Taking Functional Behavior Assessments to the Virtual World

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Link to Video

FBA to BIP
Online Training
Collaborative effort by:
TASN and Portland State University

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https://vimeo.com/235592529

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Objectives

• Gain knowledge of the background of the FBA to BIP E-Learning Modules
• Identify the procedures/tools needed for training school personnel to conduct an efficient Basic FBA and write a BIP
• Provide examples of how this e-learning can be utilized in different ways
Bio

Background

- Degrees in Education, Behavior Disorders and Learning Disabilities
- Former PBIS Facilitator, Behavior Specialist, Special Ed. Teacher and General Ed. Teacher
- Current Kansas MTSS State Trainer and Youth Mental Health First Aid Trainer
Introductions

- Who is here today?
  - Teachers?
  - Administrators?
  - Paraprofessionals?
  - District Behavior Specialists/BCBAs?
  - Outside consultants?

  - Responsible for conducting Functional Based Assessments and building Behavior Intervention Plans?
Integrated Kansas MTSS Model

Tier 1: 80%
Tier 2: 15%
Tier 3: 5%

Academic | Behavioral | Social/Emotional
## Screening Data Sources

<table>
<thead>
<tr>
<th>Tier</th>
<th>Attendance</th>
<th>Behavior (ODRs/BIRs)</th>
<th>Course Grades</th>
<th>Screener Universal Behavior/Social</th>
<th>Other Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>Missed 10% of school</td>
<td>2-5 referrals</td>
<td>Failing 1 course</td>
<td>At Risk or Moderate Risk</td>
<td>Locally Determined*</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Missed 15% or more of school</td>
<td>6 or more</td>
<td>Failing 2 or more courses</td>
<td>High Risk</td>
<td>Locally Determined*</td>
</tr>
</tbody>
</table>
Tier 2 and 3 Protocol

- Tier 3 – Student Centered
- Acquisition
- Fluency
- Generalization
- Attendance Only

Time & Resources Required
Tier 3 Interventions: Who?

- Students who have a large number of risk factors
  - Ex. At a Tier 2 risk level in several data sources like Attendance, Behavior, Course Grades, Screener, and Other Referrals
- Students with very high levels of risk on one or more data sources
  - Many Counseling or Office Referrals
- Students for whom Tier 2 was ineffective
- Students demonstrating physical, mental, and/or emotional risks
Tier 3 Interventions: What?

• Interventions can be specific programs
  – Example: Check and Connect, Wraparound, etc.

• Interventions can be designed around student needs to create a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP) by using:
  – Mental Health Evaluation and/or
  – Functional Behavior Assessment
Functional Behavioral Assessment (FBA)

An empirically supported practice that has been demonstrated to improve both the effectiveness & efficiency of behavioral interventions in schools

(Blair, Umbreit, & Bos, 1999; Carr et al., 1999; Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; Ingram, Lewis-Palmer, & Sugai, 2005; Lee, Sugai, & Horner, 1999; Loman & Horner, 2014; Newcomer & Lewis, 2004, Strickland-Cohen & Horner, 2015; Strickland-Cohen, Vatland, Spear, & Romer, in prep)
Identifying the Function of the Behavior

They want to GET something

They want to GET OUT something

Function – Examine the consequences that resulted from the behavior
Tier 3: Functional Behavior Assessment (FBA)

• What?
  – Helps identify reason for behavior
  – Behavior Intervention Plan (BIP)
  – Behavior Support Plan (BSP)

• Who?
  – Staff trained in FBA
  – Students with Tier 3 needs
FBA in Schools: How are we doing?

• Research shows that FBA’s can be effectively designed and implemented by typical school personnel

• However…
  – FBA continue to be underutilized
  – Schools struggle to utilize FBA’s to build and implement individualized supports
    • (Blood & Neel, 2007; Cook et al., 2007, 2012; Scott & Kamps, 2007; Scott, Liaupsin, Nelson, & McIntyre, 2005; Van Acker, Boreson, Gable, & Potterton, 2005)
The challenge schools face is not finding what works, but implementing what works.

Fixsen, Naom, Blase, Friedman, & Wallace, 2005
Why Does FBA Continue to Be Underutilized In Schools?

• Common barriers…
  – Lack of personnel with sufficient training in FBA/BIP
    – Opportunity is lost to utilize FBA for less severe persistent problem behavior
  – Plans built by “specialist” with minimal input from implementers
    – Plans lacking contextual fit
  – Lack of follow-up support, feedback, and coaching
Solution - Partnership

Kansas’ Technical Assistance System Network

- Autism and Tertiary Behavior Supports Project (ATBS)
- Kansas MTSS Project

PARTNERED WITH

Portland State University

- Chris Borgmeier and Sheldon Loman
- www.basicfba.com

www.ksdetASN.org/mtss
Result: Basic FBA to BIP e-Learning Modules

Enrollment options

Basic FBA to BIP Specialist Training (Open Enrollment)

This course consists of seven modules designed to train school personnel to be Basic FBA Behavior Specialists who can conduct Functional Behavior Assessments (FBA) and lead the development of Behavior Intervention Plans (BIP) for students with persistent challenging behavior. Participants will receive training in how to conduct a Basic FBA, develop a BIP based on the FBA, support school staff to implement the BIP, implement feasible data collection tools, and use data for decision making. This course requires participants to progress through the seven modules sequentially and culminates in a Certificate for Completion of the entire Basic FBA to BIP training and 14 CEUs once all 7 modules are completed.
Empirical Support for Basic FBA to BIP

Loman & Horner (2014)

Borgmeier, Loman, Hara, & Rodriguez (2014)
Strickland-Cohen et al. (2016)
Basic FBA to BIP e-Learning Modules
Basic FBA to BIP Training Series

Module 1 - Defining & Understanding Behavior
Module 2 - FBA: Practice Interviewing
Module 3 - FBA: Practice Observing
Module 4 - Critical Features of BIP
Module 5 – Building BIP from FBA
Module 6 – Implementation Plan & Leading a BIP team
Module 7 – Evaluation Planning and BIP Review Meeting
Module 1 Objectives

By the end of this module you should be able to:

1. Define observable behavior (**What**).
2. Identify events that predict **Where & When** the specific behavior occurs.
3. Identify **Why** a student engages in the specific behavior.
4. Construct hypothesis statements that summarize the **What, Where, When, & Why** of a student’s behavior.
The A-B-C’s of Understanding Behavior

**Antecedent:**
(Trigger)
When _____ happens...

**Behavior:**
The student does (What)...
______________

**Consequence:**
...and as a result

**Function (Why):**
Therefore, the function of the behavior is to get/avoid ________________

To advance you will need to click on each of the four boxes above.
# Defining Behavior

**Definition** - Describe how the behavior looks.

**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.

## Examples of Talking Out

- Answering a question directed to another student.
- 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.
Video Activity: Defining the Behavior

Directions:
Watch the video and write a specific, observable, measurable definition of the behaviors you see with examples and non-examples. **Fill in all 3 boxes.**

Definition:

Examples:

Non-Examples:
Functions of Behavior - Avoid

Problem Behavior

? Tangible/Activity

? Attention

? Sensory

Adult Attention

Peer Attention

Select all boxes in the bottom two rows for examples.
Jane’s Summary Statement

During transitions in the hallway when staff are present, Jane shouts profanities. Then adults spend time talking with her about her behavior.

Drag boxes to the correct location, then identify the function.

Routine: During

Antecedent/Trigger: When

Behavior: The student

Consequence/Outcome: As a result

Staff are present

Shouts profanities

Transitions

Adults talk to her
Key Points from Module 1

What we have learned from this Module:
(Click numbers to reveal information)

1. 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).

2. Behaviors need to be explained in a specific, observable & measurable way, so that anyone who does not know that student could identify the behavior.

3. All behavior serves a function: either to GET or AVOID something (attention, tangible/activity or sensory items).
Tasks for Teachers and Staff

Select the boxes to see your homework tasks. See pp 1.13-1.14 in Participant Guide.

1. Select a student in your classroom or setting who has a persistent problem behavior that is not dangerous.
2. Complete the ABC Tracker for that student.
   - Whenever you see an occurrence of the problem behavior each day, write down the A-B-C on the tracker form.
   - At the end of the week, or after seeing 5-6 occurrences of the behavior, write a Summary Statement at the bottom of the page.
3. Remember to use A-B-C to inform “possible motivation” when completing referral forms.

Time for the Post Test!
Planning to use Basic FBA to BIP

- Modules include
  - Tools such as:
    - District Planning Guide
    - School Readiness & Commitment Form
    - FBA Consent form
  - Embedded in each module are “Coaching Tools” for District Level staff to support schools in implementing Basic FBA to BIP
Training Option #1

Basic FBA to BIP Specialist Training (Open Enrollment)

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MODULES

MODULE 1
DEFINING AND UNDERSTANDING BEHAVIOR

MODULE 2
FBA: PRACTICE INTERVIEWING

MODULE 3
FBA: PRACTICE OBSERVING

MODULE 4
CRITICAL FEATURES OF BIP

MODULE 5
BUILDING BIP FROM FBA

MODULE 6
IMPLEMENTATION

MODULE 7
EVALUATION AND BIP REVIEW
Training Option #3

Function-Based Thinking: School Wide Training

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MODULES

MODULE 1
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Options for Using e-Learning Modules within Your District

• Proactively build capacity-
  • Train 2-3 school personnel in each school to use Basic FBA/BIP
  • Teach all school-based team members to understand FUNCTION

• Practical Trainings- Provide short training sessions that teach “less more thoroughly” based on evidence-based instructional practices
Professional Development in Schools

• Training efforts should result in both:
  – Changes in educator behavior that lead to improved student outcomes
  – Changes in organizational or systems-level practices
    – (Reinke et al., 2014)

  – It’s going to take more than training...
Data to Support Decision-Making

• Fidelity Data:
  — Pre/Post data to determine if staff are trained
  — Documents are reviewed regularly by district-level coach
  — School-level coach ensures plans are being implemented by using fidelity checklist

• Student Outcomes Data:
  — Daily point cards or similar progress monitoring data are reviewed
  — Data system like ISIS-SWIS is used for Tier 2/3 team to analyze efficiently

*See Basic FBA to BIP Module 6 for tools and resources
Stats on the Modules so far

As of yesterday....

- Number of participants =
  - Specialist =
  - School-wide =
  - Individual =

- Number of states =

- Number from Kansas, Missouri, and Nebraska (if it isn't too hard to collect this data) =
Summary

• Tier 3 needs are often best met through a Functional Behavior Assessment (FBA)
• Research shows that typical school personnel can be effectively trained to use Basic FBA/BIP
• Full implementation takes time, careful planning, and support
• There are options available within the Basic FBA to BIP Modules for training in a variety of ways
Thank you

Reach Jamie at jamie@kansasmtss.org