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## Practical Functional Behavioral Assessment Training Manual for School-Based Personnel

Sheldon Loman

*Portland State University, sloman@pdx.edu*

Christopher Borgmeier

*Portland State University, cborgmei@pdx.edu*

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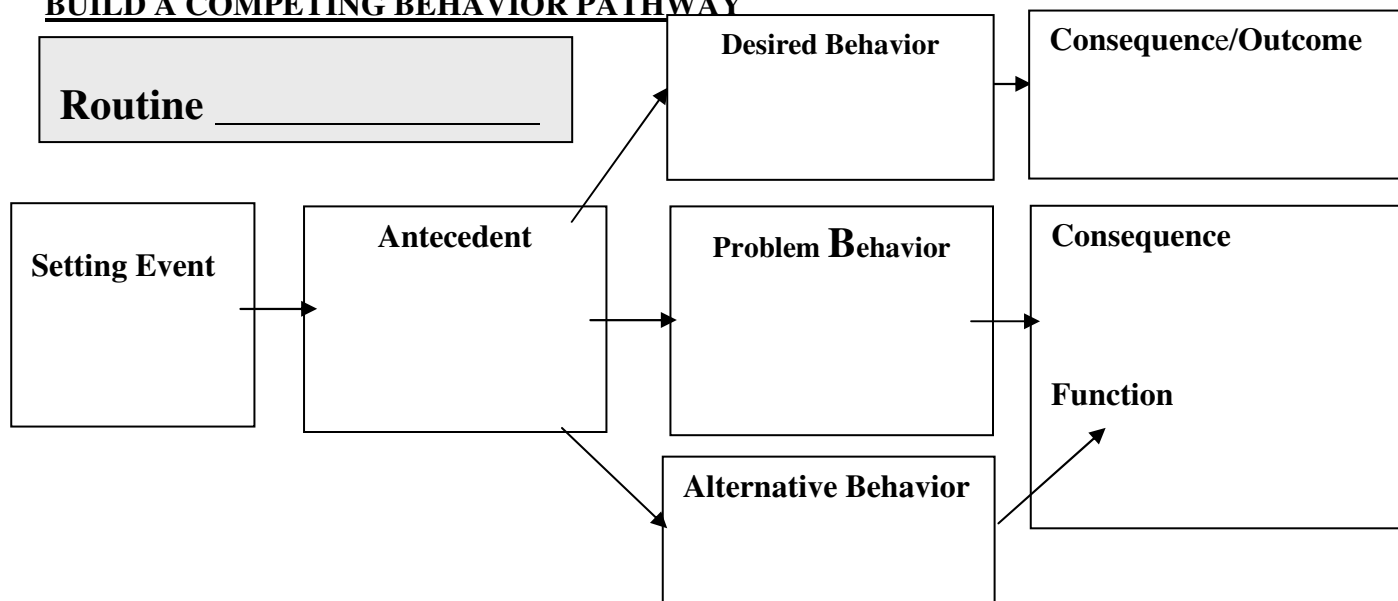
# Behavior Support Plan

Developed from a Functional Behavioral Assessment

Student \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Case Manager \_\_\_\_\_

## **BUILD A COMPETING BEHAVIOR PATHWAY**



## **IDENTIFY INTERVENTION STRATEGIES**

Setting Event Strategies	<u>Manipulate Antecedent to prevent problem &amp; prompt alternate/desired behavior</u>	<u>Teach Behavior</u> Explicitly Teach Alternate & Desired Behaviors	<u>Alter Consequences to reinforce alternate &amp; desired behavior &amp; extinguish negative behavior</u>
	<u>Prevent problem behavior</u>	<u>Teach Alternate Behavior</u>	<u>Reinforce Behavior</u>
	<u>Prompt Alternate/Desired Behavior</u>	<u>Teach Desired Behavior/ Academic/ Social Skills</u>	<u>Response to Problem Behavior/ Corrective Feedback</u>

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

# BEHAVIOR SUPPORT IMPLEMENTATION PLAN

Tasks	Person Responsible	By When	Review Date	
			Was task Completed consistently?	Evaluation Decision Monitor, Modify, or Discontinue
<p><b><u>Prevention:</u></b> Make problem behavior irrelevant (antecedent intervention)</p> <p><b><u>Teaching:</u></b> teach new skills/ alternate behavior</p> <p><b><u>Extinction:</u></b> Make problem behavior ineffective (minimize reward/ pay-off for problem behavior)</p> <p><b><u>Reinforcement:</u></b> Make alternate &amp; desired behavior more rewarding than problem behavior</p> <p><b><u>Responding to Problem Behavior:</u></b> Prompt alternate behavior &amp; consequences.</p> <p><b><u>Safety:</u></b> Is safety a concern?      Y      N If yes, attach crisis plan to Behavior Support Plan</p>				

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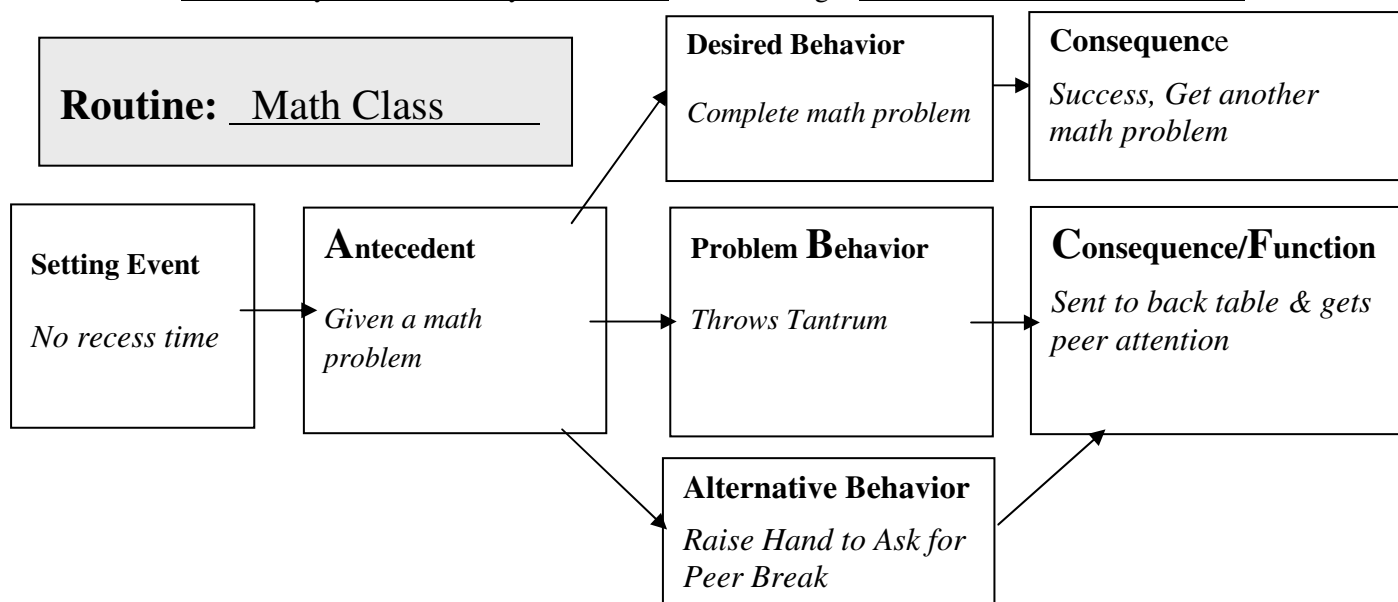
## Remember Jane

Jane is a 2nd grade student who was referred by her teacher for refusing to do work and throwing tantrums (whining, pounding her hands on her desk, and throwing her papers on the floor). This problem occurs most frequently when Jane is given a math assignment to work on in math class. After she throws a tantrum she is often sent to the back table where she sits and talks with the students who have already completed their assignments. Jane can complete her assignments fairly quickly when she is held in from recess and has to work on her own. Her behaviors are more likely after she has missed recess for that day.

### Behavior Support Plan Developed from a Functional Behavioral Assessment

Student Jane Grade 2 Date 9/25/09

School Shelbyville Elementary Case Manager Ms. Practical FBA



#### IDENTIFY INTERVENTION STRATEGIES

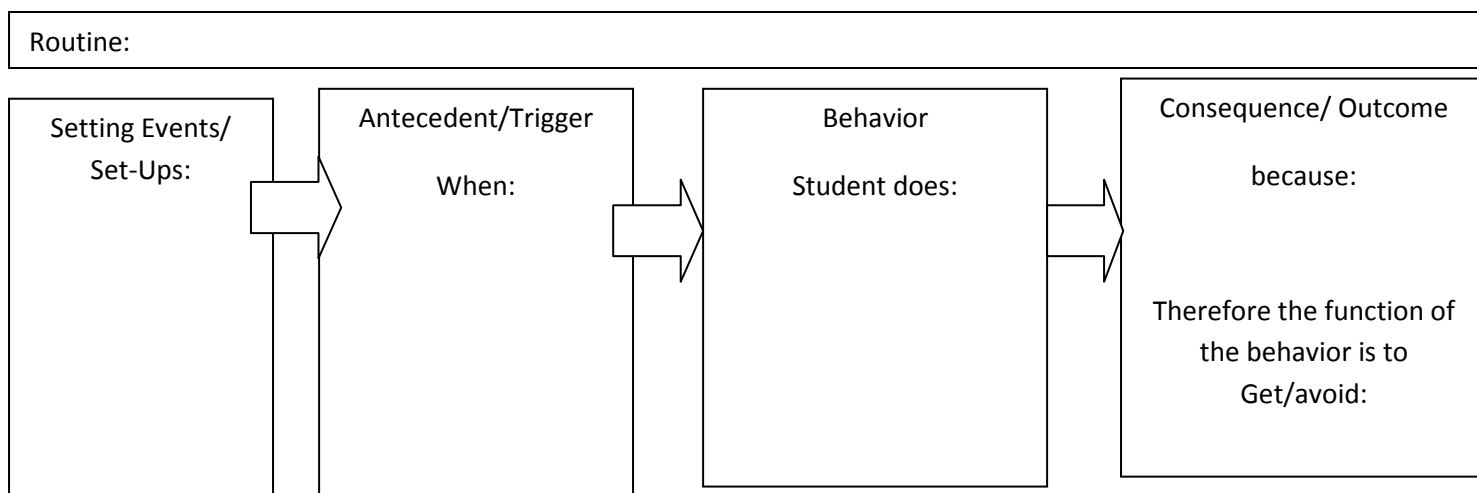
Setting Event Strategies	Manipulate Antecedent to prevent problem & prompt alternate/desired behavior	Teach Behavior Explicitly Teach Alternate & Desired Behaviors	Alter Consequences to reinforce alternate & desired behavior & extinguish negative behavior
<ul style="list-style-type: none"> <li>-Arrange for peer interaction before math class.</li> <li>-Provide positive adult contact</li> <li>-Sit with preferred peer</li> </ul>	<ul style="list-style-type: none"> <li>-Introduce review type problem before difficult tasks</li> <li>-Remind of alternative behaviors</li> <li>-Do first problem together</li> </ul>	<ul style="list-style-type: none"> <li>-Teach options to problem behavior:               <ol style="list-style-type: none"> <li>1. Ask for break</li> <li>2. Ask for help</li> <li>3. Turn in assignment as is.</li> </ol> </li> <li>-Teach missing math skills</li> </ul>	<ul style="list-style-type: none"> <li>-Immediately reinforce entering class.</li> <li>-Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes)</li> <li>-Give break &amp; help</li> <li>-Sit with preferred peer when done</li> </ul>

## Behavior Support Planning

**Remember that developing a behavior support plan for a student is a team process. Individuals that know the student best (e.g., the teacher and the parent) and a behavior specialist (e.g., school psychologist) should collaborate together to develop a behavior support plan for a student.**

### COMPETING BEHAVIOR PATHWAY (Appendix E)

Begin Behavior Support Planning by identifying the target routine and transferring the final Summary of Behavior from the Functional Behavioral Assessment into the middle thread of the Competing Behavior Pathway.



### IDENTIFYING AN ALTERNATE BEHAVIOR

Next, identify an ***alternate behavior***. The alternate behavior will be a substitute for the problem behavior that is less disruptive to classroom functioning. The alternate behavior should provide the same consequence/function as the problem behavior. The alternate behavior should also be easier for the student to engage in than the problem behavior. For example, an alternate behavior to throwing a tantrum for avoiding work might be to ask for a break. Removing the task when the student asks for a break is much more appropriate and less disruptive than throwing a tantrum which has

previously served the function of escaping the task.

The alternate behavior is the first step toward extinguishing the problem behavior. If we do not provide students with an alternate behavior for attaining the consequence of the problem behavior, the student is likely to go back to the tried and true problem behavior that has consistently paid off for them. Without an alternate behavior, student behavior is likely to escalate until they get the consequence they are looking for.

## IDENTIFYING A DESIRED BEHAVIOR AND CONSEQUENCE

Next, identify the *Desired Behavior*. The desired behavior is the long term goal. The desired behavior should be the behavior that is regularly expected of most or all students in the setting, or a high, reasonable expectation for the student. The desired behavior should look similar to the majority of students in the class with the consequence being similar to the benefit other students get from engaging in the desired behavior. The goal is for the student to be as independent in possible in successfully using the desired behavior.

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For example, we no longer want the student raising their hand requesting to escape the math problems (short term goal of the alternate behavior), but we would like to see the student complete the math problems successfully (desired behavior) with the maintaining consequence being the experience of success with math (desired consequence).

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## IDENTIFY INTERVENTION STRATEGIES

After completing the Competing Behavior Pathway, the next step is to identify potential interventions. Interventions should be identified across each level of the FBA (Setting Events, Antecedents, Teaching Behavior, and Consequences)

When identifying interventions, it is important to get feedback from staff to best match interventions to fit the environment, staff preferences, and context of the setting. If the plan is going to be implemented, the Implementation Plan must be developed with feedback from the staff implementing the plan.

## Recommended Guidelines for Behavior Support Plan (BSP) Development

### Supports should:

1. Match the function or purpose the behavior serves
2. Designed to neutralize or eliminate the effect of setting events (**Setting Event Strategies**)
3. Designed to prevent the problem behavior from occurring (**Antecedent Strategies**)
4. Designed to teach alternative (based on function) and desired behaviors (**Behavior Teaching Strategies**)
5. Designed to increase alternative and desired behaviors AND decrease problem behaviors (**Consequence Strategies**)

### *Setting Event Strategies*

Building in Separating Events to diminish effects of Setting Events & decrease the likelihood that problem behavior will occur.

#### **Example of a Setting Event Strategy:**

*If Setting Event is Conflict at Home & student comes to school after conflict, we could:*

*-Build in a morning check-in to meet with an adult with a positive relationship*

- *may be a counselor to talk things through*

*Do a fun activity with the student to turn day around before entering the daily routine*

### *Antecedent Strategies*

#### **Preventing Problem Behavior & Supporting Desired Behavior**

(A) **Preventing**- Change predictors that set off the problem behavior to make the problem behavior Irrelevant.

(B) **Support** - Provide prompts & supports to set up and support Alternate/Desired Behavior.

#### **Example of an Antecedent Strategy:**

Instead of giving Joe his usual math assignment, let's give him an assignment he can be more successful with (single digit addition) or provide him prompts/ supports that allow him to be more successful.

\*By changing A, we can make Joe's need to throw a tantrum Irrelevant

**Supporting Alternative Behavior:** Provide precorrections and prompts to remind and cue Joe to use desired responses for the Alternate Behavior, instead of Problem Behavior.

### ***Behavior Teaching Strategies***

Teach alternative & desired behavior that gets results more quickly or easily to make the problem behavior **Inefficient**.

#### **Example of a Behavior Teaching Strategy:**

Let's teach Joe to raise his hand & ask for a break, instead of throwing a tantrum to get a break.

\*By teaching Joe an easier alternate behavior to get what he wants, we're making the problem behavior **Inefficient**.

Joe will need frequent practice, precorrections, and prompts to help him get in the habit of using the alternate behavior

### ***Consequence Strategies***

Change consequences that have supported rather than eliminated the problem behavior.

- Do NOT allow the negative behavior to pay off for the student, put the negative behavior on extinction
- Reward appropriate behavior to make the problem behavior **Ineffective**.

#### **Example of a Consequence Strategy:**

We must **refuse** to (C) let Joe avoid math tasks for (B) throwing a tantrum &

Instead prompt him to raise his hand and (C) reward him for (**B**) raising his hand & asking for a break

\*By not providing Joe w/ what he wants when he throws a tantrum we are making the problem behavior **Ineffective**.

It is crucial that we work hard to Reinforce Joe for engaging in the alternate behavior, or he is likely to soon go back to & escalate the problem behavior

## Possible ABC Strategies by Function

\*Strategies should be individualized for each student

<i><b>Function of Behavior</b></i>	<i><b>Antecedent Strategies</b></i>	<i><b>Behavior Teaching Strategies</b></i>	<i><b>Consequence Strategies</b></i>
	<p><i>Prevent Problem Behavior &amp; Support Desired Behavior</i></p> <p><i>Make Problem Behaviors <u>Irrelevant</u></i></p>	<p><i>Teach alternative &amp; desired behavior that gets results more quickly or easily to make the problem behavior <u>Inefficient.</u></i></p>	<p><i>Change consequences that have supported rather than eliminated the problem behavior.</i></p> <p><i>Do NOT allow the negative behavior to pay off for the student, put the negative behavior on <u>extinction</u></i></p> <p><i>Reward appropriate behavior to make the problem behavior <u>Ineffective.</u></i></p>
<i><b>Attention Seeking</b></i>	<p><i>Prevention (give attention early for positive behaviors)</i></p> <p><i>Check-in – provide adult attention immediately upon student arrival</i></p> <p><i>Give student leadership responsibility or a class ‘job’ that requires the student to interact w/ staff</i></p> <p><i>Place student in desk where they are easily accessible for frequent staff attention</i></p> <p><i>Give student frequent intermittent attention for positive or neutral behavior</i></p> <p><i>Pre-correct - Frequently &amp; deliberately remind student to raise their hand and wait patiently if they want your attention</i></p>	<p><i>Teach student more appropriate ways to ask for adult attention</i></p> <p><i><u>Identify and teach specific examples of ways to ask for attention</u></i></p> <p><i>-Raise hand and wait patiently for teacher to call on you</i></p> <p><i>-likely need to differentiate (large group, small group, work time, etc.)</i></p>	<p><i>Respond quickly if student asks appropriate for adult attention</i></p> <p><i>Give the student frequent adult attention for positive behavior</i></p> <p><i>Student earns ‘lunch w/ teacher’ when student earns points for paying attn in class &amp; asking appropriately for attention</i></p> <p><i>Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior</i></p> <p><i>--Limit verbal interaction – create a signal to prompt the student to stop the problem behavior</i></p> <p><i>--Avoid power struggles</i></p>

## Possible ABC Strategies by Function

\*Strategies should be individualized for each student

<i><b>Function of Behavior</b></i>	<i><b>Antecedent Strategies</b></i>	<i><b>Behavior Teaching Strategies</b></i>	<i><b>Consequence Strategies</b></i>
<i><b>Avoid Task</b></i>	<p><i>Prevention (modify task or provide support)</i></p> <p><i>Modify assignments to meet student instructional/skill level (adjust timelines, provide graphic organizers, break in to smaller chunks, etc.)</i></p> <p><i>Assign student to work with a peer</i></p> <p><i>Provide additional instruction/support</i></p> <p><i>Provide visual prompt to cue steps for completing tasks student struggles with</i></p> <p><i>Provide additional support focused on instructional skills (Homework Club, study hall, etc.)</i></p> <p><i>PreTeaching content</i></p> <p><i>PreCorrect - Frequently &amp; deliberately remind student to ask for help</i></p>	<p><i>Teach student more appropriate ways to ask for help from teacher or peers</i></p> <p><i>Provide additional instruction on skill deficits</i></p> <p><i><u>Identify and teach specific examples of ways to ask for help</u></i></p> <p><i>-Raise hand and wait patiently for teacher to call on you</i></p> <p><i>-teach student to use a break card</i></p> <p><i>-likely need to differentiate (large group, small group, work time, etc.)</i></p> <p><i>Provide academic instruction/support to address student skill deficits</i></p> <p><i>-More focused instruction in class</i></p> <p><i>- Additional instructional group</i></p> <p><i>- Special Education support for academic deficit</i></p> <p><i>- additional support and practice at home</i></p> <p><i>-additional assessment to identify specific skill deficits</i></p>	<p><i>Respond quickly if student asks for help or for a break</i></p> <p><i>Reward students for on task, trying hard, work completion &amp; for asking for a break or help appropriately</i></p> <p><i>Eliminate/minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior</i></p> <p><i>--However, need to make sure student is capable of doing work... or provide support/instruction so student can complete the work</i></p>