Tier 3
Critical Elements

- Tier 3 Referral Process
- Tier 3 Essential Elements
- Functional Behavior Assessments
- **Defining and Understanding Behavior**
- FBA: Practice Interviewing
- FBS: Practice Observing
- Critical Features of a Behavioral Support Plan and Building a BSP from a FBA
- Teacher Support Team
- Implementation and Evaluation
Critical Element
Defining & Understanding Behavior
Objectives

• Define observable behavior **What**.
• Identify events that predict **When & Where** the specific behavior occurs.
• Identify **Why** a student engages in the specific behavior.
• Construct hypothesis statements that summarize the **What, When, Where, & Why** of a student’s behavior.
1. Define the Problem Behavior

2. Conduct assessment for behavior support planning
   a. Functional Behavioral Assessment
      • Defining behavior in observable & measureable terms
      • Ask staff and student about where, when & why behavior occurs
      • See the behavior during specified routines
      • Hypothesize a final summary of where, when, & why behavior occurs

3. Design an individualized behavior support plan (BSP)
   • Ensure technical adequacy
   • Ensure contextual fit

4. Ensure Fidelity of Implementation

5. Monitor Plan Impact on Student Behavior

Adapt BSP and implementation as needed based on on-going monitoring

Adapted from Horner, Albin, Todd, Newton & Sprague, 2011
<table>
<thead>
<tr>
<th>Focus of this training series</th>
<th>Basic</th>
<th>Complex</th>
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<tbody>
<tr>
<td><strong>For:</strong></td>
<td>Students with <strong>mild to moderate</strong> problem behaviors (behaviors that are <strong>NOT dangerous</strong> or occurring in many settings)</td>
<td>Students with <strong>moderate to severe</strong> behavioral problems; may be <strong>dangerous and/or occurring in many settings</strong></td>
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<tr>
<td><strong>What:</strong></td>
<td>Relatively <strong>Simple</strong> and <strong>Efficient</strong> process for behavior support planning based on “practical” FBA data</td>
<td><strong>Time-intensive</strong> process that involves emergency planning, family-centered planning, and collaboration with outside agencies</td>
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<td><strong>Developed by whom:</strong></td>
<td>Team of school-based professionals (e.g., PBIS team members whose job responsibilities include FBA and behavior support planning)</td>
<td>School-based team including professionals trained to develop and implement intensive interventions for students with severe problem behaviors (e.g., <strong>behavior specialist</strong></td>
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</table>
Basic FBS/BSP Methods are designed to be used with students who...

- Exhibit problem behaviors that are **NOT dangerous** (e.g., talking out, non-compliance, not completing work, social withdrawal)
- Exhibit problem behaviors in 1 to 2 school routines (e.g., specific classroom activities, lunch, recess)
- Have received interventions that did not improve problem behavior

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Basic FBA/BSP Methods are **NOT** sufficient for use with students who...

- Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction)
- Exhibit problem behaviors during 3 or more school routines
The A-B-C’s of Understanding Behavior

**A = Antecedent**
- Events that occur right before the behavior
- Find out When and Where

**B = Behavior**
- The observable problem behavior
- Define What the behavior looks like

**C = Consequence**
- What happens after the behavior occurs
- Find out When and Where
Always Start by Defining the Problem Behavior

2. Antecedents/Trigger
   When __________ happens....

1. Behavior
   The student does (what)___________

3. Consequence/Function
   ..and as a result ___________
Defining Observable Behavior

Definitions of behaviors need to be...

- **Observable**: The behavior is an action that can be seen.

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

Define so clearly that a person unfamiliar with the student could recognize the behavior without any doubts!
<table>
<thead>
<tr>
<th>Observable/Measurable Definition</th>
<th>Non-observable/measurable Definition</th>
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<tbody>
<tr>
<td>Talks when teacher is lecturing, calling out in a loud voice, singing</td>
<td>Disruptive behaviors</td>
</tr>
<tr>
<td>Draws pictures during group work time</td>
<td>Off-task behaviors</td>
</tr>
<tr>
<td>Throwing objects, kicking over chairs</td>
<td>Angry, hostile behaviors</td>
</tr>
<tr>
<td>Calls peers names</td>
<td>Inappropriate language</td>
</tr>
<tr>
<td>Tapping/drumming on desk, looking around the classroom</td>
<td>Attention problems</td>
</tr>
<tr>
<td>Refusal to do work, failure to follow directions</td>
<td>Non-compliance</td>
</tr>
<tr>
<td>Yells “No” or “You can’t make me” when given direction</td>
<td>Defiance</td>
</tr>
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</table>
Defining Behavior Tip #1: “What does the behavior look 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.
Are these Observable & Measurable?

- Gets out of desk and hits other students
- Has separation anxiety (from parent)
- Spacey
- Reads 120 wpm
- Says she hears voices
- Emotionally disturbed
- Doesn’t like classmates
Tip #2
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
Activity 1

Provide an observable and measurable definition for the following.

- Jeff is always **disruptive** in class.
- Hailey is constantly **off-task** during math.
- Chris is **defiant**.
- Brandon is **angry and hostile**.
- Alexis uses **inappropriate language**.
Is your definition so clear that a person unfamiliar with the student could recognize the behavior without any doubts?
Once you have defined the problem behavior...

Identify **Where & When** the behavior occur?

- Routines
- Triggering Antecedents

1. Behavior
   - The student does (what)___________

2. Antecedents/Triggers
   - When ____________ happens....
Where and When Does the Problem Behavior Occur?

**Where** = Routines where the problem behavior is most likely
- Examples: During math class, gym class, lunch, recess

**When** = Specific events (or antecedents) within a routine that “trigger” the problem behavior
- Examples: When given double-digit addition, given directions
Identifying Antecedent “Triggers”

- Identify the event, action, or object that occurs right before the problem behavior (When...)
  - Signals the behavior
  - “Sets it off” (trigger)

- Identify the **ANTECEDENT** in these examples:
  - At the lunch table, when told to shut up by a peer, Ben hits the student.
  - In language arts class, when asked to read aloud in class, Tracy gets up and tells jokes.
  - During circle time, when praised, Jessie starts crying.
Activity

Identify the behavior, routine, & antecedent in the scenarios for A.J. and Bea.

Routine: “During ____________________________”

1. Behavior
   The student does (what)___________

2. Antecedents/Triggers
   When __________ happens....
During passing period in the hallway before recess, when peers tease him about his walk, A.J. calls them names and hits them.

Routine: “During passing period before Recess “

1
Behavior:
Calls them names and hits them

Antecedents/Triggers

Peers tease about his walk
In math class, Bea stares off into space and does not respond to teacher directions when she is given a difficult math problem.

**Routine: “During **Math Class**”**
Once you have defined the behavior & know where & when the behavior occurs...

Identify **WHY** the behavior continues to occur (what happens right afterwards)?

**Step #1:** What is the **Consequence?**

**Step #2:** What is the **Payoff?**

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<tr>
<th>2</th>
<th>1</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Antecedents/Triggers</strong></td>
<td><strong>Behavior</strong></td>
<td><strong>Consequence/Function</strong></td>
</tr>
<tr>
<td>When ___________ happens....</td>
<td>The student does (what)__________</td>
<td>...and as a result ____________</td>
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</table>
Step #1: Determine What Happens **Right After** the Behavior (the Consequence or Outcome).

It may help to think: “and as a result ____________”

**Example (Antecedent→Behavior→Consequence)**

- During recess, when peers tease him, Ben hits his peers and they leave him alone.
- During reading, when asked to read aloud Tracy tells jokes, the other students laugh, and she is sent to the office (missing the assignment).
- During circle time, when praised Jessie starts crying, the teacher stops circle time and comforts her.
Activity

Identify the behavior, routine, antecedent and consequence in the scenarios for Joe and Nancy.

Routine: “During ____________”

1 Behavior
The student does (what)___________

2 Antecedents/Triggers
When ____________ happens....

3 Consequence / Outcome
..and as a result ____________
Joe’s Scenario

Joe throws his pencil and rips his paper during math whenever he is given double-digit math problems. This results in him getting sent to the office.

Routine: “During _______ Math class _______”

1. Behavior
   - Throws pencil & rips paper

2. Antecedents/Triggers
   - Given double-digit math problems

3. Consequence /Outcome
   - Sent to the office
Nancy's Scenario

Nancy cries during reading time when she is asked to work by herself. This results in the teacher sitting and reading with her.

Routine: “During ____ Reading ____”

2 Antecedents/Triggers
- Asked to work by herself

1 Behavior
- Cries

3 Consequence /Outcome
- The teacher sits & reads with her
Step #2: Understanding WHY the Behavior Occurs

When understanding behavior, we want to learn what function (or purpose) the behavior is serving for the student (what is the payoff for the student?)

You need to understand from the student’s perspective...

• What are they getting (or trying to get) from engaging in this behavior?

• What is the most important thing that the student wants to gain (or avoid) by using this behavior?
Functions that Behavior Serves

- Problem Behavior
  - Obtain/Get Something
    - Stimulation/Sensory
  - Escape/Avoid Something
    - Social
      - Adult
    - Tangible/Activity
      - Peer
Most Common Functions of Behavior

To Obtain/Get
- Peer attention
- Adult attention
- Desired activity
- Desired object/items
- Sensory stimulation: auditory, tactile, etc.

To Avoid/Escape
- Difficult Task
- Boring Task
- Easy Task
- Physical demand
- Non-preferred activity
- Peer
- Staff
- Reprimands
Examples of Function in School

**Obtain/Get Reinforcers**
- I yell and others look at me.
- I fight and others listen to me.
- I wander and people talk to me.
- I hit in order to get toys from other kids.

**Escape/Avoid Aversive**
- I cry when work gets hard and someone will help me.
- I throw a book during math class and the teacher will remove me from class.
- I stand out of the way during PE and the other game participants will avoid throwing me the ball.
Understanding Function
Why? What is the Payoff?

Use information about the routine, antecedent, behavior, & consequence to determine whether the function of the behavior is to:

Get or Avoid something in the environment

Routine: During ________________________

1. Behavior
   The student does (what)__________

2. Antecedents/Triggers
   When ___________ happens....

3. Consequence/Outcome
   ...and as a result
   Therefore, the function of the behavior is to:
   get/avoid ____________
What is the Function of Bobby’s Behavior? What is the payoff?

When asked to work with a partner in science, Bobby tears up his assignment and stomps his feet. The teacher then has Bobby sit down at his desk to complete the same assignment, while the rest of the class works together with their partners.

Get?? Avoid??

Bobby’s Summary Statement

Routine: During Science

Antecedent/Trigger:
When .. Asked to work with a partner

Behavior:
Student.. Tears assignment & stomps feet

Consequence/Outcome:
and as a result... Sent to his desk to complete the assignment
Therefore, the function of the behavior is to:
get / avoid Working with a partner

Avoiding working with a partner is the pay-off for the behavior!!
What is the Function of Jane’s Behavior?
What is the payoff?

Jane, a fifth grade student, was referred for disruptive behavior to the student support team by her teacher, Mrs. O’Neil. After interviewing Mrs. O’Neil and conducting several observations of Jane in the classroom, the team determined that during transitions (from lunch, recess, dismissal) in the hallway when staff are present, she shouts profanities. Then, adults spend time talking with her about her behavior.
Routine: During ______ Transitions ______

Antecedent/Trigger:
When .. Staff are present

Behavior:
Student.. Shouts profanities

Consequence/Outcome:
and as a result...
Adults talk to her
Therefore, the function of the behavior is to:
get / avoid
Attention from Adults

Jane’s Summary Statement

Adult Attention is the pay-off for the behavior!!
Activity

• Using the scenarios for Mike, Selina and Johnny. Please identify the **problem behavior**, **routine**, **antecedent**, and **consequence**.

• Use this information to determine the **most likely Function** of the problem behavior.
Scenario Mike

When asked to sit with his peers in morning circle, Mike pulls the hair of the girl sitting next to him. The teacher tells Mike to go back and sit at his desk.

Routine: “During _______________ Morning Circle _______________ ”

Antecedent/Trigger:  
When ...  
Asked to sit with peers

Behavior  
Student does...  
Pulls hair of girl next to him

Consequence/Outcome:  
and as a result...  
Sent to sit at desk  
Therefore, the function of the behavior is to:  
get / avoid  
Sitting at morning circle
Scenario Selina

When Selina’s teachers present multiple difficult task demands in language arts, she makes negative self-statements & writes profane language on her assignments. Teaching staff typically send her to the office with a discipline referral for being disrespectful (and she misses the assignment).

Routine: “During _____________ Language Arts _____________”

Antecedent/Trigger

“When ... Multiple demands for difficult tasks

Behavior

Student does.. Makes negative self-statements & writes profane language

Consequence/Outcome: and as a result...

Sent to office Therefore, the function of the behavior is to: get / avoid

Difficult Tasks
After interviewing Johnny’s teacher and conducting several observations, Johnny’s team determined that when seated next to peers during less structured class time (free time, cooperative group art projects, etc.), Johnny tears up his paper and stomps His feet. After Johnny engages in this behavior his peers laugh at him.

**Routine: “During less structured class time”**

<table>
<thead>
<tr>
<th>Antecedent/Trigger</th>
<th>Behavior</th>
<th>Consequence/Outcome and as a result...</th>
</tr>
</thead>
</table>
| **Seated next to peers** | **Tears up paper & stomps feet** | **Peers laugh**  
**Therefore, the function of the behavior is to:**  
get, avoid Peer Attention |
After we defined the behavior & know where & when & why the behavior occurs...

Identify Setting Events

We ask: Are there any events that happen outside of the routine that “SET UP” the behavior (make it more likely to occur)?
Setting Events

- Infrequent events that temporarily impact the antecedent to increase or decrease the value of the behavioral outcome.

- Either increase or decrease the likelihood that a behavior will occur

Setting Events ➔ Antecedents ➔ Behavior ➔ Consequence
Antecedents vs. Setting Events

- **Antecedents** - occur immediately before and act as “triggers” for problem behavior.

- **Setting Events** – indirectly “set-up” the problem behavior by temporarily altering the value of maintaining consequences.

- Setting events can help us **PREDICT** that the problem behavior will occur.
Common Setting Events “Set ups”

• Lack of sleep or food
• Having a fight on the way to school
• Bad grade on a test/reprimands
• Forgetting to take medication
• Substitute teacher/changes in routine

Non-examples:
• Diagnosis of autism or ADHD
• “Bad” home life

Note: Setting Events can be difficult to identify and are often unknown.
When peers approach Victor in the hallway and say, “Hello”, he yells “Leave me alone!” and “Go away!” Peers say he is weird and walk away. This is most likely to happen on days that Victor has an argument with his sibling before school.

What is the triggering antecedent?
- Peers approach and say “hello”

What is the setting event?
- Argument with sibling before school
In Social Studies, when asked to read independently, Ben (a strong reader) often gets out of his seat, walks around the room, and jokes with peers. Ben’s peers laugh and talk to him as he walks by. This behavior is most likely to happen on days when Ben’s parents bring him to school (i.e., he doesn't ride the bus with friends).
Activity

Using the information presented in Jason and Michelle’s scenarios please identify:

1. The triggering antecedent
2. The most likely FUNCTION of the problem behavior
3. The setting event
Scenario Jason

When Jason is asked to outline a book chapter in Language Arts, he often argues, refuses to work and uses profanity which results in being sent to the office for ‘disrespect’. This behavior is more likely if Jason has an altercation with a peer on the bus on the way to school.

Routine: **Language Arts**

<table>
<thead>
<tr>
<th>Setting event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer altercation on bus on the way to school</td>
<td>Asked to outline chapter</td>
<td>Arguing with teacher, refusing to work, profanity</td>
<td>Teacher sends him to the office</td>
</tr>
</tbody>
</table>

**Function**
Escape Task
During story time when the teacher asks other students questions, Michelle blurts out responses or begins crying if she is not called on. When this happens, the educational assistant moves in closely and talks privately to Michelle in an effort to calm her. This is most likely to happen on days when Michelle has not had her medication.

**Routine:** “Story time”

<table>
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<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students does not take medication</td>
<td>Other students asked to answer questions</td>
<td>Blurts out responses, cries</td>
<td>EA talks privately with the student</td>
</tr>
</tbody>
</table>

**Function:** Adult Attention
1. Define the Problem Behavior

2. Conduct assessment for behavior support planning
   a. Functional Behavioral Assessment
      • Defining behavior in observable & measurable terms
      • Ask staff and student about where, when, & why behavior occurs
      • See the behavior during specified routines
      • Hypothesize a final summary of where, when, & why behavior occurs

3. Design an individualized behavior support plan (BSP)
   • Ensure technical adequacy
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4. Ensure Fidelity of Implementation

5. Monitor Plan Impact on Student Behavior

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Key Points

• The Basic FBA to BSP process is for use with students who engage in problem behaviors that are not dangerous.

• In understanding the ABC’s of behavior, the starting point is the behavior (B), then what happens before the behavior (A) and after the behavior (C).

• Behaviors need to be explained in an observable & measurable way, so that anyone who does not know that student could point out the behavior.

• All behavior serves a function: either to **OBTAIN** or **AVOID** something (attention, activities, or tangible items).
Check #1

Define the ABC’s of understanding the function of behavior:

A ______________________
B ______________________
C ______________________

What should you always do first?
Review of the day 1