

New Jersey

Positive Behavior Support in Schools



New directions in school success

Understanding the Assessment and Design of Effective Behavior Support

Sharon Lohrmann, PhD

Assistant Professor of Pediatrics

Director, NJ Positive Behavior Supports in Schools

The Boggs Center-UMDNJ

Visit us at
www.njpbs.org

Sponsored by the New Jersey Department of Education,
Office of Special Education Programs in collaboration with the
Elizabeth M. Boggs Center on Developmental Disabilities at UMDNJ-RWJMS.
This initiative is funded through the I.D.E.A. 2004, Part B Funds and is administered by the
New Jersey Department of Education, Office of Special Education Programs.

THE ELIZABETH M. BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES
Department of Pediatrics



ROBERT WOOD JOHNSON
MEDICAL SCHOOL
University of Medicine & Dentistry of New Jersey



Session Purpose



- The purpose of this two part teleconference is to provide a parent friendly introduction to Functional Behavioral Assessment and Behavior Intervention Plans to maximize parent participation in the process.
- Part 1 will focus on developing an understanding of how behavior patterns develop and interpreting the function of behavior.
- Part 2 will illustrate the link between the function of behavior and how to select interventions and supports.
- Suggestions for how parents can be actively involved in the process will be incorporated into both sessions.

Positive Behavior Support in Schools (PBSIS) Initiative



- Partnership between:
 - New Jersey Department of Education, Office of Special Education Programs
 - Elizabeth M. Boggs Center at UMDNJ
- Sponsored by the New Jersey Department of Education, Office of Special Education Programs in collaboration with the Elizabeth M. Boggs Center on Developmental Disabilities at UMDNJ. This initiative is funded through the I.D.E.A. 2004, Part B Funds and is administered by the New Jersey Department of Education, Office of Special Education Programs.

Goal of the PBSIS Initiative



To support the inclusion of students with disabilities within general education programs by developing the capacity of schools to create environments that encourage and support pro-social student behavior at the school wide, classroom, and individual student levels using current, research validated practices in positive behavior support

**Check out the
PBSIS initiative at....**

www.njpbs.org



What is Positive Behavior Support?



- A research based process
- An adopted orientation to behavior intervention that is characterized by one's adherence to:
 - A core set of values rooted in child-first philosophies
 - The principles of behavioral science
 - A willingness to be flexible and think outside of the box

What is Positive Behavior Support?



- The core underlying premise of PBS is that
 - Behavior is comprised of 4 parts that make up a pattern
 - All behavior serves a function
 - Selected interventions should match the function of behavior AND address all 4 parts

Components of a Behavior Pattern



- **Setting events:** creates a context – sets the student up to have a problem
- **Antecedents:** what triggers behavior in the moment – the straw that breaks the camel's back
- **Behavior:** what the student does
- **Consequences:** what people say and do in response to the behavior – the reinforcement



Let's Look at an Example...

Components of a Behavior Pattern

Setting Events	Antecedent Triggers	Behavioral Response	Maintaining Consequence
Onset of Seizures Tired Vision Impairments Sensory Issues 1:1 para	Cassie is prompted to begin a difficult task Multiple rapid prompts are provided	Slides out of her chair onto the floor	Verbal Prompts Physical assist to get up Time away From task

Understanding Function of Behavior



- To get something (obtain)
 - Such as: attention, objects, sensory regulation
- To get out/ away from something (escape)
 - Such as: tasks, embarrassment, people
- To figure out the function, we need to understand what variables make up the pattern

Plan Function Based Interventions



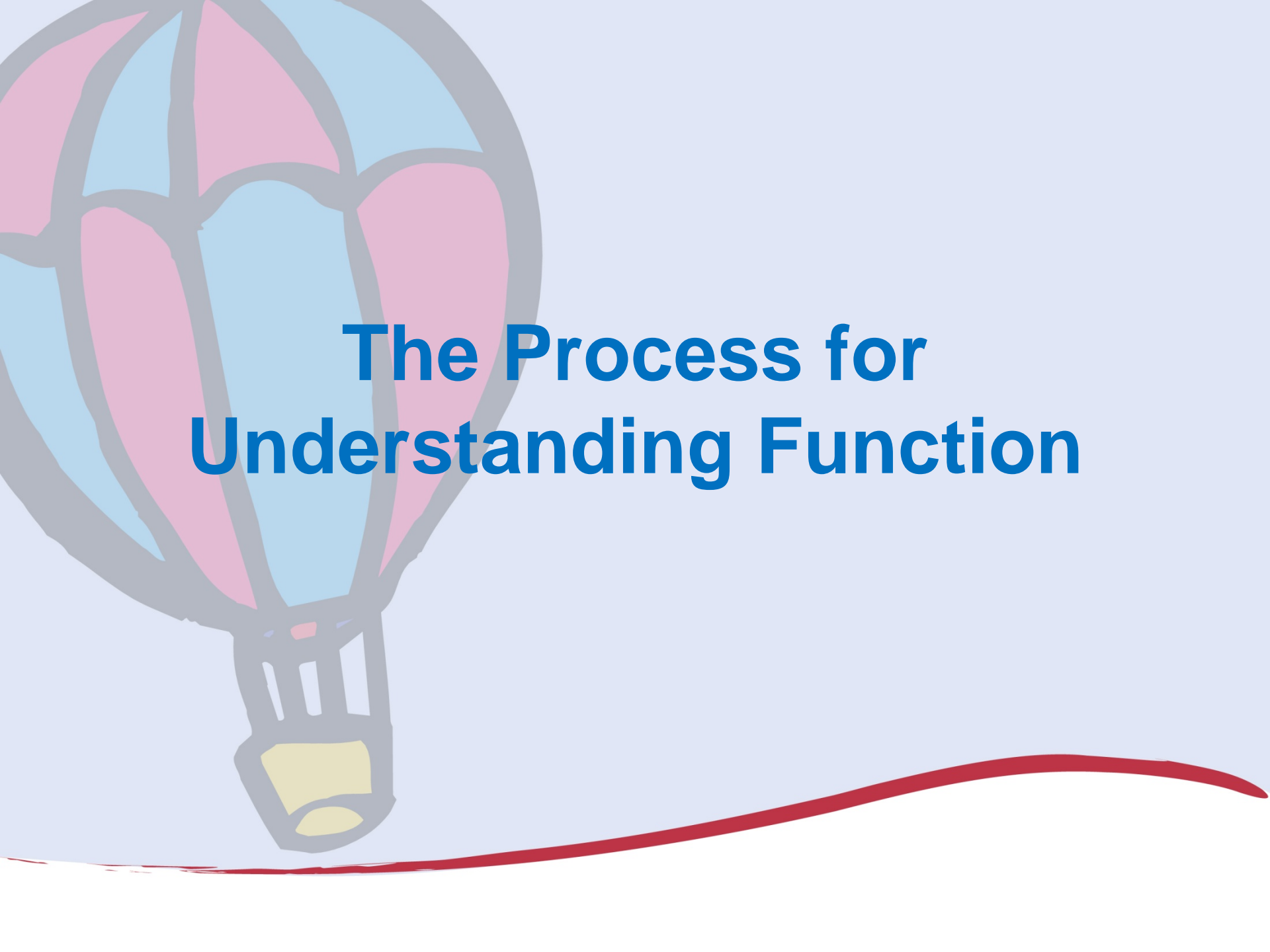
- Once we understand the function, we can plan interventions to resolve the issues
- Intervention plans should use combinations of strategies that address each of the contributing variables

Back to the Example...



Interventions Should Compliment the Reason for Behavior

Neutralize Setting Events	Modify Antecedent Triggers	Teach a Replacement Behavior	Change How we Respond
<p>Keep work to 25 minutes or less to avoid Fatigue</p> <p>Pair with a peer</p>	<p>Break tasks into smaller parts</p> <p>Embed task into functional activities</p> <p>Give a choice of two types of Activities</p> <p>Back up and give time to self initiative</p>	<p>Request a break or help</p>	<p>Penny board To earn reward</p> <p>Social praise during and at the end of tasks</p> <p>Limit verbal Prompts</p> <p>Use picture Prompts</p> <p>back up and Give space to regroup</p>



The Process for Understanding Function

An FBA is...



a problem solving **process that uses information from a variety of sources collected over time** that identifies variables contributing to occurrences of problem behavior and helps us to understand the reasons why problem behavior is occurring



An FBA is Not:



- A particular tool or assessment instrument
- A one shot meeting or observation
- Intended to be conducted by a single person

An Overview the FBA – BIP Process



1. A decision is made to conduct an FBA
2. Parent consent is obtained
3. Information is gathered from indirect sources (this could happen before or after a first meeting)
 - Records review, interviews, parent /teacher checklists

An Overview the FBA – BIP Process



4. Meeting # 1: Clarify information and plan to collect direct occurrence data; set subsequent meeting dates
5. Collect and summarize direct occurrence data; draft hypothesis statements
6. Meeting # 2: Review data and finalize hypothesis

An Overview the FBA – BIP Process



7. Meeting # 2 & 3: Begin to develop behavior intervention plan support strategies
8. Implement strategies and document progress
- 9 . Reconvene regularly to debrief, evaluate progress and modify strategies



The Nuts and Bolts of an FBA

Information to Collect



- **Strengths:** attributes, preferences, and conditions where the student does well
- **Setting events:** creates a context – sets the student up to have a problem
- **Antecedents:** what triggers behavior in the moment – the straw that breaks the camel's back
- **Behavior:** what the student does
- **Consequences:** what people say and do in response to the behavior – the reinforcement

How Does the Information Get Collected?



- Interviews, checklists, rating scales, self report measures
 - Has everyone who works with the student had an opportunity to give information?
- Observations and direct occurrence recording
 - Was the reported data collected over a period of time (about 2 weeks) and represents different days, times of day, and routines?

Develop a Hypothesis Statement



- The FBA should result in a succinct statement that explains the function of behavior in a meaningful way
- The hypothesis should summarize the key information and provide an explanation for the ways in which the behavior is meaningful (i.e., meets an unmet need) for the student
- Let's look at an example....

Setting Events	Antecedents	Behaviors	Consequence
<ul style="list-style-type: none"> • Academic difficulty in reading and writing • Poor relationships with teachers • Substitute teacher • Unstructured environments • Quizzes/tests • Inattentive and hyperactive (due to ADHD) • Disorganized • Poor self image/self concept • Transitions 	<ul style="list-style-type: none"> • Multi-step directions • Entering class • Difficult tasks • Note taking • Lots of materials to keep track of • Being put on the spot in front of peers • Something that causes him to feel embarrassed in front of peers • Criticism/ especially sharp toned and when done publically 	<ul style="list-style-type: none"> • Making noises • Talking out • Not initiating work • Getting out of his seat • Engaging in activities other than what he should be doing • Making fun of other students • Arguing or debating with teachers 	<ul style="list-style-type: none"> • Verbal redirection • Verbal debate • Sent to the office • Time away from work • Help getting started • Social attention from peers

Interpretation of Function: Kevin's behaviors serve a protective function in that he often does not understand the expectations and directions or the work he is suppose to do and thus the behaviors prevent him from being embarrassed and feeling a sense of failure from not being able to complete academic work. In addition to escape or at least delaying nonpreferred academic tasks, Kevin also receives attention from adults in the form of either help or reprimands and validation from peers in that they provide him with social recognition for classroom behaviors.

Selecting Interventions Based On Function

- **Function Test Questions for Kevin:**
- Does the intervention decrease the difficulty and confusion associated with learning tasks and activities?
- Does the intervention increase Kevin's sense of efficacy and self esteem?
- Does the intervention result in interactions with Kevin in ways that promote mutually respectful student-teacher relationships?

Parent Involvement in the Process



Involvement in the Assessment and Intervention Planning Process



- Behavior intervention planning should be about more than just reducing/eliminating behaviors
- Parents can take an active role in ensuring that discussions are linked to broader quality of education outcomes than just eliminating behavior by.....

Involvement in the Assessment and Intervention Planning Process



- Link discussions to a future vision
 - Where do you want to see your child in 1 year, 3 years, 5 years – what are the long range outcomes?
 - Remind school personnel of your child's strengths and preferences and those link to the vision

Involvement in the Assessment and Intervention Planning Process



- Offer information
 - Complete the parent functional assessment interview tool at www.njpbs.org
 - Provide background information
 - Interpret behaviors to help school personnel understand
 - Share what behaviors you see at home and what strategies have helped

Involvement in the Assessment and Intervention Planning Process



- Always talk (and think) in terms of function and the four components of behavior patterns
 - Always bring discussions back to:
 - What was the antecedent?
 - What setting events might be a problem
 - How is the behavior getting reinforced?
 - What do we think the function is?
 - How are the interventions selected matching the function of behavior?
 - Ask: can we map this out on flip chart?

Wrap Up



- Questions?
- Comments?