

**IT AIN'T EASY:  
EXAMINING THE RELATIONSHIP BETWEEN  
COMMON BEHAVIORAL PRACTICES AND  
EDUCATOR RESISTANCE**

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# Welcome !

- ◎ I will cover the key points in most frames. Due to time limitations, I cannot address all of the details during the presentation.
- ◎ After the conference, MassABA will post the presentation online for you to download and study in detail.
  - Additional frames will be included.
- ◎ This is my first delivery of this presentation. I hope that I have timed it well. If I get behind, I may advance through some frames to get you out on time.

# Hillsborough County Public Schools (HCPS)

**8<sup>th</sup> largest district in nation**

**Total schools: 279**

- Elementary schools : 159
- Middle schools : 50
- High schools : 40
- Other : 30

**Full-time teachers: estimated > 13,000**

**Total Students: estimated > 200,000**

- ◎ **Approximately 1 to 10,000 ratio** of active certified behavior analysts to students
- ◎ In comparison, the national recommended ratio for School Psychologists is 1 : 1,500 students.

# Considering the Objectives

- ◎ In training events, like this one the learners are merely passive observers. The speaker presents. The learner tries to absorb knowledge.
- ◎ Education is not the filling of a pail, but the lighting of a fire.

-- William Butler Yeats

The learner will experience a change in establishing operations that will be followed by meaningful actions to improve the state of American education.

# Objectives

The learner will (may) be able to:

- ◎ **Name competing demands** that many educators encounter.
- ◎ **Identify sources of educator resistance** to behavior analysis.
- ◎ **Describe how behavior analysts can prevent or reduce educator resistance** to behavior analysis.

# Objectives

- ◎ Recognize how some professionals are capitalizing on educator desires for “fast and easy” methods.
- ◎ Describe how behavior analysts might:
  - Simplify some tasks for educators and develop services and resources that adhere to standards of good practice
  - Increase educator acceptance of behavior analytic strategies
  - Replace or prevent ineffective and potentially harmful “fast and easy” methods
- ◎ Develop an Action Plan to improve the state of American education.

# Disclaimer

(I really should practice what I preach.)

This presentation lacks:

- ◎ Sufficient active participant (student) responding
- ◎ Assessment of participant learning gains
- ◎ Did everyone really earn the CE credits?



**WE NEED EDUCATORS**

# We Need Educators

- ◎ The demand for behavioral supports exceeds the supply of behavior analysts
- ◎ Educators, the teacher in the classroom, the School Psychologist on the student's team, and others are often needed to play vital roles in behavior assessment and intervention.

# Competing Demands and Stressors for Educators

- ◎ **High stakes testing** of academic performance
- ◎ Teaching to the “middle of the class” (slow achieving students left behind – NCLB?)
- ◎ **School grades**
- ◎ **Complex teacher evaluations** (e.g., rubrics, “value added measures”) that impact earnings and job assignments
- ◎ **Wave after wave of new requirements and initiatives** at the district, state, and federal levels – not sure which are priorities or what will continue/fade

# Other factors identified in teacher interviews

(Dwayne Renaker, Stephanie Huffman, Pam Terilli)

- ◉ Imposed academic calendars, **moving too quickly to new content** (before mastery)
- ◉ **Shifting curriculum standards** (Common Core)
- ◉ Lack of parent participation
- ◉ **Not enough time** to plan lessons
- ◉ Differentiated instruction, students on different levels
- ◉ **Blame** for societal problems
- ◉ Limited support from administrators
- ◉ Personal problems
- ◉ **Limited or no proficiency-based training in behavior management**

- ◎ Because of competing demands in schools, some behavioral assessment and intervention practices are perceived by educators as “too much work.”
- ◎ Too often this causes overt or covert resistance to, and the ultimate failure of, needed behavior analytic services.

- ◎ A related undesirable outcome is that educators drift toward methods that are marketed as “fast and easy” or more “user friendly.”
- ◎ Educators are often unaware of (or unaffected by) the significant risks that such methods present to intervention effectiveness.

# Impact of “Fast & Easy”

- ◎ **Little focus on effective behavioral problem solving across all 3 tiers**
- ◎ **Blindness to the fact that increases in disruptive behaviors may contribute to decreases in academic outcomes**
- ◎ **At tier 3, rushed FBAs, skimpy BIPs (technically inadequate)**
  - **Compliance-driven** (get the paperwork done)
  - **No or poor linkage of function to intervention**

(Sasso, Conroy, Stichter, & Fox, 2001; Scott & Kamps, 2007)

# Impact of “Fast & Easy”

- ◎ **Avoidance of consultation**
- ◎ Reliance on **indirect measures** (likert-style rating scales)
- ◎ **No or limited use of intervention fidelity checks, or use of weak measures** (e.g., adherence checks – The student was in the intervention setting for the designated time period)
- ◎ **Revert to old methods**, such as **mentalistic explanations** & the **refer** → **test** → **place** model



# Impact on behavior analysts

A little closer to home...

- ◎ Limits the credibility of, and perceived need for, behavior analysts
- ◎ Interferes with educator adoption of behavior analytic processes
- ◎ Threatens the growth of our field

We'll consider more about  
“Fast and Easy” in a bit.

Now let's consider:

- ◎ Why educators might avoid behavior analytic approaches
- ◎ Why educators might be more prone to go for “fast and easy” and “user friendly” methods
- ◎ How we might remedy that problem.

# Biases due to myths and misconceptions about ABA

- ◎ **“Behavior modification”**
- ◎ **Mechanistic... kids just need unconditional love**
- ◎ **Extrinsic v. intrinsic rewards**
- ◎ **M & M therapy**
- ◎ **Bribes kids into behaving**
- ◎ **Destroys intrinsic motivation**
- ◎ **Turns kids into robots**
- ◎ **Only effective with developmentally disabled**

# What we can do

- ◎ **Dispel myths and correct misinformation**
- ◎ **Identify the most common sources:**
  - College experiences and textbooks
  - Communications with peers
- ◎ **Increase educator access to user-friendly sources of :**
  - Factual ABA knowledge
  - Stories of successes through behavior analysis

(Rolider and Axelrod – in Heward et al. “Focus on Behavior in Education”)

# What we can do

- ◎ **Brochures**

# BehaviorCanChange.com

Tri-fold brochures:

- \* What You Need to Know About Effective Autism Treatment
- \* What You Need to Know About Improving Your Child's School Performance

Needs updating and expansion



The screenshot shows the homepage of BehaviorCanChange.com. At the top, there is a header with a photo of a woman and a child, the title "Behavior Can Change We Can Help!", and a navigation menu with links: "About Us | Autism | Real World Examples | Find A Behavior Analyst | Links | Press | FAQs". Below the header is a section titled "Welcome to a Better Tomorrow" with a paragraph of text and a photo of a young boy. To the left of the text is a photo of a child in a grocery store. Below this is a section with two columns, each featuring a brochure thumbnail and a title. The left column is titled "What You Need to Know About Effective Autism Treatment" and the right column is titled "What You Need to Know About Improving Your Child's School Performance". Both columns include a small thumbnail of the respective brochure and a link to "Find A Behavior Analyst".

**Behavior Can Change**  
*We Can Help!*

[About Us](#) | [Autism](#) | [Real World Examples](#) | [Find A Behavior Analyst](#) | [Links](#) | [Press](#) | [FAQs](#)

## Welcome to a Better Tomorrow

Welcome to a rich resource for information on a science-based, effective approach to changing behavior that has been transforming classrooms, businesses, family life, and therapy settings and numerous other environments for more than 40 years.

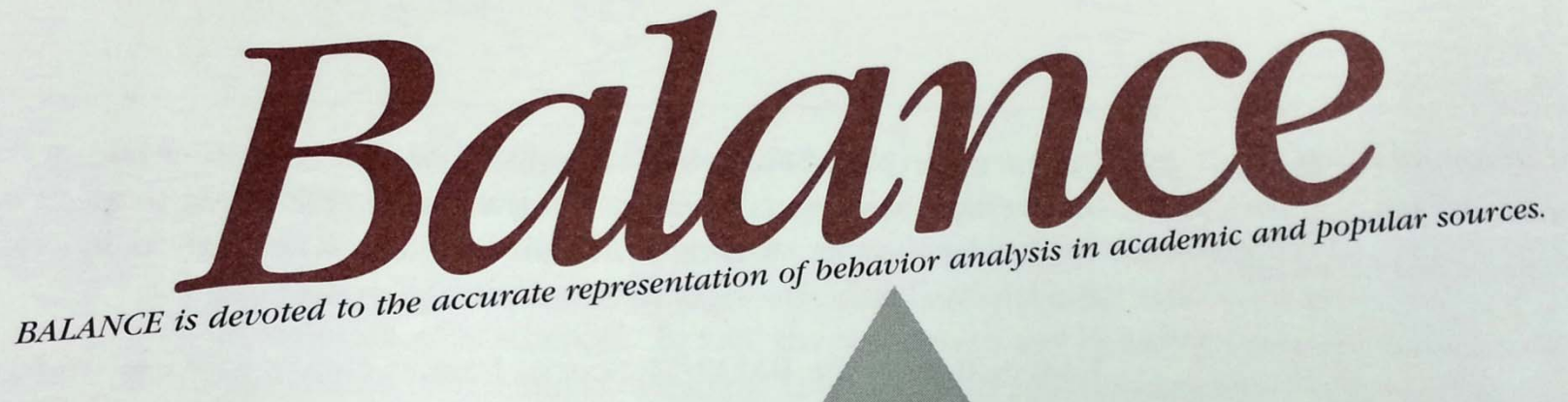
"Behavior Analysis" has been used to train teachers, parents, caregivers and employers how to prevent and solve serious behavior problems. While most treatments for solving the age-old problem of behavior operate on theories, Behavior Analysis uses methods that allow outcomes to be measured. By accumulating data for comparison, Behavior Analysts are able to produce significant results. These methods have been used successfully for everything from treating eating disorders to training service dogs.

**What You Need to Know About Effective Autism Treatment**

**What You Need to Know About Improving Your Child's School Performance**

# What we can do

- ◎ Brochures
- ◎ **Newsletter articles**
- ◎ **Volunteer presentations in colleges of education and school districts**
- ◎ **Revisit the BALANCE initiative (Joe Wyatt et al.)**



More about:

- ◎ Why educators might avoid behavior analytic approaches
- ◎ Why educators might be more prone to go for “fast and easy” and “user friendly” methods



# Bad consultee experiences

- ◎ Behavior analysts (or local practice requirements) sometimes contribute to complicating the assessment and intervention process. Examples:
  - Lengthy (20-50 page) FBA-BIPs
  - Technical jargon
  - Complex data recording forms
  - Expectations for continuous data recording (every minute of the day)

# Bad consultee experiences

- ◎ Arrogance (blatant to subtle)
- ◎ Too eager to use (and teach) behavior analytic terms (jargon)
- ◎ Limited collaboration
- ◎ Little focus on rapport building
- ◎ Too eager to train or give corrective feedback

# Bad consultee experiences

## Educator reactions:

“I don’t like him talking down at us with those fancy college words. I have no idea what he’s talking about”

“Don’t need some know it all telling me what to do”

“Has s/he ever worked even one day as a teacher?”

“You gotta be kidding me. Her again?”

# What we can do

Consider the educator's perspective (MOs).

“We’re not like them. They’re not like us.”

-- Andrew Houvouras

- ◎ Differing histories
- ◎ Differing expectations
- ◎ Differing contingencies



# What we can do

- ◎ “It’s nice to be important, but it’s more important to be nice.” – Unknown
- ◎ “Win friends” by improving rapport; use “We” statements
- ◎ Build collegial and collaborative relationships
- ◎ Acknowledge teacher input – “Walk a mile in the teacher’s shoes”
- ◎ Be humble. Leave your pride at the front door.
- ◎ Minimize technical jargon

# What we can do

- ◎ Learn, refresh and maintain our knowledge about effective consultation skills

## Must Read Materials on Consultation Skills:

- ◎ Bailey and Burch - *25 Essential Skills and Strategies for the Professional Behavior Analyst: Expert Tips for Maximizing Consulting Effectiveness*
- ◎ Chandler and Dahlquist - Chapter 11: Guidelines for Program Implementation and Consultation, in *Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings*, 4th Edition.

## Must Read Materials on Consultation Skills:

- ◎ Foxx, Richard M. (1996). Twenty Years of Applied Behavior Analysis in Treating the Most Severe Problem Behavior: Lessons Learned. *The Behavior Analyst*, 19(2), 225–235.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2733622/>

- ◎ Dale Carnegie – *How to Win Friends and Influence People*



## More Texts on Consultation Skills:

- ◎ Mueller and Nkosi (2009) *Behavior Analytic Consultation to Schools*.
  - Note: This text advocates for the BACS model which focuses on the outcome of the consultation process. However, an effective consultant will also focus on a collegial and collaborative relationship with the consultee.
- ◎ Bergan & Kratochwill (1990) - *Behavioral consultation and therapy*

# What we can do

- ◎ Learn, refresh and maintain our knowledge about effective consultation skills
- ◎ Explore the literature on “coaching” and “implementation science”
  - See “Intervention Integrity” later in this presentation
- ◎ Receive supervised experience or mentoring from a competent, successful consultant
- ◎ Prepare Action Plans for common issues. Some simple examples follow:

# Goal: Increase problem solving team and teacher acceptance and cooperation

- ◎ Test interventions first

- ◎ In meetings:

- Create an eager want (Dale Carnegie)
- Recognize resistance cues (rolling eyes, arms crossed, no response)
- Offer choices (e.g., measurement methods)
- Offer demonstrations and coaching
- Shape on agreements, cooperation, etc.
- Gradually teach terms (see prior frame)

# What we can do

- ◎ Communicate and celebrate successful cases
- ◎ Provide graphic and written feedback to teachers, problem solving team members, and administrators who are helpful with behavior change processes

# Educators may resist the requirements of intensive, individualized (Tier 3) interventions

- ◎ Multiple intensive interventions with differing procedures can be especially difficult to implement with integrity
- ◎ These interventions also demand significant resources from other educators including time and effort for:
  - Team planning
  - Training
  - Monitoring progress and integrity

# What we can do

- ◎ Provide supports for proactive schoolwide Tier 2 behavior intervention development and consistent delivery (aka classroom management)
- ◎ Promote benefits to all students
- ◎ Through Tier 2 supports, reduce unwarranted referrals for FBA-BIPs

# Tier 2 interventions for classrooms and targeted groups

- ◎ **Good Behavior Game**
- ◎ **Check-in Check-out**
- ◎ Mystery Motivator
- ◎ Beat the Timer
- ◎ Random Beeper System
- ◎ Success Chain
- ◎ Classwide Behavior Lottery
- ◎ Class Dojo <https://www.classdojo.com/>  
<http://interventioncentral.mysdhc.org>
  - Click the “Classwide/Group” tab

# What we can do

- ◎ Provide supports for Tier 2 behavior intervention development and consistent delivery (aka classroom management)
- ◎ **Build educator competency in basic behavior management strategies**



# Building Competency

- ◎ Key skills that impact all tiers of intervention
- ◎ Examples:
  - Clear Expectations – Precision commands (Tough Kids, William Jenson)
  - Selective praise
  - Pivot praise
  - Planned ignoring
  - Dealing with Junk Behavior (Glenn Latham)
  - Stop and redirect

# Building Competency

- ◎ Deliver proficiency-based training so it is easily repeatable (not occasional large group lectures):
  - 1. Brief online video –supported module
  - 2. Face-to-face small group or 1-to-1 practice
  - 3. In classroom coaching
- ◎ Training everyone in the key skills (prior frame) may increase the team's capability to individualize procedures for BIPs

# What we can do

- ◎ Provide supports for Tier 2 behavior intervention development and consistent delivery (aka classroom management)
- ◎ Build educator competency in basic behavior management strategies
- ◎ Provide supports for “Active Student Responding” strategies

# Active Student Responding

- ◎ Response Cards
- ◎ Remote Clicker Devices !!!
- ◎ Choral Responding
- ◎ Guided Notes
- ◎ William Heward: “Weapons of Mass Instruction”

**Data...**  
**It Ain't Easy**

# “Fast and Easy” Data?

- ◎ Some have advocated for rating scales as a uniform method for measuring student behaviors for all 3 tiers, including BIPs
- ◎ *Florida’s Response to Intervention for Behavior – Statewide Database*
- ◎ <http://www.flrtib.org/about.html>

# Behavior Rating Scale (BRS)

Behavior		Date						
Task Engagement appropriate behavior	>10 min	5	5	5	5	5		
	8-10 min	4	4	4	4	4		
	5-7 min	3	3	3	3	3		
	2-4 min	2	2	2	2	2		
	0-1 minute	1	1	1	1	1		
Tantrums problem behavior	10+ daily	5	5	5	5	5		
	7-9	4	4	4	4	4		
	4-6	3	3	3	3	3		
	2-3	2	2	2	2	2		
	0-1/day	1	1	1	1	1		

- ◎ “A flexible, **all-in-one data collection tool**
- ◎ ... a reliable progress monitoring tool for students who receive Tier 3 support... can be used to track just about any student behavior using anchors that are specific to each student and their behaviors... track specific concerns for individual students in an efficient manner.”

# Direct Behavior Rating (DBR)

## Direct Behavior Rating (DBR) Form: 3 Standard Behaviors

Date: M T W Th F	Student:	Activity Description:
	Rater:	
Observation Time: Start: _____ End: _____  <input type="checkbox"/> Check if no observation today	Behavior Descriptions: <p>Academically engaged is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.</p> <p>Respectful is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.</p> <p>Disruptive is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.</p>	

**Directions:** Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

### Academically Engaged



### Respectful



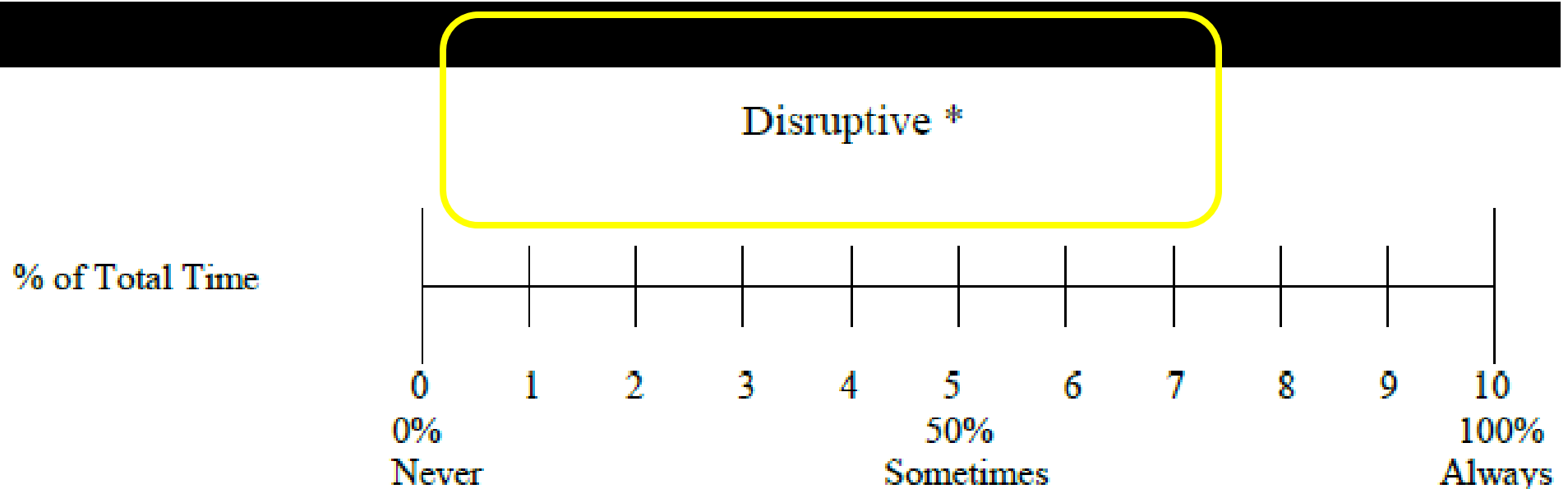
### Disruptive \*



\* Remember that a lower score for "Disruptive" is more desirable.



Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.



\* Remember that a lower score for “Disruptive” is more desirable.

## ◎ **DBR behavior definitions:**

- ◎ **Disruptive** is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.
- ◎ **Academically engaged** is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials.
- ◎ **Respectful** is defined as compliant and polite behavior in response to adult direction and/or interactions with peers and adults. For example: follows teacher direction, pro-social interaction with peers, positive response to adult request, verbal or physical disruption without a negative tone/connotation.

# What we can do

Advocate for and train best practices:

- ◎ Rating scales *may* be adequate as broad indicators for Tier 1 and 2 screening
- ◎ For measures of behavior change with Tier 3 interventions:
  - Avoid rating scales as the primary or sole method
  - Always conduct direct observations using behavior analytic measurement methods that are sensitive to small amounts of change and supported by a wide body of empirical research in classrooms

# What we can do

Advocate for and train best practices:

- ◎ **When the teaching team has competing demands:**
  - Measure rate or duration during assigned time periods to obtain representative samples
  - Use interval recording and time sampling
  - Coordinate support from external data recorders

# What we can do

## ◎ Provide easy-to-access, user-friendly tools and resources:

- Defining behavior
- Selecting “best fit” data recording procedures
- Measurement forms
- **Low-tech tools** (record on masking tape on back of teacher’s hand, slide beads on a lanyard; move rubber bands from one arm to another)

<http://interventioncentral.mysdhc.org>

Click the “Measure” tab

# What we can do

◎ Provide easy-to-access, user-friendly tools and resources:

- Recorded audio cues to "Observe" - "Record"
- Electronic and mechanical tally counters
- Mobile device & smartphone apps (e.g., Behavior Tracker Pro, D.A.T.A.)

<http://interventioncentral.mysdhc.org/documents/DataRecordingTools.pptx>

## Counters

tallycounterstore.com

Ring style

\$6.49 for 10 or more



## Polder Timers

(search online at Amazon.com, etc.)

- Polder Triple Tell Timer (beeps, flashes, light, and vibrates) \$25.99
- Polder Buzz and Beep Timer \$14.98
- Polder 60-min. Timer on a rope \$5.99



## ABC Data Pro

\$27.99

- Nine buttons are independently programmable with a label name and whether it is for counting events or measuring duration of events. Buttons can refer to individuals in a group, or an individual with 9 behaviors, or 2 individuals each with 3 behaviors and then general 3 'event' buttons, etc.

<https://itunes.apple.com/us/app/abc-data-pro/id349426906?mt=8>

Simple set up for 1 teacher & two students



# What we can do

- ◎ Provide easy-to-access, user-friendly tools and resources:
  - Graphing templates
  - Data interpretation guidelines (e.g., variability, trend, celeration)
- ◎ Support school district and university instruction of educators in the rationale and methods for sensitive measurement methods, graphing, and data analysis



**Functional  
Behavior  
Assessment  
... It Ain't Easy**

## **Greg Hanley – 2011 FABBA Keynote:**

“Ten Common Mistakes Made by Applied Behavior Analysts and Ways to Avoid Them”

- ◎ Mistake 4: Teachers should be expected/trained to conduct functional assessments
- ◎ Take home point: Behavior analysts should conduct functional assessments with teachers and parents as partners in the process

◎ **Greg Hanley 's reasons:**

- Analysis is not complex, but the assessment and treatment development *process is complex*.
- Functional assessment process involves:
  - building relationships,
  - clinical interviewing,
  - direct measurement,
  - single-subject experimental designs,
  - data graphing, analysis, and interpretation,
  - an understanding of schedules & behavioral processes

# Educators want “fast and easy”

- ◎ “This is so complicated. Isn’t there a one-page form somewhere?”
- ◎ “Can we get an online form with drop-down menus and check boxes?”

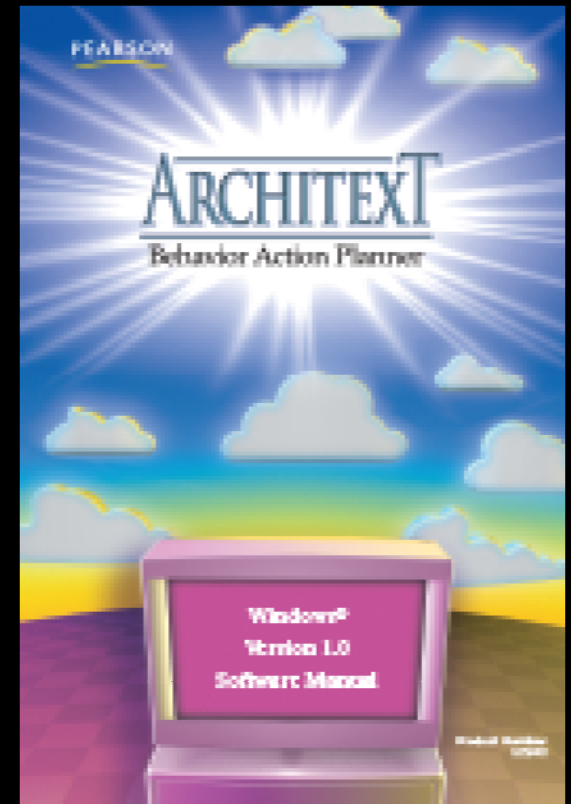
Identified Function of Behavior(s) From the list below using the information from the FBA done with the evaluation, indicate possible functions of the target behaviors. Multiple functions may be involved.

*What is the student getting or avoiding by engaging in the behavior(s)?*

<b>JUSTICE/REVENGE</b>			<b>POWER/CONTROL</b>		
<input checked="" type="checkbox"/>	Get back at teacher	1, 2	<input checked="" type="checkbox"/>	Control classroom activity	2
<input checked="" type="checkbox"/>	Get back at peer	1	<input checked="" type="checkbox"/>	Control adult	1, 2
<input type="checkbox"/>	Get back at parent		<input checked="" type="checkbox"/>	Control peer	1, 2
<input type="checkbox"/>	Get back at school		<input checked="" type="checkbox"/>	Control time on task/work output	1, 2
<input type="checkbox"/>	Other:		<input type="checkbox"/>	Other:	
<b>ATTENTION</b>			<b>ESCAPE/AVOIDANCE</b>		
<input checked="" type="checkbox"/>	Gain adult attention	1, 2	<input checked="" type="checkbox"/>	Avoid demand or request	1, 2
<input type="checkbox"/>	Gain peer attention		<input checked="" type="checkbox"/>	Avoid activity or task	1, 2
<input checked="" type="checkbox"/>	Gain time with preferred adult	1, 2	<input type="checkbox"/>	Avoid a person	
<input type="checkbox"/>	Other:		<input checked="" type="checkbox"/>	Escape classroom	1, 2
<b>GRATIFICATION/SENSORY</b>			<b>ACCEPTANCE/AFFILIATION</b>		
<input type="checkbox"/>	Gain food or tangible reinforcement		<input type="checkbox"/>	Escape school	
<input type="checkbox"/>	Gain sensory stimulation		<input type="checkbox"/>	Other:	
<input type="checkbox"/>	Avoid sensory stimulation		<input type="checkbox"/>	Gain connection with peer/adult	
<input checked="" type="checkbox"/>	Escape environment	1, 2	<input type="checkbox"/>	Gain benefit of group	
<input type="checkbox"/>	Other:		<input type="checkbox"/>	Other:	

# Architext – Behavior Action Planner

- ◎ Pearson Clinical
- ◎ “Fine-tune the FBA process—  
**with the click of a mouse**”



# Architext

**Functional Behavior Analysis: BF Skinner Behavior Planner of 11/29/2006**

1. **Aggression**  
2. Target Behavior

Target behavior title: Aggression

Target behavior definition written in observable terms:  
spit, throws papers, hits, kicks, sniffs, eats hair

Frequency	Setting	Triggers	Effects	Function	Action	Summary
<b>Attention:</b>						
<input checked="" type="checkbox"/> Peers						
<input checked="" type="checkbox"/> Adults						
<input type="checkbox"/> Parents						
<input type="checkbox"/> Objects						
<input type="checkbox"/> Activities						
<b>Revenge:</b>						
<input checked="" type="checkbox"/> Hurt feelings						
<input type="checkbox"/> Lack of trust						
<input type="checkbox"/> Lack of security						
<input type="checkbox"/> Lack of safety						
<input type="checkbox"/> Hostile feelings						
<b>Fear/Failure:</b>						
<input type="checkbox"/> Peers						
<input type="checkbox"/> Adults						
<input type="checkbox"/> Parents						
<input type="checkbox"/> Task						
<input type="checkbox"/> Situation						
<input type="checkbox"/> Activity						
<input type="checkbox"/> Setting						
<b>Appropriate behavior is not being demonstrated because of:</b>						
<input type="checkbox"/> Skills deficit						
<input type="checkbox"/> Performance deficit						
<input type="checkbox"/> Learned inappropriate behavior						
<input type="checkbox"/> Classroom management deficit						
<input type="checkbox"/> Medical problem						
<input type="checkbox"/> Substance abuse						
<input type="checkbox"/> Physical environment deficit						
<input type="checkbox"/> Learning environment deficit						

**Power:**

☐ Peers  
☐ Adults  
☐ Parents  
☐ Setting  
☐ Situation

**Other Unknown:**

☒ Enjoys behavior  
☐ Unknown motivation  
☐ Poor motivation  
☐ Meeting personal goals

Next ➔

+ Add    ✕ Delete    Help    Cancel    OK

# Faulty explanations

**Personality** (i.e., the bad child).

**Disability.**

**Child's family** - poor parenting and discipline practices.

**Poor home** circumstances.

**Previous trauma** or bad experiences.

**Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings**  
– by Chandler and Dahlquist



# Additional explanations that often don't lead to effective behavioral interventions

- ⊙ Power
- ⊙ Control
- ⊙ Revenge
- ⊙ Fear of failure
- ⊙ Self esteem issues

- ◎ The primary barrier to FBA/BIP implementation in schools for students with emotional and behavior disorders was the **perception of educators that FBAs and BIPs require too many resources in time and skills to do the process effectively and with fidelity.**

(Scott and Kamps, *Behavior Disorders*, 2007)

- ◎ Implementing **an incorrect, inconsistent FBA-BIP process** as is commonly seen in schools **does not lead to positive behavior change** for students.

(Sasso, Conroy, Stichter, & Fox, 2001; Scott & Kamps, 2007)

# Important Questions

- ◎ **What adaptations are needed** so that the FBA/BIP process is feasible for use by school practitioners lacking advanced behavioral skills?
- ◎ **If the process is adapted** so that it is simpler and more efficient for use by school practitioners, **how can the effectiveness of the process be ensured?**
- ◎ **How do we balance feasibility and quality so that school personnel will consistently implement a technically sound FBA/BIP process?**  
(BEESS Tier 3 Workgroup, 2014)

# What we can do

- ◎ **Assist school districts with adopting consistent guidelines and clear standards that can produce positive behavior change** (Conroy, Katsiyannis, Clark, Gable, & Fox, 2002).
- ◎ **Share the wealth of convincing research showing that BIPs developed from FBAs are more effective in producing positive student behavior change than non-function based interventions** (Filter & Horner, 2009; Ingram, Lewis-Palmer, & Sugai, 2005; Newcomer & Lewis, 2004).

# What we can do

**Avoid excessive use of descriptive FBAs, with:**

- Multiple interviews
- Use of screening tools
- Lengthy naturalistic observations
- ◎ **Resulting interventions are more likely to fail**
  - Weak function-to-intervention linkage
- ◎ **Educators become frustrated with slow process or lack of positive outcomes**
- ◎ **Avoidance of behavioral approaches increases**

# What we can do

- ◎ **Promote increased use of hypothesis testing (functional analysis):**
  - **Conduct a limited interview using open-ended tools** (e.g., Greg Hanley)
  - **Conduct limited observation**
  - **Quickly develop hypothesis and test it**
    - When feasible, conduct classroom trial-based functional analyses (refer to Sarah Bloom's research)
    - When a skill deficit is identified, teach the skill and test the outcomes



developed by  
Patrick McGreevy and Troy Fry,  
with assistance from  
Colleen Cornwall and Janine Shapiro  
[behaviorchange.com](http://behaviorchange.com)

- ◎ **Communication, behavior, and functional skills assessment, curriculum, and skill-tracking instrument**
- ◎ for both children and adults with moderate-to-severe disabilities, including autism.
  - Especially useful for learners with limited communication repertoires, limited daily living skills, or severe problem behavior.
- ◎ **for developing long-term goals and short-term objectives** for IEPs or support plans
- ◎ **for tracking skill acquisition and problem behavior**

# *Essential 8 Skills*

Making Requests

Waiting

Accepting Removals, Making Transitions,  
Sharing, and Taking Turns

Completing 10 Consecutive, Brief,  
Previously Acquired Tasks

Accepting "No"

Following Directions Related to Health and Safety

Completing Daily Living Skills Related to Health and Safety

Tolerating Situations Related to Health and Safety



# Are there conditions when a less extensive FBA is acceptable ???

- ◎ Interviews and observations indicate the **behavior is related to a skill deficit** (e.g., accept no, accept removal, wait)
- ◎ **Get baseline** data (when ethical)
- ◎ **Teach the skill**
- ◎ **Measure outcomes**
- ◎ **If successful, abbreviate FBA ???**

## **When a full FBA may be mandatory:**

- ◎ the **parent requests it**
- ◎ A **formal evaluation** for special education **eligibility** is involved

# What we can do

Consider developing a triage process:

- ◎ Does every FBA referral warrant an extensive assessment and intensive, individualized intervention (i.e., BIP)?
- ◎ Might a triage method with standard teaching and treatment protocols be acceptable for some common, low risk behavior challenges?
- ◎ What are those low risk behavior challenges?
- ◎ What intervention procedures may be practical, effective, and ethical in such cases?

## Common “mischief” referrals:

- ◎ Off-task too much
- ◎ Doesn't concentrate
- ◎ Very easily distracted
- ◎ Not productive at all
- ◎ Won't pay attention
- ◎ Unfocused

## Common “mischief” referrals:

- ◉ Being tardy
- ◉ Can't locate materials for classwork
- ◉ Passing notes
- ◉ Making faces
- ◉ Repeatedly sharpening pencil
- ◉ Rattling pencil between teeth
- ◉ Making cat noises
- ◉ Poking kids back
- ◉ Ripping paper from notebook and crumpling it
- ◉ Belching
- ◉ Throwing small items
- ◉ Playing imaginary harmonica
- ◉ Giggling
- ◉ Combing hair
- ◉ Reading comic book, etc.
- ◉ Drawing cartoons

# What we can do

- ◎ **Communicate how to get support from a behavior analyst**
- ◎ **Promote easy access to behavior analysts via directories, brochures, newsletters, and emails**
- ◎ **Stay close** with ESE and ASD staff, School Psychologists, and others **to identify urgent referrals**
  - Regularly attend leadership team meetings and make presentations

# What we can do

- ◎ **Consider developing criteria and communicate...**

## **When to request consultation by a behavior analyst:**

- Consultation by current team members has been ineffective or resisted
- Despite multiple function-based procedures of acceptable intensity for a reasonable duration, there has been poor response to intervention (RtI)

# When to request consultation by a behavior analyst

- ◎ There are multiple behaviors of concern and/or settings where the behavior occurs
- ◎ There is a history of high risk and/or unusual behaviors (e.g., severe self-injury, PICA, aerophagia, trichotillomania, polydipsia)
- ◎ The student has an extensive history of severe behavior problems (e.g., aggression)
- ◎ The student is transferring from a more restrictive school setting to a less restrictive setting (e.g., from an out-of-state intensive treatment residential program to a neighborhood school)
- ◎ The student has a history of severe behavior problems that have resulted in police contact and/or Baker Acts

# When to request consultation by a behavior analyst

- ◎ There is current or proposed use of:
  - highly restrictive reactive strategies or crisis management strategies (e.g., restraint or seclusion)
  - unusual, coercive, or punitive treatments (e.g., water mist, social reprimands, restricted access to meals, frequent or prolonged exclusionary time out)
  - controversial therapies or treatments for which the evidence of scientific research support may be questioned (e.g., weighted vests, FC)
  - protective devices or equipment to prevent harm or injury as a result of behaviors (e.g., helmet for headbanging, gloves for hand mouthing), including items that may limit normal sensation or movement, or affect social inclusion



# When to request consultation by a behavior analyst

- ⦿ There are multiple hypotheses for the problem behavior
- ⦿ The hypotheses are unclear (e.g., conflicting opinions, various antecedents and/or functions, behavior chain or multiple behaviors within one response category or class)
- ⦿ There is a possible need for hypothesis testing (systematic functional analysis methods)
- ⦿ There is a possible need for functional communication training (e.g., limited language repertoire, need for effective replacement behaviors)

# When to request consultation by a behavior analyst

- ◎ Other factors may include:

- Parent request for behavior analyst
- Parent dissatisfaction, formal complaint, mediation hearing, attorney or advocate involvement, litigation
- Need for coordination with external agencies or private behavior analysts working with the student in home, community, and agency settings
- Need for coordination of wrap-around supports (e.g., therapeutic interventions, medication management)

# What we can do

- ◎ Clarify expectations for the completeness and quality of FBAs and BIPs
- ◎ Provide resources and training to assist schools with self-checking

- ◎ Technical Adequacy Evaluation Tool
- ◎ Technical Adequacy Evaluation Rubric

-- Rose Iovannone, Don Kincaid, USF

<http://interventioncentral.mysdhc.org>

Click “Individual FBA-BIP” tab, then FAQs

## Tier 3 FBA and BIP Technical Adequacy Evaluation

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
<b>Part I. FUNCTIONAL BEHAVIOR ASSESSMENT</b>  Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. <i>Check all that apply.</i>  <input type="checkbox"/> Student interview <input type="checkbox"/> Parent interview <input type="checkbox"/> Teacher interview <input type="checkbox"/> Rating Scales <input type="checkbox"/> Direct Observations <input type="checkbox"/> Record Review <input type="checkbox"/> Efficient FBA (team meeting, ERASE, etc.) <input type="checkbox"/> Other _____	0 = unable to determine 1 = 1 source/person or list of signatures with no detail 2 = two or more sources with supporting details	
	2. Problem behaviors are <b>identified</b> and <b>operationally defined</b> . (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.  <input type="checkbox"/> Target Behavior <input type="checkbox"/> Method <input type="checkbox"/> Time Frame <input type="checkbox"/> 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. <i>List setting events (slow triggers):</i>  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	

## Tier 3 Functional Behavior Assessment/Behavior Intervention Plan—Technical Adequacy Evaluation Scoring Guide

Component	0 – Not Addressed	1 – Partially Addressed	2- Completely Addressed
<b>Part 1: Functional Behavior Assessment (Data Gathering and Hypothesis Development)</b>			
<p>1. Input is collected from multiple people/sources to complete the functional behavior assessment.</p>	<p>Unable to determine if input was collected from multiple people/sources.</p>	<p>Vague indication that input was collected from more than one person/source; details missing</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Checklist or list of names of people who participated in the FBA but no explanation of how they participated.</li> <li>Only one person signs IEP form or FBA form</li> </ul>	<p>Clear documentation that input was collected from more than one source with supporting details.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Direct observation AND teacher/parent rating scales indicated or checked.</li> <li>Statements such as, "The teacher(s) and the parent(s) were interviewed."</li> </ul>
<p>2. Problem behavior(s) are identified and operationally defined (easily observable and measurable). If more than one behavior is identified, it is clear which behavior(s) are/will be the focus of the FBA.</p> <p><i>*Note: There needs to be a link between the behavior identified as the problem, the definition, and the behavior listed in the hypothesis to get full credit for this item.</i></p>	<ul style="list-style-type: none"> <li>No problem behavior(s) are identified, OR</li> <li>Problem behaviors are identified and may be defined, but the behavior identified is not the behavior that was the focus of the FBA or was not the behavior listed in the hypothesis.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviors are identified but definitions are ambiguous or subjective and do not provide enough information so that anyone observing the behavior would agree that it has started and it has stopped.</li> <li>Behavior definitions are described in "dead man" terminology (i.e., a dead person could perform the behaviors).</li> <li>Problem behavior(s) are checked from a list with no further definitions.</li> <li>List of multiple problem behaviors or grouping of unique behaviors under one category/response class or one function</li> </ul> <p>Examples:</p> <p>Ambiguous/subjective examples</p> <ul style="list-style-type: none"> <li>Talks to peers</li> </ul> <p>Problem behaviors selected from list:</p> <ul style="list-style-type: none"> <li>Expressing anger</li> <li>Hostility</li> <li>Off-task</li> <li>Defiant</li> <li>Non-compliant</li> </ul>	<ul style="list-style-type: none"> <li>ALL identified problem behaviors are operationally defined (observable and measurable; can be seen, heard, counted), AND</li> <li>If more than one behavior is identified, the FBA data show the target behavior that will be the focus of the assessment</li> </ul> <p><i>*Note: If the FBA only identifies one problem behavior, and the problem behavior is clearly defined, score '2'.</i></p> <p><i>**Note: There may not be a clear statement that indicates the behaviors that will be the focus of the FBA. If the antecedents, functions, and hypothesis clearly identify the behavior(s) of concern, the criterion has been met.</i></p> <p><i>*Note: Behaviors do not need to be broken down into discrete units (e.g., pushes until other person is moved 1.5 meters/inches), but behaviors are defined so that anyone can determine when the behavior starts and stops.</i></p>

**Behavior  
Intervention Design  
... It Ain't Easy**

# Competency

- ◎ **Scenarios describing behavioral functions were provided to 209 teachers.**
- ◎ **Interventions were selected by the teachers:**
  - **based on what was popular, customary, or personally favored**
  - **without regard for the function of the behavior**
- ◎ **Special education teachers performed only slightly better than general education teachers.**

Myers and Holland (2000)

# Competency

- ◎ Traditional, short-term professional development sessions are inadequate for teaching the required competencies.
- ◎ More comprehensive training models are recommended
- ◎ Training must include advanced coursework and supervised practicum assignments.



# Competency

◎ Three competence-building models :

- ***Challenging Behavior Specialist*** - Iowa DOE Learning Supports

- <http://iowals.wikifoundry.com/page/Challenging+Behavior>

- ***Behavior Specialist*** (license) – Pennsylvania

- <http://www.dpw.state.pa.us/provider/paautisminsuranceact62/behaviorspecialists/index.htm>

- <http://www.education.pitt.edu/AboutUs/NewsEvents/ViewDetail/tabid/1152/ArticleId/131/Pennsylvania-Issues-New-License-Requirements-for-Behavior-Specialists.aspx>

- ***Registered Behavior Technician*** – BACB

- <http://bacb.com/index.php?page=101118>

# “Fast & Easy”

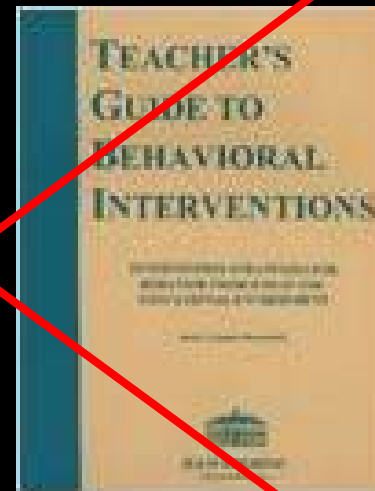
When competency is lacking, educators will more likely resort to:

- ◎ Topography-based intervention “cookbooks”
- ◎ Popular or peer-recommended “user friendly” intervention publications (e.g., Love & Logic, Conscious Discipline)
- ◎ Customary or personally favored interventions (e.g., red-yellow-green sticks)

**Each of the following resources needs to be evaluated to determine:**

- ◎ Degree of adherence to best practice
  - Are the interventions linked to behavioral function?
  - Are the interventions evidence-based?
- ◎ Ease of access to personnel who could potentially misuse the interventions
- ◎ Clear and prominent directions for when and how to get assistance from a behavior analyst

# Teacher's Guide to Behavioral Interventions



## **20 Makes inappropriate comments to teachers**

**1.** Reinforce the student for communicating in an appropriate manner with teachers: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).

**2.** Speak with the student to explain: (a) what he/she is doing wrong (e.g., arguing, threatening, calling names, etc.) and (b) what he/she should be doing (e.g., following rules, staying on-task, attending to his/her responsibilities, etc.).

**3.** Establish classroom rules (e.g., work on-task, work quietly, remain in your seat, finish task, meet task expectations). Reiterate rules often and reinforce students for following rules.

**4.** Reinforce those students in the classroom who communicate in an appropriate manner with teachers.

**5.** Reinforce the student for communicating in an appropriate manner based on the length of time he/she can be successful. Gradually increase the

**10.** Teach the student appropriate ways to communicate displeasure, anger, etc.

**11.** Reduce stimuli which contribute to the student's derogatory comments or inappropriate gestures.

**12.** Provide the student with a quiet place to work. This is to be used as a means of reducing distracting stimuli and not as a form of punishment.

**13.** Provide the student with the opportunity to work with a peer who will be a model for communicating in an appropriate manner.

**14.** Make certain the student understands the natural consequences of his/her inappropriate behavior (e.g., teachers choose not to interact with him/her, exclusion from activities, etc.).

**15.** Require that the student identify alternative appropriate behaviors following an instance of derogatory comments or inappropriate gestures.

## Responding to Individual Differences in Education (RIDE) Behavior Intervention Bank

- ◎ multimedia web-based program
- ◎ 104 research-based interventions
- ◎ six critical areas of behavior: aggression, disruptive behavior, noncompliance, off task/non-participation, social skills, and unprepared.
- ◎ video model demonstrations (includes 51 video models) of selected interventions
- ◎ Track and graph student data

## IDENTIFY NEED

Teacher identifies and describes perceived behavioral concern and generates a report of recommended interventions.

## SELECT TACTIC

Select a research-based intervention that meets the specific need of the individual



## EVALUATE INTERVENTION

Using RIDE assessment tools, teacher evaluates effectiveness of intervention and adjusts accordingly. The assessment tool measures decrease in negative behaviors as well as increases in positive behaviors.

## Find an Intervention

**Note:** Use the filters on the left to help you find the most relevant plans. Click the icons on the right to watch videos or download PDFs of plans.

## Filter bank by:

## Problem Behaviors

- ☐ Aggression (12)
- ☒ Disruption (22)
- ☐ Non Compliance (26)
- ☐ Off Task/Non-participation (22)
- ☐ Social Skills (16)
- ☐ Unprepared (16)

## Grade Level


- ☐ Early Childhood (34)
- ☒ Elementary School (100)
- ☐ Middle School (83)
- ☐ High School (59)




















## Intervention Type

- ☐ Antecedant (34)
- ☐ Instructional (50)
- ☐ Consequence (44)

## Intervention Plans &gt; Disruption + Elementary

Showing 1-20 of 22 results

View: ☐ Detail ☒ ListSort: Alphabetical 

TITLE	BEHAVIOR	
1. <a href="#">Building Academic Fluency: Decreasing Disruptive Behavior</a>	Disruptive	 
2. <a href="#">De-Escalating Problems Using Behavior Momentum</a>	Disruptive	
3. <a href="#">Effective Praise</a>	Disruptive	 
4. <a href="#">Group Homework Game</a>	Disruptive	
5. <a href="#">Interspersal of Easy Problems</a>	Disruptive	 
6. <a href="#">Manipulate Task Difficulty</a>	Disruptive	 
7. <a href="#">Minutes for Motivation</a>	Disruptive	 
8. <a href="#">Mystery Jars</a>	Disruptive	 
9. <a href="#">Mystery Motivators for Homework</a>	Disruptive	
10. <a href="#">Overcorrection</a>	Disruptive	 
11. <a href="#">Phase Level System</a>	Disruptive	
12. <a href="#">Planned Ignoring</a>	Disruptive	



[» Back to Intervention Bank](#)

## Related Interventions

## By Behavior

» [Aggression](#) (12)

- [Contingent Observation Time Out](#)
- [De-Escalation](#)
- [Give Peace a Chance](#)
- [Helping your Friends](#)
- [Inside-Outside: Classroom Discussion for Resolving Conflicts](#)
- [Kids Helping Kids](#)
- [Peace-Keeping Puppets](#)
- [Preventing Escalating Behavior](#)
- [Room Clear](#)
- [Teacher Praise](#)
- [Time-Out Debriefing](#)

## By Grade Level

» [Early Childhood](#) (34)

## By Intervention Type

» [Consequence](#) (44)

## INTERVENTION

## Calming Before the Storm

- **Behavior:** [Aggression](#)
  - **What:** This intervention is designed to help teachers manage physically and verbally aggressive students who have not yet reached the out-of-control stage.
  - **Who:** Students who quickly escalate their behavior following a seemingly simple request or event.
  - **Grade Level:** [Pre-K - 12](#)
  - **Type of Intervention:** [Consequence](#)
  - **Delivery Format:** Individual
  - **Implementation Length:** 10 minutes or less
  - **Special Materials/Equipment:** N/A
  - **Progress Monitoring Option:** Frequency or magnitude
- » [Download PDF](#) (83k)

## Introduction

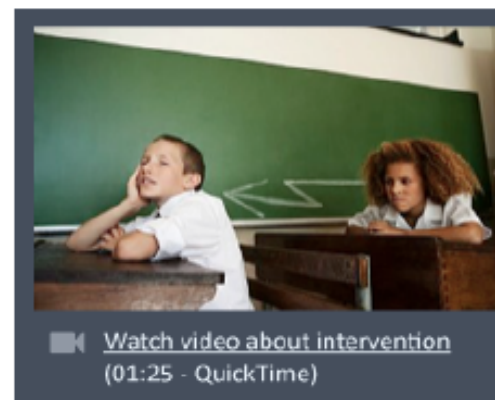
A teacher may sometimes be surprised by the intensity of response he or she receives after a seemingly simple request to a student. The student's behavior may quickly escalate well beyond what the request or other setting event may have warranted. This intervention is designed to help teachers manage those students whose aggressive response has not yet reached the out-of-control stage.

## Preparation

No special preparation is necessary for this intervention.

## Steps

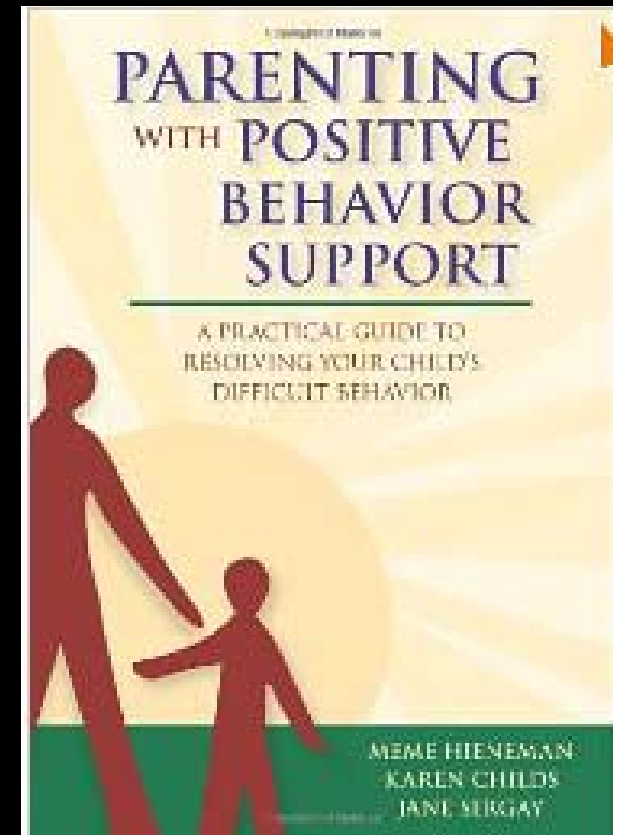
1. Remain calm. Although remaining calm may be very difficult, it is critical that all of the students know you are not becoming upset about the situation. Try not to take the behavior personally and remember, all behavior is a form of communication.
2. Lower your voice. Becoming loud will only serve to escalate the problem. Deliberately lower your voice when the student becomes loud. This will usually help calm the student.



# Parenting with Positive Behavior Support: a Practical Guide to Resolving Your Child's Difficult Behavior

Hieneman, Childs & Sergay

Amazon paperback \$24



## **Skills BIP Builder**

- ◎ Online program that allows you to enter info on multiple students' target behaviors and the related functions.
- ◎ A menu of function-based interventions is generated for you to select from as you prepare a BIP.
- ◎ Finally, you are able to export an individualized BIP document for the student.

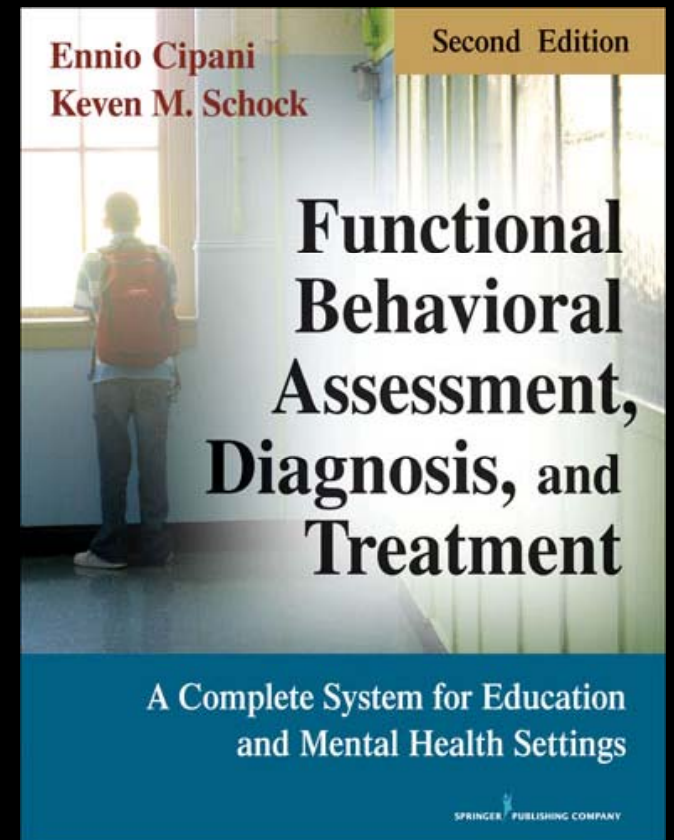


**Skills® BIP Builder for  
challenging behavior**

**Evidence-based | Safe | Effective**

The Skills® BIP Builder utilizes evidence-based practices, based on the function of challenging behavior, and emphasizes least-intrusive procedures. In a randomized controlled study, the program substantially improved the quality of behavior intervention plans (Tarbox et al., 2013)

Functional Behavioral  
Assessment, Diagnosis, and  
Treatment:  
A Complete System for  
Education and Mental Health  
Settings - **2nd Edition**  
Cipani & Schock  
Springer paperback \$75  
Amazon paperback \$58  
e-book \$55



# Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings

4th Edition

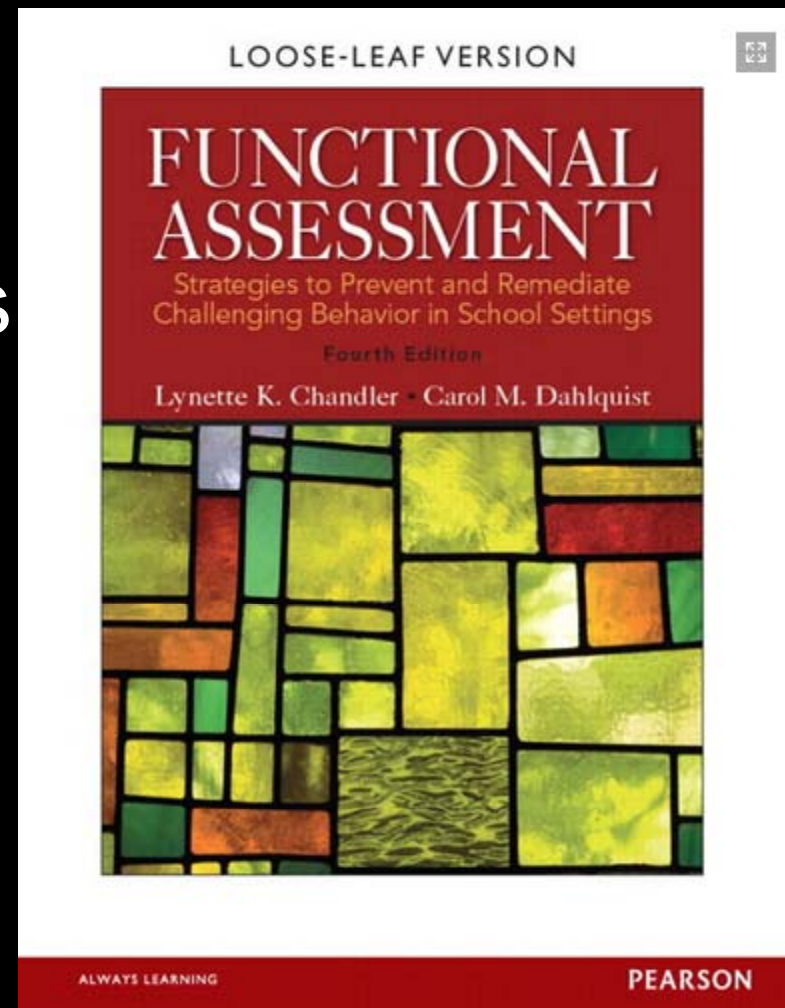
Chandler and Dahlquist

Estimated costs:

Pearson paperback \$65

Amazon paperback \$55

CourseSmart e-book \$30





# Functional Assessment: Strategies to Prevent and Remediate Challenging Behavior in School Settings

- ◎ Pro: Suggestions and tips for selecting and implementing function-based interventions for these behavioral functions:
  - positive reinforcement
  - negative reinforcement
  - sensory regulation/sensory stimulation
- ◎ Pro: Suggestions for implementing strategies to prevent the development of challenging behavior.
- ◎ Con: Sensory integration briefly mentioned.  
Can be used as a teachable moment about EBP

## **Strategies for Students Who Exhibit Behavior Challenges (tri-fold, printable pamphlets):**

- ◎ **Gain Attention (Primary Level)**
- ◎ **Gain Attention (Secondary Level)**
- ◎ **Get Access to an Item or Activity (Primary Level)**
- ◎ **Get Access to an Item or Activity (Secondary Level)**
- ◎ **Avoid or Escape an Activity, Item, Person, or Setting (Primary Level)**
- ◎ **Avoid or Escape an Activity, Item, Person, or Setting (Secondary Level)**

(Thanks to Christina Bartley for preparing these pamphlets. Feedback and suggestions can be emailed to [christina.bartley@sdhc.k12.fl.us](mailto:christina.bartley@sdhc.k12.fl.us))



## OTHER AREAS OF CONSIDERATION

If you answer YES to any of the following questions, additional strategies may be warranted. Please seek your Multi-Tiered Systems of Support/Response to Intervention Team or school psychologist for further assistance.

Does the student receive an object, leisure activity, or snack once the behavior occurs?  
See *Inappropriate Behaviors to Obtain an Item/Activity* pamphlet.

Does the behavior result in sensory stimulation for the student (vocal sounds, feel of textures, flicking / smelling / mouthing of objects, etc.)?

Is adult attention removed (ignored?? Peer attention removed (sent to other class, moved out of group)?

Is task removed or activity stopped when student engages in the behavior (student does not start or complete task)?  
See *Behavior Difficulties When Given a Task* pamphlet.

Does the behavior result in the removal of sensory stimulation for the student (quiet area, covering of ears or eyes, avoidance of certain textures, etc.)?

## REFERENCES

- Alberto, P.A., & Troutman, A.C. (2006). *Applied behavior analysis for teachers* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Chandler, L.K., & Dahlquist, C.M. (2010). *Functional assessment: Strategies to prevent and remediate challenging behaviors in school settings* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Cipani, E., & Schock, K.M. (2011). *Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings* (2<sup>nd</sup> ed.). New York, NY: Springer Publishing Company, LLC.
- Riffel, L.A. (2011). Free or inexpensive rewards for students and staff. In *Behavior Doctor Seminars*. Retrieved July 2013, from <http://www.behaviordocor.org/formstools.html>

### Created By:

Christina Bartley, Psy.S.  
School Psychologist

## ATTENTION-SEEKING BEHAVIORS IN THE CLASSROOM?

Strategies for Students Who Exhibit Inappropriate Behaviors to Gain Attention (Primary Level)



## ATTENTION-SEEKING BEHAVIORS - primary level

### AREA OF FOCUS

Do you have a student that displays inappropriate behavior to gain attention from adults or peers? This pamphlet provides information on strategies that teach appropriate means of gaining attention.

#### Included are:

- Does This Apply to My Student?
- Other Areas to Consider
- Types of Attention
- Why Does the Behavior Occur?
- Reinforcers
- Classroom Strategies

*If the following strategies are not successful, further analysis as to why the behavior is occurring may be necessary. For severe behavior, the school team should consider consultation with their Area FACT member.*

### DOES THIS APPLY TO MY STUDENT?

*If any of the following occur, you may have a student seeking attention:*

- After the behavior is exhibited, do you or another adult say something afterward? Is a look given?
- Does the student engage in the behavior when you attend to others?
- Do peers laugh? Or comment?
- Is encouragement provided by other students?

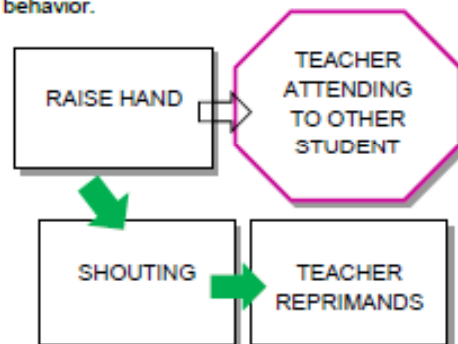
### TYPES OF ATTENTION

<u>Positive</u>	<u>Negative</u>
Praise	Disapproval
Agreement	Reprimands
Smiles	Warnings
Winks	Redirection

*\*Positive and negative attention may be from adults and/or peers.*

### WHY DOES THE BEHAVIOR OCCUR?

Individual was prevented from obtaining immediate attention when using appropriate behavior.



Inappropriate behaviors developed and produced more immediate responses, thus more effective.

### Reinforcer Ideas

Be a class monitor (materials, activities)  
Be a team captain of a reading group  
Visit another teacher  
Nonverbals: Nodding, high-fives, smiles  
Verbals: "Great job," "I like the way you..."

### CLASSROOM STRATEGIES

**Talk Ticket:** Develop a talk ticket that allows student to converse with teacher/peer. If requesting too frequently, limit requests.

**Check-In/Check-Out:** Provide individual attention through review of goals at the beginning of the day and progress at the end of the day.

**Throughout the Day:** Plan more frequent attention to student (calling on more) or attend to for a longer duration (dialogue).

**Peers:** Provide positive praise to peers exhibiting appropriate behavior.

**Descriptive Praise:** Use specifics, such as "I like the way you are sitting in your chair."

**If Peer Attention is a Concern:** Set a goal for all students. If all students engage in appropriate behavior, everyone gets a reward.

Have desk near teacher or peers  
Read to a younger class  
Display Good Work  
Have lunch with teacher  
Have lunch with a selected peer

# BIP Design Worksheet

(also known as Competing Behavior Model)

This worksheet helps teams extend the FBA problem solving process and to plan a function-based behavior intervention plan (BIP)

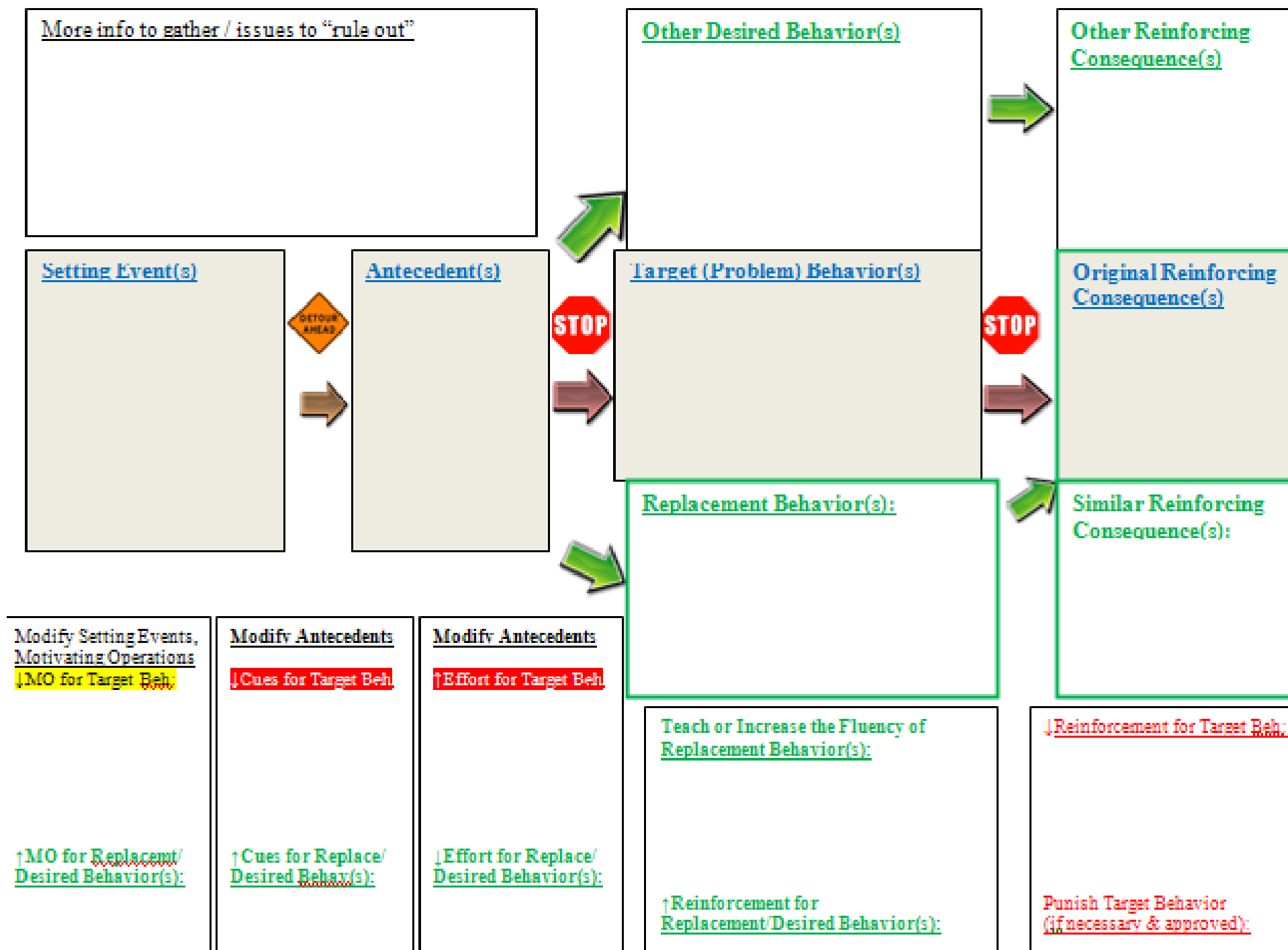
The worksheet can be especially helpful when completed before or during a problem solving team meeting, and to prepare for subsequent consultation by professionals with advanced expertise in behavior analysis, when applicable.

Adapted from:

O'Neill, Horner, Albin, Sprague, Storey, & Newton (1997). Functional assessment and program development for problem behavior: A practical handbook. Pacific Grove, CA: Brooks/Cole Publishing

A template, more information and examples can be viewed at:

- ◎ <http://interventioncentral.mysdhc.org>
  - “Individual FBA-BIP” tab
- ◎ [http://www.apbs.org/files/competingbehav\\_prac.pdf](http://www.apbs.org/files/competingbehav_prac.pdf)
- ◎ [http://www.kansasasd.com/nletter\\_attach/kisn-newsletter556357F5B8.pdf](http://www.kansasasd.com/nletter_attach/kisn-newsletter556357F5B8.pdf)
- ◎ *Behavior Support Team Planning Guide* - includes the Competing Behavior Model and other tools:  
[http://pbis.org/common/pbisresources/tools/BSP\\_Template.doc](http://pbis.org/common/pbisresources/tools/BSP_Template.doc)



**DRAFT** - Blue text refers you to helpful pages in the Chandler & Dahlquist textbook, 4<sup>th</sup> edition. Bold blue text represents recommended procedures or important content for your team's consideration.

The yellow highlights refer to the parts of the HCPS SB89040 form where you may transfer the content in the boxes.

Thanks to Pam Terilli, BCBA, for assisting with the development of this tool.

**Setting Event(s) (A-2)**  
(broad events that "set the stage" for problem behavior)



**Antecedent(s) (A-2)**  
(what happens immediately before the target behavior)



**Target (Problem) Behavior(s) (A-1)**



**Other Reinforcing Consequence(s) (C-3)**

**Original Reinforcing Consequence(s) (A-3)**  
(what typically happens after the target behavior)  
See p. 34-37, 90-93

Get access to (specify form of) attention  
Get access to (specify activity or item)  
Avoid or escape (specify what is aversive to student)

**Similar Reinforcing Consequence(s) (C-3)**

**Replacement Behavior(s) (C-1)**  
(more appropriate behaviors that serve the same function as the target behavior)  
See p. 129-133, p. 146-147  
For Neg. Reinf. function, see p. 163-165  
For Sensory function, see Table 8-2, p. 201

**Teach or Increase the Fluency of Replacement Behavior(s) (C-2)**  
See Table 6-1, p. 137  
See Table 6-3, p. 150  
See p. 146-147  
For Neg. Reinf. function, see p. 163-165  
**↑ Reinforcement for Replacement/Desired Behavior(s) (C-3)**  
See p. 140-145 (especially Differential Reinf.).  
See p. 150-156.  
See Table 6-1, p. 137.  
See Conting. Contracts, p. 148-149

**↓ Reinforcement for Target Beh. (C-5)**  
See p. 138-140  
For Neg. Reinf. function, see p. 184-186

**Punish Target Behavior (if necessary & approved) (C-5)**  
Be cautious!  
See disadvantages and cautions, p. 121-122.  
Must have written team approval.

#### Modify Setting Events

**↓ Reinforcer strength Target Behavior (C-4)**

See non-contingent reinforcement, p. 139, 202-204.

**↑ Reinforcer strength Replacement / Desired Behavior(s) (C-3)**

Visual supports  
Control access, provide only when desired/replace behavior occurs

#### Modify Antecedents

**↓ Cues for Target Beh. (C-4)**

For Neg. Reinf. function, see p. 166-184

**↑ Cues for Replacement/Desired Behavior(s) (C-3)**

See p. 145, 146, 148

#### Modify Antecedents

**↑ Effort for Target Beh. (C-4)**

**↓ Effort for Replacement/Desired Behavior(s) (C-3)**

For general suggestions, go to **Hypothesis Development and Intervention Planning for Behavior Challenge** at: <http://interventioncentral.nysed.org/FBA-BIP>

# What we can do

- ◎ Write assessments and intervention plans so they are more user-friendly
- ◎ Avoid writing documents that are likely to be “filed in the round can” or put in a folder and never used



# Making BIPs More User-friendly

- ◎ Acknowledging the Multiple Functions of Written Behavior Plans

James E. Carr (in APBA Newsletter)

- ◎ ... lack of comprehensive, empirically supported guidelines for developing effective behavior plans
- ◎ It may be beneficial to develop an abbreviated behavior-plan supplement that can serve as a job aid during implementation. Such a supplement can be attached as an appendix to the primary behavior plan
- ◎ limited length... easy to follow... visually appealing



# Making BIPs More User-friendly

- ◎ Acknowledging the Multiple Functions of Written Behavior Plans

James E. Carr (in APBA Newsletter)

- ◎ **large, easily read fonts** (e.g., Arial, Comic Sans)
- ◎ **bulleted text – not paragraphs**
- ◎ **flow charts** to describe if-then relations
- ◎ **only include text that is immediately relevant to the implementer**
- ◎ **write in user friendly language for the implementer(s)**

- ◎ When describing behavioral interventions, the general public prefers:

**Conversation style plus intended benefits.**

- ◎ And, behavior analysts prefer:

*Technical style*

(Rolider, Axelrod, and Van Houten, 1998)

- ◎ **Ask for feedback on readability**

- ◎ **Measure readability:** [www.readabilityformulas.com](http://www.readabilityformulas.com)

## ◎ The Power of Checklists -

Dr. Atul Gawande, the 'Checklist Manifesto' author, pairs simplicity with lifesaving through:

- avoiding infections
- providing complete care, and
- preventing deaths related to surgical procedures.

PBS Newshour.

[http://www.pbs.org/newshour/bb/health/jan-june10/gawande\\_02-08.html](http://www.pbs.org/newshour/bb/health/jan-june10/gawande_02-08.html)

- ⦿ Developed through work with the World Health Organization and found to be highly effective.
- ⦿ Other industries and businesses that involve high risk have employed checklists for years, including aviation and skyscraper construction.
- ⦿ According to the PBS video, in high tech, complex professions of today, there is “just too much to remember.”

# Surgical Safety Checklist



World Health  
Organization

Patient Safety  
A World Alliance for Safer Health Care

## Before induction of anaesthesia

(with at least nurse and anaesthetist)

**Has the patient confirmed his/her identity, site, procedure, and consent?**

☐ Yes

**Is the site marked?**

☐ Yes

☐ Not applicable

**Is the anaesthesia machine and medication check complete?**

☐ Yes

**Is the pulse oximeter on the patient and functioning?**

☐ Yes

**Does the patient have a:**

**Known allergy?**

☐ No

☐ Yes

**Difficult airway or aspiration risk?**

☐ No

☐ Yes, and equipment/assistance available

**Risk of >500ml blood loss (7ml/kg in children)?**

☐ No

☐ Yes, and two IVs/central access and fluids planned

## Before skin incision

(with nurse, anaesthetist and surgeon)

☐ **Confirm all team members have introduced themselves by name and role.**

☐ **Confirm the patient's name, procedure, and where the incision will be made.**

**Has antibiotic prophylaxis been given within the last 60 minutes?**

☐ Yes

☐ Not applicable

### Anticipated Critical Events

**To Surgeon:**

☐ What are the critical or non-routine steps?

☐ How long will the case take?

☐ What is the anticipated blood loss?

**To Anaesthetist:**

☐ Are there any patient-specific concerns?

**To Nursing Team:**

☐ Has sterility (including indicator results) been confirmed?

☐ Are there equipment issues or any concerns?

**Is essential imaging displayed?**

☐ Yes

☐ Not applicable

## Before patient leaves operating room

(with nurse, anaesthetist and surgeon)

**Nurse Verbally Confirms:**

☐ The name of the procedure

☐ Completion of instrument, sponge and needle counts

☐ Specimen labelling (read specimen labels aloud, including patient name)

☐ Whether there are any equipment problems to be addressed

**To Surgeon, Anaesthetist and Nurse:**

☐ What are the key concerns for recovery and management of this patient?

# What we can do

## ◎ Manage the EOs for teacher behavior change:

Develop plans that:

- “make sense” to teachers or appeal to the values of teachers. (Witt, 1986)
- fit classroom routines (Fantuzzo & Atkins, 1992)
- teachers *can & will actually use* (Fantuzzo & Atkins, 1992)

Make the methods inexpensive, clear, and attractive. Illustrate their worth (Lindsley, 1992).

**Intervention Integrity**  
**... It Ain't Easy**

- ◎ Much teacher resistance to being “observed”
  - ◎ Some resistance from mid-level specialists and student support personnel
  - ◎ Lack of training (university and inservice)
  - ◎ Some improvement with increased use of observations for performance evaluation
  - ◎ However, increased reactivity and resistance
- 
- ◎ BST
  - ◎ Scoring
  - ◎ Feedback



- ◎ Noell, G.H., Witt, J.C., Lafleur, L.H., Mortenson, B.P., Ranier, D.D. & Levelle, J. (2000). Increasing Intervention Implementation in General Education Following Consultation: A Comparison of Two Follow-Up Strategies. JABA, 33, 271–284.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1284249/pdf/11051568.pdf>

- ◎ McIntyre, L.L., Gresham, F.M., DiGennaro, F.D., & Reed, D.D. (2007). Treatment Integrity of School-Based Interventions with Children in the *Journal of Applied Behavior Analysis* 1991-2005. JABA, 40(4): 659–672.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2078573/>

- ◎ Miltenberger (5E) - Chapter 12
- ◎ Vollmer, T.R. & Sloman, K.N. (2008).  
Practical implications of data reliability  
and treatment integrity monitoring.  
Behav Anal Pract., 1(2): 4–11.  
[http://www.ncbi.nlm.nih.gov/pmc/articles/  
PMC2846587/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2846587/)

- ◎ Fidelity of Implementation within an RTI Framework. (2009). National Center on Response to Intervention Webinar.
- ◎ [http://www.rti4success.org/pdf/FidelityImplementation\\_10-20-09\\_FINAL.pdf](http://www.rti4success.org/pdf/FidelityImplementation_10-20-09_FINAL.pdf)

- ◎ Using Fidelity to Enhance Program Implementation Within an RTI Framework. (2009). National Center on Response to Intervention.
- ◎ [http://www.rti4success.org/pdf/Using%20Fidelity%20to%20Enhance%20Program%20Implementation\\_Notes.pdf](http://www.rti4success.org/pdf/Using%20Fidelity%20to%20Enhance%20Program%20Implementation_Notes.pdf)
- ◎ Handouts and references:  
[http://www.rti4success.org/pdf/Using%20Fidelity%20to%20Enhance%20Program%20Implementation\\_Handouts&References.pdf](http://www.rti4success.org/pdf/Using%20Fidelity%20to%20Enhance%20Program%20Implementation_Handouts&References.pdf)

**Being a  
Behavior Analyst in  
Schools  
... It Ain't Easy**

# What we can do

## Get some help!

Develop supporting RBT, Behavior Specialist, or similar positions (as described previously)

## “Grow your own” BCBAs

- ◎ Plan a cooperative professional development project with an ABA university program
- ◎ Get a grant to cover the costs
- ◎ Negotiate reduced tuition costs by you or another BCBA providing instruction (BACB full-time faculty requirement?) on school property – minimizing actual expenses for the university

# What we can do

Get some help!

Develop a Peer Review process

- ◎ Consult on especially problematic cases
- ◎ Consult with external professionals (e.g., behavior analysts, therapists, physicians)
- ◎ Review and approve current or proposed use of potentially restrictive interventions and emergency procedures
- ◎ What models and resources are out there?

# What we can do

Form or join:

- ◎ Education SIG
- ◎ Local chapter of state association
- ◎ Connect via social media



# Make behavior analysts indispensable in schools

- ◎ Needs assessment
- ◎ Behavioral service ratings (social validity measures)
- ◎ Outcome evaluation measures
  - decreases in discipline referrals, suspensions, transfers to more restrictive settings, and use of restraint/seclusion
- ◎ Communicate successes in newsletters, meetings, etc.
- ◎ Identify key targets for information sharing:
  - Superintendent and staff, School Board members
  - Leaders of special education programs
  - Principals, Assistant Principals, and other Administrators
- ◎ Get sponsorship for an assortment of awards for educators practicing good behavioral methods

# Building and sustaining teams of behavior analysts in public school districts

- ◎ **Actively advocate** - Visibility, marketing and public relations.
- ◎ **Connect to missions of the district, strategic plans, priorities of DOE or other groups, and School Improvement Plans.** Examples:
  - Increased student engagement
  - Improved instruction and learning outcomes (including high stakes test scores)
  - Enhanced assessment and accountability
  - Supporting physically and emotionally healthy, academically and socially competent, and successful students
  - Preventing dropouts – Increasing graduation rates
  - Creating safe, positive school climates
  - Strengthening family and school partnerships

**WHAT WE CAN DO  
ABOUT THE  
“WHAT WE CAN DOS”**

# Get the big picture

- ◎ Some of us are consumed by our day-to-day duties, competing with other behavior analysts, or specializing in some aspect of behavior analysis or consumer population.
- ◎ Step back!
- ◎ What is our obligation to our culture?
- ◎ Read or reread B.F. Skinner:
  - *Beyond Freedom and Dignity*
  - *Walden Two*

# Change the World

- ◎ Can we "change the world" by changing school environments?
- ◎ Approximately 20% of Americans (students, families, employees) have some contact with Pre-K to grade 12 schools each weekday.
  - Imagine the potential impact of improving some aspect of their lives through Applied Behavior Analysis.
  - Could this be a foothold to changing the larger American culture?

# Get the big picture

- ◎ But, it is difficult to produce major systemic changes in education.
  - Many have tried and failed.
- ◎ Powerful competing contingencies
  - Governmental and regulatory actions
  - Salary structures and performance evaluations
  - Unions
- ◎ We could be successful if we each commit to improving a small piece of the system
- ◎ To be successful, we will need to...

# Ban together!

- ◎ Collective set of brains
- ◎ Work together
- ◎ Share products
- ◎ Think wide-scale dissemination,  
at low or no cost

# Publish

- ◎ in behavioral journals and
- ◎ mainstream media (magazines, newsletters, newspapers, e-news outlets, blogs, etc.) and
- ◎ educational and other professional journals
  
- ◎ Use social media (Facebook)



# Present

- ◎ Offer free training events in school districts to various student support groups
  - School Psychologists
  - Guidance Counselors
  - Administrators
- ◎ Present at local conferences for professional groups

# Be innovative

- ◎ Laminated job aids
- ◎ Flip charts
- ◎ Technology
  - Gaming apps
  - Google Glass (in situ coaching/feedback, quick reference to procedure descriptions)
  - 3D imaging (virtual classrooms, training, Samsung Note 4)

**WRAP UP**

# Remember this objective?

- ◎ Education is not the filling of a pail,  
but the lighting of a fire.

-- William Butler Yeats

I hope I lit your fire...  
Before that fire dwindles,  
write and commit to an Action Plan!

- ◎ What will be your next steps?
- ◎ How will you set up strong contingencies for following through? (antecedent-based strategies , self-management, prevent procrastination, public posting)
- ◎ How will you light and keep other behavior analysts' fires burning?

◎ I've shared some of my experiences.

◎ Hey, You Can Trust Me...

- I'm a professional.
- I've been doing this for 40 years.

**"TRUST ME,  
YOU CAN DANCE"**

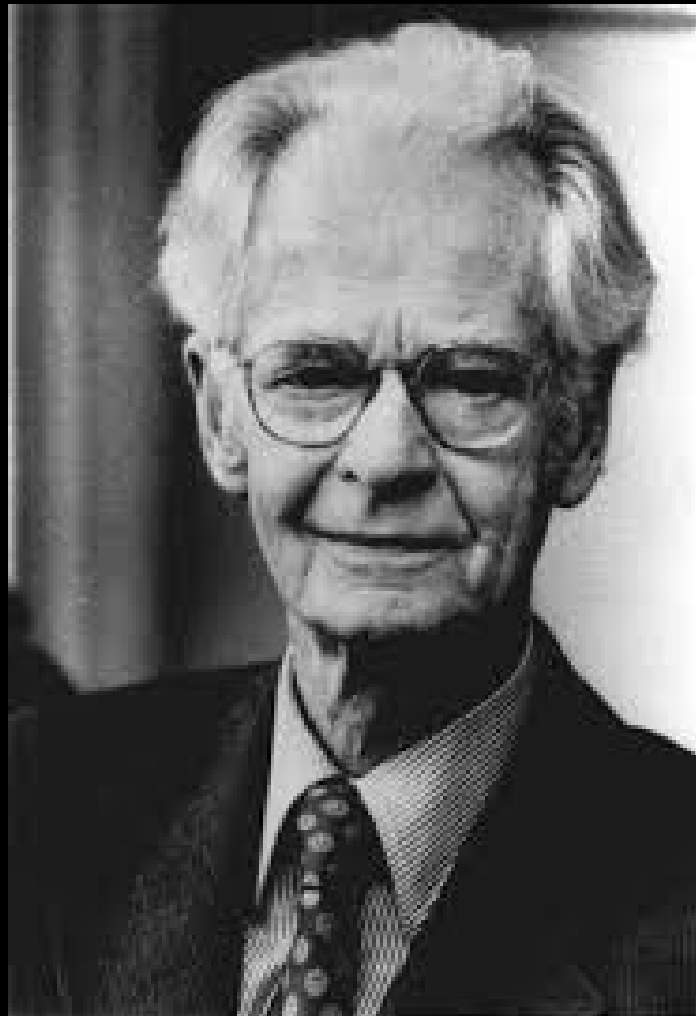
*- vodka*

# Don't Trust Me (or anyone else)...

- ◎ Be a skeptic.
- ◎ Read, read, read.
- ◎ Plan and conduct good research.
- ◎ Be an outstanding scientist practitioner.



“Regard no practice as immutable.  
Change and be ready to change  
again. Accept no eternal verity.  
Experiment.”



THANK YOU !!!

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**MORE RESOURCES**

# Behavior Analysis in Education

- ◎ Heward, W. L., Heron, T. E., Neef, N. A, Perterson, S. M., Sainato, D. S. Cartledge, G., et al (2004). *Focus on Behavior Analysis in education: Achievements, challenges, and opportunities*. Merrill Prentice-Hall: Upper Saddle River, NJ.

- ◎ Heward, W. (2003). Ten Faulty Notions About Teaching and Learning That Hinder the Effectiveness of Special Education. *Journal of Special Education*. 36(4), 186-205.
- ◎ <http://sed.sagepub.com/content/36/4/186.full.pdf+html>

◎ Ten Faulty Notions About Teaching & Learning in Special Education - by William Heward

Like all learners, students with disabilities progress best when they actively participate in well-executed instructional programs informed by scientific research.

- Identify ten well-intentioned but misguided notions and reasons each notion is mistaken
- Learn how to counter these notions and avoid the worst practices they encourage
- See examples of how faulty notions are implemented in the classroom to the detriment of student learning

1 hour online, on-demand CE event: [ww.fit.edu/continuing-ed](http://ww.fit.edu/continuing-ed)

- ◎ Response to Intervention for Behavior (RtI:B): A Technical Assistance Paper. (2009). Florida's Positive Behavior Support Project.
- ◎ [http://flpbs.fmhi.usf.edu/pdfs/Response%20to%20Intervention%20for%20Behavior%20a%20Technical%20Assistance\\_UPDATED\\_010509.pdf](http://flpbs.fmhi.usf.edu/pdfs/Response%20to%20Intervention%20for%20Behavior%20a%20Technical%20Assistance_UPDATED_010509.pdf)

# Wrightslaw website

*Some* good resources regarding behavior, discipline, FBAs and BIPs as they related to federal law (IDEA):

<http://www.wrightslaw.com/info/discipl.index.htm>