FUNCTIONAL BEHAVIOR ASSESSMENT & DATA SYSTEMS
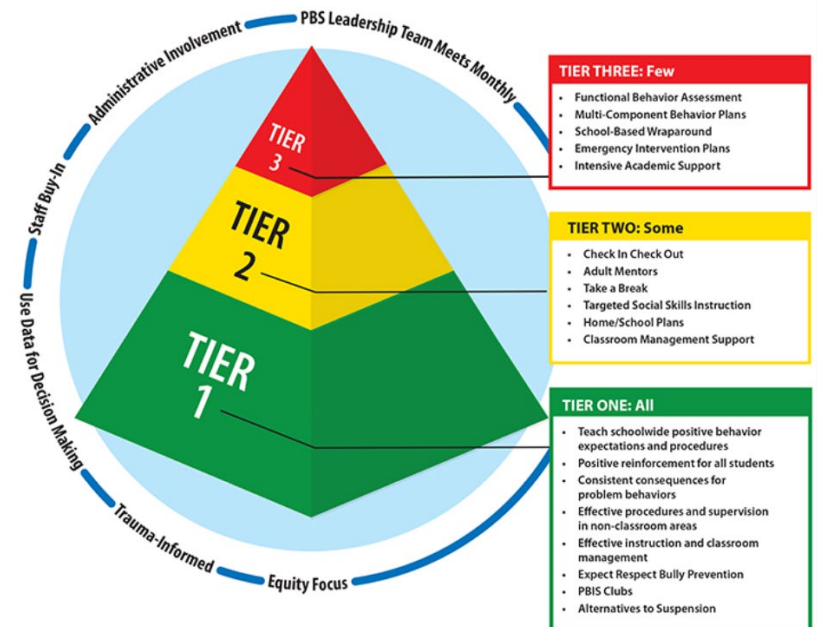
Wayne RESA
2023-24

[Chris McEvoy](mailto:mcevoyc@resa.net)

mcevoyc@resa.net

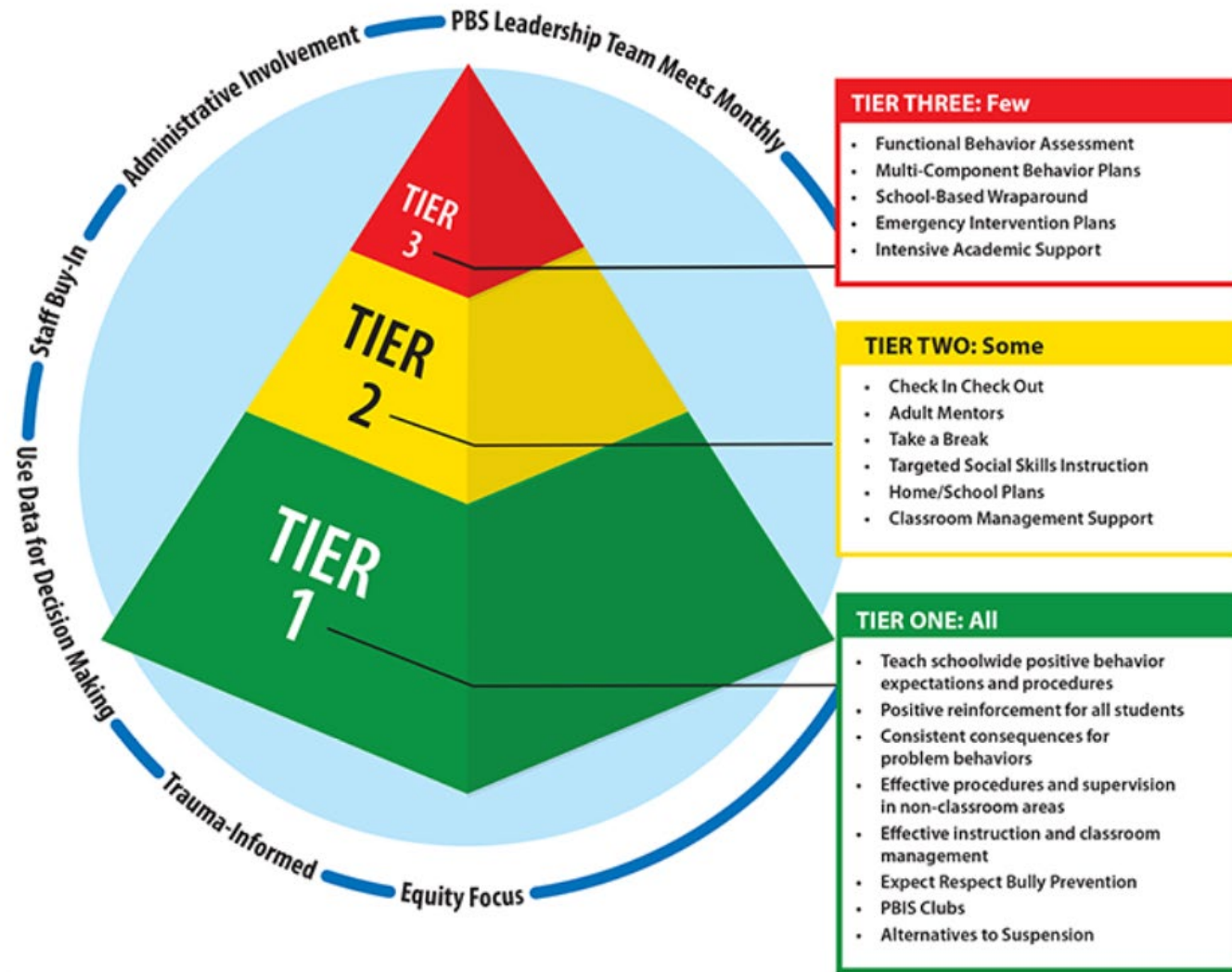[Kayrl Reynoso](mailto:reynosk@resa.net)
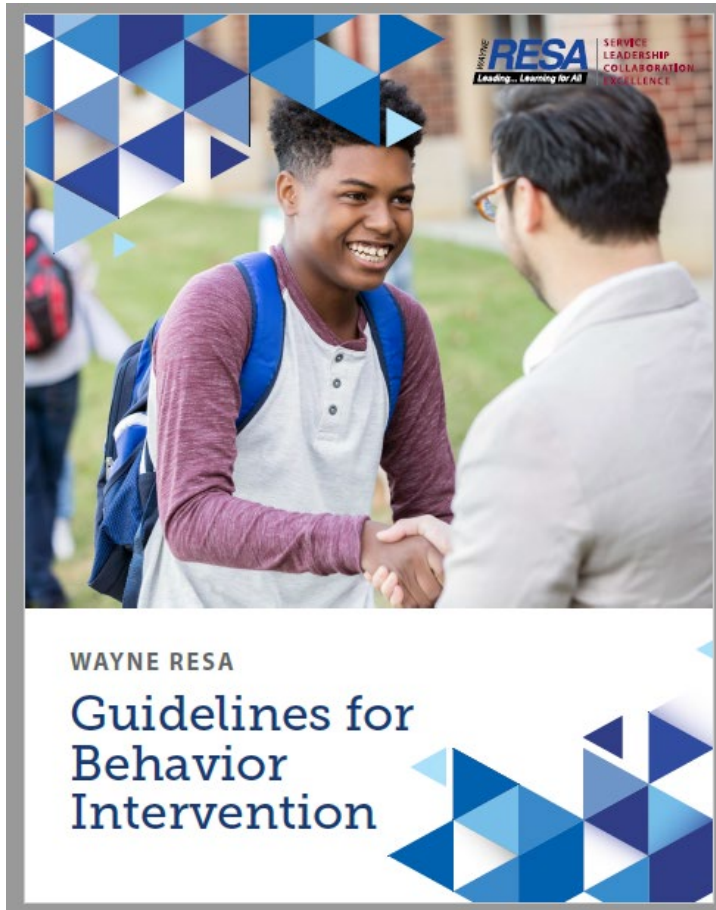
reynosk@resa.net

Agenda

- Intensive Individualized Behavioral Support within a PBIS Framework

- Functional Behavior Assessment

- Methods of Data Collection

- Behavior Review Process

Tiers of Support

Wayne RESA Website

https://www.resa.net/teaching-learning/pbis

- <u>WRESA Guidelines for Behavior Intervention</u>, 2020
- MDE Policy for Emergency Seclusion & Restraint, 2017
- Downloadable Forms MDE & WRESA

- Contact Chris McEvoy or Kayrl Reynoso to request a hard copy.

Tier 3 PBIS Essentials

Levels of FBA: Basic/Intensive FBA

PBIS Plan is Multi-Component

Scheduled review meetings – Monthly/Quarterly

Data-based – Progress Monitored

Increased Parent engagement

Parent Involvement in FBA/PBIS Plans

- Needs to be proactive, not reactive
  - Establish a partnership – get help from experienced staff
  - Scheduled meetings – not only reactive meetings
  - Need to listen to parents and incorporate their ideas into FBAs/PBIS Plans
- Joyce Epstein, Johns Hopkins U.
  - Schools need to help families establish environments that support children as students
  - Schools need to help with parent support & education
  - Every Student Succeeds Act & IDEA support this idea.
- **Parent consent required to conduct an FBA for a student with an IEP.**
- **Legal requirement to conduct an FBA if the child's behavior is found to be manifestation of their disability in a MDR.**

Tier 3 Team Members/Collaboration

Core instructional team

Parent / Student as appropriate

School Social Worker, other Support Staff

Behavior Specialist

Building Administrator & Special Education Administrator

District level Support Staff

Agency/Mental Health Staff

Identifying Students in Need of Tier 3 Intervention

- Office Referrals/Suspensions
- Behavior incidents
  - Frequency
  - Severity
  - Behavior is dangerous, highly disruptive, or threatens student's placement
- Behavior puts student at high risk for suspension and/or expulsion.
- Complexity
- Lower level interventions insufficient to meet needs.

"An FBA is not complete until an effective strategy is in place."

Lucille Eber

The Art & Science of Wraparound, 2003

What is a Functional Behavior Assessment?

- **Antecedent-Behavior-Consequence**
- **A method for identifying the factors/variables that predict and maintain problem behavior**
  - **What? When? Where? Why?**
- **Triggers - Antecedents**
  - **Immediate**
  - **Setting Events**
- **Outcomes that reinforce the behavior - Consequences**
  - **Gain something**
  - **Avoid something**
  - **Control: predictability/power**
  - **Sensory/Physical/Compulsions**
- **Skill Deficits – Replacement Behaviors**
  - **Social/Emotional**
  - **Communication**
  - **Adaptive**
  - **Academic**

FBA Methods

Indirect:
Basic FBA & Intensive FBA forms

Direct:
ABC logs, Scatterplots, Incident reports, Classroom data systems

Indirect Functional Behavior Assessment: Basic & Intensive

Functional Behavior Assessment

Student: Click here to enter text.   Date: Click here to enter text.

Sources of Data: (*place an "x" next to appropriate response(s)*)

☐ Record Review   ☐ Scatterplot   ☐ ABC logs   ☐ Other: Click here to enter text.

Interview information reported by: (*place an "x" next to appropriate response(s)*)

☐ Teacher   ☐ Parent   ☐ Student   ☐ Other: Click here to enter text.

Completed by: Click here to enter text.

DESCRIBE PROBLEM BEHAVIOR(S)

Describe in specific and observable terms. Prioritize 2-3, if more than one.
What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

Click here to enter text.

Estimated frequency:

Click here to enter text.

TRIGGERS/ANTECEDENT

What typically occurs before or during behavior? Specific demands or situations?

Click here to enter text.

Where is the behavior most likely to occur? What locations?

Click here to enter text.

With whom? When?

Click here to enter text.

Setting Events? Home difficulties, peer influence, etc.?

Click here to enter text.

Describe any related medical, health, or medication issues.

Click here to enter text.

Intensive Functional Behavior Assessment

Student: Click here to enter text.   Date: Click here to enter text.

Sources of Data: (*place an "x" next to appropriate response(s)*)

☐ Record Review   ☐ Scatterplot   ☐ ABC logs   ☐ Other : Click here to enter text.

Interview information reported by: (*place an "x" next to appropriate response(s)*)

☐ Teacher   ☐ Parent   ☐ Student   ☐ Other : Click here to enter text.

Completed by: Click here to enter text.

The following is a format for conducting FBA that considers a wide range of possible variables. It typically requires the input of a variety of informants and sources, using interviews, file review, questionnaires, and observations. Indirect and direct assessment methods may be used to gather this information.

After the initial information-gathering portion of the FBA is completed, a summary of variables, or hypothesis statement is developed, which is then used to design the student's positive behavior interventions and support plan.

DESCRIBE PROBLEM BEHAVIOR(S)

Describe in specific and observable terms. Prioritize 2-3, if more than one.
What does the behavior look/sound like? Does it begin at a low intensity and escalate? Describe.

Click here to enter text.

Estimated frequency:

Click here to enter text.

MEDICAL/HEALTH

Health, medical, or psychiatric conditions:

Click here to enter text.

Starting Point:
Observable Behavior Definitions

- **Minor Disruption: yelling, complaining, work refusal**
- **Property disruption: throws objects, knocks things over, breaks things**
- **Verbal threats: "I'm going to hurt you."**
- **Physical Aggression: hitting/kicking others**
- **Elopement: leaves assigned area without permission**

Describe Low Intensity to High

- **When Emilia becomes frustrated or agitated, she will often yell out in class.**
- **When Emilia begins to escalate it usually starts with complaining and refusal to follow directions. She will refuse to comply with a task, a directive or demands to do something else.**
- **This may escalate into screaming, throwing objects, making verbal threats to staff and hitting/kicking staff members.**

WRESA Guidelines, p. 21
Scatterplot

Tools for Direct Observation Data Collection

The two most commonly recommended tools for direct observation for FBA are scatterplot and antecedent-behavior-consequence assessment.

Scatterplot Assessment

Scatterplot assessment can be used to identify a relationship between a condition in the environment (e.g., math class) and the frequency of a behavior (e.g., tardy). Frequency information can be tracked using scatterplot intervals or episodes of behavior.

A scatterplot is usually 15 or 30-minute blocks, organized by week or month. See the Wayne RESA website for a **sample blank form** or a **sample form with times**.

Observers simply note occurrences of a target behavior and/or intervention, using a designated symbol, within the appropriate block of time or interval. If the target behavior does not occur, nothing needs to be recorded. If it is not possible to record every instance of a high frequency problem behavior, the team may decide, for example, to document only those occurrences that require a restrictive intervention, such as time-out or being sent to the office.

- **More than one behavior and/or intervention may be tracked** on a scatterplot. Limit collection to highest priority behaviors, not more than two or three.

- **Data may be summarized** by counting the number of intervals during which the behavior occurred (interval recording), or actual instances of the behavior (frequency recording).

- Data obtained via the scatterplot method may be used to **establish a baseline rate of behavior.** For example, average daily rate of behavior can be calculated on a weekly basis by dividing the total number of behavior episodes in a week by days that the student was present in school that week. In this case, the baseline rate would be a daily average by week.

- The scatterplot data collection method is then **continued into the intervention phase,** which allows for evaluation of the behavior intervention.

- Scatterplot is **designed to show patterns of behavior over time.** If behavior is found to occur during specific time blocks, the classes, activities and conditions at those times should be examined using antecedent- behavior-consequence analysis.

Generally, the staff member who is with the student during that time interval is responsible for collecting the data.

Part II: Functional Behavior Assessment | 21

Scatterplot Data

Scatterplot is designed to show patterns of behavior over time. If behavior is found to occur during specific time blocks, the classes, activities and conditions at those times should be examined using antecedent-behavior-consequence analysis.

Scatterplot:
Recommended for Significant Behaviors & Interventions

Weekly Scatterplot

Student: John   Week of: Sept. 8   Year: 2019

Target Behaviors:
1. Major Defiance - 6
2.
3.

Interventions:
A. Time-Out - 4
B. Office Referral - 3
C.

TIME	MONDAY DATE:	TUESDAY DATE:	WEDNESDAY DATE:	THURSDAY DATE:	FRIDAY DATE:
8:30 - 8:45		ABSENT			
8:45 – 9:00					
9:00 – 9:15					
9:15 – 9:30	1A				
9:30 – 9:45			1B		
9:45 – 10:00					
10:00 – 10:15	1AB				
10:15 – 10:30					
10:30 – 10:45					
10:45 – 11:00					
11:00 – 11:15					
11:15 – 11:30					1A
11:30 – 11:45					
11:45 – 12:00					
12:00 – 12:15					
12:15 – 12:30					
12:30 – 12:45					
12:45 – 1:00					
1:00 – 1:15					
1:15 – 1:30					
1:30 – 1:45				1B	
1:45 – 2:00					
2:00 – 2:15					
2:15 – 2:30					
2:30 – 2:45					
2:45 – 3:00					
3:00 – 3:15		1A			
3:15 – 3:30					
Totals:					

➢ **Consistency and Reliability are key.**

- In **partial interval** recording, the observer marks down whether a behavior occurs any time during the interval. The total number of intervals in which the behavior was observed are tallied.

- **Exact frequency** involves counting the exact number of times a behavior occurs in a time interval.

➢ *Establish a baseline rate of behavior (e.g., 3 episodes/day)*

➢ *Use to aid in evaluating effectiveness of interventions*

Individual Data Summary: Trend data
KEEP GRAPHS SIMPLE & EASY TO READ

WRESA Guidelines p. 22
Antecedent-Behavior-Consequence

Antecedent-Behavior-Consequence Assessment

Antecedent-Behavior-Consequence (ABC) data recording would typically be used for high priority behaviors, in that it is generally more time-consuming than scatterplot data collection. ABC assessment involves descriptive accounts of events that precede, include, and follow the target behavior. ABC data collection can help identify the triggers to problem behavior and the events that may be reinforcing it.

Here are some guidelines for conducting ABC assessment.

- Use shorthand or abbreviations for the observed events.
- Report only actions (events) that are seen or heard.
- Record events that occur immediately before and after each response.
- Record the estimated duration of each behavioral event.
- Use a form or data sheet specifically designed for ABC information. See Wayne RESA's website for a **sample form**.
- ABC recording can be carried out by staff assigned to the student, or as part of an observation conducted by another person e.g., trained paraprofessional, support staff.

Consider the following when recording ABC data:

- Possible **antecedents** include the scheduled activity, people present or absent, background activity, conversation, noise level, or specific demands. Did the student appear confused, frustrated, bored, mischievous, or did he/she appear to want something? Given what you know about the student what seemed important about what was going on?
- **Setting events** are a type of antecedent that "sets the stage" for behavior. Examples include physical

states such as hunger, sleep deprivation, illness, medication effects, etc. Other setting events include conditions that may not be immediately evident, but that still affect the likelihood of a behavior occurrence, such as a recent argument at home, separation of parents, death of a grandparent, etc. Interviews are usually necessary to identify setting events.

- In describing the student's behavior use **observable terms** and describe any lower intensity behaviors that preceded the target behavior e.g., "Paul frowned, lowered head, and refused to open his book when asked by teacher." Describe **intensity, frequency, and duration**, if possible.

- **Consequences** are details of what occurred after the behavior, including what was said to the student and whatever else happened e.g., "teacher verbally redirected student to task." Any observable events and reactions should be recorded, including no response (e.g., ignoring) on the part of others.

- An additional category of student response may be added to describe the **student's response to the consequence** e.g., "P. complied with the teacher's redirection." It is important to note which consequences are effective in managing the behavior, and which have no effect or contribute to escalating the behavior.

ABC Log

Possible antecedents include the scheduled activity, people present or absent, background activity, conversation, noise level, or specific demands.

Did the student appear confused, frustrated, bored, mischievous, or did he/she appear to want something?

Given what you know about the student what seemed important about what was going on?

sample
ABC LOG

Student: Louis   **Target Behaviors:** Off-task, disruptive

DATE	TIME	ACTIVITY	ANTECEDENTS	EXACT BEHAVIORS	CONSEQUENCE	STUDENT'S REACTION
3-18	8:45	English class	L. doesn't start writing assignment	L. talking to other students, disrupting others	Redirect, gave help to get started	Got to work
3-20	9:40	Social studies	Students supposed to work quietly on assignment	Talking, laughing loudly, disrupting	Redirect, given reminders	L. continues loud talking, bothering others, refuses to follow direction,
					Out of class time-out – 15 minutes	Grumbles when leaving – returns and completes work

Antecedent-Behavior-Consequence Setting Events

Setting events can "set the stage" for behavior, that is increase the likelihood of its occurrence. Examples include:

- Physical states such as hunger, tiredness, illness, medication effects, side effects, etc.

- Setting events also include conditions that may not be immediately evident but still affect the student, such as an argument at home, separation of parents, death of a grandparent, homelessness, chaotic home environment, etc.

  - Interviews are usually necessary to identify setting events.

  - The PBIS plan interventions may be able to mitigate the effects of some setting event issues.

Data Analysis

- **Look for patterns:**
  - **Time of day, day of week**
  - **Certain classes, activities, locations**
  - **Particular demands e.g., writing, reading, transitions**
  - **Social or communication problems**
  - **How is the behavior being responded to?**
    - **Is it consistent?**
    - **Is it aggravating or escalating the problem?**
    - **Compare the way the behavior is responded to at school v. home.**

- **Summary statements for the FBA should identify variables thought to contribute to the problem behavior.**

- **Develop a hypothesis: What is the student consistently gaining as a result of the behavior? Preferred attention? Escape from demand or undesirable situation? Access to a preferred activity or other stimuli? Sensory or physical effect?**

- **Or something else?**

- **Is there more than one function of the behavior?**

Build on Check In/Check Out

Why do Check In Check Out before conducting an FBA?

- It gets the student started on a powerful research-based intervention quickly. It may prevent the need for a time-consuming FBA.
- CICO data can be used for the FBA.
- CICO provides data on replacement behaviors tracked across the day. It provides a positive focus to the behavior intervention.
- The CICO intervention can be an essential component of a Tier 3 PBIS plan.

Point Sheet

Rating Scale

2= Great
1= OK
0= Goal Not Met

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

Wayne RESA SWPBIS website
Daily & Weekly Data Summary Templates

Daily Check In Check Out Data Summary

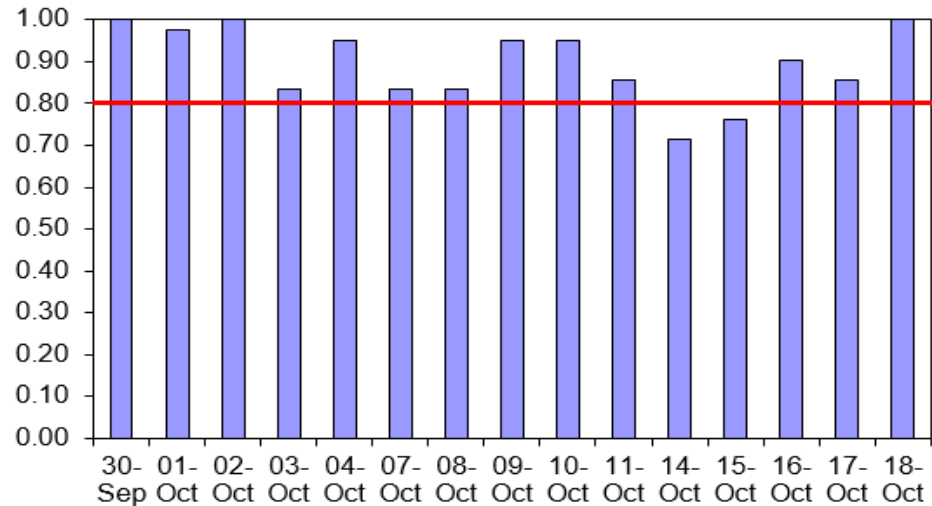**Student's Name** Jordan

Mo/Year 19-Oct

Comments

Standard 80%

Data Entry Section

Date	Possible Points	Points Earned	Daily %
9/30/2019	42	42	1.00
10/1/2019	42	41	0.98
10/2/2019	42	42	1.00
10/3/2019	42	35	0.83
10/4/2019	42	40	0.95
10/7/2019	24	20	0.83
10/8/2019	42	35	0.83
10/9/2019	42	40	0.95
10/10/2019	42	40	0.95
10/11/2019	42	36	0.86
10/14/2019	42	30	0.71
10/15/2019	42	32	0.76
10/16/2019	42	38	0.90
10/17/2019	42	36	0.86
10/18/2019	42	42	1.00

Daily Percentage of Points Earned

| | 30-Sep | 01-Oct | 02-Oct | 03-Oct | 04-Oct | 07-Oct | 08-Oct | 09-Oct | 10-Oct | 11-Oct | 14-Oct | 15-Oct | 16-Oct | 17-Oct | 18-Oct |

Timeline for Typical Intensive Functional Behavior Assessment

1st week – planning meeting with entire team

- **Begin FBA interviews**
- **Design data collection system & begin to implement**
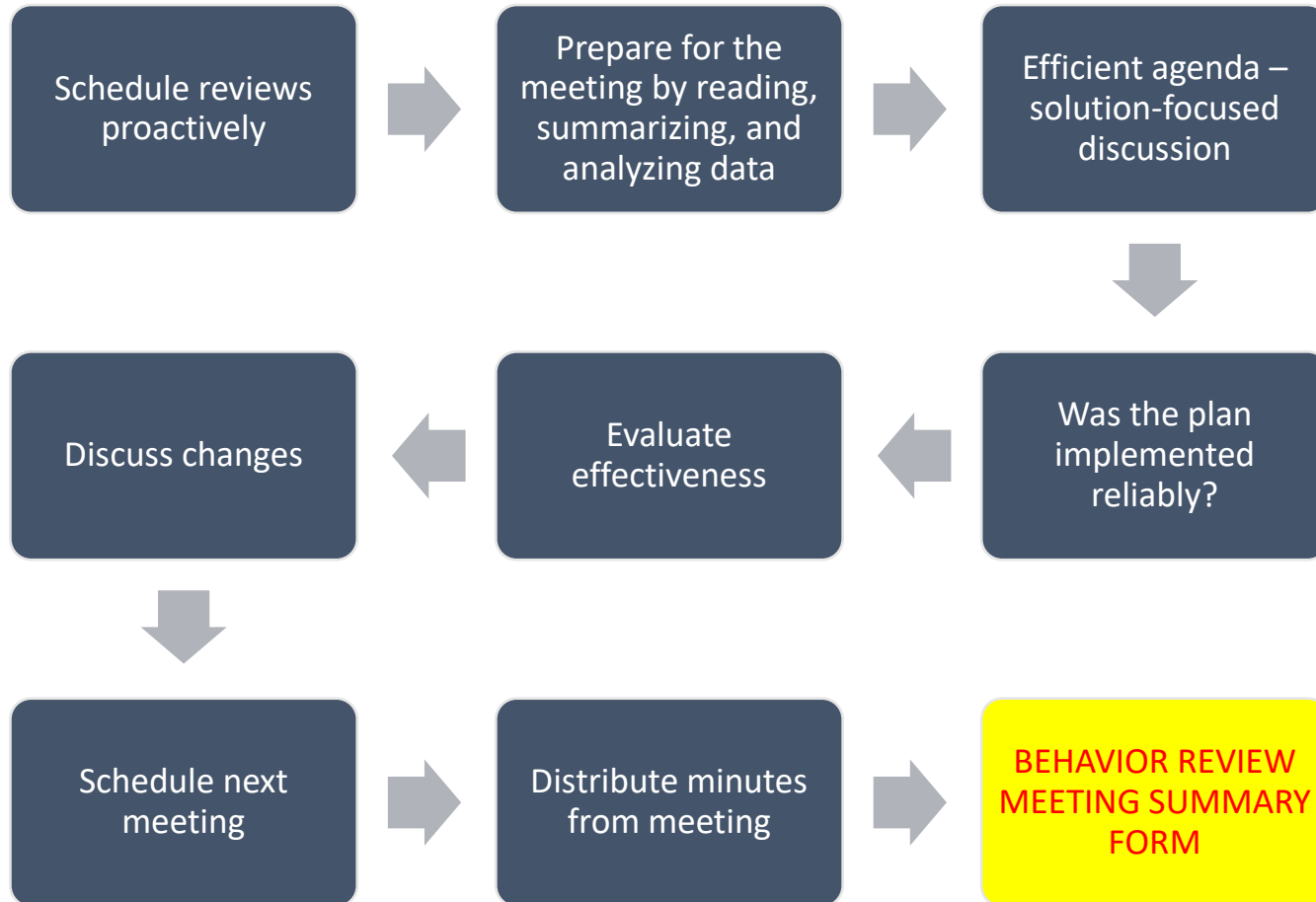- **File Review**
- **Assign roles**

2nd & 3rd weeks

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

4th week – review meeting with entire team

- **Review, summarize & analyze data**
- **Generate summary statements/hypotheses/identify major variables**
- **Design interventions/BIP development**

Behavior Review Process

Schedule reviews proactively → Prepare for the meeting by reading, summarizing, and analyzing data → Efficient agenda – solution-focused discussion

↓

Discuss changes ← Evaluate effectiveness ← Was the plan implemented reliably?

↓

Schedule next meeting → Distribute minutes from meeting → BEHAVIOR REVIEW MEETING SUMMARY FORM

Behavior Review Meetings

BEHAVIOR REVIEW MEETING SUMMARY

Student: Click or tap here to enter text.   **Date:** Click or tap to enter a date.

Participants: Click or tap here to enter text.   **Period of Review:** Click or tap here to enter text.

Date of PBIS Plan: Click or tap here to enter text.   **Date of Emergency Intervention Plan:** Click or tap to enter a date.

Review/Analysis of Data

Identify data sources:

- Graphic summaries: CICO, major target behaviors, restrictive interventions, removals, etc.
- Patterns of behavior identified from scatterplot, ABC recordings, etc.
- Updated observational and interview information
- Parent/Guardian/Agency input

Click or tap here to enter text.

Evaluate the effectiveness of the interventions implemented

- Was the plan implemented reliably?
- What strategies were effective?
- What strategies were ineffective?
- If the student has an Independence Paraprofessional what level of support is necessary?
- To what extent has fading of IP support occurred? What is the plan for fading IP support?

Click or tap here to enter text.

Summary of Recommendations/Action Plan
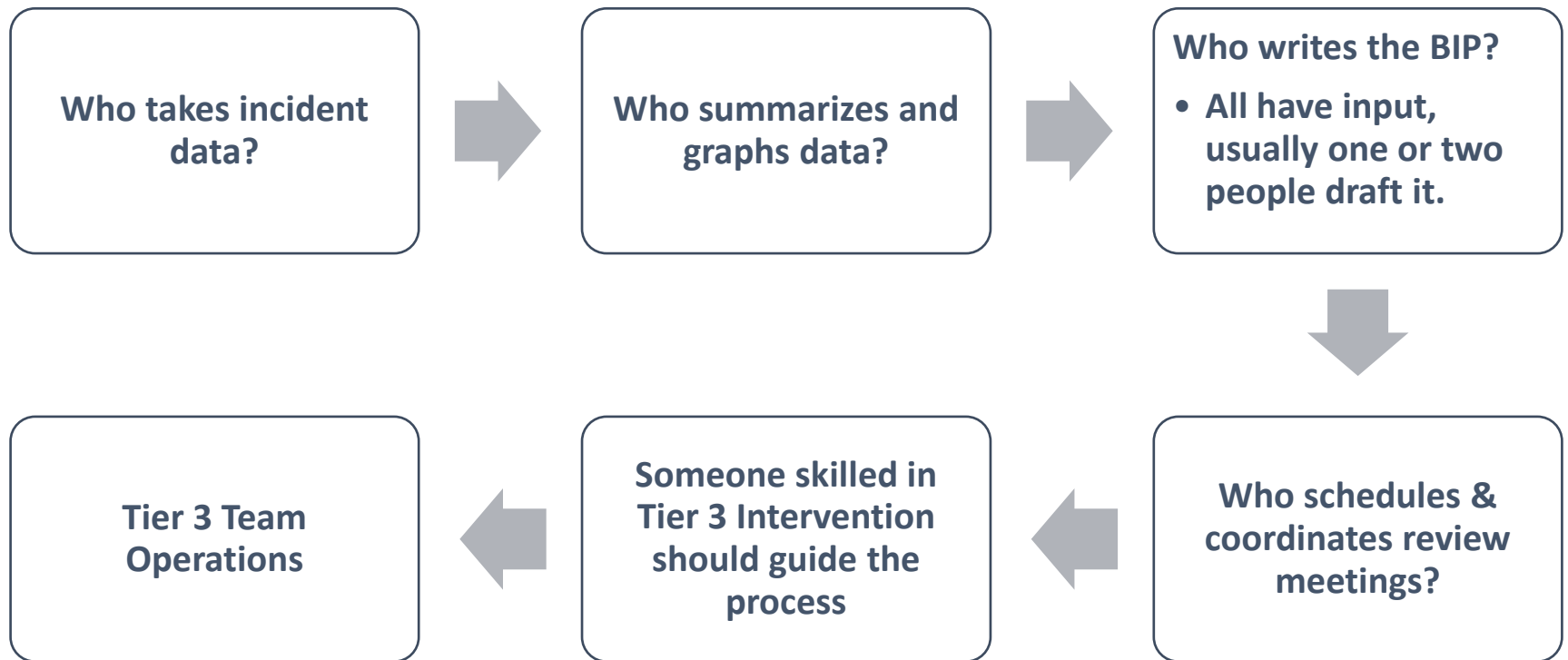
Click or tap here to enter text.

Date and Time of next Review Meeting: Click or tap here to enter text.

2017 Wayne RESA Behavior Review Summary

- **Tier 3 PBIS Plans should be reviewed at a scheduled meeting quarterly**

- **Wraparound Behavior Meetings should be scheduled monthly to bi-monthly.**

- **Both meetings should follow the agenda format of the Behavior Review Meeting Summary Form.**

Behavior Review Meetings Reminders

- Have an agenda and keep them time-limited. The behavior review meeting form can be your agenda.

- Have a note-taker.

- Start with a review of the graphic data, both CICO and Individual Data Summaries.

- Look at the big picture of the behavior during the review period. Don't get bogged down discussing a single incident before you have looked at the trend data.

- Make sure your graphs are simple and easy to read for everyone. Parents and caseworkers can provide these to doctors and therapists, so they need to be easy to read and self-explanatory.

- Discuss the fidelity of implementation of the plan. Did we do what we said we were going to do? What changes were made, if any?

- Give everyone a chance to have input.

- Make a plan for the next couple months. Remember that you can come back and change things if necessary.

- Major intervention decisions should be made at the review meetings.

- Schedule the next review meeting.

Define Team Member Roles

Who takes incident data? → Who summarizes and graphs data? → Who writes the BIP?
- All have input, usually one or two people draft it.

↓

Tier 3 Team Operations ← Someone skilled in Tier 3 Intervention should guide the process ← Who schedules & coordinates review meetings?

Tier 3 Positive Behavior Support Plan Framework

Directly link interventions to the FBA findings

Prevention Strategies	Plan for Teaching Replacement Behaviors	Positive Reinforcement
Planned Consequences/Emergency Intervention	Home Intervention	Review Schedule

Take-Away Questions

- **What would you do to engage parents in the FBA process?**

- **Give an example of how you might develop an intervention for a known setting event antecedent?**

- **What is the key to a well run, effective behavior review meeting?**

Wayne RESA PBIS Professional Development 2023-24

Positive Behavioral Interventions and Supports
Wayne RESA Course Offerings Fall–Winter 2023–24

▶ **Course #5421: PBIS Tier 3 Series**

- **FBA/Data Systems**
  October 3, 2023
  8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**
  November 10, 2023
  8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**
  November 21, 2023
  8:30 AM–10:30 AM (Virtual)
- **Wraparound**
  December 11, 2023
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5417: PBIS Tier 1 Series**

- **Tier 1 Systems/Basics**
  September 20, 2023
  8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**
  October 13, 2023
  8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**
  November 3, 2023
  8:30 AM–10:30 AM (Virtual)
- **Expect Respect**
  November 28, 2023
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5419: PBIS Tier 2 Series**

- **Tier 2 Systems/Check In Check Out**
  September 25, 2023
  8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**
  October 18, 2023
  8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**
  November 15, 2023
  8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**
  December 8, 2023
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5424: Early Intervention for Young Children at Risk for Oppositional Behavior**

- October 6, 2023
  8:30 AM–10:30 AM (Virtual)

Register here.

TIER 3
TIER 2
TIER 1

Positive Behavioral Interventions and Supports
Wayne RESA Course Offerings Winter/Spring 2024

▶ **Course #5481: PBIS Tier 3 Series**

- **FBA/Data Systems**
  January 30, 2024
  8:30 AM–10:30 AM (Virtual)
- **Designing Intensive PBIS Plans**
  March 5, 2024
  8:30 AM–10:30 AM (Virtual)
- **Emergency Interventions**
  April 11, 2024
  8:30 AM–10:30 AM (Virtual)
- **Wraparound**
  May 1, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5476: PBIS Tier 1 Series**

- **Tier 1 Systems/Basics**
  January 17, 2024
  8:30 AM–10:30 AM (Virtual)
- **Classroom PBIS**
  February 6, 2024
  8:30 AM–10:30 AM (Virtual)
- **PBIS Data Reports**
  March 8, 2024
  8:30 AM–10:30 AM (Virtual)
- **Expect Respect**
  April 16, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5479: PBIS Tier 2 Series**

- **Tier 2 Systems/Basics**
  January 22, 2024
  8:30 AM–10:30 AM (Virtual)
- **More Tier 2 Options**
  February 14, 2024
  8:30 AM–10:30 AM (Virtual)
- **Tier 2 Trauma-Informed Support**
  March 12, 2024
  8:30 AM–10:30 AM (Virtual)
- **Alternatives to Suspension/Addressing Disproportionality**
  April 24, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5484: Early Intervention for Young Children at Risk for Oppositional Behavior**

- March 15, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.

▶ **Course #5486: PBIS Tier 1 Overview**

- May 7, 2024
  8:30 AM–10:30 AM (Virtual)

Register here.