Behavior Assessment Training Fall 2022 Conference

BAT Topic #2

Welcome and Introductions

Audience poll

- Special education teacher
- General education teacher
- Related services personnel
- School-site admin
- District-level admin
- Other

Agenda

About the BAT project

BAT webinar schedule

Preview of Subjects in Topic 2

- CR Evidence-Based Behavior Interventions

- CR Evidence-Based FBAs

- CR Evidence-Based BIPs

- Expanding on major themes

Closing comments and questions

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.

BAT webinar schedule

Topic 1
- Teacher Bias & Stereotype Awareness
- Evaluation & Bias
- Legal/Ethical Requirements of FBAs and BIPs
- Viewing student behavior through an action plan

Topic 2
- Culturally Responsive Evidence-Based Behavior Interventions
- Culturally Responsive Evidence-Based FBAs
- Culturally Responsive Evidence-Based BIPs
- Expanding on major themes

Topic 3
- Staff, Community & Family Collaboration
- Implementation Fidelity
- Culturally Responsive data collection
- Summary and general follow up

Topic 4
- Significant Behavior Needs
- Impact of Trauma and Other Adverse Circumstances
- Court involved youth
- Early childhood

Culturally Responsive Evidence-Based Behavior Interventions

Culturally Responsive

"When academic knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly." ~ Geneva Gay, 2000

Behavior

- Problem behavior could include virtually any repeated pattern of behavior (or absence of behavior) that interferes with learning or engagement in pro-social interactions

- Students learn to perform (or not perform) a particular behavior in ways that satisfy a need or result in a desired outcome

- Some problems are associated with skill deficits

- Some problems are associated with consequences of behavior

- Some problems are associated with both lack of a skill and consequences produced by other behavior

Behavior concerns impact so much

- Academics
- School culture
- Attendance
- Student and staff safety
- Relationships
- Graduation rates
- Postsecondary success

Focus on teaching skills and keeping students in school

- When a student shows up in our classroom and they do not have the skills they need to read, we don't punish them or send them home, we teach them.

- When students show up missing the skills they need to be successful in our classrooms from a behavior standpoint, too often we respond with punishment instead of teaching them the skills they need to be successful.

Selecting Target Behaviors for Intervention

Is the behavior disruptive on usual basis or to a high level?

Does the behavior impede socialization or acceptance from peers?

Does the behavior obstruct learning, either academic or social?

Will decreasing this behavior result in positive outcomes for the student?

Operational Definitions

Description of the behavior

Observable and *measurable* characteristics of the of the behavior

Examples of the behavior

Common understandings help eliminate ambiguity and confusion

- Consistent expectations

- Consistent feedback

- Consistent data collection

Vague Terms

- Inappropriate/Appropriate

- Insubordinate

- Rude

- Aggressive

- Loud

- Polite

- Dis/Respectful

(Un)Measurable Terminology

Understand…………………?

Appreciate…………………?

Characterize………………?

Recognize…………………?

Judge………………………?

Formulate…………………?

Rationalize…………………?

Evaluate……………………?

Interpret……………………?

Analyze……………………?

Definitions of key FBA and BIP terms

Antecedent
- What comes directly before the behavior

Behavior

Consequence
- What comes right after the behavior

Reinforcement
- Negative
- Positive
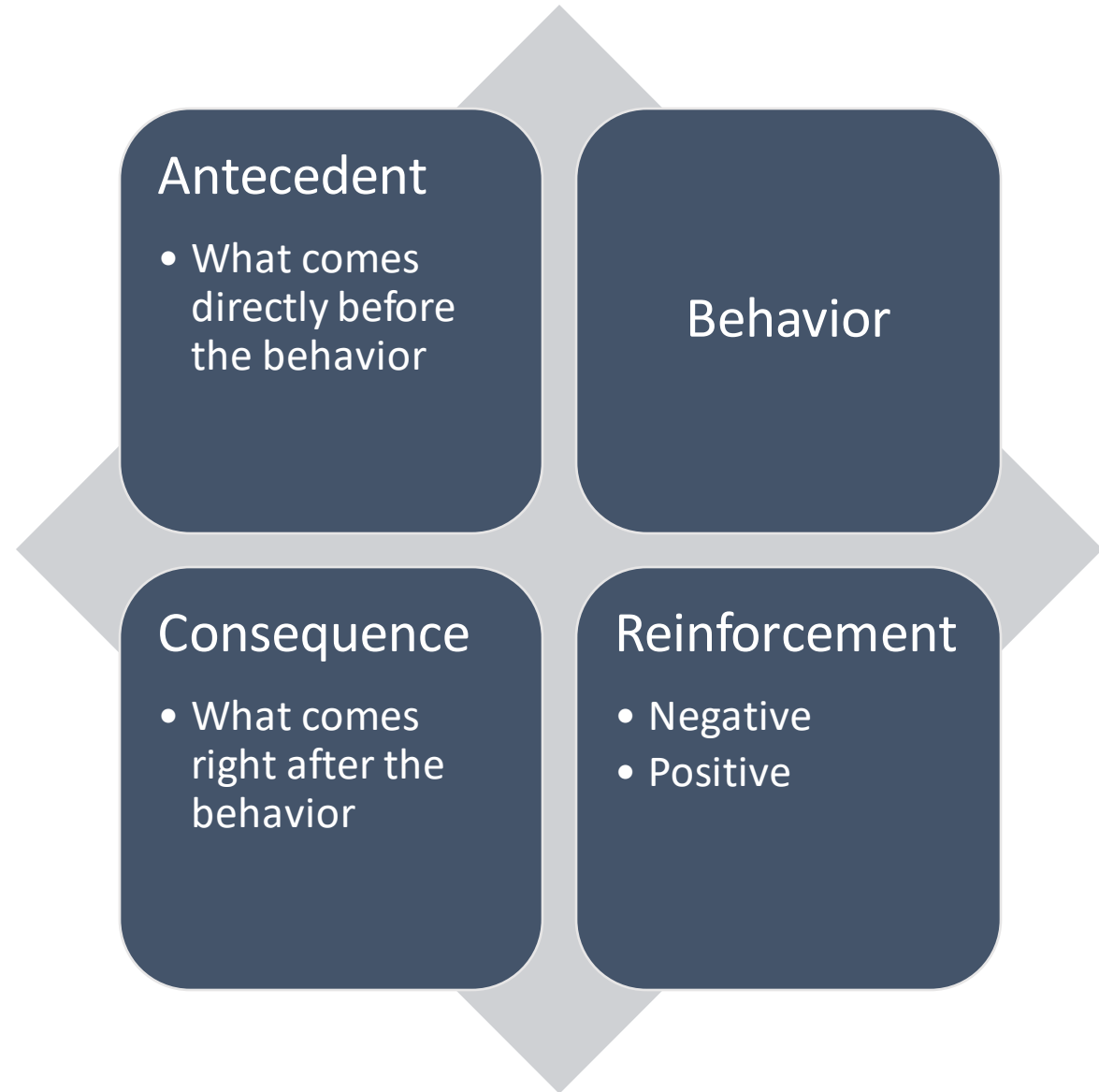
Functional Assessment Questions

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?

Functional Assessment Questions

Consequences

- What happens when the problem behavior occurs?

- How do people react to the problem behavior?

- What does the behavior get for the child?

- What does the child escape from or avoid by engaging in the behavior?

Alternative behaviors

- What do you want the child to do instead of the problem?

- Would this desirable behavior displace the problem?

- Is the child capable of engaging in this behavior?

- What prevents this behavior from occurring?

Functional Assessment 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

Functional Assessment Questions

Consequences (aka: what happens when the behavior occurs?)

- How do people react to the behavior?
- What does the behavior get for the student?
- What does the student avoid by engaging in the behavior?

Alternative behaviors (aka: what do you want the student to do instead?)

- Would this desirable behavior fulfill the same need/function?
- Is the student capable of engaging in the replacement behavior?
- What prevents this behavior from occurring now?

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

Ask Yourself….

Does the student understand the behavioral expectations for the situation?

Is the student aware he or she is engaging in the behavior, or is it a "habit"?

Is the student physically and/or cognitively capable of controlling the behavior, or does he or she need support?

Does the student have the skills necessary to perform new behaviors?

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

Two types of reinforcement

- Positive reinforcement

- Negative reinforcement

- Both positive reinforcement and negative reinforcement **strengthen** behavior - they make the behavior **more likely** to occur in the future

Positive and Negative reinforcement in the same situation

Disruption in a grocery store

- Child's behavior is strengthened by getting candy from a parent (positive reinforcement)

- Parent's behavior of giving candy to child is strengthened by termination of the disruption (negative reinforcement)

Tying it all together

Matching replacement behaviors and reinforcement plans with identified behavior purpose
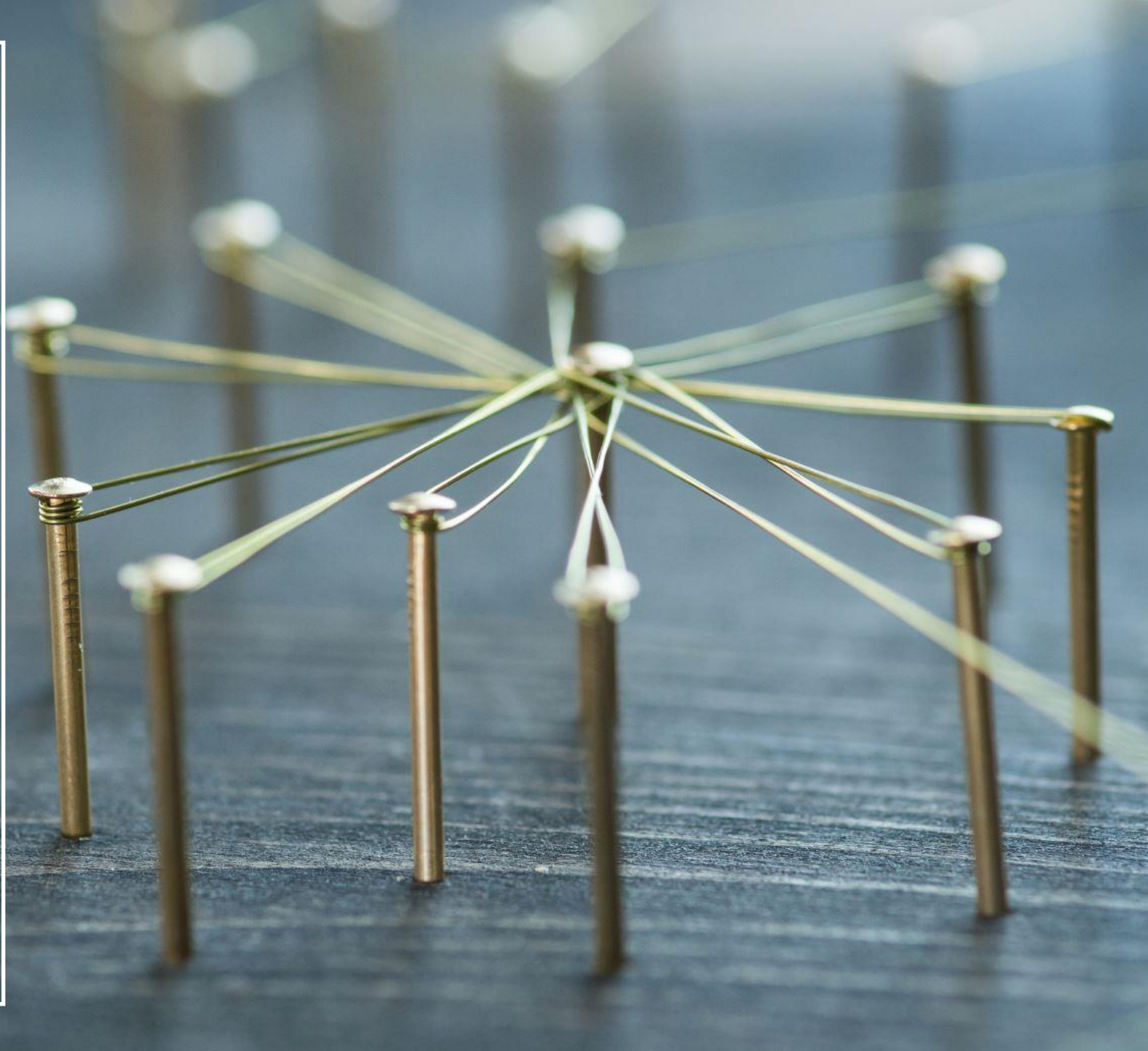
Big Picture

Let's continue the conversation

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