Behavior

and its relation to the IEP

Behavior

FBA

- What is it and Why
- Sections
  - Behavior
  - Function
  - Antecedent
  - Consequence

PBSP

- What is it and Why
- Sections
  - Antecedents
  - Replacement Behaviors
  - Increasing Behaviors
  - Decreasing Behaviors

Functional Behavior Assessment

- A tool (assessment technique) that enables hypotheses about the relations among specific types of environmental events and behaviors; specifically to obtain information about the purposes (functions) a behavior serves a person.

FBA Summary Sheet

Positive Behavior Support Plan (PBSP)

ASSESSMENT SUMMARY

Strengths of the student:

Antecedents to the Behavior of Concern	Behavior of Concern	Consequences Maintaining the Behavior of Concern	Perceived Function of the Behavior of Concern*
Identify what happens <u>before</u> the behavior of concern: (Consider medical factors, social variables, activity demands, environmental stimuli, etc.)	Describe the behavior using measurable, observable terms:	Identify what happens <u>after</u> the behavior of concern: (What are actions taken by adults/peers? What activities does the student engage in or stop engaging in? What does the student gain, or what does the student avoid, escape, or postpone?)	To gain: To avoid, escape, or postpone: *Note: The perceived function of the behavior of concern is the team's hypothesis. Ongoing data collection and analysis are required to support or refute this hypothesis.

Hypothesis statement:

When (antecedents to the behavior of concern)_____

the student (behavior of concern) _____

in order to (perceived function of the behavior of concern) _____

Identify educational (skill) deficit(s) related to the behavior of concern: *(Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits)*

_____

☐ **Refer for further assessment:** *(Check here and describe plan for assessment if skill deficits have not previously been assessed and identified)*

Describe: *Assessment Plan*_____

_____

Outcomes

- A targeted and defined behavior
- Likely predictors of a behavior
- Likely predecessors of a behavior
- Function of behavior

Why?

- Administrative
  - IDEA, Chap 14
    - "Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques"
    - Suspension
    - Placement Change
    - Law enforcement involvement
- Clinical
- Responsbilities
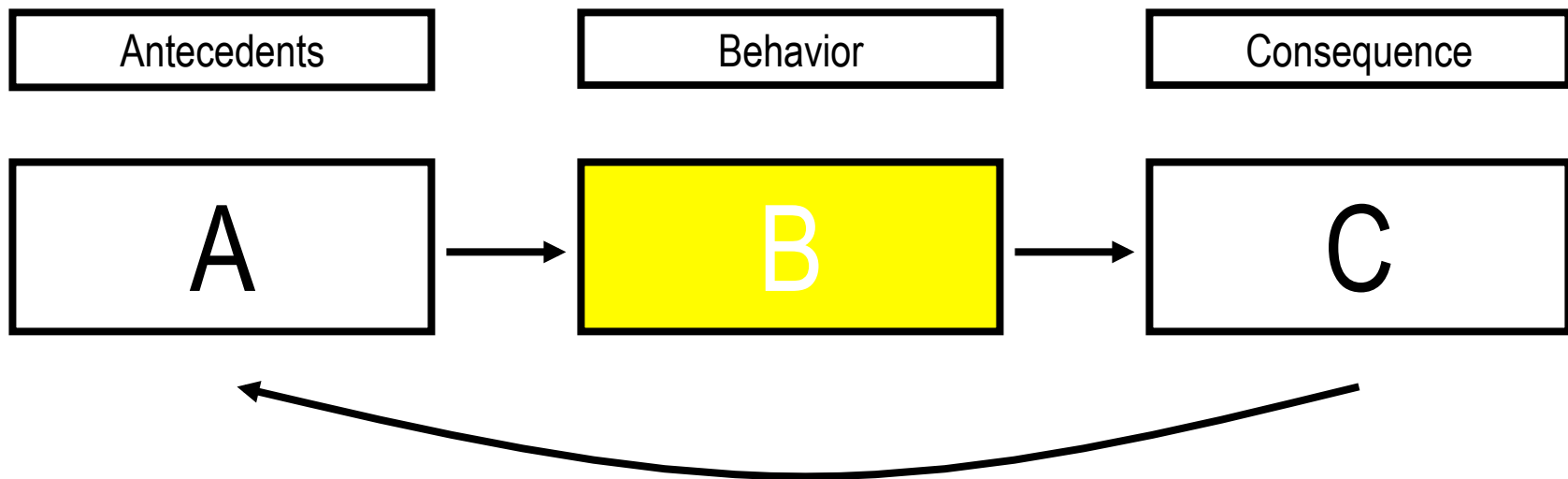
Behavior

The things we do…

The 3-term contingency

- The three-term contingency
  - The relationship between the environment and behavior

Antecedents	Behavior	Consequence
A	B	C
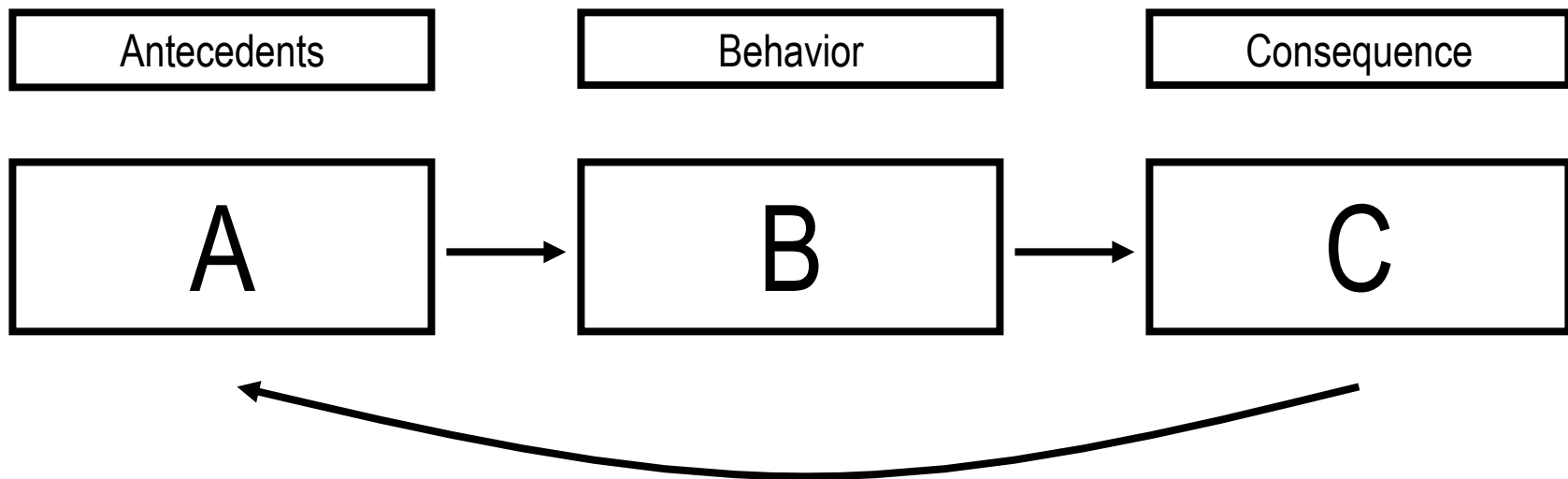
Behavior

- EVERYTHING a living organism does; including how they move and what they say, think, and feel

Antecedents	Behavior	Consequence
A	B	C

What it is and what it's not

- Behavior is any measurable and observable act
  - what people do or say
  - multi-dimensional
  - observable, describable, and recordable
  - influenced by and influences the environment
  - lawful
  - overt and covert

Behavior

FUNCTIONAL BEHAVIOR ASSESSMENT SUMMARY:

Antecedents to the behaviors of concern	Behaviors of concern	Consequences maintaining the behaviors of concern	Perceived function of the behaviors of concern
Academic demands Termination of a preferred activity Group activities Multi-step directives Transitions	Aggression: hitting, biting, scratching, kicking	Delay in the initiation / completion of demand; delay in the completion of a preferred activity; Attention from adult staff in the form of redirection, prompting, or error correction.	To escape or temporarily delay demands To obtain attention from adults

When presented with academic demands, termination of a preferred activity, group activities, multistep directives, or transitions, Johnathan may demonstrate aggression in order to escape or temporarily delay demands or to obtain attention from adults

Identify educational (skill) deficit(s) related to the behavior of concern:
Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits. _____

☐ *Refer for further assessment:* (check here and describe plan for assessment if skill deficits have not previously been assessed and identified).
Describe: _____

☐ Educational deficits addressed in other areas of IEP: (check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP).
Describe: _____

Function

What behavior does for us

Function

- Escape
- Social/Attention
- Tangible
- Automatic

Possible Behavioral Functions

- Escape: The response results in the termination or removal of an aversive stimuli
  - Throughout math class Joy uses the bathroom several times taking 10-15 minutes per trip

- Social/Attention: Following the behavior, attention is given by individuals in the environment, this includes negative and positive forms of attention
  - Each time little Billy curses in Mrs. Keener's kindergarten class the students giggle and Mrs. Keener says "Billy dear, those words aren't nice. A nice boy like you doesn't need to say things like that."

Possible Behavioral Functions

- Tangible: The result of a behavior is the presentation of some tangible item (e.g., food, toy)
  - Each time Greg finish his chores his mother gives him a dollar
  - After an hour of nagging Greg's mother finally gave in and bought him the toy Greg was asking for

- Automatic: The result of a behavior is not mediated by other people in the environment
  - Hank is a 13-year old buy with Autism. Hank engages in stereotypy frequently throughout the day. Even when he is alone.

Function

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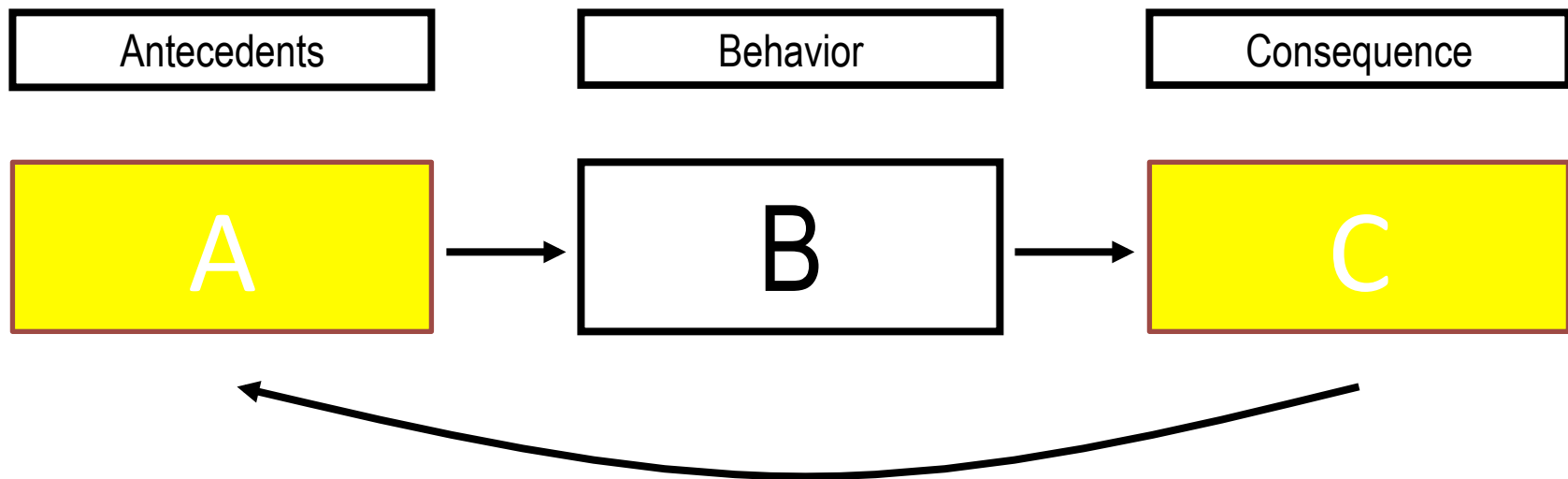Describe: _____

Antecedents & Consequences

The Before and After...

The 3-term contingency

- The three-term contingency
  - The relationship between the environment, stimuli, and behavior

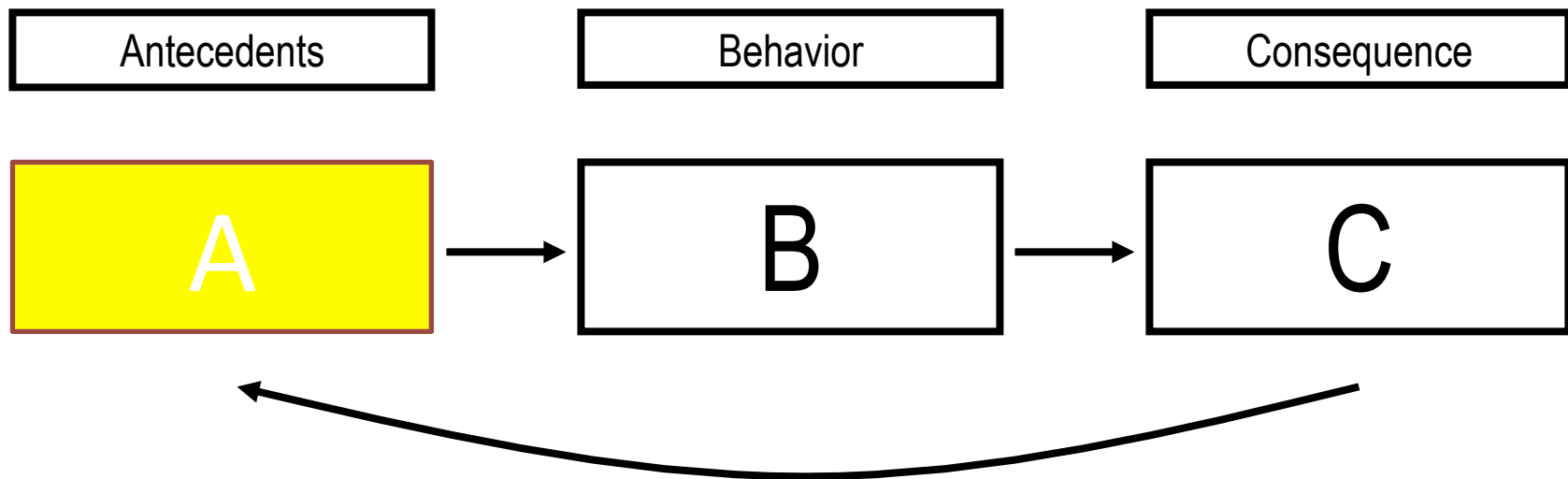| Antecedents	Behavior	Consequence
A	B	C

Antecedents & Consequences

- Environment - The conglomeration of people objects, and events currently present in ones immediate surroundings

- Stimuli - T*he aspects of the environment that can be differentiated from one another.* Stimuli have physical dimension (e.g., size, color, intensity, weight, position) and are described, measured, and manipulated according to those dimensions

The 3-term contingency

- The three-term contingency
  - The relationship between the environment, stimuli, and behavior
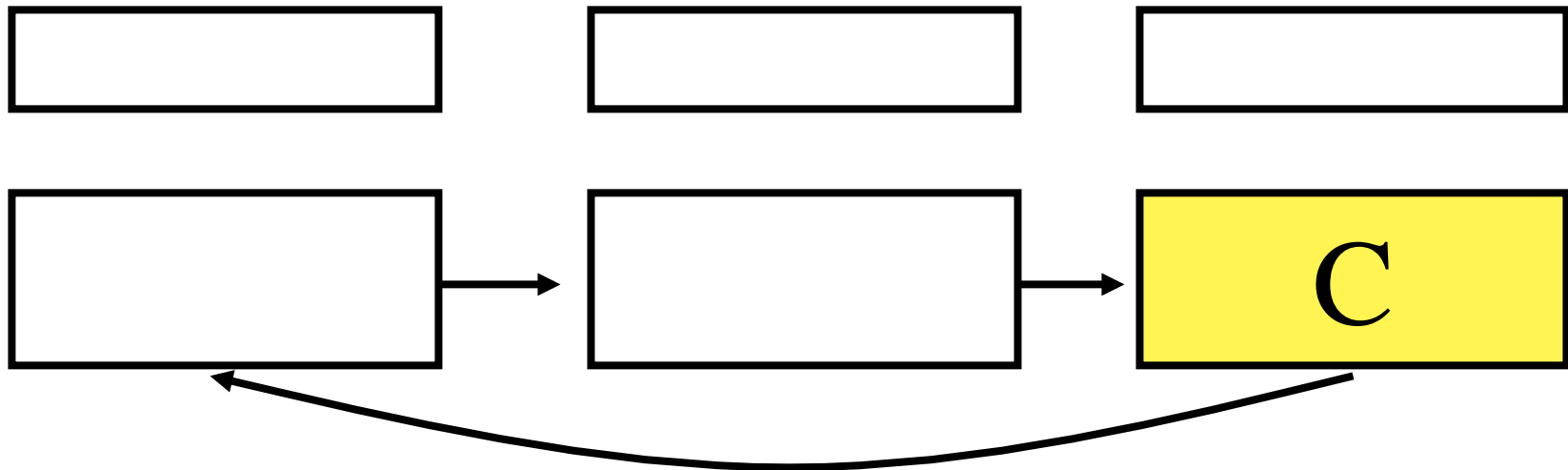
Potential Antecedent Strageties

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Describe: _____

Antecedents

- Environmental
  - Noise, temperature, furniture
- Task
  - Materials, pace, length, complexity
- Temporal
  - Time of day, wait time
- Instructor
  - Consistency, tone, affect, prompting

The 3-term contingency

- Consequence
  - The (environmental) change that follows a given behavior and alters the probability of future occurrences of that behavior

Potential Consequence Strategies

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Consequences

- Increase
  - The future likelihood of the behavior reoccurring is increased
  - The behavior is maintained

- Decrease
  - The future likelihood of the behavior reoccurring is decreased

What is PBSP?

Problem-solving approach to understanding reasons for problem behavior and designing comprehensive interventions that are matched to hypotheses about why problem behavior is occurring and to the individual's unique social, environmental, and cultural background

Goal for PBSP

Not to simply reduce problem behavior in the short-term, but to create long-lasting change that will have an impact on the individual's overall quality of life

VI. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION FOR THE POSITIVE BEHAVIOR SUPPORT PLAN:

A Antecedent (prevention) Strategies
B Replacement Behavior
↑ **C** Consequences (reinforcement) for when the student performs the replacement behavior:
↓ **C** Consequences (including procedures to follow) when the student performs the behavior of concern:

Positive Behavior Support Plans

Antecedent (prevention) strategies

- strategies to remove/reduce identified antecedents to the behavior of concern

- strategies to make the behavior of concern unnecessary in specific situations

- strategies to assist with the performance of the replacement behavior (cues and prompts)

- long term strategies to remediate skill deficits
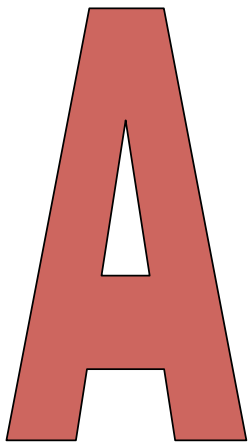
Positive Behavior Support Plans

B

●**Replacement Behavior** *(teaching and maintaining)*

•**Identify functionally equivalent replacement behavior.**

Consider…

●Is the replacement behavior effective and efficient for the student to use?

●The Response Effort: how difficult is it for the person to perform the behavior? *(physically and/or cognitively)*

Positive Behavior Support Plans

Consequence strategies

Reinforcement for performance of the replacement behavior.

Reinforcement often consists solely of the student achieving the identified function of the behavior of concern through use of the replacement behavior.
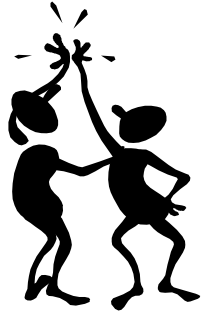
Types of Reinforcement

■ Natural Positive Reinforcement

■ Edible Reinforcement

■ Material Reinforcement

■ Social Reinforcement

Reinforcement Schedule

I mmediate
F requent
E nthusiastic
E ye-Contact
D escriptive
A nticipation
V ariety

Positive Behavior Support Plans

Consequence strategies

This ensures that the behavior of concern is less effective and efficient than the replacement behavior.

**This is the section that includes the crisis plan (a plan to outline the steps taken to avoid a crisis as well as the plan for when a crisis occurs)