Understanding and Supporting Students with Challenging Behavior: Building Capacity in Teachers and Schools

Chris Borgmeier, PhD
Portland State University
Chris.Borgmeier@pdx.edu
www.basicfba.com
@BasicFBA

Introductions

- Who is here today?
  - Teachers?
  - Administrators?
  - Paraprofessionals?
  - District Behavior Specialists/BCBAs?
  - Outside consultants?
  - Responsible for conducting FBA and building BSPs?

The Logic Behind Multi-Tiered Behavioral Support

- SWPBIS creates a school climate that supports the appropriate academic and social behavior of ALL students with a focus on:
  - PREVENTION
  - EARLY INTERVENTION

Typical Practice... How are we doing?

- We often use our most effective tools only after challenging behaviors have become severe and/or dangerous (Scott et al., 2010)
- Students who engage in persistent, lower-level challenging behaviors are more likely to receive less effective, exclusionary practices
  - Verbal Reprimands
  - ODIs
  - Suspensions

(Renshaw, Christensen, Marchant, & Anderson, 2009)

A Proactive Approach to Behavior Support Planning

- Many of problem behaviors that teams encounter do not require comprehensive FBA-BSP
- Using simplified FBA-BSP procedures that “match” the level and intensity of problem behavior
  - Provide FBS at the first signs of persistent problem behavior

Complex FBA or Functional Analysis:
- Many behaviors are not obvious or are a result of other factors and must be described
- Teachers and staff may not see or interpret behaviors the same way
- FBA-BSP procedures help identify the root cause of behavior
School-wide Positive Behavior Support is:
- A systems approach for establishing the social culture and individualized behavioral supports needed for schools to be effective learning environments for all students.
- Evidence-based features of SW-PBIS:
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Arrange consistent consequences for problem behavior
  - On-going collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Administrative leadership – Team-based implementation (Systems that support effective practices)
  - Common understanding of the Basics of Behavior & Behavioral Intervention across ALL Staff.

Pair & Share
- Discuss with a partner next to you:
- What advantages can you see to training all staff in the Basics of Behavior and Function-Based Behavioral Intervention?

Why is Function so Important?

Filter & Horner, 2009

Ingram, Lewis-Palmer & Sugai, 2005
Principles of MTSS/SW-PBIS

- Do the smallest things that make the biggest impact
- Focus on:
  - Prevention, Teaching, Acknowledging/ Rewarding positive behavior
  - Use data to guide decision making
  - Measure and monitor implementation fidelity
  - Monitor student outcomes

What does this mean for students with persistent challenging behavior & Tier 3 Behavior Support?

Doing the smallest things that make the biggest impact... for students with persistent challenging behavior

- Supporting Students with Persistent Challenging Behavior requires applying Function-Based Intervention across all 3 Tiers
  - Tier 1 – Basic training in function-based thinking & intervention,... & reviewing school-wide policies & practices
  - Tier 2 – Using function to match students to intervention
  - Tier 3 – FBA/BIP - Matching intervention to individualized student needs

A Continuum of Function-Based Assessment & Intervention

- Expanding our use of function-based intervention across tiers

What is a Function-Friendly School?

“Have you ever seen....”

- “Lantana, you skipped 2 school days, so we’re going to suspend you for 2 more.”
- “Phoebe, I’m taking your book away because you obviously aren’t ready to learn.”
- “You want my attention?! I’ll show you attention,…let’s take a walk down to the office & have a little chat with the Principal.”

What’s the problem with each of these responses to student behavior?

What is a Function-Friendly Classroom?

- Setting up classroom focused on:
  a) Positive, predictable classroom
  b) Function-Based Thinking & Intervention
  c) limit consequences reinforcing problem behavior
  d) Class-wide self-advocacy training (e.g. how to ask for help, a break, an alt. task)

Establishing a Social Culture for Supporting Students w/ Challenging Behavior

Common Language
- Antecedent/Trigger
- Behavior (observable definitions)
- Consequence
- Function/Possible Motivation
- Setting Event
- Replacement Behavior
- Desired Behavior

Common Experience

Common Vision/Values

MEMBERSHIP
Benefits of Common Training in Understanding the Basics of Behavior & Behavioral Intervention

- Staff have more tools to understand behavior & implement effective interventions in their classroom prior to referral.
- Staff can collect data prior to intervention on function of student behavior.
- Staff can more effectively complete discipline referral forms.
- Increase efficiency & accuracy of FBA interviews with staff.
- Increased understanding of behavioral interventions (increase buy-in to plan & reduce resistance).

The Basic FBA to BIP Training Series

Basic FBA to BIP e-Learning Modules

- Pre and Post Assessment for Each Module
- Participant Guide and Materials to Follow Along and Practice Using Forms/Tools
- Interactive Activities with built in Checks for Understanding
- Embedded video to model interviewing
- Embedded video for practicing observations
- Links to data collection and graphing resources specific to Basic FBA to BIP
- Email follow-up with Homework Reminders
- Free!
Basic FBA to BSP Training Series

- Module 1 - Defining & Understanding Behavior
- Module 2 - FBA: Practice Interviewing
- Module 3 - FBA: Practice Observing
- Module 4 - Critical Features of BIP
- Module 5 - Building BIP from FBA
- Module 6 - Implementation Plan & Leading a BIP team
- Module 7 - Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed with all staff in the school.

*Designed as training for all school staff

Planning for Effective Use

School-wide Plan

Welcome! Use the button below to take you to the training modules. The Behavior Specialist Training includes all 7 modules and is for those who will be the leading behavior support efforts in the school. The School-wide Training consists of two modules for all staff in the school. The top navigation bar will provide information on how to most effectively use these training resources and don’t miss the link below.

In-Person Modules

- Module 1 - Defining & Understanding Behavior
- Module 2 - FBA: Interviewing Stakeholders
- Module 3 - FBA: Observing Behavior
- Module 4 - BSP: Critical Features of Function-based Interventions
- Module 5 - Selecting Function-based Interventions
- Module 6 - Planning for Implementation
- Module 7 - Evaluation Planning

1. Planning for School-wide Training

- Planning:
  - Module 1 – 60 min. & Module 4 – 75-90 min
  - Direct staff members to www.BasicFBA.com
  - Click on “School-wide Training” button

2. Planning for School-wide Training

- After completing the module have each staff member print a screenshot of Results slide and turn it in

3. Planning for School-wide Training

- Support staff with completing the Homework Task
- Create opportunities for Staff to Review/Discuss Homework
- Collect the Homework Task in 2 weeks
- Move on to Module 4
Module 1 Objectives
By the end of this module you should be able to:
1. Define observable behavior (What).
2. Identify events that predict Where & When the specific behavior occurs.
3. Identify Why a student engages in the specific behavior.

Understanding Behavior
Behavior can be changing and translating.
This training will provide a research-based framework for understanding challenging behaviors.

Function (Why):
Always start with "B" 

Defining Observable Behaviors
Definitions of behaviors need to be:
Specific: clearly defined in detail
Observable: action that can be seen
Measurable: action that can be counted or timed
Defined so clearly that a person unfamiliar with the student could recognize the behavior without a doubt!
Activity: Identifying Routines

WHERE = Routines where the problem behavior is most likely to occur.

Examples:
- Doing math class from 10 to 1:45
- Non-structured activities (break, recess)

- At the lunch table
- When first to show up to class
- Before class

Note: The student...

Identifying Antecedent "Triggers"

Antecedent
When

Behavior
What happens

In the lunch table
When first to show up to a class
What happens

Next scenario

Identification Scenario #2

In math class, Lisa stands up in space and does not respond to teacher directions when she is given a difficult math problem.

Show me the activity!

In the next scenario, drag words from the word bank to the blank boxes.

Antecedent: Trigger

Behavior: The student...

Consequence
Click on each box to learn more...

Identifying Consequences

To determine the consequence, identify what happens right after the behavior... Identify the outcome that is most meaningful to the student...

Antecedent: Trigger

Behavior:
The student...

Consequence

Consequence Scenario 2

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

Show me the activity!

In the next scenario, drag words from the word bank to the blank boxes.

Antecedent: Trigger

Behavior:
The student...

Consequence

Click on each box to learn more...
In 2016-17 school year:

- 5,290,881 ODRs written in SWIS

  • Almost 33% listed “Unknown” as the perceived motivation

  • That’s about 1.7 million “Unknown” Possible Motivations
Homework Task

ABC Tracker

Summary of Behavior

- Use the Summary of Behavior to guide Intervention Planning
  - Teacher can use it to clarify understanding of behavior & brainstorm interventions
  - Teacher Assistance Team can use it to begin to guide intervention planning
Incorporate A-B-C & Function into Student Request for Assistance & Intervention Planning

- Have Staff turn in an A-B-C Tracker as part of Student Request for Assistance
- Review Office Discipline Referrals for trends in:
  - A – Location/Time/People Involved
  - B – Behavior
  - C – Administrative Decision/ Possible Motivation
- Use trends in A-B-C & Function to inform intervention planning

Current Data: Basic FBA to BIP e-Learning Modules User Evaluations

- N = 147
- User Evaluation data is very consistent across all 7 e-Learning Modules

Module 4
Function-Based Intervention

Module 4 Objectives

1. Teach positive behaviors to replace problem behavior.
2. Use strategies to prevent problem behavior & prompt positive behaviors.
3. Reinforce replacement & desired behaviors.
4. Effectively redirect problem behavior and minimize the pay-off for problem behavior.

From FBA to BIP

The most important purpose for conducting an FBA is to inform development of a comprehensive Behavior Intervention Plan that directly addresses the FUNCTION of student behavior.
**Purpose of Replacement Behaviors**

1. Replacement Behaviors are:
   - An immediate attempt to reduce disruption and potentially dangerous behavior.
   - Designed to reduce the student's use of the problem behavior by replacing it with a more acceptable behavior that will also meet the student's needs.

**Critical Features of Replacement Behaviors**

1. An effective Replacement Behavior:
   - Serves the same function as the problem behavior.
   - Easier to do than the problem behavior.
   - Replacement Behaviors must require less effort than the problem behavior.
   - Is socially acceptable.

**Behavior Intervention Plan form**

Steps in the Behavior Intervention Planning Process:

- Competing Behavior Pathway
- Identifying Function-Based Interventions
- Implementation Planning (Module 8)
- Evaluation Planning (Module 7)

**Teaching Behavior**

Teaching is an essential component of behavior intervention.

Step #1: Identifying WAT! skills to teach.

Use the Competing Behavior Pathway to identify what skills to teach:

1. Replacement behavior
2. Skills necessary for the learning behavior

**Critical Features of BIP**

- Replace: problem behavior to teaching = socially acceptable, efficient behavior that allows student to obtain the pay-off/hookup.
- Prevent: problem behavior by directly addressing triggers & preventing replacement behaviors based on the function of behavior.
- Reinforce: replacement & desired behaviors based on feedback/pay-off for the student.
- Redirect problem behavior by quickly & effectively redirecting student to replacement behavior.
- Minimize Reinforcement by ensuring that problem behaviors do not occur (i.e., does not result in the function of behavior).

**Function and Prevention Strategies**

- Use the Function of Behavior to guide development of interventions.
- Targeted Routine

1. Learn the Function of Behavior to guide development of interventions.
2. Function:
   - Motivate specific thoughts or behavior.
   - Maintain behavior through reinforcement.
   - Encourage behavior to occur.
   - Reinforce specific thoughts or behavior.
   - Maintain behavior through punishment.
   - Encourage behavior to occur.
   - Reinforce specific thoughts or behavior.

1. Behavior:
   - A student who engages in expected behavior.
   - The student's view of the world.
   - The student's view of the world.
   - The student's view of the world.
   - The student's view of the world.

1. Consequence:
   - What happens as a result of a consequence.
   - What happens as a result of a consequence.
   - What happens as a result of a consequence.
   - What happens as a result of a consequence.
   - What happens as a result of a consequence.
Reinforce the Replacement Behavior

- When the student engages in the Replacement Behavior quickly provide the consequence that matches the function of the problem behavior.

Reinforce the Desired Behavior

- The numbers to review information:
  1. Ultimately, we want the student to progress beyond the Replacement behavior to the Desired Behavior.
  2. Reinforcing the student along this progression by reinforcing approximations of the Desired Behavior can begin at the start of the BIP.

Motivating Desired Behavior

- Effective motivators for students should include:
  1. Reasonable Expectations
  2. Reasonable Time frames
     - Use short intervals with frequent opportunities for feedback
     - Keep intervals within sight by making sure the time until the next opportunity to earn an incentive is not too long.
  3. Valued incentives

Critical Features of BIP

- Replace problem behavior by Teaching:
  - Model acceptable, efficient behavior that allows student to attain the pop-off behavior.

- Prevent problem behavior by directly addressing A avoidance & abstinence replacement behavior based on the function of behavior.

- Reinforce replacement & desired behaviors based on function (use off for the moment)

- Redirect problem behaviors for and/or ineffective motivating student, to replacement behavior.

- Minimize Reinforcement by ensuring that problem behaviors do not pop-off for the student (i.e., does not result in the function of behavior).

Breaking Habits

- We need to actively support the student to help them “Break the Habit” of using the problem behavior to meet their needs.

Responding to Problem Behavior

1. Redirecting to the Replacement Behavior at the earliest signs of problem behavior
2. Minimizing the pop-off (function) of the problem behavior

If the problem behavior remains functional, or continues to pop-off the student is not likely to quit using the problem behavior

Redirect the Problem Behavior

- When should I redirect?

1. At the earliest signs of problem behavior, redirect the student to use the Replacement behavior.
2. The earlier we redirect behavior the greater the chance the student will comply and we can prevent escalation.
3. Get to know your student and identify the earliest signs of problems behavior and even precursors to behavior.

- List signs of frustration, constant, with refusal, talking back, yelling
- Non-Verbal: body language, edging, verbal threats, leaving the room, physically aggressiveness

Why can’t they?
Do no harm

Use Results of ABC Tracker

Minimize Pay Off for the Problem Behavior

Breaking Habits: Attention Seeking

Make the Problem Behavior Ineffective or Inefficient

Homework Task

Use Results of ABC Tracker

ABC Tracker
ABC Tracker: Summary of Behavior

- Use the Summary of Behavior to guide Intervention Planning
- Teacher can use it to clarify understanding of behavior & brainstorm interventions
- Teacher Assistance Team can use it to begin to guide Intervention planning

Homework Task

- Teacher adds Summary from ABC Recording form to Competing Behavior Pathway
- Generates intervention ideas to implement with the student in their classroom

Goals

- Create a common language for approaching student problem behavior across the school
- Increase Teacher’s Capacity to
  - Understand and clearly communicate student problem behavior
  - Generate effective function-based interventions
- Incorporate data about function more effectively in to Tier 2 intervention planning
- ABC Tracker information
- Possible Motivation patterns on Discipline Referrals
- Increase the effectiveness and efficiency with which teacher can participate in formal FBA/BIP

Training Behavior Specialists

Complete all 7 Modules

Basic FBA to BIP Training Series

- Module 1: Defining & Understanding Behavior
- Module 2: FBA Practice Interviewing
- Module 3: FBA Practice Observing
- Module 4: Critical Features of BIP
- Module 5: Building BIP from FBA
- Module 6: Implementation Plan & Leading a BIP Team
- Module 7: Evaluation Planning and BIP Review Meeting

Modules 1 & 4 are to be completed with all staff in the school

Any Questions?

- Chris.Borgmeier@pdx.edu
- www.basicfba.com
- @BasicFBA
- @ChrisBorgmeier
**If you only work with the student during a single routine or subject (e.g. you are the P.E. teacher or you teach the student in one subject) you can disregard the routines analysis and go on to Part B.**

**ROUTINES ANALYSIS:** Complete the student’s daily schedule (Time & Routine/Subject columns). Next rate the Likelihood of Problem Behavior for each routine. For routines rated 5 or higher, complete the final two columns: Identify the Problem Behavior and Current Interventions.

<table>
<thead>
<tr>
<th>Time</th>
<th>Routine/Subject/Activity &amp; Staff Involved</th>
<th>Likelihood of Problem Behavior</th>
<th>Identify Problem Behavior(s)</th>
<th>Current Intervention for the Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:45</td>
<td><strong>Example:</strong> Math w/ Mrs. Jenkins</td>
<td>Low 1 2 3 4 5 6</td>
<td>High Disruptive/Defiant; negative comments</td>
<td>Move to Seat next to teacher’s desk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prioritized Routine:** Based on the ratings above select the routine or subject of greatest concern. Complete Part B of this form during the prioritized routine to track the student’s A-B-C sequences.

<table>
<thead>
<tr>
<th>Routine/Subject/Activity</th>
<th>Problem Behavior(s): Provide an Observable &amp; Measurable Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine # 1</td>
<td></td>
</tr>
</tbody>
</table>

Is Behavior of Concern an Immediate Danger to self/others? [ ] YES [ ] NO (Circle One) If YES, refer case to Behavior Specialist immediately

If the behavior is **NOT** an immediate danger to self or others – the staff member should fully complete the ABC Tracker on the back side of this form to better understand the behavior.
Identify a student with recurring challenging behavior. Focus on a single routine (see Part A to identify and prioritize a routine) and track occurrences of the problem behavior during the prioritized routine (subject or time of day). Each time a problem behavior occurs during this routine over the next weeks document the A-B-C sequence. Use the data collected to identify patterns or trends across occurrences to form a Summary Statement describing the student’s behavior below.

### Prioritized Routine/ Subject/ Activity (see p. 1)

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>When… (Antecedent)…happens</th>
<th>The Student…. (Behavior)</th>
<th>And as a result…. (Consequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
<td>Asked to complete worksheet (multi-digit multiplication &amp; work problems) independently</td>
<td>Verbally refuse to work, say “This is stupid”, wander room &amp; make negative comments</td>
<td>Teacher will leave student alone &amp; students gets to avoid difficult task/worksheet</td>
</tr>
<tr>
<td>1st Incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date: Feb 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time: 10:25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th Incident</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Routine:

<table>
<thead>
<tr>
<th>Antecedent/Trigger:</th>
<th>Behavior:</th>
<th>Consequence/Outcome:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When ________________ happens</td>
<td>the student ________________</td>
<td>and as a result, ________________</td>
</tr>
</tbody>
</table>

Therefore, the function of the behavior is to get / avoid (circle one) (detail what is obtained or avoided).