

# Simplified FBA: Focus on Instructional Intervention

**Assessing predictable relationships between the environment and behavior**

**F B A**

- Involves gathering information from all those who know student
- Predict when/where behavior problems will occur
- Determine why problems occur
- The purpose is to get the information necessary to create a successful plan

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## Un-Simplified FBA

1. Operational definition of behavior
2. Identify the predictable antecedent-behavior-consequence chains
3. Determine stimulus control and the operant function
4. Verify function using analog experimental analyses
5. Determine the appropriate functional replacement behavior
6. Manipulate antecedent and consequence events to facilitate the replacement behavior?
7. Develop a measurement system to evaluate intervention

**Keys: Prompts Graphics Coaches**

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## Simplified FBA

**Simplify Vernacular**

- In special education we often use acronyms or terminology that are difficult for others to understand.
  - Just using the term “function” may be less effective than saying “how behavior meets a student’s needs” or “how behavior helps the student communicate” or “why they’d want to do it” or “purpose” or “what’s in it for them?”

**Simplify Rationale**

- Simplified rationale
  - If we can predict it then we can prevent it – and that will save time and effort
  - The FBA is just the information we need in order to build an effective intervention plan

**Simplify Procedures**

- What’s the least amount we could do to make this student be successful?
- Prompting, Graphics, Coaching, Support

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# Simplified FBA: Focus on Instructional Intervention

**FBA – 3 Techniques**

- 1. Post-Hoc Reporting**
  - Simplest – think functionally about what has been observed in the past
- 2. Naturalistic Observation and Reporting**
  - Structured questionnaires (i.e., FACTS)
  - Use when reports alone are insufficient
- 3. Systematic Observe and Recording**
  - Least simple (ABC charting, scatterplots)
  - Use when more simple not sufficient

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**Are These Useful Functions?**

- Belinda hits other students to get their attention.
- Juan lies to peers to gain power and control.
- Teri refuses to work on assignments because she feels like a failure.
- Bart refuses to work on assignments to avoid being ridiculed by the teacher for his failures.
- Dharma refuses to follow my instructions because she is willful.

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 **ERASE**   
problem behavior

**E**xplain - What is the problem?

**R**eason - What is he/she getting out of it or avoiding?

**A**ppropriate - What do you want him/her to do instead?

**S**upport - How can you help this happen more often?

**E**valuate - How will you know if it works?

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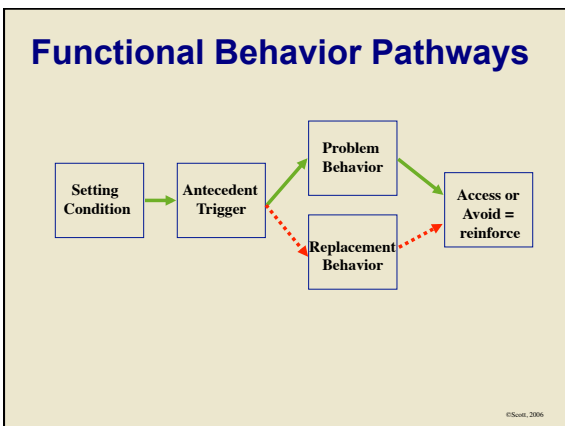
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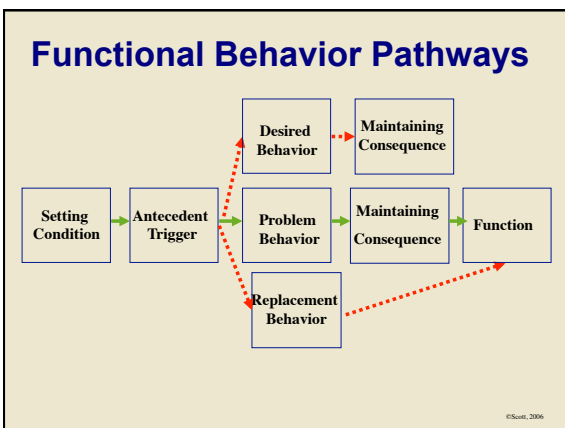
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***Developing a plan for creating an instructional environment that predicts positive behavior in place of problems***

BIP

- Create environments that predict success
- Teach replacement behaviors
- Facilitate success
- Provide functional consequences for positive & negative behaviors
- Monitor effectiveness of plan

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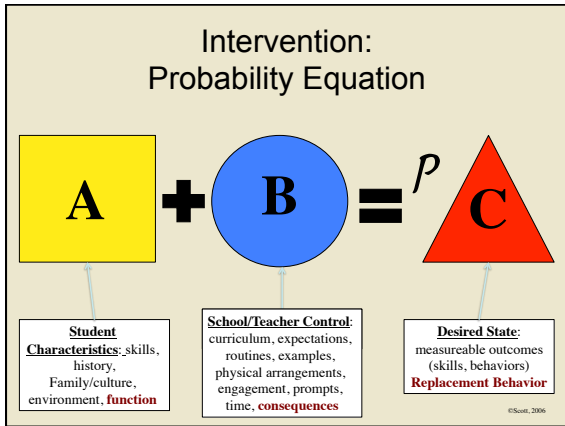
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# Simplified FBA: Focus on Instructional Intervention




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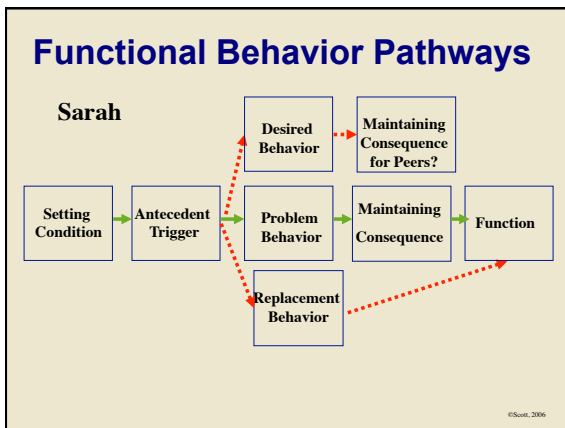
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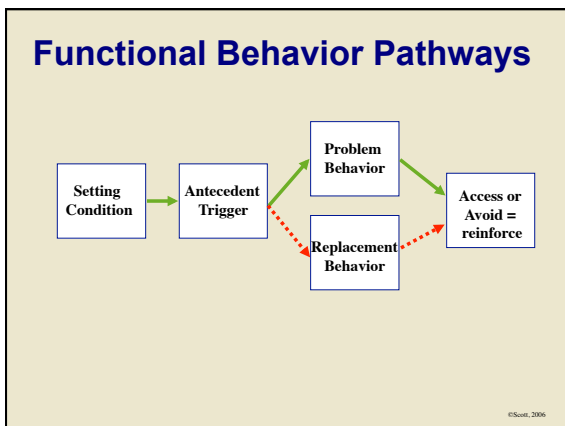
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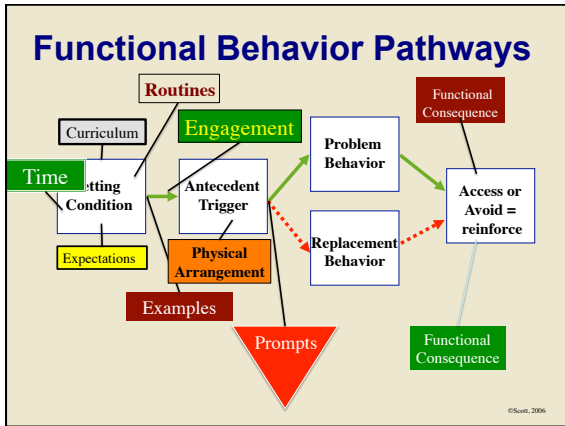
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# Simplified FBA: Focus on Instructional Intervention




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Behavior **Instruction** Plan

- Prevention first (antecedents)
  - If you could have \$10,000 if it happened tomorrow . . .
- Effective Instruction (Behavior)
  - Do they know it and can they do it
  - Show them how (model), engage them, teach it!
- Functional Consequences
  - Meet needs when behavior is appropriate
  - Not meet needs when behavior is inappropriate

**START**

**What do you want him/her to do?**  
**Will this meet their functional needs?**

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Keys to All Intervention Practice

- **Environment** (Prevention)
- **Instruction** (Capacity)
- **Consequences** (Maintenance)

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# Simplified FBA: Focus on Instructional Intervention

**Environment**

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**Control Antecedents**

**Environmental Arrangement**

The physical environment includes:

- Design and placement of furniture and activity areas within the classroom
- Design of materials within activities
- Lighting, temperature, & noise levels of the classroom
- Accessibility, appropriateness, and availability of books, materials (toys), bathroom passes, paperwork, coats, hats, etc...

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**Schedule**

- Arrival Times
- Consistent Times
- Sequencing and Length of Activities
- Planned Clean-up/Transitioning Routine
- Productive Learning Times Early
- Explaining Changes
- Advance Organizers



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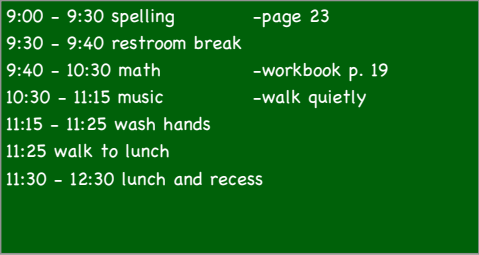
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# Simplified FBA: Focus on Instructional Intervention

### Advance Organizers



- 9:00 - 9:30 spelling -page 23
- 9:30 - 9:40 restroom break
- 9:40 - 10:30 math -workbook p. 19
- 10:30 - 11:15 music -walk quietly
- 11:15 - 11:25 wash hands
- 11:25 walk to lunch
- 11:30 - 12:30 lunch and recess

- Public display
- Consistency
- Prompts

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### Physical Arrangement

- Seating
  - Teacher's desk
  - Students' desks
- Sight lines
  - Teacher positions
- Traffic Flow
  - Associated activities (e.g., pencil sharpening, getting water, using the bathroom, beginning and end of day)

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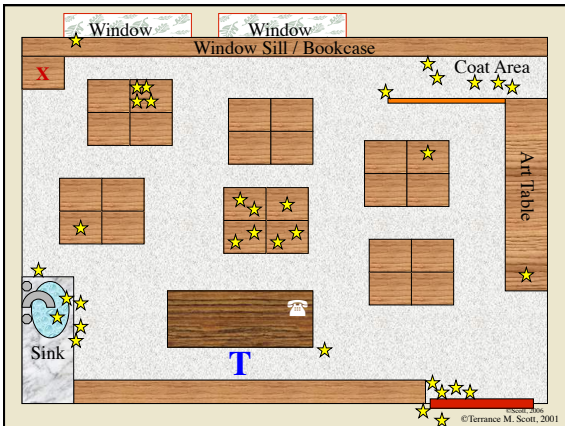
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# Simplified FBA: Focus on Instructional Intervention

## Using Non-Verbal Prompts and Cues

- Non-verbal alerts are more effective and efficient.
- They can be used as rule reminders, and advanced organizers.
- Make them part of the routine and system-teach children what they are and what purpose they serve.

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## Practical Application- Non-Verbal and Verbal Correction Strategies

- Non-verbal Correction Strategies
  - Proximity Control
  - Facial Expressions
  - Hand Signals
- Group Verbal Correction Strategies
  - Describe the Behavior, Describe the Rule that is Being Broken, Describe the Consequence **(3-D)**
  - Boomerang praise (Praise and reward individuals making the right choice)
- Individual Correction Strategies
  - Correct in private
  - Use their name

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## Antecedent Strategy- Precorrection

- **At-A-Glance**
  - **What:** Asking a student a specific question about appropriate behavior, just prior to when that behavior is warranted, requiring the student to make a response indicating both knowledge of the skill and awareness of the impending expectation
- **Steps to Implement**
  - Identify the context and environment that predict problem behavior.
  - Determine the most appropriate replacement behavior for the identified context.
  - At the appropriate time, just before the behavior is warranted, ask the student a questions about what is expected.
  - Listen to the student's response and assess accuracy.
  - Fade pre-corrects to be less frequent and more subtle.

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# Simplified FBA: Focus on Instructional Intervention

## Antecedent Strategy- Behavior Momentum

- **At-A-Glance**
    - **What:** A strategy for increasing the probability of compliant behavior by asking a student to do two or three things they typically want to do and then following these requests with a request for a behavior the student typically does not want to do.
  - **Steps to Implement**
    - Identify the context and environment that predict problems responding to an initial direction.
    - Determine the most appropriate replacement behavior for the identified context.
    - At the appropriate time, make request of the student that they are likely to comply with.
    - Observe the student's response and assess accuracy.
    - After giving verbal praise for compliance, make another high probability request
    - After offering more verbal praise for compliance, give a low probability directive.
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## Antecedent Strategy- Using Choice

- **At-A-Glance**
    - **What:** Students are provided opportunities to independently make decisions between two or more options that affect their daily routine.
  - **Steps to Implement**
    - Provide student(s) with two or three preferred options to determine if one choice can be made and if student (s) follow through with the decision.
    - Present choice opportunities in a consistent manner as part of task directions.
    - Fade individual choice opportunities by providing the whole class opportunities during ongoing academic activities.
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## INSTRUCTION

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# Simplified FBA: Focus on Instructional Intervention

## Effective Instructional Strategies

**Modeling**

- Show and tell students what it is that is expected under specific circumstances. Do not assume that they know and can.

**Opportunities to Respond (OTR)**

- Asking questions
  - Group (choral) or individual responses (evidence says mixed)
- Requests for student behavior

**Prompts and Cues**

- Verbal and Gestural
- Precorrection

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## Teach Rules as “BIG IDEAS”

**Example**

1. Respect Yourself
  - in the classroom (do your best)
  - on the playground (follow safety rules)
2. Respect Others
  - in the classroom (raise your hand to speak)
  - in the stairway (single file line)
3. Respect Property
  - in the classroom (ask before borrowing)
  - in the lunchroom (pick up your mess)

**INVOLVE STUDENTS!**

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## Respecting Others

**WHAT YOU SAY TO OTHERS**

**Use nice words and actions**

**Examples:** please, thank you, may I, excuse me

**Non-Examples:** put downs, name calling

**HOW YOU SAY THINGS**

**Use a pleasant tone and volume of voice**

**Examples:** calm voice, quiet voice, explain

**Non-Examples:** yelling, growling, arguing

**WHAT YOU LOOK LIKE**

**Show that you are calm and interested**

**Examples:** open posture, nodding, eye contact, personal space

**Non-Examples:** in someone's face, rolling eyes, mad face, shaking head, fists

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# Simplified FBA: Focus on Instructional Intervention

**Glasgow Middle School**

School Expectations	Respect Ourselves	Respect Others	Respect Property
All settings	Be on time Give your best effort	Be on time Cooperate Body to Self Communicate Positively	Ask permission for using what belongs to others Clean up after yourself
Hallways and walkways	Walk directly to your next class	Speak Quietly	Use designated locker only Keep areas clean
Bathroom	Wash your hands Flush/Wash/and Go!!!	Give privacy to others	Keep all areas Clean.
Cafeteria	Eat healthy Remain seated in your designated area	Keep your place in line Use Verbal Courtesy Use Table Manners Use soft voices	

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**Glasgow Middle School**

School Expectations	Respect Ourselves	Respect Community	Respect Environment
<b>ALL SETTINGS</b> 	<ul style="list-style-type: none"> <li>Know and follow dress code policy</li> <li>Own your behavior</li> <li>Give your best effort</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult direction</li> <li>Keep your body to yourself</li> <li>Be on time</li> <li>Cooperate with everyone</li> <li>Use courteous language</li> </ul>	<ul style="list-style-type: none"> <li>Ask permission for using what belongs to others</li> <li>Clean up after yourself</li> <li>Return what you have borrowed</li> </ul>
<b>HALLWAYS AND WALKWAYS</b> 	<ul style="list-style-type: none"> <li>During class time always carry a hall pass</li> <li>Walk directly to your next class</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Always walk on the right</li> </ul> 	<ul style="list-style-type: none"> <li>Use designated locker only</li> <li>Keep area clean and litter free</li> </ul> 
<b>RESTROOMS</b> 	<ul style="list-style-type: none"> <li>Wash your hands</li> <li>Be timely</li> </ul> 	<ul style="list-style-type: none"> <li>Give privacy to others</li> <li>Flush the toilet</li> <li>Put trash in trash can</li> </ul>	<ul style="list-style-type: none"> <li>Keep all areas clean</li> <li>Turn off faucet before leaving</li> </ul>
<b>CAFETERIA</b> 	<ul style="list-style-type: none"> <li>Make healthy choices</li> <li>Remain seated in your designated area</li> </ul> 	<ul style="list-style-type: none"> <li>Keep your place in line</li> <li>Practice appropriate table manners</li> <li>Use a quiet voice</li> <li>Respect cafeteria workers</li> </ul>	<ul style="list-style-type: none"> <li>Put trash in garbage can</li> <li>Clean up after yourself</li> </ul> 

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**Terra Centre Elementary**  
Where **Tigers Learn** With **Pride**

**Terra Centre Tigers care:**

We're **Respectful**  
We're **Responsible**  
We're **Ready to Learn**

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# Simplified FBA: Focus on Instructional Intervention



Here are the three **R**'s for lunchtime in the cafeteria:

Rule:	Behavior:
I am <b>respectful</b> . 	<ul style="list-style-type: none"> <li>▪ Raise hand for help</li> <li>▪ Use quiet voices</li> </ul> 
I am <b>responsible</b> . 	<ul style="list-style-type: none"> <li>▪ Eat your lunch</li> <li>▪ Keep hands, feet &amp; food to yourself</li> </ul>
I am <b>ready to go</b> . 	<ul style="list-style-type: none"> <li>▪ Clean up messes</li> <li>▪ Line up quietly</li> <li>▪ Face front</li> </ul> 

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Here are the three **R**'s of our Fifth Grade classroom:

Rule:	Behavior:
I am <b>respectful</b> . 	<ul style="list-style-type: none"> <li>▪ Raise my hand</li> <li>▪ Listen to others</li> <li>▪ Stay in my personal space</li> </ul>
I am <b>responsible</b> . 	<ul style="list-style-type: none"> <li>▪ Follow Directions</li> <li>▪ Complete my assignments</li> <li>▪ Clean up after myself</li> </ul>
I am <b>ready to learn</b> . 	<ul style="list-style-type: none"> <li>▪ Be prepared for class</li> <li>▪ Always do my best</li> <li>▪ Learn from my mistakes</li> </ul>

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## CONSEQUENCES

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# Simplified FBA: Focus on Instructional Intervention

## Functional Consequences

- All positive consequences must either
  - Meet the same function as the problem **OR**
  - Provide a consequence that is larger and more reinforcing than the function of problem behavior
- All negative consequences must
  - Deny the same function as the problem **OR**
  - Provide an aversive that is more powerful than the function that the student receives

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## Effective Reinforcement

- Use the least amount necessary
- Approximate and/or pair with *natural* reinforcers
- Make part of routine and systems
- Pre-plan and teach consequences



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## Effective Punishment

- Use the least amount necessary
- Pre-plan and teach
- Use only with reinforcement for replacement behavior
- Should defeat function of problem behavior



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# Simplified FBA: Focus on Instructional Intervention

## Summary

The BIP includes:

- Antecedents
  - Expectations, time, environment, routines
- Instruction
  - Curriculum, prompts, engagement, modeling
- Consequences
  - Functional consequences for positive and negative behavior

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