



**Illinois
State Board of
Education**



Culturally Responsive Functional Behavior Assessments

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Behavior Assessment Training Program

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Welcome

In this webinar will examine what it means for to have Culturally responsive evidence-based functional behavior assessments.

Guest speaker: Dr. West

Welcome and Introductions



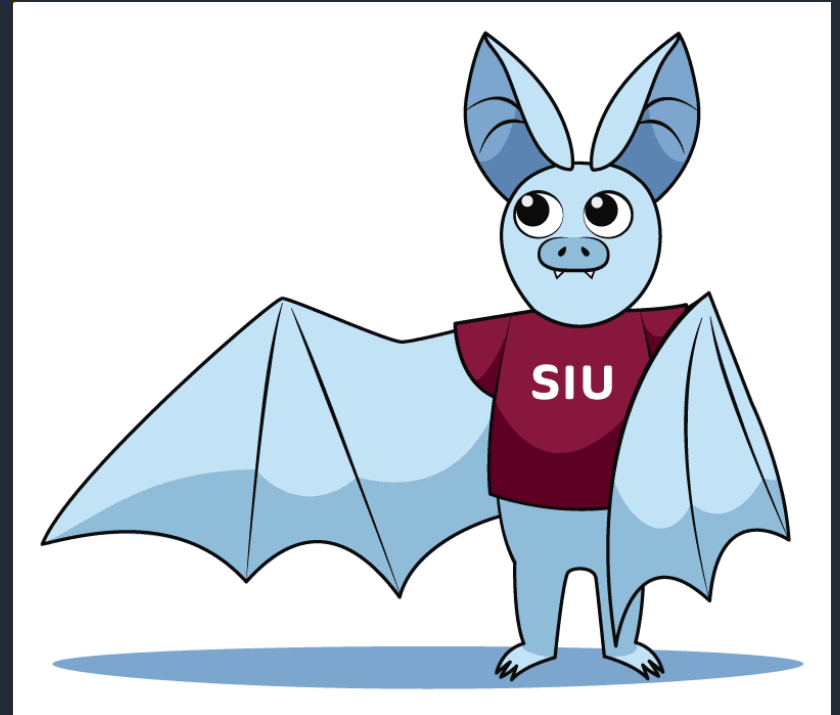
*Behavior
Assessment
Training*

SIU Southern Illinois University
CARBONDALE



What is your role in your school district?

- Special education teacher
- General education teacher
- Related service personnel
- Administrator
- Other



About the BAT project

The Behavior Assessment Training (BAT) project provides professional webinars by content experts on implicit bias, culturally responsive functional behavior assessment (FBA) practices, behavior intervention plans (BIPs), the impact of trauma and other adverse circumstances, family collaboration and early childhood.

This project is funded by the Illinois State Board of Education through an IDEA Part B Federal Grant.



Importance of topic

Students from historically marginalized groups are more likely than their peers to be affected by exclusionary discipline practices, like suspensions and expulsions. Too often educators view student behavior as a problem, instead of the communication that it is.

Culturally, linguistically, and racially diverse children and youth with disabilities make up a disproportionate percentage of students who receive punitive, restrictive, and often exclusionary disciplinary actions.

What the
BAT project
is doing
about it

Monthly Webinars

Annual Conference

District-specific support

Guidance document

Technical assistance library

BAT webinar schedule

October (archived)

- Teacher Bias & Stereotype Awareness

November (archived)

- Evaluation & Bias

December (archived)

- Legal/Ethical Requirements of FBAs and BIPs

January 18th (archived)

- Viewing student behavior through an action plan

February 15th (archived)

- Culturally Responsive Evidence-Based Behavior Interventions

March 15th

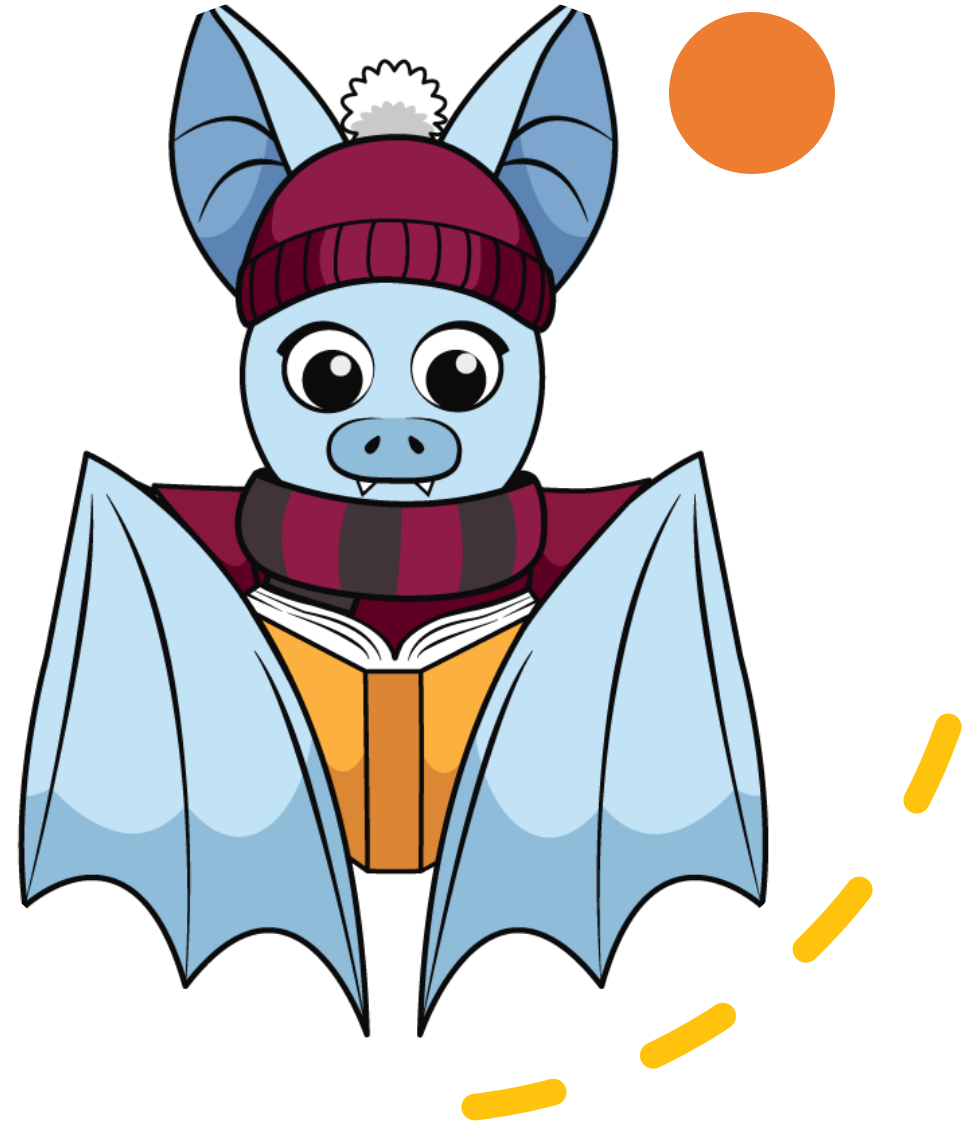
- Culturally Responsive Evidence-Based FBAs

April 19th

- Culturally Responsive Evidence-Based BIPs

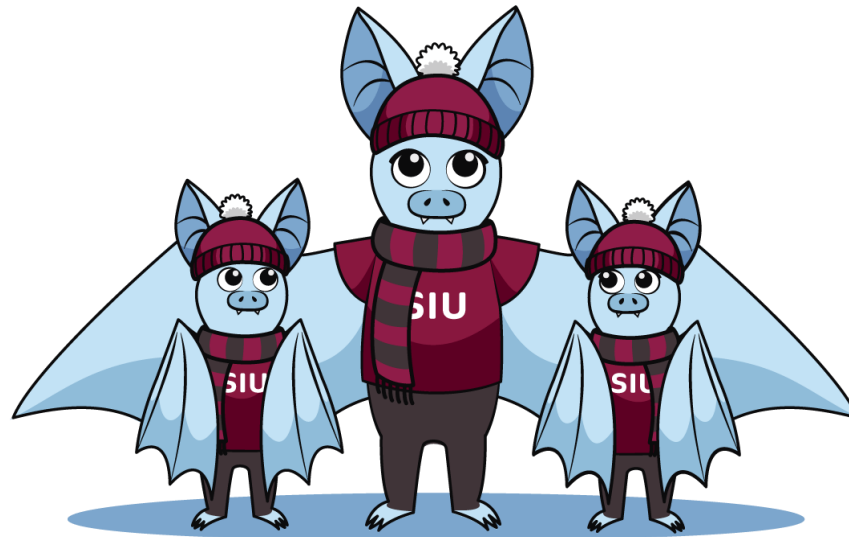
May 17th

- Expanding on major behavior management themes



Culturally Relevant Pedagogy (CRP) by Gloria Ladson-Billings (1994): is "a pedagogy of opposition specifically committed to collective, not merely individual, empowerment."

Culturally Responsive Teaching (CRT) by Geneva Gay (2000) is used to describe "using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively."



Strengths-based

- What do your students do well?
- What strengths do they bring with them?
- What funds of knowledge do they bring with them?
- How does their presence enhance your room?





When to use what

Evidence-based interventions

- Validated for a specific purpose with a specific population
- Only useful for a range of problems
- Must be paired up with the right situation.

A hammer is not an effective tool for every job.

Fidelity and Match

Evidence that supports interventions assume that the treatment is used in the manner that it was researched.

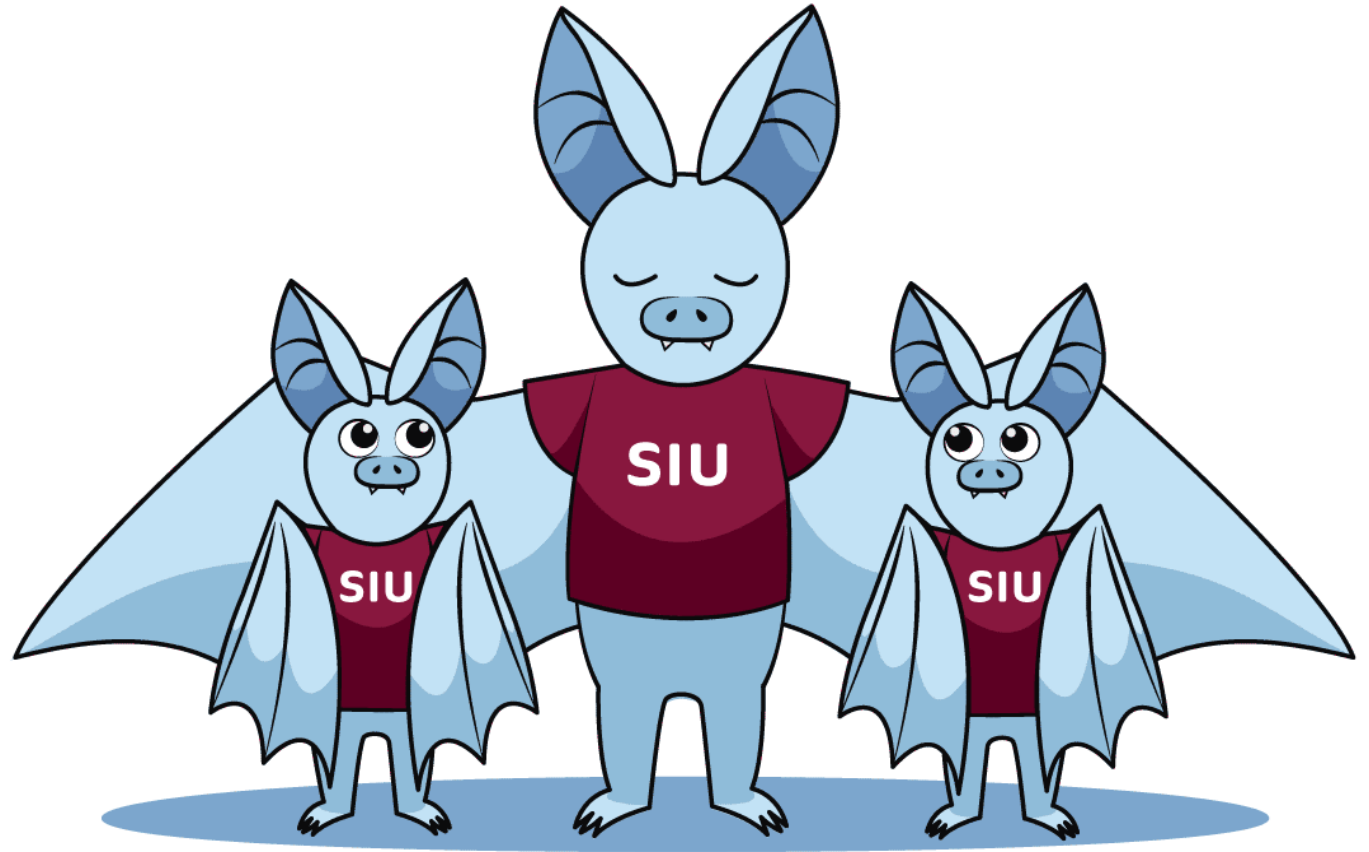
Changing parts of an intervention, while typical, can invalidate the evidence-based intervention.

There are many ways to change an intervention (frequency, materials, setting), which can alter the effectiveness of the evidence-based interventions.



How comfortable in the FBA process are you?

- I'm a rock star with the FBA process.
- Somewhat comfortable
- I know some components but am still growing in practice.
- I admit to being clueless.



Functional Assessment Data Collection Methods

Indirect assessment (asking others)

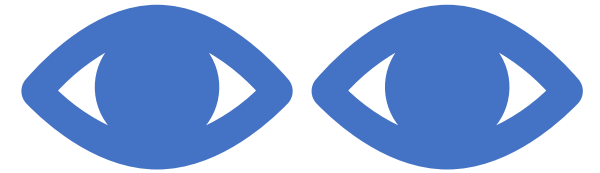
- behavioral interview
- questionnaires and rating scales

Direct observation assessment (seeing for yourself)

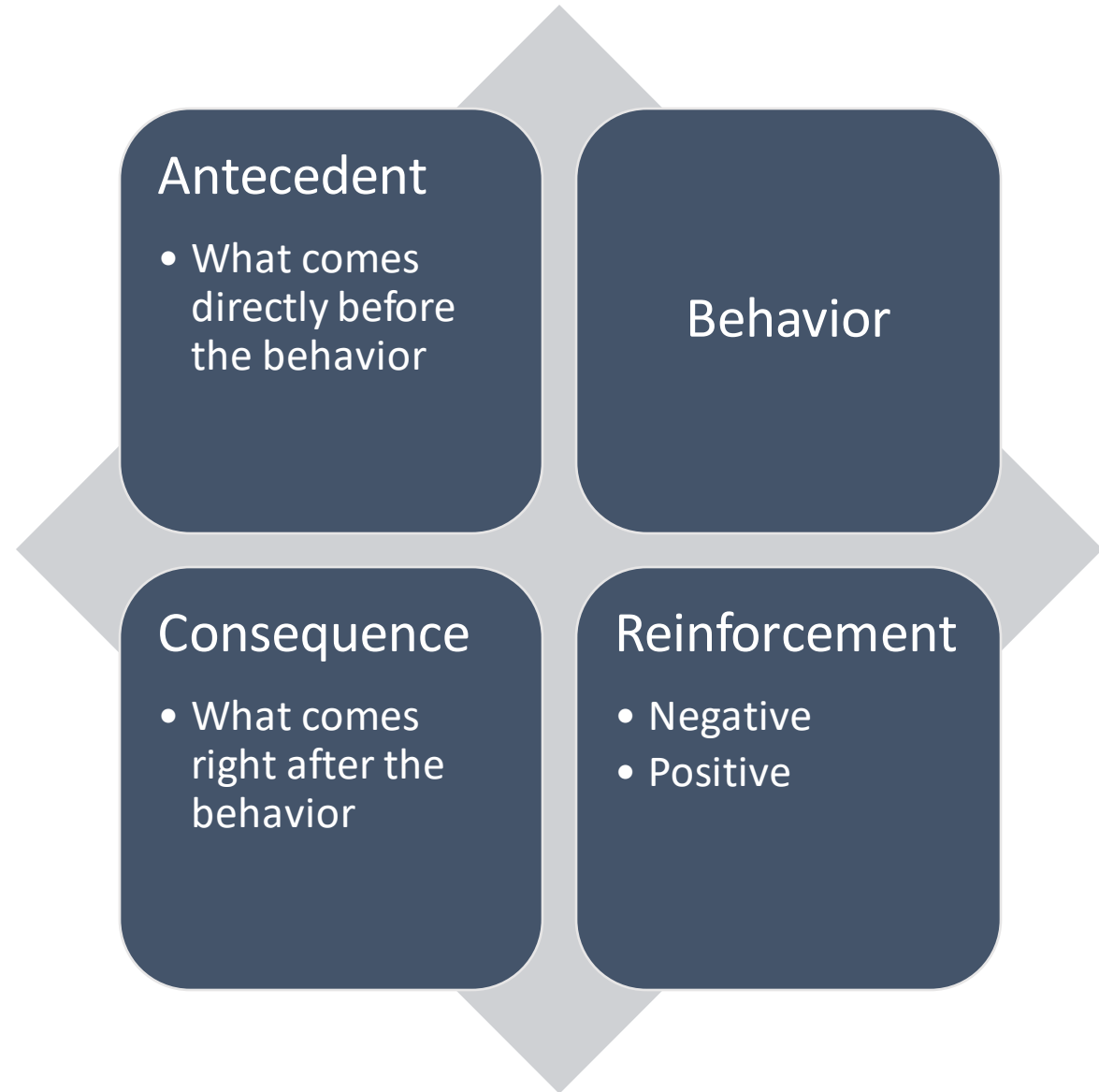
- descriptive A-B-C recording
- checklist recording of A-B-Cs
- interval recording of A-B-Cs

Functional analysis (change antecedents and consequences)

- exploratory - evaluate a number of possible functions
- hypothesis testing – test and control condition for one function



Using the
data to be
strategic



Subjectivity in behavior descriptions and expectations



The Three Ds

- Defiance
 - Disrespect
 - Disruption
-
- Dangerous
 - Decorum



Vague Terms

- Inappropriate/Appropriate
- Insubordinate
- Rude
- Aggressive
- Loud
- Polite
- Dis/Respectful



Strategic
vs. reactive

Focus on
teaching





Functional Assessment Questions

Problem behaviors

- Describe all the behaviors involved in the problem.
- Is there a predictable sequence of behaviors?

Antecedents

- When, where, and with whom does the problem behavior occur?
- What circumstances, situations, or activities lead to the problem behavior?
- Are there emotional or behavioral predictors of the problem behavior?
- Is the problem behavior related to medication, medical condition, pain, discomfort, problems with sleep, other biological factors, or other setting events?

Antecedents to Inappropriate Behavior

A. Frustration due to:

- Response Ignorance
- Complex materials, lacking in appropriate adaptations
- Lack of functional vocabulary to communicate
- Goal of performance interruption

B. Under-stimulation: Boredom

- Being ignored
- Meaningless repetition beyond criterion
- Nonfunctional activity
- Pacing too slow

C. Overstimulation

- Environment: For example, number of students, noise
- Rate of physical prompting or verbalizations
- Pace of activity

D. Environmental expectation or models

Hypothesized function



What are they getting out of it?



If they are doing it repeatedly,
it is working.

What need (function) is being communicated?

Attention Seeking

Communication of needs and wants

Seeking escape or avoidance

- Difficult task, unfavorable setting, physical discomfort or pain, peer or staff ridicule, showing vulnerability or inability to do a task.

Sensory feedback

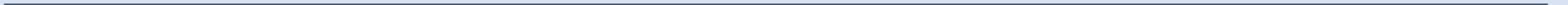
- Blindisms, earache, sinus pain, skin irritation, hunger, constipation, fatigue


Listen to
kids



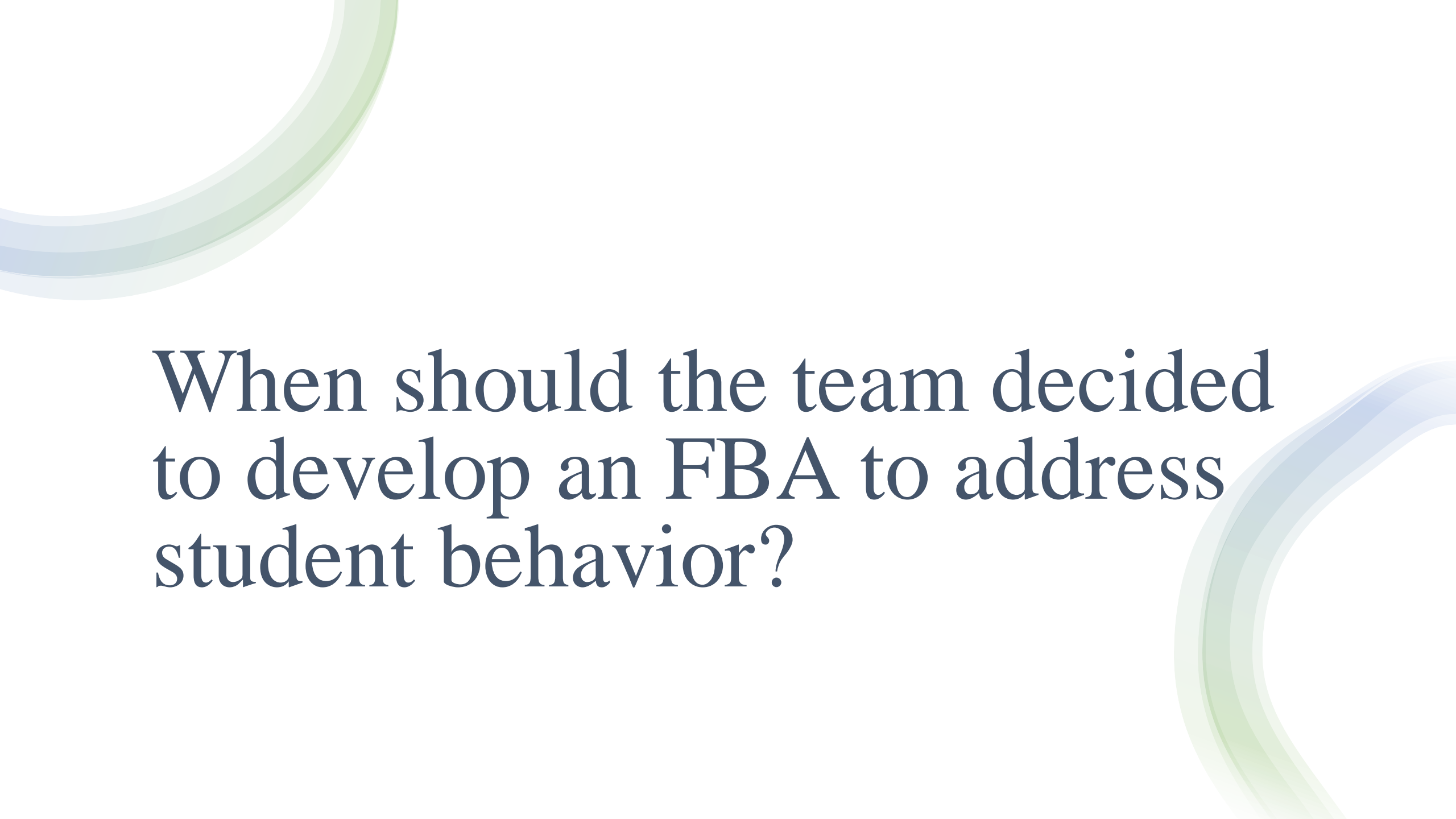


Introducing Dr. West






Dr. West discusses
culturally responsive
evidence-based functional
behavior assessments

The background features decorative curved lines in shades of green and blue, positioned in the top-left and bottom-right corners.

When should the team decided
to develop an FBA to address
student behavior?



Who should be a
part of the FBA
process?



What role does cultural responsiveness play in the development of an FBA?



What is the one (or two) big things educators should understand about culturally responsive evidence-based functional behavior assessments?



Audience questions

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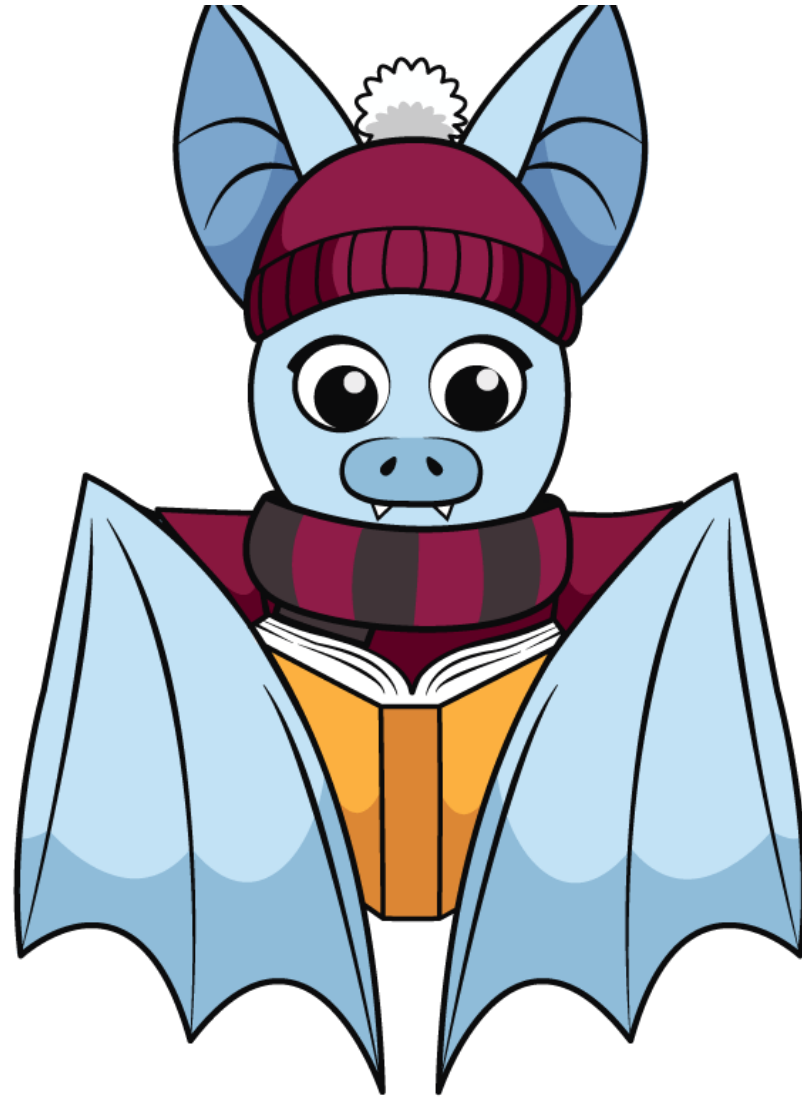
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Thank you for your participation!



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HUMAN SCIENCES**

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