and train best practices:

- ⦿ When the teaching team has competing demands:
 - Measure rate or duration during assigned time periods to obtain representative samples
 - Use interval recording and time sampling
 - Coordinate support from external data recorders

What we can do

- ⦿ Provide easy-to-access, user-friendly tools and resources:
 - Defining behavior
 - Selecting "best fit" data recording procedures
 - Measurement forms
 - Low-tech tools (record on masking tape on back of teacher's hand, slide beads on a lanyard; move rubber bands from one arm to another)

What we can do

- ⦿ Provide easy-to-access, user-friendly tools and resources:
 - Recorded audio cues to "Observe" - "Record"
 - Electronic and mechanical tally counters
 - Mobile device & smartphone apps (e.g., Behavior Tracker Pro, D.A.T.A.)

<http://interventioncentral.mysdhc.org/documents/DataRecordingTools.pptx>

Counters	Polder Timers (search online at Amazon.com, etc.)
<p>tallycounterstore.com</p> <p>Ring style</p> <p>\$6.49 for 10 or more</p> 	<ul style="list-style-type: none"> • Polder Triple Tell Timer (beeps, flashes, light, and vibrates) \$25.99 • Polder Buzz and Beep Timer \$14.98 • Polder 60-min. Timer on a rope \$5.99 
<p>ABC Data Pro \$27.99</p> <ul style="list-style-type: none"> • Nine buttons are independently programmable with a label name and whether it is for counting events or measuring duration of events. Buttons can refer to individuals in a group, or an individual with 9 behaviors, or 2 individuals each with 3 behaviors and then general 3 'event' buttons, etc. <p>https://itunes.apple.com/us/app/abc-data-pro/id349426906?mt=8</p>	<p>Simple set up for 1 teacher & two students</p> 

What we can do

- ◎ Provide easy-to-access, user-friendly tools and resources:
 - Graphing templates
 - Data interpretation guidelines (e.g., variability, trend, celeration)
- ◎ Support school district and university instruction of educators in the rationale and methods for sensitive measurement methods, graphing, and data analysis

Functional Behavior Assessment (FBA) ... It Ain't Easy

- ◎ Educators often lack advance training and supervised experience in conducting FBAs.
- ◎ "Fast and easy" methods are preferred by educators.

What We Can Do

- ◎ Recognize "fast and easy" methods that are being promoted (drop-down menus, check boxes, fill-in-the-blank)
- ◎ More information is provided in the "download"

FBA form downloaded from a website

Identified Function of Behavior(s) From the list below using the information from the FBA done with the evaluation, indicate possible functions of the target behaviors. Multiple functions may be involved.
 What is the student getting or avoiding by engaging in the behavior(s)?

JUSTICE/REVENGE		Behavior #	POWER/CONTROL		Behavior #
<input checked="" type="checkbox"/>	Get back at teacher	1, 2	<input checked="" type="checkbox"/>	Control classroom activity	2
<input checked="" type="checkbox"/>	Get back at peer	1	<input checked="" type="checkbox"/>	Control adult	1, 2
<input type="checkbox"/>	Get back at parent		<input checked="" type="checkbox"/>	Control peer	1, 2
<input type="checkbox"/>	Get back at school		<input checked="" type="checkbox"/>	Control time on task/work output	1, 2
<input type="checkbox"/>	Other:		<input type="checkbox"/>	Other:	
ATTENTION			ESCAPE/AVOIDANCE		
<input checked="" type="checkbox"/>	Gain adult attention	1, 2	<input checked="" type="checkbox"/>	Avoid demand or request	1, 2
<input type="checkbox"/>	Gain peer attention		<input checked="" type="checkbox"/>	Avoid activity or task	1, 2
<input checked="" type="checkbox"/>	Gain time with preferred adult	1, 2	<input type="checkbox"/>	Avoid a person	
<input type="checkbox"/>	Other:		<input checked="" type="checkbox"/>	Escape classroom	1, 2
GRATIFICATION/SENSORY			ACCEPTANCE/AFFILIATION		
<input type="checkbox"/>	Gain food or tangible reinforcement		<input type="checkbox"/>	Gain connection with peer/adult	
<input type="checkbox"/>	Gain sensory stimulation		<input type="checkbox"/>	Gain benefit of group	
<input type="checkbox"/>	Avoid sensory stimulation		<input type="checkbox"/>	Other:	
<input checked="" type="checkbox"/>	Escape environment	1, 2	<input type="checkbox"/>		
<input type="checkbox"/>	Other:		<input type="checkbox"/>		

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"Fine-tune the FBA process— with the click of a mouse"

Functional Behavior Analysis: BF Skinner Behavior Planner of 11/29/2006

1. Aggression
2. Target Behavior

Target behavior title: Aggression
Target behavior definition written in observable terms: spit, throws papers, hits, kicks, sniffs, eats hair

Frequency	Setting	Triggers	Effects	Function	Action	Summary
Attention: <input checked="" type="checkbox"/> Peers <input checked="" type="checkbox"/> Adults <input type="checkbox"/> Parents <input type="checkbox"/> Objects <input type="checkbox"/> Activities	Revenge: <input checked="" type="checkbox"/> Hurt feelings <input type="checkbox"/> Lack of trust <input type="checkbox"/> Lack of security <input type="checkbox"/> Lack of safety <input type="checkbox"/> Hostile feelings	Fear/Failure: <input type="checkbox"/> Peers <input type="checkbox"/> Adults <input type="checkbox"/> Task <input type="checkbox"/> Situation <input type="checkbox"/> Activity <input type="checkbox"/> Setting	Appropriate behavior is not being demonstrated because of: <input type="checkbox"/> Skills deficit <input type="checkbox"/> Performance deficit <input type="checkbox"/> Learned inappropriate behavior <input type="checkbox"/> Classroom management deficit <input type="checkbox"/> Medical problem <input type="checkbox"/> Substance abuse <input type="checkbox"/> Physical environment deficit <input type="checkbox"/> Learning environment deficit			

+ Add - Delete Help Cancel OK

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Next

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What We Can Do

- Disseminate best practices for engaging educators, parents, and other stakeholders as partners in the process in various roles
- Clarify competencies for specific participant roles (e.g., team facilitator, record keeper, data manager)
- Promote efficient Functional Analysis models that can reduce time & effort spent (wasted?) on descriptive FBAs – Examples:
 - IISCA – Greg Hanley (Jessel et al. 2016 Fall JABA)
 - Trial-based classroom FA – Sarah Bloom

What We Can Do

- When a skill deficit is identified, rapidly move to teaching the skill and testing the outcomes on behavior change
- More information is provided in the “download”

ESSENTIAL FOR LIVING	
Essential 8 Skills	
Making Requests	developed by Patrick McGreevy and Troy Fry, with assistance from Colleen Cornwall and Janine Shapiro BEHAVIORCHANGE.COM
Waiting	
Accepting Removals, Making Transitions, Sharing, and Taking Turns	
Completing 10 Consecutive, Brief, Previously Acquired Tasks	
Accepting "No"	
Following Directions Related to Health and Safety	
Completing Daily Living Skills Related to Health and Safety	
Tolerating Situations Related to Health and Safety	

ESSENTIAL FOR LIVING	
	developed by Patrick McGreevy and Troy Fry, with assistance from Colleen Cornwall and Janine Shapiro behaviorchange.com
<ul style="list-style-type: none"> ⊙ Communication, behavior, and functional skills assessment, curriculum, and skill-tracking instrument ⊙ for both children and adults with moderate-to-severe disabilities, including autism. <ul style="list-style-type: none"> • Especially useful for learners with limited communication repertoires, limited daily living skills, or severe problem behavior. ⊙ for developing long-term goals and short-term objectives for IEPs or support plans ⊙ for tracking skill acquisition and problem behavior 	

Essential for Living

- ⊙ includes a special chapter entitled "Methods of Speaking", which provides specific guidelines and procedures for
- ⊙ (1) facilitating and teaching spoken-word communication, and
- ⊙ (2) selecting, confirming, and maintaining alternative methods of speaking for children and adults who have limited or no effective use of spoken words.

Essential for Living

- ⊙ Includes skills and behaviors, or components thereof:
 - which are required in other settings,
 - which are taught in circumstances similar to those which occur in those settings,
 - in the absence of which, learners would require the assistance of other persons, or
 - which result in increased access to preferred items, activities, places, and people.

The Structure and Content of <i>Essential for Living</i>	
Facilitating and Teaching Spoken-word Communication Selecting, Confirming, and Maintaining an Alternative Method of Speaking	
The Essential Eight and The Essential for Living Quick Assessment	
How Children and Adults Interact with the World Around Them	The Domains of <i>Essential for Living</i>
Speaking and Listening	1. Requests and Related Listener Responses 2. Listener Responses, Names, and Descriptions 3. Answers to Questions and Conversations
Doing	4. Daily Living and Related Skills 5. Functional Academic Skills <ul style="list-style-type: none"> • Responding to Text as a Listener and Reading • Schedules, Lists, and Time • Math Skills • Writing or Typing Skills
Tolerating	6. Tolerating Skills and Eggshells
Tool Movements	7. Tool Skills and Component Skills
Inappropriate Behavior	Problem Behavior
Teaching Protocols	

Essential for Living

- ◎ Skills within each of the seven skill domains are sequenced from less to more difficult and more to less functional and designated as:
 - must-have,
 - should-have,
 - good-to-have, and
 - nice-to-have.
- ◎ Assessment and teaching begin with must-have skills.

Are there conditions when a less extensive FBA (“FBA lite”) is acceptable?

- ◎ Interviews and observations indicate the **behavior is related to a skill deficit** (e.g., accept no, accept removal, wait)
- ◎ **Get baseline** data (when ethical)
- ◎ **Teach the skill**
- ◎ **Measure outcomes**
- ◎ **If successful, abbreviate FBA ???**
- When a full FBA may be mandatory:**
- ◎ the **parent requests it**
- ◎ A **formal evaluation for special education eligibility** is involved

R22. Makes requests for highly preferred foods, drinks, non-food items, or activities that can be made immediately, but not frequently, available															
1	ice cream	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
2	a piggy back ride	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
3	a mini trampoline	IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
4		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del
5		IA	IM	-SA	-DC	-RP	FP	PP	MP	Ind	2S	2P	<M	NI	Del

Performance Criteria:

When motivating events occur, learners request specific items, activities, or persons, or request specific information consistent with those events on three consecutive occasions...

- IA [the initial assessment of this skill has been completed]
- IM [instruction or management has begun]
- SA without self-injurious, aggressive, or destructive behavior
- DC without disruptive behavior or complaints
- RP without resistance to prompts and without leaving the area
- FP with a full physical, full demonstration, or full echoic prompt
- PP with a partial physical, partial demonstration, or partial echoic prompt
- MP with a minimal touch, minimal gestural, or minimal echoic prompt
- Ind without prompts, without scrolling, and within two seconds
- 2S in two or more settings
- 2P in the presence of either of two people
- <M when motivating events have occurred, but are weak
- NI when the learner does not have sensory contact with the requested item or activity (does not apply to some requests)
- Del [requests are no longer occurring consistently]

R25. Waits after making requests for each of the items and activities in R22 and R23 for gradually increasing periods of time

	IA	IM	1s	2s	5s	10s	20s	1m	2m	5m	10m	20m	Del
1 ice cream													
2 a piggy back ride													
3 a mini trampoline													
4 a trip to McDonalds													
5													

When directed to do so, learners wait for requests to be honored, without exhibiting problem behavior, without resisting or requiring prompts, without repeating the original request, making requests for 'when' or 'later', or making requests for other items or activities, when strong motivating events occur, in the presence of either of two persons, and continue making other required responses on three consecutive occasions...

IA [the initial assessment of this skill has been completed]
IM [instruction or management has begun]
1s for 1 second
2s for 2 seconds
5s for 5 seconds
10s for 10 seconds
20s for 20 seconds
1m for 1 minute
2m for 2 minutes
5m for 5 minutes
10m for 10 minutes
20m for 20 minutes
Del ['waiting' is no longer occurring consistently]

What We Can Do

- ⊙ Provide *triage* procedures to help educators identify severe versus minor “junk” behaviors (“mischief,” annoying, minimally disruptive)
- ⊙ Clarify conditions when it is necessary to obtain support from a BCBA or BCaBA
- ⊙ More information is provided in the “download”

Triage – Common “mischief” referrals:

- ⊙ Off-task too much
- ⊙ Doesn't concentrate
- ⊙ Very easily distracted
- ⊙ Not productive at all
- ⊙ Won't pay attention
- ⊙ Unfocused
- ⊙ Leave assigned area
- ⊙ Make noises
- ⊙ Inappropriate language
- ⊙ Lie – give false report
- ⊙ Tease - taunt
- ⊙ Horseplay

Examples from cartoon

(in Matt Groening's “School is Hell”)

- ⊙ Being tardy
- ⊙ Can't locate materials for classwork
- ⊙ Passing notes
- ⊙ Making faces
- ⊙ Repeatedly sharpening pencil
- ⊙ Rattling pencil between teeth
- ⊙ Making cat noises
- ⊙ Poking kids back
- ⊙ Ripping and crumpling paper
- ⊙ Belching
- ⊙ Throwing small items
- ⊙ Playing imaginary harmonica
- ⊙ Giggling
- ⊙ Combing hair
- ⊙ Reading comic book, etc.
- ⊙ Drawing cartoons

What we can do

Consider developing a triage process:

- ⦿ Does every FBA referral warrant an extensive assessment and intensive, individualized intervention (i.e., BIP)?
- ⦿ Might a triage method with standard teaching and treatment protocols be acceptable for some common, low risk behavior challenges?
- ⦿ What are those low risk behavior challenges?
- ⦿ What intervention procedures may be practical, effective, and ethical in such cases?

What we can do

Consider developing a triage process:

- ⦿ Train educators to be cautious since an initially mild problem behavior may escalate into a severe problem behavior when the selected interventions inadvertently reinforce and increase behavior:
 - Frequency (rate per day or hour)
 - Duration
 - Intensity

What We Can Do

- ⦿ When a minor behavior is identified, use a *Standard Treatment Protocol (STP)* as a Tier 2 level of intervention.
- ⦿ Examples:
 - Behavior Contract
 - Check In, Check Out
 - Daily Behavior Report Card
 - Self-monitoring – Self-reinforcement
 - Social Skills Training
- ⦿ More information is provided in the "download"

Triage Model

- ⦿ Tier 3 supports may address the needs of students who are experiencing significant problems and/or may be unresponsive to Tier 1 and Tier 2 supports.
- ⦿ When a student is experiencing very severe or significant academic, behavioral, or social-emotional problems and may be *triaged* directly to receive immediate intensive and individualized Tier 3 interventions with little or no prior contact with Tier 1 or 2 level interventions.
- ⦿ School teams can supplement existing screening procedures (e.g., office discipline referrals, teacher nominations) with a triage mechanism through which students who are experiencing very severe or significant problems can be identified and access Tier 3 supports in a timely and efficient manner.

What we can do

- ⦿ **Communicate how to get support from a behavior analyst**
- ⦿ **Promote easy access to behavior analysts via directories, brochures, newsletters, and emails**
- ⦿ **Stay close** with ESE and ASD staff, School Psychologists, and others **to identify urgent referrals**
 - Regularly attend leadership team meetings and make presentations

What we can do

- ⦿ **Consider developing criteria and communicate...**

When to request consultation by a behavior analyst (draft):

- Consultation by current team members has been ineffective or resisted
- Despite multiple function-based procedures of acceptable intensity for a reasonable duration, there has been poor response to intervention (RtI)

When to request consultation by a behavior analyst (draft)

- ⦿ There are multiple behaviors of concern and/or settings where the behavior occurs
- ⦿ There is a history of high risk and/or unusual behaviors (e.g., severe self-injury, PICA, aerophagia, trichotillomania, polydipsia)
- ⦿ The student has an extensive history of severe behavior problems (e.g., aggression)
- ⦿ The student is transferring from a more restrictive school setting to a less restrictive setting (e.g., from an out-of-state intensive treatment residential program to a neighborhood school)
- ⦿ The student has a history of severe behavior problems that have resulted in police contact and/or Baker Acts

When to request consultation by a behavior analyst (draft)

- ⦿ There is current or proposed use of:
 - highly restrictive reactive strategies or crisis management strategies (e.g., restraint or seclusion)
 - unusual, coercive, or punitive treatments (e.g., water mist, social reprimands, restricted access to meals, frequent or prolonged exclusionary time out)
 - controversial therapies or treatments for which the evidence of scientific research support may be questioned (e.g., weighted vests, Facilitated Communication)
 - protective devices or equipment to prevent harm or injury as a result of behaviors (e.g., helmet for headbanging, gloves for hand mouthing), including items that may limit normal sensation or movement, or affect social inclusion

When to request consultation by a behavior analyst (draft)

- ⦿ There are multiple hypotheses for the problem behavior
- ⦿ The hypotheses are unclear (e.g., conflicting opinions, various antecedents and/or functions, behavior chain or multiple behaviors within one response category or class)
- ⦿ There is a possible need for hypothesis testing (systematic functional analysis methods)
- ⦿ There is a possible need for functional communication training (e.g., limited language repertoire, need for effective replacement behaviors)

When to request consultation by a behavior analyst (draft)

- ⦿ Other factors may include:
 - Parent request for behavior analyst
 - Parent dissatisfaction, formal complaint, mediation hearing, attorney or advocate involvement, litigation
 - Need for coordination with external agencies or private behavior analysts working with the student in home, community, and agency settings
 - Need for coordination of wrap-around supports (e.g., therapeutic interventions, medication management)

When the FBA-BIP is warranted...

- ⦿ **Greg Hanley – 2011 FABA Keynote:**
“Ten Common Mistakes Made by Applied Behavior Analysts and Ways to Avoid Them”
- ⦿ **Mistake 4:** Teachers should be expected/trained to conduct functional assessments
- ⦿ Take home point: Behavior analysts should conduct functional assessments with teachers and parents as partners in the process

◎ **Greg Hanley 's reasons:**

- Analysis is not complex, but the assessment and treatment development *process is complex*.
- Functional assessment process involves:
 - building relationships,
 - clinical interviewing,
 - direct measurement,
 - single-subject experimental designs,
 - data graphing, analysis, and interpretation,
 - an understanding of schedules & behavioral processes

Stephen Starin, Ph.D. -

**Functional Behavioral Assessments:
What, Why, When, Where, and Who?**

“Relying exclusively on interviews and rating scales should ***never*** be considered a functional assessment. Besides having poor reliability, it **would never hold up in court with an expert witness.**”

Stephen Starin, Ph.D.

- ◎ “...more than a group of people sitting around a table trying to determine the cause.”
- ◎ “Direct observation should be carried out only by a person who has been thoroughly trained on collecting and analyzing this type of information.”

Stephen Starin, Ph.D.

- ◎ “**Someone knowledgeable about behavior must be in the classroom and/or family home directly observing and measuring the behavior.**”
- ◎ “**Directly manipulating environment events ... only by well-trained behavior analyst**
- ◎ **...or someone else with a high degree of training and experience**
- ◎ **can pose danger to the person if not done correctly.**”

IDEA 2004: Final Regs - Reauthorized FBA
Heidi von Ravensberg, JD
OSEP Technical Assistance Center

- ◉ With regard to the importance of professional judgment, IDEA 2004 provisions call for schools to have **properly trained professionals** available to conduct functional behavioral assessments.
- ◉ **It is the district's responsibility, working with the state department of education, to provide professional development, in-service training, and technical assistance."**

Drasgow and Yell (2001)

- ◉ *Drasgow, E., & Yell, M. L. (2001). Functional behavioral assessment: Legal requirements and challenges. *School Psychology Review*, 30, 239-251. 22.*
- ◉ <http://faculty.unlv.edu/sloe/Courses/EPY%20715/FBA%20Articles/Drasgow%20%26%20Yell%20%282001%29.pdf>

IDEA 1997 and 2004

- ◉ **Not clear regarding specific FBA or BIP methods or components, such as:**
 - Interviews, Observations, Functional analysis
 - Replacement behavior development, Antecedent- or Consequence-based procedures, Measurement
- ◉ **States, school districts, school teams, and hearing officers must rely on:**
 - professional judgment (based on training)
 - problem-solving and data-based decision making methods in MTSS (RTI)
 - professional literature on best practices in FBA and behavioral intervention

- The IEP team is convened to conduct or to appoint someone to conduct the FBA.
 - The persons conducting the FBA are qualified. ←
 - The parents are notified about the FBA early enough to ensure that they have an opportunity to provide input into the assessment.
 - The IEP considers assessment data provided by the parents.
- The FBA consists of:
- Interviews of teachers, parents, and others who can provide useful information.
 - Multiple direct observations of the student in a variety of settings.
 - Experimental manipulation of variables (functional analysis), if necessary. ←
 - Summaries of the hypothesis about the function(s) of behavior.
 - The FBA is conducted in a timely manner.
 - The IEP team develops a BIP based on the information from the FBA.

Figure 1. Checklist for Conducting Legally Correct and Educationally Appropriate FBAs.

Regardless of the situation, schools are likely to lose when the hearing officer compares their inadequate FBA to a description of an FBA conducted in accordance with best practices. An example of this occurred in *Bonita Unified School District* (1998). The hearing officer in this case noted that the behavioral assessment, which consisted of a “handwritten, fill-in-the-blank document” (p. 254), was inadequate to determine the student’s behavioral needs.

Unfortunately, rather than adopting research-based practices in the FBA and BIP process, many school districts have developed chart systems based on lists of misbehaviors and potential causes in which the entire process becomes a brief exercise in marking boxes and filling in the blanks (Groeschel, 1998; Yell & Katsiyannis, 2000). Such practices are not likely to withstand administrative or judicial scrutiny when challenged in a due process hearing or a court of law.

Faulty explanations

- Personality (i.e., the bad child).
- Disability.
- Child’s family - poor parenting and discipline practices.
- Poor home circumstances.
- Previous trauma or bad experiences.

Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings –
by Chandler and Dahlquist

Additional explanations that often don’t lead to effective behavioral interventions

- ⊙ Power
- ⊙ Control
- ⊙ Revenge
- ⊙ Fear of failure
- ⊙ Self esteem issues

- ◎ The **primary barrier to FBA/BIP implementation** in schools for students with emotional and behavior disorders was the **perception of educators that FBAs and BIPs require too many resources in time and skills to do the process effectively and with fidelity.**

(Scott and Kamps, *Behavior Disorders*, 2007)

- ◎ Implementing **an incorrect, inconsistent FBA-BIP process** as is commonly seen in schools **does not lead to positive behavior change** for students.

(Sasso, Conroy, Stichter, & Fox, 2001; Scott & Kamps, 2007)

Important Questions

- ◎ **What adaptations are needed** so that the FBA/BIP process is feasible for use by school practitioners lacking advanced behavioral skills?
- ◎ **If the process is adapted** so that it is simpler and more efficient for use by school practitioners, **how can the effectiveness of the process be ensured?**
- ◎ **How do we balance feasibility and quality** so that school personnel will consistently implement a technically sound FBA/BIP process?
(BEESS Tier 3 Workgroup, 2014)

What we can do

- ◎ **Assist school districts with adopting consistent guidelines and clear standards that can produce positive behavior change** (Conroy, Katsiyannis, Clark, Gable, & Fox, 2002).
- ◎ **Share the wealth of convincing research showing that BIPs developed from FBAs are more effective in producing positive student behavior change than non-function based interventions**

(Filter & Horner, 2009; Ingram, Lewis-Palmer, & Sugai, 2005; Newcomer & Lewis, 2004).

What we can do

Avoid excessive use of descriptive FBAs, with:

- Multiple interviews
- Use of screening tools
- Lengthy naturalistic observations
- ◎ **Resulting interventions are more likely to fail**
 - Weak function-to-intervention linkage
- ◎ **Educators become frustrated with slow process or lack of positive outcomes**
- ◎ **Avoidance of behavioral approaches increases**

What we can do

- **Promote increased use of hypothesis testing (functional analysis):**
 - **Conduct limited interview with open-ended tools**
Greg Hanley's IISCA - practicalfunctionalassessment.com
 - **Conduct limited observation**
 - **Quickly develop hypothesis and test it**
 - When feasible, conduct **classroom trial-based functional analyses** (refer to Sarah Bloom's research)
 - When a skill deficit is identified, **teach the skill and test the outcomes**

- When it is difficult to identify setting events and motivating operations, consider a checklist-style, user-friendly tool for gathering more specific information from parents or caretakers about the student's behavior and environment:
 - in the evening after school
 - in the morning before school
- This tool may also be useful for sharing information from the school setting.

DATE: / / 2010	'S BEHAVIOR RECORD		CONFIDENTIAL	
Report from Home (Before School/Morning)	Report from School	Report from Home (After School/Evening)	Report from Home (After School/Evening)	Report from Home (After School/Evening)
Important Information: Sleepiness: ___ Normal OK ___ Time ___ fell asleep ___ woke ___ ___ slept through night ___ ___ broken sleep/night: NOTE	Target Behavior: Talk / Totals For Increase Nice good ask	Important Information: Alertness: ___ Wide awake active all day ___ Drowsy ___ fell asleep ___ NOTE:	Important Information: Sleepiness: ___ Normal OK ___ Time ___ fell asleep ___ woke ___ ___ slept through night ___ ___ broken sleep/night: NOTE	Target Behavior: Talk / Totals For Increase Nice good ask
Toileting: Urine ___ Yes OK ___ No ___ ___ Unusual NOTE BM ___ Yes OK ___ No ___ ___ Constipated ___ Gas ___ ___ Unusual NOTE	Nice good words Look & Listen Finish work Nice good sit Nice good hands	Toileting: Urine ___ Yes OK ___ No ___ ___ Unusual NOTE BM ___ Yes OK ___ No ___ ___ Constipated ___ Gas ___ ___ Unusual NOTE	Toileting: Urine ___ Yes OK ___ No ___ ___ Unusual NOTE BM ___ Yes OK ___ No ___ ___ Constipated ___ Gas ___ ___ Unusual NOTE	Nice good words Look & Listen Finish work Nice good sit Nice good hands
Menses: ___ Yes OK ___ No ___ ___ Unusual NOTE Nice good shares For Decrease Soreach	Menses: ___ Yes OK ___ No ___ ___ Unusual NOTE Food/Fluid Intake: ___ Normal OK ___ ___ Unusual NOTE For Decrease Soreach	Menses: ___ Yes OK ___ No ___ ___ Unusual NOTE Food/Fluid Intake: ___ Normal OK ___ ___ Unusual NOTE For Decrease Soreach	Menses: ___ Yes OK ___ No ___ ___ Unusual NOTE Food/Fluid Intake: ___ Normal OK ___ ___ Unusual NOTE For Decrease Soreach	Nice good shares For Decrease Soreach
Medicine: ___ Normal type-dose-time OK ___ ___ Unusual or New type-dose NOTE Health: ___ Normal OK ___ ___ Congested Allergy symptoms ___ ___ Unusual NOTE See Incident Report Site own hand	Slap furniture top Kick furniture or wall Site own hand Scratch/pinch others Other (describe):	Medicine: ___ Normal type-dose-time OK ___ ___ Unusual NOTE Health: ___ Normal OK ___ ___ Congested Allergy symptoms ___ ___ Unusual NOTE See Incident Report Site own hand	Medicine: ___ Normal type-dose-time OK ___ ___ Unusual or New type-dose NOTE Health: ___ Normal OK ___ ___ Congested Allergy symptoms ___ ___ Unusual NOTE See Incident Report Site own hand	Slap furniture top Kick furniture or wall Site own hand Scratch/pinch others Other (describe):
Interactions / "Mood": ___ Good OK Happy ___ ___ agitated ___ quiet ___ nervous ___ ___ very active ___ tired	General Comment: & Info To Be Aware Of: [] See notes on back of page	Interactions / "Mood": ___ Good OK Happy ___ ___ agitated ___ quiet ___ nervous ___ ___ very active ___ tired	Interactions / "Mood": ___ Good OK Happy ___ ___ agitated ___ quiet ___ nervous ___ ___ very active ___ tired	General Comment: & Info To Be Aware Of: [] See notes on back of page

What we can do

- When an FBA and BIP is warranted, clarify expectations for completeness and quality
 - Provide resources and training to assist schools with self-checking
 - Example: "TATE"
 - Technical Adequacy Evaluation Tool
 - Technical Adequacy Evaluation Rubric
- Rose Iovannone, Don Kincaid, USF

<http://www.txbehaviorsupport.org/Assets/fba-bip-tate-rubric-august-2015.pdf>

FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form

District/State _____ Evaluator _____ Date of Review _____ IRR Yes No IRR Score: _____
 ID _____ Date of FBA _____ Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
Part I: FUNCTIONAL BEHAVIOR ASSESSMENT Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. Check all that apply. <input type="checkbox"/> Student interview <input type="checkbox"/> Parent interview <input type="checkbox"/> Teacher interview <input type="checkbox"/> Rating Scales <input type="checkbox"/> Direct Observations <input type="checkbox"/> Team members participating listed	0 = unable to determine 1 = 1 source/person or list of names with no detail 2 = two or more sources with supporting details	
	2. Problem behaviors are identified and operationally defined. (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA. List problem behavior(s): _____	0 = no problem behavior identified; 1 = behaviors are identified but definitions are ambiguous or subjective 2 = ALL identified behaviors are operationally defined.	
	3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data. <input type="checkbox"/> Target Behavior <input type="checkbox"/> Method <input type="checkbox"/> Time Frame <input type="checkbox"/> Analysis	0 = unable to determine 1 = data collected, but omits at least one of the essential details 2 = data collected, AND includes all 4 essential details.	
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. List setting events (slow triggers): Distant event: _____ Environmental, social, or physiological events: _____	0 = unable to determine, OR no indication setting events were considered 1 = identified, no contingency described, OR clear indication no setting events exist 2 = identified, AND contingency described, OR clear indication no setting events exist	
	5. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified. List antecedents (triggers): _____	0 = none, OR not antecedents 1 = identified, lacks detail 2 = identified AND detailed	

Lovamone, Christiansen, & Kincaid (Revised August 2015) USF

Functional Behavior Assessment/Behavior Intervention Plan Technical Adequacy Evaluation Tool-(TATE) Scoring Guide

Component	0= Not Addressed	1= Partially Addressed	2= Completely Addressed
1. Input is collected from multiple people/sources to complete the functional behavior assessment. *Note: If the FBA/BIP indicates that a brief process was used in alignment with a problem-solving meeting (e.g., PTR-Brief, ERASE) and at least two people were participants in the meeting, score this item as a 2.	Unable to determine if input was collected from multiple people/sources OR FBA indicates that input was only gathered from one source.	Vague indication that input was collected from more than one person/source; details missing. Example: • Checklist or list of names of people who participated in the FBA but no explanation of how they participated.	Clear documentation that input was collected from more than one source with supporting details or the FBA/BIP used a brief process aligned with a problem-solving format (e.g., PTR-Brief, ERASE) and indicates that at least 2 people participated in the meeting. Example: • Direct observation AND background rating scales indicated or checked • Statements such as, "The teachers and the parents) were interviewed."
2. Problem behavior(s) are identified and operationally defined (easily observable and measurable). If more than one behavior is identified, it is clear which behavior(s) will be the focus of the FBA. *Note: There needs to be a line between the behavior identified as the problem, the definition, and the behavior listed in the hypothesis to get full credit for this item.	• No problem behavior(s) are identified OR • Problem behaviors are identified and may be defined, but none of the behaviors identified is the focus of the FBA.	• Behaviors are identified but definitions are ambiguous or subjective and do not provide enough information so that a person who is unfamiliar with the student would agree, upon observation, that the behavior identified has started and stopped. OR • Behavior definitions are identified and defined in "dead man" terminology (i.e., a dead person could perform the behavior); OR • Problem behavior(s) are checked from a stock or dropdown list with no further definitions. OR • Definition of target behavior includes a list of multiple problem behavior names or multiple unique behaviors. Example: Ambiguous/subjective examples • Talks to peers Problem behaviors selected from list.	• ALL identified problem behaviors are operationally defined (observable and measurable); can be seen, heard, counted; AND • If more than one behavior is identified, it is clear which behavior(s) are the focus of the assessment. *Note: If the FBA only identifies one problem behavior the problem behavior is clearly defined and is the focus of the FBA, score "2". *Note: There may not be a clear statement that indicates the behaviors will be the focus of the FBA. If the antecedents, functions, and hypotheses in questions 4 through 6 clearly identify the behaviors of concern, the criterion has been met. *Note: Behaviors do not need to be broken down into discrete units (e.g., pushes until other person is moved; 3 metered/miles), but behaviors are defined so that anyone

Lovamone, Kincaid & Christiansen (Revised August 2015) USF

- Behaviors are identified but definitions are ambiguous or subjective and do not provide enough information so that a person who is unfamiliar with the student would agree, upon observation, that the behavior identified has started and stopped. OR } **Stranger Test**
- Behavior definitions are identified and defined in "dead man" terminology (i.e., a dead person could perform the behaviors). OR } **Dead Man Test**
- Problem behavior(s) are checked from a stock or dropdown list with no further definitions. OR
- Definition of target behavior includes a list of multiple problem behavior names or multiple unique behaviors

Evaluating Adequacy of FBA and BIP

- ☉ TATE is a good start, but it can be improved
- ☉ If the target behavior definition is "Partially Addressed", STOP & correct before proceeding
- ☉ Consider BIP readability, "user-friendliness"
- ☉ More than evaluating a document. Consider:
 - How was FBA prepared? FA (hypothesis testing)?
 - Who were the key team members? What competencies did they have?
- ☉ Must assess how much the problem behaviors and replacement behaviors changed

Behavior Intervention Plan (BIP) Design ... It Ain't Easy

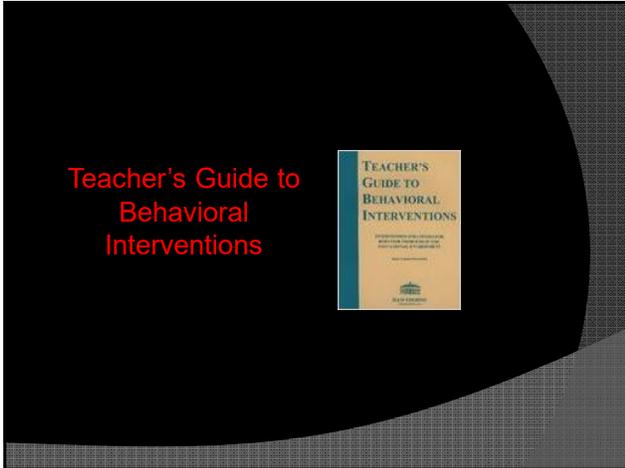
- Without advanced competencies, educators tend to select interventions based on what is popular, customary, or personally favored and with little or no regard for the function of the behavior.

“Fast & Easy”

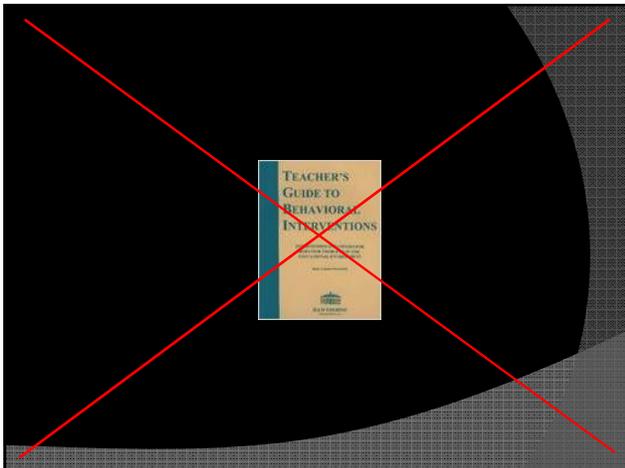
- When competency is lacking, educators will more likely resort to:
- Topography-based intervention “cookbooks”
- Popular or peer-recommended “user friendly” intervention publications (e.g., Love & Logic, Conscious Discipline)
- Customary or personally favored interventions (e.g., red-yellow-green)

What We Can Do

- Recognize “fast and easy” methods that are being promoted, such as
- Topography-based intervention “cookbooks”
- Multimedia web-based programs
- More information is provided in the “download”



20 Makes inappropriate comments to teachers	
<p>1. Reinforce the student for communicating in an appropriate manner with teachers: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).</p> <p>2. Speak with the student to explain: (a) what he/she is doing wrong (e.g., arguing, threatening, calling names, etc.) and (b) what he/she should be doing (e.g., following rules, staying on-task, attending to his/her responsibilities, etc.).</p> <p>3. Establish classroom rules (e.g., work on-task, work quietly, remain in your seat, finish task, meet task expectations). Reiterate rules often and reinforce students for following rules.</p> <p>4. Reinforce those students in the classroom who communicate in an appropriate manner with teachers.</p> <p>5. Reinforce the student for communicating in an appropriate manner based on the length of time</p>	<p>10. Teach the student appropriate ways to communicate displeasure, anger, etc.</p> <p>11. Reduce stimuli which contribute to the student's derogatory comments or inappropriate gestures.</p> <p>12. Provide the student with a quiet place to work. This is to be used as a means of reducing distracting stimuli and not as a form of punishment.</p> <p>13. Provide the student with the opportunity to work with a peer who will be a model for communicating in an appropriate manner.</p> <p>14. Make certain the student understands the natural consequences of his/her inappropriate behavior (e.g., teachers choose not to interact with him/her, exclusion from activities, etc.).</p> <p>15. Require that the student identify alternative appropriate behaviors following an instance of derogatory comments or inappropriate gestures.</p>



What We Can Do

- ⦿ Recognize popular or peer-recommended "user friendly" intervention publications (e.g., Love & Logic, Conscious Discipline)
- ⦿ Develop resources that reframe popular interventions into acceptable behavioral procedures
- ⦿ More information is provided in the "download"

What We Can Do

- ⊙ To impact EOs for **teacher** behavior change, the BIP must:
 - “make sense” or appeal to teacher values (Witt, 1986)
 - fit classroom routines (Fantuzzo & Atkins, 1992)
 - include inexpensive, clear, and attractive methods the teacher *can & will* actually use (Fantuzzo & Atkins, 1992; Lindsley, 1992).
 - describe intended outcomes (Rolider, Axelrod, & Van Houten, 1998) and illustrate the worth of the methods (Lindsley, 1992)
 - be of limited length, easy to follow, and visually appealing (Carr, 2008)
 - be easy-to-read, including supplemental checklists, job aids, or flow charts (Gawande, 2009; Carr, 2008)

What We Can Do

- BIP design for modern-day users and mobile devices:
- ⊙ Easy to navigate diagram with links to procedures:
 - Setting up the environment for success
 - Teaching and increasing desired/replacement behaviors
 - Reinforcer menu
 - Data recording (links to form or app)
 - When problem behavior occurs:
 - Minimizing access to reinforcers
 - Data recording (links to form or app)
 - How to get help or a consultation
 - ⊙ Include brief video examples of procedures
 - ⊙ Include integrity checklists (for self-checks, other observers)

What we can do

- ⊙ Write assessments and intervention plans so they are more user-friendly
- ⊙ Avoid writing documents that are likely to be “filed in the round can” or put in a folder and never used

Making BIPs More User-friendly

- ⊙ Acknowledging the Multiple Functions of Written Behavior Plans
James E. Carr (in APBA Newsletter)
- ⊙ ... lack of comprehensive, empirically supported guidelines for developing effective behavior plans
- ⊙ It may be beneficial to develop an abbreviated behavior-plan supplement that can serve as a job aid during implementation. Such a supplement can be attached as an appendix to the primary behavior plan
- ⊙ limited length... easy to follow... visually appealing

Making BIPs More User-friendly

- ⊙ Acknowledging the Multiple Functions of Written Behavior Plans
James E. Carr (in APBA Newsletter)
- ⊙ **large, easily read fonts** (e.g., Arial, Comic Sans)
- ⊙ **bulleted text – not paragraphs**
- ⊙ **flow charts** to describe if-then relations
- ⊙ **only include text that is immediately relevant to the implementer**
- ⊙ **write in user friendly language for the implementer(s)**

Conversation style plus intended benefits

- ⊙ When describing behavioral interventions, the general public prefers:
Conversation style plus intended benefits.
- ⊙ And, behavior analysts prefer:
Technical style
(Rolider, Axelrod, and Van Houten, 1998)
- ⊙ **Ask for feedback on readability**
- ⊙ **Measure readability:**
www.readabilityformulas.com

The Power of Checklists -

Dr. Atul Gawande, the 'Checklist Manifesto' author, pairs simplicity with lifesaving through:

- avoiding infections
- providing complete care, and
- preventing deaths related to surgical procedures.

PBS Newshour.

http://www.pbs.org/newshour/bb/health/jan-june10/gawande_02-08.html

The Power of Checklists -

- ⊙ **Developed through work with the World Health Organization and found to be highly effective.**
- ⊙ **Other industries and businesses that involve high risk have employed checklists for years, including aviation and skyscraper construction.**
- ⊙ According to the PBS Newshour video, in high tech, complex professions of today, there is **"just too much to remember."**

Surgical Safety Checklist

World Health Organization Patient Safety

Before induction of anaesthesia	Before skin incision	Before patient leaves operating room
(with at least nurse and anaesthetist)	(with nurse, anaesthetist and surgeon)	(with nurse, anaesthetist and surgeon)
<p>Has the patient confirmed his/her identity, site, procedure, and consent?</p> <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable	<p>Confirm all team members have introduced themselves by name and role.</p> <p>Confirm the patient's name, procedure, and where the incision will be made.</p> <p>Has antibiotic prophylaxis been given within the last 60 minutes?</p> <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable	<p>Nurse Verbally Confirms:</p> <input type="checkbox"/> The name of the procedure <input type="checkbox"/> Completion of instrument, sponge and needle counts <input type="checkbox"/> Specimen labelling (read specimen labels aloud, including patient name) <input type="checkbox"/> Whether there are any equipment problems to be addressed
<p>Is the site marked?</p> <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable	<p>Anticipated Critical Events</p> <p>To Surgeon:</p> <input type="checkbox"/> What are the critical or non-routine steps? <input type="checkbox"/> How long will the case take? <input type="checkbox"/> What is the anticipated blood loss?	<p>To Surgeon, Anaesthetist and Nurse:</p> <input type="checkbox"/> What are the key concerns for recovery and management of this patient?
<p>Is the anaesthesia machine and medication check complete?</p> <input type="checkbox"/> Yes	<p>To Anaesthetist:</p> <input type="checkbox"/> Are there any patient-specific concerns?	
<p>Is the pulse oximeter on the patient and functioning?</p> <input type="checkbox"/> Yes	<p>To Nursing Team:</p> <input type="checkbox"/> Has sterility (including indicator result) been confirmed? <input type="checkbox"/> Are there equipment issues or any concerns?	
<p>Does the patient have a known allergy?</p> <input type="checkbox"/> No <input type="checkbox"/> Yes	<p>Is essential imaging displayed?</p> <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable	
<p>Difficult airway or aspiration risk?</p> <input type="checkbox"/> No <input type="checkbox"/> Yes, and equipment assistance available		
<p>Risk of >500ml blood loss (7ml/kg in children)?</p> <input type="checkbox"/> No <input type="checkbox"/> Yes, and two IV central access and fluids planned		

QuickTip: Correction Procedure

Reinforce: Prioritizing Correction Procedure
 This is an exercise to do with a role play partner - your spouse, another child, a friend, another therapist, etc. You'll have to find pictures. For one of them, either make up an imaginary name for the item (write this down so you don't forget it), or use the name of that item in a foreign language that your partner doesn't know (don't tell them which one just or being the same, or what the name is yet). Using the two different language activities described below (an expressive and a receptive skill), you'll be able to practice when:

- 1) With the pictures on the table, present instructions to "touch (name of picture)". When you get to the made up or foreign name, your partner is likely to be wrong. Practice teaching this new word with correction procedure. Be sure you have good reinforcement.
- 2) Hold up each picture and ask "what's this?" When you get to the made up or foreign name, your partner is likely to be wrong. Practice teaching this new word with correction procedure. Be sure you have good reinforcement.

Correction Procedure (teaching new skills)

- 1) Present S^P (make sure you have child's attention) **Reinforce HUGE if correct!** (best possible reinforcer - e.g., 100% of 10-15 sec of praise)
 continue on if incorrect or no response:
- 2) Present S^P plus prompt **Reinforce little** (specific praise or small amount of tangible - e.g., 10-15 sec of praise)
- 3) Present S^P NO prompt **Reinforce medium** (enthusiastic praise or small amount of tangible - e.g., two pieces of popcorn)
 ----if successful to this point: distracter trial (reinforce)----
- 4) Present S^P **Reinforce big** (enthusiastic praise - but not as much as if correct at Step 1--e.g., handful of popcorn)

Correction Procedure Checklist

- Instructor presents S^P when child is attending
- If incorrect or no response, instructor immediately presents S^P again, with a prompt
- Instructor adjusts prompts for success as necessary
- Instructor fades prompts as necessary and immediately presents S^P without prompts
- Instructor presents a distracter trial if child has been successful
- Instructor returns to original S^P
- Reinforcement is varied according to the independence of the response
- Items or prompts used as reinforcers appear to be something the child wants

Behavior Intervention Plan - Job Aid

Why Misbehaves: Tab 1

Replacement Behaviors: Tab 2

Warning & Severe Target Behaviors - Triggers: Tab 3

Injury Prevention: Tab 4

Preventive Intervention: Tab 5

Reactive Intervention: Tab 6

Teaching Intervention - Replacement Behaviors: Tab 7

Reinforcer Menu: Tab 8

Data: Tab 9

Intervention Reliability: Tab 10

Behavior Intervention Plan - Job Aid

Reinforce Warning Behaviors (see the above by):

- "Do you need a break? Say 'I want a break'."
- If possible, get her to complete 1-2 more than the required task, then say she can take a break (i.e., per the Behavior Contract.) The goal is to allow escape after good behavior.
- If she fails, allow a 1-2 minute break but without access to reinforcers.

Reinforce mild inappropriate behavior with a firm voice:

- "First... Then..."
- "Look at me..."
- "Excuse me..."
- "Keep your hands on the..."

Do NOT continue verbal redirections more than 2-3 times this may reinforce her behaviors with social attention.

For severe problem behaviors:

- Request assistance for crisis management, if needed
- See Injury Prevention above
- For especially severe, or long duration problem behaviors, get administrative and/or behavior analyst advice. Related actions may include:
 - o Calling more staff to assist
 - o Contacting the group home to get info or people to help with transport

Complete A-B-C table record of all episodes and write notes on interventions.

DRAFT

- In 1998, Rolider, Axelrod, and Van Houten examined the use of terminology when describing behavioral interventions.
- Preferred by the general public:
Conversation style with intended benefits added
- Preferred by behavior analysts:
Technical style

- Rolider, Axelrod, and Van Houten replicated their 1998 experiment with English and non-English speakers with similar results. The outcomes also suggested that the use of **technical terminology may:**
- decrease the public's understanding of ABA methods
- evoke unfavorable emotional ratings (e.g., cold, mechanical, controlling) about ABA methods.

Benny's aggression was treated by DRO and social reprimand

Technical description:

- DRO 15 – On a 15 minute interval, in the absence of aggression, a behavior therapist will approach Benny and provide descriptive praise (e.g., “Benny you are exhibiting a good pace on your assignment.”)
- Reprimand - Contingent on episodes of aggression, staff will confront Benny, request eye contact, and deliver a firm social reprimand (e.g., “Benny! Look at me! Stop being aggressive immediately! Control yourself!”).

Benny's aggression was treated by DRO and social reprimand

Conversational description:

- Whenever Benny has difficulty controlling his emotions and he becomes aggressive, we will assist him to overcome his difficulties in the following manner:
- First, we will assure that Benny is provided with encouragement in an orderly manner. We will use a system that allows the teacher (or aid) to acknowledge his success in controlling his emotions at an interval of at least every 15 minutes.

Benny's aggression was treated by DRO and social reprimand

Conversational description (cont'd.):

- Specifically, whenever Benny does not have difficulty with displaying aggression for at least 15 minutes, the teacher will approach him and acknowledge his success. This high rate of encouragement is important when we first begin to work with Benny because learning emotional control is a very difficult task and we want to provide Benny with the support that he deserves and requires in attaining his goals.

Benny's aggression was treated by DRO and social reprimand

Conversational description + Intended outcome: (Added to Conversational description)

Benny displays serious problems in controlling his emotions and engages in severe outbursts of aggressive behavior. It is important to teach Benny to control his emotions and express himself in a controlled and effective manner so that he may remain in the community. If Benny overcomes his difficulties and expresses himself appropriately, he will maintain his relationship with his family and teachers.

Benny's aggression was treated by DRO and social reprimand

Conversational description + Intended outcome (cont'd.):

Benny often feels very depressed after he becomes aggressive and feels hopeless about his ability to control his actions. His family and teachers are very important to him. Teaching Benny to overcome his emotional-behavioral challenges will provide him a strong sense of accomplishment, improve his self-esteem, and substantially increase his life satisfaction.

What we can do

- Manage the EOs for teacher behavior change: Develop plans that:
 - "make sense" to teachers or appeal to the values of teachers. (Witt, 1986)
 - fit classroom routines (Fantuzzo & Atkins, 1992)
 - teachers *can & will actually use* (Fantuzzo & Atkins, 1992)

Make the methods inexpensive, clear, and attractive. Illustrate their worth (Lindsley, 1992).

Competency

- Scenarios describing behavioral functions were provided to 209 teachers.
- Interventions were selected by the teachers:
 - based on what was popular, customary, or personally favored
 - without regard for the function of the behavior
- Special education teachers performed only slightly better than general education teachers.

Myers and Holland (2000)

Competency

- It can be difficult to identify professionals who have the necessary competencies.
- Conroy, Clark, Fox, & Gable (2000) described 19 competencies for FBA, some of which can be sub-divided into more specific skill sets. The competencies are based on an understanding and ability to use Applied Behavior Analysis principles.

TABLE 1
Suggested Competencies for Development of Skills in FBA

Applied Behavior Analysis

- Ability to understand and use basic principles of ABA (e.g., reinforcement)
- Ability to understand and analyze the context in which a student's behavior occurs
- Ability to understand and identify the relationships between behavior and teaching practices
- Ability to select and define target behaviors in measurable, specific, and observable terms
- Ability to collect and analyze direct measures of behavior
- Ability to select and use appropriate behavioral strategies
- Ability to select replacement behaviors that result in natural contingencies and reinforcement and promote generalization and maintenance of skills
- Ability to represent data collected graphically and interpret the data
- Ability to implement single subject designs to demonstrate functional relationships

Functional Assessment and Analysis

- Ability to conduct a multicomponent assessment across settings
- Implement FA techniques based on legal safeguards
- Ability to gather descriptive and direct data until information regarding events preceding and following behavior and ecological and motivational variables that may be affecting the student's behavior and patterns are evident
 - Gather pertinent information through indirect measures (e.g., reviewing records, conducting interviews, and rating scales)
 - Gather pertinent information through direct measures across time, settings (e.g., ABC analyses)
- Ability to analyze information obtained through triangulation and/or problem pathways analysis
- Ability to develop hypotheses regarding factors that contribute to the behavior and the functions of the behavior
 - Identify the most and least likely times when the behavior occurs
 - Identify the specific functions that behavior appears to serve for the student
 - Identify the broader variables (e.g., curriculum activity patterns) that may be affecting the behavior
 - Identify patterns and summarize into written statements that are clear, concise, and accurate
- Ability to develop a relevant and effective intervention plan based on the outcomes of the assessment
- Ability to test the hypothesis statements regarding the possible function of problem behavior
 - Conduct analog assessment
 - Conduct assessment under natural conditions
- Ability to involve team members, including the student, in the FBA process across all the activities listed above

Development and Implementation of Multicomponent Interventions

Ability to utilize ABA principles that equivalently match the function and efficiency of the behavior [e.g., arrangement of antecedents, motivational functions, setting events, ratio (schedules of reinforcement) and are incorporated into the student's overall educational plan]

Modify the social and physical environment that may prevent problem behavior and/or increase the likelihood of alternative appropriate behaviors

Arrange consequences so that reinforcement is maximized for positive behavior and minimized for problem behavior

Ability to implement these strategies continuously across time and in LRE incorporating revisions as appropriate

Monitor the integrity of the implementation of the plan/supports

Monitor the effectiveness of the plan/supports including the reduction in problem behavior and increases in replacement skills as well as durability of change

Ability to implement behavioral interventions proactively within a building-wide systematic discipline plan

Competency

- ⊙ Traditional, short-term professional development sessions are inadequate for teaching the required competencies.
 - Too much "Death by Powerpoint"
 - Too little concept mastery and skill proficiency/fluency assessment
- ⊙ More comprehensive training models are recommended
- ⊙ Training must include advanced coursework and supervised practicum assignments.

Competency

- ⊙ Three competence-building models :
 - **Challenging Behavior Specialist - Iowa DOE Learning Supports**
 - <http://iowals.wikifoundry.com/page/Challenging+Behavior>
 - **Behavior Specialist (license) – Pennsylvania**
 - <http://www.dpw.state.pa.us/provider/paautisminsuranceact62/behaviorspecialists/index.htm>
 - <http://www.education.pitt.edu/AboutUs/NewsEvents/ViewDetails.aspx?id/1152/ArticleId/131/Pennsylvania-Issues-New-License-Requirements-for-Behavior-Specialists.aspx>
 - **Registered Behavior Technician – BACB**
 - <http://bacb.com/index.php>

Competency

Registered Behavior Technician - BACB Eligibility Requirements

- ⊙ Be at least 18 years of age
- ⊙ Possess a minimum of a high school diploma or equivalent
- ⊙ Successfully complete a criminal background registry check at the time of application
- ⊙ Complete a 40-hour training program (conducted by a BACB certificant) based on the *RBT Task List*
 - Topics/Skills: Measurement, Assessment, Skill Acquisition, Behavior Reduction, Documentation and Reporting, and Professional Conduct and Scope of Practice
- ⊙ Pass the *RBT Competency Assessment* administered by a BACB certificant (via observation and interview)
- ⊙ \$50 application fee (\$35 annual renewal)
- ⊙ <http://bacb.com/index.php>

Several resources will be presented. Each needs to be evaluated to determine:

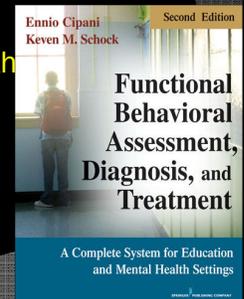
- ⊙ Degree of adherence to best practice
 - Are the interventions linked to behavioral function?
 - Are the interventions evidence-based?
- ⊙ Ease of access to personnel who could potentially misuse the interventions
- ⊙ Clear and prominent directions for when and how to get assistance from a behavior analyst

**Functional Behavioral Assessment, Diagnosis, and Treatment:
A Complete System for Education and Mental Health Settings - 2nd Edition**

Cipani & Schock

Amazon paperback \$58

e-book \$55



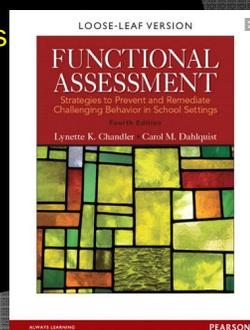
**Functional Assessment:
Strategies to Prevent and Remediate Challenging Behavior in School Settings
4th Edition**

Chandler and Dahlquist

Pearson paperback \$65

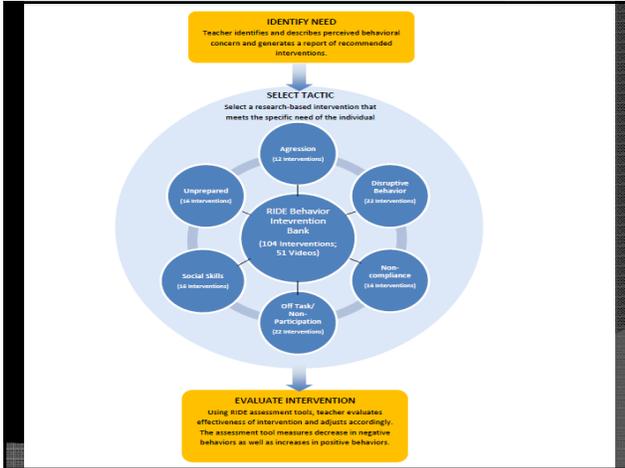
Amazon paperback \$55

CourseSmart e-book \$30



Responding to Individual Differences in Education (RIDE) Behavior Intervention Bank

- ⊙ Multimedia **web-based** program
- ⊙ **6 critical areas of behavior:** aggression, disruptive behavior, noncompliance, off task/non-participation, social skills, and unprepared.
- ⊙ **104 research-based interventions - 51 videos**
- ⊙ **Can track and graph student data**



My Students **Intervention Bank** **Support**

About RIDE Find an Intervention

Find an Intervention
Note: Use the filters on the left to help you find the most relevant plans. Click the icons on the right to watch videos or download PDFs of plans.

Filter bank by:

Problem Behaviors

- Aggression (12)
- Disruption (22)
- Non Compliance (25)
- Off Task/Non participation (22)
- Social Skills (16)
- Unprepared (16)

Grade Level

- Early Childhood (34)
- Elementary School (100)
- Middle School (83)
- High School (59)

Intervention Type

- Antecedent (34)
- Instructional (50)
- Consequence (44)

Intervention Plans • Disruption + Elementary

Showing 1-20 of 22 results View: Detail List Sort: Alphabetical

TITLE	BEHAVIOR
1. Building Academic Fluency: Decreasing Disruptive Behavior	Disruptive
2. De-Escalating Problems Using Behavior Momentum	Disruptive
3. Effective Praise	Disruptive
4. Group Homework Game	Disruptive
5. Interspersal of Easy Problems	Disruptive
6. Manipulate Task Difficulty	Disruptive
7. Minutes for Motivation	Disruptive
8. Mystery Jars	Disruptive
9. Mystery Motivators for Homework	Disruptive
10. Overt Correction	Disruptive
11. Phase Level System	Disruptive
12. Planned Ignoring	Disruptive

My Students **Intervention Bank** **Support**

About RIDE Find an Intervention

Back to Intervention Bank

Related Interventions

By Behavior

- Aggression (12)
- Contingent Observation Time Out
- De-escalation
- Give Peace a Chance
- Holding Your Friends
- Inside-Outside Classroom Discussion for Resolving Conflicts
- Kids Helping Kids
- Peace-Keeping Puppets
- Preventing Escalating Behavior
- Room Clear
- Teacher Praise
- Time-Out Debriefing

By Grade Level

- Early Childhood (34)

By Intervention Type

- Consequence (44)

INTERVENTION

Calming Before the Storm

- Behavior:** Aggression
- What:** This intervention is designed to help teachers manage physically and verbally aggressive students who have not yet reached the out of control stage.
- Who:** Students who quickly escalate their behavior following a seemingly simple request or event.
- Grade Level:** Pre-K - 12
- Type of Intervention:** Consequence
- Delivery Format:** Individual
- Implementation Length:** 10 minutes or less
- Special Materials/Equipment:** N/A
- Progress Monitoring Option:** Frequency or magnitude
- [Download PDF \(93K\)](#)

Introduction

A teacher may sometimes be surprised by the intensity of response he or she receives after a seemingly simple request to a student. The student's behavior may quickly escalate well beyond what the request or other setting event may have warranted. This intervention is designed to help teachers manage those students whose aggressive response has not yet reached the out of control stage.

Preparation

No special preparation is necessary for this intervention.

Steps

1. Remain calm. Although remaining calm may be very difficult, it is critical that all of the students know you are not becoming upset about the situation. To not to take the behavior personally and remember, all behavior is a form of communication.
2. Lower your voice. Becoming loud will only serve to escalate the problem. Deliberately lower your voice when the student becomes loud. This will usually help calm the student.

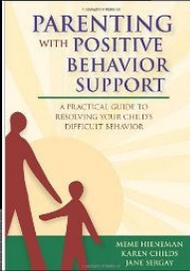
© **Prevent-Teach-Reinforce (PTR)**

- Iovannone et al. (2009)

**Parenting with Positive Behavior Support:
a Practical Guide to Resolving Your Child's Difficult Behavior**

Hieneman, Childs & Sergay

Amazon paperback \$24



Skills BIP Builder

- ⦿ Online program that allows you to enter info on multiple students' target behaviors and the related functions.
- ⦿ A menu of function-based interventions is generated for you to select from as you prepare a BIP.
- ⦿ Finally, you are able to export an individualized BIP document for the student.

Skills BIP BUILDER
The Online Autism Solution

Now available as a stand-alone module!

Evidence-based | Safe | Effective

The Skills® BIP Builder utilizes evidence-based practices, based on the function of challenging behavior, and emphasizes least-intrusive procedures. In a randomized controlled study, the program substantially improved the quality of behavior intervention plans (Tarbox et al., 2013)

Skills® BIP Builder for challenging behavior

The ultimate tool for efficiently designing effective ABA-based behavior intervention plans for decreasing challenging behaviors.



Skills BIP BUILDER
The Online Autism Solution

Now available as a stand-alone module!

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Skills® BIP Builder for challenging behavior

The ultimate tool for efficiently designing effective ABA-based behavior intervention plans for decreasing challenging behaviors.



Strategies for Students Who Exhibit Behavior Challenges (tri-fold, printable pamphlets):

- Gain Attention (Primary Level)
- Gain Attention (Secondary Level)
- Get Access to an Item or Activity (Primary Level)
- Get Access to an Item or Activity (Secondary Level)
- Avoid or Escape an Activity, Item, Person, or Setting (Primary Level)
- Avoid or Escape an Activity, Item, Person, or Setting (Secondary Level)

Thanks to Christina Bartley for preparing these pamphlets.
Feedback and suggestions: christina.bartley@sdhc.k12.fl.us

OTHER AREAS OF CONSIDERATION

If you answer YES to any of the following questions, additional strategies may be warranted. Please seek your Multi-Tiered Systems of Support/Response to Intervention Team or school psychologist for further assistance.

Does the student receive an object, leisure activity, or snack once the behavior occurs? See Inappropriate Behaviors to Obtain an Item/Activity pamphlet.

Does the behavior result in sensory stimulation for the student (vocal sounds, feel of textures, flicking / smelling / mouthing of objects, etc.)?

Is adult attention removed (ignored)? Peer attention removed (sent to other class, moved out of group)?

Is task removed or activity stopped when student engages in the behavior (student does not start or complete task)? See Behavior Difficulties When Given a Task pamphlet.

Does the behavior result in the removal of sensory stimulation for the student (quiet area, covering of ears or eyes, avoidance of certain lectures, etc.)?

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- Chandler, L.K., & Dahlquist, C.M. (2010). Functional assessment: Strategies to prevent and remediate challenging behaviors in school settings (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Cipani, E., & Schock, K.M. (2011). Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings (2nd ed.). New York, NY: Springer Publishing Company, LLC.
- Riffel, L.A. (2011). Free or inexpensive rewards for students and staff. In Behavior Doctor Seminars. Retrieved July 2013, from <http://www.behaviordoctor.org/formtools.html>

Created By:
Christina Bartley, Psy.S.
School Psychologist

ATTENTION-SEEKING BEHAVIORS IN THE CLASSROOM?

Strategies for Students Who Exhibit Inappropriate Behaviors to Gain Attention (Primary Level)



ATTENTION-SEEKING BEHAVIORS - primary level

AREA OF FOCUS

Do you have a student that displays inappropriate behavior to gain attention from adults or peers? This pamphlet provides information on strategies that teach appropriate means of gaining attention.

Included are:

- Does This Apply to My Student?
- Other Areas to Consider
- Types of Attention
- Why Does the Behavior Occur?
- Reinforcers
- Classroom Strategies

If the following strategies are not successful, further analysis as to why the behavior is occurring may be necessary. For severe behavior, the school team should consider consultation with their Area FACT member.

DOES THIS APPLY TO MY STUDENT?

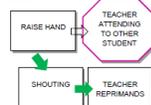
- If any of the following occur, you may have a student seeking attention:
 - After the behavior is exhibited, do you or another adult say something afterward? Is a look given?
 - Does the student engage in the behavior when you attend to others?
 - Do peers laugh? Or comment?
 - Is encouragement provided by other students?

TYPES OF ATTENTION

- | | |
|--|--|
| Positive
Praise
Agreement
Smiles
Walks | Negative
Disapproval
Reprimands
Warnings
Redirection |
|--|--|
- *Positive and negative attention may be from adults and/or peers.

WHY DOES THE BEHAVIOR OCCUR?

Individual was prevented from obtaining immediate attention when using appropriate behavior.



Inappropriate behaviors developed and produced more immediate responses, thus more effective.

Reinforcer Ideas

- Be a class monitor (materials, activities)
- Be a team captain of a reading group
- Visit another teacher
- Nonverbals: Nodding, high-fives, smiles
- Verbals: "Great job," "I like the way you..."

CLASSROOM STRATEGIES

Talk Ticket: Develop a talk ticket that allows student to converse with teacher/peer. If requesting too frequently, limit requests.

Check-In/Check-Out: Provide individual attention through review of goals at the beginning of the day and progress at the end of the day.

Throughout the Day: Plan more frequent attention to student (calling on more) or attend to for a longer duration (dialogue).

Peers: Provide positive praise to peers exhibiting appropriate behavior.

Descriptive Praise: Use specifics, such as "I like the way you are sitting in your chair."

If Peer Attention is a Concern: Set a goal for all students. If all students engage in appropriate behavior, everyone gets a reward.

- Have desk near teacher or peers
- Read to a younger class
- Display Good Work
- Have lunch with teacher
- Have lunch with a selected peer

BIP Design Worksheet (also known as Competing Behavior Model)

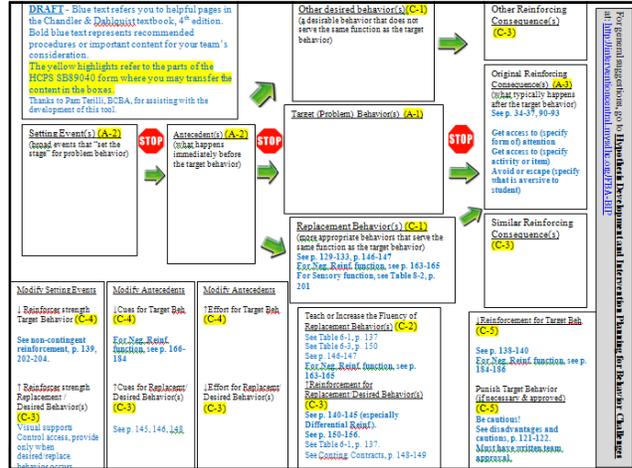
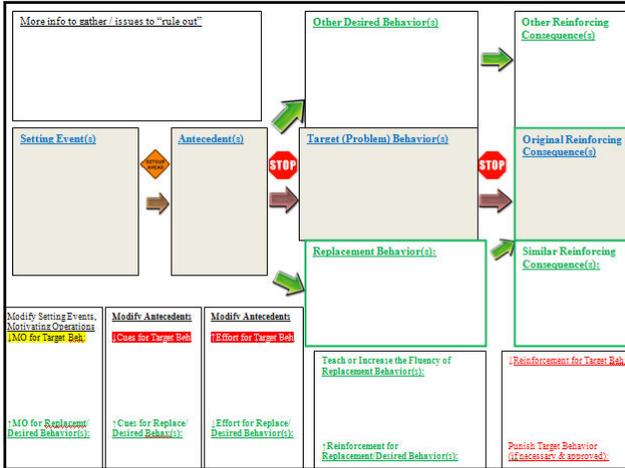
This worksheet helps teams:

- extend the FBA problem solving process
- plan a function-based behavior intervention plan (BIP)

The worksheet can be especially helpful when completed before or during a problem solving team meeting, and to prepare for subsequent consultation with BCBA or other professionals with advanced expertise in behavior analysis, when applicable.

Adapted from:

O'Neill, Horner, Albin, Sprague, Storey, & Newton (1997). Functional assessment and program development for problem behavior: A practical handbook. Pacific Grove, CA: Brooks/Cole Publishing



Template, more information and examples:

- scienceofbehavior.com/pro-tools-1/BIPDesignWkshtTips.docx
- http://www.apbs.org/files/competingbehav_prac.pdf
- http://www.kansasasd.com/nletter_attach/kisn-newsletter556357F5B8.pdf
- *Behavior Support Team Planning Guide* - includes the Competing Behavior Model and other tools:
http://pbis.org/common/pbisresources/tools/BSP_T_template.doc

Intervention Integrity
... It Ain't Easy

Work in Progress

- ⊙ Much teacher resistance to being “observed”
- ⊙ Some resistance from mid-level specialists and student support personnel
- ⊙ Lack of training (university and in-service)
- ⊙ Some improvement with increased use of observations for performance evaluation
- ⊙ However, increased reactivity and resistance
- ⊙ Need procedures and forms that educators find acceptable – Need to transfer practice to school teams
- ⊙ Behavior Skills Training (BST)
- ⊙ Scoring
- ⊙ Feedback – with graphic displays

- ⊙ Noell, G.H., Witt, J.C., Lafleur, L.H., Mortenson, B.P., Ranier, D.D. & Levelle, J. (2000). Increasing Intervention Implementation in General Education Following Consultation: A Comparison of Two Follow-Up Strategies. *JABA*, 33, 271–284.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1284249/pdf/11051568.pdf>
- ⊙ McIntyre, L.L., Gresham, F.M., DiGennaro, F.D., & Reed, D.D. (2007). Treatment Integrity of School-Based Interventions with Children in the *Journal of Applied Behavior Analysis* 1991-2005. *JABA*, 40(4): 659–672.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1284249/pdf/11051568.pdf>

- ⊙ Miltenberger (5E) - Chapter 12
- ⊙ Vollmer, T.R. & Sloman, K.N. (2008). Practical implications of data reliability and treatment integrity monitoring. *Behav Anal Pract.*, 1(2): 4–11.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2846587/>

- ⊙ Fidelity of Implementation within an RTI Framework. (2009). National Center on Response to Intervention Webinar.
- ⊙ http://www.rti4success.org/pdf/FidelityImplementation_10-20-09_FINAL.pdf

- ◉ Using Fidelity to Enhance Program Implementation Within an RTI Framework. (2009). National Center on Response to Intervention.
- ◉ http://www.rti4success.org/pdf/Using%20Fidelity%20to%20Enhance%20Program%20Implementation_Notes.pdf
- ◉ Handouts and references:
http://www.rti4success.org/pdf/Using%20Fidelity%20to%20Enhance%20Program%20Implementation_Handouts&References.pdf



Being a Behavior Analyst in Schools ... It Ain't Easy

What we can do

Get some help!

Develop supporting RBT, Behavior Specialist, or similar positions

“Grow your own” BCBAs via a cooperative professional development project with an ABA university program

- ◉ Get a grant to cover the costs
- ◉ Negotiate reduced tuition costs by arranging for instruction on school property
- ◉ Coordinate supervision/practicum opportunities

What we can do

Get some help!– Many ethical dilemmas & issues!

Develop a Peer Review and Mentoring process

- ⦿ Especially for recently certified behavior analysts and those entering school systems
- ⦿ Consult on especially problematic cases
- ⦿ Consult with external professionals
- ⦿ Review and approve current or proposed use of potentially restrictive interventions and emergency procedures
- ⦿ Share models and resources that work

What we can do

Form or join:

- ⦿ Local Review Committees
- ⦿ State-level Peer Review Group
- ⦿ Education SIG
- ⦿ Local chapter of state association
- ⦿ Connect via social media

New frontier ???

- ⦿ Charter school growth expected under current state and federal administration
- ⦿ Many charter schools lack sufficient behavioral supports
- ⦿ More students will be entering these schools
- ⦿ The demand for behavior analyst support may increase significantly

WHAT WE CAN DO
ABOUT THE
“WHAT WE CAN DOS”

- ◎ Some of us are so consumed by our day-to-day duties, busy competing with other behavior analysts, or specializing in some aspect of behavior analysis or consumer population.

◎ Step back...

Get the big picture!



Consider our obligation to our Culture... and our World

◎ Please read or reread B.F. Skinner:

- *Beyond Freedom and Dignity*
- *Walden Two*

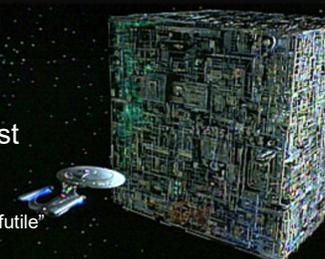
- ◎ We can "change the world" by changing school environments
- ◎ Approximately 20% of Americans (students, families, employees) have some contact with Pre-K to grade 12 schools each weekday.
 - Imagine the potential impact of improving some aspect of their lives through ABA
 - This could be our foothold to changing the larger American culture

- ⊙ **But, it is difficult to produce major systemic changes in education.**
 - Many have tried before and failed.
- ⊙ There are **many competing contingencies**
 - Governmental and regulatory actions
 - Salary structures and performance evaluations
 - Unions
- ⊙ **We can be successful if we each commit to improving a small piece of the system**
- ⊙ To be successful, we will need to...

Ban together!

- ⊙ **Network!** Form a collective set of brains
- ⊙ Work together
- ⊙ Share products
- ⊙ **Think wide-scale dissemination,**
at low or no cost

the Borg -
"Resistance is futile"



Publish

- ⊙ **in behavioral journals** and
- ⊙ **mainstream media** (magazines, newsletters, newspapers, e-news outlets, blogs, etc.) and
- ⊙ **educational and other professional journals**
- ⊙ **Use social media** (e.g., Facebook)

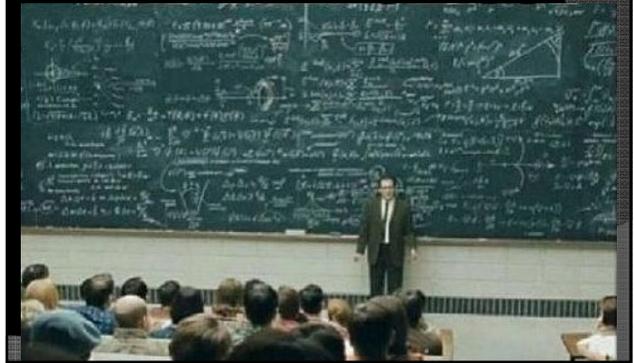
Present / Train / Recognize

- ⊙ **Offer free training events** in school districts to initially build rapport and connections (may open door to fee-based training later on)
 - School Psychologists and Social Workers
 - Guidance Counselors
 - Administrators and others
- ⊙ **Present at local professional conferences and meetings**
- ⊙ **Promote Awards of Excellence** for teachers or teams using ABA

Be innovative

- ⊙ Laminated job aids
- ⊙ Flip charts for decision rules
- ⊙ Web-based programmed instruction and other technologies
 - EdTech, measurement, observation recording, graphing, and related apps for mobile devices
 - Gaming apps that teach behavioral principles
 - Ear buds and eyeglass (e.g., Google Glass) devices for in situ coaching/feedback, quick reference to procedure descriptions, and more
 - Virtual Reality 3D imaging (virtual classrooms, training simulations and programs)

“...and this is how behavior analysts can reform American education.”



Remember this objective?

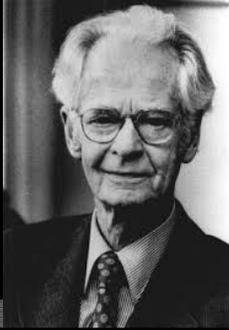
Education is not the filling of a pail, but the lighting of a fire.

-- William Butler Yeats

**I hope I lit your fire !!!
Before that fire dwindles...**

- ⊙ What will be your next steps?
- ⊙ How will you set up strong contingencies for following through?
- ⊙ How will you light and keep other behavior analysts' fires burning?

“Regard no practice as immutable.
Change and be ready to change
again. Accept no eternal verity.
Experiment.”



THANK YOU !!!

kmurdock@usf.edu

scienceofbehavior.com/pro-tools-main