Beyond the FBA: Steps for implementing Function-based Interventions

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Function 101

Is determined after the completion of an FBA.

There are only four functions a behavior may serve!

Once we know function, we may intervene by altering the triggers, altering the outcome, or teaching alternative behaviors.
The Premise of the PBS Process: Behavior is Communication

What is a student trying to tell you?

- The FBA process allows us to focus on the reason for the behavior rather than simply on the behavior itself.
Behavior Serves One of Four Functions (purposes)

Behavior occurs:

- to allow us to escape an activity or situation
- as a means to get attention
- so that we can get tangible items
- for self-stimulation/sensory
The function of power/control...

- Generally not supported in the research literature.

- What may seem like power and control may be attempts to
  - access peer attention
  - access adult attention
  - escape a task
  - feel good inside
## Tier 1 Prevention Strategies

### Requesting attention

1. How do students get questions answered?
2. How do students get your attention?
3. If students have to wait for help, what should they do while they wait?

### Requesting breaks

1. When are students allowed to take breaks?
2. How do they request breaks?
3. What are they allowed to do when they take breaks?
4. How long are the breaks allowed to last?

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Tier 1 Prevention Strategies

Noncontingent Positive Attention

– Greet students when they enter the classroom
– Ask how things are going
– Identify a shared interest and chat about that interest
– Say things like, “I look forward to seeing you tomorrow” when they leave for the day
Visual Prompts & Reminders for YOU

• Type four positive comments to use – put them on your desk, clipboard
• Set up an outlook reminder on your computer to refer to comments and use them
• Get in the habit of using the positive comments at the beginning or the end of each class
The *behavior* should not drive the intervention, the *function* should drive the intervention.
BBQuIP – Brief Behavior Questionnaire and Intervention Plan

This questionnaire helps family members, teachers and related services personnel to develop a plan of action for a child’s frequent behavior problems. Part 1 asks about the child’s progress in terms of strategies that have been previously implemented and Response to Intervention. Part 2 asks a series of questions that help to describe the child in positive terms, and also help us to understand why the child continues to engage in the behavior. Part 3 asks about ways to prevent the behavior from occurring. It also helps to pinpoint the skills the child needs to learn to replace the problem in the long run. The last page provides a format for a one-page plan that can be used as an overview of the positive behavior support plan.

*1. Please list the child’s initials:


*2. Is the child receiving special education services?

- Yes
- No
- I Do Not Know

*3. What is your first name or initials?


**Behavior**

### BBQuIP – Brief Behavior Questionnaire and Intervention Plan

**Behavior**

**22. What behavior(s) are creating a problem for JC and you? Choose only those that apply.**

- Self-injurious behavior
- Cries easily
- Refuses most foods
- Uses profanity
- Hits others
- Yells/screams
- Does not initiate social interaction with peers
- Does not respond to peer social initiation
- Calls out during classroom instruction without raising hand
- Takes things from others without asking permission
- Breaks things
- Leaves room without asking permission
- Does not engage in teacher/parent-directed tasks when asked (i.e., does not follow directions)
- Teases (i.e., makes comments to peers that are hurtful)
- Throws things
- Attempts to distract other students during classroom work time
- Engages in non-work related activities during classroom work time (i.e., off-task)

- Other (please specify)

**23. Select one behavior to be the focus of this plan. You may also name here the behavior that bugs you the most.**

**24. Why did you select this behavior?**

- Harms him or her
- Is getting worse
- Harms others
- Interferes with learning
- Damages property
- Is a problem at school
- Worries parents
- Problem in community
- Other (please specify)
How often does the behavior occur?

26. On average, how often does JC engage in this behavior per minute?

- At least 1x per minute
- At least 2x per minute
- At least 3x per minute
- At least 4x per minute
- At least 5x per minute
- At least 6-10x per minute
- At least 11-25x per minute
- At least 26-50x per minute
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>31. What time of day is JC most likely to engage in the behavior of “disrupting others?”</strong></td>
<td>Morning, Afternoon, Evening, Other (please specify)</td>
</tr>
<tr>
<td><strong>32. During which situations or activities is the behavior more likely to occur? (Please be as specific as possible.)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>33. Please describe the situations/activities/circumstances that seem to trigger this behavior?</strong></td>
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</tr>
<tr>
<td><strong>34. What usually happens after the behavior occurs? Select the response that most frequently occurs.</strong></td>
<td>We end up “giving in”, Privileges taken away, Given different activity, Others try to help, Suspension, Punishment, Distracted, We give a “time-out”</td>
</tr>
</tbody>
</table>
**Function**

*35. What do you think JC is "saying" through this behavior (i.e., what is the function)?*

- I want to escape
- I want attention
- I want something
- I enjoy doing this
Hypothesis Development

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

Hypothesis

Below is a summary of your efforts at understanding JC’s behavior written as hypothesis. The information written below is based on your responses.

JC engages in the behavior of “verbal outburst.” This concerns me because the behavior is getting worse and it occurs at least 2x per day. When the behavior of “verbal outburst” occurs, I spend 5-15 minutes per incident dealing with the behavior. The behavior of “verbal outburst” most often happens during the following time: afternoon when JC is engaging in “group work activities” and when “any prompt to participate in a work-related activity with other students” occurs. It was reported that people respond to JC by doing the following “we give a “time-out”.” It is possible that the behavior of “verbal outburst” may be JC’s way of saying “I want to escape” and the way we typically respond may be reinforcing the behavior.

* 37. Do you agree with this hypothesis?
   - Yes
   - No
**Focus on Prevention**

**BBQuIP – Brief Behavior Questionnaire and Intervention Plan**

**PREVENT**

38. What can you do that would make this behavior less likely to occur? We call these prevention strategies. Select the one that relates most closely to the behavior of concern. You may select more than one if the behavior of concerns serves multiple functions.

<table>
<thead>
<tr>
<th>Prevention Strategy for Student Who is Saying “I want to escape”</th>
<th>Prevention Strategy for Student Who is Saying “I want attention”</th>
<th>Prevention Strategy for Student Who is Saying “I want something”</th>
<th>Prevention Strategy for Student Who is Saying “I enjoy doing this”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorten length of tasks</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

*39. Looking at the strategy options listed in the previous question, please list the strategies you are most likely to implement in order of highest probability to lowest probability.*

- Decrease the amount of time required to participate in group activities

*40. What can you do that will help JC be more engaged or successful? Some of the options could be considered accommodations. Select only one option. Choose an item that is either not currently being implemented or could be implemented better.*

- [ ] Follow a daily schedule
- [ ] Explain transitions
- [ ] Give a transition cue
- [ ] Use a star chart
- [ ] Other (please specify)

- [ ] Provide visual schedule
- [x] Use a timer for activities
- [ ] Show, rather than tell
- [ ] Coordinate with parents
Teaching New Skills

BBQuIP – Brief Behavior Questionnaire and Intervention Plan

Replacement

42. What specific skill does JC need to learn to make this behavior unnecessary? You may select more than one if the behavior of concern serves multiple functions.

- Replacement Behavior for Student Who is Saying "I want to escape"
- Replacement Behavior for Student Who is Saying "I want attention"
- Replacement Behavior for Student Who is Saying "I want something"
- Replacement Behavior for Student Who is Saying "I enjoy doing this"

Choose one:

*43. What general sets of skills would help make this behavior unnecessary in the long run? (Note that these are complex skills and will require extensive effort over time to teach.)

- Follow class rules
- Social skills
- Clarify directions
- Solitary play
- Other (please specify)

*44. Now, select one skill to teach JC that will be the focus of this plan.

*45. Why did you select this as the skill to teach JC.
Instructional Strategies

46. Now that you’ve decided to teach JC the new skill of “Turning over the card on his desk to request attention”, you'll need a method for teaching the new skill. What method do you think would be best for teaching JC the new skill of “turning over the card on his desk to request attention”? (The following are well-established methods for teaching replacement behaviors. You may not know about all of them, and the use of these methods might require further training and coaching for you to be able to use them.)

- Direct Instruction – Identify all the steps in completing the skill, teach one step at a time by asking clearly and directly, reward correct responses – or closer and closer responses. Begin by modeling and prompting the skill at times the student usually does well. Fade prompts. You may start with the student alone and then add in others.
- Social Story – Construct a story with pictures and words in which the student confronts a difficult situation and demonstrates the desired behavior, including self-reminders the student may use. The story can be read at a regularly scheduled time, as well as in preparation for situations expected to be difficult.
- Incidental Teaching – Find (or create) teaching opportunities by setting up high interest activities for the student interests that motivate his or her engagement, respond always to self-initiated behaviors.
- Pre-teaching – Preview tasks or situations before they occur so that student can practice correct responses, then prompt use of the skill in a real-life setting.
- Other (please describe in detail)
# Instructional Plan

## Instructional Strategies

### 47. Who is the best person to teach JC the new skill?
- [ ] Teacher
- [ ] Assistant Teacher
- [ ] Counselor
- [ ] Academic Coach
- [ ] Other (please specify)  

### 48. When is the best time or situation in which to teach replacement skills to JC?

### 49. What can you do to ensure that the new skill will generalize or "carry-over" so that JC will problem solving skills in other settings and with other people besides when being instructed by the person who is going to teach the child the skill?
- [ ] Teach with peers
- [ ] Use multiple teachers
- [ ] Teach in multiple settings
- [ ] Use multiple examples
- [ ] Other (please specify)
Behavior Intervention Plan

Brief Behavior Intervention Plan

The following is an outline for JC. Note, this information is based on the information you provided in your responses to the questions in this survey. The goal of this plan is to develop a profile that will serve as a guide to what might happen with JC every day. Hopefully, even people meeting JC for the first time will understand better how to teach and respond to JC. The plan offers some specific ways of preventing behavior problems and reacting to them if they do occur. It also highlights teaching skills that will help the student in the long run.

Background information for JC.
Favorite activities: eating and being outside
Disliked/less preferred activities: group work and being in small spaces.
Personal characteristics: Energetic or Active
Behavior when upset: Impulsive
Routine or responses that aid in calming: Talk it through
Regular mode of communication: Speaks in sentences
Recent goals mastered: computer animation

Hypothesis Statement:
JC engages in the behavior of verbal outburst during the following time: Afternoon and when the following situation is occurring: “group work activities” and when the following happens: “any prompt to participate in a work-related activity with other students.” The typical consequence for the behavior includes the following: “we give a time-out.” JC is trying to say “I want to escape” through the behavior, which suggests that this is the function of the behavior.

Behavior Intervention Plan:
Prevention: The following strategy(ies) “DRA and dense schedule of reinforcement for all activities with others” have been identified as ways to make the behavior of “verbal outburst” less likely to occur.
Replacement: “problem solving skills” has been identified as a skill to increase. A good way to teach this would be through the use of “Incidental Teaching – Find (or create) teaching opportunities by setting up high interest activities for the student interests that motivate his or her engagement; respond always to self-initiated behaviors.”
Skills instructor(s): The following person/people “everyone involved in JC’s education” would be the best person to teach this skill.
A good time to teach this would be at the following time or during the following activity: “all situations where group activities are conducted.”
Generalization: To increase generalization of the newly learned skill, adults should do the following: “Use multiple examples.”
In the event of a behavioral incident problem, we will use the following strategy: “Set up a reward system for intervals of time with no behavioral incidents.”

Commitment
Jason developed this plan on 11/7/2012. The team will review it on 90 days from today. Jason Calvin will ensure that this plan is carried out as outlined.

PRINT OR SAVE DOCUMENT AS A PDF NOW. IF YOU ADVANCE TO THE NEXT SCREEN, YOU WILL LOSE ALL OF YOUR DATA.
## Function-Based Intervention Matrix

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Function</th>
<th>Attention</th>
<th>Escape</th>
<th>Tangibles</th>
<th>Sensory</th>
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</thead>
<tbody>
<tr>
<td>Scheduled Exercise</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Behavioral Momentum</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check In / Check Out (CICO or BEP)</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Effective Instruction Delivery (EID)</td>
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<td></td>
<td></td>
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<tr>
<td>Modify Environment</td>
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<td>Scheduled Breaks / Noncontingent Escape</td>
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<td>Scheduled Rewards / Noncontingent Reinforcement</td>
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<td>Novel Staff</td>
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<td>Preferred Items/High-Interest Items</td>
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<td>Preteaching</td>
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<td>Proximity Control</td>
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<td>Reduce Task Demands</td>
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<td>Self-Modeling</td>
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<td>Self-Monitoring</td>
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<td>Time In (TI)</td>
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<td>Visual Cues</td>
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<td>Praise / Contingent Praise (CP)</td>
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<tr>
<td>Reward Desired Behavior / Differential Reinforcement of Alternate Behaviors (DRA)</td>
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<tr>
<td>Zero Behavior / Differential Reinforcement of Other Behaviors (DRO)</td>
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<tr>
<td>Working Through It / Escape Extinction (EE)</td>
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<tr>
<td>Ignoring / Extinction</td>
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<td>X</td>
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</tbody>
</table>
FBA/BIP Technical Adequacy Evaluation Scoring Guide
Prevention Interventions*

Scheduled Exercise (Modifying Routines)

**Behavior:** aggression (hitting, yelling, spitting, flopping to the floor, kicking), inappropriate sexual behavior, feces smearing, property destruction

**Function:** Escape, sensory

**What was the student trying to communicate?**

**Intervention:** Schedule times for students to engage in activities such as trampoline jumps, arm curls, wall pushes, leg/arm stretches, scooter boards, jogging, jumping jacks, yoga poses, sit-ups, crab walks

*(Cannella-Malone, Tullis & Kazee, 2011)*

*Otherwise known as antecedent modifications*
Prevention Interventions*

Instruction from Novel Staff (Modifying Instruction)

Behavior: Tantrums

Function: Escape

What is the student trying to communicate? “I don’t want my clothing touched by the paraprofessional.”

Intervention: New or different staff scheduled to present tasks or activities that trigger challenging behavior.

Different staff members presented tasks requiring clothing to be manipulated; paraprofessional not nearby.

(Luiselli & Murbach, 2002)

*Otherwise known as antecedent modifications
Prevention Interventions*

Behavioral Momentum  (Modifying Instruction)

a.  2 x 2=___  4 x 3=___  5 x 6=___  254 x 124=___  639 x 427=___

b.  345 x 126=___  399 x 782=___  2145 x 346=___  4598 x 2434=___

High-\(p\) – more likely to complete
Low-\(p\) – less likely to complete

*Otherwise known as antecedent modifications
Behavioral Momentum

• Think: Easy-Easy-Hard, Easy-Easy-Hard

• Apply behavioral momentum to the daily schedule – transition students into the day with easy, engaging tasks

• Alternate easy tasks with hard tasks throughout the day
Prevention Interventions*

Behavioral Momentum (Modifying Instruction)

Behavior: Noncompliance

Function: Escape

**What is the student trying to communicate?** “This reading is too hard – I don’t want to do it.”

**Intervention:** Precede tasks likely to evoke challenging behavior (low-p) with tasks that evoke compliance (high-p).

- Passages of text were modified to be less difficult (dropped 2 grade levels). Passages were alternated with more difficult passages.

*(Vostal & Lee, 2011)*

*Otherwise known as antecedent modifications*
Prevention Interventions*

Effective Instruction Delivery (EID) (Modifying Instruction)

Behavior: Noncompliance

Function: Escape, attention

What is the student trying to communicate? “I don’t want to do that activity.” “I want your attention.”

Intervention: Provide all instructions/directions with the following components:
- with demanded eye contact (e.g., “John, look at me”)
- in close proximity to the child (within 5 feet of the child)
- as a directive statement (e.g., “Hand me the math book”)
- with descriptive wording (e.g., “Put the black writing journal on the table”)
- allowing a 5s wait period following the command for response initiation

*Otherwise known as antecedent modifications

(Speights-Roberts, Tingstrom, Olmi, & Bellipanni, 2008)
Identifying the Acceptable Behavior
(Should Align with Behavior Goal on IEP)

The acceptable behavior must meet the same function as the challenging behavior.

- If the function is escape, teach the student a more appropriate way to escape.

- If the function is attention, teach the student a more appropriate way to request attention.

Crimmins, Farrell, Smith, & Bailey, 2007
Selecting an Acceptable Behavior - Escape

• Help Card/Raise Hand
• Break Card/Raise Hand
• Choice Card

Dwyer, Rozewski, & Simonsen, 2011

Other ideas...
• Sticky Notes
• Name on Board
• Leaving without Permission to go to a Designated Space
Reinforcing the Acceptable Behavior
Reinforcing the Acceptable Behavior (Consequence Interventions)

**Reward Desired Behavior* (Reinforcement)**

**Behavior:** Talking out, profanity, sexual language, leaving seat, obscene hand gestures, making noises with materials

**Function:** Escape, attention

**What is the student trying to communicate?** “I don’t want to do my seatwork.”

**Intervention:** Reward the behavior you want

“Can I have a break please?” with hand raised = 30 seconds without work
“Can I talk to ____ please?” with hand raised = 30 seconds to talk to a peer

*Differential Reinforcement of Alternative Behaviors (DRA)

*(Wright-Gallo, Higbee, Reagon, & Davey, 2006)*
CONSEQUENCE INTERVENTIONS 
(FOR THE TARGET BEHAVIOR)
Punitive Consequence Examples

- Verbal warning from teacher
- Student required to wait in seat 1-3 minutes when class is dismissed
- Loss of 5 or 10 minutes of recess or free time
- Extra assignment to be completed for all of recess or free time
- Loss of rewarding activity (e.g., computer)
- Required to eat lunch in classroom
- Not allowed to use vending machines
- Must sit at desk near teacher
- Must call parents/walk to principal’s office with teacher and explain problem behavior and what will do to improve
Reinforcing the Replacement Behavior (Consequence Interventions)

**Working Through It*** + Reward Desired Behavior**** (Extinction & Reinforcement)

**Behavior:** Profanity

**Function:** Attention and escape

**What is the student trying to communicate?** “I want teacher attention and I don’t want to do my classwork.”

**Intervention:** Reward the behavior you want and “work through” inappropriate behavior when it occurs by briefly removing the task, then starting again.

- **Teacher provided attention and praise when she followed directives.** Teacher also provided written praise and called student’s mother when she did well.

- **Computer time was given when work was completed.**

- **When profanity or threats occurred, student was briefly redirected (“Keep working”) – was not removed from class, nor was task taken away.**

*Escape Extinction (EE)

**Differential Reinforcement of Alternative Behavior (DRA)**
Consequence Strategy - Cuing

• Teach using role play
• To stop challenging behavior
  – Say the student’s name quietly
  – Touch your earlobe
  – Place sticky note on student’s desk
• When cuing doesn’t work, consider using a distractor
  – “James, I need your help with something.”
  – “Devaughn, will you help me determine which activity to do next?”

Planned Discussions

• Set aside a regular time to meet with students individually

• Inform students you will be meeting with them individually on a regular basis to discuss grades, goals, or a concern

• After an incident, meet with the student for a structured discussion related to the incident

• DON’T HOLD THE MEETING UNTIL YOU HAVE CALMED DOWN

• “THE STUDENT SHOULD FEEL LIKE A PARTNER IN THE DISCUSSION RATHER THAN THE FOCUS OF AN INQUISITION”

• Consider using a form similar to the following...