

Designing Secondary Prevention
Systems of Behavior Support:
Social Contracting and Quick FBAs
Cohort 5 Targeted Team Training Day 2
Plymouth State University
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Howard S. Muscott, Ed.D., & Eric Mann, LICSW
Co-Directors, NH CEBIS

hmuscott@seresc.net; emann@seresc.net

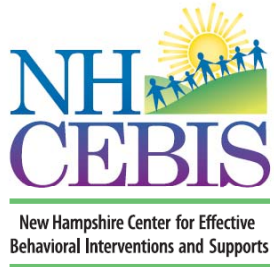
603-206-6891; 603-206-6820

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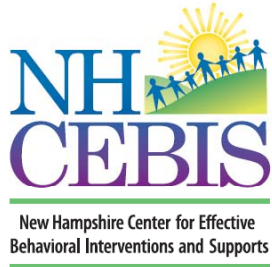


Designing Secondary Prevention Systems in PBIS-NH Day 2 Agenda

1. Welcome
2. Preview the Day and Outcomes
3. Review
4. Function-based Perspective
5. Social Contracting
6. Quick FBA
7. Action Planning

Outcomes for the Day

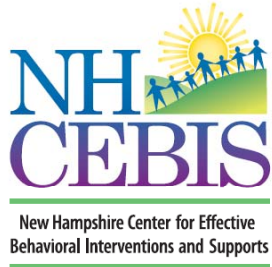
1. To review the systems features (team, data-based decision-making, communication, early identification and referral processes) of secondary prevention for students at risk for developing behavior disorders.
2. To learn what function-based perspective means.
3. To learn an early systematic response for students who are not responding to Universal PBIS supports called Social Contracting.
4. To learn how to complete a quick Functional Behavioral Assessment (FBA)



PBIS-NH

Secondary Prevention Features

1. Targeted Team and Processes
2. Data-based Decision-Making
3. Communicating with Staff and Families
4. Early Identification and Referral Processes
5. Social Contracting Programs
6. Targeted Group Interventions
7. Functional Behavioral Assessment
8. Behavior Support Planning



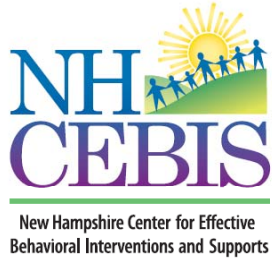
PBIS – NH

Secondary Prevention Training 07-08

Day 1	Intro to Targeted	10/19/07	SERESC
Day 2	Social Contracting and Quick Functional Behavioral Assessment (FBA)	11/16/07	PSU
Day 3	Targeted Group Interventions	12/7/07	PSU
Day 4	Intermediate FBA	3/7/08	PSU
Day 5	Basic Behavior Support Plans	4/4/08	PSU
Day 6	Fidelity of Implementation	Week of 6/23/08	PSU

From Universal to Targeted:

Moving Forward by Looking Back

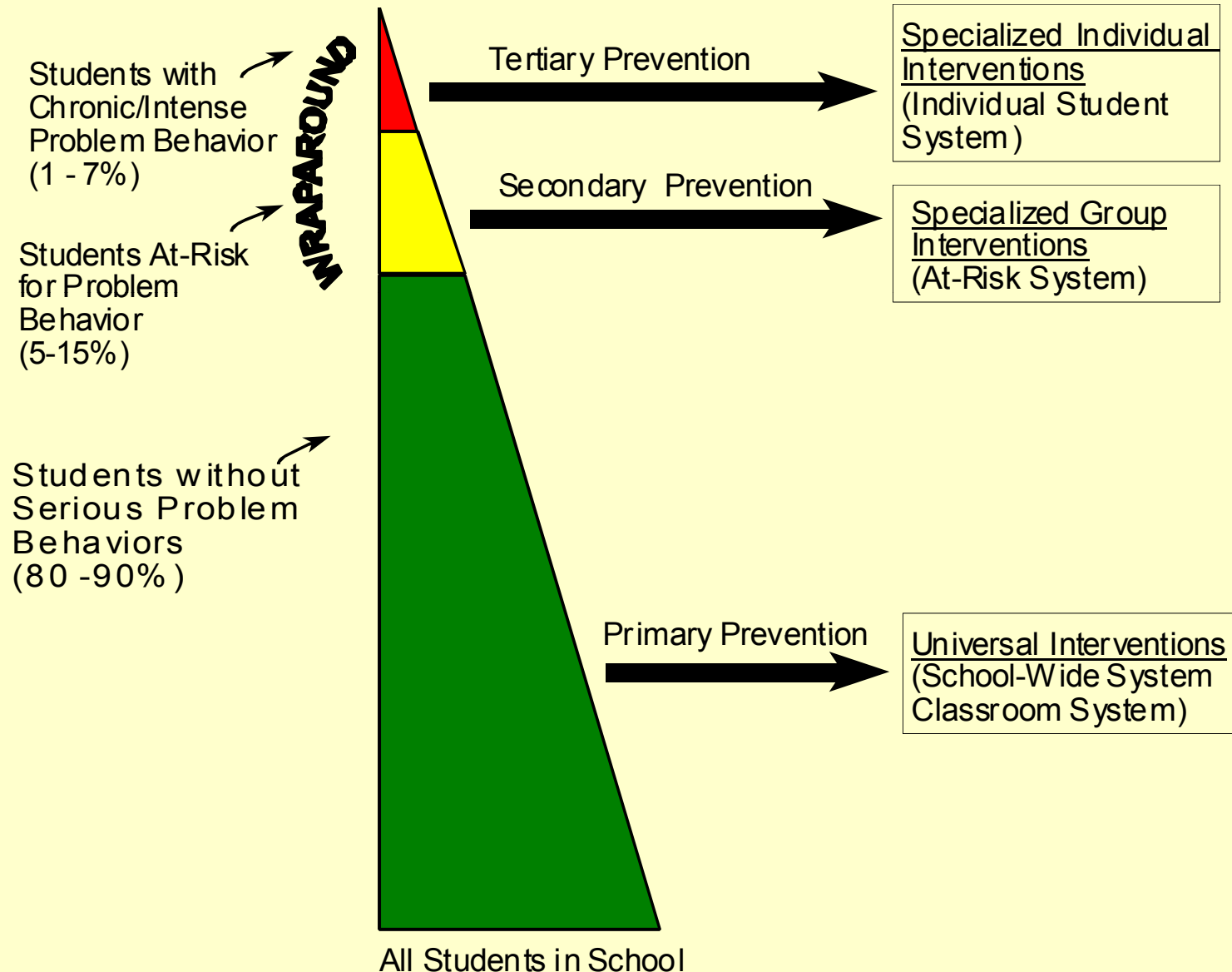


Positive Behavioral Interventions and Supports

Muscott & Mann (2007)

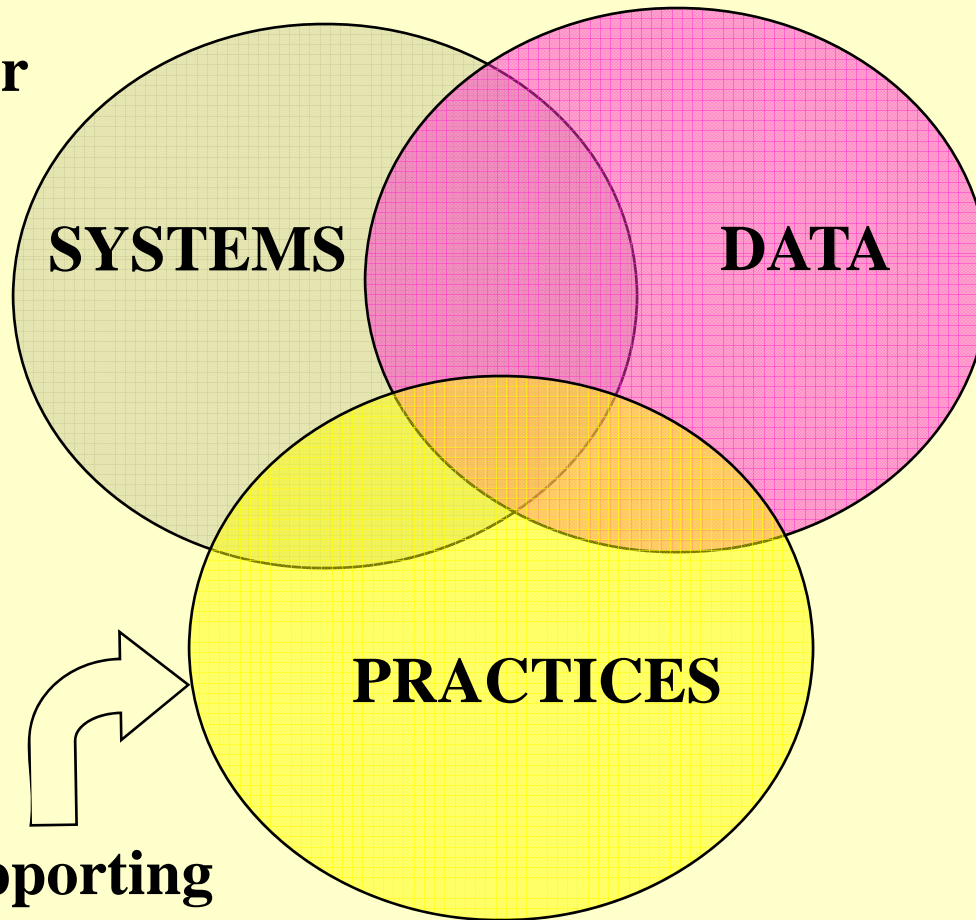
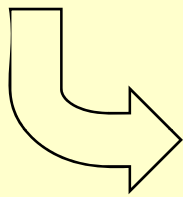
- PBIS is a systematic framework for improving social, emotional, behavioral & learning outcomes for children in K-12 schools & ECE Programs.
- PBIS uses a broad set of evidence-based systemic & individualized strategies to effectively prevent and respond to problem behavior.
- PBIS is a strategic approach in which collaborative teams use effective group processes & data-based decision-making to achieve desired outcomes.

Continuum of Positive Behavior Interventions and Support

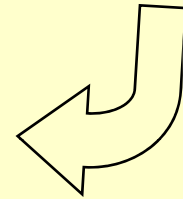


PBIS Support Systems

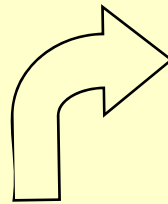
**Supporting
Staff Behavior**



**Supporting
Decision
Making**



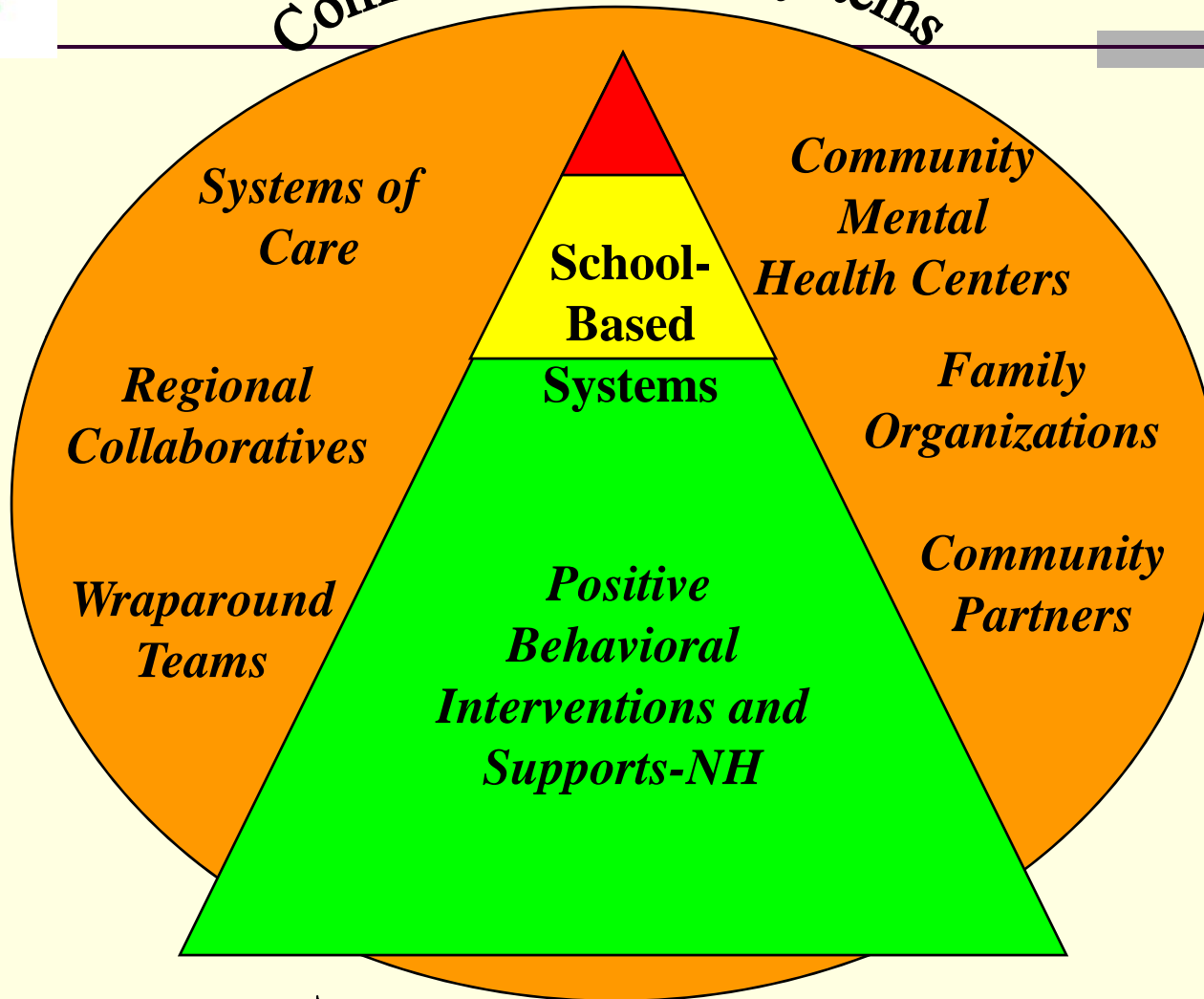
**Supporting
Student Behavior**



Mental Health and Schools Together-NH

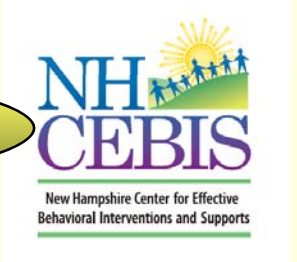
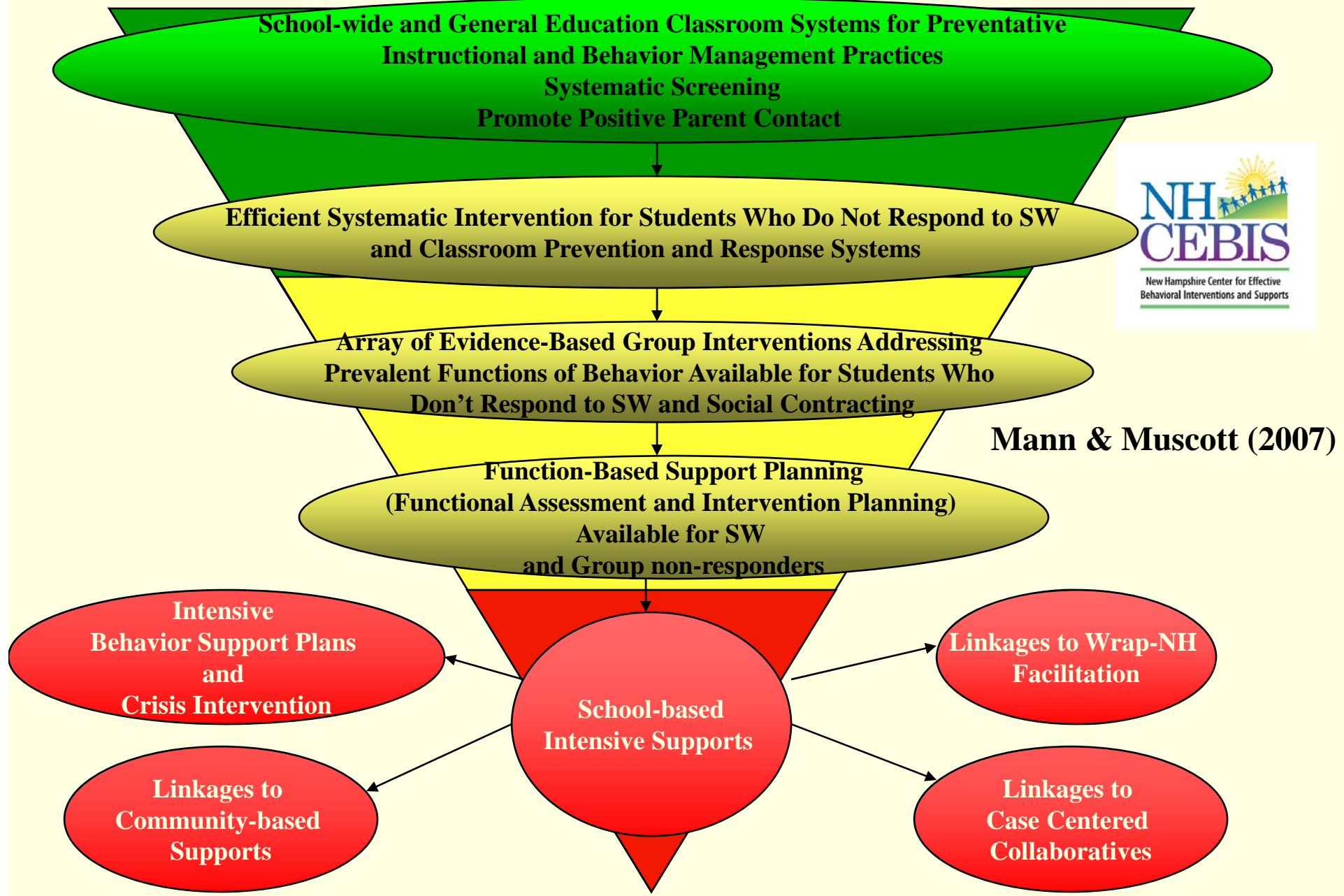
A Systems Approach to Improve Outcomes for All Youth

Community-Based Systems



Youth and Family Systems

Continuum of Behavior Supports: New Hampshire's System of Care and Education



Mann & Muscott (2007)

SYSTEMS

1. Universal Team
and Processes

2. Communication
with Staff and
Families

Primary Prevention: Universal Approaches

8. Systematic
Screening

3. Schoolwide
Expectations for
All Locations

DATA

7. Respond to
Problem Behavior

9. Data-Based
Decision Making

4. Classroom
Management

PRACTICES

6. Recognize
Students for
Exhibiting Expected
Behaviors

5. Teach
Expectations
in Locations

SYSTEMS

1. Targeted Team and Processes

2. Data-Based Decision Making

DATA

Secondary Prevention Targeted Approaches

8. Behavior Support Planning

3. Communication with Staff and Families

A Function-Based Perspective

7. Functional Assessment

4. Early Identification and Referral Processes

Muscott & Mann (2007)

6. Targeted Group Interventions

5. Social Contracting

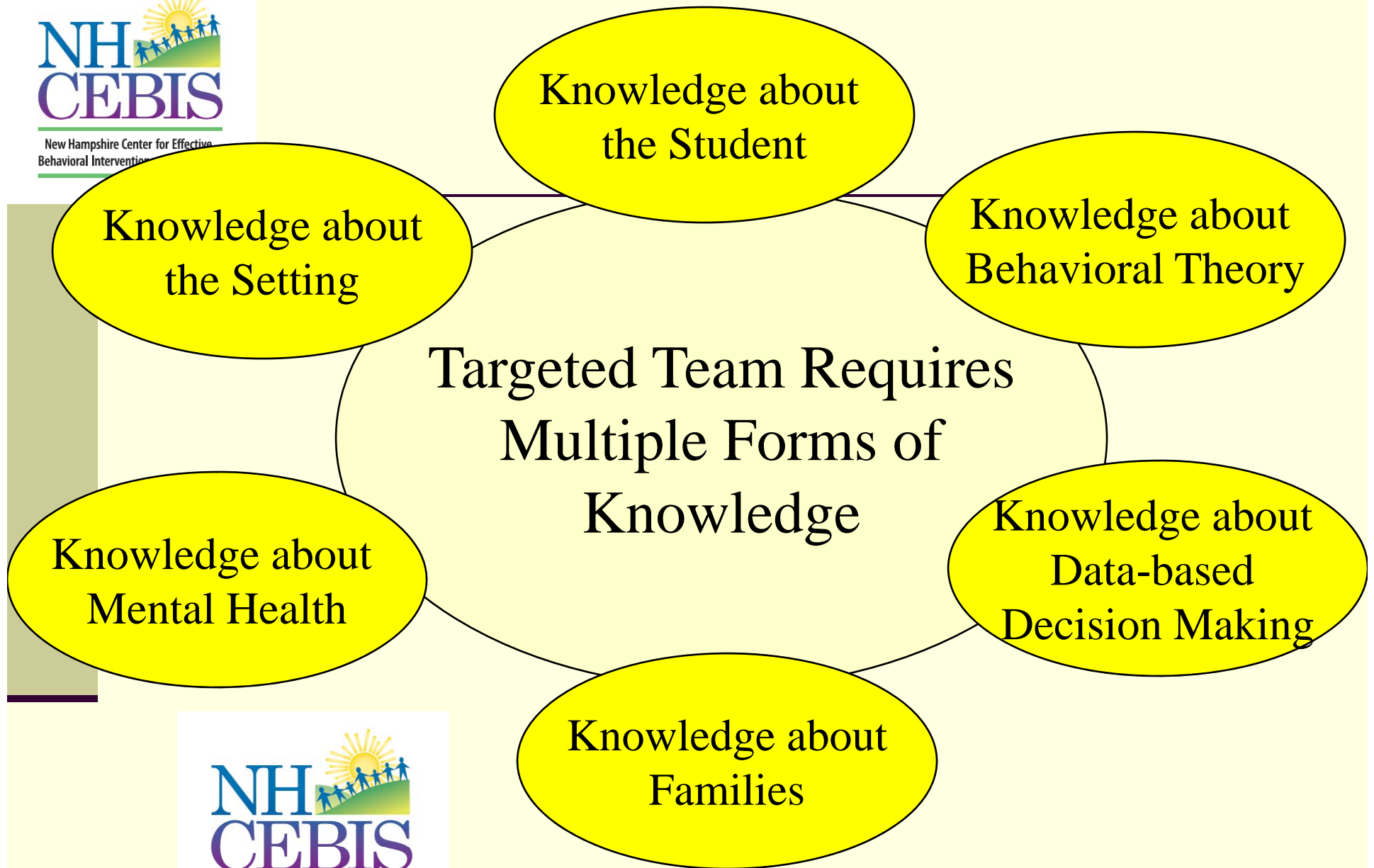
Universal Primary Prevention

PRACTICES

SAU/District-wide Administrative Team

Effective PBIS Team Group Processes

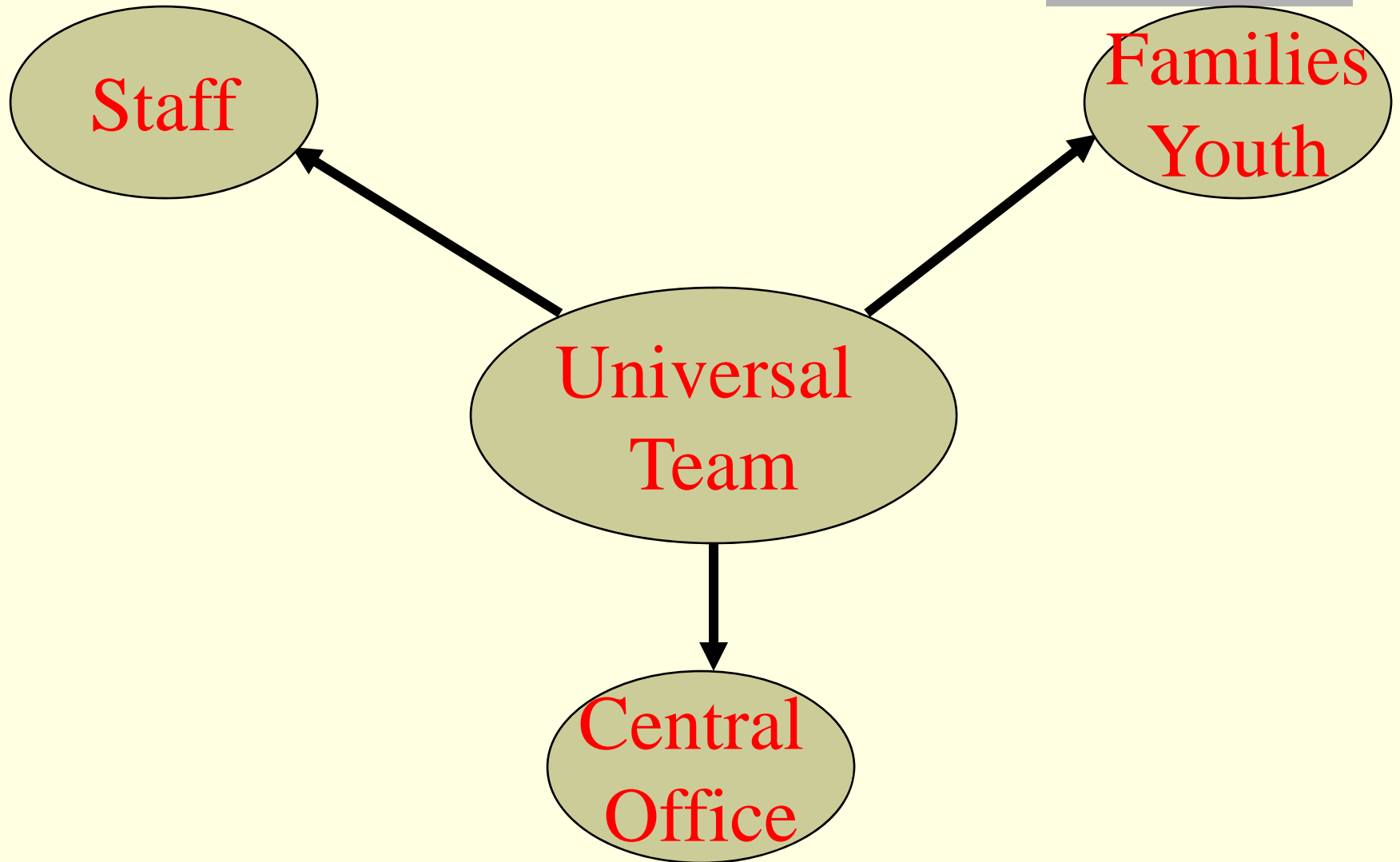
- Roles and responsibilities are defined
- Meeting ground rules are established
- Agendas are prepared
- Decision-making is formalized
- A strategic problem solving approach is used
- Action plans with tasks, timelines and accountability are developed
- Data is used for decision-making
- Conflicts are resolved constructively and professionally



A Coach with Behavioral Expertise

- Knows behavioral theory and elements of Functional Behavioral Assessments and Behavior Support Plans
- Has conducted FBAs and developed successful function-based BSPs
- Can lead the design and teach others to conduct FBA/ BSP

PBIS-NH Communication Systems



Function-Based Support Questions to Get to Desired Outcomes

1. What data are there that will tell us who is not responding to School-wide supports?
2. Are data available to tell us what the non-responders need?
3. What supports are currently in place for the non-responders?
4. Do available supports match the needs of the non-responders?
5. How will the Targeted Team address gaps in support for SW non-responders?

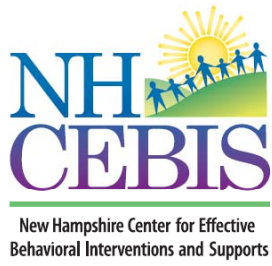
Inventory of Informal and Formal Systems to Support Students who do not respond to SW PBIS

Mann & Muscott (2007)

Name of System Support (TAT; 504 Teacher mentor; Grade Team; SPED) Is it a Formal or Informal Practice?	Types of Student issues addressed through this method of support	Process for referral to the support	Expected Outcomes (What staff expects when using the support)	Evidence of Effectiveness? (Does the process achieve expected outcomes / demonstrated by data?)

Referral Procedure Outcomes

- Staff know the types of concerns that are appropriate for referral to Targeted Team
- Staff know how/when to initiate the process (know what informal / formal steps to take prior to referral)
- Staff know what to expect when a student is referred
- Staff are trained in what “function” means
- Staff are trained in conflict cycle, de-escalation techniques and effective family engagement practices
- Staff know what information must be available at an initial meeting
- Staff think about predictors *before* refer to T-Team



A Process for Obtaining Targeted Supports for Students Who Do Not Respond to Primary Prevention

Muscott & Mann (2007)

1. Concern about student
2. Informal remedies
3. Referral to targeted team
4. Screen material /appropriateness of referral
5. If appropriate, implement social contracting
6. If student doesn't respond, begin functional behavioral assessment process with quick or intermediate FBA.
7. Once function is known, implement targeted group intervention.
8. If student doesn't respond, develop function-based behavior support plan and monitor progress.

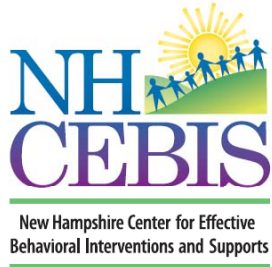
Targeted Team Referral Processes

1. Informal Processes

1. Teacher Nomination with form
2. Parent Nomination
3. Use of SWIS data to target number of referrals

2. Formal Processes

1. Systematic Screening Process
 1. Early Screening Project
 2. Systematic Screening for Behavior Disorders



Develop or Adopt an Effective and Efficient Referral Form that Provides Data Pertaining to Predictors and Function

- Model form exists:
 - “Targeted Team Request for Assistance Form”
Todd, Horner, Sugai, & Colvin (1999)
- Cites problem behavior and context
- Addresses what has been tried already
- Motivation behind behavior
- Predictors

Pages 35-46 in Manual

Review Readiness Features Covered in the Last Training

- Universal System is Making Progress
- Administrative Support for Targeted Team
- Team Membership in Place (with skill set)
- Team Meetings/ Location Scheduled
- Team Process and Ground Rules Discussed
- Mission Identified / Broad Outcomes Considered
- Identified How to Communicate with Staff
- Inventory of Existing Supports Completed
- Referral Process Flowchart Begun

Team Time

- Who: Team
- What: Review the Targeted Team Self- Assessment (Part 1) and address your highest priorities.
- Action plan priority items.
- Timeframe: 30 minutes
- Report Out: None

Shifting from Schoolwide to Targeted Supports

- Just as your school implements the school-wide system, and begins gathering reliable data
- You *begin* to solidify a ‘function-based perspective’ and shift attention to group and individual student systems based on ‘function’
 - By creating a targeted team that will assist in the identification and support of students who do not respond to the universal system
- Because a good school-wide system does NOT provide enough support for as many as 20% of students to be successful

PBIS-NH Big Idea

**“If you always do
What you always did
You’ll always get
What you always got!”**

Function-Based Perspective Defined

An individual using a Function-based Perspective:

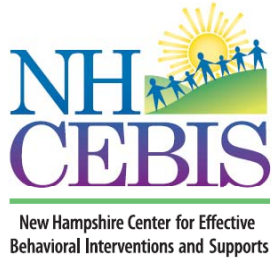
- Is able to define behavior in measurable terms
- Is able to create a hypothesis for why behavior continues to occur (i.e. the ‘function of behavior’)
 - What is gained or avoided
 - What motivates the behavior to continue/ repeat
- Understands that one effective way to influence behavior is by developing a plan that addresses how a student can achieve the ‘function’ by replacing the problem behavior with a socially appropriate behavior
- Is able to design simple strategies that could help students achieve the ‘function of behavior’

Teacher Learning Outcomes for Secondary Systems Readiness

- 1) Teachers are able to:
 - 1) Define problem behavior in measurable terms
 - 2) Hypothesize what is gained or avoided as a result of a student's problem behavior (i.e. have a working understand of 'function of behavior')
- 2) Teachers are able to accurately identify students who are not responding to school-wide (primary) supports based on established criteria
- 3) Teachers understand school-wide supports and are able to assess whether these supports have been implemented with fidelity
 - 1) If primary supports have not been implemented (or not with fidelity), those supports, teachers are able to action-plan for fidelity of implementation

Teacher Learning Outcomes for Secondary Systems Readiness

- 4) Once primary supports have been addressed, teachers are able to identify a possible behavioral ‘function’ and consider whether practical/ simple strategies could address function prior to referral
- 5) Teachers are able to initiate an appropriate referral to Targeted Team (or other appropriate support)



PBIS-NH Big Idea

Changing student behavior often involves
changing adult behavior

AND

Thinking strategically about how to
increase the likelihood that more
socially acceptable behavior will occur

Why Identify Function?

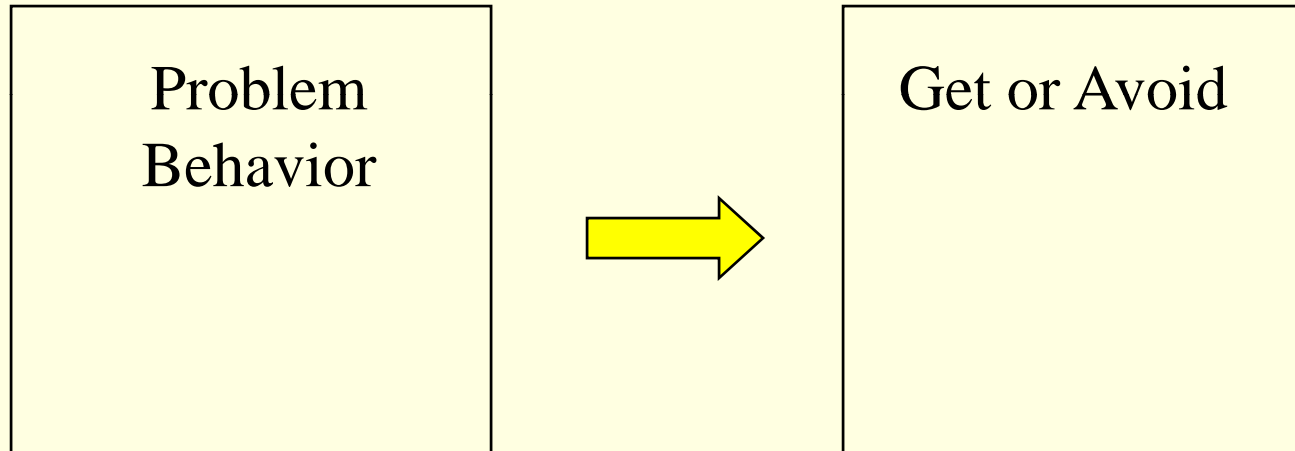
Mann & Muscott (2005)

- Behavior occurs to meet a need
- It serves a valued purpose for the individual
- Effective interventions occur when function is identified and plan is guided by the function of the behavior
- Identifying function helps us to see children with strange, angry, annoying, exasperating, scary, unkind, avoidant behavior as *real human beings*

Function = What is Gained or
Avoided as a result of the behavior?

	Get / Access	Escape / Avoid
Peer/Adult Social Attention		
Activities Tasks		
Tangibles Items		
Sensory		

Simple Behavior Pathway for a Function-Based Perspective



Non- vs. Observable Behaviors

Sugai, 2005

- (-) hyperactivity*
- (+) initiates 5 different tasks within 2 minutes*
- (+) leaves room at least 3 times during a 30 minute lesson*
- (+) engages in power struggles*

Which is described in
observable terms?

Hits with his fist

OR

Aggressive

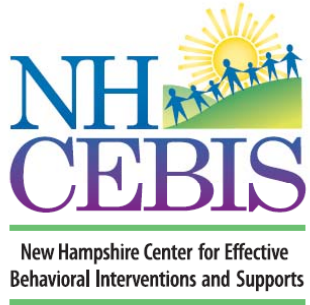
OR

He is Satan

“Maintaining Consequences”

(It is what is gained or avoided that really matters)

- Consequences are the contingent ‘result’ of the behavior - not the punishment that occurs.
- Consequences that consistently result from repeated behavior are referred to as ‘maintaining’ consequences because they seem to *maintain* the behavior (i.e. reinforce likelihood that the behavior will recur).
- Synonymous with the ‘function’, the maintaining consequence is stated as what the student is actually ‘getting’ or ‘avoiding’ as a result of the behavior.
- A maintaining consequence is the “payoff” for engaging in a repeated behavior.



Maintaining Problem Behavior

After teacher gives Harry a difficult reading assignment, Harry crumples his paper and starts spitting paper wads at peers, he is sent to the hallway and *escapes the assignment.*

When Alice is in social studies class and has not received teacher attention for over 10 minutes, she crumples her assignment and starts spitting paper wads at her classmates. Her teacher comes over to her and helps her 'calm down.' Alice *gets the teacher's full attention.*

Maintaining Problem Behavior

Jack gets into arguments with his math teacher if she asks him to correct his mistakes. The behavior occurs 3-4 times a week. The teacher either stops asking him to correct the mistakes or sends him to the office. *The behavior is maintained by work avoidance.*

Ethel screams and pushes children when they try to use her toys during play time. The children move away and leave the toys. *Ethel gets to keep using the toys.*

**Efficient Systematic Intervention for
Students Who Do Not Respond to SW
and Classroom Prevention and
Response Systems**

1. Social Contracting
 1. Basic
 2. Basic Plus

Social Contracting

Mann and Muscott (2007)

- Social contracting is a highly efficient, early, and systematic response for students who do not respond to universal, primary prevention systems of behavior support. Occurs prior to the implementation of more sophisticated and less efficiently accessed secondary prevention supports.

Social Contracting

Mann and Muscott (2007)

- Social contracting is a procedure in which classroom teachers provide high rates of feedback and attention to students for exhibiting expected classroom behaviors linked to school-wide expectations while monitoring the effects on problem behavior using data-based decision-making.

Social Contracting

Mann and Muscott (2007)

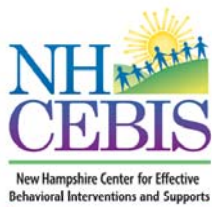
- Social contracting offers an immediate and low effort approach whereby teachers:
 - greet students at the beginning of the day
 - rate their behavior on a daily report card, and
 - provide feedback and encouragement at the end of the day on student performance relative to pre-established criteria.

The Potential Benefits of Involvement in Social Contracting

1. Provides increased positive teacher-student contacts before relationship is damaged by repetitious conflict
2. Provides increased reinforcement for students following expectations
3. Provides increased home-school communication and partnership
4. Provides an early, effective and efficient response to emerging problem behavior before it becomes chronic and ingrained

The Potential Benefits of Involvement in Social Contracting

5. Connects logically and easily to school-wide system of behavior support
6. Provides an efficient and measurable assessment of progress that helps determine if interventions are working
7. Provides information that may be useful for identification of predictors of behavior should more supports be needed.



Student Nominated for Social Contracting
Systematic Screening
ODR
Teacher or Parent Referral

Parental Approval / SC Coach Assigned
Review Meeting Date Set
Teacher(s) 'Coached'
SC Implemented

Mann & Muscott
(2007)

Contract Card with
SW Behavioral Expectations
Provided in AM

Classroom Teacher
feedback at set intervals
throughout day

One Minute Review at end of day
with Classroom Teacher / Lead Teacher
Sheet to Coach

SC Coach
Summarizes Data
Keeps Targeted Team informed

Meet after 20 School Days
with Student, Teacher, Parent
to Review Progress

Revise
Program

Consider
Different
Support

Exit
Program

Prerequisites for Social Contracting Program are Identified

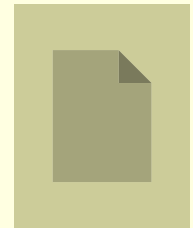
- School-wide and classroom practices that must take place prior to referral are identified (i.e. Primary Prevention Supports)
- Evidence that student is not responding to school-wide program is available

Social Contracting Procedures: Setting Up the Program

1. The student of concern is referred to Targeted Team for participation in one of the following ways based on criteria designed and ratified at your school
 - Teacher referral occurs in the absence of behavioral referrals
 - Teacher, administrator or team referral based evidence of an emerging pattern of behavioral referrals (e.g. student receives 3 major behavioral referrals within past month)
 - Student is referred based on results of a systematic screening
 - Parent referral

Social Contracting: Teacher Referral Information

- Simple and quick referral form completed by the teacher(s) and given to the targeted team
- Strengths/Interests
- Evidence of Non-Response to SW and Classroom Systems
- Problem behaviors based on school expectations
- Possible contexts
- Possible functions



Team Time

- Who: Team
- What: Review the Referral Form. Is the form feasible and efficient enough for your staff? Would you make any small changes? Would you adopt the form as is?
- Timeframe: 15 minutes
- Report Out: None

Social Contracting Procedures: Setting Up the Program

2. A member of the Targeted Team is identified as a social contracting ‘Coach’ to support the classroom teacher or teachers in middle or high school and oversee the process.

The coach is responsible for:

- (a) initial training and on-going coaching to the classroom teacher(s)
- (b) summarizing and analyzing data provided by the classroom teacher(s), and
- (c) coordinating and facilitating the review meetings.

Social Contracting Procedures: Setting Up the Program

3. The coach and classroom teacher(s) hold an initial meeting to discuss the program, review procedures and forms, and address any concerns the teacher(s) have about the program.

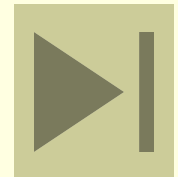
The teacher(s) practices how to provide student feedback and the coach provides feedback to the teacher(s).

Team Time

- Who: Team
- What: Identify who might be responsible for coaching staff in social contracting. Will it be done by grade level? Rotation?
- Timeframe: 15 minutes
- Report Out: None

Social Contracting Meeting Decision Form

- Simple form to log information and major decisions
- Parallels decision log used by NH CEBIS teams
- Includes information about group processes



Social Contracting Procedures: Setting Up the Program

4. The classroom or lead teacher contacts the parents and decide together whether to discuss the program over the phone or in a face-to-face meeting.

If by phone, teacher reviews the program and potential benefits. Once the parent approves, the program can begin the following day.

If by face-to-face, a meeting is scheduled between the parent, classroom or lead teacher and the coach. During the meeting, teacher reviews the program and potential benefits. Once the parent approves, the program can begin the following day.

Team Time

- Who: Team
- What: Review the script for conferencing with the parent. Discuss the potential challenges for engaging parents in this discussion. Identify one challenge and problem solve how to address it.
- Timeframe: 15 minutes
- Report Out: None

Social Contracting Procedures: Setting Up the Program

5. As soon as parent approval is obtained, coach coordinates *date and time* for an initial review meeting and confirms with all parties.

The meeting should occur approximately one month (20 school days) following the first day on the program.

The decision regarding whether the student should attend the meeting is a team decision.

Social Contracting Procedures: Setting Up the Program

6. The classroom or lead teacher meets with the student to discuss the program and the student's responsibilities.

A determination of whether the student will bring his card to the teacher at designated times or whether the teacher will complete the form at the student's desk is determined.

Social Contracting Procedures: Setting Up the Program

The procedure for carrying the card to specials and departmentalized classes is determined.

The student is made aware of the initial goal (80% of possible points). The student practices the desired behaviors and the teacher answers any questions.

Social Contracting Procedures: Implementing the Program in Elementary School

1a. The classroom teacher greets the student upon arrival with positive regard and shows him/ her the social contracting card, pointing out the expected behaviors. Teacher is optimistic about the student's ability to meet the daily goal. Discussion takes 1-2 minutes. Teacher keeps the card.

“Good morning Billy. How are you? I know you can show me safe, responsible and respectful behavior today and meet your goal of 28 points. Is there anything I can do to help? Have a great day.”

Social Contracting Procedures: Implementing the Program in Elementary School

2a. The classroom teacher connects with the student at the end of predetermined periods throughout the day. Typically corresponds to the schedule of activities/routines.

The teacher provides brief feedback and rates the behavior for each expectation on the card. Teacher retains the card unless the child is going to a special whereby he/she takes the card with them.

Social Contracting Procedures: Implementing the Program in Middle/ High School

1b. In middle and high school, the lead teacher greets the student upon arrival to school with positive regard and shows him or her the social contracting card, pointing out the expected behaviors. Teacher is optimistic about the student's ability to meet the daily goal. Discussion takes 1-2 minutes. Teacher gives the student the card to take to class.

“Good morning Bill. How are you? I know you can be safe, responsible and respectful today and meet the goal of 28 points. Is there anything I can do to help? Have a great day.”

Social Contracting Procedures: Implementing the Program in Middle/ High School

2b. The middle or high school student brings the Contract Card to the teacher at the beginning of each period throughout the day. The teacher is optimistic about the student's ability to meet the daily goal. The discussion takes less than a minute. The teacher keeps the card.

“Good morning Bill. How are you? I know you can be safe, responsible and respectful today and meet the goal of 28 points. Is there anything I can do to help? Have a great day.”

Social Contracting Procedures: Implementing the Program

3. At the end of each period, the classroom teacher rates each behavioral expectation on the card using a 3 point scale (2, 1, 0). Teacher shares the information with the student in a brief 30 second feedback meeting.

In elementary school, the teacher keeps the card for the next period unless the student is going to a special. In middle and high schools, the student takes the card to the next period class.

Social Contracting Procedures: Implementing the Program

- The rating process is a BRIEF process (20-30 seconds).
- Teachers are encouraged to provide verbal acknowledgement if student has displayed behaviors that demonstrate the behavioral expectations.
- A reprimand to go along with a '1' or '0' is NOT likely to increase expected behavior.
- A specific reminder and encouragement (followed by a pre-correction tomorrow) are more likely to work better.
- The student is likely to have already been reprimanded when they exhibited the behavior.

Social Contracting Procedures: Implementing the Program

Scoring and Feedback

Score a ‘2’ if there were frequent displays of the positive behavior (e.g. student displayed ‘safe’ behavior throughout the class) or no instances of problem behavior associated with that expectation.

The positive behaviors that were displayed should be verbally acknowledged.

“You did a great job being respectful, responsible and safe (give specific examples of behaviors when possible) this period Billy. Congratulations.”

Social Contracting Procedures: Implementing the Program

Scoring and Feedback

Score a '1' if both positive behaviors and problem behaviors were displayed and the problem behaviors were minor in nature.

The teacher should only verbally acknowledge the positive behaviors while refraining from commenting on the problem behaviors.

“You showed responsibility by completing all your work. Thank you.”

Social Contracting Procedures: Implementing the Program

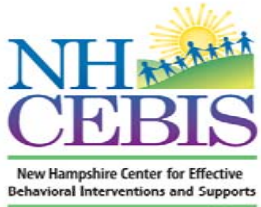
Scoring and Feedback

Score a ‘0’ if the student exhibited frequent or major problem behavior related to the expectation (if rises to level of office referral, follow procedure).

The teacher should simply provide a reminder of the expected behavior and voice encouragement for the next period in a matter of fact way.

The teacher should refrain from commenting on the problem behaviors.

“You’ll have another chance to respect personal space next period and I’ll be sure to notice when you do!”



BARRY Card

Amherst Street Elementary School

Be a Safe, Respectful, Responsible You!

2 = Frequent positive behaviors 1 = Some positive behaviors, no major problems

0 = Few or no positive behaviors or major problem

Period or Subject	Safe	Respectful	Responsible	Total points	Home
1					Date: _____
2					Total Checks: ____/18 ____%
3					
4					Goal Met: __ Yes __ No
5					
6					
Total				____/36 = ____%	Goal: 29 points (80%)

Social Contracting Card

2 = Great



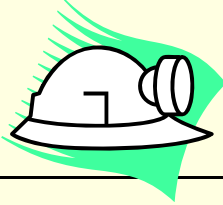


1 = Good



0 = Better Tomorrow



	Do Your Best WORK 	Lend a HELPING Hand 	SAFETY First 	Total Points	Home Date: _____ Total: _____/30 _____%
Period 1					
2					
3					
4					
5					
Totals				___/30 = ___ %	

Daily Goal: 24 Points (80%)

Social Contracting Procedures: Implementing the Program

4. At the end of each day, the classroom or lead teacher meets with the student and conducts a brief 1-2 minute meeting, following these steps.

Social Contracting Procedures: Implementing the Program

Steps for end of day feedback:

- 1) Review the day while adding up the points.
- 2) Write the total number/percentage achieved for the day.
- 3) Discuss the total and whether the daily goal was met.
 - 1) If the student achieved the daily goal, teacher should provide verbal acknowledgement.
 - 2) If goal was not achieved, teacher should verbally acknowledge any expectations that showed positive results and provide encouragement for meeting the goal the next day.

Social Contracting Procedures: Implementing the Program

- 4) Write the total/percentage in the 'For Home' column so that the student can report progress to his/her parents.
- 5) Teacher rips off the 'For Home' part of the Contract Card and gives it to the student to put in a safe place to give to parents.

Social Contracting Procedures: Implementing the Program

5. Each day, the teacher puts the completed Contract Card(s) in the coaches' mailbox (or designated place) so that he/she may enter data into a data-base that can produce visual displays in the form of graphs.

Team Time

- Who: Team
- What: Review the feedback card. Determine one area in which the student has received a 1 rating and identify the problem behaviors that created that rating. Assume all other areas were rated 3. What advice would you give the teacher for providing feedback to the student. Identify three things to say to a student with this profile.
- Timeframe: 15 minutes
- Report Out: None

Social Contracting Procedures: Coaching the Teacher

1. The coach schedules a time to observe the teacher(s) giving feedback to the student during the first week of implementation.
2. The coach meets with the teacher(s) during the first week of implementation to check on progress and provide feedback on fidelity of implementation.
3. The coach checks in with the teacher(s) periodically thereafter; the teacher(s) can request a coaching conference as needed.

Assessing Progress

1. A review meeting or phone contact with the parent occurs after 1 month (20 school days) of the program. During the meeting, data is shared with respect to goals and a determination of next steps is made. If the meeting occurs over the phone, the information about student progress should be sent home in advance.

Assessing Progress

2. A decision is made as to next steps based on progress. The options include:
 - (a) discontinue program based on success;
 - (b) continue basic social contracting,
 - (c) implement basic-plus contracting,
 - (d) refer to targeted team for targeted group intervention or function-based support plan.

Social Contracting: Basic Plus

1. Specific behaviors from matrix are targeted under each expectation
2. Feedback from teacher is more specific and related to target expected behaviors
3. Home-School Contract is signed
4. Incentives for meeting goal is included in plan
5. 2 week implementation

Team Time

- Who: Team
- What: Complete the Targeted Interventions Questionnaire to determine baseline. Provide a copy to us.
- Timeframe: 15 minutes
- Report Out: None

Steps for Function-Based Supports Process

1. Collect Request for Assistance Information
2. Identify person responsible for coordinating the process.
3. Conduct a Functional Assessment
4. Develop a Competing Behavior Pathway
5. Assign to Function-Based Group Interventions and Monitor Progress OR
6. Develop Behavior Support Plan
7. Develop a Plan to Monitor Progress
8. Develop a Plan to Implement
9. Implement and Monitor Progress

Steps for Implementing Targeted Systems in PBIS-NH

Develop process for completing
functional assessments

3-Types (Quick, Intermediate,
Intensive)

Functional Assessment

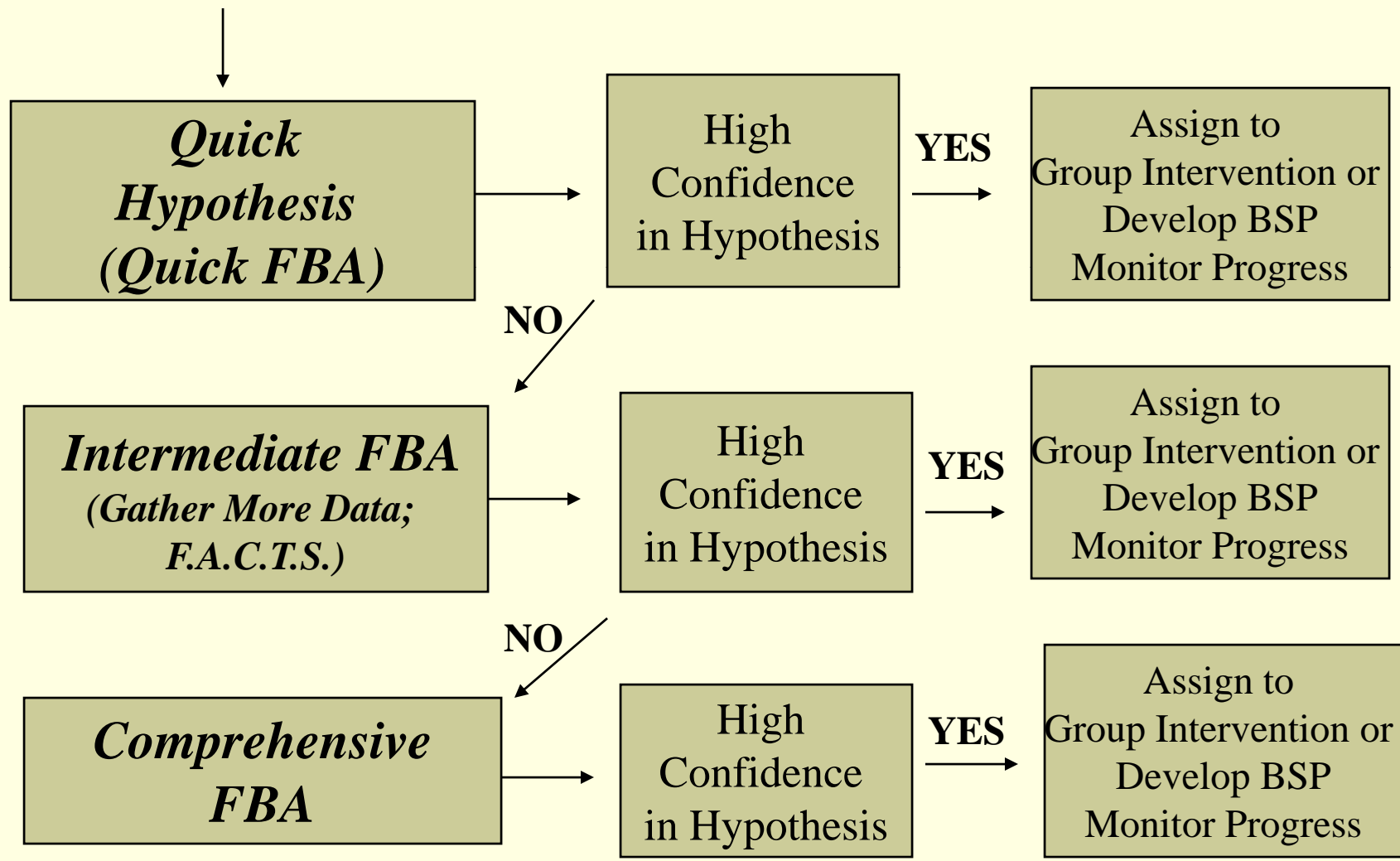
Horner, 2003

- **Functional assessment is a process for identifying the events that reliably **predict** (antecedents) and **maintain** (consequences) problem behavior.**

Getting to 'Function'

Mann & Muscott, 2004

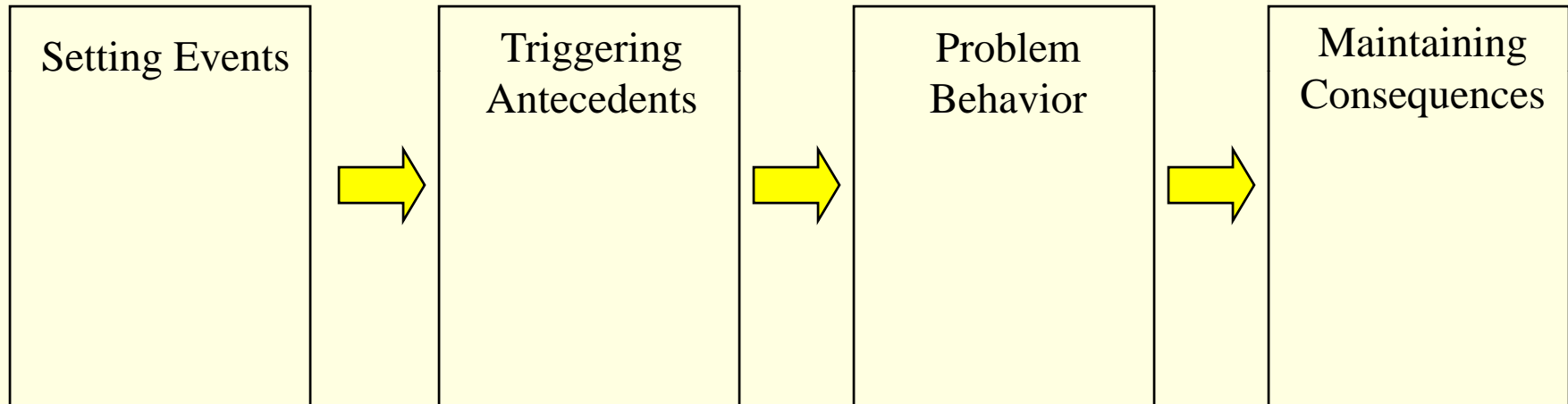
Appropriate Referral
(Student is not responding to SW supports or an initial system response (e.g., Social Contracting))



Predicting Behavior: Elements of *a Behavior Pathway*

- Setting Events – Slow triggers
- Antecedents – Fast triggers
- Problem Behavior
- Maintaining Consequence –
what is gained or avoided as
result of the behavior

Testable Hypothesis: The Full Behavior Pathway



Setting Events 'Slow Triggers'

Setting events:

- Occur at a point in time prior (not in proximity) to problem behavior
- Have a causal link to the behavior, but link is not always apparent
- Help to 'set-up' the likelihood of problem behavior
- When effectively identified, can *sometimes* be targeted as a means to influence the likelihood of behavior
- Often referred to as 'slow triggers'

Examples of Setting Events

Sugai, 2005

- *Lack of sleep* decreases value of getting to school on time; increases likelihood of going to the nurse with a headache.
- *Lack of breakfast* increases value of getting sent to office (by vending machines) for failing to follow directions.
- *Having a fight* with boyfriend decreases value (likelihood) of listening to a lecture.
- *Getting >50% of problems wrong* decreases value of starting new worksheets.

Setting Events

Environmental: **prior peer/teacher interactions; home environment; social relationships; changes in routines/schedules; seating arrangements; bus ride; hallway**

Learning Styles: **degree of interest or skill in activity/task; attention span; need for activity; learning challenges; prior experiences in certain teaching modality**

Personal factors: **medications; physical / mental illness; sleep; nutrition; sensory sensitivities; anticipation of frustration/embarrassment; anger**

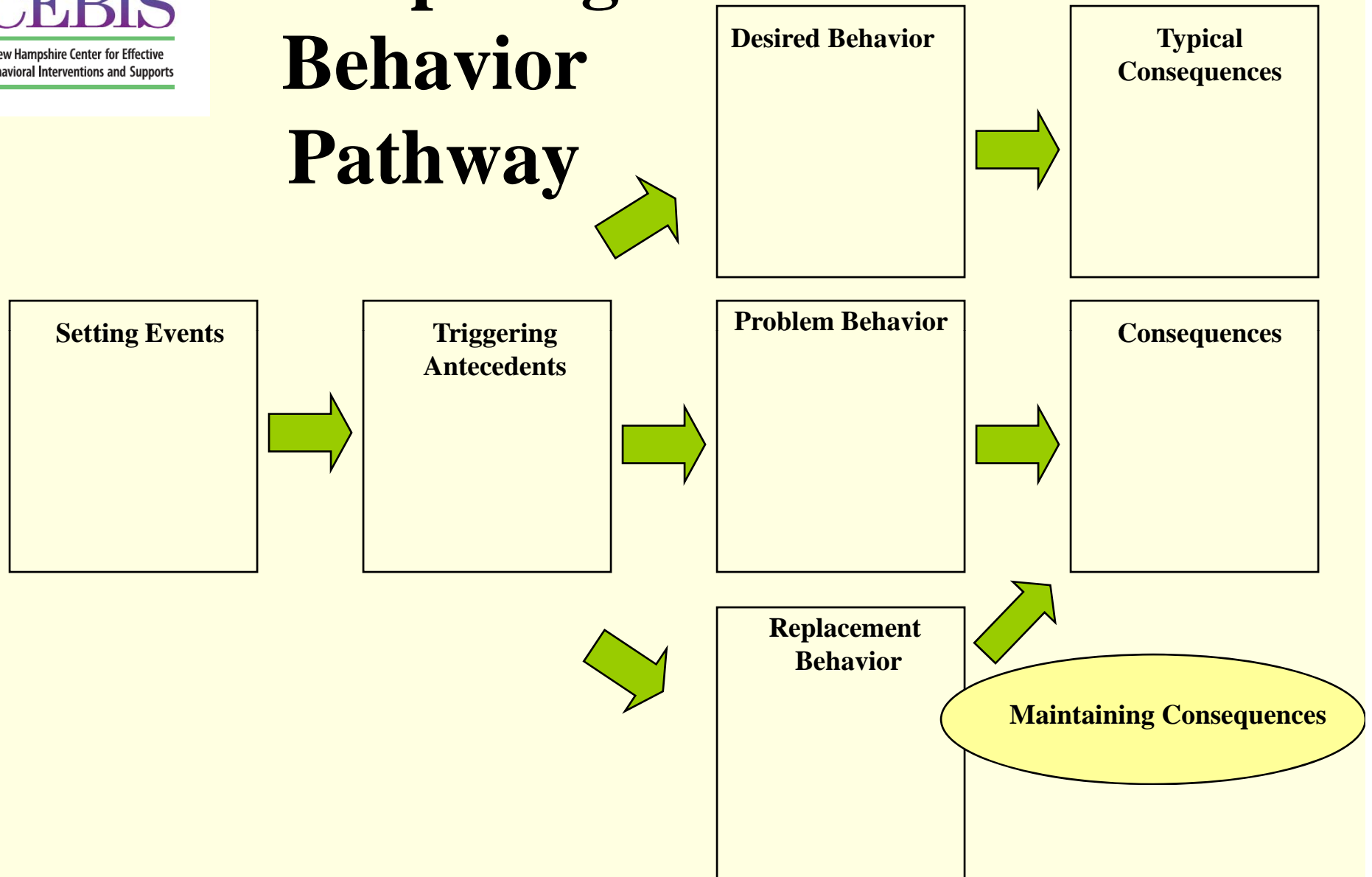
Immediate Antecedents 'Fast Triggers'

Antecedents are observable events that typically occur *just before* (in proximity to) behavior and have an apparent link to the occurrence of the behavior.

Examples of Immediate Antecedents *‘Fast Triggers’*

- Sudden change in routine
- Late for activity
- Reprimands
- Activity/task demands (length of task; amount/quality of teacher interaction; match to skill level; type of instruction)
- Ignored by friend
- Social or Academic Corrections
- Lack of successful choice option
- Teased by peers
- Physical injury
- Not called on when hand raised
- Transitions
- Unstructured times

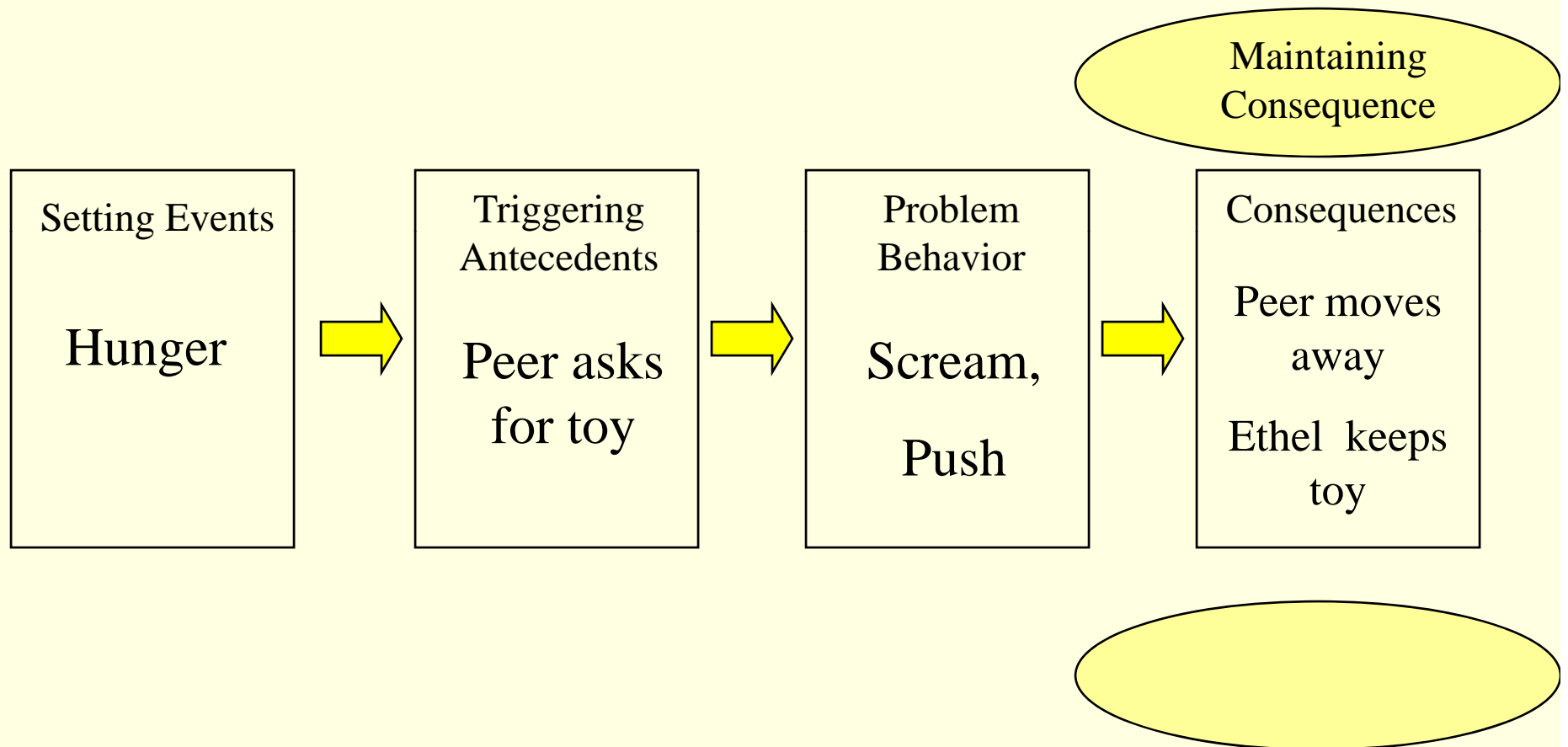
Competing Behavior Pathway



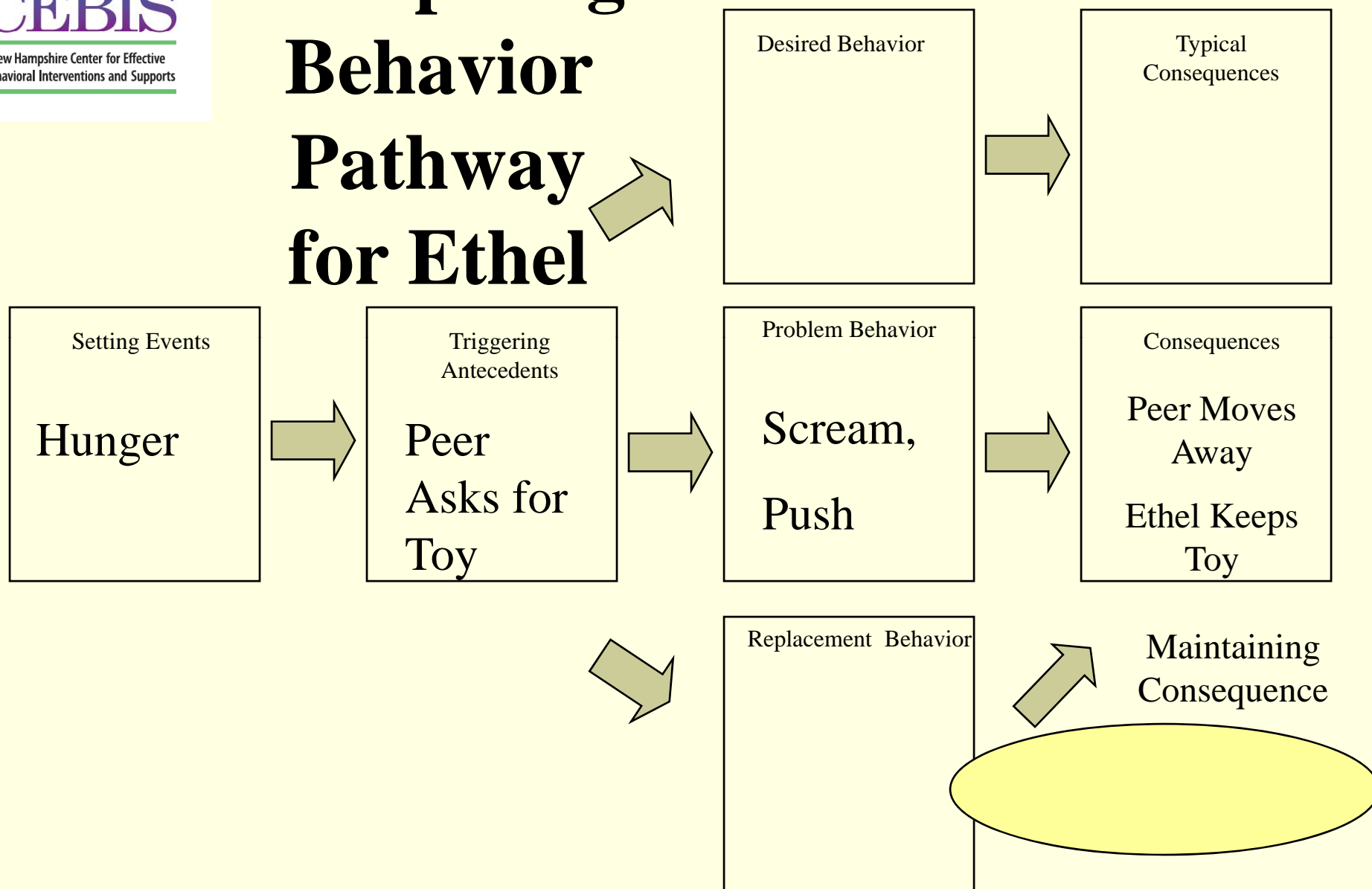
Competing Pathway for Ethel

- Ethel is 7 years old, does not have intellectual disabilities but has major problems playing with other children
- She is most likely to play by herself, and when another child approaches, Ethel will **whine, scream, grab all toys, and push the other child away**
- Staff believe Ethel's problem behaviors are maintained by **retaining access to preferred toys**
- Ethel is more likely to engage in the behavior when she is hungry

Testable Hypothesis/Behavior Pathway



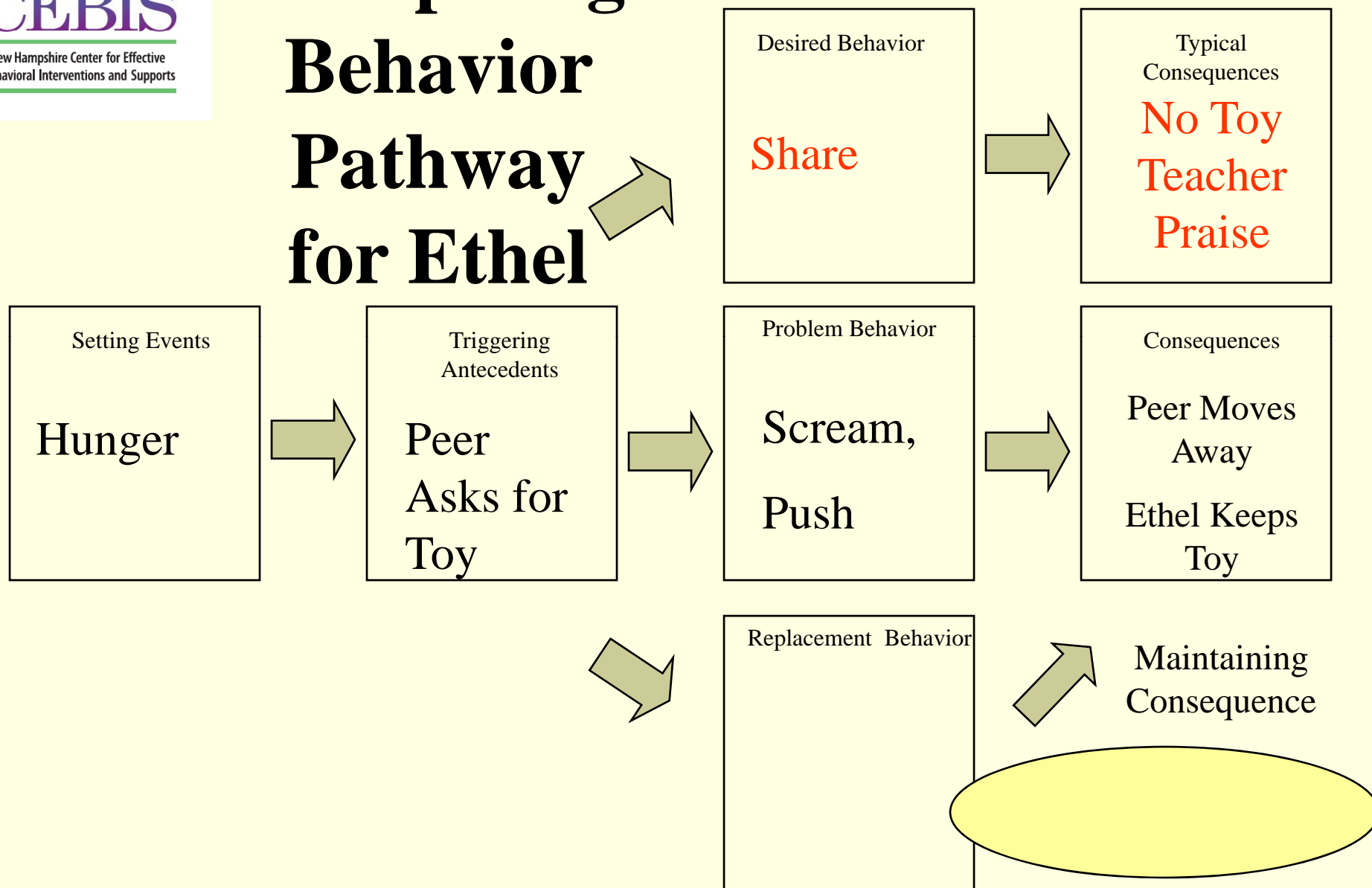
Competing Behavior Pathway for Ethel



Identify the “Desired Behavior”

- The **desired behavior** is the behavior you want the student to perform given the stimulus condition.
- Examples:
 - Given seat work task --> work quietly
 - Given teacher request --> initiate compliance
 - Given taunt from peer --> turn and walk

Competing Behavior Pathway for Ethel



Replacement Behavior

A replacement behavior is a socially acceptable behavior, taught to the student, that achieves the same function (result) as the problem behavior

An appropriate Replacement Behavior:

- Serves the **same function** as the problem behavior
- Is **as, or more effective / efficient** than the problem behavior
- Is **socially acceptable**
- Can be learned to criterion in **10 school days**

Replacing an Effective Behavior

- Biggest problem in competing pathways -- trying to replace a highly reliable problem behavior with a less effective positive replacement behavior

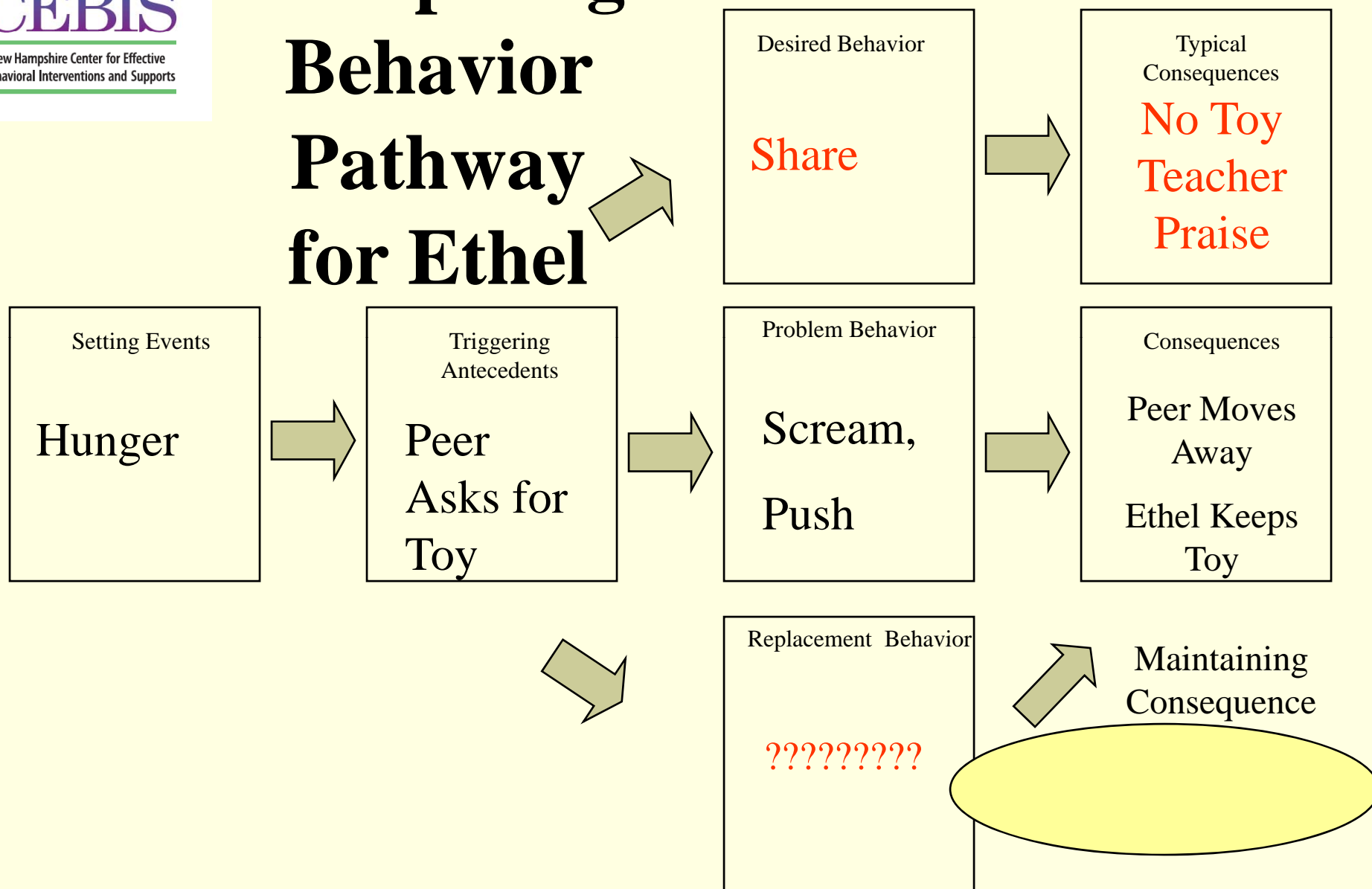
Identify a Replacement Behavior

- The **replacement behavior** is a socially acceptable alternative behavior you want the student to perform given the stimulus condition.
- The replacement behavior **MUST** meet the same need or function as the problem behavior.
- Examples:
 - Given a need to communicate --> Raise hand
 - Given request to do work --> Ask for a break

Identify a Replacement Behavior

- What would be a socially acceptable behavior that would achieve the function?
- In other words, how could Ethel get to keep the toy by engaging in a more socially acceptable way?

Competing Behavior Pathway for Ethel



Practice: Reframe the problem and develop a replacement behavior

When Alice is in social studies class and has not received any individual teacher attention for over 10 minutes, she crumples her assignment and starts spitting paper wads at her classmates *in order to get the teacher's attention.*

Frame problem to solve....

As Robert is walking kids look at him. He looks at them and says: “Who ya lookin’ at?!” “Ya want some of this?!” “Ya talkin’ to me?!” Kids laugh, shake their heads & call him “weirdo.” *Robert's behavior is maintained by peer attention.*

Frame problem to solve....

Quick FBA

- Teacher completes request for assistance form with background information.
- Team meets and interviews teacher to gather information about behavior, context and routines in order to complete a behavior pathway and generate a hypothesis about the function.
- If high confidence in function, assignment to a function-based targeted group intervention or a function-based behavior support plan is developed and monitored.

Routines Matrix

Time	Activity	Likelihood	Behavior
	Home Room	1 <u>2</u> 3 4 5 6	
	Reading	1 2 3 4 <u>5</u> 6	Scream, Hit Head
	Recess	<u>1</u> 2 3 4 5 6	
	Math	1 2 3 4 5 <u>6</u>	Slap thigh and head
	Art	1 <u>2</u> 3 4 5 6	

Team Time

- Who: Team
- What: Complete a behavior pathway based on the Bobby example.
- Timeframe: 15 minutes
- Report Out: None

Skill Check: Complete a competing behavior pathway for Bobby

During a Quick FBA, the team gathers the following information about a third grader named Bobby from an interview with his teacher and the written information she provided on the pre-referral form. Bobby is diagnosed with a bipolar disorder and he has a history of academic failure. Problem behaviors consist of not following his teacher directions and mean or rude comments to peers. These behaviors are likely to occur during literacy group time which includes reading out loud and writing activities. They are less likely to occur during teacher demonstrations and large group listening activities. When Bobby exhibits these behaviors, his teacher reminds him of the class rule once and then gives him a time-out at his desk to pull himself together. Since he does not comply with the expectations for time-out, he frequently misses the entire literacy activity.

Example of a Summary Statement Muscott, 2004

- During transition periods when new students are present, Jane uses aggression by striking peers on the back with an open hand for one to two seconds three or four times a period with no physical injury. This behavior is more likely to occur if she has had a reprimand the previous period. It is less likely when she is with students she knows. The behavior results in the students complaining to the teacher who then takes Jane out of the classroom. As a result, Jane avoids interacting with peers in unstructured situations.

Jim

(Mann, 2006)

Jim's classroom behavior is marked by work avoidant behaviors (doesn't get started; gives up quickly; wanders the room; fidgets; scribbles on work papers...). In the classroom, Jim will gladly accept 1:1 help from his teacher and the classroom assistant.

On the playground, Jim is 'The Man'; he gets peer attention by bossing, dominating games, pushing and hitting. Peers follow him, but seem to fear him. He is defiant and non-compliant when adults address him on the playground (he refuses to do what adults ask; says 'mind your own business' 'leave me alone' or 'I wasn't doing anything').

5 Minute Think: Why would Jim continue to behave this way in the classroom and on the playground?

How Would Identifying Function Influence a Behavior Plan?

Example: 3 Children consistently disrupt class and are sent to the office for “discipline”:

Jen: Occurs at 10:30; she meets friend who has job in office (Maintained by Peer Attention)

Chad: Occurs when assigned a writing task; goes to ISS – sits quietly till end of class (Maintained by Task Avoidance)

JoJo: Occurs sporadically; spends at least 15 minutes processing with Asst Principal (Maintained by Adult Attention)

The behavior is similar, but

How could knowing function influence a behavior plan?

Summary Statement

How does data gathering help team identify function?

Ted has been reported for yelling near-swears in the hallway between classes and on the bus an average of 5 times per week over the past 2 months. The behavior continues despite detentions, in-school suspensions and parent conferences. When he does the behavior, peers around him laugh and give him 'high fives'. Ted giggles defiantly and looks at peers for approval whenever an adult reprimands him for the behavior. Sometimes he stops after a reprimand, but sometimes he continues until he is removed from the situation.

Summary Statement

How does data gathering help team identify function?

The behavior never occurs during class time, and never occurs after physical education class or after he has had lunch with his supervised lunch group on Tuesdays and Thursdays. Only two reports in the past month have come on a Tuesday or Thursday (1 each). *All* disciplinary reports from teachers and bus driver check-off his motivation as to “*gain peer attention.*”

Team Time

- Who: Team
- What: Review the Targeted Team Self- Assessment (Part 2).
- Action plan priority items from Self- Assessment (Part 1) unless you have rated them all in place.
- Timeframe: 30 minutes
- Report Out: None