

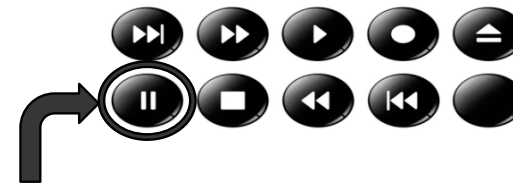


Understanding and Addressing Challenging Behaviors: Expect Success

Webcast 3:
Defining the Behavior



“It’s ok to hit the pause
button...”



Understanding Behaviors
Using an ***F.B.A.***
Process



Functional Behavior Assessment

Proven method to obtain a thorough understanding of the behavior and the circumstances surrounding it:

A-B-C = Antecedent + Behavior + Consequence

Subsequently, a Behavior Intervention Plan (BIP) is developed, implemented and assessed for its effectiveness.

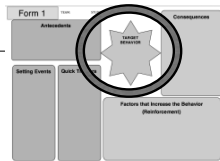
OSEP Center for Effective Collaboration and Practice/FBA



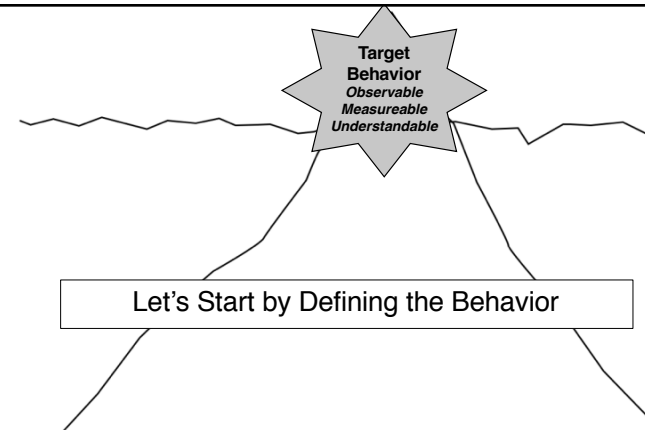
Process of FBA for Students with Complex and Challenging Needs

Defining Behavior

- Measureable and Observable



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How to Define the Behavior

- Identified as what can be observed
- Described in a way that can be measured

Ask yourself: If anyone read this description, and observed the student, would they recognize the behavior?

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Defining the Behavior: Poor Examples

- Tantrum
- Hyperactive
- Non-compliant
- Poor impulse control
- Being aggressive
- Frustrated



"Ryan Runs and Screams"

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How to Define the Behavior: Better Examples

- Makes noises that can be heard across the room
- Pushes papers, pencils and books off the desk
- Slaps the computer screen with palm of hand
- Urinates on the wall and floor



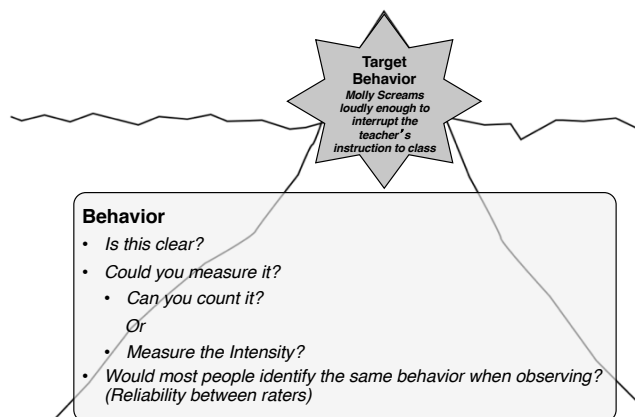
"When around a group of kids in an unstructured activity, Ryan will start to run around and his voice gets loud enough that others may stare or move away from him."

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Meet Molly

Molly is a young child that is attending her first year of "organized" education. She has been described as being very cute and engaging, until things don't go her way! She likes many aspects of the kindergarten class, but certain activities seem to be a problem. Circle time is just not her favorite time and that seems to be the time when she becomes the most unhappy. Activities at the table, hands on activities, music and the playground are all happy times for Molly. She likes a schedule and generally wants the schedule to be on her time. Although Molly is verbal, she seems to have trouble finding words to tell the teachers "what's wrong" when she is upset. Instead she screams and kicks and hits.

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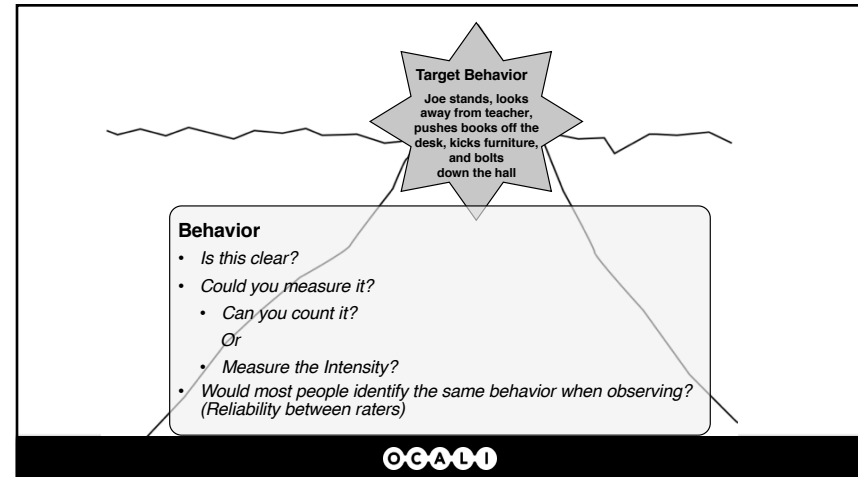
Meet Joe

- Joe is a 14-year-old boy educated in his neighborhood school. He is in a regular education classroom for a portion of his educational day and also receives part of his instruction in a small group in the "resource room". Sometimes the special education aide is available to assist in the regular education classroom and sometimes he attends with no assistant.
- Joe can read simple, clear directions and understands familiar questions in a written format. He has difficulty following a story that is more than a paragraph in length. Math is a strength. He understands the concepts well and can complete the worksheets with little assistance; however, he becomes stressed if he is required to write for more than 15 minutes. When he is able to work on the computer or keyboard, he can attend to the academic task for up to 30 minutes.
- Verbal directions and instructions are very hard for Joe to understand. He easily becomes confused when the teacher gives two- or three- step directions or when she speaks quickly. Others have noticed that Joe is more likely to respond promptly and accurately when the aide gives the directions, instructions or requests.

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Meet Joe (continued)

- Joe can answer questions in short phrases, if they are familiar. He has difficulty expressing himself verbally in situations that are emotional or when there is much activity in the environment. He is more successful verbally when he is given “wait time” after he is presented with a question.
- Joe is most comfortable in small social groups or one-on-one social interactions. He has been observed to pull away when others come close. It is difficult for him to participate in large groups. Joe generally chooses to interact with three boys in the class. These are the boys that are quiet and tend to be interested in books, computers, cars, and music.



Meet Rubin

- Rubin is a 16 year old sophomore who attends his neighborhood school in the ED (Emotionally Disturbed) program. He is in the ED classroom for some of his classes, and in general education for Biology, American History, Industrial Arts, and Choir. He participates in Industrial Arts and Choir completing all assignments.
- In his more academic classes, many times Rubin puts his head down on his desk, doesn't participate, and doesn't complete assignments. If pushed to join class and do his work, his behavior can escalate to verbally threatening staff and punching furniture/walls/lockers.



Meet Rubin (continued)

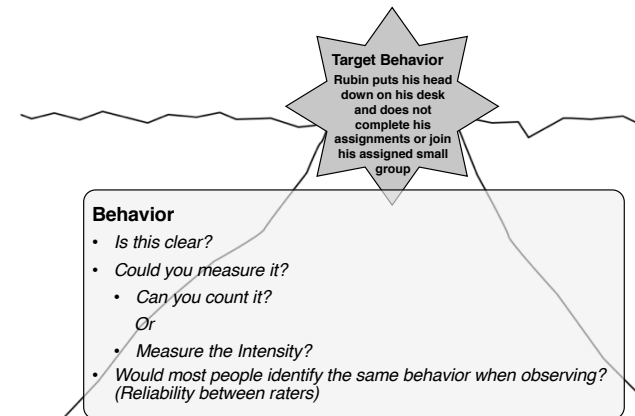
- Rubin can read at a seventh grade level, although his rate is slow and comprehension is at a fifth grade level. His math skills are at a sixth grade level.
- Rubin withdraws when there are longer reading passages, or if he has to do a lot of writing. He doesn't ask for help, and doesn't accept help when it is offered.
- He has three close friends and does well socially other than some inappropriate language (i.e., swearing, suggestive jokes). In classes, he tends to sit in the back and only talks with kids he already knows well. He doesn't like to work in small groups.



Meet Rubin (continued)

- Rubin takes medication for ADD and for depression. His home-life is challenging—just mom in the home; dad in jail; 2 older brothers are known drug dealers and are in the criminal justice system; no support for school success.
- Rubin wants to be a car mechanic. He has trouble connecting his school work to becoming a mechanic.

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Behavior Plan Steps Chart

Step	Creating an Individualized Behavior Support Plan	
1	Select the target individual. Select the target behavior that the team would like to help the individual change. Questions to consider: What behavior is having an impact on the individual's ability to access learning, LRE, social opportunities, or safety? What behavior is the team willing to focus on to learn a new process?	
2	Identify underlying challenges that may be associated with the behavior. Informal assessment questions provided. See Behavior Forms: Underlying Issues Student Profile	
3	Define the behavior in measurable terms. See Behavior Forms: Form 1 (Green Star Target Behavior Only)	
4	Consider data questions for identified behavior. What will you measure? Frequency? Duration? Intensity? How and When? Discuss what you have for baseline data and if you need more. See Behavior Forms: Form 2	
5	Identify antecedents, setting events, triggers, consequences, reinforcement. These are your initial ideas. You may refine as you go through the process. Guidance questions for potential antecedents and consequences are provided. See Behavior Forms: Form 1	

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Your Turn

- Select target behavior for your student
- Write draft of target behavior on paper & have checked
- After checking with trainer, transfer to Form 1 ABC
- **Only fill in Target Behavior on Form 1 for now**



Form 1

Antecedents

Setting Events

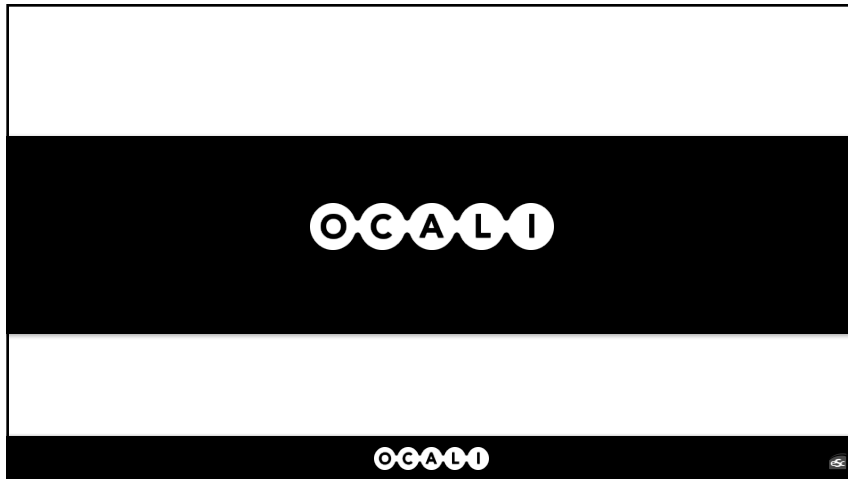
Quick Triggers

Consequences

TARGET BEHAVIOR

Factors that Increase the Behavior (Reinforcement)

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