

Functional Behavioral Assessment

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Big Ideas

- Understand interaction between behavior and the teaching environment
- Build Positive Behavior Support Plans that teach pro-social “replacement” behaviors
- Create environments to support the use of pro-social behaviors
 - Around individual student need / self-management
 - Classroom
 - School-wide
- Create efficient systems to conduct and implement

What is a Functional Behavioral Assessment

“A process for gathering information used to maximize the effectiveness and efficiency of behavioral support” (O’Neil et al.)

- Operational definition of behavior
- Identification of events that are functionally related to behavior
- Identification of consequences that maintain behavior
- Hypothesis about function of behavior
- Direct observation to confirm/support hypothesis

When To Conduct a Functional Assessment

- When student exhibits patterns of challenging behavior
- When a change in placement is made as a result of a school “discipline” procedure
- When current behavioral intervention plan is not changing the pattern and/or outcome of behavior

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(f) Determination that behavior was a manifestation. If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team must--

(1) Either--

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a

functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.

FBA / PBS / IEP

- Present Level
 - Hypothesis & supporting data
 - Dynamic – need to reassess when significant changes in environment
- Goals & Objectives
 - Target replacement behavior
 - Conditions in which FBA targeted
 - Measurable criteria
- Teaching plan separate from IEP

Key Features of Successful Plans

- Behavior within objective based on a “functionally equivalent” replacement
- Supplemental teaching plan clearly delineates
 - What environment changes should be made
 - What adults will do when replacement behavior displayed (Same/Similar Function!!!)
 - What adults will do if problem behavior displayed (Not feed function)

The Key

Behavior is functionally related to the teaching environment

Basics

- Focus on observable behavior
- Label free approach
- Acknowledgement of other factors
- Instructional approach
- Emphasis on understanding the principles of behavior not specific forms or “cook book” strategies
- Best Practice vs. Discipline
- Process vs. a set of Forms
- Rule out explanations

- Move from personal experience with “discipline”
- Repeated practice to build fluency

FBA – PBS Plan Process

Success requires:

- Individual(s) with expertise in FBA-PBS
- Fluency with a clear process among all staff whereby roles are clearly defined
- A basic understanding of Applied Behavior Analysis (*Behavior is functionally related to the teaching environment*) among all school staff

Process (FA to PBS)

- Conduct functional behavioral assessment
- Create plan based on functional assessment outcome
- Develop infra-structure to support behavior change (system change)

Essential Steps to Individual PBS Plans

1. Request for assistance
2. Operationally define problem/replacement behavior
3. Background/archival data/ data collection/Environmental Assessment
4. Functional Behavioral Assessment
 - a. Indirect measures
 - b. Direct observation
5. Develop hypothesis regarding function of problem behavior
6. Develop a PBS plan
 - a. Social skill instruction
 - b. Self management
 - c. Environmental modifications
7. Implement, Monitor and Evaluate progress

2. Operationally define problem/replacement behavior

Describe behavior such that it is observable and measurable

1. Frequency
2. Topography
3. Locus
4. Duration
5. Latency
6. Force or intensity

Measuring Behavior

Things to keep in mind about data collection...

- “Sample” of behavior
- Select a method that fits within existing resources and/or teaching routines
- Create variation of methods – just keep consistent throughout
- Use data to guide decisions

Behavioral Objectives

Specific and measurable statements about expected or desired behaviors and levels of performance at the end of an instructional time period

During a 20 minute recess period, plato will verbally respond to peers in a positive or neutral manner in 80% of opportunities for three consecutive days by the end of the first term.

Four essential components of all objectives

learner who
behavior ... what
condition when, where
criterion... how much and by when

3. Background/archival data collection/Environmental Assessment

Record Review

- Attendance
- Health history
- Onset of current problems
- Past services or interventions
- Effectiveness of previous interventions
- Previous educational functioning
- Previous assessments
- Sensory screening
- Discipline Referrals

Effective Instruction in a “Nutshell”

- Environmental arrangement
 - Designed to reach defined outcomes
- Behavior Management
 - Rules
 - Routines
 - Reinforcement
- Instructional strategies

- Opportunities to respond
- Promotes high levels of accuracy (80%)
- Specific feedback

4. Functional Behavioral Assessment

The Basics

Behavior is learned

- Do not assume children know your rules, expectations, or social skills
- Every social interaction you have with a child teaches him/her something

Behavior communicates need

- Children engage in behavior(s) to "get" what they find reinforcing or to "avoid" what they find aversive
- Need is determined by observing what happens prior to and immediately after behavior

Concerned with the *functional relationships* between BEHAVIOR and the TEACHING ENVIRONMENT

- “Functional Relationships” --- When “X” happens, high degree of likelihood “Y” will result

Teaching Environment

Events that happen prior to school or class (Setting Event)

Events that “trigger” or prompt a behavior (Antecedent)

Events that follow a behavior (Consequent)

Functional relationships with the Teaching Environment

Events that follow behavior

Following a student behavior the environment “gives” something to the student and student behavior maintains or increases -- what ever was given is reinforcing to that individual

Events that follow behavior

Following a behavior the environment allows the student to stop an activity or is removed from the situation and the student behavior maintains or increases -- the event the student is avoiding is aversive to that individual

Get/Acquire -- “Positive Reinforcement”

- Receive attention from adults or peers
- Receive tangible objects or access to preferred activities
- Get automatic sensations

Escape/Avoid -- “Negative Reinforcement”

- Escape adults or peers
- Avoid tasks or responsibilities
- Avoid automatic sensations

Functional relationships with the Teaching Environment

Events that precede behavior

Events in the environment can “trigger” challenging behavior - they serve as cues for the student to perform a behavior because the student can predict the outcome when the cue is present

What antecedent events reliably precede problem behavior?

- When does the behavior occur?
 - What activities are taking place?
 - What people are present?
 - How is the environment arranged?
- When is the problem behavior absent?
 - What activities are taking place?
 - What people are present?
 - How is the environment arranged?

Are there setting events that reliably precede problem behaviors?

- What earlier events seem to make the behavior more likely?
 - Illness?
 - Is the behavior cyclic?
 - Have there been changes at home?
 - Is the student having interpersonal problems?

Functional Assessment

Pre-Assessment/ Indirect

- Interviews
- Rating Scales
- Student Guided

Direct Observation/Direct

- A-B-C
- Checklists

5. Develop hypothesis regarding function of problem behavior

Hypothesis statement regarding the likely functions of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur.

When this occurs...

The student does....

To get/avoid...

Common Hypotheses

- Receive attention from adults & peers
- Receive tangible objects or access to preferred activities
- Avoids interaction with adults & peers
- Avoids tasks or responsibilities

6. Develop a PBS plan

Addressing the Function of Problem Behavior by Teaching Functionally Equivalent Replacement Behaviors

Functional-Based Interventions (PBS)

- Teach replacement behavior(s) that result in same/similar outcome
- Environment should not allow problem behavior to result in previous outcomes
- Replacement behavior should be more efficient than problem behavior
- Describe what behaviors are expected of the student and how they will be taught and supported
- Describe the changes in the environment that are designed to alter a student's behavior
- Describe what adults will do differently in an effort to alter what the child does
- Describe what academic, schedule, etc., changes will be made to support new behavior

PBS plan should make problem behavior

Less effective, by neutralizing setting events and removing antecedents that prompt problem behavior,

Less efficient, by selecting replacement behaviors that require less effort to access reinforcers than problem behavior, and

Less relevant, by decreasing access to consequences that maintain problem behavior and increasing access to consequences that maintain acceptable behavior.

Four themes in developing PBS plans

- Logical link between functional assessment results and procedures employed
- Consistent with basic principles of behavior
- Clear definition of changes in the behavior of implementers.
- Good fit with the values, skills and resources of the implementers.

7. Implement, Monitor and Evaluate progress

- Implementation fidelity
- Student progress monitoring
 - Environmental
 - Re-teach
 - Increase Reinforcement
 - Re-assessment

Creating a Sustainable System: School-wide Positive Behavior Support

- Conduct functional behavioral assessment
- Create plan based on functional assessment outcome
- **Develop infra-structure to support behavior change** (system change)

School-wide Positive Behavior Support

SWPBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

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School-wide Systems of Positive Behavior Support

- Incorporate best practice in professional development and system change (teams)
- Emphasizes the use of assessment information to guide intervention and management decisions
- Focus on the use of a continuum of behavioral supports
- Focus on increasing the contextual fit between problem context and what we know works
- Focus on establishing school environments that support long term success of effective practices {3-5 years}
- Efforts tie into district/state/national goals
- Expectations for student behavior are defined by a building based team with all staff input
- Effective behavioral support is implemented consistently by staff and administration
- Appropriate student behavior is **taught**
- Positive behaviors are publicly acknowledged
- Problem behaviors have clear consequences
- Student behavior is monitored and staff receive regular feedback
- Effective Behavioral Support strategies are implemented at the **school-wide, specific setting, classroom, and individual** student level
- Effective Behavioral Support strategies are designed to meet the needs of **all students**

Universal Strategies: *School-Wide*

- Statement of purpose
- Clearly define expected behaviors (Rules)
- Procedures for teaching & practicing expected behaviors
- Procedures for encouraging expected behaviors
- Procedures for discouraging problem behaviors
- Procedures for record-keeping and decision making

Universal Strategies: *Nonclassroom Settings*

- Identify Setting Specific Behaviors
- Develop Teaching Strategies
- Develop Practice Opportunities and Consequences
- **Assess the Physical Characteristics**
- **Establish Setting Routines**
- Identify Needed Support Structures
- Data collection strategies

Universal Strategies: *Classroom*

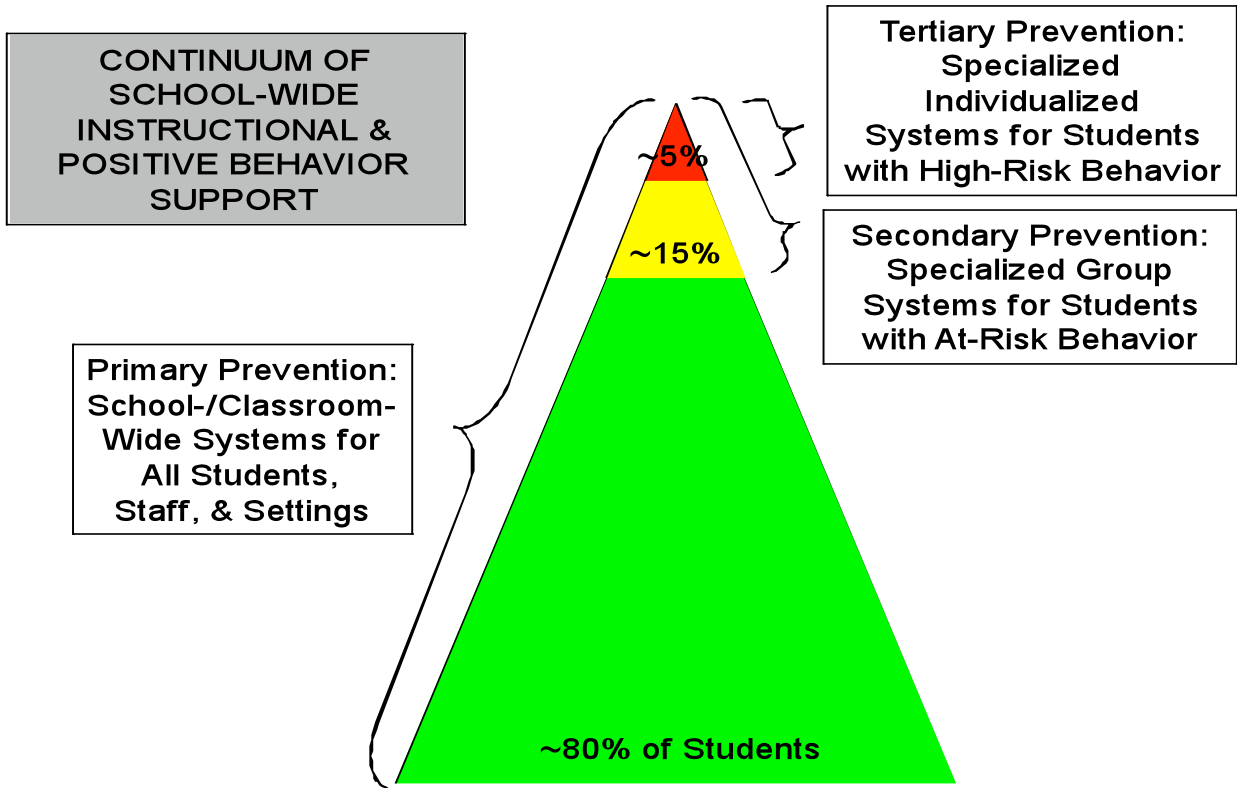
- Use of school-wide expectations/rules
- Effective Classroom Management
 - Behavior management
 - Instructional management
 - Environmental management
- Support for teachers who deal with students who display high rates of problem behavior

Small Group / Targeted

- Part of a continuum: Must link to school-wide PBS system
- Efficient and effective way to identify students
- Assessment = simple sort
- Intervention matched to presenting problem but not highly individualized
 - Social Skill Training
 - Self-Management
 - Mentors/Check-in
 - Peer tutoring / Peer Network
 - Academic support

Individual Students

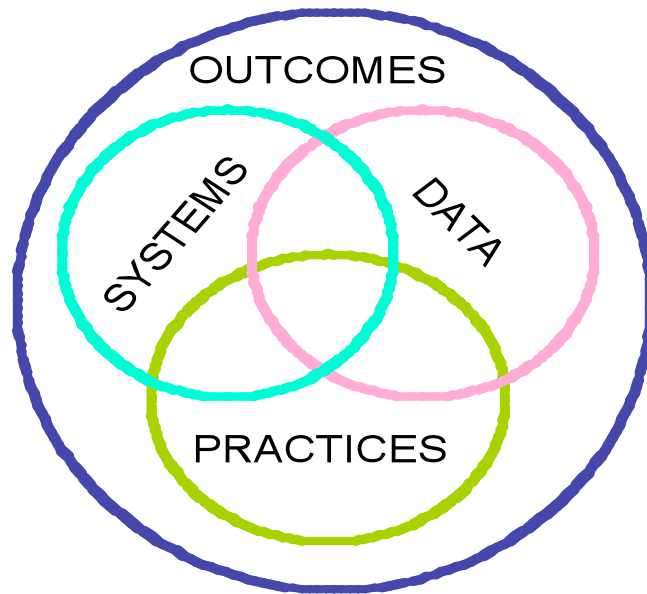
- Part of a continuum: Must link to school-wide PBS system
- Quick supportive response to teacher
- Plans based on a Functional Behavior Assessment
- Clear process in place
- Behavioral expertise available
- All in school understand basic logic of FBA and PBS



Positive Behavior Support

Social Competence & Academic Achievement

Supporting Staff Behavior



Supporting Decision Making

Supporting Student Behavior

FORM B

Archival Review

Data Source	What to look for	Why?	Notes
Attendance History	Patterns of absences and total number of absences	May give clues about antecedents for problem behavior and possible skill deficits from lack of opportunity to receive instruction.	
Standardized test scores	Current and historical results of standardized testing	May indicate academic subjects and activities that are most difficult for the student (skill deficits) and may be helpful for identifying at what age/grade the deficits became more pronounced (useful for planning curriculum based measurements)	
Medical history	Vision and hearing problems as well as other problems that may be related to school performance (e.g. motor difficulties, head traumas, long-term illnesses, current medication use)	Helpful for identifying conditions that may exacerbate existing problematic behavior or increase the likelihood of other problematic use behaviors.	
Social history	Frequent changes in address, foster home placement, recent occurrence of stressful events (e.g. divorce, remarriage of parent, death, number of schools attended)	Points to possible establishing operations or setting events that may be impacting school behavior.	

FORM B

Disciplinary history	Types of problematic behaviors, times and locations in which they occurred disciplinary penalty imposed, and increase/decrease in frequency/intensity of problem behavior. <i>{e.g., Office Disc Reports, SMC, Buddy Rooms}</i>	Helps to identify patterns of behavior (antecedents), effective and ineffective disciplinary strategies, and possible maintaining consequences, and helps chart the progression of problematic behavior.	
Previous related assessment results	Other assessments that have been conducted that focus on academic skills, behavioral functioning, language skills, etc.	Possible changes in function of behavior, previous antecedents, history of behavior and interventions, and programming decisions.	
Previous Individually developed interventions	Formal and informal interventions that are documented in some way.	Identify interventions that have been successful or unsuccessful and why they were or were not successful: if successful, why are they not currently being used; likewise, why are unsuccessful interventions continuing to be applied?	
IEP	Instructional goals and objectives, how/if they are being taught, how/if they are being monitored, and other data supporting student performance	Provides information on the degree to which the behaviors of concern are being addressed in the classroom and on the extent to which the teacher collects and records behavioral data.	

FORM D

ENVIRONMENTAL INVENTORY

Rate each feature using the following scale:

1 = inconsistent or unpredictable5 = consistent and predictable

Physical Space: Is physical space organized to allow access to instructional materials?	
• Work centers are easily identified and corresponds with instruction	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility	1 2 3 4 5
Attention: Does the teacher gain the attention of the students prior to instruction?	
• A consistent and clear attention signal is used across instructional contexts	1 2 3 4 5
• Uses a variety of techniques to gain, maintain, and regain student attention to task.	1 2 3 4 5
Time: Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
• Students engaged at high rates during individual work	1 2 3 4 5
• Down-time (including transitions) is minimal	1 2 3 4 5
Behavior Management: Does the teacher have universal systems of PBS in place?	
• Rules are posted	1 2 3 4 5
• Rules are referred to at appropriate times	1 2 3 4 5
• Students receive verbal praise for following rules	1 2 3 4 5
• Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.	1 2 3 4 5
• Continuum of consequences for encouraging expected behaviors	1 2 3 4 5
• Continuum of consequences for discouraging expected behaviors	1 2 3 4 5
• Maintains a 4:1 ratio of positive to negative statements	1 2 3 4 5
Routines: Does the teacher have procedures and routines that are clear and consistently followed?	
• Start of class	1 2 3 4 5
• Working in groups	1 2 3 4 5
• Working independently	1 2 3 4 5
• Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
• Obtaining materials and supplies	1 2 3 4 5
• Using equipment (e.g. computer, tape players)	1 2 3 4 5
• Managing homework and other assignments	1 2 3 4 5
• Personal belongings (e.g. coats, hats)	1 2 3 4 5
• Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1 2 3 4 5

FORM D

Curriculum and Content: Does the teacher implement effective instruction strategies?	
• Assignments can be completed within allotted time period	1 2 3 4 5
• Content presented at student level resulting in high rates of engagement	1 2 3 4 5
• Frequently checks student learning for understanding	1 2 3 4 5
• Instructional focus builds on student's current and past skills	1 2 3 4 5
• Gives clear set-up and directions for task completion	1 2 3 4 5

Based on the observation, summarize strengths and weaknesses of universal PBS implementation.

FORM J

Common Problem Behaviors and Some Usual Suspects for Functional Antecedents and Consequence

	Antecedents	Behaviors	Consequences
Grades K-2	<ul style="list-style-type: none"> • Teacher demand • Task difficulty • Lack of supervision • Lack of classroom rules • Little structure • No planned consequences • Transitions 	<ul style="list-style-type: none"> • Talking • Making noises • Moving around • Attention seeking • Fighting • Crying • Taking others' things 	<ul style="list-style-type: none"> • Teacher attention • Peer attention • Escape from work • Tangibles
Grades 3-5	<ul style="list-style-type: none"> • Teacher demand • Confrontation • Task difficulty • Lack of supervision • Lack of classroom rules Little structure • No planned consequences • Transitions 	<ul style="list-style-type: none"> • Talking • Making noises • Moving around • Attention seeking • Noncompliance • Fighting 	<ul style="list-style-type: none"> • Teacher attention • Peer attention • Escape from work
Grades 6-12	<ul style="list-style-type: none"> • Teacher demand • Confrontation • Task difficulty • Lack of supervision • Lack of classroom rules • Little structure • No planned consequences • Transitions 	<ul style="list-style-type: none"> • Disrespect of authority • Talking • Moving around • Attention seeking • Noncompliance • Fighting • Leaving school 	<ul style="list-style-type: none"> • Escape from school • Escape from task • Peer attention • Status among peers • Teacher attention • Access to tobacco • Access to drugs • Access to alcohol

Witt, Daly & Noell, 2000

Project FACILE

Problem Behavior Questionnaire

Respondent Information

Student _____ DOB _____ Grade _____ Sex: M F IEP: Y N

Teacher _____ School _____

Telephone _____ Date _____

STUDENT BEHAVIOR

Please briefly describe the problem behavior(s)

DIRECTIONS: Keeping in mind a typical episode of the problem behavior, circle the frequency at which each of the following statements are true.

	Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	Always
1. Does the problem behavior occur and persist when you make a request to perform a task?	0	1	2	3	4	5	6
2. When the problem behavior occurs do you redirect the student to get back to task or follow rules?	0	1	2	3	4	5	6
3. During a conflict with peers, if the student engages in the problem behavior do peers leave the student alone?	0	1	2	3	4	5	6
4. When the problem behavior occurs do peers verbally respond or laugh at the student?	0	1	2	3	4	5	6

	Never	10% of the time	25% of the time	50% of the time	75% of the time	90% of the time	Always
5. Is the problem behavior more likely to occur following a conflict outside of the classroom? (e.g., bus write up)	0	1	2	3	4	5	6
6. Does the problem behavior occur to get your attention when you are working with other students?	0	1	2	3	4	5	6
7. Does the problem behavior occur in the presence of specific peers?	0	1	2	3	4	5	6
8. Is the problem behavior more likely to continue to occur throughout the day following an earlier episode?	0	1	2	3	4	5	6
9. Does the problem behavior occur during specific academic activities?	0	1	2	3	4	5	6
10. Does the problem behavior stop when peers stop interacting with the student?	0	1	2	3	4	5	6
11. Does the behavior occur when peers are attending to other students?	0	1	2	3	4	5	6
12. If the student engages in the problem behavior do you provided one-to-one instruction to get student back on-task?	0	1	2	3	4	5	6
13. Will the student stop doing the problem behavior if you stop making requests or end an academic activity?	0	1	2	3	4	5	6
14. If the student engages in the problem behavior, do peers stop interacting with the student?	0	1	2	3	4	5	6
15. Is the problem behavior more likely to occur following unscheduled events or disruptions in classroom routines?	0	1	2	3	4	5	6

Lewis, T. J., Scott, T., & Sugai, G. (1994). The problem behavior questionnaire: A teacher based instrument to develop functional hypotheses of problem behavior in general education classrooms. *Diagnostique*, 19, 103-115.

ADDITIONAL INFORMATION

1. When does the problem behavior occur the most? (e.g., during what activities or times?)

 2. Where does the behavior occur the most?

 3. How often does the behavior typically occur? (e.g., # per period, daily, weekly)

 4. Have you ever observed the student use appropriate behaviors during times that are typically problematic? If yes, any guesses why?

 5. Do you think the problem behavior is related to an academic skill deficit?

 6. Is there any other information which may be pertinent to this child/behavior?
-
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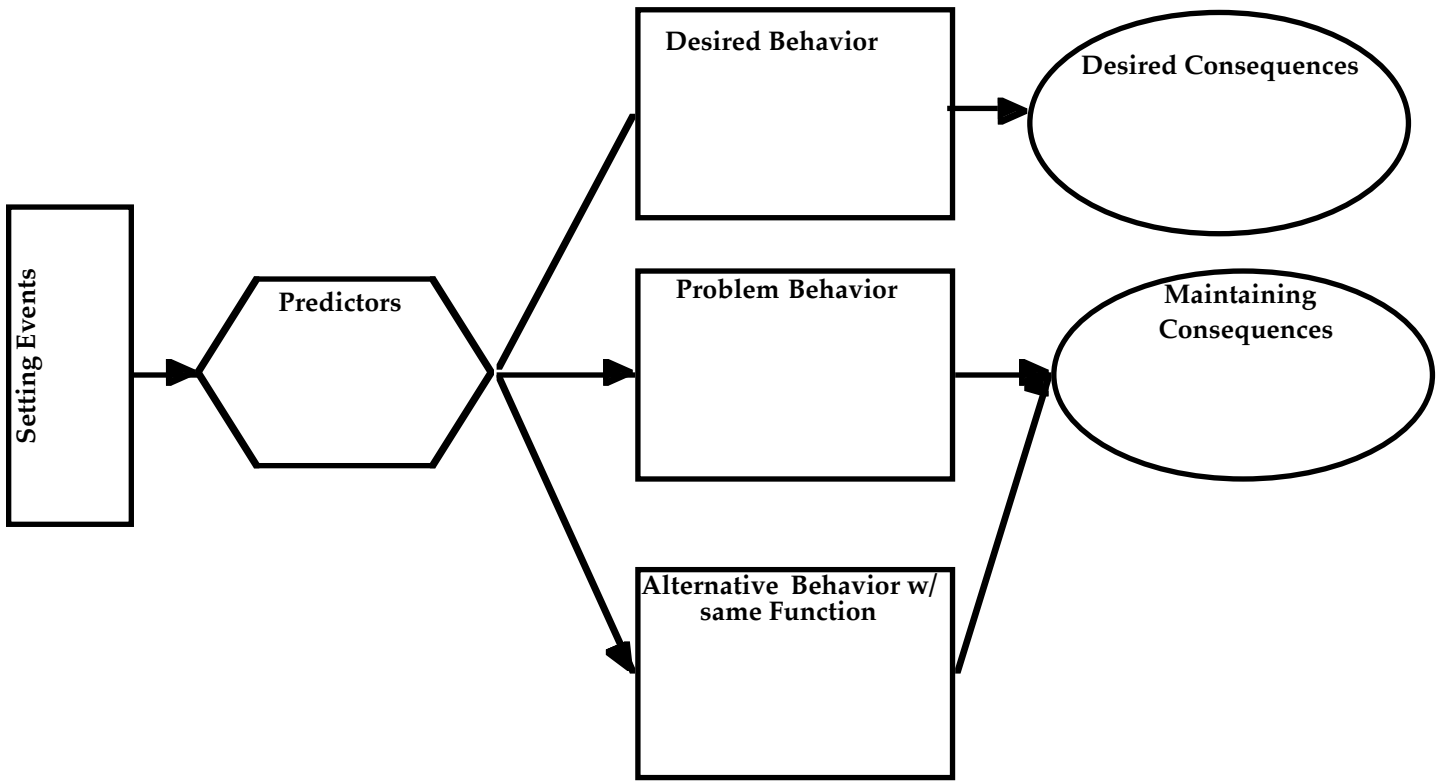
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Problem Behavior Questionnaire Profile

DIRECTIONS: Circle the score given for each question from the scale below the corresponding question number (in bold).

PEERS			ADULTS			SETTING EVENTS								
<i>Escape</i>			<i>Attention</i>			<i>Escape</i>			<i>Attention</i>					
3	10	14	4	7	11	1	9	13	2	6	12	5	8	15
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Designing Functional Interventions



Setting Events	Predictors	Behavior	Consequences

INDIVIDUAL STUDENT PBS PLANNING PROCESS

Functional Behavioral Assessment

Problem behavior is functionally related to the teaching environment. In order to develop effective behavior support plans, we must first understand why students engage in problem behavior and what environmental factors support the continued use of problem behavior. The Individual Student PBS Planning Process is designed to guide the process of initiating the request for assistance, the FBA process, and plan development when students display chronic patterns of problem behavior. The process is divided into nine steps as outlined below. Additional information, directions for each of the step, and accompanying forms are included.

Step	Document	Who is responsible for completing document?	Completed document should be given to:
One	Request for Assistance (A)	Referring Teacher	Case Manager
Two	Archival Review (B)	Teacher w/ Office Staff assistance	Case Manager
Three	Problem Behavior Questionnaire (C)	Referring Teacher	Case Manager
Four	FACTS –Teacher Interviews (D)	Referring teacher and Case Manager complete together	Case Manager
Five	Environmental Inventory (E)	Case Manager	
Six	Intervention development meeting		
Seven	<u>Optional</u> Additional Interviews a) AVAF (F) b) CVAF (G) c) IVAFA (H) d) Student (I)	Case Manager	
Eight	<u>Optional</u> Observations	MU & Case Manager	
Nine	Intervention development meeting		

Individual Positive Behavior Support Planning Meeting

<i>Date</i> _____	
<i>Student</i> _____	<i>Classroom Teacher</i> _____
<i>Team members present:</i>	
_____	_____
_____	_____
_____	_____
_____	_____

1. Define Problem Behavior (observable & measurable, Form A) [3 Minutes]

2. Review Collected Data

Context [10 Minutes]

1. **Archival Review** [Form B]– examine data for patterns such as time of day, tasks, adults, or peers in which problem behavior is present or absent and examine for overlap between academic concerns and patterns of problem behavior. Also examine for patterns of appropriate behavior in relation to academic strengths.

2. **Environment Inventory** [Form E]– examine for patterns of behavior (problem/appropriate) in relation to critical features such as high rates of problem behavior during low structure, low rates of positive feedback.

<i>Context Summary</i>
When/during _____

there is an increase in problem behavior.
When/during _____

problem behavior is less likely

Possible Function of Problem Behavior [5 minutes]

<i>Data Source</i>	<i>Hypothesized Function</i>	<i>Team Confidence in Hypothesized Function</i>		
PBQ (Form C)	Get / Avoid	Low	Medium	High
FACTS (Form D)	Get / Avoid	Low	Medium	High

3. Summarize Data

1. Data sources not clearly pointing toward function or confidence is low – **conduct direct observation and reconvene planning meeting with additional information (See below)**
2. Data sources pointing toward a clear function and confidence is high – develop a hypothesis(es)

Hypothesis One

When/during(conditions) _____

student (behavior) _____ to (get/avoid)

Hypothesis Two

When/during(conditions) _____

student (behavior) _____ to (get/avoid)

If addition data collection required

<i>Data Source (form #)</i>	<i>Hypothesized Function</i>	<i>Team Confidence in Hypothesized Function</i>		
Additional Teacher Interview (F,G,H)	Get / Avoid	Low	Medium	High
Student Interview (I)	Get / Avoid	Low	Medium	High
A-B-C observation	Get / Avoid	Low	Medium	High
FA test protocol	Get / Avoid	Low	Medium	High

4. Develop Plan Based on Assessment [15 minutes]

1. Define Replacement behavior (observable & measurable):
 - a. Detail strategies to teach replacement behavior:

2. Context alteration to support use of replacement behavior:
 - a. Prompts prior to “trouble spots”

 - b. Changes in environment (e.g., routines, grouping, work difficulty)

3. Outcomes when student uses replacement behavior (matched to function) & scheduled delivery {GET = teacher attention, earn free time with peers, special privileges; AVOID = task choice, ask for assistance, peer tutor, “take-a-break,” re-seated}:

5. Share Plan with Family/External Agency [1 minute]

Check appropriate actions

	Action	Who & When
	Plan summary sent home	
	Clear activities parent/guardian can implement at home	
	Plan summary shared with agency	
	Connect points discussed with agency representative	

6. Plan Review Schedule [1 minute]

- a. Copy one page plan and distribute
- b. Prior to next meeting (check appropriate actions)

	Activity (Form #)	Who	When
	Touch base with teacher		
	In-class observation (E)		

- c. Team meeting review date _____

Data Source (Form #)	Who
Behavior Reports (B)	
Environment Inventory(E)	
Teacher Survey	

**Gentry Middle School
Student Assistance Team
“Alternative Intervention Strategy”**

Student _____	Date of meeting _____
Homeroom _____	IEP/504 plan Yes / No
Team Facilitator _____	Plan Review Date _____
Other Staff Involved in Plan:	

1. Assemble Data (SAT Partner and Core Team):

This means gather relevant information about the student which will be used to look for patterns of behavior.

Data Needed:	Person Responsible	Summarize Results
a) Individual SWIS Report	SAT Partner	
b) Non-office referral offenses Examples: Recovery study Halls, Behavior Documentations, RRKS TOC	Core Team	
c) Non-classroom setting data Examples: breakfast, lunch, hallways, bus	Core Team	
d) Academic/achievement Examples: SRI, DRA, DWA, CAT/IQ, Current progress in each core class	Core Team	
e) Attendance	SAT Partner	
f) Anecdotal records / meeting minutes / archival	Core Team	
h) Medical information/ Permanent file information	SAT Partner	
i) Other relevant information	SAT Partner Core Team Parent	

2. Complete a Student Interview. Document results below. (SAT Partner):

This means talk to the student about the problem. Ask the student to identify condition under which problems do/do not occur.

3. Use Data to Define the Problem Behavior (SAT Partner and Core Team):

This means identify 1-3 behaviors for change. Prioritize in order of severity.

4. Complete Student Schedule (SAT Partner and Core Team)

This means consider and document each class period of the students' day, including transitions. Identify when/where and under what conditions problem behavior does/does not occur.

5. Develop hypothesis about why the student engages in the problem behavior

This means use the information gathered in steps 1-4 to identify the function of the problem behavior. What need is being met by this behavior (Get/Avoid)

- When this occurs (conditions): _____

- The student does (problem behavior): _____

- To GET / AVOID : _____

6. Identify replacement behaviors (SAT Partner and Core Team):

This means decide what the student should do instead of the problem behavior. Use RRKS language.

7. Develop Environmental Supports (*SAT Partner and Core Team*)

This means decide what I can do in my classroom that allows the student to get his/her needs met in a socially appropriate way that is matched to function of the problem behavior.

Function of Behavior	Strategy/Support to Match
Get Adult Attention	<ul style="list-style-type: none"> • Increase rate of positive to corrective. • Increase opportunity to respond. • Access preferred adult after work conditions met
Get Peer Attention	<ul style="list-style-type: none"> • Give access to peer partner. • Earn time with peers as an incentive. • Group contingency plan (individual student meets goal, whole group celebrates).
Avoid Adult Attention	<ul style="list-style-type: none"> • Teach student to politely ask to be left alone. • Give access to a cool down pass and location. • Do not process problem behavior while student is agitated.
Avoid Peer Attention	<ul style="list-style-type: none"> • Teach Social Skill: When someone bothers you: <ol style="list-style-type: none"> 1. Say, "Please stop" 2. Ignore it/Walk away 3. Get help from a teacher • Provide access to an appropriate, non-punitive escape (buddy room, hall, counselor)
Avoid Work	<ul style="list-style-type: none"> • Modify assignments and/or homework • Offer choices (when, where, how, with whom) • Negotiate a break after work condition met

8. Develop Positive and Response Outcomes for the Student

This means decide what will happen every time the student displays the replacement/appropriate behavior. Also decide what will happen every time the student displays an inappropriate behavior.

a) What happens every time the student displays the replacement behavior:

b) What happens every time the student displays the problem behavior:
(Avoid feeding into what maintains problem behavior)

9. Communicate action to others involved.

This means teach the replacement behavior, supports and outcomes to the student. Share plans with all individuals who interact with the student.

10. Implement Strategy. Monitor and document progress during weekly STAT meetings

This means implement supports and outcomes consistently. Then use data to look for changes in behavior. Data based documentation may include, but is not limited to: course grades, class and/or homework completion, attendance, RRKS TOC, office referral, bus ticket, individual team or classroom incentives, RRKS Ribbons

AIS Process Checklist

Step	Date Completed	Comments (if applicable)
1. Assemble data		
2. Complete student interview		
3. Define the problem behavior		
4. Student schedule summary		
5. Develop hypothesis		
6. Identify replacement behavior		
7. Select environmental support		
8. Develop positive and response outcomes		
9. Communicate plan to others		
10. Implement strategy. Monitor and document results		

Classroom Functional Assessment

Problem Behavior	Function	Replacement Behavior	Intervention	Outcome for Replacement Behavior
Off-task, Non-disruptive	Peer Attention	On-task, work completion	<ul style="list-style-type: none"> • RRKS lesson – “on-task” • Pre-correct @ start of class • Self-monitor: on-task • <i>Periodic praise by teacher for on-task</i> • Quick de-brief at end of class on self-monitoring 	Earn time with peers for meeting self-management goals
Off-task, Disruptive	Peer Attention	On-task, respectful responses, work completion	<ul style="list-style-type: none"> • RRKS lesson – “on-task” • RRKS lesson – “conflict management/respect” • Pre-correct @ start of class • Self-monitor: on-task & RRKS • <i>Periodic praise by teacher for on-task</i> • Quick de-brief at end of class on self-monitoring 	Earn time with peers for meeting self-management goals
Off-task, Non-disruptive, work completion	Escape (avoids teacher and peers during instruction)	On-task, work completion	<ul style="list-style-type: none"> • RRKS lesson – “on-task” • Pre-correct @ start of class • Self-monitor: on-task + work completion • Quick de-brief at end of class on self-monitoring 	<p>Earn a ‘skip a homework’ pass</p> <p>Earn other preferred activity for meeting self-management and work completion goals</p>
Off-task, Non-disruptive, work completion	Attention (responds to teacher directions, engages peers)	On-task, work completion	<ul style="list-style-type: none"> • RRKS lesson – “on-task” • Pre-correct @ start of class • Self-monitor: on-task + work completion • <i>Periodic praise by teacher for on-task +work completion</i> • Quick de-brief at end of class on self-monitoring 	<p>Earn “a work with peer” activity</p> <p>Earn other preferred activity for meeting self-management and work completion goals</p>

Classroom Functional Assessment

Problem Behavior	Function	Replacement Behavior	Intervention	Outcome for Replacement Behavior
Off-task, Disruptive, work completion	Escape	On-task, respectful responses, work completion	<ul style="list-style-type: none"> • RRKS lesson – “on-task” • RRKS lesson – “conflict management/respect” • Pre-correct @ start of class • Self-monitor: on-task + work completion & RRKS • <i>Periodic praise by teacher for on-task + work completion</i> • Quick de-brief at end of class on self-monitoring 	<p>Earn a ‘skip a homework’ pass</p> <p>Earn Breaks</p> <p>Earn other preferred activity for meeting self-management and work completion goals</p>
Off-task, Non-disruptive, work completion (low)	Escape / attention	On-task, respectful responses, work completion	<ul style="list-style-type: none"> • RRKS lesson – “on-task” • Prob solving strategies • Assignments broken down • Pre-correct @ start of class • Self-monitor: on-task + work completion • <i>Periodic praise by teacher for on-task +work completion</i> • Quick de-brief at end of class on self-monitoring 	<p>Work with peer tutor</p> <p>Earn other preferred activity for meeting self-management and work completion goals</p>
Off-task, Disruptive, work completion (low)	Escape / attention	On-task, respectful responses, work completion	<ul style="list-style-type: none"> • RRKS lesson – “on-task” • RRKS lesson – conflict management/respect • Prob solving strategies • Assignments broken down • Pre-correct @ start of class • Self-monitor: on-task + work completion & RRKS • <i>Periodic praise by teacher for on-task +work completion</i> • Quick de-brief at end of class on self-monitoring 	<p>Work with peer tutor</p> <p>Earn Breaks</p> <p>Earn other preferred activity for meeting self-management and work completion goals</p>