Materials and content were supported and adapted from the FBA/BIP project conducted by Georgia Department of Education, PBIS Unit, in collaboration with the Center for Leadership in Disability at GSU.

Function Based Toolbox
Academic Success for ALL!
Please don't make me go to school tomorrow!

But Honey, you're the teacher.
How do you determine the function of a behavior and develop interventions that promote academic success?
LEARNING TARGETS

1. I can define a target behavior.
2. I can determine when an FBA is needed.
3. I can identify various data collection methods to gather pertinent information regarding a target behavior.
4. I can analyze data to determine the function of a target behavior.
5. I can develop and implement an effective BIP.
Activity

Put your name on a sticky note and place in the category that BEST describes you.

I got this...
All but that one...
I need some help...
What was I thinking!

After you have completed this activity, demonstrate that you are ready to continue...
TARGET BEHAVIOR
Target Behavior

Components of an operational definition

• Must be observable.
• Must be measurable.
• Can include examples and non-examples of the behavior
• A stranger off the street should be able to tell you whether or not the behavior is occurring after reading the definition.
Defining the Target Behavior

Examples of vague definitions

- Mary is “angry.”
- Joe is acting “ugly.”
- Mark is so “disruptive.”
- Polly is just plain “lazy.”
- Shane just “doesn’t care about school.”
- Al has “temper tantrums.”

Examples of observable/measurable definitions

- Mary yells. Mary hits her peers with her hands
- Joe calls other children names.
- Mark calls out without raising his hand.
- Polly completes 25% of work assigned.
- Shane will look around the room and not comply with teacher directives to begin work.
- Al screams and pushes furniture.
Target Behavior Form

Perception Video
Define that behavior...

What does verbal aggression look like?
Define that behavior...

Student: Theresa
Age: 10
Grade: 4th

Scenario
Theresa rarely finishes her class work. How could she? She’s up, she’s down, she’s wandering all around. Her teacher, Ms. Lowe, seems always to be asking her to return to her desk and begin working. Theresa almost never has her book or her pencil out, and during class transitions she is the last to be ready. Ms. Lowe believes that Theresa’s out-of-seat behavior and procrastination are contributing to her poor grades.
Describe what the student is physically doing that is interfering with his or her learning or the learning of others?  Be Specific.

Scenario
Theresa rarely finishes her class work. How could she? She’s up, she’s down, she’s wandering all around. Her teacher, Ms. Lowe, seems always to be asking her to return to her desk and begin working. Theresa almost never has her book or her pencil out, and during class transitions she is the last to be ready. Ms. Lowe believes that Theresa’s out-of-seat behavior and procrastination are contributing to her poor grades.

Theresa is up, down, and wandering all around. She does not have a pencil or book.
Give an example of the target behavior and desired behavior.

Scenario
Theresa rarely finishes her class work. How could she? She’s up, she’s down, she’s wandering all around. Her teacher, Ms. Lowe, seems always to be asking her to return to her desk and begin working. Theresa almost never has her book or her pencil out, and during class transitions she is the last to be ready. Ms. Lowe believes that Theresa’s out-of-seat behavior and procrastination are contributing to her poor grades.

Target Behavior: Theresa is out of her seat. She does not have a pencil or book.

Desired Behavior: Theresa is in her seat with a pencil and a book.
Is the target behavior measurable?
How would you measure the behavior?

Target Behavior: Theresa is out of her seat. She does not have a pencil or a book.

Yes
Frequency- number of times she is out of her seat, number of times she does not have required materials
Duration- length of time out of her seat, length of time without required materials
Use the information above to define Target Behavior One. Be concise and specific so anyone could recognize the target behavior when observing the student.

**Out of Area**—which looks like not seated in the assigned area of instruction (desk, rug, chair).

**Off-Task**—which looks like not having her required materials (pencil, book, paper).
Can you define that behavior?
I can determine when an FBA is needed.
Guiding Behavioral Principles

Human behavior is lawful
Human behavior is important, understandable, & predictable
Human behavior is learned
Human behavior is malleable & teachable
Behavior does NOT occur in a vacuum...it is affected directly by environmental events
Applied Behavior Analysis Principles

Behavior is shaped by experiences

- Learned

Functional relationship between behavior & environmental events

- Antecedent events
- Behavior
- Consequence events
Functional Behavioral Assessment

• The purpose of an FBA is to inform the development of function-based interventions by identifying the maintaining function(s) of the target behavior.

– An FBA can include Anecdotal Methods (indirect), Descriptive Analysis (direct), and Functional Analysis

• Functional behavioral assessments provide information about the “who”, “what”, “where”, “when”, and “why” of behavior

– Special education and general education teachers report using behavior intervention plans
– Special education and general education teachers report rarely using techniques to identify behavioral function (Gable et al., 2012)
Legal and Ethical Issues Regarding FBAs

Is parental consent required before conducting an FBA?
Yes!

Can a parent request an Independent Educational Evaluation if they disagree with the school district’s FBA?
Yes!

A child with a disability is entitled to an FBA and/or BIP if the child’s behavior impedes his/her learning or the learning of others. True or False?
False!

Although FBAs/BIPs are best practice, they are not mandated in this situation under IDEA.

When is an FBA/BIP mandated under IDEA?
10 or more days of suspension, and/or more restrictive environment, and/or a manifestation.

At what point does the assessment process become part of IEP implementation (e.g., hypothesis testing)?
When should an FBA be conducted?

- Is the student exhibiting inappropriate behaviors?
- Are the behaviors impeding the student’s or others ability to learn?
- Does the student need a BIP?
- Is their inadequate information to determine how to intervene?
- Has their been a lack of progress with the current intervention plan?
Components of an Effective FBA

- Input
- Antecedent Events
- Consequences
- Function of the Behavior
- Hypothesis
- Baseline Data
- Target Behavior
- Setting Events
Alpine FBA Sample
Gathering Information for an FBA

1. Parental Consent
2. FBA Parent/Caregiver Questionnaire
3. IEP, Psychological etc.
4. Classroom Description Form
5. Observation Setting & Environment Checklist
6. FBA Staff Questionnaire
7. Observation/Summary Observation Form (if applicable)
8. Alpine Student Survey
I can identify various data collection methods to gather pertinent information regarding a target behavior.
Data Collection Methods

What are you going to observe?
What tools will you use?
## Choosing a Data Collection Tool

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DESCRIPTION</th>
<th>PURPOSE</th>
<th>TYPES OF BEHAVIORS</th>
<th>EXAMPLE BEHAVIORS</th>
<th>Paper Pencil Tools</th>
<th>IPAD Tools</th>
</tr>
</thead>
</table>
| Frequency Recording | Records the number of occurrences of a target behavior. | - Establish target behavior  
- Significance of problem behavior  
- Baseline for progress monitoring  
- Measure one specific behavior | When the target behavior can be easily counted, but not at a high rate  
- Clear beginning and end  
- Short duration  
- Occurs a number of times during a specified time period | - Yelling out in class  
- Leaving seat  
- Physical contact w/peers (number of times a student hits)  
- Throwing materials on the floor | - Alpine Frequency Data Collection Tool  
- This Tool  
- Behavior Frequency Data Collection Form  
- "Event" or Frequency Recording Form  
- Event Recording Sheet | - Behavior Tracker Pro (BTP)  
- Behavior Lens  
- Percently  
- Frequency  
- Forms  
- Special Education Edition: eCIDE  
- iBA  
- ABC Logbook  
- Rubrix |
| Rate Recording | Records the number of occurrences of a target behavior in a specified amount of time. | - Establish target behavior  
- Significance of problem behavior  
- Baseline for progress monitoring  
- Measure one specific behavior | When the observation time varies, but you want to get an accurate frequency count. | - Yelling out in class  
- Leaving seat  
- Physical contact w/peers  
- Throwing materials on the floor | - Alpine Frequency Data Collection Tool  
- This Tool  
- Behavior Frequency Data Collection Form  
- "Event" or Frequency Recording Form  
- Event Recording Sheet | - Behavior Tracker Pro (BTP)  
- Behavior Lens  
- Percently  
- Frequency  
- Forms  
- Special Education Edition: eCIDE  
- iBA  
- ABC Logbook  
- Rubrix |
| Interval Recording | Records when a behavior occurs within a given time interval (usually minutes/seconds). | - Establish a target behavior  
- Baseline for progress monitoring  
- Determine if a behavior is occurring during specific time periods, class periods, etc.  
- Significance of problem behavior  
- Identify patterns of behavior | When a behavior appears continuous. | - Talking with peers (partial)  
- Off/On-task behavior (whole)  
- Working on an assignment (whole)  
- Inappropriate language (partial)  
- Interrupting the teacher (partial) | - Alpine Interval Recording Form 10 seconds  
- Alpine Interval Recording Form 20 seconds  
- Whole Interval Recording Form  
- Interval Recording Form | - Behavior Tracker Pro (BTP)  
- Behavior Lens  
- Forms  
- Special Education Edition: eCIDE  
- iBA  
- ABC Logbook  
- Rubrix |
| Duration Recording | Record the amount of time a student engages in a behavior. | - Establish target behavior  
- Determine how much time a student is engaging in a target behavior  
- Baseline for progress monitoring  
- Intensity/duration/ frequency of the target behavior | When the behavior occurs at a high rate or occurs over extended periods of time. | - Tantrums  
- Sleeping  
- Screaming  
- Time on-task/off-task  
- Interacting with peers  
- Time out of seat | - Alpine Duration Data Collection Form  
- Duration Recording Form  
- Duration Data Collection Form | - Behavior Tracker Pro (BTP)  
- Behavior Lens  
- Duration  
- Forms  
- Special Education Edition: eCIDE  
- iBA  
- ABC Logbook  
- Rubrix |
The “ABC’s” of Behavior

**Antecedent** > **Behavior** > **Consequence**

- All behavior follows this model.
- All A’s and C’s affect future behavior.
  - Some A’s and C’s will increase behavior.
  - Some A’s and C’s will decrease behavior.
The ABC’s of Behavior

Antecedents

- What’s happening immediately before the behavior occurs.
- Where did it happen?
- When did it happen?
- Who was there?
- What was going on?
- Knowing the antecedent will help you determine how appropriate the behavior is.
The ABC’s of Behavior

Consequences

- What happens immediately after the behavior (within seconds)?
  - Did the other kids look or laugh?
  - Did you look or reprimand?
  - Did the child stop working?
  - Did they get something?
  - Did they get out of something?

- The consequences determine the likelihood the behavior will occur in the future.
ABC Data Collection Recording
Most useful for determining the function of a behavior!!!

ABC Data Collection Records events that immediately precede target behaviors and the event that immediately follows a target behavior.

IPAD APPS
- Behavior Tracker Pro ($29.99)
- Behavior Lens ($29.99)
- Forms ($1.99)

PENCIL/PAPER
- ABC Behavior Checklist
**ABC Behavior Checklist**

- Complete the form.
- Collect 10 days of ABC data.

**ABC Checklist Sample**
ABC Behavior Checklist

1. Limit of twelve in the following columns: Content/Activity, Antecedent Event, Consequence/Outcome
2. Limit of three Target Behaviors
3. Student Reaction MUST be Stopped, Continued, Intensified (in that order)
4. Check ONLY one box per column per EVENT
5. Start and end time corresponding to the event MUST be filled out.

For ABC Checklist go to www.behaviordoctor.org
- Click on Training, then Materials download, Data Collection Tools, and then FBA Data Tool
FBA Data Tool

Used to generate a visual report for analyzing data.

For ABC Checklist go to [www.behaviordoctor.org](http://www.behaviordoctor.org)
- Click on Training, then Materials download, Data Collection Tools, and then FBA Data Tool
Functional Behavior Assessment

Sample

Student: Tommy Sample

Grade: 3
Teacher: Mrs. Smith
School: SAMPLE
Report prepared by: Mr. Jones

Assessment period: Monday, March 04, 2013
School year: 2012 through 2013

The purpose of this assessment is to determine the function of 2 target behaviors: Verbal Aggression; Physical Class Disruption. Tommy was observed over a period of 9 school days. School was in session from 8:00 until 3:00.

FREQUENCY OF BEHAVIORS

Each bar in the graph below represents the number of behaviors observed in each 30 minute time segment during this assessment.

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>2</td>
</tr>
<tr>
<td>8:30 AM</td>
<td>1</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>2</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>3</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>2</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>2</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>2</td>
</tr>
<tr>
<td>11:30 AM</td>
<td>2</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>2</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>2</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>2</td>
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<tr>
<td>1:30 PM</td>
<td>2</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>2</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>2</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>1</td>
</tr>
</tbody>
</table>

Most Active Times of Day

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>% of Total Activity</th>
<th># of Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>13%</td>
<td>2</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>13%</td>
<td>2</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>13%</td>
<td>2</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>13%</td>
<td>2</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>13%</td>
<td>2</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>13%</td>
<td>2</td>
</tr>
<tr>
<td>3:00 PM</td>
<td>13%</td>
<td>2</td>
</tr>
<tr>
<td>4:00 PM</td>
<td>13%</td>
<td>2</td>
</tr>
<tr>
<td>5:00 PM</td>
<td>13%</td>
<td>2</td>
</tr>
</tbody>
</table>

BEHAVIORS PER DAY

Tommy was assessed a total of 9 days.

- Number of Mondays: 2
- Number of Tuesdays: 2
- Number of Wednesdays: 2
- Number of Thursdays: 2
- Number of Fridays: 1

Average Number of Behaviors per Day

Overall # of incidents:
- Behavior A: 6
- Behavior B: 6
- Behavior C: 0
Total: 15

EVENT DURATION

The assessment period covered a total of 630 hours: 24. Behaviors were charted 2:24 hr/min. This was 4% of the assessment period.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Duration (hr:mn)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal Aggression</td>
<td>1:32</td>
<td>71%</td>
</tr>
<tr>
<td>Physical Class Disruption</td>
<td>0:32</td>
<td>20%</td>
</tr>
</tbody>
</table>

OVERALL: 2:24 hr:mn

STUDENT REACTION

(How student reacted to staff intervention/consequences)

<table>
<thead>
<tr>
<th>Reaction</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>33%</td>
</tr>
<tr>
<td>B</td>
<td>33%</td>
</tr>
<tr>
<td>C</td>
<td>33%</td>
</tr>
<tr>
<td>A</td>
<td>17%</td>
</tr>
<tr>
<td>B</td>
<td>0%</td>
</tr>
<tr>
<td>C</td>
<td>0%</td>
</tr>
</tbody>
</table>

www.behaviordoctor.org
program written by Denise Wilson

Tommy Sample

page 2

Monday, March 04, 2013
What if I need more data?
Or
The behavior is too frequent for ABC Checklist?
FREQUENCY & RATE: Data Collection Tools

Frequency/Event: A method of recording a tally or frequency count of behavior occurring during an observation period.

Rate: A ratio of the number of occurrences of a behavior observed in a specified amount of time (used when observation time varies).

IPAD APPS

- Behavior Tracker Pro ($29.99)*
- Behavior Lens ($29.99)
- Frequency ($4.99)
- Percentally ($2.99)
- Forms ($1.99)

PENCIL/PAPER

Frequency Data Collection Tool
Activity: Frequency & Rate Data Collection

Target behavior-
Outbursts: The individual
1) yells out the word “Bazinga”
2) tries to physically avoid peer

Record each occurrence of the behavior using the Frequency Data Collection Tool.
To calculate the rate...

1. Determine the length of the observation (123 seconds).

2. Divide the number of events/occurrence of Target Behavior (10) by the length of the observation (123 seconds).

Rate = approximately every 12.3 seconds the Target Behavior is occurring.
**Interval Recording Form**

- 10 seconds
- 20 seconds

**IPAD Apps**

- Behavior Tracker Pro ($29.99)*
- Behavior Lens ($29.99)
- Forms ($1.99)

-Demonstrate Behavior Lens on the IPAD

Interval recording documents whether a behavior occurred during a particular period (whole and partial interval).
The behavior NEVER stops!!!

**Measure Based on Time:**

**Duration Recording**

A method of recording the amount or length of time that a behavior occurs

**Purpose:**

- Establish a target behavior
- Determine how much time a student is engaging in a target behavior
- Baseline for progress monitoring
- Intensity/duration/frequency of the target behavior

**Behaviors:**

Behaviors that occur at a high rate or occur over extended period of time.

**Examples:**

- Tantrums
- Sleeping
- Time On-Task/Off-Task
- Interacting with peers
- Time out of seat
**DURATION Data Collection**

A method of recording the amount or length of time that a behavior occurs.

**PENCIL/PAPER**

- **Duration Data Collection Form**

**IPAD APPS**

- Behavior Tracker Pro ($29.99)*
- Behavior Lens ($29.99)
- Duration ($1.99)
- Forms ($1.99)
What is the function?
I can analyze data to determine the function of a target behavior.

Why we do what we do...
• Behavior is purposeful.
• Behavior is communicative.
• Behavior is often predictable.

What is a child trying to tell you?
• Focus on the reason for the behavior rather than simply on the behavior itself.

• Behavior serves one of four functions (purposes).
Behavioral Function

Behavior occurs:

• As a means to get attention.
• To allow us to escape an activity or situation.
• So that we can get tangible items.
• For self-stimulation/sensory.
# Behavioral Function

<table>
<thead>
<tr>
<th>I don’t want to do this! (Escape) Negative Reinforcement</th>
<th>I want attention! (Attention) Positive Reinforcement</th>
<th>I want this! (Tangible) Positive Reinforcement</th>
<th>I like doing this! (Sensory) Positive or Negative Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Difficult tasks</td>
<td>- From parents</td>
<td>- A toy</td>
<td>- It feels good</td>
</tr>
<tr>
<td>- Prolonged work</td>
<td>- From teachers</td>
<td>- An object</td>
<td>- It looks good</td>
</tr>
<tr>
<td>- Social demands</td>
<td>- From peers</td>
<td>- A food or treat</td>
<td>- It sounds good</td>
</tr>
<tr>
<td>- Be in this place!</td>
<td>- From siblings</td>
<td>- An activity</td>
<td>- It tastes good</td>
</tr>
<tr>
<td>- Be with this person!</td>
<td>- From anyone</td>
<td>- A privilege</td>
<td>- It’s a habit</td>
</tr>
</tbody>
</table>

Other (please describe):
Behaviors that Serve Multiple Functions

A single behavior can serve several functions
The intervention must address both functions if it is to be successful.

Example:
Bill destroys materials during math and peers look and laugh
Destroying materials - escape an activity
Peers looking and laughing - access peer attention

Possible intervention:
Provide him with additional instruction in math, prepare him for upcoming group work, teach him how to appropriately inform the teacher that he wants to escape the work.
Allow him access to peers only when he properly maintains classroom materials
Activity- Function of the Behavior

• Monica’s brother began swinging on the only swing at the park. Monica threw herself on the ground at the park and began to cry. Monica’s mother asked Monica’s brother to let Monica use the swing. Monica went on the swing and stopped crying.

• A = no swing
• B = crying/throwing self on ground
• C = parent provides access to the swing
• Function = obtain an activity
Another one...

Marcos is watching TV and his dad says it's time to turn it off. Marcos says "no" and starts throwing things around the house. His dad says "If you stop, you can watch more TV"

A= Dad says turn it off  
B= "no", throwing things around  
C= is allowed to watch TV  
Function= obtain activity
Another one...

• Donelle’s parents have decided that she needs to help set the table before dinner. She has responded to this new task by screaming and rolling around on the floor. Her parents send her to her room to calm down. She rejoins her family when dinner is being served.

• A – parents prompt to set the table
• B – screaming, rolling around on floor
• C – sent to room to calm down
• Function – escape a task
Another one...

Samuel’s parents have started taking him to church. He sits well during the beginning of the service and appears to listen to the pastor speak. However, during the singing of the hymns, he becomes agitated and starts crying and burrowing his head in his mother’s arms. His mother removes him from the chapel when he engages in this behavior.

A - singing of the hymns
B - crying and burrowing head
C - mother removes him from chapel

Function - escape / sensory
Another one...

Derek is an 8 year-old boy diagnosed with autism. When presented with a chore at home, he will state “I can’t” or “This is too hard” and slouch on the couch. His mother continues to prompt him to complete the chore and Derek continues to say “I can’t” until he is screaming and his mother stops prompting him.

• A – prompted to complete a chore
• B – says “I can’t” or “This is too hard”
• C – mother continues to prompt
• B – screams
• C – mother stops prompting him
• Function – escape, maybe attention?
I can develop an implement an effective BIP.
Components of a FUNCTION based BIP

- Timely
- Hypothesis
- Strategy/Intervention (Antecedent Events-Context)
- Replacement Behavior
- Consequence
- Reinforcer
- Progress Monitoring
- Crisis Plan
Let’s develop function-based interventions...

• Behavior support is the redesign of environments, not the redesign of individuals (e.g., disability is not cured).
• Positive Behavior Support plans define changes in the behavior of those who will implement the plan. A behavior support plan describes what we will do differently.
Fill in the hypothesis...

**Hypothesis**

**CONTEXT**
- During: Math

**TRIGGERING ANTECEDENTS**
- When: given an instruction or directive
  - the student

**TARGET BEHAVIOR**
- physical class disruption
  - and gives/provides the student

**FUNCTION** (What is the function of the target behavior?)
- escape

**CONSEQUENCE**
- removal from class
  - which typically leads to
Define Desired Alternative Behavior:

What do you want the student to do? What are all the other students doing?

Define Acceptable Alternative Behavior:

What behavior are you willing to accept that still meets the function of the behavior?

- Must be within the skill attainment range for the student (Zone of Proximal Development)
- Be in the individual’s repertoire or easily taught, and represent the beginning point for teaching desired behavior.
- Must NOT reduce quality of life now or in the future
Teaching the Replacement Behavior

- Teach student to observe own behavior
- Teach rules and pivotal skills first
- Teach elements of behavior in a stepwise fashion
- Ensure that the student has skills to perform the behavior
- Require practice
- Teach the student to evaluate own performance
- Fade prompts and programmed reinforcement with mastery

Crimmins, Farrell, Smith, & Bailey, 2007
BEHAVIOR

TARGET BEHAVIOR

Physical class disruption

DESIRED ALTERNATIVE BEHAVIOR

Participate in math class and use materials appropriately

ACCEPTABLE ALTERNATIVE BEHAVIOR

Tommy will be given a break from math when he asks for it.

BEHAVIOR SKILLS TEACHING

1. Steps for participating in math appropriately
2. Steps for asking for a break.
INTERVENTIONS
A Function-Based Intervention Defined

• INTERVENTIONS based on the data gathered during the FBA and that are directly linked to the function of the behavior
• The basic goal is to use the FBA information to design an intervention that decreases problem behaviors while increasing desirable behaviors.
• The outcome is an intervention that addresses the function of the behavior by
  ❖ Eliminating the consequence maintaining the problem behavior
  ❖ Providing it or another appropriate reinforcer for the replacement behavior, and
  ❖ Removing or in some way altering the antecedents conditions that evoke the behavior.

Umbreit, Ferro, Liaupsin, & Lane, 2007
Antecedent Modifications

Adjust the environment so that:

the triggers for the target behavior are eliminated and new conditions are established in which the replacement behavior is more likely to occur.

Examples: alter instruction, alter schedule, alternate active/passive activities, reduce noise/light level in the classroom, remove distracting stimuli,

Chandler & Dahlquist, 2002
# Antecedent Interventions Chart

<table>
<thead>
<tr>
<th>Function Addressed</th>
<th>Interventions</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape</td>
<td>Using learner preferences</td>
<td>Tasks/activities modified to increase interest</td>
<td>Using preferred or high-interest materials (Modify a passage from a car magazine for use during reading fluency tasks)</td>
</tr>
<tr>
<td>Escape Sessory</td>
<td>Altering the Environment</td>
<td>Changes are made to the physical setting of the classroom</td>
<td>Creating specific areas within the classroom in which different behaviors are expected (sitting quietly in the individual work space, talking in the small group space)</td>
</tr>
<tr>
<td>Escape</td>
<td>Implementing Pre-activity interventions</td>
<td>Provides learner with information needed before a task associated with the interfering behavior</td>
<td>Warning that a non-preferred activity is about to occur. Providing information about upcoming schedule changes.</td>
</tr>
<tr>
<td>Escape</td>
<td>Using Choice Making</td>
<td>Choice of materials or tasks is offered during activities or settings where the interfering behavior occurs</td>
<td>Choosing which activity to complete first. Choosing whether to complete the activity in pencil or pen.</td>
</tr>
<tr>
<td>Escape</td>
<td>Altering How instruction is presented</td>
<td>Instruction is modified so that learner clearly understands what is expected.</td>
<td>Altering task difficulty or duration. Instructions from novel staff. ENHANCED INSTRUCTIONAL DELIVERY (EID)</td>
</tr>
<tr>
<td>Sensory</td>
<td>Enhancing the environment</td>
<td>Providing access to appropriate behaviors</td>
<td>Access to appropriate behaviors (Allowing chewing gum instead of playing with saliva). Visual cues Embedded access to preferred items. Proximity Noncontingent reinforcement Incentive plan (token economy, check in/check out)</td>
</tr>
<tr>
<td>Escape Structuring Time</td>
<td>Structuring time within activities</td>
<td>Structuring time within activities</td>
<td>Using a visual timer to indicate time remaining in a non-preferred activity. Noncontingent escape Self-monitoring</td>
</tr>
<tr>
<td>Escape</td>
<td>Altering Routines/Schedules</td>
<td>Routines and schedules are changed to decrease interfering behaviors</td>
<td>Antecedent Exercise. Balancing activities across the day, activity, or class (e.g., quiet/noisy, active/passive, large group/small group, adult-directed/learner directed). Zoning – classroom staff are assigned different areas and activities within the room throughout the day to assist with transitions and encourage on-task behavior.</td>
</tr>
</tbody>
</table>
REINFORCERS & CONSEQUENCES

BEHAVIOR

TARGET BEHAVIOR
Physical class disruption

FUNCTION (What is the function of the target behavior?)
Escape

CONSEQUENCE
Removal from class

INDIVIDUALIZED REINFORCERS MODIFIED
(Modify adult behaviors - Reinforces desired/acceptable alternative behaviors)

BEHAVIOR SKILLS TEACHING
1. Steps for participating in math appropriately
2. Steps for asking for a break.

ACCEPTABLE ALTERNATIVE BEHAVIOR
Tommy will be given a break from math when he asks for it.

DESIRED ALTERNATIVE BEHAVIOR
Participate in math class and use materials appropriately.

ANTecedent MODIFICATIONS
1. Provide math remediation.
2. Differentiated instruction on his level.
4. Pair preferred activity (reading, athletic activity, baking) with math activity.

ANTecedent INTERVENTIONS

CONTEXT

During

TRIGGERING ANTecedENTs

Instruction/directive

the student

Modify the context and/or the triggering events in a way that leaves the FUNCTION of the target behavior unnecessary.

Hypothesis

1. Math

2. Instruction/directive

3. During

4. Modify the context and/or the triggering events in a way that leaves the FUNCTION of the target behavior unnecessary.

5. Hypothesis

ANTECEDENT MODIFICATIONS

1. Provide math remediation.
2. Differentiated instruction on his level.
4. Pair preferred activity (reading, athletic activity, baking) with math activity.
Reinforcers & Consequences

Design reinforcers & consequence modifications to make current consequences irrelevant.
So they no longer are present or are less reinforcing.
Reinforcement Chart

<table>
<thead>
<tr>
<th>Sensory Reinforcers</th>
<th>Social Reinforcers</th>
<th>Social Reinforcers</th>
<th>Activity Reinforcers</th>
<th>Tangible Reinforcers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preferred music</td>
<td>• Social acceptance and support should always be freely available throughout the day.</td>
<td>• Participating in a preferred activity</td>
<td>• Participating in a preferred activity</td>
<td>• Objects given to a child following the appropriate behavior</td>
</tr>
<tr>
<td>• Water play</td>
<td>• Manage social interactions by providing positive attention for desired behaviors and avoiding social interaction in response to inappropriate behaviors</td>
<td>• Using preferred objects, toys, or materials</td>
<td>• Using preferred objects, toys, or materials</td>
<td>• It is important to limit the amount of the item provided (e.g., one sip rather than one can of soda)</td>
</tr>
<tr>
<td>• A flashlight</td>
<td></td>
<td>• Earning a preferred job responsibility</td>
<td>• Earning a preferred job responsibility</td>
<td></td>
</tr>
<tr>
<td>• Colorful, liquid timers</td>
<td></td>
<td>• Increasing independence following a desired behavior</td>
<td>• Increasing independence following a desired behavior</td>
<td></td>
</tr>
<tr>
<td>• Objects that glitter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bubbles</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lotions and powders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Rocking in a chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Peace and quiet time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Vibrating objects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Body pillows</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Deep pressure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ANTECEDENT INTERVENTIONS**

**CONTEXT**
- Math

**TRIGGERING ANTECEDENTS**
- Instruction/directive

**BEHAVIOR**
- Physical class disruption

**TARGET BEHAVIOR**
- Participate in math class and use materials appropriately

**ACCEPTABLE ALTERNATIVE BEHAVIOR**
- Tommy will be given a break from math when he asks for it.

**FUNCTION**
- Escape

**ANTECEDENT MODIFICATIONS**
1. Provide math remediation.
2. Differentiated instruction on his level.
4. Pair preferred activity (reading, athletic activity, baking) with math activity.

**REINFORCERS & CONSEQUENCES**

**CONSEQUENCE**
- Removal from class

**FUNCTION**
- Escape

**REINFORCERS MODIFIED**
1. Preferred Activity

**CONSEQUENCE MODIFIED**
- Modify adult behaviors - decreases the Target Behavior & accounts for function.

**BEHAVIOR SKILLS TEACHING**
1. Steps for participating in math appropriately
2. Steps for asking for a break.
How to “address” Consequences in a BIP

Ensure that your consequence does not reinforce the function of the Target Behavior!

Hypothesis

MODIFY ANTECEDENTS

**CONTEXT**
- During Math

**TRIGGERING ANTECEDENTS**
- Instruction/directive

**TARGET BEHAVIOR**
- Physical class disruption

**DESired Alternative Behavior**
- Participate in math class and use materials appropriately

**Acceptable Alternative Behavior**
- Tommy will be given a break from math when he asks for it.

**FUNCTION**
- Escape

**Consequence**
- Removal from class

**INDIVIDUALIZED REINFORCERS MODIFIED**
- Extra math assignment during recess/free time

**Antecedent Modifications**
1. Provide math remediation.
2. Differentiated instruction on his level.
4. Pair preferred activity (reading, athletic activity, baking) with math activity.

**Behavior Skills Teaching**
1. Steps for participating in math appropriately
2. Steps for asking for a break

**Case Study 1 Activity 5 Answer Key**
Function Based Tool Box

RESOURCES

Presentation Resources/Handouts:

https://sites.google.com/site/alpinefbabip/home
ADDITIONAL RESOURCES

BBQuiP
www.Behaviordoctor.org
http://iris.peabody.vanderbilt.edu
www.pbis.org
http://www.behavioradvisor.com/TrainingVideo.html

Reproducible Forms
FBA/BIP Forms
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Materials and content were supported and adapted from the FBA/BIP project conducted by Georgia Department of Education, PBIS Unit, in collaboration with the Center for Leadership in Disability at GSU