

WINDHAM PUBLIC SCHOOLS FUNCTION-BASED SUPPORT SERIES

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TRAINING OBJECTIVES

- By the end of today, you will be able to:
 - ...summarize and interpret data from a FBA.
 - ...develop and write a professional FBA
 - ...conduct and write a FBA for a student with whom you work (homework).

REVIEW: Basics of Behavior

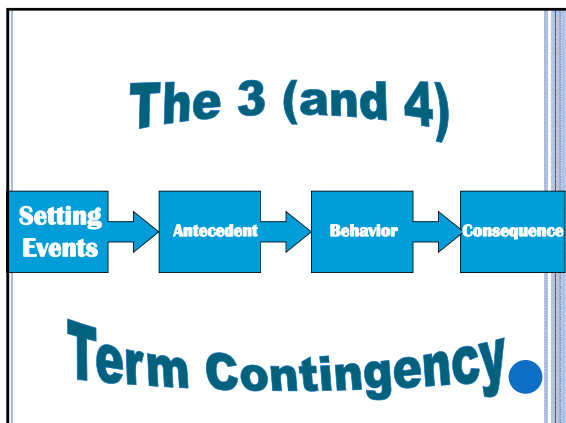
CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL AND POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavior Interventions and Supports; <http://www.pbis.org>

Individual Student Systems

- Behavioral competence at school & district levels
- Team- & data-based decision making
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations
- Function-based behavior support planning
- Comprehensive person-centered planning & wraparound processes

BEHAVIOR SUPPORT ELEMENTS

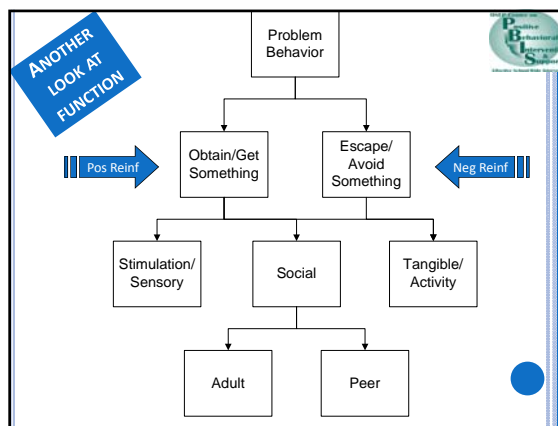


REINFORCEMENT AND PUNISHMENT

	Action	Give (+)	Take (-)
Effect			
Inc. (↑)*		Positive Reinforcement	Negative Reinforcement
Dec. (↓)*		Positive Punishment	Negative Punishment

* Future probability of behavior

- ### FUNCTION OF BEHAVIOR
- All behavior serves a function:
 - Learners trying to *get or obtain* desired activities, tangible items, attention, or stimulation (S^{R+}).
 - Learners trying to *avoid or escape* aversive activities, items, attention, or stimulation (S^{R-}).
-



- ### LOOK AT THE FUNCTION OF BEHAVIOR
- When a student is exhibiting problematic behaviors, look at the function:
 - What typically **precedes** the problematic behaviors?
 - What typically **follows** the problematic behaviors?
 - What **function** are the behaviors serving for the student?

TAKE AWAY MESSAGE

We should consider the function of behavior when we design programs for students (and staff).

REVIEW: Operational Definitions

OPERATIONAL DEFINITIONS

- What is it?
 - Concrete description of target behavior.
 - Should include examples/non-examples.
 - Stated in terms of dimensions of behavior.

- Why is it important?
 - We need an *objective* and *agreed upon* definition of behavior to aid with observation, intervention, and discussion.

7 DIMENSIONS OF BEHAVIOR

1. Frequency
2. Rate
3. Duration
4. Latency
5. Topography
6. Force
7. Locus

TAKE AWAY MESSAGE

Operational definitions allow us to describe exactly what a behavior "looks like."



COLLECTING INFORMATION

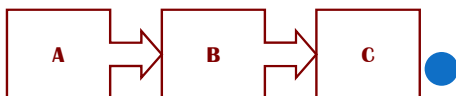
- In order to determine the function of a behavior, we conduct a **Functional Behavioral Assessment (FBA)**.

- This process involves collecting information from multiple sources through a variety of methods, including:
 - Records Reviews
 - Interviews
 - Direct Observations
 - Experimental Analysis (Structural/Functional)

REVIEW: FBA & Strategies for Collecting Information

OUTCOME OF RECORDS REVIEWS & INTERVIEWS

- Throughout the records reviews and interviews, you are trying to develop an understanding of the behavior and the context in which it occurs.
- You use this information to generate a **hypothesis statement**, which specifies the antecedents, behaviors, and function.
- For example:

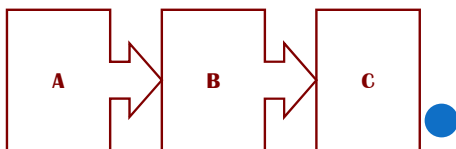


BASIC PROCESS FOR FBA DIRECT OBSERVATIONS

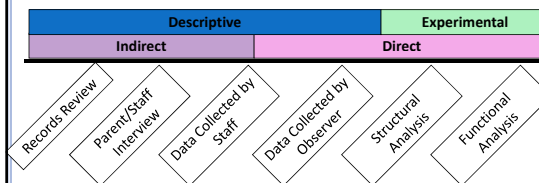
- Identify **settings** in which behaviors are most likely to occur
- Develop **operational definitions** of target behavior(s)
- Identify relevant **dimensions of behavior**
- Develop **measurement system**
- Collect data (sufficient sample ≥ 3 days)
- Summarize data in a **graph**

OUTCOME OF FBA

- Thus the outcome of the entire FBA process is a supported hypothesis statement, now referred to as a **summary statement**, which specifies the supported antecedents, behaviors, and function.
- For example:



CONTINUUM OF ASSESSMENT PROCEDURES



ANALYZING DATA:
Summarizing & interpreting information

SUMMARIZING DATA FROM RECORDS REVIEWS

- "Use observable, measurable, and specific language to describe behaviors of concern and the context around those behaviors identified in previous records (e.g., FBAs, BIPs, IEPs or other reports).
- "Also describe interventions that were tried in the past, and the data indicating the relative success of each intervention.
- "Mention any reports that were (a) identified in student's records and (b) did not follow the student to the current school."

(from the FBA template)

SUMMARIZING DATA FROM INTERVIEWS

- “Use observable, measurable, and specific language to describe student strengths that staff members identify during the teacher/staff-interview.
- “Discuss when behaviors typically occur (contexts in which they occur / situations to imply antecedents) and when they are less likely to occur.
- “Describe classes of behavior (i.e., groups of behaviors that serve the same function)”

(from the FBA template)

SUMMARIZING DATA FROM DIRECT OBSERVATIONS

- Graphs are extremely useful because they show you trends and patterns in behavior.
- They aid in data-based decision making.
- There are several types of graphs including:
 - Line graphs
 - Pie graphs/charts
 - Bar graphs

LINE GRAPHS

- Line graphs are great ways to represent data across time
- They allow you to detect patterns in your data
- Let’s look at two examples

GRAPHING CONVENTIONS

- Graphs have units of time going across horizontal X axis and a units of behavior going up the vertical Y axis.
- Different data points (geometric shapes) and data paths (lines) are used to represent different types of information.

EXAMPLE 1: REMEMBER KELLY

- Kelly is a young student who is often **off-task**. In addition, she has gotten into trouble for **talking out** in class and **walking out** of the room without permission.
- I chose to look at:
 - An estimate of how much time Kelly was off-task.
 - The frequency of talk-outs and walk-outs.

KELLY’S MEASUREMENT SYSTEM

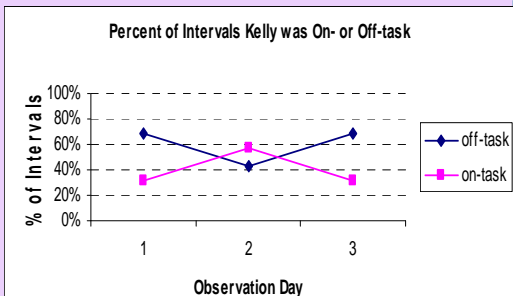
Date: _____ Time Started: _____

	:30	1:00	1:30	2:00	2:30	3:00	3:30	4:00	4:30	5:00
A										
B										
C										

Tally of Talk-outs (T) and Walkouts (W)

T: Event- Based W: Event- Based

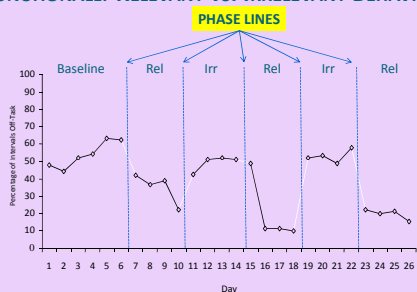
EXAMPLE: GRAPH FOR KELLY



MORE GRAPHING CONVENTIONS

- o Kelly's graph was an example of a line graph.
- o In line graphs, the following are used:
 - **Continuity Breaks** are used if data collection is not continuous (e.g., if student is sick for a week during observations).
 - **Phase lines** are used to separate "phases on graph"
 - o Data may be taken before an intervention (baseline phase).
 - o Data may be taken during an intervention (intervention phase)

EXAMPLE 2: COMPARING SELF-MANAGEMENT OF A FUNCTIONALLY RELEVANT VS. IRRELEVANT BEHAVIOR



(BRIERE & SIMONSEN, UNDER REVIEW)

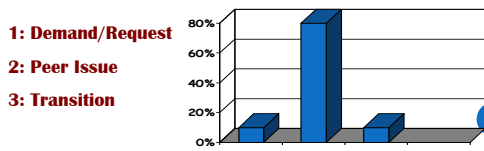
HINTS FOR TRANSFERRING DATA TO GRAPHS

(ALBERTO & TROUTMAN, 2006, PP. 101-110)

- o Event based data
 - It is often better to use rate or percentages (i.e., % correct) unless you always (a) observe for the exact same amount of time or (b) present the same number of trials.
- o Interval and Time sampling data
 - These data are reported as percentages of intervals (see previous example in the graph for Kelly).
- o Time-based Data (Duration & Latency)
 - Typically, we just graph the amount of time (minutes or seconds) measured for duration or latency.

ADDITIONAL GRAPHS OF DATA

- o Other graphs of direct observation data are used to support or revise the hypothesis statements generated through the records reviews and interviews.
- o For example:



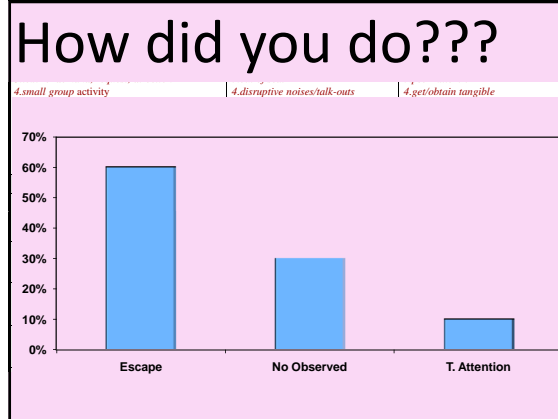
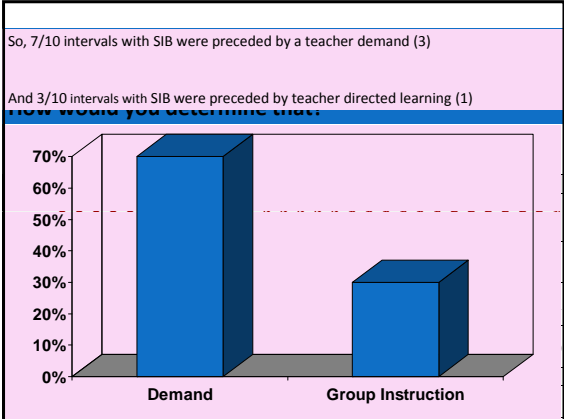
CONDITIONAL PROBABILITIES

- o When you present data from a FBA, you want to present data on
 - relevant dimension(s) of the target **behavior(s)**
 - the **antecedents** that typically precede and may occasion the target behavior(s)
 - the **consequences** that typically follow and may maintain the target behavior(s)
- o How do you figure that out?
- o Report actual data on behaviors and calculate conditional probabilities for antecedents and consequences.

EXAMPLE: CONDITIONAL PROBABILITIES

- Assume you collected the following data, using partial-interval recording, for ONE day.
- This data would be summarized as **1 data point** on your line graph that illustrated levels of behavior across time.
- In addition, you'd calculate conditional probabilities across all observations to summarize data for antecedents and consequences.
- Let's try...

CODES																					
ANTECEDENTS (A)	BEHAVIORS (B)	CONSEQUENCES (C)																			
1.teacher directed learning 2.independent seat work 3.teacher demand, request, direction 4.small group activity 5.peer invite/conflict 6.1:1 teacher attention 7.transition 8.interruption 9.other: _____	1.on-task / engaged 2.SIB 3.out of seat 4.disruptive noises/talk-outs 5.physical aggression 6.verbal aggression 7.other off-task 8.other: _____ 9.no observed consequence 10.other: _____	1.escape/avoid demand from teacher 2.adult attention 3.peer attention 4.get/obtain tangible 5.escape work 6.escape reprimand 7.escape peer attention/conflict 8.self stimulation 9.no observed consequence 10.other: _____																			
Date: _____ Time started: _____																					
Event	00-05	05-10	10-15	15-20	20-25	25-30	30-35	35-40	40-45	45-50	50-55	55-60	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100	
A	3	1	1	1	1	3	1	1	3	1	1	1	1	1	1	1	3	1	1	1	3
B	2	1	2	1	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1
C	1	9	9	9	9	1	9	9	9	9	9	9	9	9	9	1	9	9	9	9	9
Additional Observation During 5 Minutes																					




WRITING AN FBA:

Developing and writing a professional FBA

- ### WRITING A PROFESSIONAL FBA
- User friendly:
 - Avoid jargon!
 - Use clear and concise statements.
 - Ensure that it contains all of **key features**.
 - Professional:
 - Format
 - Spelling and grammar

FORMATS



- Boxes
- Outline
- Other formats provided by school district
- Let's review the format you'll use for "homework"!

- REASON FOR ASSESSMENT
- METHOD OF ASSESSMENT
- SUMMARY OF ASSESSMENT
- BEHAVIORAL FUNCTION OF THE BEHAVIOR OF CONCERN:

REASON FOR ASSESSMENT

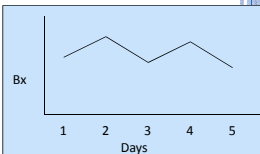
Fill in the blank...mostly boiler plate

METHOD OF ASSESSMENT

Fill in the blank...mostly boiler plate
Mostly boiler plate, but make sure it describes your direct observation tool

SUMMARY OF ASSESSMENT

- **Description of behaviors of concern:**
Fill in the table with definition, baseline levels, and "details"
Insert a line graph of baseline data for behaviors of concern (with the y-axis representing the dimension of behavior and the x-axis representing observations/days).



Days	Behavior Level (Bx)
1	Low
2	High
3	Low
4	High
5	Low

SUMMARY OF ASSESSMENT (CONT'D)

- **Records Reviews and Interviews**
 - **Summary of Records Review:**
Narrative description...follow prompts
 - **Summary of Interview with Classroom Staff:**
Narrative description...follow prompts
 - **Add additional Sections for each Interview**

SUMMARY OF ASSESSMENT (CONT'D)

- Direct Observations:

Figure 2 presents a graph of the relative percentage of observed intervals that STUDENT engaged in each behavior across the X observations.

Behaviors	Relative Percentage (SS*)
1	~15%
2	~45%
3	~10%
4	~20%
5	~5%

* Note: SS = Summary Score

SUMMARY OF ASSESSMENT (CONT'D)

- Descriptive Assessment Continued:

Figure 3 presents the percentage of behaviors of concern that are preceded by each antecedent.

Antecedents	Percentage (SS*)
1	~15%
2	~45%
3	~10%
4	~20%
5	~5%

* Note: SS = Summary Score

Figure 4 presents the percentage of behaviors of concern that are followed by each consequence.

Consequences	Percentage (SS*)
1	~15%
2	~25%
3	~10%
4	~45%
5	~5%

BEHAVIORAL FUNCTION OF THE BEHAVIOR OF CONCERN:

- The following graphic organizers present the summary statements for STUDENT's behaviors of concern. A summary statement is presented for each group of behaviors that serves the same function.

- i. Behavior Class I: List behaviors

```

    graph LR
      SE[Setting Events LIST] --> A[Antecedents LIST]
      A --> B[Behaviors LIST]
      B --> C[Consequences LIST]
    
```

- That is, when STUDENT encounters list the antecedent conditions, s/he will engage in list behaviors of concern in order to list function.

BEHAVIORAL FUNCTION OF THE BEHAVIOR OF CONCERN (CONT'D):

- Intervention Strategies to Address Potential Function of Behavior
 - Mostly boiler plate, but insert replacement behaviors that meet same function.
- A Positive Behavior Intervention Plan
 - Mostly boiler plate, just fill in highlighted areas.

PRESENTING FBA

- Always plan to present a FBA at team meeting.
- Use a **parent and teacher friendly** language and format:
 - Choose the simplest type of graph
 - Use simplest language
- Create a professional looking report (including graphs generated by professional programs).
- Always explain data in jargon-free English.

YOU SHOULD NOW BE ABLE TO

- Summarize and interpret data from a FBA.
- Develop and write a professional FBA
- Conduct and write a FBA for a student with whom you work (homework).

