Using FBA for Diagnostic Assessment in Behavior

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Introduction to the module

This module fits into series of training modules developed by the National Center on Intensive Intervention (NCII) aimed at district or school teams involved in initial planning for using DBI as a framework for providing intensive intervention in academics and behavior. This module specifically looks at using Functional Behavior Assessment (FBA) for diagnostic assessment in behavior.

The audience for this module may include the behavior support team, interventionists, special educators, school psychologists, counselors, and administrators, as appropriate. Subsequent modules will provide additional information about specific components of the DBI process. More information about NCII's approach to intensive intervention can be found in the NCII concept paper *Data-Based Individualization: A Framework for Intensive Intervention*. The concept paper is available at http://www.intensiveintervention.org/sites/default/files/Data-based_Individualization_A_Framework.pdf.

Instructions for using the speaker notes

- Text formatted in standard font is intended to be read aloud or paraphrased by the facilitator.
- Text formatted in **bold** is excerpted directly from the presentation slides.
- Text formatted in *italics* is intended as directions or notes for the facilitator; italicized text is not meant to be read aloud.
- Text formatted in underline indicates an appropriate time to click to bring up the next stage of animation in an animated slide.

Preferred citation:

- While permission to reprint this publication is not necessary, the citation should be: National Center on Intensive Intervention (October, 2013).Using FBA for Diagnostic Assessment in Behavior. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Intensive Intervention.

Today's Agenda

- Introductions and overview of the day
- Defining FBA
  - ABCs; Reinforcement and Punishment
- Functions and levels of FBA
- Conducting FBA's – processes and procedures
- Summary

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2

Read slide.

The agenda may be changed to fit the time frame and the focus of the training.

This module takes 2.5–3.5 hours to complete (including the slide presentation and the integrated activities).

The following handouts should be provided to participants:

"Handout 1: FBA and Behavior Support Plan Self-Assessment "(see Slide 11)
"Handout 2: Common Problem Behaviors and Some Usual Suspects for Functional Antecedents and Consequence "(see Slide 2 and 56)
"Handout 3a-d: FBA Process (3a: Slide 64 and 88), Functional Assessment Interview (3b: Slide 71 and 92), ABC Report Form (3c: Slide 57-59). Note: Handout 3d -- Positive Behavior Support Plan Worksheet is for informational purposes and not described in detail in the PPT presentation.
"Handout 4: ABC Report Form Example (Slide 60)

Note:

FBA's or behavioral interventions are meant to occur within the context and support of a team of people within your districts. It is rare that an FBA will be the sole responsibility of just one individual (e.g., class teacher).
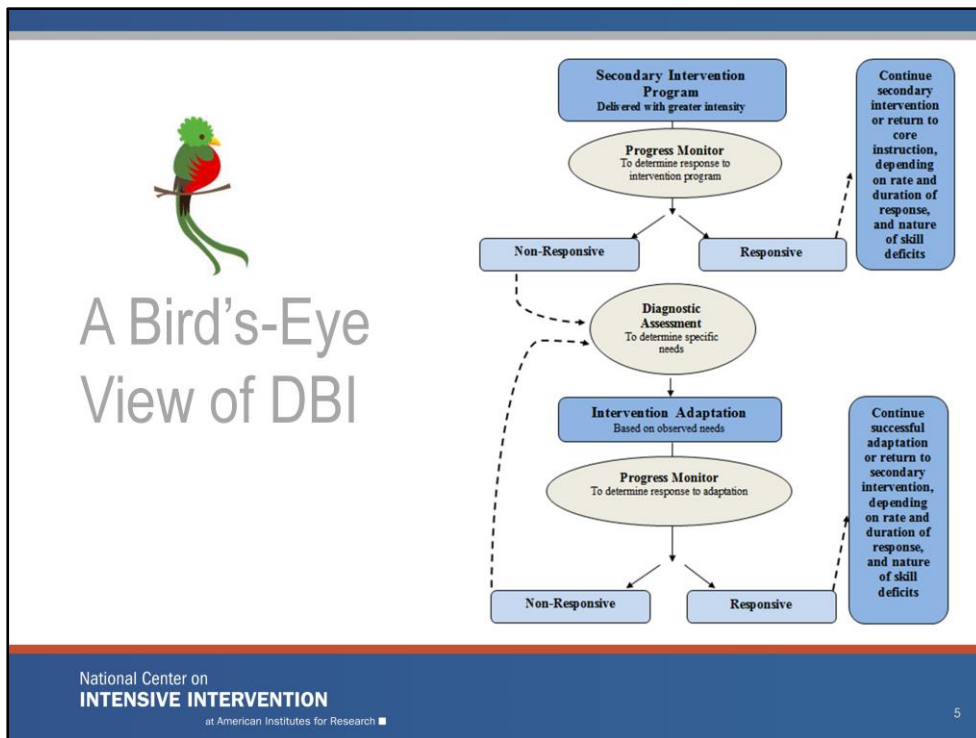
This training is an introduction to the core concepts and procedures rather than a fluency training in conducting FBA's. We do not consider this module a quick fix "how-to guide" for behavioral diagnostic assessments. More specifically, we do not expect individuals to be able to conduct behavioral assessments following this training. Rather, it is our hope that after completing this module, you feel more comfortable with the steps involved and with being a member of a team that will conduct behavioral assessments.

Learning Objectives:
By the end of today, participants will be able to…

1. Define FBA

2. Develop a deeper understanding of core concepts in behavior (e.g., ABC; reinforcement, punishment, etc.)

3. Describe what "functions of behavior" refers to
   - Describing levels of FBA
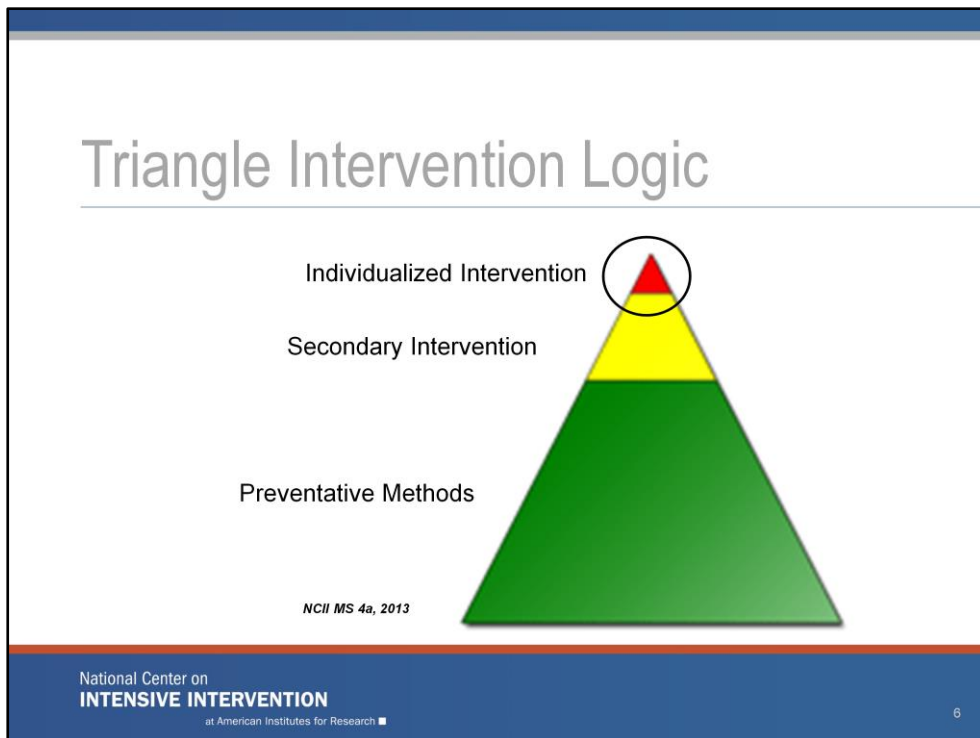   - Conducting FBA's – processes and procedures

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Review the learning objectives.

Reminder:

This module fits into a series of training modules developed by the National Center on Intensive Intervention (NCII) aimed at district or school teams involved in initial planning for using DBI as a framework for providing intensive intervention, specifically diagnostic assessment in behavior.

NCII uses this graphic to illustrate the progression of DBI. We begin with a *secondary* intervention program, deliver it with greater intensity, and *progress* monitor to determine the student's response. If the student is *responsive*, we can *continue* the current intervention or consider reducing intensity as goals are met (depending on rate and duration of response and nature of skill deficits). If the student is *not* sufficiently responsive, we gather additional information through informal *diagnostic* assessment, which identifies student needs to guide intervention *adaptations*. We continue *progress* monitoring to make decisions about whether or not the student is responding to the adapted intervention.
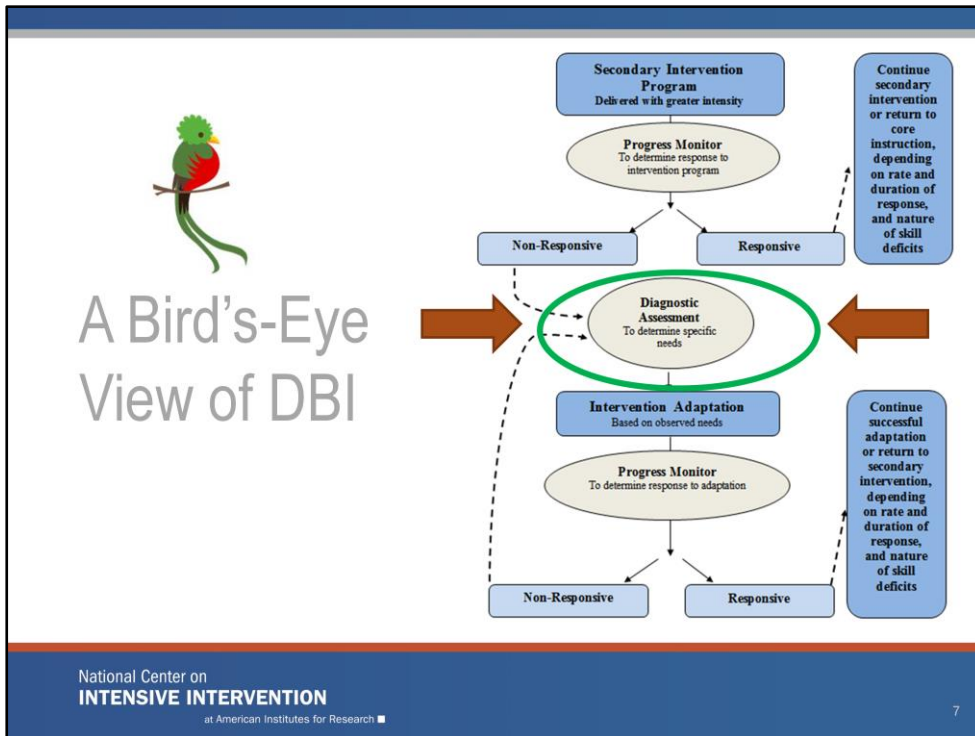
Review Intervention Logic.

The logic of the triangle suggests that most students (about 80%) will respond positively to strong, systematic prevention techniques. This implies that about 20% of students, therefore, will not be responsive to those supports widely available in schools to promote prosocial behavior. These students who are non-responsive will require further support to maintain appropriate behavior in schools.

The typical process is to move these non-responding students to an intervention that will provide additional feedback on student behavior and opportunities to access reinforcers and positive attention. Fortunately, many of these students who have demonstrated difficulty will show improvements over time. 15% of students will likely require secondary or Tier 2 supports, and that leaves an approximately 5% of students who have not been responsive to preventative or secondary intervention supports.

Put another way, those students at the top of the triangle have the most intensive needs and they constitute about 3-5%. It is imperative that we follow a systematic process to understand the reasons for their behavior and develop individualized interventions. These are the students who have not responded to Tier 1 or 2 interventions and continue to struggle. It is also very important to note that not all schools will fit this triangle intervention logic and there will be variation based on student population.

Animated slide.

Click to reveal arrows and circle.

Remind participants that this training will focus on informal diagnostic assessment in behavior.

Review note.

For this training we are focusing on FBA's as an example of behavioral diagnostic assessments, but in some districts and states, FBA may or may not be the behavioral assessment most widely used.

We encourage you to follow state laws, but for the purposes of this training module, when talking about behavior diagnostic assessment, we are using the FBA as our mode of assessment.

Intervention Progression

Progress Monitoring Tools

CICO

CICO Card

Non-Responders

Does student need additional mentoring?

Does student have academic problems?

Does student have social skills problems?

CICO with…
- Choice of mentor
- Greater frequency
- Student initiated contact

and/ or

CICO with…
- Priming (activity preview)
- Academic monitoring
- Academic goals
- Tier 2 academic

and/ or

CICO with…
- Goals related to social skills group and school wide expectations

Modified CICO Card

Non-Responders

FBA and linked BIP with the following as needed…
- Intensive social group
- Evaluate
- CBT
- Wraparound

Direct Behavior Rating

Sample Behavioral Progression

*NCII does not endorse products. We use Check-in/Check-out (CICO) for illustrative purposes only.

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9

Animated slide.

Our behavioral illustration occurs in a school that uses check-in/check-out (CICO) as a secondary intervention for behavior. The CICO card also provides progress monitoring data. The left side of the graphic depicts the intervention progression. The right shows how progress monitoring tools may change as the intervention changes.

When a student is not responsive to the standard CICO intervention, the team will ask why the student is not responding and will adapt the intervention. If this is not sufficient, the team may conduct a functional behavior assessment and use it to develop an individualized behavior intervention plan.

Review of Core Concepts in Behavior

- What is an FBA?

- Very simply, an FBA is a **functional behavior assessment**

- Definition:

- Problem-solving process used to develop hypotheses about what is **triggering, reinforcing and maintaining** problem behaviors – ***ABCs***

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10

Review definition of FBA.

It is a process of identifying the environmental events that predict and maintain patterns of problem behavior. Remind participants that the next section will focus on the ABC's of behavior, which refer to antecedent-behavior-consequence.

Remind participants that for the purposes of this training and our work at NCII, we are focusing primarily on Tier 3 students or those students who have not responded to Tier 1+2 interventions and continue to struggle.

A Quick Self-Assessment

Handout 1: FBA and Behavior Support Plan Self-Assessment

- Use the FBA behavior self-assessment to evaluate a current function-based support plan.

- Note the areas of strength and weakness in your process and support document(s).

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11

Ask participants to refer to Handout 1 - FBA and Behavior Support Plan Self-Assessment and review.

Before we go over the main content, it is worth noting that this self-assessment is a summary or checklist of the type of information to consider when conducting an FBA or behavioral intervention. Most districts will probably already have some version of this in place.

We are not suggesting that districts change anything if they already have something in place that is working. Think of this as a resource, and if it helps to give you a structure because you would like to revise the system you currently have or do not have one in place, then this may be a useful resource to consider. However, we want to emphasize that it is not mandatory.

Part I: Core Concepts in Behavior

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12

The next section is a review of basic core concepts in behavior including antecedent, behavior and consequences.

Core Concepts in Behavior

Reviewing core terminology

- Functional behavior assessment
- Functional analysis
- Functional analysis of behavior
- Functional assessment

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13

Note: All of the terms listed in the slide are often used interchangeably when referring to FBA's.

Core Concepts in Behavior

- In the school setting, a functional assessment is conducted when staff are faced with serious and/or chronic challenging behavior.

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14

One point that we want to emphasize throughout the module is that functional assessments should be (though we understand may not always be) a collaborative process and one that is conducted and supported by teams. Technically, an individual should not be conducting an FBA in isolation and without the support of a school team.

Core Concepts in Behavior

Basic Assumption

- Behavior always serves a purpose.

- It is performed to obtain a desired outcome or goal.

  - Examples of outcomes or goal:
    - Access to attention, tangibles, a preferred activity or sensory stimulation (positive reinforcement); or avoidance of tasks, specific environment or situations, social interaction, or unpleasant sensory stimulation.

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15

The basic assumption with any behavioral assessment is that behavior always serves a purpose or function (i.e., typically a behavior is present because you are either trying to get access to something or avoid something).

Review the next few slides about antecedent, behavior and consequence (ABC). Note that many school teams, especially those with strong behavior support teams, will have come across some form of ABC content in their teacher training.

'A' refers to "antecedent," or the event that happens before a behavior.

'B' represents behavior, or anything that is seen, heard, and done. Behavior must also be measureable.

'C' refers to the consequence, or any event that happens after a behavior. Consequence is often linked to concepts of reinforcement and punishment, which will be discussed in greater depth in the next section. Each component of the ABC's will be viewed separately over the next few slides.

Core Concepts in Behavior

Antecedent: Any event that happens *before* a behavior

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19

Antecedents will be discussed over the next 3 slides.

When talking about an **antecedent**, we define it as any event that happens before a behavior. In essence we are trying to figure out what exactly triggered the behavior.

One way (and it is worth noting that this is not the only way) to look at antecedents is to think about them as either slow or fast triggers. More specifically, triggers are events that can happen very quickly and suddenly before a behavior or ones that are "slow burners" and can impact behavior, but not necessarily immediately.

Core Concepts in Behavior

Setting Events or Antecedents that are *Slow Triggers*

- Situations are *unique to individuals* and may manifest over time

- Tends to make the *problem behavior more intense or more likely to occur* (e.g., illness, fatigue, hunger, social conflict), though not always immediately

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20

Antecedents and setting events are terms that are often used interchangeably. For the purposes of this training, those two terms refer to the same concept.

Antecedents are unique to individuals. It should be easy enough to come up with a list that would generally apply to many individuals, but at the end of the day, there is not a list of universal triggers.

Core Concepts in Behavior

Examples of Slow Triggers
- Argument with parent or sibling at home
- Previous upset/conflict/emotional concerns
- No breakfast (cranky or irritable)
- Exclusion (e.g., from peers, adults)
- Past failure with subject matter

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21

This slide lists examples of setting events that are commonly found in the literature. However, it should be noted that this is not an exhaustive list and you may know of or have experienced other "slow triggers".

Setting Events or Antecedents that are *Fast Triggers*

- Changes in the environment
- Availability & organization of materials
- Opportunity for choices
- Times of day/activities
- Clarity of expectations
- Nature of interactions (tone, proximity, contact)
- Amount & type of attention (peer, groups, adult)
- Task difficulty
- Length of engagement
- Pace of instruction
- **Hunger, fatigue, thirst, discomfort
- **Hunger, fatigue, thirst, discomfort

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22

Click to reveal each box. The left column appears first, followed by the right and then a repeat of ** item.

There are many similarities between slow and fast triggers. Fast triggers are generally more prone to momentary change, especially in terms of the value of reinforcers (e.g., suddenly something is less effective because something else becomes more reinforcing).

Example #1: An intervention or strategy has been working with a student but has only been taught with one teacher and therefore, there has not been a chance for generalization to other individuals or situations. Following on with this example, the teacher is out sick one day and a substitute teacher runs the program and the behavior re-emerges.

Example #2: A specific reinforcer, such as access to a preferred DVD or toy, is working but you run out or can't access it or try something else (e.g., student likes Dora the Explorer and the DVD doesn't work so you try Sponge Bob Square Pants – not the preferred reinforcer) and the behavior emerges again.

** With hunger, fatigue, thirst, and discomfort, these examples can fall under both categories (e.g. fast or slow trigger). If we take hunger as an example, some people are cranky or unable to focus regardless if they are a little hungry or a lot hungry. This example would represent a fast trigger. Some people, can function fine without eating for hours and you don't see a change in behavior until much later in the day. That is an example of a slow trigger.

Again, this slide is not an exhaustive list but some examples to get you thinking about what can happen before a behavior occurs.

Before discussing behavior, which is the main focus, it is important for us to also discuss *consequence* and what it means in the ABC process.

Consequences
(Any event that follows a behavior)

1. Reinforcement

2. Punishment

*We can tell whether the consequence is reinforcing or punishing only by its effect on future occurrences of the behavior, **not** by our intent!!*

Review definition again.

Consequence refers to any event that follows a behavior. When referring to consequences in behavioral terms, we are often referring to either reinforcement or punishment. Understanding these two concepts is very important and it is worth noting that the only way to determine if a consequence is changing behavior is to look at its effect on future behavior.

Review quadrant with participants.

When thinking about consequences, there are two types: reinforcement and punishment. When referring to reinforcement and punishment, there are also two additional categories: positive and negative. In this context, positive does not refer to "good or desirable," and negative does not refer to "bad or undesirable." Think of positive as *adding* something and negative as *subtracting* something.

Click to reveal bullets.

Click to reveal bullets.

Reinforcement
An event that increases the likelihood of a behavior being repeated

Negative reinforcement
Removing an unpleasant stimulus after a response (-)

SCREAM UNTIL DADDY STOPS THE CAR

Myers, 2011

Automatic animation

Positive and negative reinforcement and punishment are important concepts in behavior and learning. As previously mentioned, the words "positive" and "negative" here do not mean good/bad but rather "add or subtract" in the mathematical sense.

In positive reinforcement, something is added. In negative reinforcement, something is subtracted or taken away.

However with reinforcement, the goal is still to increase the likelihood that the behavior will occur again in the future. Teachers often use **positive** reinforcement in the form of tangible items such as gold stars, stickers, and "student of the month" certificates to increase desired behaviors. Reinforcement is an event that increases the likelihood of a behavior being repeated.

Click to reveal negative reinforcement sequence.

Negative reinforcement involves the *removal or avoidance* of a negative condition in order to strengthen a behavior.

In the example on the slide, a child has asked daddy for some ice cream. Daddy says "no, not right now". The child then proceeds to scream "I want ice cream NOW!" and begins to cry and continues to scream the same phrase repeatedly. An example of negative reinforcement would be if the child's father gives the child ice cream after initially saying no (behavior) and the crying and screaming behavior stops (subtraction or removal of a negative condition).

Bonus question: How could "screaming until Daddy stops the car" be positive reinforcement?

Answer: The child's screaming is positively reinforced if Daddy stops the car and buys ice cream! The child learns that screaming will get him or her a desired treat.

Positive Reinforcement

Following a behavior, any stimulus or event that is added and leads to increased probability that the behavior will occur again in the future.

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29

Play brief video clip.

Positive reinforcement example: A child is dancing to the Law and Order theme song (behavior). He proceeds to get positive attention from his mother (e.g., smile, touch, attention, praise). As a result, you see the child continue to dance. The behavior has been strengthened and will now more likely occur again in the future.

Examples of Positive Reinforcement

- Smile, high five, pat on the back
- Praise ("well done," "super," "you're amazing")
- Extra _____ (time on computer, snack, recess, time with friends, break)
- Awards, certificates, special recognition (e.g., letter or phone call home, star of the week)
- Leadership duties (e.g., first in line for lunch, team captain)
- Prizes (e.g., stickers, pencils, badges, snacks, toys)

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30

There are many types and examples of positive reinforcement and they will vary by individual. This slide has a list of general examples that most children would probably find reinforcing. Positive reinforcers can be activities, tangible items, intangible items, social praise, etc.

The most important thing to remember about reinforcers or examples of reinforcement is that it is very individualized. What one individual finds reinforcing may or may not be reinforcing to another individual.

Activity: Which one is the *best* example of reinforcement?

A. Tom waits to use the water fountain.

B. Tom waits to use the water fountain and the teacher gives him a thumbs up.

C. Tom waits to use the water fountain and the teacher gives him a thumbs up. The next time the class goes to the water fountain, Tom waits quietly in line.

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31

The answer is C because it increased the rate of the desired or target behavior.

Activity: Which one is the *best* example of reinforcement?

A. As Nathan and Shara argue over a toy, Nathan hits Shara. Shara lets go of the toy and Nathan takes it. Nathan hits peers more frequently during play time.

B. As Nathan and Shara argue over a toy, Nathan hits Shara. Shara lets go of the toy and Nathan takes it.

C. As Nathan and Shara argue over a toy, Nathan hits Shara.

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32

The answer is A because it increased the rate of the desired or target behavior.

Activity: Which one is the *best* example of reinforcement?

A. Lola cleans her room without being told and her mother lets her skip another chore.

B. Lola cleans her room.

C. Lola cleans her room without being told and her mother lets her skip another chore. Lola cleans her room again the next evening.

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33

The answer is C because it increased the rate of the desired or target behavior.

Negative Reinforcement

- Following a behavior, the removal or termination of a stimulus or event that increases the future likelihood of that behavior occurring again

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One of the easiest ways to remember negative reinforcement is to think of it as something being subtracted or removed from the situation. Negative reinforcement involves the *removal or avoidance* of a negative condition in order to strengthen a behavior.

Note: We will go over both real-world examples and classroom examples shortly.

Activity: For the demonstration, play the audio for a few seconds but remember to click it off, as it is on a loop until you stop it. Go through the example below.

Some cars have a loud buzzing or alarm sound when the ignition key is turned on. It is a reminder to the driver to put on his/her seatbelt. Often times, if you do not, there is the audio reminder. Some people find it sufficiently annoying if brief and others find it very annoying or even aversive if unattended to.

With negative reinforcement, let's assume that you find this sound very annoying. In this case, the sound is what you want to remove, avoid, or terminate, and the behavior you want to increase is putting on your seatbelt when you get in the car.

In other words, in the future you will probably put on your seatbelt to avoid having to hear the sound of the seatbelt alarm, provided that it is an annoying / aversive enough consequence to begin with.

Examples of Negative Reinforcement

Scenario	Negative stimulus (what you want to remove, terminate, or avoid)	Behavior that is reinforced (or will likely happen again in the future)
Teacher tells students that if they hand in their homework Monday through Thursday, she will not give them a quiz on Friday	Quiz or test	Doing homework

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35

Review the example of negative reinforcement. Classroom examples of negative reinforcement will be presented on the next few slides.

Examples of Negative Reinforcement

Scenario	Negative stimulus (what you want to remove, terminate or avoid)	Behavior that is reinforced (or will likely happen again in the future)
Teacher does not allow students to attend class if late (assuming student likes school and wants to be in class)		

Click to reveal responses in each box.

Examples of Negative Reinforcement

Scenario	Negative stimulus (what you want to remove, terminate or avoid)	Behavior that is reinforced (or will likely happen again in the future)
Teacher does not allow students to attend class if late (assuming student likes school and wants to be in class)	Missing class or not being allowed in class if late	

Click to reveal responses in each box.

Examples of Negative Reinforcement

Scenario	Negative stimulus (what you want to remove, terminate or avoid)	Behavior that is reinforced (or will likely happen again in the future)
Teacher does not allow students to attend class if late (assuming student likes school and wants to be in class)	Missing class or not being allowed in class if late	Time keeping (being on time)

Click to reveal responses in each box.

Examples of Negative Reinforcement

Scenario	Negative stimulus (what you want to remove, terminate or avoid)	Behavior that is reinforced (or will likely happen again in the future)
You get migraine headaches on a regular basis		

Click to reveal responses in each box. This is a real world example.

Examples of Negative Reinforcement

Scenario	Negative stimulus (what you want to remove, terminate or avoid)	Behavior that is reinforced (or will likely happen again in the future)
You get migraine headaches on a regular basis	Pain from headache or migraine	

Click to reveal responses in each box.

Examples of Negative Reinforcement

Scenario	Negative stimulus (what you want to remove, terminate or avoid)	Behavior that is reinforced (or will likely happen again in the future)
You get migraine headaches on a regular basis	Pain from headache or migraine	Take a pain killer – removes the pain

Click to reveal responses in each box.

This slide is a final note or reminder about reinforcement. Review the slide.

As a summary activity for the section on reinforcement, you can have participants each give examples of positive and negative reinforcement .

Punishment...

Punishment has only occurred if the behavior has *weakened or decreased*

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44

Punishment is used to help decrease the probability that a specific undesired behavior will occur with the delivery of a consequence immediately after the undesired response or behavior is exhibited.

A common misconception about punishment procedures being used is that something wrong or harmful is being done, but that is not necessarily the case.

Positive *Punishment*

- The presentation or addition of unfavorable outcome or event that decreases or weakens behavior or the likelihood of the behavior occurring in the future

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45

Review the definition.

Positive punishment is an interesting concept and one that needs to be used carefully and thoughtfully in order to be effective. It is not something to use as a "go-to" and can become ineffective very quickly when used inappropriately.

An example of positive punishment in the classroom is a verbal reprimand. For instance, you forget to turn off your cell phone during class and your teacher reprimands you when your phone rings and disrupts the lesson. In this case, it is positive punishment because the teacher is "adding something" (e.g., verbal reprimand) to decrease or weaken the behavior (bringing your cell phone / ringing and disrupting the lesson; forgetting to turn it off).

Below are some real-world examples:

1. Getting a ticket or fine for speeding
2. Hitting a dog on the nose for peeing on the carpet

Positive Punishment cont…

Examples: Contingent exercise or overcorrection

- **Contingent exercise**: Every time the target behavior occurs, the consequence is a series of exercises (e.g., use a profanity or hit a student – consequence is 10 jumping jacks)

- **Overcorrection**: A student likes to chew gum, and instead of throwing it away, likes to put it underneath his desk. A consequence of this behavior is that in addition to cleaning his own desk, he then cleans all the desks in the class; another example is writing an apology on the chalkboard multiple times.

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Review the definitions on the slide. Click to reveal each example.

It is worth noting that the consequences of positive punishment should not in any way be dangerous, illegal, punitive, or the like. However, in order for the consequence to work, it should also be something that is not preferred.

A consequence will not have the intended effect if it is fun or if the student likes and wants to engage in the activity or item. For example, with contingent exercise, if a student enjoys physical activity and it functions as a reinforcer, using it as a consequence will not be effective. Contingent exercise only works or is effective as a consequence when it decreases or weakens the future likelihood of the target behavior.

Note about overcorrection:

Similar to contingent exercise, with overcorrection it will only work as a punishment if it decreases or weakens the target behavior. For example, if a student enjoys escaping a task and finds it relaxing to write repeatedly on the chalkboard (e.g., an apology or math equations), then overcorrection may not be the best tactic. It is only effective if the student does not like the activity and would like to avoid having to do it again in the future. The goal is that the student will learn that it is better to behave appropriately and make smarter choices than to engage in the undesirable behavior.

Negative *Punishment*...

- The removal or termination of something good or desirable that decreases or weakens behavior or the likelihood of the behavior occurring in the future

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47

Review the definition of negative punishment.

Below are some real world and classroom examples:

1. Two children are fighting over a toy. Negative punishment would involve removing the toy altogether so that fighting does not occur again.
2. A teenager is late and misses his or her curfew. Negative punishment would involve being grounded for a week (e.g., removal of privileges) by his or her parents.
3. Response cost: With this strategy, you receive tokens for behaving well and when you misbehave, a token is removed (e.g., the "cost" of the response).
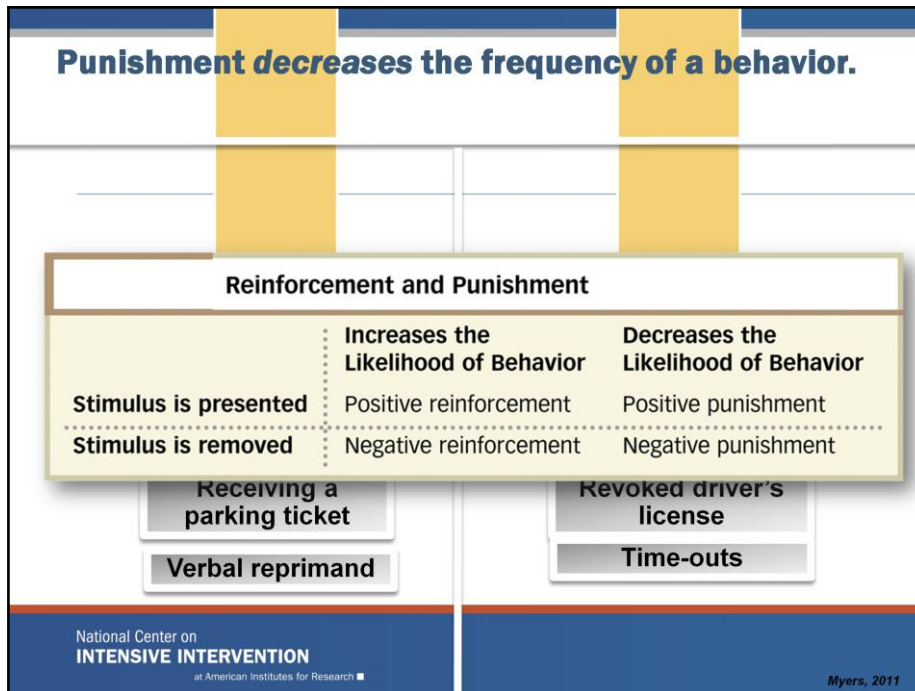
With negative punishment, it is most effective when it immediately follows the response and is applied consistently. If we take children fighting over the toy as an example, it is most effective when the toy is removed immediately following the argument. It will be less effective if there is a delay or inconsistent consequence (e.g., toys are taken away only some of the time that the children are arguing).

Negative *Punishment* continued…

Example: time-out, planned ignoring

- **Time-out**: Withdrawal of opportunity to earn positive reinforcement or loss of access to positive reinforcement for specified time to decrease future probability of behavior

- **Ignoring:** Withdrawal or removal of attention to weaken a behavior

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48

Review slides.

Punishment *decreases* the frequency of a behavior.

Reinforcement and Punishment		
	Increases the Likelihood of Behavior	Decreases the Likelihood of Behavior
Stimulus is presented	Positive reinforcement	Positive punishment
Stimulus is removed	Negative reinforcement	Negative punishment

Receiving a parking ticket

Verbal reprimand

Revoked driver's license

Time-outs

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Myers, 2011

Automatic animation for Positive Punishment sequence.

We have talked about reinforcement, which refers to increasing the frequency of a behavior by either adding or subtracting a stimulus. What about punishment? Punishment refers to decreasing the frequency of a behavior happening in the future. Remember that in behavioral terms "positive" refers that something being *added* and "negative" refers to something that is *subtracted or taken away*.

An example of positive punishment is receiving a parking ticket for parking near a fire hydrant. It is positive punishment because:

Something is *added (i.e.,* the ticket) and a behavior decreases (i.e., you are less likely to park in front of a hydrant).

Click to reveal Negative Punishment sequence.

An example of negative punishment is having your driver's license revoked because of reckless driving. It is negative punishment because:

Something is taken away or subtracted (i.e., your license) and a behavior decreases (i.e., you are less likely to drive recklessly).

*Click to reveal Reinforcement and Punishment table . Remind participants once more about the meaning of positive and negative (i.e., adding or subtracting) **and** reinforcement and punishment (i.e., strengthening or weakening).*

Behavior as it relates to the ABC's

Antecedent, behavior and consequence

Behavior 101

- *Behavior is learned.*
  - Do not assume children know the rules, expectations, or social skills.
  - Every social interaction you have with a child teaches him/her something.
- *Behavior communicates need.*
  - Children engage in behavior to "**get**" something or to "**avoid**" something.
  - Need is determined by observing what happens prior to and immediately after the behavior.

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51

We have spent some time reviewing the concepts of antecedents and consequences. Now we are going to look more closely at behavior.

The most basic concept in behavior is that it is learned. It also communicates some kind of need. The most basic function or reason for "misbehavior or bad behavior" is to get or avoid (something).

Why Determine a Behavior's Function?

Because we know:

- Challenging behaviors **always** serve a function

- Challenging behaviors are **contextual** and vary by individual

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52

Why is the function of behavior important?

There are two reasons: behavior does not occur in isolation and there is always a reason and a purpose for behavior. Behavior is also contextual and will vary from individual to individual and be affected by context (e.g., activity, demand, location, time of day, mastery of skill).

Most Common Functions of Behavior

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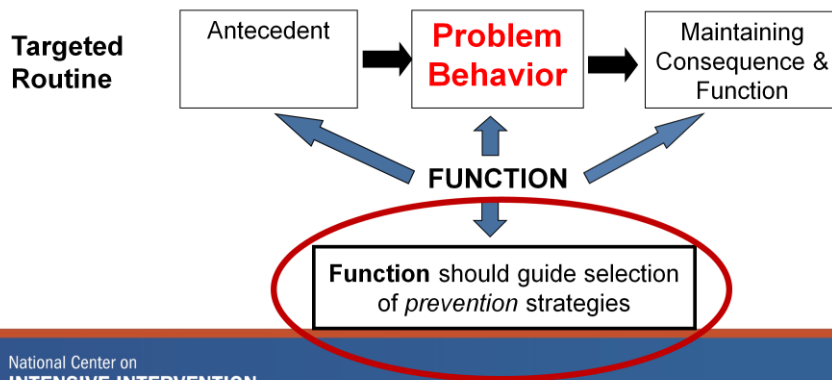- Sensory stimulation: auditory, tactile, etc.

To Avoid/Escape:
- Difficult task
- Boring task
- Easy task
- Physical demand
- Non-preferred activity
- Peer
- Staff
- Reprimands

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53

This slide lists common function of behavior. It is not an exhaustive list but one that shows some common reasons why we see challenging behaviors emerge and how they differ if the functions differ.

While it is beyond the scope of this presentation to discuss function and specific interventions, it is really important here to emphasize that in order for interventions to be successful in changing behavior, they need to specifically address the function of the behavior.

So for example if you have determined that the function of a behavior is attention seeking, selecting an intervention or strategy that addresses a skill deficit will not likely be effective.

Similarly, if you have identified the function of behavior as being a lack of prerequisite skill (e.g., a student cannot do problem solving in math because he/she doesn't know how to divide), selecting a tactic or intervention that addresses attention (e.g., planned ignoring) is not going to yield successful outcomes.

On the next slide, we will review a student example.

Click to reveal text boxes, red lines and starred response or answer (7 clicks to reveal answer).

Why is it important to pick interventions related to the function of the behavior? Very simply, if you do not, you will likely see the target behavior continue or possibly escalate.

Common Problem Behaviors and Some Usual Suspects for Functional Antecedents and Consequences (Handout 2)

	Antecedents	Behaviors	Consequences
Grades K-2	·Teacher demand ·Task difficulty ·Lack of supervision ·Lack of classroom rules ·Little structure ·No planned consequences ·Transitions	·Talking ·Making noises ·Moving around ·Attention seeking ·Fighting ·Crying ·Taking others' things	·Teacher attention ·Peer attention ·Escape from work ·Tangibles
Grades 3-5	·Teacher demand ·Confrontation ·Task difficulty ·Lack of supervision ·Lack of classroom rules ·Little structure ·No planned consequences ·Transitions	·Talking ·Making noises ·Moving around ·Attention seeking ·Noncompliance ·Fighting	·Teacher attention ·Peer attention ·Escape from work
Grades 6-12	·Teacher demand ·Confrontation ·Task difficulty ·Lack of supervision ·Lack of classroom rules ·Little structure ·No planned consequences ·Transitions	·Disrespect of authority ·Talking ·Moving around ·Attention seeking ·Noncompliance ·Fighting ·Leaving school	·Escape from school ·Escape from task ·Peer attention ·Status among peers ·Teacher attention ·Access to tobacco ·Access to drugs ·Access to alcohol

Witt, Daly, Noell, 2000

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56

Remind participants that this slide is also available in larger print in Handout 2 – Common Problem Behaviors. Review the slide.

Activity: Read the example on the next slide to your group or have participants read independently and complete the form. Refer to Handout 3c -- ABC Report Form for this activity as there is a blank ABC form attached.

A-B-C Practice Example

Setting:

- Students are working independently on writing assignments. Students are seated in clusters with 4 students to a table. Alex and Evan are at the same table.

Target student: Evan

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58

Review the slide.

Refer participants to Handout 3c.

A-B-C Practice Example continued

Observation:

- Evan asks Alex what he is writing about. Alex tells Evan it is none of his business. Evan tells Alex he has a new app on his iPad that he is going to play at lunch and asks if Alex wants to see it. Alex tells Evan he is lame.

- Evan calls Alex a jerk. Alex tells Evan to shut up. The teacher tells the boys to stop talking and work. Evan raises his hand and tells the teacher Alex is calling him names. The teacher reprimands Alex. Evan laughs under his breath. Alex tells Evan, "Shut up or I'll shut you up."

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59

This slide gives the context of the observation and describes the series of events and behaviors of the students in the example.

Refer participants to Handout 3c.

A-B-C Report Form

Name *Evan*   Date/Time of observation *April 17, 2013, 1:20 p.m.*
Place observation occurred ____*Classroom.*____ Environmental conditions (number of students, arrangement, number of adults, etc.) *One teacher, 24 students, 4 students per table*
Activities observed during observation *Writing assignment*
Unusual or potentially influential conditions *none known or observed*

Time	Antecedent	Behavior	Consequence
	Teacher prompts students to start writing assignment	Evan asks Alex what he is writing	Alex tells Evan it's none of his business
	✓	Evan says he has a new app on his Ipad and asks / offers to show it to Alex	Alex calls Evan "lame"
	✓	Evan responds, calling Alex a "Jerk."	Alex tells Evan to, "Shut up."
	Teacher reprimands and tells boys to start working	Evan tattles that Alex is calling him names.	Teacher reprimands Alex
	✓	Evan laughs quietly	Alex tells Evan to "Shut up or I'll shut you up."

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60

Refer to Handout 4 -- ABC Report Form Example as it is a larger print version of this slide.

Generally with ABC forms, a teacher or other member of staff can complete it as long as the individual understands the basic concepts of antecedents, behavior, and consequences. It is also good to include as much information as possible including but not limited to time of observation, location, activity/task, etc.

Note: Under the column with the heading 'Antecedent', the checkmark could refer to the presence of an antecedent or that a specific antecedent may even have multiple behaviors.

Quick Review of Core Concepts

- 1. What is an FBA?

- 2. ABCs
  - Antecedent
  - Behavior
  - Consequence

- 3. Functions of Behavior

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61

Activity: A summary or review of topics covered until this point in the training (e.g., What is an FBA? What are the two main functions of behavior? Describe or define what the ABC's are, etc.)

We will spend the remainder of the training talking about how to conduct an FBA and the processes involved in conducting an FBA.

Part II: Conducting FBA's – Levels and Processes

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62

An FBA is not a "one size fits all" tool or resource. With diagnostic assessment, there are different levels of analysis and we are going to discuss that in the next section of the training. It should be noted that all materials that are used in this training are also cited (e.g., Horner et al., 2012).

Reminder About Core Terminology

- Functional behavior assessment
- Functional analysis
- Functional analysis of behavior
- Functional assessment

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63

Review terms with participants if needed.

All of these terms are used interchangeably and refer to the purpose of behavior. Also, please note that it is recommended that each school use terminology that is consistent with district and state laws and also in keeping with special education and referral policies or procedures.

Why Are FBA's Important?
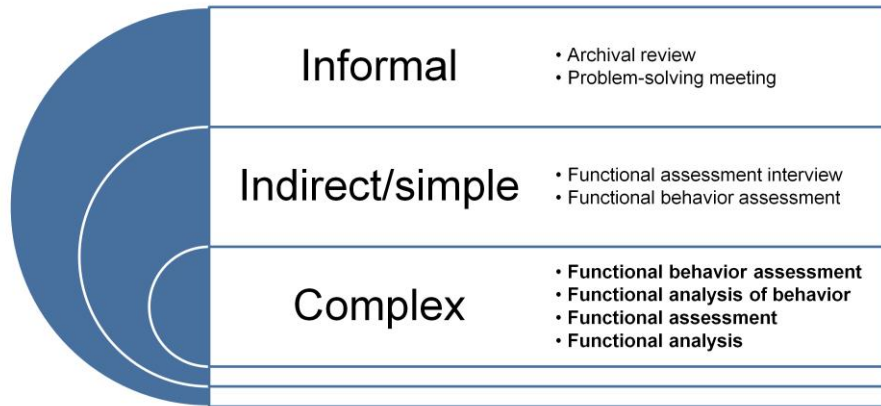*(places problem behavior in "context")*

- **Behavior** – defined in observable terms
- **Predictors/Controlling Antecedent Stimuli**
  - Cues, situations, events that set off (trigger) behavior
- **Maintaining Consequences**
  - What a person gets/avoids that keeps behavior recurring
- **Setting Events**
  - Conditions, events that "set a person up" for problem behavior when a "triggering" cue/event occurs
  - Operate by changing the value of consequences

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64

FBA's are important because they give problem behaviors some context. We have already reviewed antecedents, setting events, the maintaining consequences, and functions of behavior.

Refer participants to Handout 3a – The FBA Process.

Consider this a resource about the FBA process and the different components. We will not be reviewing the document during this training in great detail but will highlight some of the important topics or themes as they relate to this module.

There are 3 levels of analysis or FBA. It is beyond the scope of this presentation to discuss each one in depth. We will touch briefly on an example of an informal FBA but spend most of our time discussing indirect or simple FBAs (e.g., what behavior is, what a structured functional assessment interview for teachers entails) and complex FBAs and what they involve.

It's important to remind ourselves that our focus with NCII is primarily around intensive intervention. We focus on the students with persistent learning and behavioral difficulties who have not responded to other tiered interventions and continue to struggle.

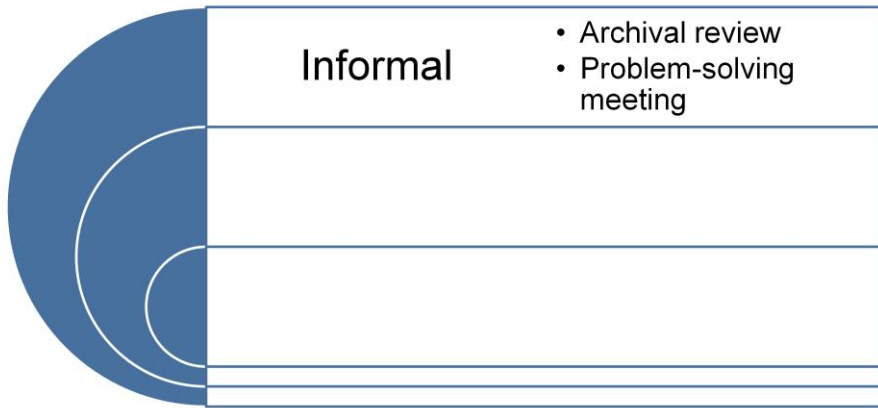|	Teachers/ Staff	School Specialist	Behavioral Trained Specialist
Informal FBA	X		
Indirect/simple FBA	X	X	
Complex FBA	X	X	X

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Before we look at the different levels of FBA, let's look at this graphic representation of the levels and expertise that are expected and required as the intensity increases in terms of the behavior intervention. For example, if we look at the second column (i.e., teachers and staff), it is unlikely that this group will ever be asked to facilitate an FBA on their own.

FBAs will most likely be led by the behavior specialist (or whoever has been trained – e.g., social worker) in the school or district. However, a general education teacher could certainly conduct an informal FBA and/or indirect/simple one as well.

Note: School Specialist category – each district and state will have different individuals in these roles. For example, a school specialist in one state could refer to a social worker, Title 1 teacher, psychologist and the like.

An example of an informal FBA is the archival review. It refers to reviewing previous records and information about students that are currently available.

Each state or district will likely have a process that is similar to an archival review, though we are aware that there is variation across states. On the next slide is a record review, which is very similar to an archival review.

Review slide.

Problem Solving Meeting: ERASE

Explain	What is the problem? (e.g. referring teacher)
Reason	What is he/she getting out of it or avoiding? (e.g. referring teacher)
Appropriate	What do you want him/her to do instead? (school specialists: social worker, school psychologist, etc.)
Support	How can you help this happen more often? (school specialists: social worker, school psychologist, etc.)
Evaluate	How will you know if it works? (e.g. reconvene team; principal, RTI coordinator, etc.)

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T.Scott

69

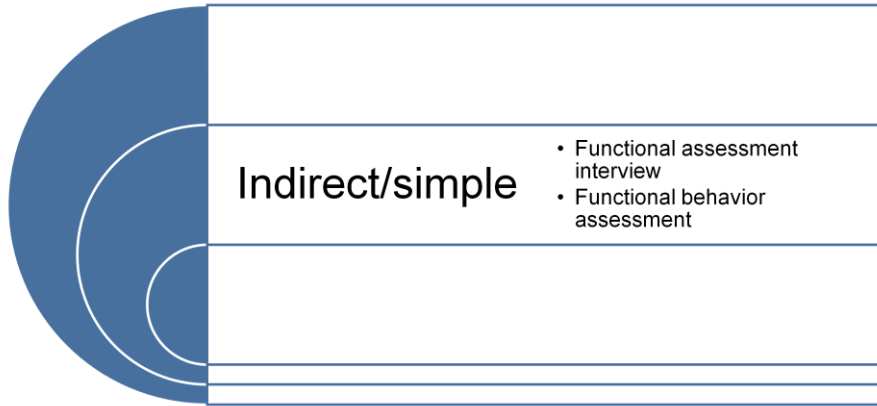This is an example of another informal FBA known as ERASE.

Typically, a problem solving team meeting will be convened if a student presents with specific behavior concerns and some of the questions that come up are listed under each category.

For example, it may be the case that the classroom teacher will present some information on what the problem is and what she has observed and believes is the reason or function of the behavior. (Explain and Reason). It is possible that some of the behavior specialists (e.g., behavior specialist, social worker, etc.) may weigh in by asking what some alternative and more appropriate behaviors would be and how that can be facilitated and supported (Appropriate and Support). As a last step, the team would want to evaluate if what has been suggested is working and how you will monitor that (e.g., reconvene team and meeting in 3 weeks time to report out).

This is one way to generate solutions for challenging behavior and similar to Tier 1 type interventions, many schools and districts have some variation of a problem-solving-type assessment.

Optional Activity: Ask participants to share similar informal FBA examples in their schools or districts.

Read slide. Level 2 is more direct but still a relatively simple behavioral assessment.

Functional Assessment Interview

- Identify goals and desired outcomes
- Operationally define the typical target behavior(s)
- Identify typical antecedent and consequent events
- Schedule review
- Summarize the information

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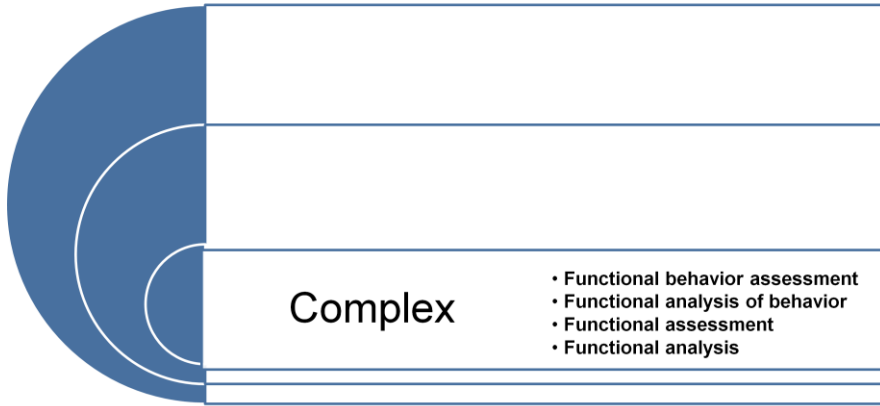at American Institutes for Research ■

71

In this level, you really start to see how important it is to get the team involved in this process, as it can be far too overwhelming for one teacher or even a handful of teachers to complete.

Refer participants to Handout 3b – Functional Assessment Interview.

The functional assessment interview (FAI) sections are to be completed by the Behavior Support Team (or equivalent) to guide the functional behavior assessment and positive behavior support planning process. Parts A through D of the form can be completed by the team, or used to interview teachers and other school personnel who work with and have knowledge about the student.

These are the general steps in the FAI process, which we will revisit in an activity in a later part of this training.

Review the slide.

Complex FBAs can include FABs, Fas, and ABC direct observation.

Functional Behavior Assessment

Definition reminder…

- *FBA is a process for identifying the events that reliably **predict** and **maintain** problem behavior.*

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73

Review slide.

Conducting a Functional Assessment:

The Starting Point:

Verify the seriousness of the problem

▪ A teacher can eliminate many classroom problems by consistently applying effective classroom management strategies

▪ Observations may indicate that the solution rests in systematic changes in classroom practices

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74

Review the slide.

Writing a Statement of Function

Why?

- To provide information relevant to making effective intervention decisions

- To clearly communicate the function of the behavior to other persons in crafting and implementing the intervention

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75

Review the slide.

Writing a Statement of Function

How?

- Analyze patterns of behavior based on record review, interviews, and direct observation.
- Include the following:
  a. The antecedent
  b. The student
  c. The target behavior
  d. The function(s) of the behavior
  e. Any brief information that may assist others to understand the statement

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76

Review the slide.

Remind the participants that we have discussed the function of behavior and now want to focus on what behavior is and how we define it.

Dimensions of Behavior

Dimension	Definition
Frequency	How often the behavior occurs
Duration	How long the behavior lasts
Latency	How long before student begins the behavior
Topography	Shape of the behavior; what it looks like
Locus	Where the behavior occurs
Force	Strength or intensity of the behavior

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Review the table about the dimensions of behavior and how each dimension is defined.

Key Questions

- Is the behavior ***observable***?

- Is the behavior ***measurable***?

- Is the behavior ***repeated***?

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79

Review key questions when thinking about behavior.

Defining the Target Behavior

- Behavior that is selected (targeted) for intervention

- General format for describing target behavior:

  a. General descriptor for the behavior
  b. Series of specific observable, measurable, and repeatable examples

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80

Review slide.

When defining the target behavior for intervention, it is important to provide a general descriptor of the behavior (e.g., physical aggression) but be specific about what is observable (e.g., includes kicking, hitting, biting, etc.), ensure that it is easy to measure (e.g., frequency or duration) and that the behavior is repeatable (e.g., the behavior occurs often enough to verify and gather data on).

Read example to participants.

Remind them that you want to be as specific as possible.

Target Behavior Example #2

- The target behavior is **self-stimulation**, which is defined *as hand flapping, rocking, stomping while seated*, and *head nodding*.

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82

Review slide.

Review slide.

Good Description of Target Behavior? Yes or No?

General Descriptor	Specific Example	
The target behavior is destruction of property	This includes pushing books to the floor and tearing worksheets.	➕
The target behavior is aggression towards peers	The target behavior is pushing peers in line while waiting for lunch.	➕
The target behavior is aggression toward staff	This includes making staff members angry and irritated.	🚫
The target behavior is daydreaming	This includes thinking about anything other than work.	🚫
The target behavior is disrespect to staff	This includes cursing at staff, refusing to follow directions, and tardiness.	🚫

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84

Optional activity: Think-pair share or choral responding. Read each general descriptor and the associated specific example. Then ask the pairs or group to generate responses or suggest changes to make the descriptor better. The 3rd column is a confirmation if they are good descriptions of target behavior or not.

Click to reveal each answer. Note: the first two examples are better than the last three, which are fairly broad and non-specific.

Selecting a Replacement Behavior

- Stated in terms of what you want the student to do

- Something the student can do or learn to do

- Supported by the natural environment

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85

We will not spend much time in this training reviewing the role of replacement behaviors or behavior intervention plans (BIPS).

What is important to know is that in developing an effective BIP, it is important to ensure that a student learns an appropriate replacement behavior. Without learning how to do something appropriate in place of a previously inappropriate behavior, circumstances will not likely change for the better. It's important to think of what you want the student to do, to learn, and how that can be supported by the environment they are in.

For example, if a student consistently lashes out physically and violently (e.g., kicks, bites, or claws and scratches) whenever he comes across a task that he does not understand, part of what will help the student is to find an appropriate alternative to this particular behavior, based on the function. So for example, perhaps this student does not know how to appropriately ask for help, and when faced with a task demand that he does not understand, he gets physical. Identifying the function of the behavior and then selecting an intervention that addresses the function, will lead to the most successful outcomes.

Without determining the function or thinking about a replacement behavior, the likely scenario will be maintenance of the behavior, or worse, an increase in the inappropriate behavior. If we take the example above, if you don't address the function (e.g., pre-requisite skills) it is possible that you may stop one behavior (e.g., clawing and scratching) but add a new one into the repertoire unintentionally (e.g., hair pulling or eye gouging). Similarly, if you are unable to determine the function, then the behavior may remain because the intervention did not address the function or purpose.

Target Behavior	Replacement Behavior	Yes/No
Disrupting class during group discussion, which includes talking out and talking with peers	Sitting quietly and raising a hand to be called on during group discussions	🙂
Off-task activities during math class, which include behaviors such as rearranging materials, sharpening pencils, and digging in a backpack	A grade of "A" in math class	🚫
Pushing peers while waiting in line	Not pushing peers while waiting in line.	🚫
Hitting staff, which includes open-hand slaps and closed-fist hits		❓

Optional activity : Ask participants to read the examples of the target behavior and identify if the examples in the replacement behavior category are good examples or not. Click to reveal Yes/No response on far right column.

This slide gives examples of good replacement behaviors based on determining the function (e.g., first example) or poor examples of replacement behavior that don't address the function of the behavior (e.g., second and third examples)

For the final example (i.e., #4), have participants generate some responses for appropriate replacement behaviors.

Example: A student hits because he does not know how to complete a task. Hitting helps him to avoid doing the work or task. In that instance teaching the student prerequisite skills, breaking down the tasks, or teaching him to ask for help might be examples of appropriate replacement behavior.

Behavior Intervention Plan (BIP)

- A plan for creating an instructional environment that predicts positive behavior in place of problems
- Create environments that predict success
- Teach replacement behaviors
- Facilitate success
- Provide functional consequences for positive and negative behavior
- Monitor effectiveness of plan

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87

Briefly review this slide.

Steps to Guide an FBA…

1. Gather indirect and direct data
2. Analyze the data
3. Formulate a hypothesis about the function of the behavior
4. Develop Positive Behavior Support Plan (PBSP)
5. Monitor and adjust the plan as needed

*Steps 1-3 are the focus of the last activity in this training series. Steps 4-5 are beyond the scope of this presentation but Handout 3d provides information on PBSP.

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88

Click to show the full list of tools to guide an FBA. Refer participants to Handout 3a – FBA Processes.

Many tools and protocols exist to guide the process of conducting a functional assessment. The process is composed of five general steps, but we will only be looking at steps 1–3 today in the last activity.

- Read the footnote.

Click again to only show 3 steps.

Examples of Summary Statements

Immediate situation (A)

- When Perry is getting little attention in a large group in the classroom

Problem behavior (B)

- He is likely to shout profanities and throw things

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89

After data have been gathered and analyzed, the next step is to formulate a hypothesis about the function of behavior. When thinking about the function of behavior, one should consider the ABCs and setting events.

Let's look at an example over the next two slides.

Review slide.

Summary Statements continued...

Maintaining function (C)
- To get peer attention

Distant event (setting event)
- The less attention Perry has received during the day, the more likely this pattern is likely to occur.

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90

Review the slide.

Activity: Summary Statements

When Michael begins to have difficulty with a reading or math assignment, his behavior/he will:

A. put his head down, refuse to respond, and close his books,

B. try to avoid having to complete the assignment, and

C. intensify if Michael has received teacher reprimands earlier in the day (setting event).

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91

Activity: Ask participants or teams to think of a student with some behavioral concerns and to write a summary statement using the ABCs and setting events as a guide.

Read the example on the slide. Have participants or teams share their responses.

Handout 3b

Complete the functional assessment interview on your target student (pages 6–10 of Handout 3b)

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92

Activity: Ask participants to refer to Handout 3b – Functional Assessment Interview and complete the form for a student they believe would benefit from an FBA.

Review summary of training module content.

Quick Review…

1. What are the ABCs?
2. What are the two main functions of behavior?
3. What is the main difference between reinforcement and punishment?
4. How many levels of analysis are there and what are some examples?

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94

Answers:

1. Antecedent, Behavior, and Consequence
2. To get something or avoid something
3. Reinforcement strengthens or increases likelihood of behavior happening; punishment weakens or decreases future likelihood of behavior occurring.
4. 3 – Informal = ERASE; record review; problem-solving meeting
     Simple = ABC, functional assessment interview
     Complex = FBA, functional analysis, functional assessment, etc.

Disclaimer

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- The views expressed herein do not necessarily represent the positions or polices of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this website is intended or should be inferred.

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96

The vast majority of the materials for this training module are from these three sources. References have been cited throughout the slides as applicable.

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97