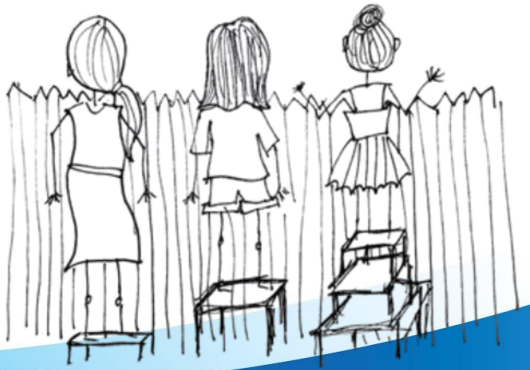
PBIS

Positive Behavior Interventions and Supports

From FBA to Functionally-Aligned BIPs: Tier 3

Katie Elliott



PURPOSE

- Build a shared understanding of the function of behavior and how it drives intervention.

- Strengthen the team's ability to create high-quality FBAs and BIPs that are practical and consistently implemented.

- Increase fidelity and equity within Tier 3 systems by aligning behavior plans with PBIS principles.

Norms of Collaboration

Source: Thinking Collaborative

@Think_Collab

Art by @PhilEchols

Pausing

Paraphrasing

Putting Ideas on the Table

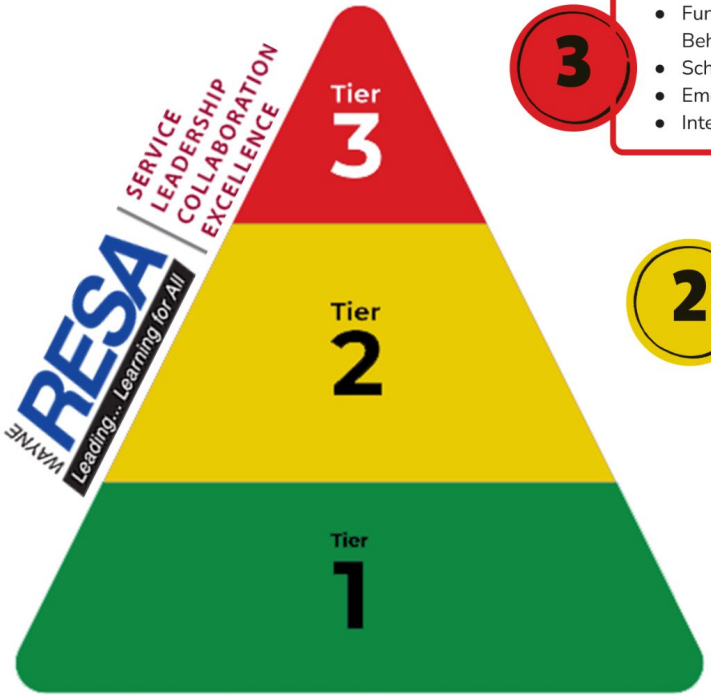
Posing Questions

Paying Attention to Self and others

Providing Data

Presuming Positive Intentions

WHAT IS PBIS?



Source: https://www.resa.net/educational-resources/pbis/

3 — FEW

- Functional Behavior Assessment Multi-Component Behavior Plans
- School-Based Wraparound
- Emergency Intervention Plans
- Intensive Academic Support

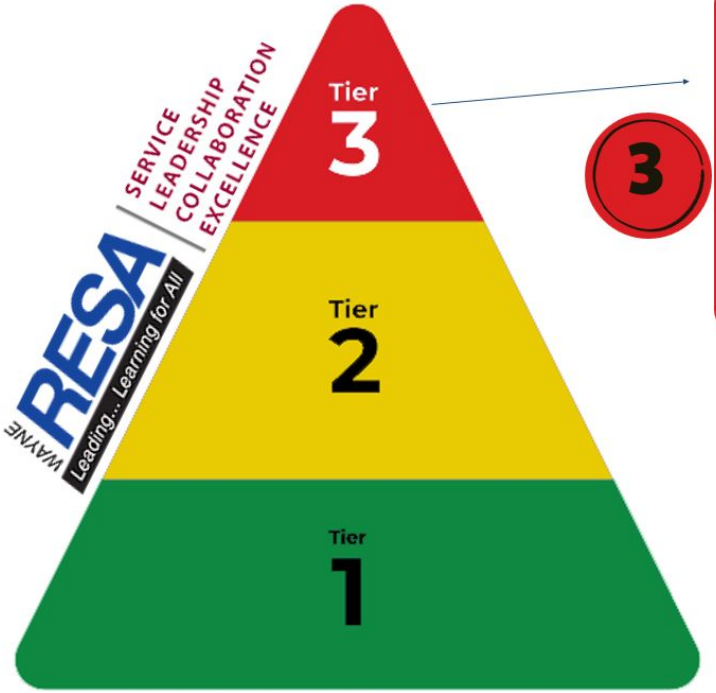
2 — SOME

- Check In Check Out
- Adult Mentors
- Take a Break
- Targeted Social Skills Instruction
- Home/School Plans
- Classroom Management Support

1 — ALL

- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
- Expect Respect Bully Prevention
- PBIS Clubs
- Alternatives to Suspension

From FBA to Functionally-Aligned BIPS: Tier 3



3

- Functional Behavior Assessment Multi-Component Behavior Plans
- School-Based Wraparound
- Emergency Intervention Plans
- Intensive Academic Support

FEW

Source: https://www.resa.net/educational-resources/pbis/

Definition and purpose: FBA/BIP

The process of applying scientific principles to discover the reason for behavior, and to develop interventions that lead to meaningful outcomes.

PRINCIPLES OF BEHAVIOR

- **Behavior is communicative**

What is the person telling us about their needs?

- **Behavior is purposeful**

What is the person trying to obtain or avoid?

- **Behavior is predictable**

What patterns exist?

- **Behavior is learned**

What new behaviors need to be taught

Typical Challenging behaviors

Mild

- Inattention
- Out of seat
- Disruptive Noises
- Non-compliance/refusal
- Food stealing
- Sleeping in class

Moderate/Severe

- Elopement
- Aggression
- Spitting
- Self-injurious behavior
- Property destruction
- Verbal threats
- Self-stimulation

BEHAVIOR IN CONTEXT: HOW BEHAVIOR IS LEARNED

"sets the stage" for a response

A response occurs because of something in the environment

Occurs as a result of the behavior. This either makes the behavior more likely or less likely in the future

BEHAVIOR IN CONTEXT: HOW BEHAVIOR IS LEARNED

Presence of caregiver

Baby babbles and smiles

caregiver provides positive attention and praise

BEHAVIOR IN CONTEXT: HOW BEHAVIOR IS LEARNED

Nico is given an instruction to end free choice, go to his desk, and start a task

Wonders around the room

-Adult repeats instruction
-Delayed start to task

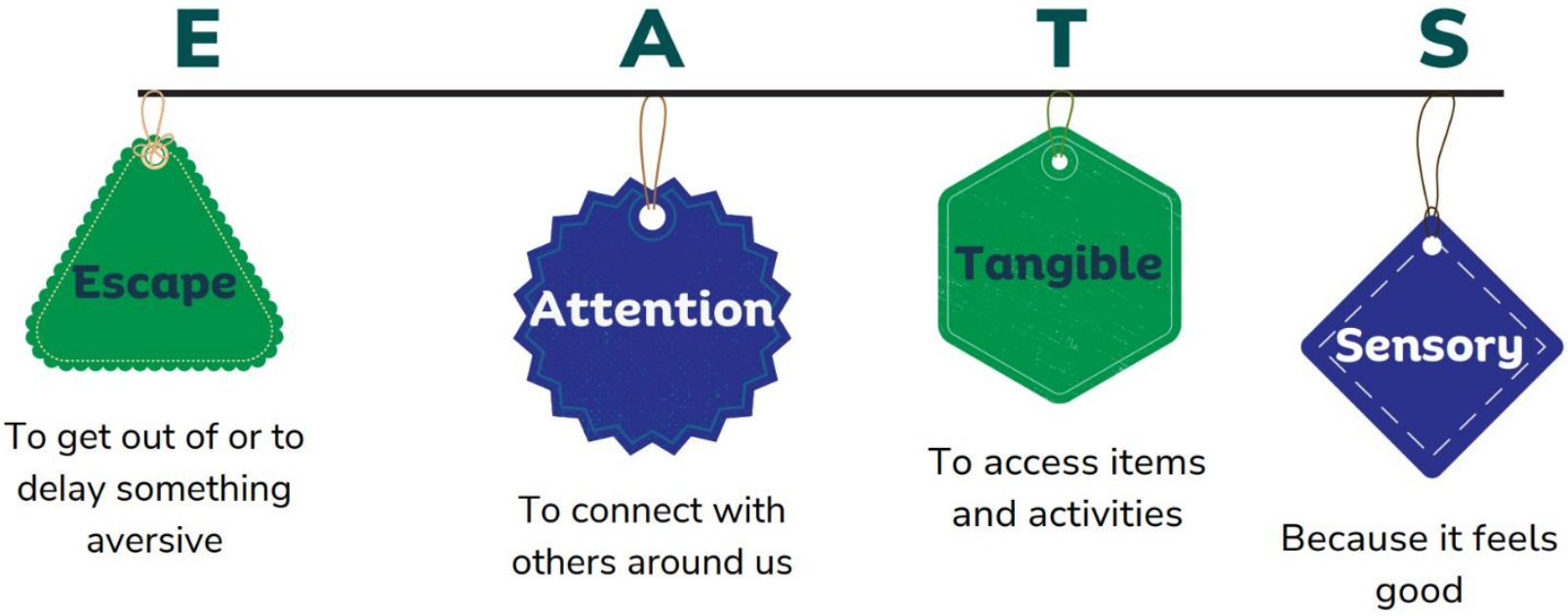
BEHAVIOR IN CONTEXT: HOW BEHAVIOR IS LEARNED

Antecedent	Behavior	Consequence
Immediately before behavior	Observable/ Measureable	Immediately after behavior
• People present • Location • Academic Materials • Attention • Activities & Tasks • Restricted Access • Instructions	• What did it look like • how intense • how many times/how long	• Restricted Access • Access to preferred • Attention • Escape • Praise • Automatic

WHY WE DO WHAT WE DO

Functional Categories	GET Something (Positive Reinforcement)	AVOID Something (Negative Reinforcement)
Internal	Relaxation Justice/Fairness Sensory Input Enjoyment	Failure Embarrassment Boredom Anxiety
External	Attention Objects Money Praise Preferred Activities	Tasks Sensory input Peers/Teacher Homework Chores

FUNCTIONS OF A BEHAVIOR



FUNCTIONAL BEHAVIOR ASSESSMENTS

- A process of gathering and analyzing data to determine the function of a student's challenging behavior that is blocking the students access to an education or the education of others.

- FBAs are designed to provide information regarding the environmental conditions that maintain problem behavior.

- FBAs are rooted in the theory that behavior is functional (has a purpose, predictable, and changeable).

The Benefits of FBAs

- Improved behavioral outcomes with hypothesis driven interventions
- Increased-appropriate, prosocial behaviors with reduced emphasis on punishment
- Increased likelihood of meaningful and lasting change
- Supports students in the least restrictive environment

IDEA MANDATES

Requirements for completion of FBA include:

01 Consideration when behavior impedes learning (student's own or others')

02 Hold MDR when pattern of removals or 10+ days of removal

03 Complete FBA/BIP when conduct is a manifestation of disability (BIP to be adjusted if previously completed)

04 Considering change of placement

Note: Best practice often exceeds legal minimums

FBA/BIP Best Practice

- Supported by behavior scientific research and has been the “gold” standard for behavior intervention practices for years.
- Provides educators with deeper insights into the triggers of challenging behaviors and why the behaviors continue
- Facilitates personalized and effective BIPS
- Can be used proactively within MTSS/ PBIS framework rather than a separate process.

TYPES OF FBAS

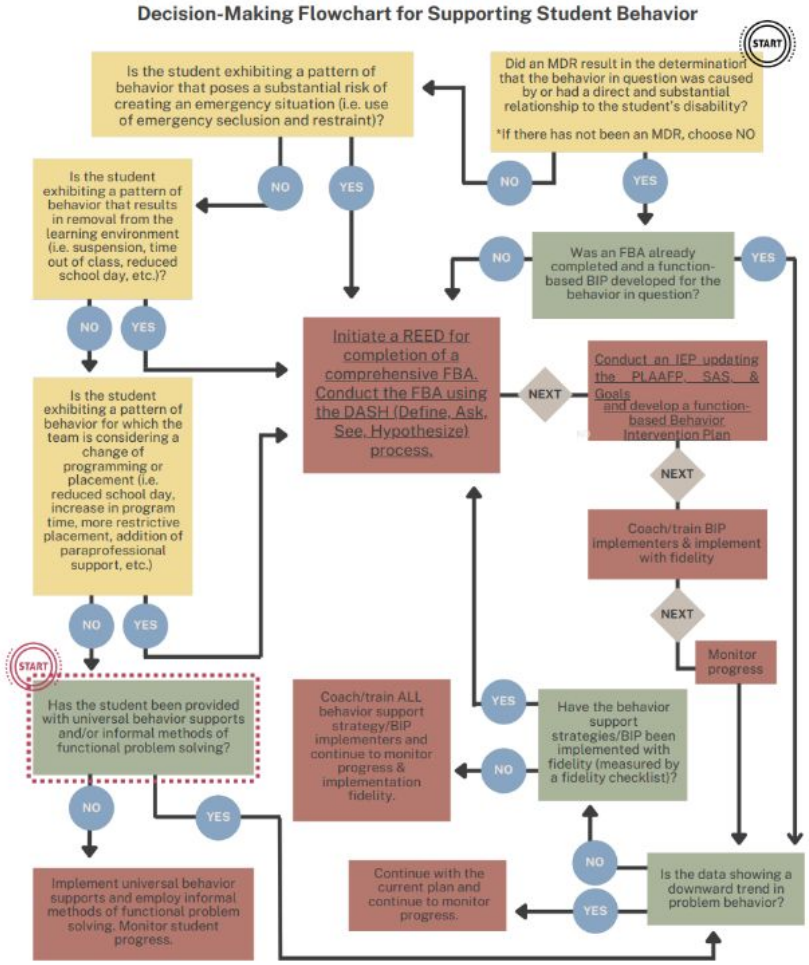
Brief Functional Behavior Assessment

- Mild, somewhat disruptive behavior
- Number of prioritized behaviors are few (one or two)
- The pattern of occurrence is clear

Comprehensive (Full) Functional Behavior Assessment

- Moderate/severe behaviors
- Disruptive enough to impact student success and the teacher's ability to instruct
- Multiple behaviors occurring in multiple environments

FBA
Decision Making Tree



Teaming Strategies FBAs/BIPs

01 **Defining Behavior:** Classroom teachers and paraprofessionals provide insights on specific behaviors.

02 **Collecting Indirect Data:** Special education staff, parents, and school psychologists share background information, including medical, social, or historical factors.

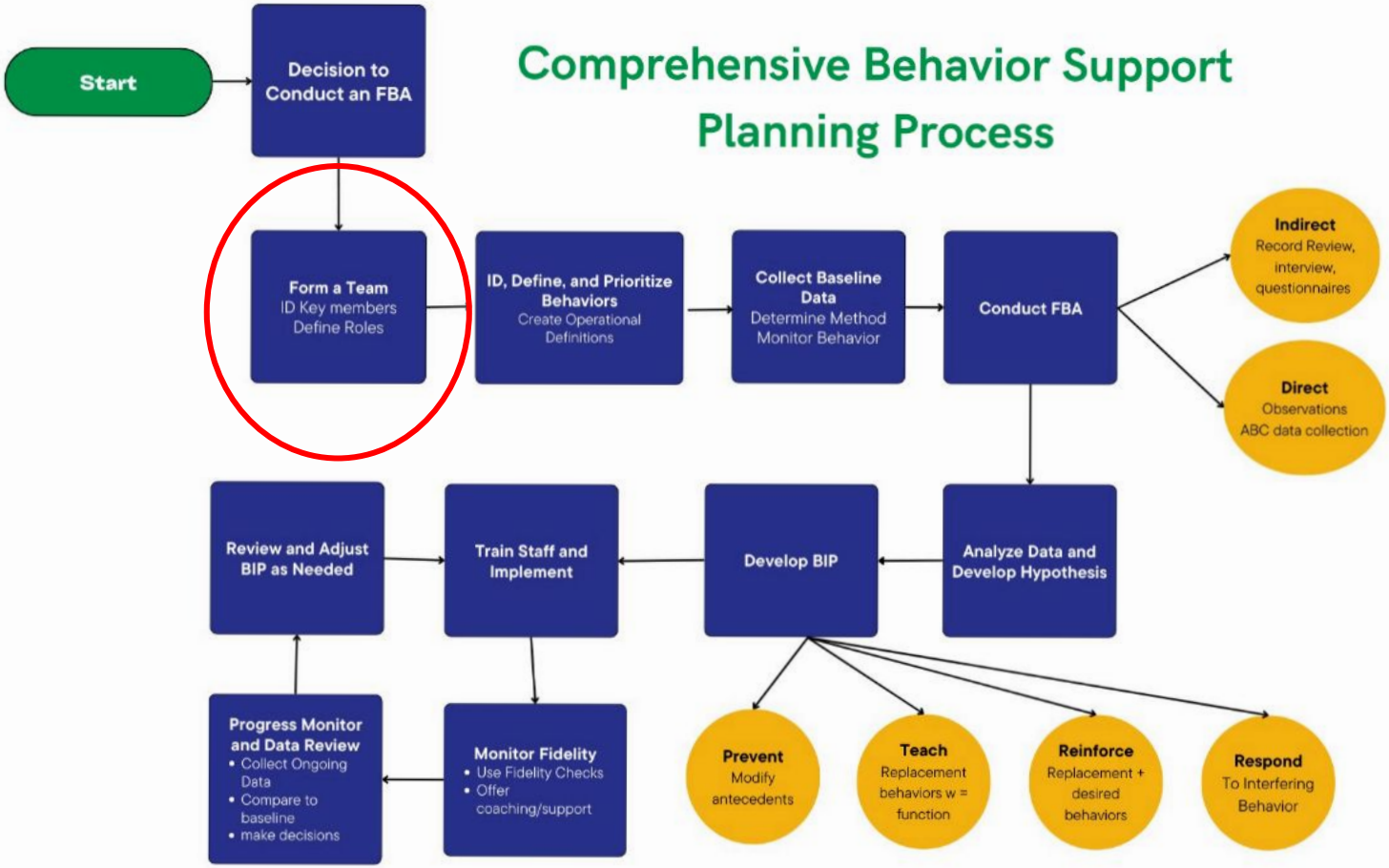
03 **Conducting Observations:** Multiple team members observe in different settings to gather comprehensive data.

04 **Analyzing Data & Forming Hypotheses:** The team collaborates to review and interpret data, ensuring diverse perspectives.

05 **Developing the BIP:** Together, the team decides on proactive strategies, teaching plans, and reinforcement methods.

06 **Implementing & Monitoring:** Each member understands their role in implementation and data tracking.

Comprehensive Behavior Support Planning Process



Who should be on your team

01 Classroom Teacher: Knows the student's daily behavior and routines.

02 Special Education Staff: Offers expertise in behavior support and interventions.

03 Paraprofessionals: Observe and interact with the student throughout the day.

04 Parents/Guardians: Provide context from outside of school.

05 School Psychologist/Social Worker/BCBA: Knowledge in assessing and designing behavior plans.

Effective Teaming Strategies

Strategies for Effective Collaboration

01 **Regular Team Meetings:** Schedule consistent check-ins to discuss progress, challenges, and adjustments.

02 **Clear Roles & Responsibilities:** Define who will be responsible for data collection, intervention implementation, and monitoring.

03 **Open Communication:** Ensure all team members feel heard and can share their observations and suggestions.

04 **Shared Documentation:** Use collaborative tools (like shared folders or forms) to track data and progress.

FBA Timeline Consideration

1st week-plan meeting with the entire team

- Begin FBA interviews
- Design Data collection system
- File review
- Assign roles

2-4th Weeks

- Continue data collection
- Conduct any additional interviews
- Direct observation by support staff

5th-6th weeks-review with entire team

- Review, summarize & analyze data
- Generate summary statements/hypothesis/identify major variables
- Begin design intervention, BIP Development

Five primary outcomes of an FBA

01 **Description of Interfering Behaviors:** Clear, specific, observable details about what the behavior looks like.

02 **Identification of Antecedents:** What events or triggers happen right before the behavior occurs?

03 **Identification of Setting Events:** Broader environmental factors (e.g., lack of sleep, changes in routine) that can influence behavior.

04 **Identification of Consequences:** What happens right after the behavior that may be reinforcing it?

05 **Development of Hypothesis Statements:** Informed guesses about why the behavior is occurring, based on data collected.

The FBA Process: DASH Approach

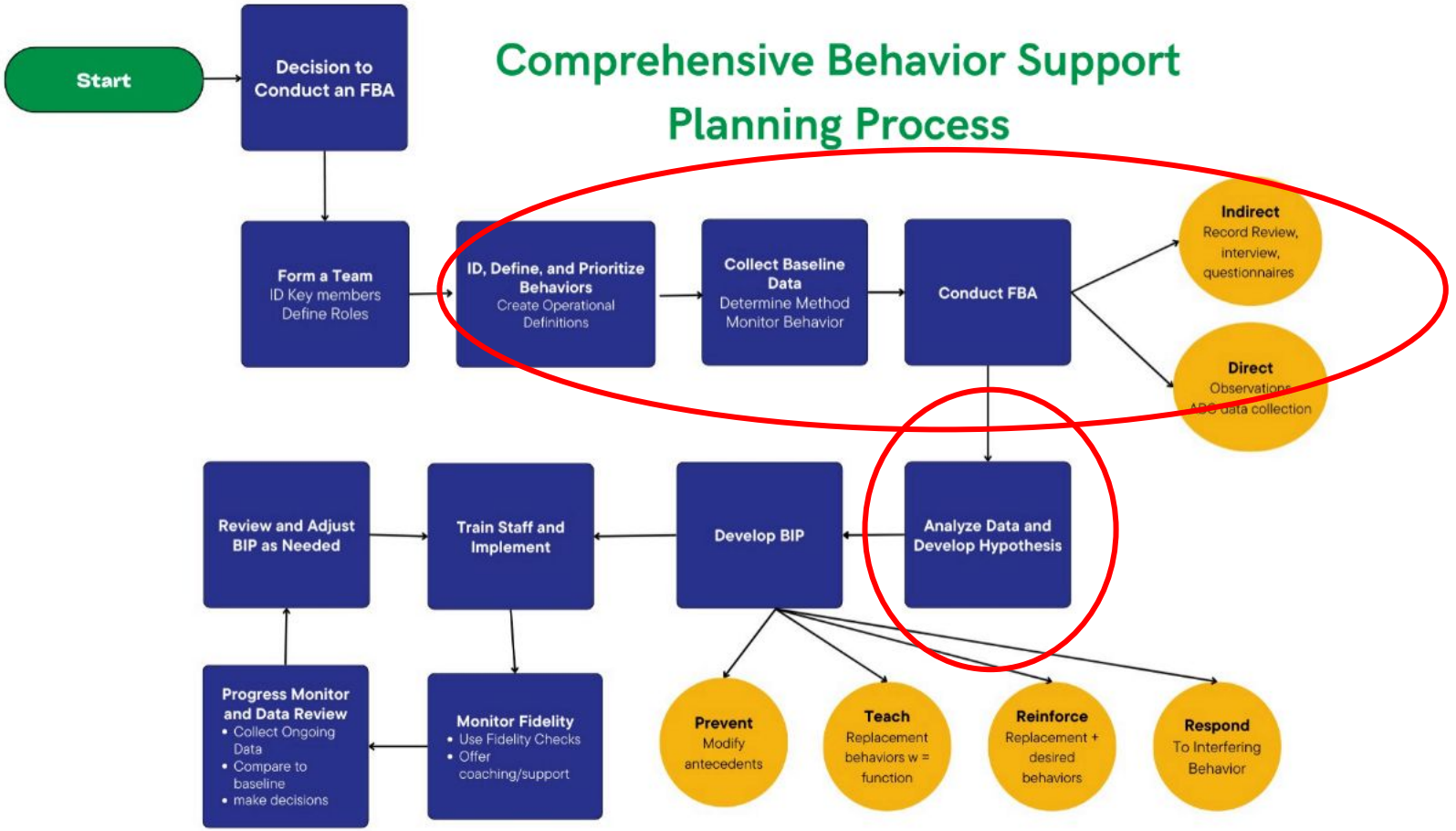
D: Describe - Define the behavior in clear, observable terms.

A: Ask - Gather information through interviews, surveys, and record reviews.

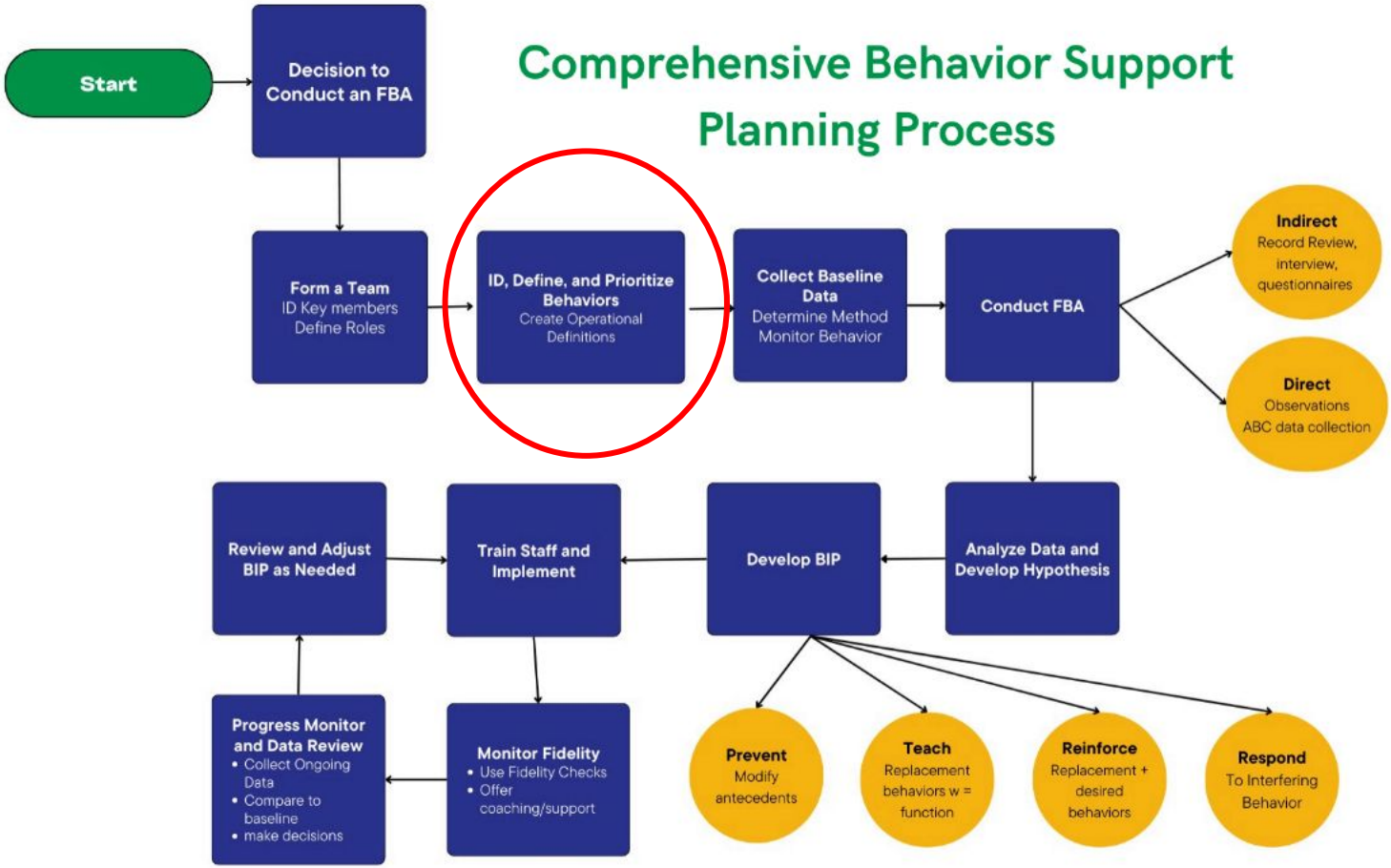
S: See - Observe the behavior directly in different contexts.

H: Hypothesize - Develop an informed guess about why the behavior is happening.

Comprehensive Behavior Support Planning Process



Comprehensive Behavior Support Planning Process



Selecting Behaviors for Intervention

Prioritize reducing behaviors that will greatly improve the student's experience, enhance the school environment for all, and potentially influence other behaviors positively.

Social Significance (benefit to individual)

Focus on behaviors that impact the student's ability to participate in the LRE

Behaviors impacting access to curriculum

Prioritize behaviors that impact educational progress (ex: time on task, tolerating/denial delay)

Harmful Behaviors

Prioritize behaviors that present a risk to the student's safety or to the safety of others

Replacement Behaviors

Results in getting the SAME need met as the interfering behavior

Lifelong skills

Those that will have far reaching effects on the student's education and post-secondary experience

Define/Describe The Behavior

Challenging behaviors are identified and operationally defined

- **Observable**

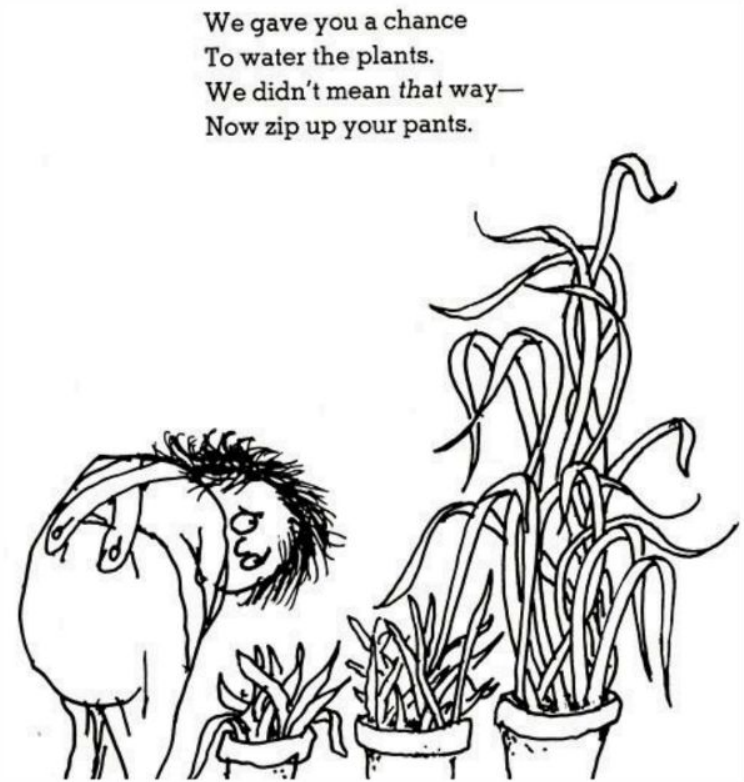
The behavior is an action that can be seen or heard by two or more people
Ex. Jordan throws his food on the floor.

- **Measureable**

The behavior can be counted or timed
Ex. The number of times Jordan throws food on the floor can be counted

- **Passes the stranger test**

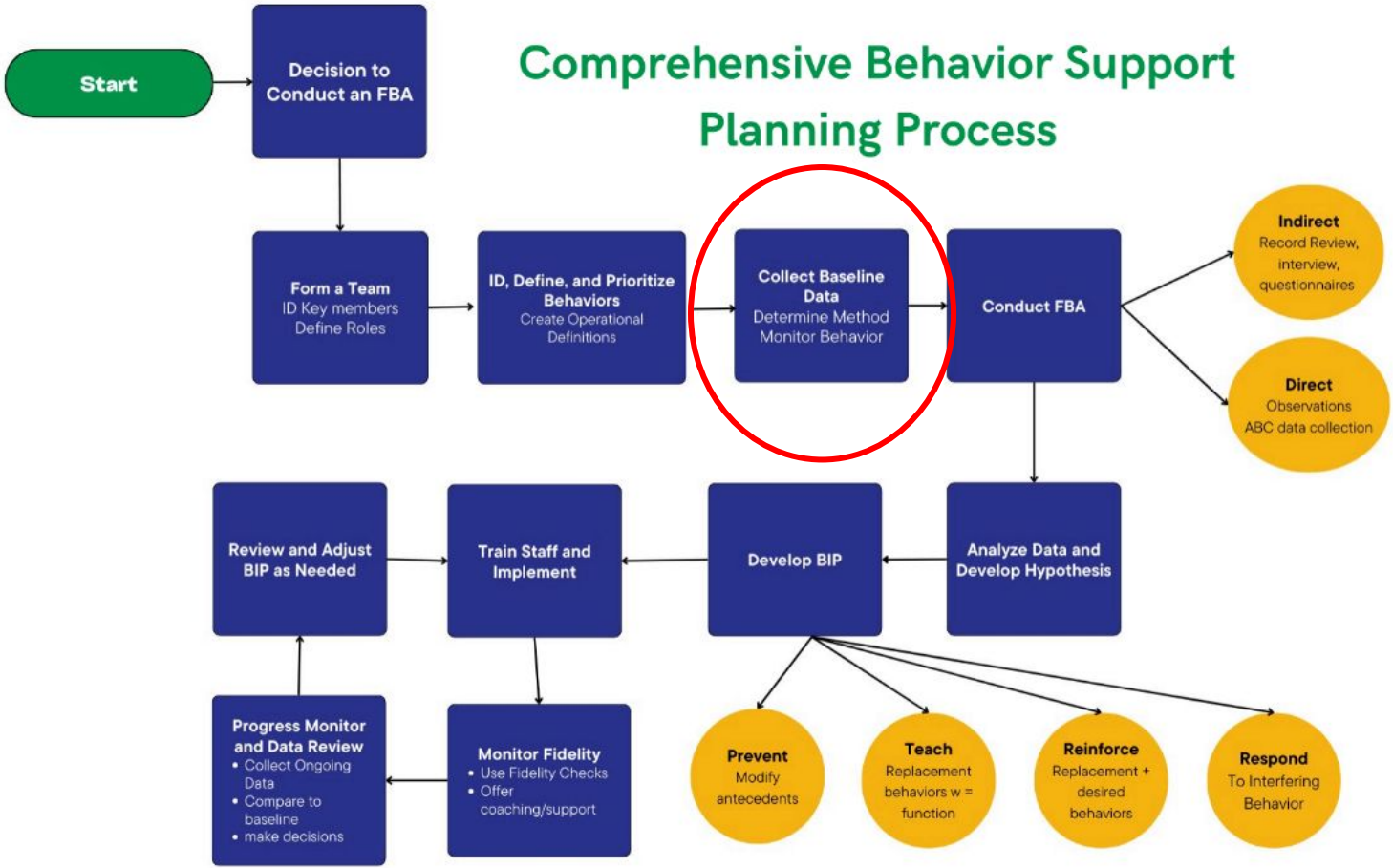
Defined clearly and completely so a stranger could read the operational definition and recognize when the behavior begins and when the behavior ends



The Dangers of Unclear Definitions!!

Silverstein, S. (1978).

Comprehensive Behavior Support Planning Process



Methods of Progress Monitoring: Direct Observation

Frequency

Counting how often a behavior occurs within a specified time frame

Example: Tracking how many times a student raises their hand in class.

Duration

Measuring how long the behavior lasts from start to end.

Example: Recording the length of a tantrum episode.

Latency

Time between a specific signal and the behavior's onset.

Example: Time it takes for a student to start a task after a teacher gives an instruction.

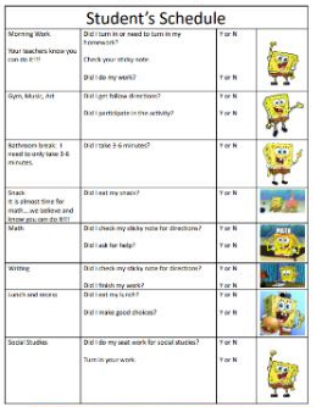
Intensity

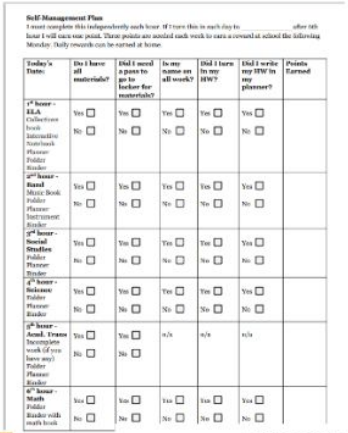
Level of severity or impact of the behavior (usually qualitative).

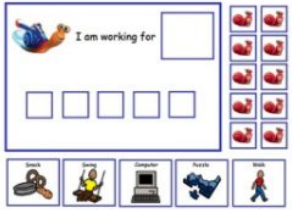
Example: Rating the intensity of a student's outburst on a scale from 1 to 5.

Data to Collect: Before an FBA

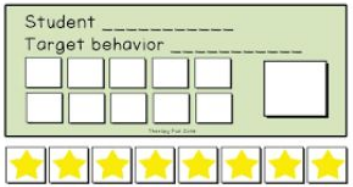
Self Management & Token Economy

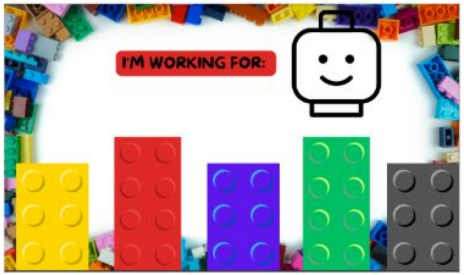




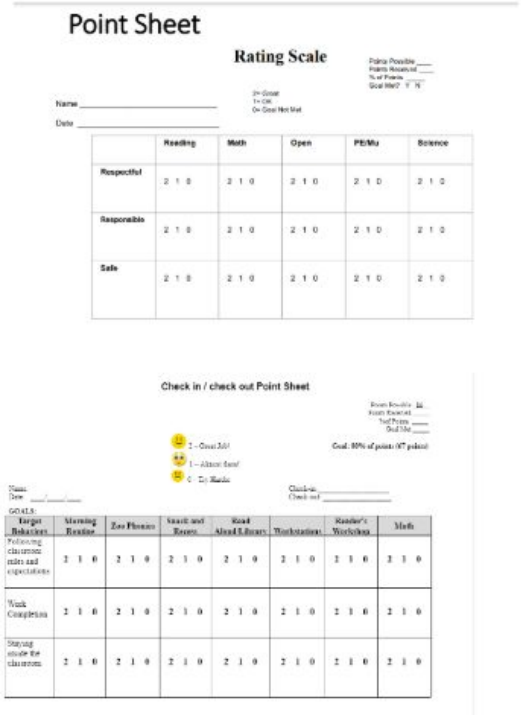


Token Board





Check In Check Out



Point Sheet

Rating Scale

Name _____

Date _____

	Reading	Math	Open	PE/Mu	Science
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Check in / check out Point Sheet

2 – Great Job!

1 – Almost there!

0 – Try Harder

Goal: 80% of points (47 points)

Name:

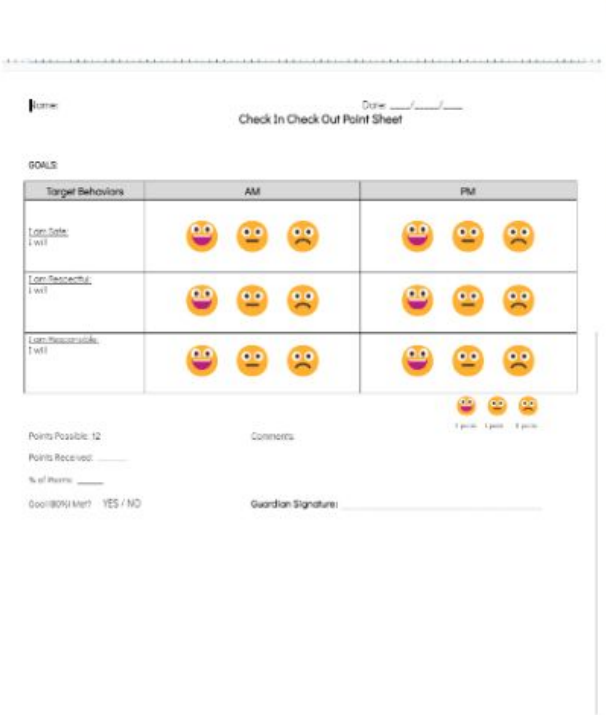
Date: ___/___/___

Check-in: _____

Check-out: _____

GOALS:

Target Behaviors	Morning Routine	Zoo Phonics	Snack and Recess	Read Aloud/Library	Workstations	Reader's Workshop	Math
Following classroom rules and expectations	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Work Completion	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Staying inside the classroom	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0



Name:

Date: ___/___/___

Check In Check Out Point Sheet

GOALS:

Target Behaviors	AM	PM
I can Safe: I will		
I can Respectful: I will		
I can Responsible: I will		

Points Possible: 12

Points Received: _____

% of Points: _____

Goal(80%) Met? YES / NO

Comments:

Guardian Signature: _____

Early Childhood Check In/Check Out Point Sheet

Name _____

Date _____

Points Possible _____

Points Earned _____

Goal _____ Goal Met? /

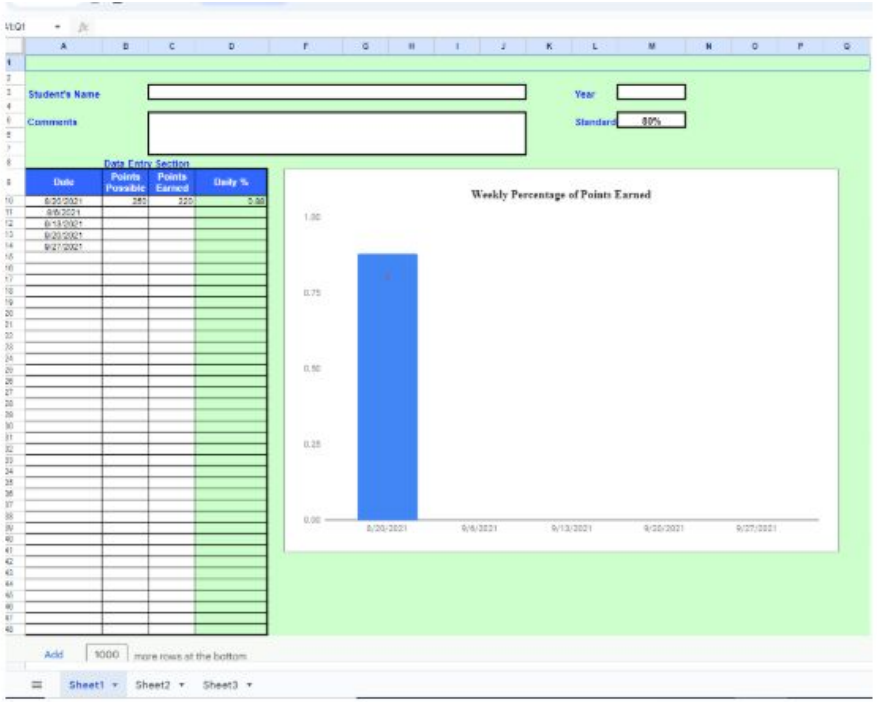
	Arrival	Circle Time	Centers	Lunch/Recess	Special	Departure
Be Respectful Use kind words.	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible Follow directions quickly	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Use Safe Hands and Feet	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Graphing Check In Check Out

CICO Daily Summary

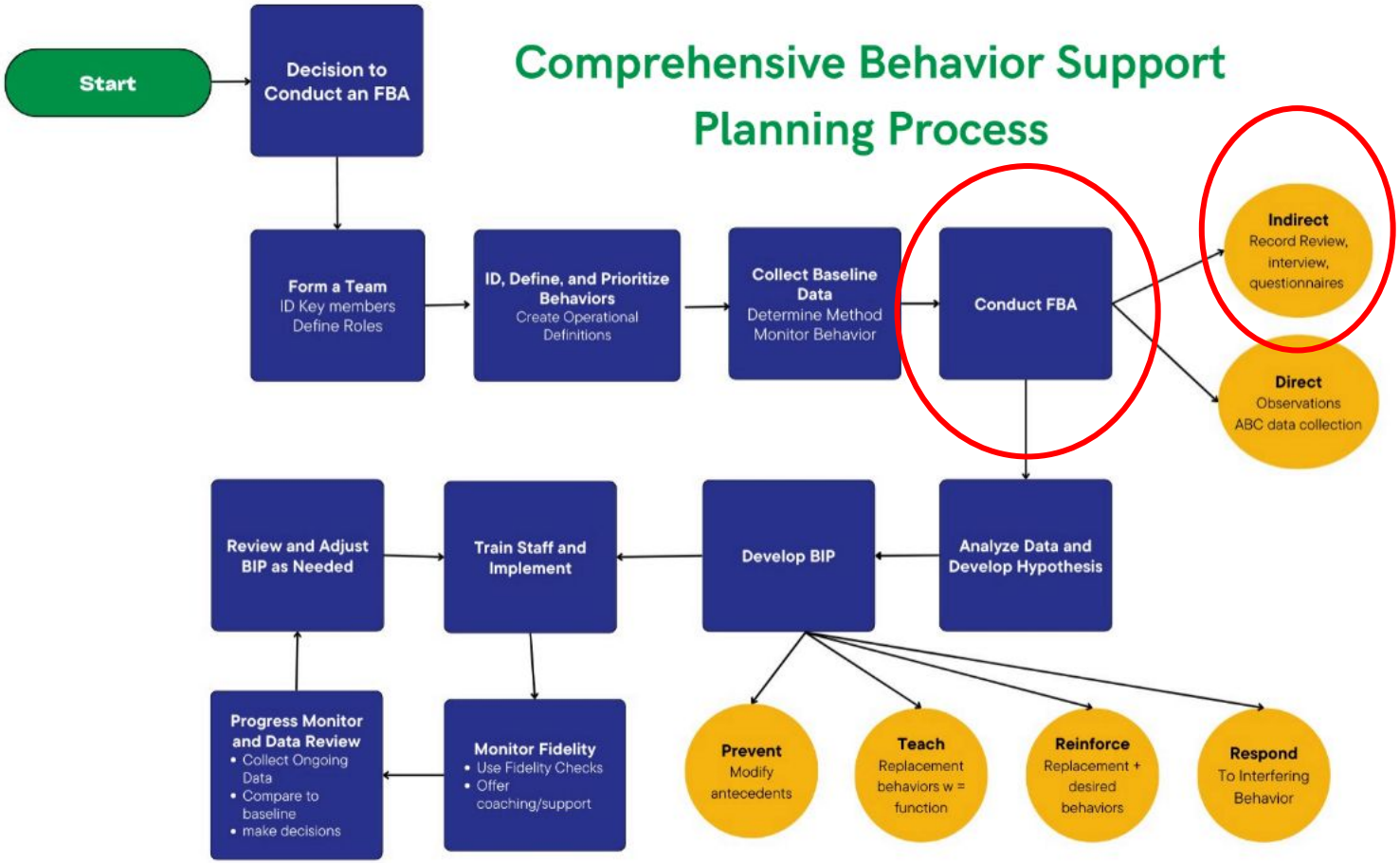
CICO Weekly Summary

You can put tabs on bottom to keep monthly/longitudinal data organized.



Data to Collect: During an FBA

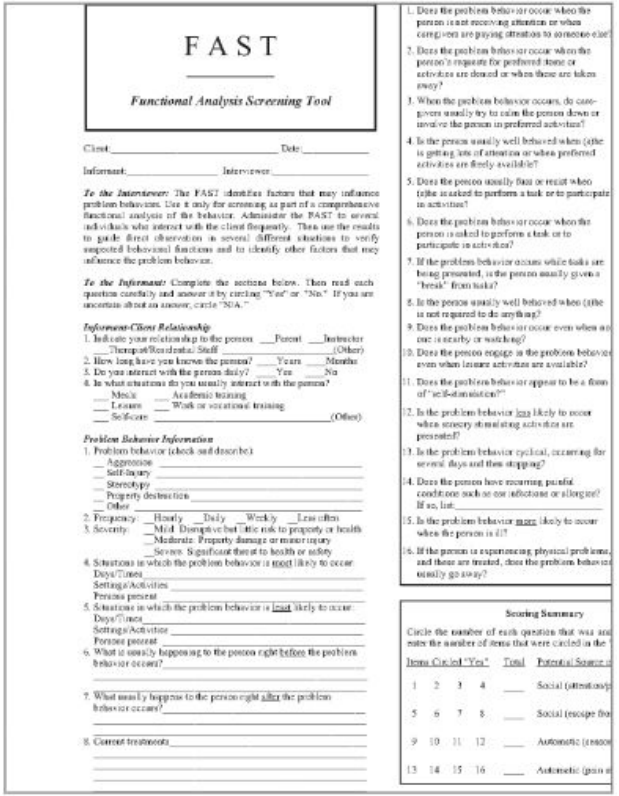
Comprehensive Behavior Support Planning Process



Ask: Collect Indirect Data

Indirect Data Sources: Interviews with teachers, parents, and the student; review of disciplinary records; questionnaires and rating scales.

Purpose: Indirect data helps to gather context and background information that might not be evident through observation alone.



FAST

Functional Analysis Screening Tool

Client:_____ Date:_____

Informant:_____ Interviewer:_____

To the Interviewer: The FAST identifies factors that may influence problem behaviors. Use it only for screening as part of a comprehensive functional analysis of the behavior. Administer the FAST to several individuals who interact with the client frequently. Then use the results to guide direct observation in several different situations to verify suspected behavioral functions and to identify other factors that may influence the problem behavior.

To the Informant: Complete the sections below. Then read each question carefully and answer it by circling "Yes" or "No." If you are uncertain about an answer, circle "N/A."

Informant-Client Relationship

1. Indicate your relationship to the person. ___Parent ___Instructor ___Therapist/Residential Staff ___(Other)
2. How long have you known the person? ___Years ___Months
3. Do you interact with the person daily? ___Yes ___No
4. In what situations do you usually interact with the person?
   ___Meals ___Academic training
   ___Leisure ___Work or vocational training
   ___Self-care ___(Other)

Problem Behavior Information

1. Problem behavior (check and describe)
   ___Aggression _____
   ___Self-injury _____
   ___Stereotypy _____
   ___Property destruction _____
   ___Other _____
2. Frequency: ___Hourly ___Daily ___Weekly ___Less often
3. Severity: ___Mild: Disruptive but little risk to property or health
   ___Moderate: Property damage or minor injury
   ___Severe: Significant threat to health or safety
4. Situations in which the problem behavior is most likely to occur
   Days/Times _____
   Settings/Activities _____
   Persons present _____
5. Situations in which the problem behavior is least likely to occur
   Days/Times _____
   Settings/Activities _____
   Persons present _____
6. What is usually happening to the person right before the problem behavior occurs? _____
7. What usually happens to the person right after the problem behavior occurs? _____
8. Current treatments _____

1. Does the problem behavior occur when the person is not receiving attention or when caregivers are paying attention to someone else?
2. Does the problem behavior occur when the person's requests for preferred items or activities are denied or when these are taken away?
3. When the problem behavior occurs, do caregivers usually try to calm the person down or involve the person in preferred activities?
4. Is the person usually well behaved when (s)he is getting lots of attention or when preferred activities are freely available?
5. Does the person usually flee or resist when (s)he is asked to perform a task or to participate in activities?
6. Does the problem behavior occur when the person is asked to perform a task or to participate in activities?
7. If the problem behavior occurs while tasks are being presented, is the person usually given a "break" from tasks?
8. Is the person usually well behaved when (s)he is not required to do anything?
9. Does the problem behavior occur even when no one is nearby or watching?
10. Does the person engage in the problem behavior even when leisure activities are available?
11. Does the problem behavior appear to be a form of "self-stimulation?"
12. Is the problem behavior less likely to occur when sensory stimulating activities are presented?
13. Is the problem behavior cyclical, occurring for several days and then stopping?
14. Does the person have recurring, painful conditions such as ear infections or allergies? If so, list: _____
15. Is the problem behavior more likely to occur when the person is ill?
16. If the person is experiencing physical problems, and these are treated, does the problem behavior usually go away?

Scoring Summary

Circle the number of each question that was answered "Yes." Enter the number of items that were circled in the "Total" column.

Items Circled "Yes"				Total	Potential Source of Reinforcement
1	2	3	4	___	Social (attention)
5	6	7	8	___	Social (escape from tasks)
9	10	11	12	___	Automatic (reinforcement)
13	14	15	16	___	Automatic (pain mediated)

Indirect Data: Record Review

Information	What to look for	Why/ Relevance to FBA
Social History	Changes in address/schools, residential placements, parents separated, etc	Potential trauma or stressors that impact behavior
Medical history	Developmental delays, vision/hearing, motor impairments, medications, health issues	Can suggest skill delays, setting events that impact occurrence of impeding behavior
Attendance history	Frequent absences	Skill deficits related to inconsistent instruction, provides clues to setting events
Disciplinary history	Referrals, suspensions, occurrences of S&R	info on severity, antecedents and consequence, and effectiveness of procedures
Academic History	Previous and current scores on assessments	Highlight academic areas that may be challenging and impact behavior
Evaluative reports	Prior FBAs, psychoeducational, academic, speech, ABA, OT, etc.	Info on relevant characteristics, strengths and needs,
IEPs	Services, supports, accomodations, progress on goals	Info on skill deficits, degree to which behaviors are addressed in school

Indirect Data: Rating scales

Digital MAS-II, QABF, FAST Scoring Forms for FBA (Google Sheets™)

★★★★★ 5.0 (16 ratings)

GRADE LEVELS
Not Grade Specific

SUBJECTS
Special Education, Classroom Management, Early Intervention

TAGS
Assessment | Professional Documents

FORMATS INCLUDED
Google Drive™ folder

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45 spreadsheets + Instructions For Use

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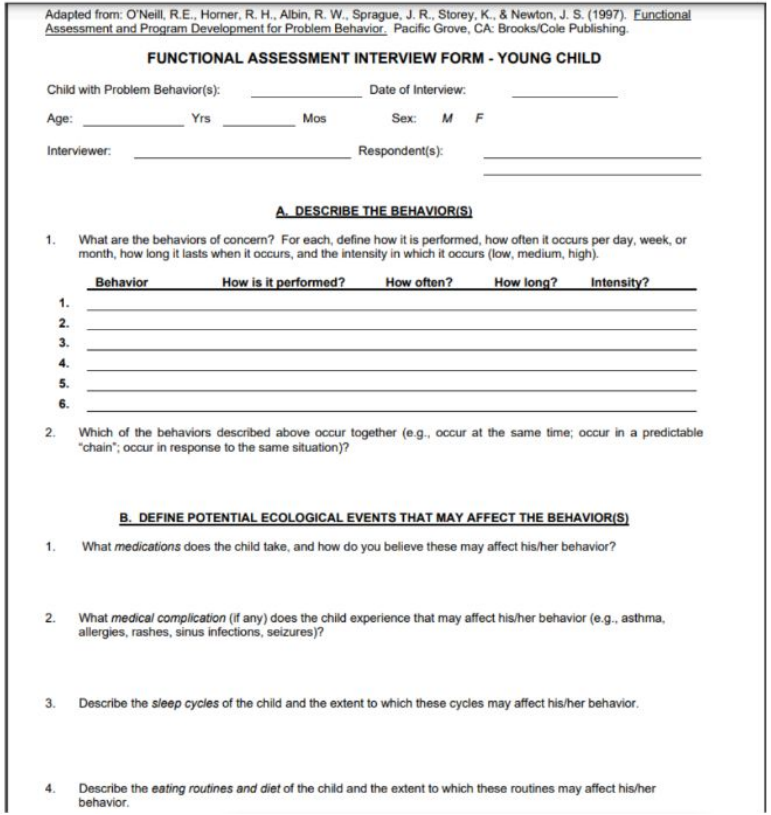
Indirect Data: Interview



Adapted from: O'Neill, R.E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole Publishing.

FUNCTIONAL ASSESSMENT INTERVIEW FORM - YOUNG CHILD

Child with Problem Behavior(s): _____ Date of Interview: _____

Age: _____ Yrs _____ Mos Sex: *M* *F*

Interviewer: _____ Respondent(s): _____

A. DESCRIBE THE BEHAVIOR(S)

1. What are the behaviors of concern? For each, define how it is performed, how often it occurs per day, week, or month, how long it lasts when it occurs, and the intensity in which it occurs (low, medium, high).

	Behavior	How is it performed?	How often?	How long?	Intensity?
1.					
2.					
3.					
4.					
5.					
6.					

2. Which of the behaviors described above occur together (e.g., occur at the same time; occur in a predictable "chain"; occur in response to the same situation)?

B. DEFINE POTENTIAL ECOLOGICAL EVENTS THAT MAY AFFECT THE BEHAVIOR(S)

1. What *medications* does the child take, and how do you believe these may affect his/her behavior?

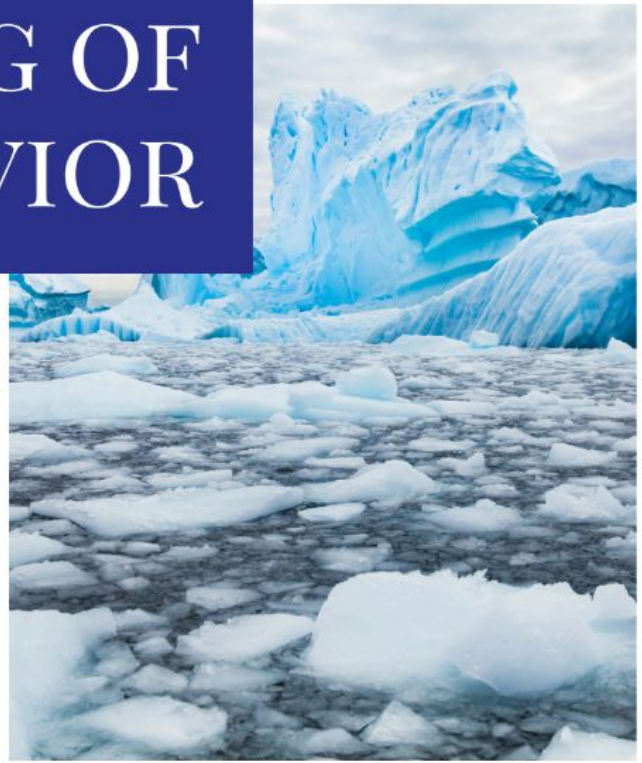
2. What *medical complication* (if any) does the child experience that may affect his/her behavior (e.g., asthma, allergies, rashes, sinus infections, seizures)?

3. Describe the *sleep cycles* of the child and the extent to which these cycles may affect his/her behavior.

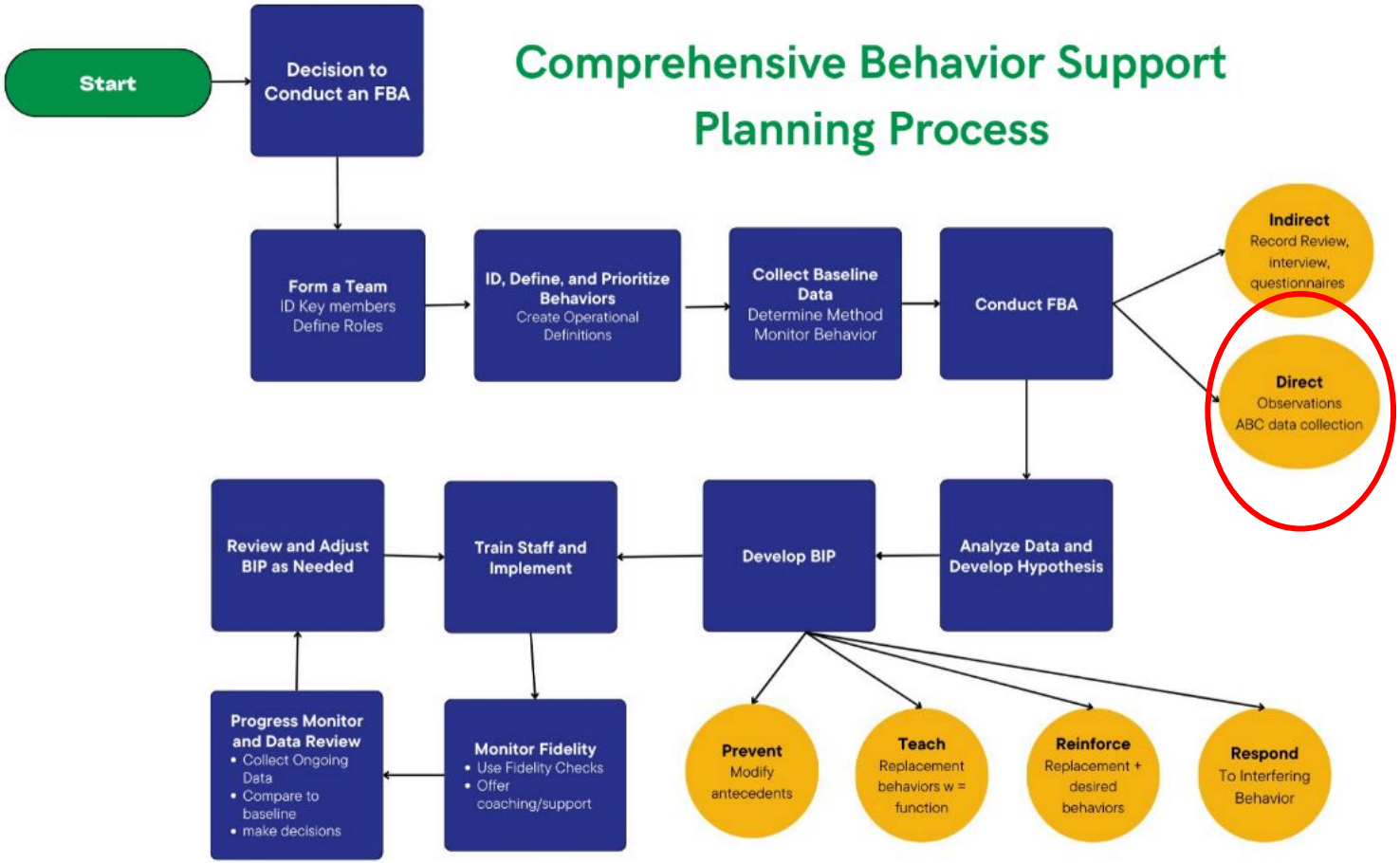
4. Describe the *eating routines and diet* of the child and the extent to which these routines may affect his/her behavior.

The Iceberg of Behavior

- Visible behavior is just the tip of the iceberg
- Many factors below the surface influence what we see
- Examples: biological, emotional, cognitive, and skill-related factors, learning history, cultural considerations



Comprehensive Behavior Support Planning Process



See: Direct Data

Observe in Real Time:

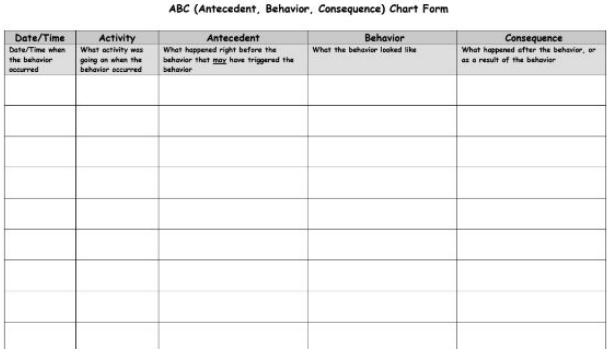
- Scatterplot data to see routines/times when behavior occurs
- ABC (Antecedent-Behavior-Consequence) data to see how behavior unfolds in different situations
- Measurement to see how often, how long, or how intense

Focus: Look for patterns. What typically happens before and after the behavior? Are there specific times, settings, or activities where the behavior is more likely?

ABC Data Collection

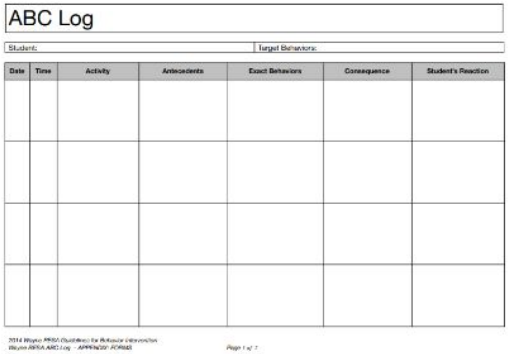
Importance of observing:

- Tells us the conditions under which behavior occurs
- Allows us to hypothesize the function
- Tells us what we can change about the environment
- Confirms/refutes results of indirect assessments



ABC (Antecedent, Behavior, Consequence) Chart Form

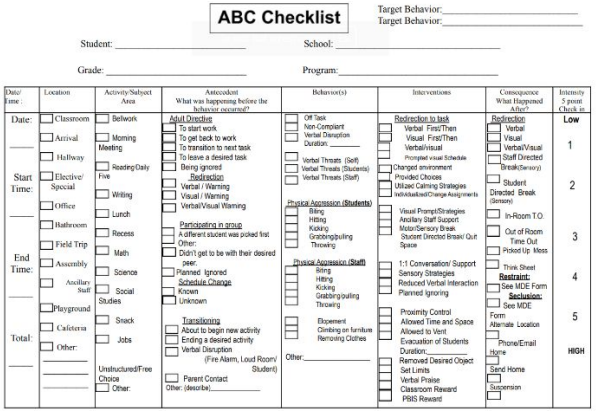
Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that may have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior



ABC Log

Student: Target Behaviors:

Date	Time	Activity	Antecedents	Exact Behaviors	Consequence	Student's Reaction



ABC Checklist

Target Behavior:
Target Behavior:

Student: School:

Grade: Program:

Date/ Time:	Location	Activity/Subject Area	Antecedent What was happening before the behavior occurred?	Behavior(s)	Interventions	Consequence What Happened After?	Intensity 5 point Check in
Date:	Classroom	Belwork	Adult Directive	Off Task	Redirection to task	Redirection	Low
	Arrival	Morning Meeting	To start work	Non-Compliant	Verbal First/Then	Verbal	1
	Hallway	Reading/Daily Five	To get back to work	Verbal Disruption	Visual First/Then	Visual	
Start Time:	Elective/ Special	Writing	To transition to next task	Duration:	Verbal/visual	Verbal/Visual	2
	Office	Lunch	To leave a desired task	Verbal Threats (Self)	Prompted visual Schedule	Staff Directed Break(Sensory)	
	Bathroom	Recess	Being ignored	Verbal Threats (Students)	Changed environment	Student Directed Break (Sensory)	3
	Field Trip	Math	Redirection	Verbal Threats (Staff)	Provided Choices	In-Room T.O.	
End Time:	Assembly	Science	Verbal / Warning	Physical Aggression (Students)	Utilized Calming Strategies	Out of Room Time Out	4
	Ancillary Staff	Social Studies	Visual / Warning	Biting	Individualized Change Assignments	Picked Up Mess	
	Playground	Snack	Verbal/Visual Warning	Hitting	Visual Prompt/Strategies	Think Sheet	5
	Cafeteria	Jobs	Participating in group	Kicking	Ancillary Staff Support	Restraint:	
Total:	Other:	Unstructured/Free Choice	A different student was picked first	Grabbing/pulling	Motor/Sensory Break	See MDE Form	HIGH
		Other:	Other:	Throwing	Student Directed Break/ Quit Space	Seclusion:	
			Didn't get to be with their desired peer	Physical Aggression (Staff)	1:1 Conversation/ Support	See MDE Form	
			Planned Ignored	Biting	Sensory Strategies	Alternate Location	
			Schedule Change	Hitting	Reduced Verbal Interaction	Phone/Email Home	
			Known	Kicking	Planned Ignoring	Send Home	
			Unknown	Grabbing/pulling	Proximity Control	Suspension	
			Transitioning	Throwing	Allowed Time and Space		
			About to begin new activity	Elopement	Allowed to Vent		
			Ending a desired activity	Climbing on furniture	Evacuation of Students		
			Verbal Disruption (Fire Alarm, Loud Room/ Student)	Removing Clothes	Duration:		
				Other:	Removed Desired Object		
			Parent Contact		Set Limits		
			Other: (describe):		Verbal Praise		
					Classroom Reward		
					PBIS Reward		

SCATTERPLOTS

WEEKLY SCATTERPLOT

NAME: DAY/DATE: YEAR: 2022-23

Proactive Strategies:	Behaviors:	Interventions:
A. Sticker chart/Positive praise B. Visual/Gestural prompting (first/then, visual card/ CORE, SS)	1. **Non-Compliance** (refusing to follow staff directions, unwillingness to transition, verbally defiant/argumentative)	
C. Sensory items/break in between tasks	2.**Dysregulated behavior** (yelling/screaming/crying, kicking, scratching, punching, hitting)	
D. Proximity Control/Physical Prompting E. Visual Timer/Wait time		

TIME	Proactive					Behaviors		Interventions				
9:00-9:15	A	B	C	D	E	1	2	F	G	H	I	J
9:15-9:30	A	B	C	D	E	1	2	F	G	H	I	J
9:30-9:45	A	B	C	D	E	1	2	F	G	H	I	J
9:45-10:00	A	B	C	D	E	1	2	F	G	H	I	J
10:00-10:15	A	B	C	D	E	1	2	F	G	H	I	J
10:15-10:30	A	B	C	D	E	1	2	F	G	H	I	J
10:30-10:45	A	B	C	D	E	1	2	F	G	H	I	J
10:45-11:00	A	B	C	D	E	1	2	F	G	H	I	J
11:00-11:15	A	B	C	D	E	1	2	F	G	H	I	J
11:15-11:30	A	B	C	D	E	1	2	F	G	H	I	J
11:30-11:45	A	B	C	D	E	1	2	F	G	H	I	J
11:45-12:15	A	B	C	D	E	1	2	F	G	H	I	J
12:15-12:30	A	B	C	D	E	1	2	F	G	H	I	J
12:30-12:45	A	B	C	D	E	1	2	F	G	H	I	J
12:45-1:00	A	B	C	D	E	1	2	F	G	H	I	J
1:00-1:15	A	B	C	D	E	1	2	F	G	H	I	J
1:15-1:30	A	B	C	D	E	1	2	F	G	H	I	J
1:30-1:45	A	B	C	D	E	1	2	F	G	H	I	J
1:45-2:00	A	B	C	D	E	1	2	F	G	H	I	J
2:00-2:15	A	B	C	D	E	1	2	F	G	H	I	J
2:15-2:30	A	B	C	D	E	1	2	F	G	H	I	J
2:30-2:45	A	B	C	D	E	1	2	F	G	H	I	J
2:45-3:15	A	B	C	D	E	1	2	F	G	H	I	J
3:15-3:30	A	B	C	D	E	1	2	F	G	H	I	J

Weekly Scatterplot

Name: Week of:

Proactive Strategies:	Behaviors:	Intervention Outcomes (Reactive Strategies)
A.	1.	D.
B.	2.	E.
C.	3.	F.

TIME	MONDAY DATE:	TUESDAY DATE:	WEDNESDAY DATE:	THURSDAY DATE:	FRIDAY DATE:
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
10:45-11:00					
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12:30-12:45					
12:45-1:00					
1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
Total					

WEEKLY SCATTERPLOT

NAME: WEEK OF: YEAR:

TARGET BEHAVIORS:
1.
2.
3.

INTERVENTIONS:
A.
B.
C.

TIME	MONDAY DATE:	TUESDAY DATE:	WEDNESDAY DATE:	THURSDAY DATE:	FRIDAY DATE:
8:30-8:45					
8:45-9:00					
9:00-9:15					
9:15-9:30					
9:30-9:45					
9:45-10:00					
10:00-10:15					
10:15-10:30					
10:30-10:45					
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1:00-1:15					
1:15-1:30					
1:30-1:45					
1:45-2:00					
2:00-2:15					
2:15-2:30					
2:30-2:45					
2:45-3:00					
3:00-3:15					
3:15-3:30					
Totals					

WAYNE RESA Leading... Learning for All
SERVICE LEADERSHIP COLLABORATION EXCELLENCE

Time on Task/Engagement Data

Student's Daily Behavioral Log Page: ____ of ____
Date:

START TIME	ON-TASK	OFF-TASK	IF ☹, WHY??	Teacher Initials
	☺	☹		
8:00				
8:15				
8:30				
8:45				
9:00				
9:15				
9:30				
9:45				
10:00				
10:15				
10:30				
10:45				
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12:45				
1:00				
1:15				
1:30				
1:45				
2:00				
2:15				
2:30				
2:45				
3:00				

Please Note: Use the follow as a key for the type of behavior Student demonstrates in the school setting if he earns a ☹:
R - Refusal I - Insubordinate D – Disruptive D – disrespectful

According to Student's Behavior Plan:

- He will be given two prompts to comply with directives
- After 3 prompts he will need to leave the room and given 15minutes to regroup. (ES/AS Teacher should be called). If Student complies within the 15minutes of regrouping time, he will return to class and begin working on his assignment
- Student will not be given a ☹ for the initial 15 minute regrouping time (please note this time was used for regrouping in the chart above).
- Any time after the initial 15 minutes of regrouping time, Student will earn ☹ for not complying.

Jim Wright, Presenter 32

Classroom Attention Observation Form

Student Name: _____ Date: _____

Observer: _____ Location: _____ Start Time: _____ End Time: _____

Description of Activities: _____

Directions: Observe the student at a time when the student is engaged in independent seatwork or attending to large-group instruction. *On-Task Behavior* is the only behavior being recorded. It is coded using a momentary time-sampling procedure. At the start of each 15-second interval, glance at the target child for approximately two seconds and determine if the child is on-task or off-task during the brief observation. If the child is found to be on-task (attending to large-group instruction or doing his or her assigned seatwork), mark the interval with an "X." If the child is off-task, leave the article unmarked. Then keep running notes of any student behaviors or classroom events until the onset of the next time interval. When the observation is finished, use Table 1 below to calculate the student's *time on task* (engaged academic time).

	1	2	3	4	5
	0:00 0:15 0:30 0:45	1:00 1:15 1:30 1:45	2:00 2:15 2:30 2:45	3:00 3:15 3:30 3:45	4:00 4:15 4:30 4:45
ON-TASK					
	6	7	8	9	10
	5:00 5:15 5:30 5:45	6:00 6:15 6:30 6:45	7:00 7:15 7:30 7:45	8:00 8:15 8:30 8:45	9:00 9:15 9:30 9:45
ON-TASK					
	11	12	13	14	15
	10:00 10:15 10:30 10:45	11:00 11:15 11:30 11:45	12:00 12:15 12:30 12:45	13:00 13:15 13:30 13:45	14:00 14:15 14:30 14:45
ON-TASK					

Table 1: Calculate the Rate of *On-Task Behavior* During the Observation Period

Type of Behavior	Number of intervals in which the On-Task behavior was observed.		The TOTAL number of intervals in the observation period(s)		Rate (in decimal form) that the On-Task behavior occurred during the observation.		Rate (in percentage form) that the On-Task behavior occurred during the observation.
ON-TASK		Divided by		Equals		Times 100 =	%

Describe any notable student behaviors or other classroom events observed during the session:

_____

_____

_____

\

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Behavioral Observation

Student Observe: _____ Academic Subject: _____
Date: _____ Setting: _____ ISW: _____ SmGp: _____
Observer: School Psychologist ISW: _____ LgGp: _____
Time of Observation: _____ Other: _____

Moment	1	2	3	4	5*	6	7	8	9	10*	11	12	13	14	15*	S	P	T
AET																0	0	
PET																0	0	
Partial																		
OFTH																0	0	
OFTA																0	0	
OFTP																0	0	
TO																		0

Moment	16	17	18	19	20*	21	22	23	24	25*	26	27	28	29	30*	S	P	T
AET																0	0	
PET																0	0	
Partial																		
OFTH																0	0	
OFTA																0	0	
OFTP																0	0	
TO																		0

Moment	31	32	33	34	35*	36	37	38	39	40*	41	42	43	44	45*	S	P	T
AET																0	0	
PET																0	0	
Partial																		
OFTH																0	0	
OFTA																0	0	
OFTP																0	0	
TO																		0

Moment	46	47	48	49	50*	51	52	53	54	55*	56	57	58	59	60*	S	P	T
AET																0	0	

	Target	Peer
AET	#DIV/0!	#DIV/0!
PET	#DIV/0!	#DIV/0!
OFTH	#DIV/0!	#DIV/0!

Durational Data Tracking

Durational data via sheet below or with scatterplot by connecting target behaviors together, or by setting multiple target behaviors sorted by duration range.

EXAMPLE

Behavior: *Working individually*

Behavior Definition (in specific, observable, measurable terms): ***Sitting at desk, with an assignment on the desk, looking at assignment, not talking to peers. Once student looks up (not looking at assignment any more), the behavior has stopped. If student begins talking to peers while looking at assignment, behavior has stopped.***

Date	Time	Enter time when the behavior began	Enter time when the behavior stopped	Length of time that the behavior lasted for
11/5	9:30-10:30 AM	9:55 AM	10:06 AM	11 minutes
11/5	9:30-10:30 AM	10:19 AM	10:28 AM	9 minutes
11/6	9:30-10:30 AM	9:43 AM	9:51 AM	8 minutes
11/7	9:30-10:30 AM	10:04 AM	10:19 AM	15 minutes
11/7	9:30-10:30 AM	10:13 AM	10:23 AM	10 minutes

Intensity Data Tracking

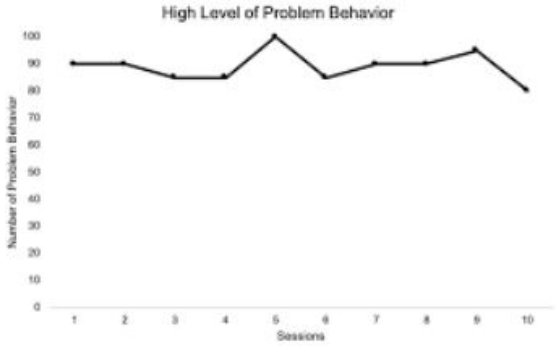
Track intensity by putting a corresponding intensity level number on a scatterplot or by separating target behavior by intensity. Pairing this with a response script is an easy and quick way to write your behavior plan.

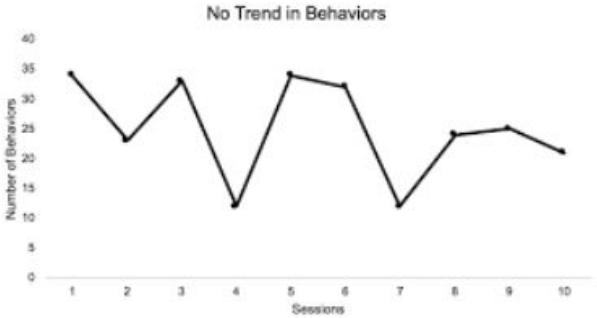
Suggested Interventions & Supports:

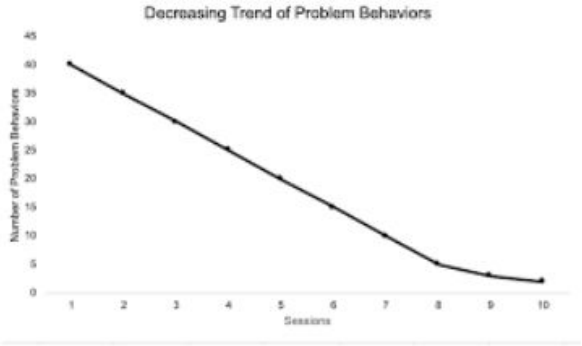
Intensity Levels	Suggested Adult Response
Intensity Level 0 Physically calm, cooperating with activities, attentive to staff, happy noises	Engage in activity and routine. Encourage involvement with peers and staff.
Intensity Level 1 Pulling away from interaction but easily redirected, happy noises with some agitation at times, may have some *low intensity* digging/picking behaviors	Give praise, calm voice. Encourage continued interaction. Attempt to physically redirect digging/picking behaviors or give a replacement item.
Intensity Level 2 Grabbing at staff, resisting interactions with whole body, noises mostly agitated and loud, digging/picking behaviors are *more intense or frequent*	Cease interaction while grabbing. Attempt to help him calm by using redirection, clapping, or a soft voice. May need a quiet area. Try interaction again once displaying calm behaviors.
Intensity Level 3 *Repeated* self-injury or aggression/grabbing of staff, loud agitated noises that are repeated and/or sustained, intense and frequent digging/picking behaviors *causing bleeding or other health concern*	Cease interaction while grabbing or being aggressive. Attempt to help him calm by using music, book on tape, redirection, or a soft voice. He will need to go to a quiet area until displaying calm behaviors. Nurse will need to be notified to help with wound care/documentation. Group home should be notified in writing or by phone.
Level X Sleeping and not able to be awakened. Attempt to awake every 15 minutes.	Attempt to awake every 15-minutes with loud noise and interaction. If he awakes, engage in activity and routine.

"Intensity levels" are descriptions of physical behaviors that may exist during the school day. Some **or** all behaviors may exist at each level.

Visually Represent Data

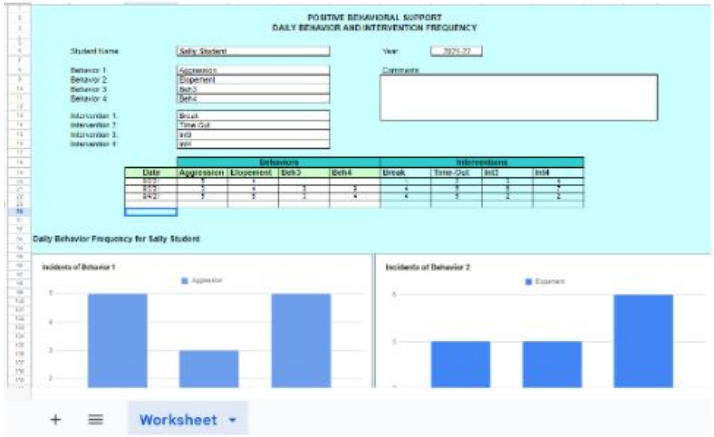


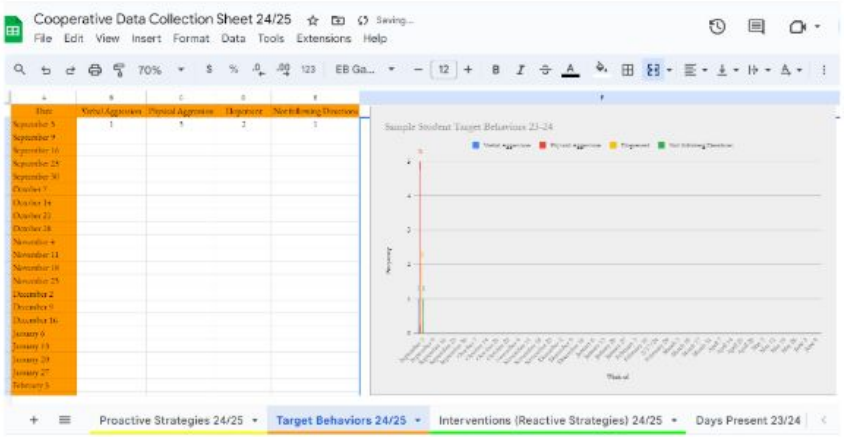


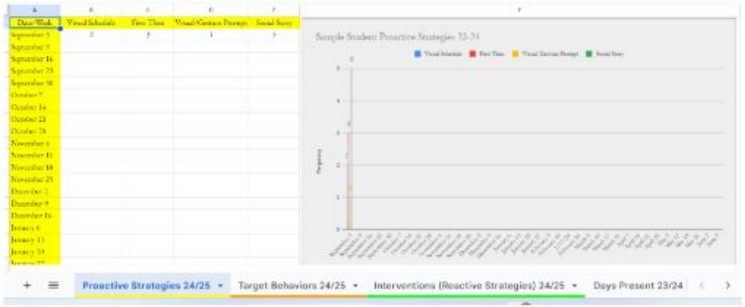


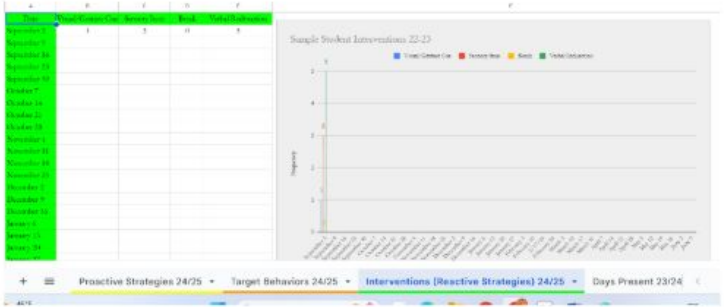
Data to Collect: Progress Monitoring

Tools for Charting/Graphing Data









Fidelity Checks for Intervention

Using a Visual Support Fidelity Checklist

Date: 1/24/22	Location: Classroom	Materials: Visual supports

Steps	✓ 1	✓ 2	✓ 3
1. Gain student's attention		✓	✓
2. Direct student's attention to the visual cue	✓	✓	✓
3. Point to the visual and verbally state the expected behavior	✓	✓	✓
4. Prompt the student to demonstrate the behavior with a verbal and gestural prompt (e.g., "show me" or "you do it")			✓
5. Give up to 5 seconds of wait time for the student to respond to the request			✓
6. Use behavior specific praise and "*describe other reinforcer here*" if correct response to request, or If the student does not respond to the request, use least to most prompting until the student follows the request		✓	✓
7. Adult's verbal and non-verbal behavior is calm and supportive in all steps	✓	✓	✓
Performance Criteria: 7/7 steps in 2 consecutive attempts	3/7	5/8	7/8

"Target Skill" Fidelity Checklist

Date:	Location:	Materials:

Steps	✓ 1	✓ 2	✓ 3
1.			
2.			
3.			
4.			
5.			
6.			
7.			
Performance Criteria:			

Questions to ask along the way

- Why am I collecting this data? How is it going to be used?
- What questions do I hope to answer with it?
- Is the way I am collecting the data going to help me answer that question?
- Is the data meaningful?
- Who will analyze it? How often?
- How/where/when is this being presented and to what audience?
- Are those responsible for collecting it going to be able to do so with relative ease?
- Do those responsible for collecting data understand how to record the information we need?
- Do they understand the reason why the information is important?
- Am I presenting the results in a way that the audience can understand in a meaningful way?

DATA

SORTED

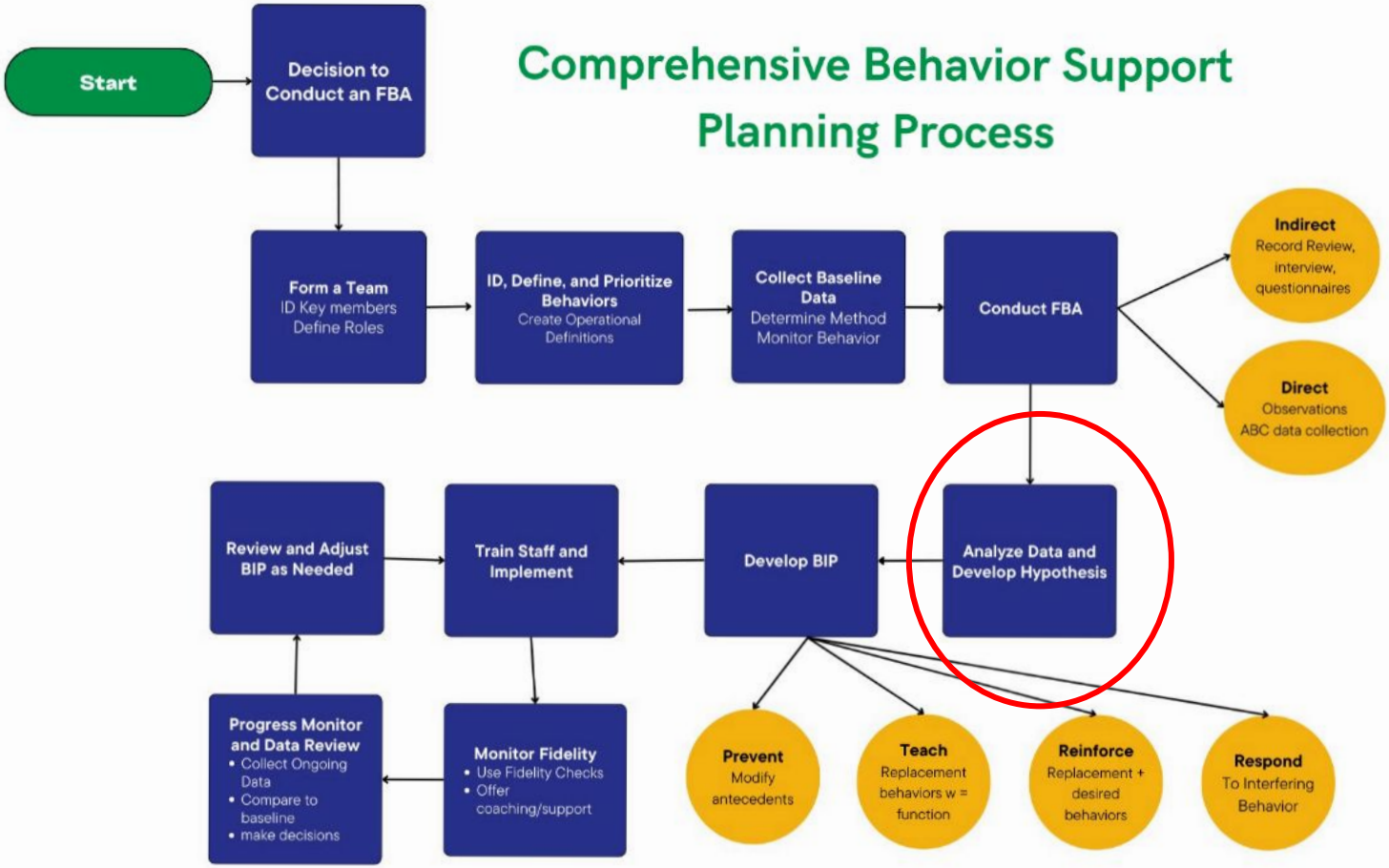
ARRANGED

PRESENTED
VISUALLY

EXPLAINED
WITH A STORY

ACTIONABLE
(USEFUL)

Comprehensive Behavior Support Planning Process



Hypothesize: Analyze data & form hypothesis

Combine Data Sources:

Use information from both indirect and direct data to develop a hypothesis.

Form Hypothesis Statements:

Explain why the behavior occurs (e.g., "The student leaves his seat because he delays starting taks").

Use the Hypothesis to Guide Intervention Planning:

The more accurate the hypothesis, the more effective the intervention.

Hypothesis Statement Structure

Routine (Where)			
Setting Event	Antecedent: When:	Behavior: Student does:	Consequence Because: Therefore the function of the behavior is to get/avoid:

Hypothesis Statement Structure

Routine (Where) Special Education Class			
Setting Event None Identified	**Antecedent:** **When:** Lil is given instruction to work on a task independently	**Behavior:** **Student does:** She will cry and say that the work is too hard	**Consequence** **Because:** An adult walks over to help **Therefore the function of the behavior is to get/avoid:** Get Adult Attention

Behavior Intervention Planning

- Function-Based Intervention Plans are designed to address the purpose the behavior serves.
- The BIPs will provide students with the skills and training to obtain their needs through appropriate behaviors.
- How do we ensure that the intervention plan designed is serving the same function as the challenging behaviors?

Collaboration on BIP Development

Data Analysis

- Team members share their findings from observations, interviews, and other data sources. Discuss patterns and discrepancies.

Consensus on Hypotheses:

- Agree on the likely function(s) of behavior based on collected evidence.

BIP Planning:

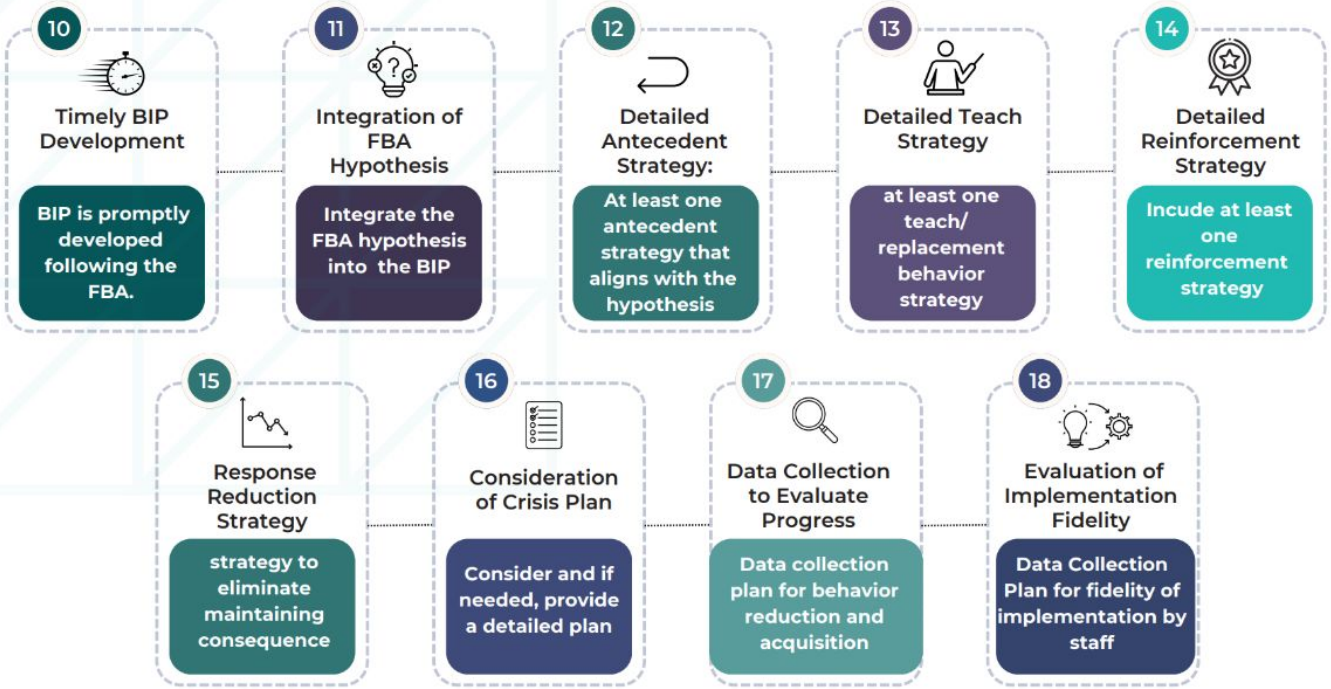
- Collaborating decide on proactive strategies, teaching approaches, and reinforcement plans, ensuring they are realistic and aligned with the needs of the student.

Teamwork in Implementation & Monitoring

- Assign roles for each part of the BIP (implementing strategies, collecting data, and tracking progress).
- Schedule regular check-ins to discuss what's working, what's not, and necessary adjustments.
- Use the team to ensure strategies are implemented with fidelity.

Behavior Intervention Planning

Technical Adequacy Tool for Evaluation (TATE): A tool developed to measure the technical adequacy (quality) of completed FBAs and BIPs.



Technical Adequacy Tool

FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form

District/State _____ Evaluator _____ Date of Review _____ IRR ☐ Yes ☐ No IRR Score: _____
ID _____ Date of FBA _____ Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
Part I. FUNCTIONAL BEHAVIOR ASSESSMENT Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. *Check all that apply.* ☐ Student interview ☐ Parent interview ☐ Teacher interview ☐ Rating Scales ☐ Direct Observations ☐ Team members participating listed ☐ Record Review ☐ Efficient FBA (team meeting, ERASE, etc.) ☐ Other _____	**0** = unable to determine **1** = 1 source/person or list of names with no detail **2** = two or more sources with supporting details	
	2. Problem behaviors are **identified** and **operationally defined**. (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA List problem behavior(s): _____	**0** = no problem behavior identified; **1** = behaviors are identified but definitions are ambiguous or subjective **2** = ALL identified behaviors are operationally defined.	
	3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data. ☐Target Behavior ☐Method ☐Time Frame ☐Analysis	**0** = unable to determine **1** = data collected, but omits at least one of the essential details **2** = data collected, AND includes all 4 essential details	
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage"	**0** = unable to determine,	

Technical Adequacy Tool

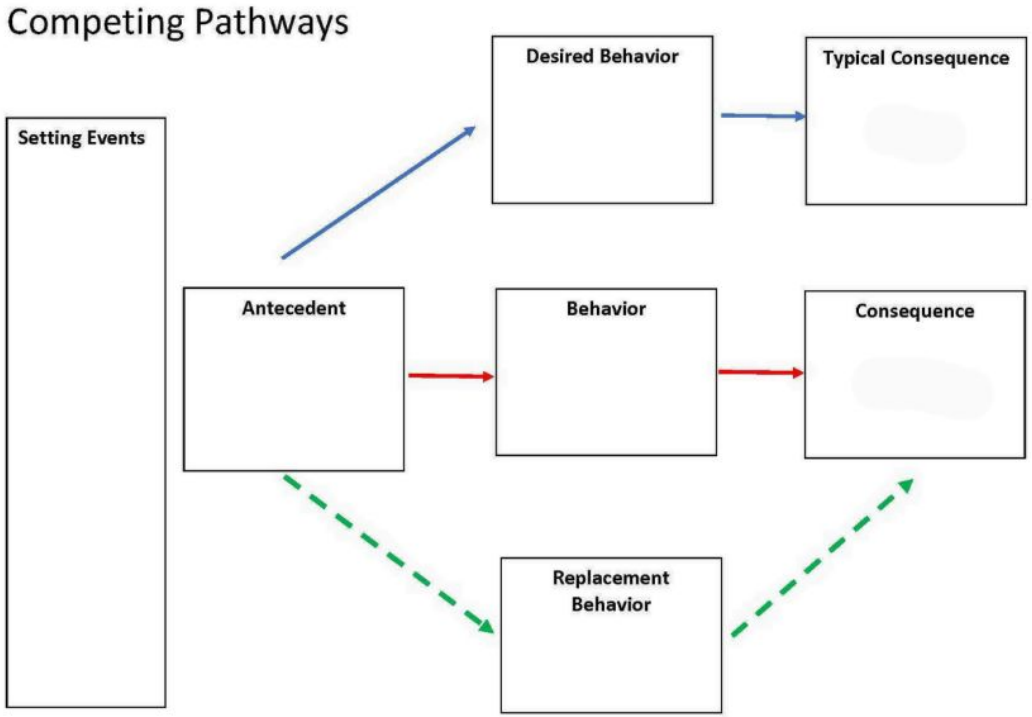
Development		are operationally defined.
	3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data. ☐Target Behavior ☐Method ☐Time Frame ☐Analysis	**0** = unable to determine **1** = data collected, but omits at least one of the essential details **2** = data collected, AND includes all 4 essential details
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. *List setting events (slow triggers):* Distant event_____ Environmental, social, or physiological events_____	**0** = unable to determine, OR no indication setting events were considered **1** = identified, no contingency **2** = identified, AND contingency described, OR clear indication no setting events exist
	5. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified. List antecedents (triggers): _____	**0** = none, OR not antecedents **1** = identified, lacks detail **2** = identified AND detailed

Iovannone, Christiansen,& Kincaid (Revised August 2015)

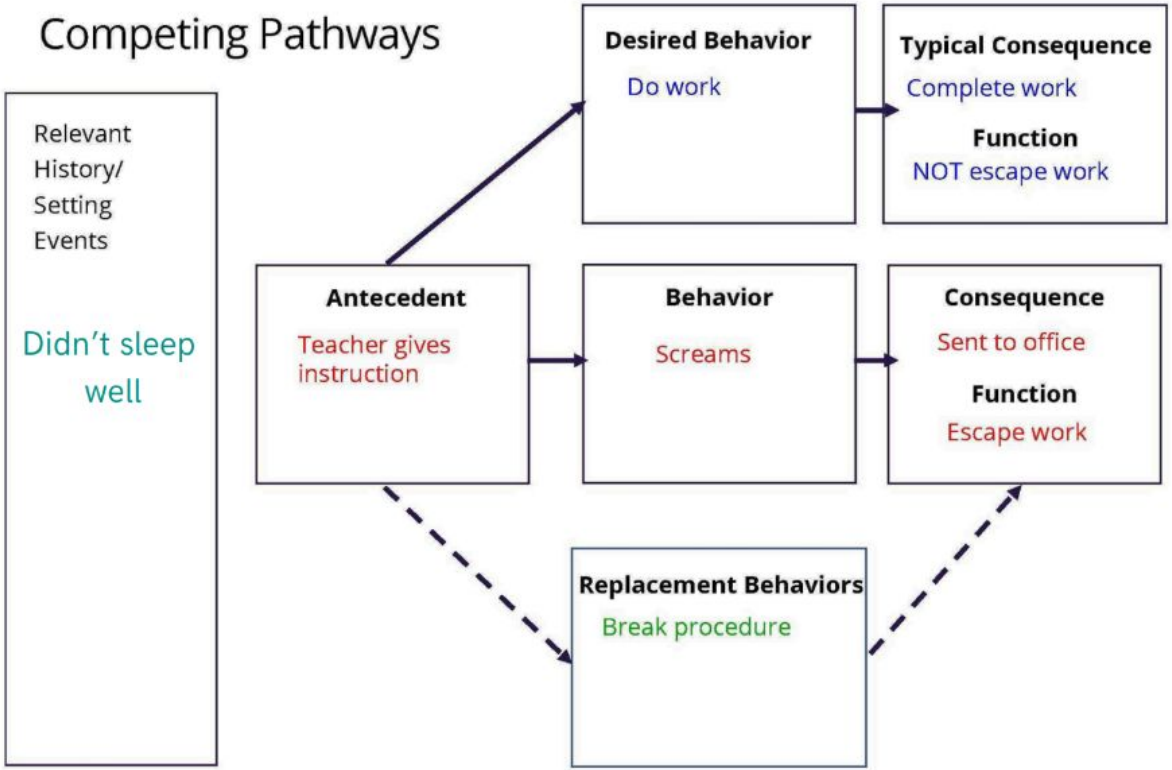
Technical Adequacy Tool

Component	Item	Scoring Guide	Score
	6. Antecedent events in which problem behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified. List antecedents: _____	**0** = none, OR not antecedents **1** = identified, lacks detail **2** = identified AND detailed	
	7. Consequences (i.e., how others respond immediately after problem behavior occurs) are identified. List consequence(s): _____	**0** = none, OR not consequences **1** = identified, lacks detail **2** = identified AND detailed	
	8. An identifiable hypothesis or summary statement that includes three essential components (i.e., antecedent events, behavior, function) is present and linked to the antecedent events and consequences listed in the FBA. Check each component present in the hypothesis and the presence of its ink to the FBA data ☐ Antecedent events Link: Yes/No ☐ Description of problem behavior Link: Yes/No ☐ Function of behavior Link: Yes/No	**0** = no identifiable hypothesis, OR only one component or no (zero) components linked to FBA data **1** = identifiable hypothesis with 2 components linked to FBA data. **2** = includes all 3 components AND all 3 components are linked	
	9. Function of behavior is one identified in research literature, provides specificity, and is linked to FBA data. ☐ Positive reinforcement—To get/obtain (attention, tangible, sensory stimulation) _____ ☐ Negative reinforcement—To escape/avoid/delay (tasks, attention,, tangibles; painful/uncomfortable stimuli) _____ ☐ Multiple functions (positive and negative reinforcement) _____	**0** = no function identified, OR no hypothesis, OR function not in research literature **1** = function identified in research literature, not linked to FBA data. **2** = function identified in research literature, AND linked	
		FUNCTIONAL BEHAVIOR ASSESSMENT SCORE	/18

Behavior Intervention Planning



Behavior Intervention Planning

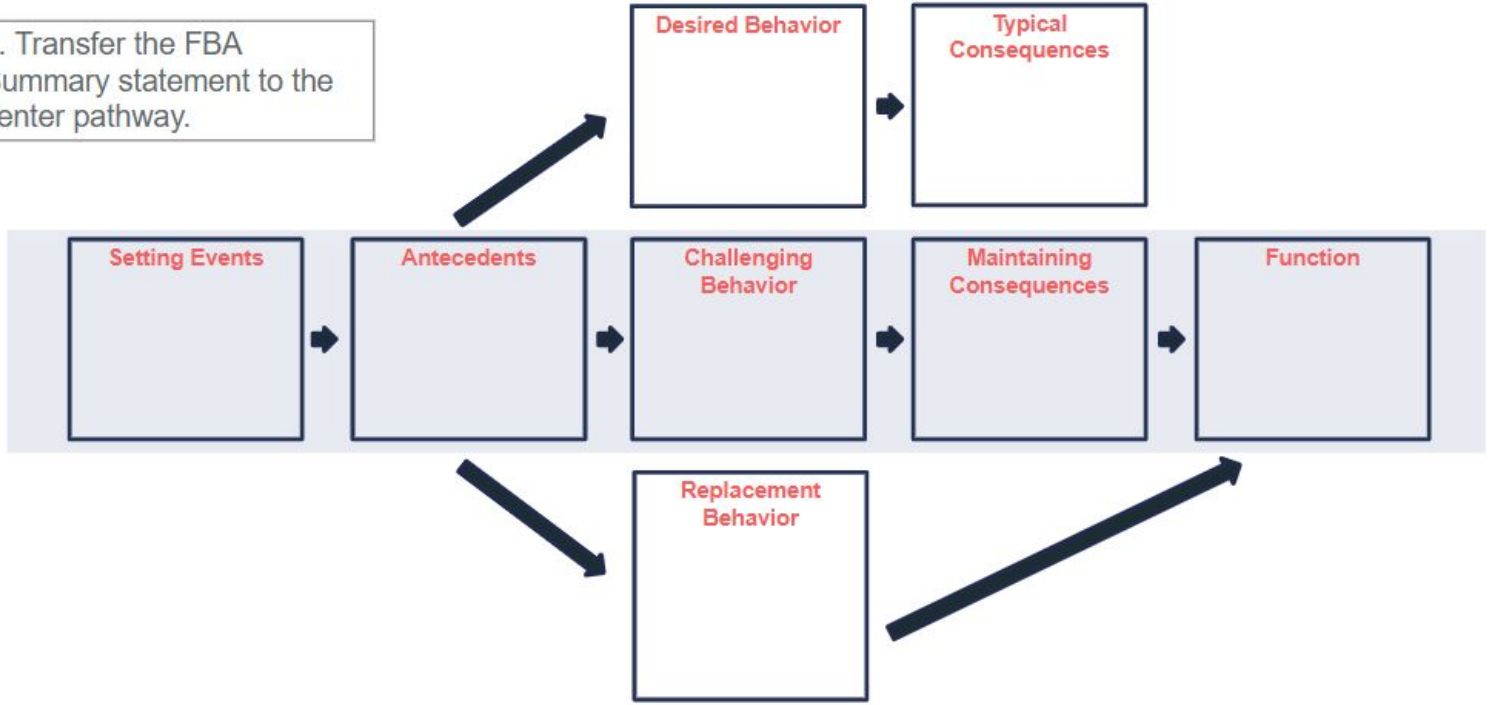


Why do we use Competing Pathways?

- Provides a sequential problem solving format for the team.
- Provides clarity in understanding why the behavior is occurring.
- Ensures the preventative strategies, replacement behavior and response strategies correlate to the student's current antecedents, behavior and consequences.

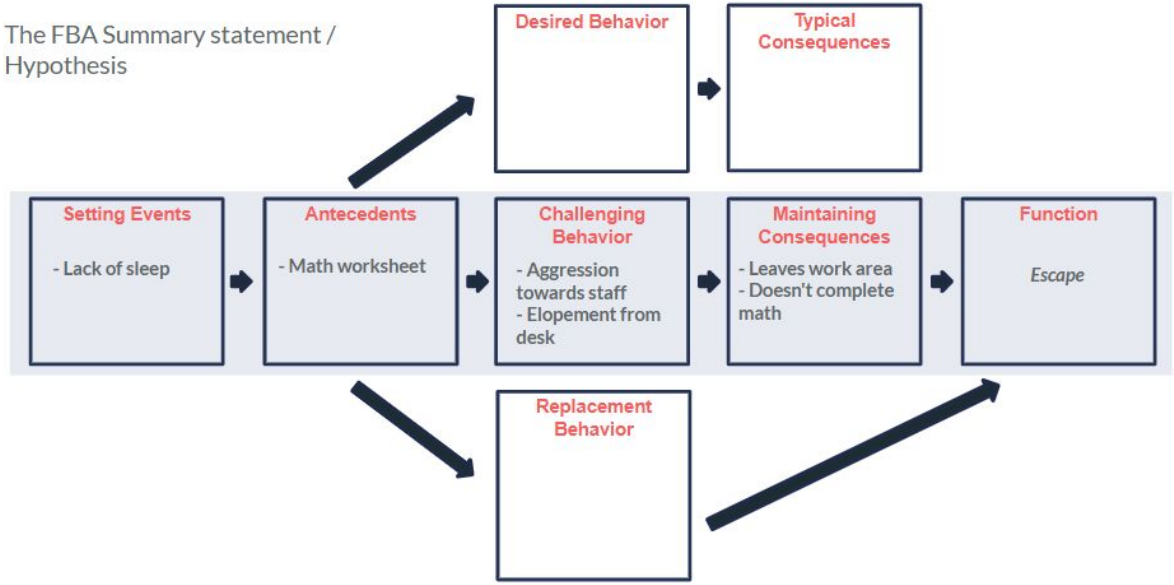
Competing Behavior Pathway

1. Transfer the FBA Summary statement to the center pathway.



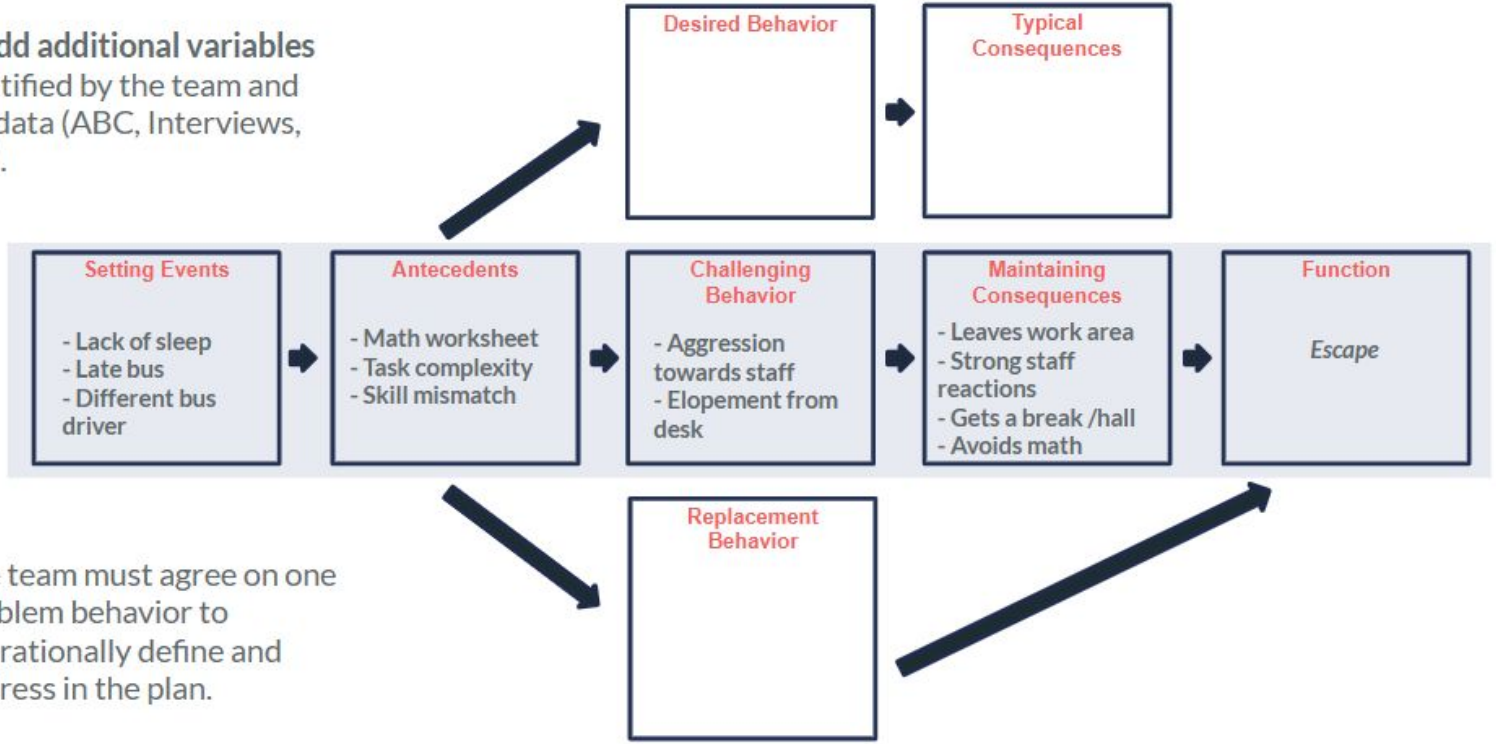
FBA Summary/Hypothesis

"When Jordan has had little sleep and is presented with math worksheets, he will engage in aggression and elopement, which is maintained by escape from the tasks."



Competing Behavior Pathway

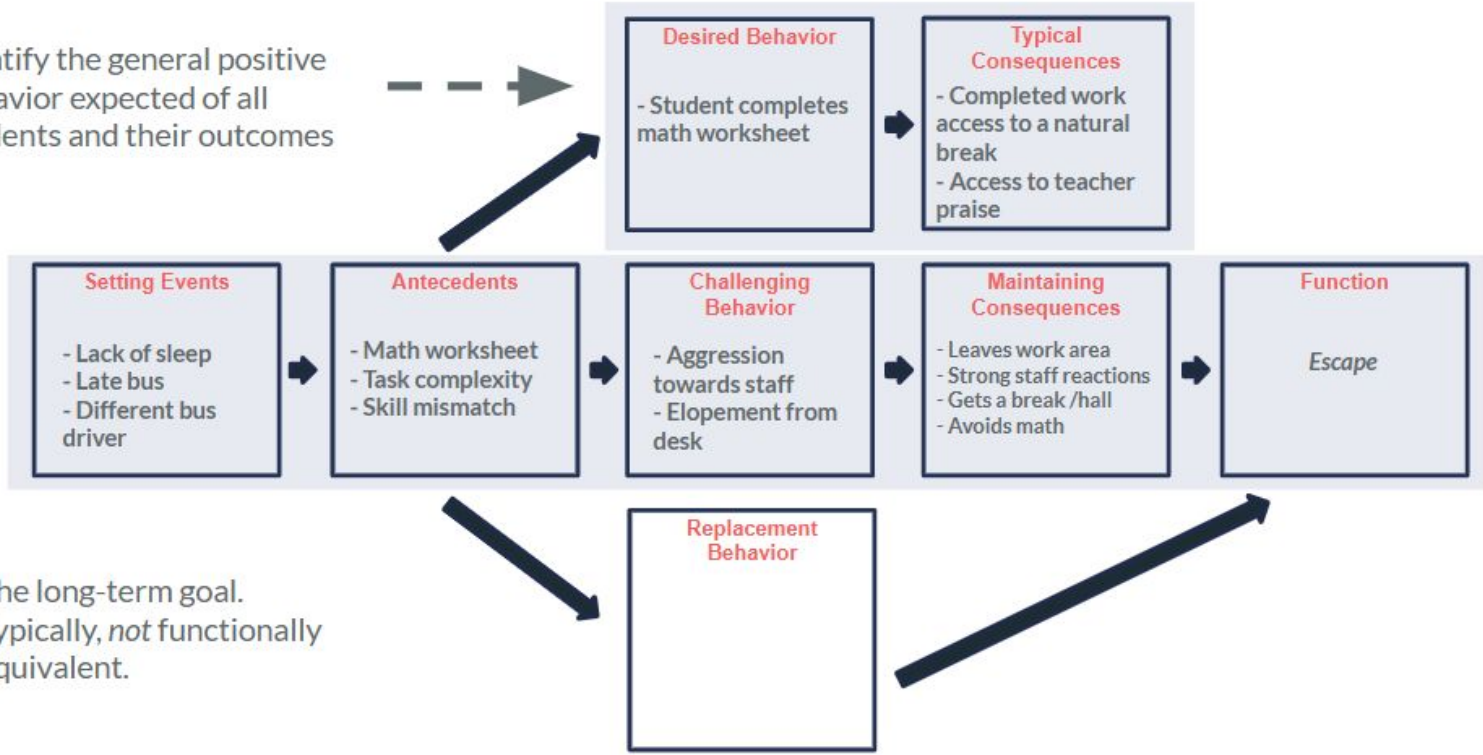
2. **Add additional variables** identified by the team and the data (ABC, Interviews, etc.).



The team must agree on one problem behavior to operationally define and address in the plan.

Competing Behavior Pathway

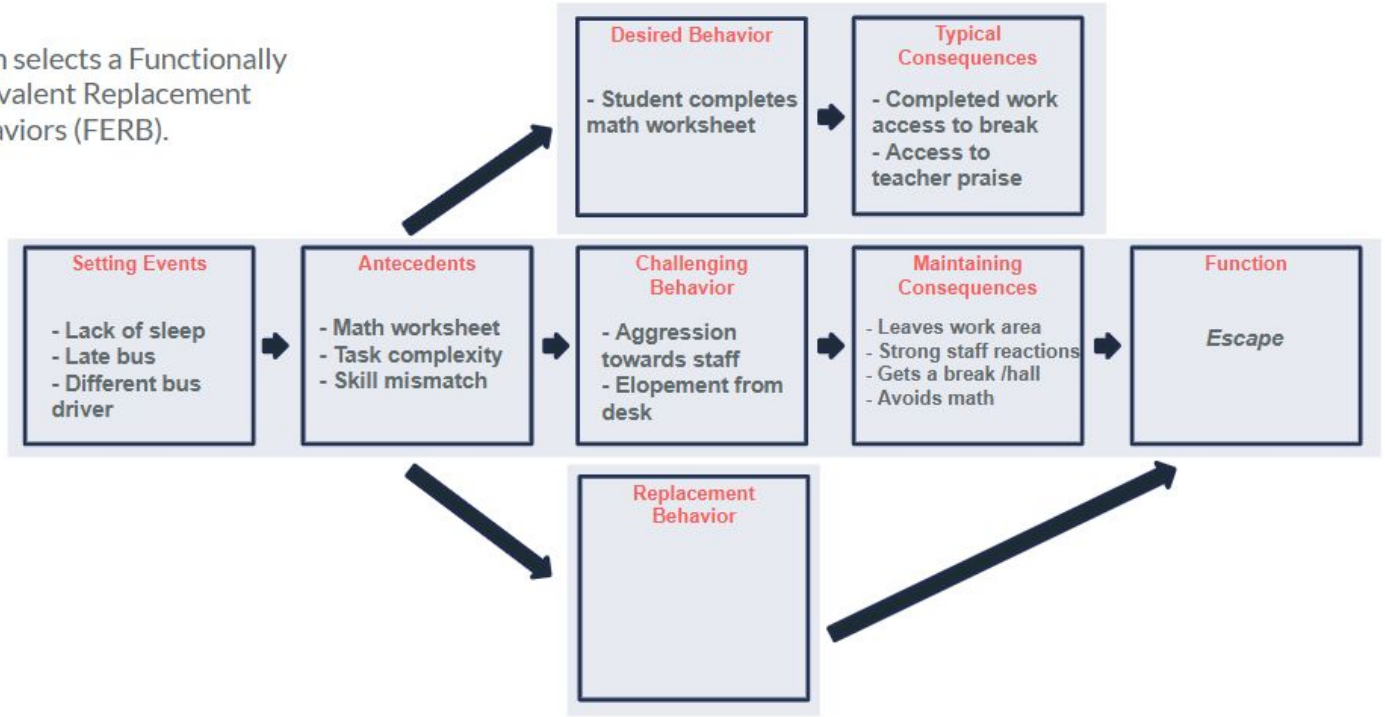
Identify the general positive behavior expected of all students and their outcomes



- The long-term goal.
- Typically, *not* functionally equivalent.

Competing Behavior Pathway

Team selects a Functionally Equivalent Replacement Behaviors (FERB).



Replacement Behavior Guidelines

- Serves the same purpose, function, as the challenging behavior.
- It needs to be something a student can do or learn to do.
- The more efficient and effective, the more likely it will be used instead of the challenging behavior.
- The rewards for engaging in the replacement behavior should be greater than engaging in the challenging behavior.

Replacement Behavior Guidelines

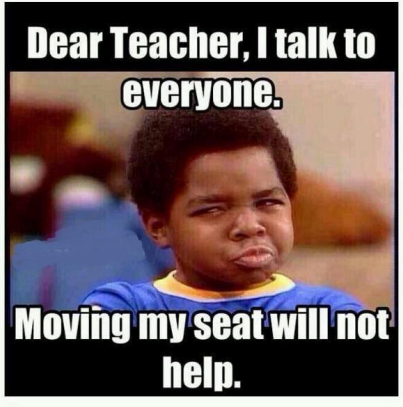
The replacement behavior must get the reinforcement (e.g., attention, escape, automatic reinforcement) ***faster, easier, and more reliably.***

		Behavior	Function
1	Pathway A	Tantrum behavior	Escape
	Pathway B	Two more math problems	
2	Pathway A	Hit Staff	Escape
	Pathway B	Search for the correct word on their AAC device	

Functionally Equivalent examples

Teach student using explicit instruction

- Signal a need for help appropriately
- Use a “calming break” pass
- Ask for reduced demands (homework pass)
- Ask for more time to complete a task
- Request a movement break
- Request an alternative activity
- Complete shortened versions of the task



Competing Behavior Pathway

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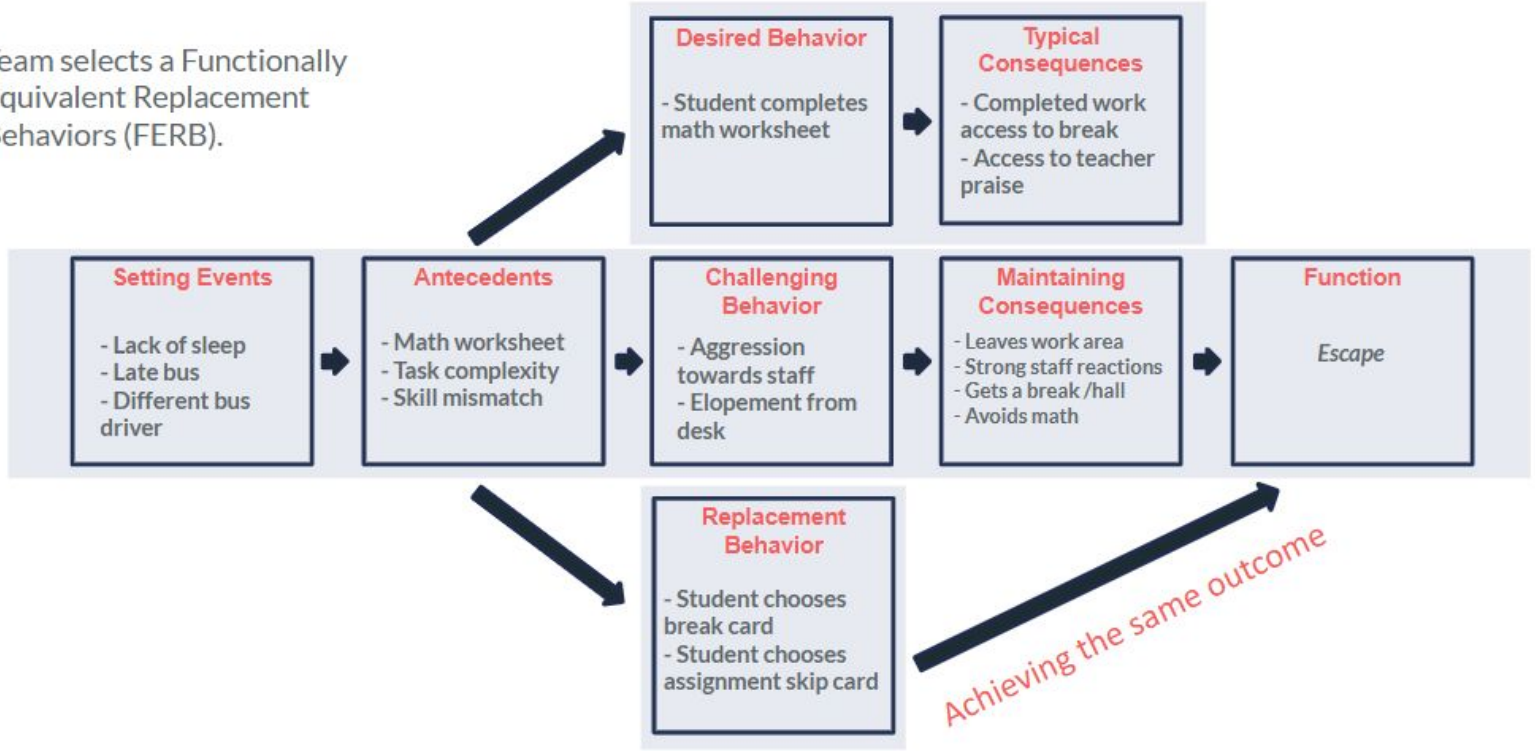
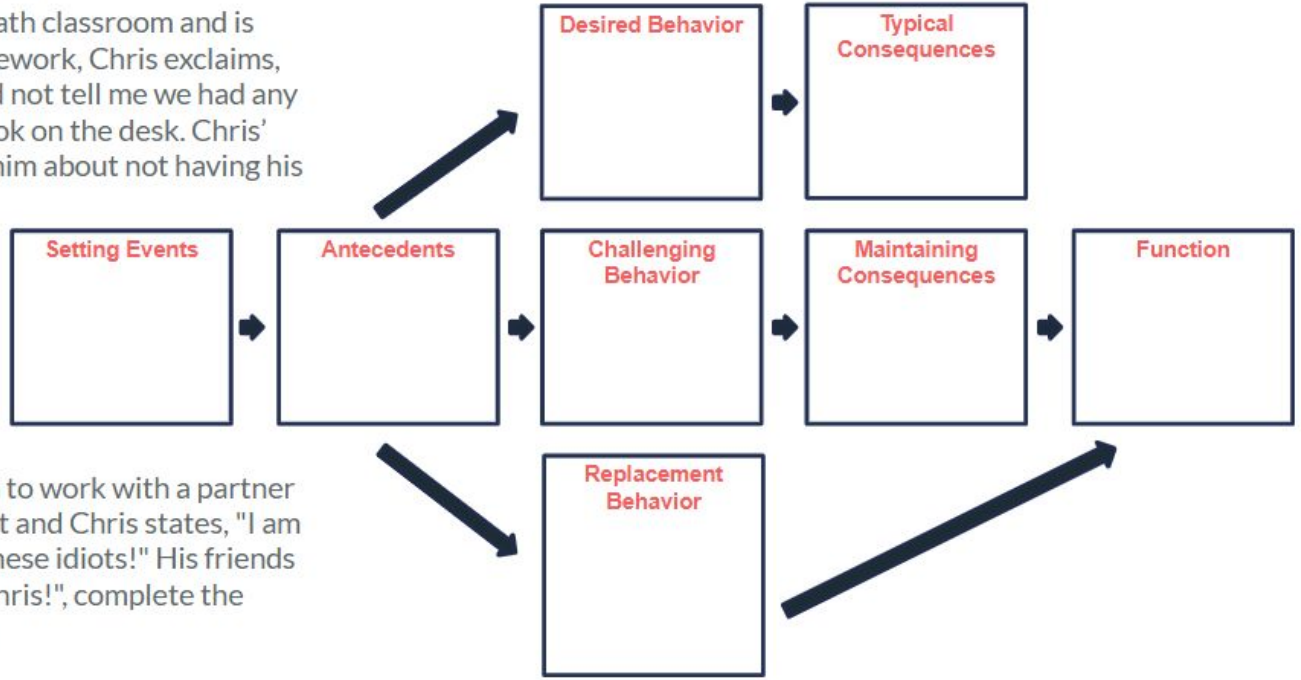


Competing Behavior Pathway

When Chris enters the Math classroom and is asked to take out his homework, Chris exclaims, "what homework? You did not tell me we had any homework! "Slams his book on the desk. Chris' peers all laugh and tease him about not having his work complete.



The teacher redirects him to work with a partner to work on the assignment and Chris states, "I am not working with any of these idiots!" His friends turn and say "$@*# you Chris!", complete the assignment on your own!

Competing Behavior Pathway

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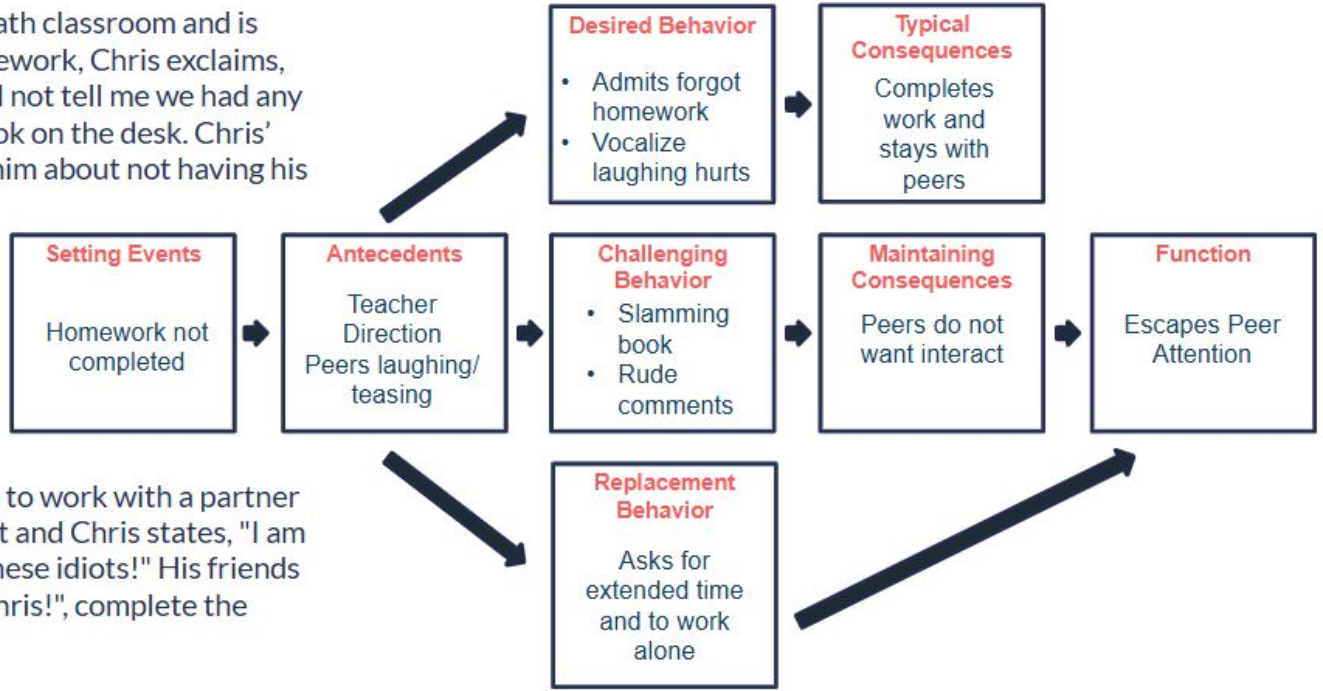


The teacher redirects him to work with a partner to work on the assignment and Chris states, "I am not working with any of these idiots!" His friends turn and say "$@*# you Chris!", complete the assignment on your own!

Competing Behavior Pathway

- The link between the FBA and the BIP
- Is used to determine a functionally equivalent replacement behavior
- Helps ensure that the BIP is a function based intervention plan

Preventative Strategies

Escape Scheduled Breaks Offer choices Break down task	**Attention** Regular Attention Given Assign classroom helper roles Seating arrangements
Tangible Build access in to schedule Model requesting access	**Sensory** Sensory diet Visual schedule

Teach a Replacement

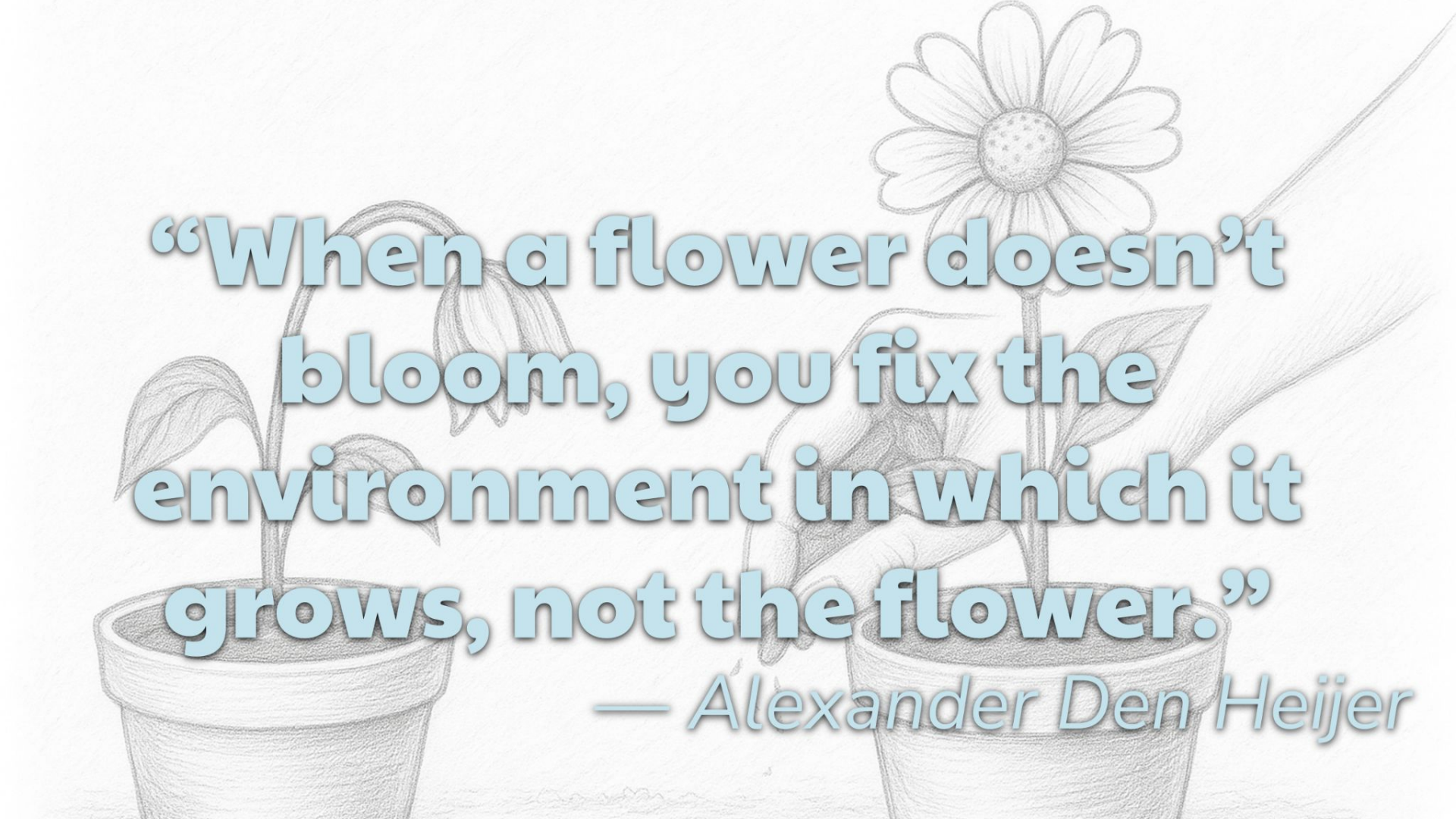
Escape Ask for break Give break card	**Attention** Raise hand Teach greetings
Tangible Honor communication Teach to ask for more time	**Sensory** Teach appropriate time/place Provide alternatives

Response to a Desired behavior

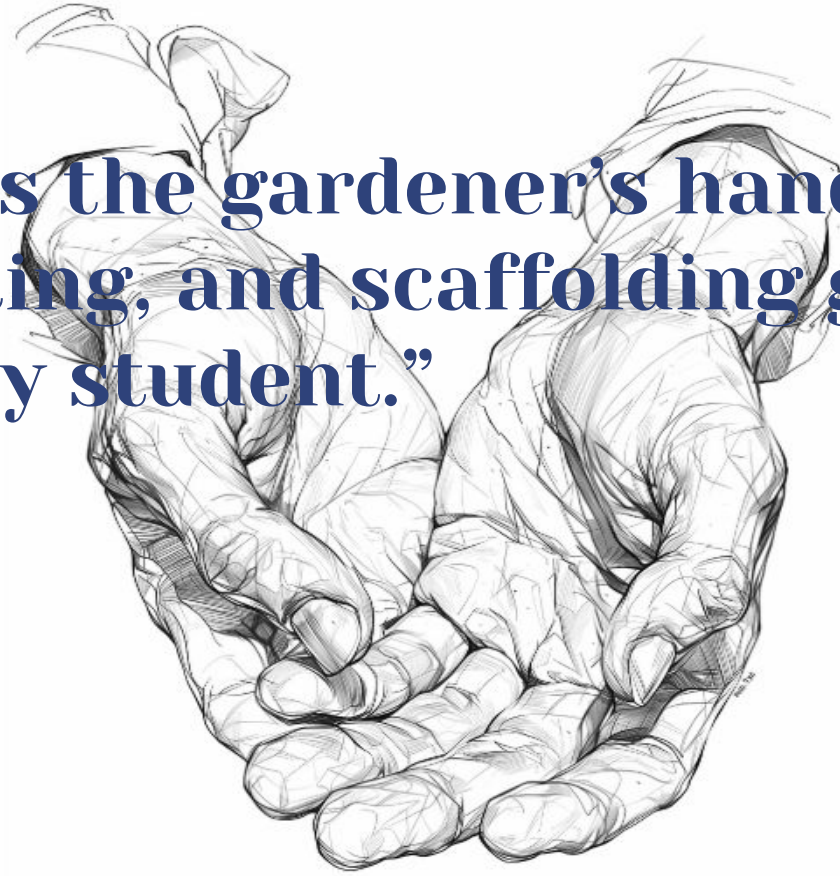
Escape • Allow break upon request • Allow choice time while gradually increasing time on task	**Attention** Respond with high quality attention when replacement behavior occurs.
Tangible • Allow access when replacement behavior occurs • Allow access after specified wait time	**Sensory** • Engaging in the behavior itself is rewarding • Provide behavior specific praise • Allow access to sensory activities

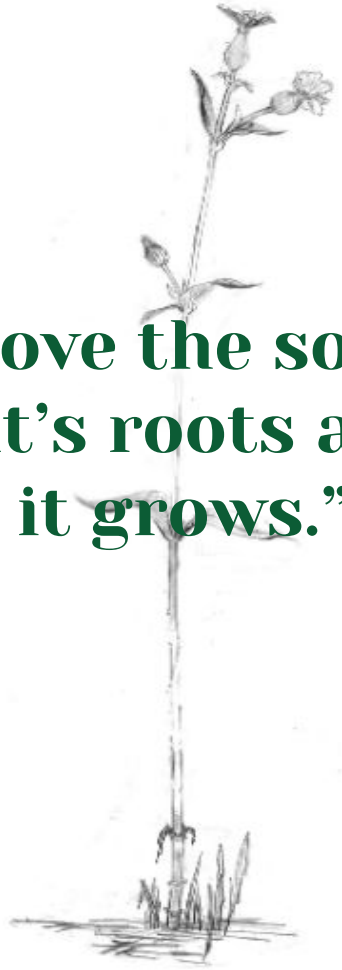
Response to Impeding behavior

Escape	Attention
• Reduce demand expectations (with caution!) and deliver break • Prompt replacement behavior. Provide short break	Planned ignore (impeding behavior), redirect to replacement behavior
Tangible	**Sensory**
Prompt replacement behavior If item has to be denied, offer different choices	Redirect to replacement behavior and reinforce


“When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.”
— Alexander Den Heijer

“Tier 2 is the gardener’s hand: guiding, supporting, and scaffolding growth for every student.”





“What we see above the soil is only part of the story. A plant’s roots always hold the reasons for how it grows.”

Resources

Wayne RESA Autism Behavior Lab

Autism Behavior Lab – October 15, 2024
Presented by Wayne RESA Autism Coaches:
Content utilized includes:

- Applied behavior analysis concepts
- Behavior intervention planning frameworks
- Visuals and examples related to behavior pathways, function, and intervention alignment

Oakland Schools

Comprehensive Functional Behavior Assessment and Behavior Support Planning
Authored and presented by:
Fatima Othman, MAT, BCBA, LBA
Special Populations Behavior Consultant, Oakland Schools
Content utilized includes:

- FBA components and definitions
- Behavior support planning structures
- Example strategies and planning tools