Module 1:
Introduction to FBA
D.A.S.H.
Defining Behavior

A Series of 12 Modules on

Functional Behavioral Assessment; Analyzing Data/ Designing *Behavior Intervention Plans*, Implementation & Progress Monitoring

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Series of 12 Modules on FBA

Module 1. An Introduction to Functional Behavioral Assessment; Using **D.A.S.H.** to **D**efine, **A**sk, **S**ee & **H**ypothesize about Behavior; and <u>D</u>EFINING Behavior

Module 2. The ABCs of Understanding Behavior—Antecedents, Behavior, Consequence, Function & Setting Events

Module 3. **D.A.S.H.** <u>ASKING</u> about Behavior: Interviewing Staff, Student & Parent/Caregiver *(INDIRECT DATA)*

Module 4. **D.A.S.H.** <u>SEEING</u> Behavior: Observing the Student *(DIRECT DATA)*

Series of 12 Webinars on FBA (cont.)

Module 5. **D.A.S.H.** <u>HYPOTHESIS</u> Verification: Comparing *INDIRECT* & *DIRECT DATA*

Module 6. Choosing Data Collection Tools and Completing the Hypothesis Statement with Baseline Data

Module 7. Introduction to Behavior Intervention Planning (BIP) and the Competing Behavior Pathway; Looking at Replacement vs. Desired Behavior

Module 8. Function-Based Behavior Intervention Strategies for Antecedents, Setting Events and Consequences; Teaching New Behavior(s)

Series of 12 Webinars on FBA (cont.)

Module 9. Using the Behavior Intervention Plan to Implement and Evaluate (WHO will do WHAT by WHEN and HOW?)

Module 10. Progress Monitoring—Checking for Success

Module 11. Aligning the Functional Behavioral Assessment and Behavior Intervention Plan with the Individual Education Program

Module 12. Continuum of Multi-Tiered Systems of Support— What does this look like for Tier 1, Tier 2 and Tier 3?

Module 1:

An Introduction to Functional Behavioral Assessment; Using D.A.S.H. to Define, Ask, See & Hypothesize about Behavior; **D**efining Behavior

Module 1 Outcomes:

- Defining Functional Behavioral Assessment (FBA) as a team process and determining the four conditions under which an FBA must be conducted

- Understanding FBA as part of a Multi-Tiered System of Support

- Using the acronym **D.A.S.H.** to identify the steps of an FBA

- Developing skills to describe behavior in observable, measurable terms

Webinar Downloads

This PowerPoint is available for download.

There are THREE REQUIRED FORMS for FBAs and BIPs

1. *Functional Behavioral Assessment (December 2013)*
2. *Behavior Intervention Plans (December 2013)*
3. *Considerations for Positive Behavior Support Form (December 2013)*

which can be downloaded with this webinar or accessed at https://portal.nycenet.edu/SpecialPopulations/SpecialEd/Behavior.html

You will see other forms as part of this series, but these are *optional forms.*

What is an Functional Behavioral Assessment (FBA)?

A functional behavioral assessment (FBA) means the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. (NYSED Policy Brief May 2011)

Triangle Activity:

Applying the Three-Tiered Logic
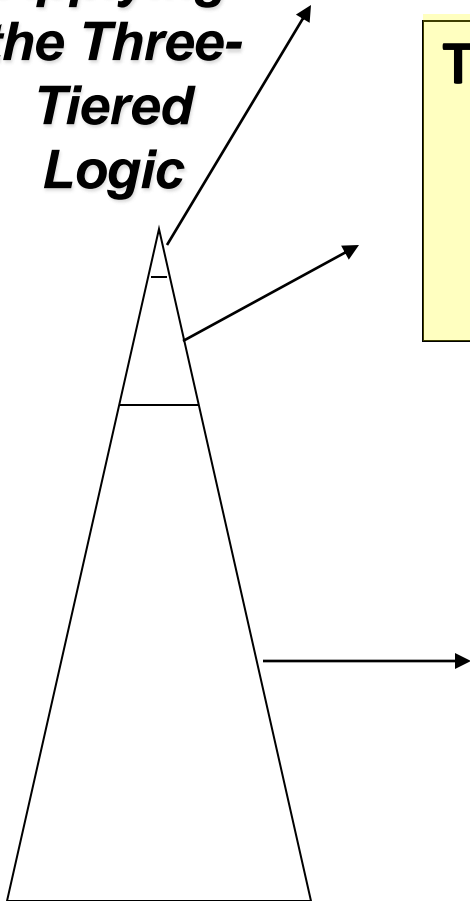
Tier 3

Tier 2

Tier 1

Function-based support is best practice

Tier 1 - for ALL students: School-wide and Class-wide behavior instruction adheres to the same principles of function-based behavioral instruction. These practices align with the Danielson Teaching Framework (Domain 2).

Tier 2 - for SOME students: Targeted group interventions for students who do not respond to the core behavioral curriculum. These interventions can occur in the classroom and are based on student needs. Examples: behavior contracts, check-in check-out with staff, and specific social skills instruction (e.g., anger management).

Tier 3- for a FEW students: Individualized interventions for students who need more intensive instructional supports Examples: FBA-BIP and "wraparound support" involving outside agencies.

School-Wide Systems for Student Success:
A Response to Intervention (RTI) Model

Academic Systems

Behavioral Systems

Tier 3/Tertiary Interventions   1-5%
- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions   5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions   80-90%
- All students
- Preventive, proactive

1-5%   **Tier 3/Tertiary Interventions**
- FBA-BIP
- Wraparound Systems of Care

5-15%   **Tier 2/Secondary Interventions**
- Check In, Check Out
- Behavior Contracts
- Daily home/school notes
- Small group social skills training
- Some individualizing

80-90%   **Tier 1/Universal Interventions**
- Core Behavioral and Social Emotional Learning curriculum
- Social Skills Teaching and Reinforcement Systems
- Data-based Decision Making
- Parent Collaboration
- All Students/ All Environments
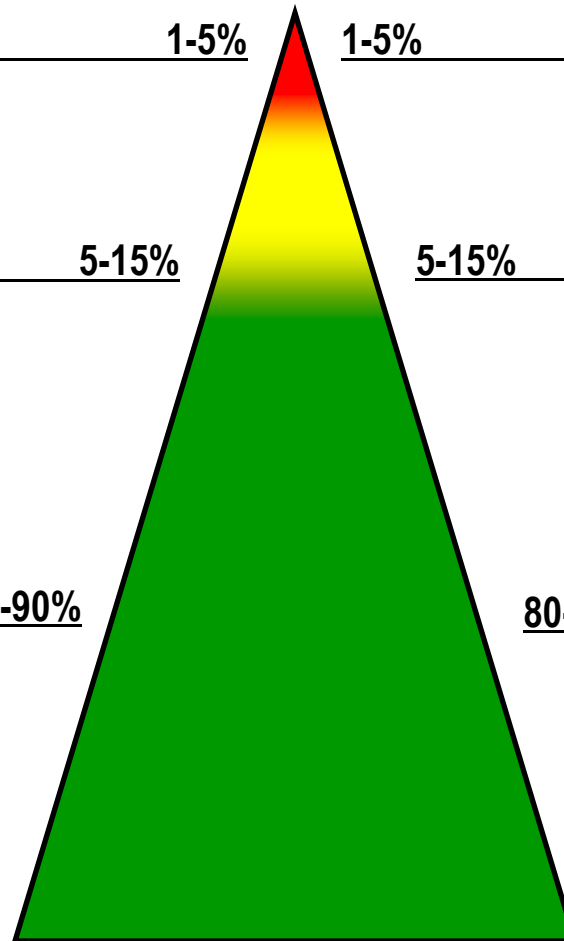
When must an FBA be conducted?

The student's need for an FBA must be considered whenever:

- A student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;

- The student's behavior places the student or others at risk of harm or injury;

- The Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) is considering more restrictive programs or placements as a result of the student's behavior; and/or

- The student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability. (NYSED Policy Brief May 2011)

Please note: The FBA for a student with a disability is an evaluation, and as with other assessments in the IEP process, requires parental consent *[NY State Regulations Part 200.5(b)]* and prior written notice [*NY State Regulations Part 200.5(a)].*

Functional Behavioral Assessment is a …

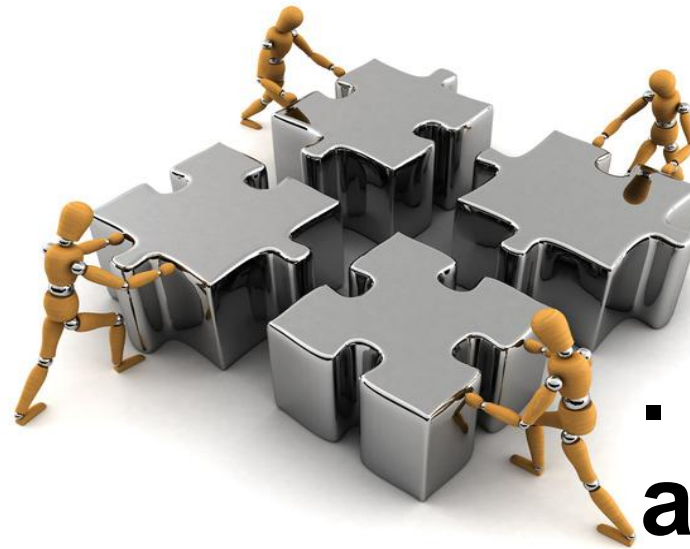# *Team Process*

Behavior Support Team Members . . .

Bring the *Positives* . . .

KNOW the student

Use *Constructive* dialogue

. . .as well as the *Problems*

EVERY Team member is involved in developing the FBA.

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The Student's Behavior Support Team Members can include:

- CSE Team
- Family Members & Invitees
- Teachers (General and Special Education)
- Guidance Counselors and Related Services Providers
- Principal or Assistant Principal
- Paraprofessionals
- Student (if appropriate—consider capacity for meaningful contribution & involvement)

Member Tasks

Regardless of title (administrator, clinician, teacher, paraprofessional, etc.), a team member could act as the:

- Data collector

- Collator of data

- Interviewer

- Observer

- Facilitator

- Behavior plan writer

- Instructor of skills
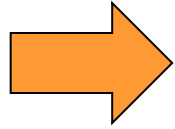
How to conduct an FBA?

D. A. S. H.

D efine

A sk

S ee

H ypothesize

D.A.S.H.

Define behavior in observable & measurable terms

Ask about behavior by interviewing staff, student & parent/guardian

-determine classes/activities where & when behaviors occur

-incorporate information from parent

-review records/IEP

-summarize where, when, & why behaviors occur

See the behavior

-observe the behavior during classes/activities specified

-observe to verify summary of where, when, & why from interviews

Hypothesize: a final summary of where, when & why behaviors occur

Always start by

DEFINING THE BEHAVIOR

Defining Observable Behaviors

Definitions of behaviors need to be:

> **Observable:** The behavior is an action that can be **seen or heard**.

> **Measurable:** The behavior can be **counted** or **timed**.

> **Pass the Stranger Rule: Defined so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!**

Activity

"Behavior: Measurable & Observable? or Not?"

1. Hits

2. Disrespectful

3. Pushes

4. Disruptive

5. Gets out of his/her seat

6. Aggressive

7. Yells

Activity

Provide an **observable & measurable** definition:

1. Wayne is <u>disruptive</u>.

2. Renata is <u>aggressive</u>.

3. Silvio is <u>defiant</u>.

Observable/Measurable Definition	Non-Observable/Measurable Definition
Calling out in a loud voice when class is engaged in group discussion or yelling at peers or walking around room	Disruptive behaviors
Hitting, kicking, pulling hair, throwing objects, or kicking over chairs	Physically aggressive behaviors
Threatens peers with bodily harm, screams obscenities at peers	Verbally aggressive behaviors
Yells "No" or "You can't make me" when given direction	Defiant behaviors
Calls peers names, cursing	Inappropriate language

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Response Class

Response Class of Behaviors: Set of different behaviors that have the same antecedent and function or purpose. The Response Class should include the specific behaviors that the student exhibits that are defined in observable, measurable terms.

Response Class of Behaviors	Specific Behaviors Defined
Tantrum	*Laying on floor, arms flailing, screaming, crying, kicking furniture*
Physical aggression directed towards classmates	*Hit, slap, kick, or push classmates*

Caution! Do not group together different behaviors unless you are CERTAIN that they have the SAME ANTECEDENT and FUNCTION (see next module).

Defining Behavior
Example = Talking out

What does the behavior look like and sound like?

Talking out: Any verbalization made by the student that was not initiated by the teacher and/or distracts others from the assigned tasks in the classroom.

Provide Examples and Non-Examples of the Problem Behavior

Examples of Talking Out:

- Answering a question directed to another student by the teacher

- Talking when the teacher is giving directions

- Talking to peers during independent work time

Non-examples of Talking Out:

- Answering a question that the teacher directed to the child

- Yelling to another student during recess

- Talking with a peer during group work

To be continued…

Looking forward to seeing you on May 8th, 2014 for

Module 2:

The ABCs of Understanding Behavior—
Antecedents, Behavior, Consequence,
Function & Setting Events

Acknowledgements

We would like to acknowledge the resources and materials from the National Technical Assistance (TA) Center on Positive Behavioral Interventions and Supports www.pbis.org, from which many of the activities and materials are adapted.

The TA Center on Positive Behavioral Interventions and Supports has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.