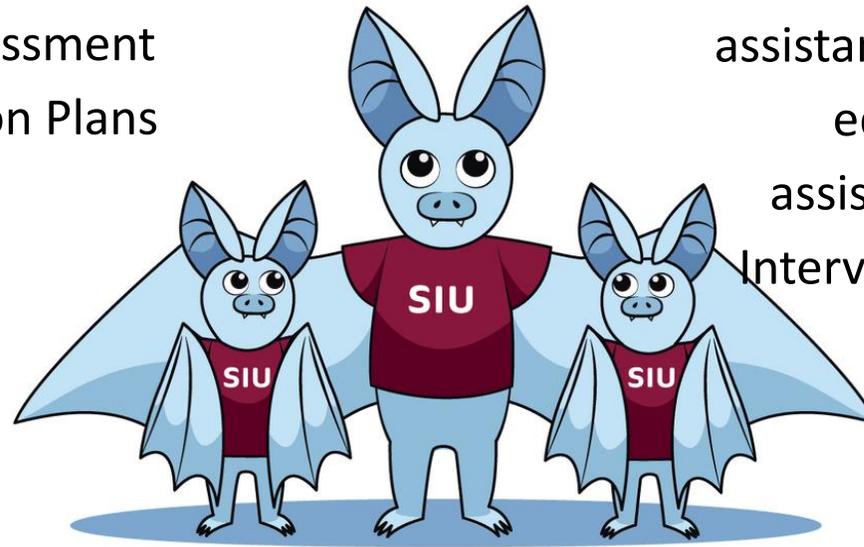


Behavior 101: Foundational Concepts of Behavior for Classroom Teachers and Paraprofessionals, Part 3

Michelle Connet, M.Ed.
March 8, 2025

Behavior Assessment Training (BAT) Project

We provide comprehensive, professional learning for special education personnel on culturally responsive Functional Behavior Assessment (FBA) practices, Behavior Intervention Plans (BIPs) and Positive Interventions and Behavior Supports for students across all grade levels.



The BAT Project can provide tiered professional development and technical assistance to school districts and special education cooperatives requesting assistance on FBAs, BIPS, and Positive Interventions and Behavioral Supports.

Poll #1 – Who are you?

- General education teacher
- Special education teacher
 - Administrator
 - Social Worker
 - Other

Review

- 7 Dimensions of ABA
- Reinforcement vs Punishment
- Measurement
- Direct vs. Indirect Data
- Permanent Product
- Continuous & Discontinuous Measures
- Data and Graphs
- ABCs of Behavior





The 7 Dimensions of Applied Behavior Analysis

Bar, Wolf, & Riley (1968)

Behavioral
Focus on observable and measurable behavior

Applied
Make a difference of social importance

Analytic
Prove relationships between behavior and the environment

Conceptually Systematic
Relate procedures to behavioral principles

Technological
Procedures are clear and replicable

Effective
Behavioral techniques result in socially significant change

To help you remember:
G.E.T.A.C.A.B.

Generality
Results are durable and long lasting

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Visual of Reinforcement and Punishment



Troubleshooting
Reinforcement
video



ABCs of Behavior

- A chain of events creates the learning process for behaviors. This behavioral chain can be referred to as the ABC model.
- Antecedent - what happens immediately before the behavior
- Behavior - the behavior you observed
- Consequence - what happens immediately after the behavior

A - B - C

Agenda

- Behavior Intervention Plans
- Functions of Behavior
- Antecedent-Based Interventions
- Preventing/Reducing Problem Behaviors
- Shaping
- Differential Reinforcement/ Behavioral Momentum
- Extinction
- Crisis/Emergency Procedures

Poll #2: What is your level of confidence of the FBA process?

- I take data and write FBAs all the time.
- I take data and write FBAs with some confidence.
- Neutral
- I take data for someone else to use in the creation of an FBA.
- I don't know what the reason is for an FBA.

What is an FBA?

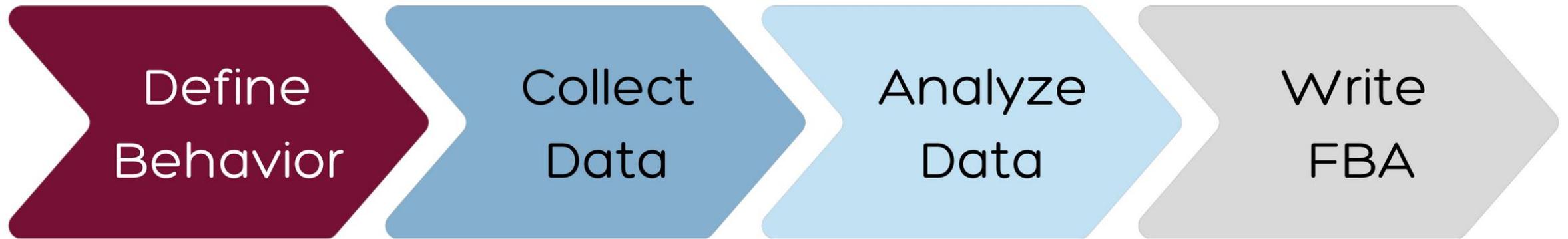
- FBA stands for Functional Behavioral Assessment
- It is a process for gathering information that is used to maximize the effectiveness and efficiency of a behavior support plan
- Comprehensive and systematic
- Helps bring clarity and understanding to otherwise chaotic and confusing situations

Using Functional Behavioral Assessments to Create Supportive Learning Environments: U.S. Department of Education Dear Colleague Letter, November 2024

- The U.S. Department of Education emphasizes fostering safe, inclusive learning spaces to enhance student engagement and well-being.
- OSERS and OESE provide guidance on using Functional Behavioral Assessments (FBAs) to support students whose behavior interferes with learning.
- FBAs help identify the root causes of behaviors and are part of evidence-based practices like Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS).
- Overreliance on exclusionary discipline negatively impacts student outcomes, disproportionately affecting marginalized groups.
- Expanding the use of FBAs for all students can lead to proactive, instructional strategies that reduce disciplinary removals.
- Federal funding and resources are available to support professional development and implementation of FBAs.
- A collaborative approach can create inclusive, supportive learning environments that enhance student success.

[Using Functional Behavioral Assessments to Create Supportive Learning Environments. November 2024 - Individuals with Disabilities Education Act](#)

What is an FBA?



What is an FBA?

STUDENT NAME: _____ DATE OF MEETING: _____

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. A Functional Behavioral Assessment that is used in developing a Behavioral Intervention Plan must be reviewed at an Individualized Education Program (IEP) meeting and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

Student's Strengths – Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.).

Operational Definition of Target Behavior – Include a description of the

Setting – Include a description of the setting in which the behavior

Antecedents – Include a description of the relevant events that p

Consequences – Include a description of the result of the target

Environmental Variables – Include a description of any en

Hypothesis of Behavioral Function – Include a hypothesis of the relationship between the behavior and the environment in which it occur

Antecedents – Include a description of the relevant events that preceded the target behavior.

Consequences – Include a description of the result of the student?

Environmental Variables – Include a description of a

Hypothesis of Behavioral Function - Include a hypoth

STUDENT NAME: _____ DATE OF MEETING: _____

FUNCTIONAL BEHAVIORAL ASSESSMENT (AS APPROPRIATE)

Complete when gathering information about a student's behavior to determine the need for a Behavioral Intervention Plan. A Functional Behavioral Assessment that is used in developing a Behavioral Intervention Plan must be reviewed at an Individualized Education Program (IEP) meeting and should be attached to the IEP.

The Functional Behavioral Assessment must include data collected through direct observation of the target behavior. Attach documentation of data collection.

Student's Strengths – Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.).

Operational Definition of Target Behavior – Include a description of the frequency, duration, and intensity of the behavior.

Setting – Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved).

Hypothesis of Behavioral Function

Non-behavioral functions such as, “control,” “authority,” “bullying,” “anger management,” and “intimidation” have been used by schools to describe functions of behavior.

These labels are inappropriate because they:

- go beyond the behavioral foundations,
- locate the problem within the students,
- lack empirical verification,
- are not observable and therefore measurable, and
- focus responsibility for change on the student.

Of equal importance, these labels are not useful in the active design of behavior support.

Functions of Behavior

Escape/Avoid

Attention/Connection

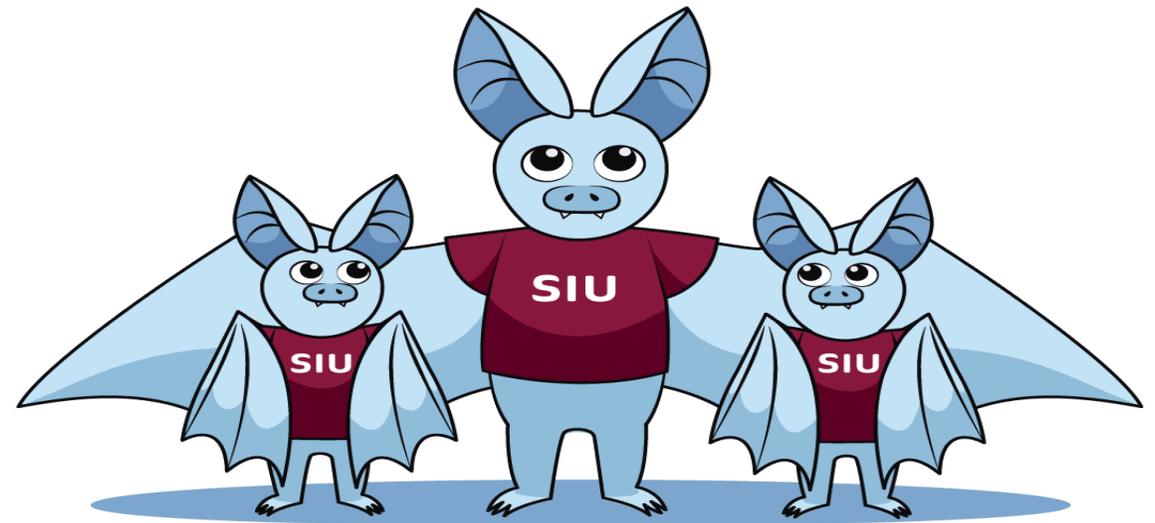
Obtain/Access

Sensory

Questions to ask:

- What purpose does the behavior serve to accomplish, or communicate?
- What are the antecedents?
- Are there events, persons, or contexts that precede or accompany the behavior?
- Are there patterns in the behavior's occurrence that might give insights?
- What are the consequences of the behavior?
- What results does the behavior provide that might meet the student's needs?

FBA Data Collection to BIP Translation



Discussion Question:

What were some barriers to writing FBAs that you encountered? What were some proactive solutions that you developed for those barriers?

What is a BIP?

- The main purpose of conducting an FBA is to increase the effectiveness and efficiency of behavior intervention plans.
- BIP stands for Behavior Intervention Plan
- Behavior plans describe the behavior of the plan implementers
- Plans are focused on instruction, prevention, and reinforcement
- Plans should make problem behaviors irrelevant, inefficient, and ineffective
- Plans should fit the setting where they will be implemented

STUDENT NAME: _____ DATE OF MEETING: _____

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)
BEHAVIORAL INTERVENTION STRATEGIES AND SUPPORTS

Environment – How can the environment or circumstances that trigger the target behavior be adjusted?

Instruction and/or Curriculum – What changes in instructional strategies or curriculum would be helpful?

Positive Supports – Describe all additional services or supports needed to address the student's identified needs that contribute to the target behavior.

Motivators and/or Rewards – Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.

Restrictive Disciplinary Measures – Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used. Include necessary documentation and timeline for evaluation.

Crisis Plan – Describe how an emergency situation or behavior crisis will be handled.

Data Collection Procedures and Methods – Describe expected outcomes of the interventions, how data will be collected and measured, what the criteria are to determine success or lack of success of the interventions.

Provisions for Coordination with Caregivers – Describe how the school will work with the caregivers to share information; provide training to caregivers and how often this communication will take place.

STUDENT NAME: _____ DATE OF MEETING: _____

BEHAVIORAL INTERVENTION PLAN (AS APPROPRIATE)

Complete when the team has determined a Behavioral Intervention Plan is needed.

Target Behavior

Is this behavior a Skill Deficit or a Performance Deficit?

Skill Deficit: The student does not know how to perform the desired behavior.
Performance Deficit: The student knows how to perform the desired behavior but does not consistently do so.

Student's Strengths – Describe the student's behavioral strengths.

Hypothesis of Behavioral Function – Include hypothesis developed through the Functional Behavioral Assessment. (Attach completed form.) What desired thing(s) is the student trying to get? OR What undesired thing(s) is the student trying to avoid?

Summary of Previous Interventions Attempted – Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made, or replacement behaviors taught.

Replacement Behaviors – Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g., student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

ISBE 34-54K (1/22) Illinois State Board of Education, Special Education Department, 100 North First Street, Springfield, Illinois 62777

What is a BIP?

Poll #3: Which part of the BIP do you struggle with writing?

- Summarizing prior interventions.
- Describing the setting.
- Stating the operationally defined target behavior in positive terms.
- Collecting data.
- Describing behavioral interventions that will teach replacement behaviors.

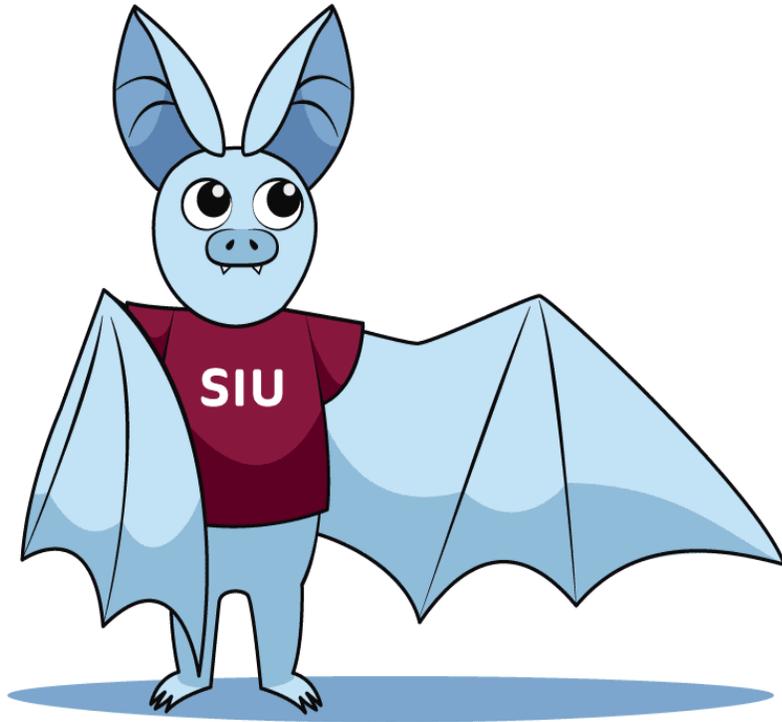
Non-Example of IEP Goal	Example of IEP Goal
<p>By the end of the semester (or date shown by the IEP team) and given classroom instruction and calming techniques prompted as needed, the student will decrease inappropriate screaming by 90% of the baseline mean for five consecutive sessions.</p>	<p>By the end of the semester (or date shown by the IEP team), and given classroom activities, timer, token economy, and calming techniques prompted as needed, the student will sit quietly during class for 30 minutes as measured by data charts.</p>
<p>By the end of the semester (or date shown by the IEP team), and given playground/social setting, the student will not hit other students # of trials out of the total # of trials as measured by data charts.</p>	

Additional Considerations when Evaluating a Potential Intervention

- *Speed and degree of effects.* How rapidly and to what extent will the intervention affect the presenting problem(s)?
- *Durability.* Is the influence exerted by the intervention likely to be long-lasting or permanent?
- *Generalization.* Is the influence exerted by the intervention likely to extend to a range of settings?
- *Side effects.* What adverse side effects are likely to occur from the intervention?
- *Empirical/clinical validity.* Does the intervention have a reasonable scientific and clinical basis for trying to influence this behavior for this person?
- *Social acceptability.* Does the implementation of the intervention avoid stigmatizing or devaluing the person experiencing the intervention?
- Depending upon the student's needs, IEP, or other factors these interventions may be restrictive.

Discussion Question: What have you used to evaluate a potential intervention?

- *Speed and degree of effects.*
- *Durability.*
- *Generalization.*
- *Side effects.*
- *Empirical/clinical validity.*
- *Social acceptability.*
- *Restrictiveness.*



BIP Best Practices

Antecedent Interventions

- Antecedent-based interventions (ABI) are a collection of practices in which environmental modifications are used to change the conditions in a setting that prompt a learner to engage in undesirable behavior.

[Example of antecedent intervention](#)

Preventing/Reducing Problem Behaviors

- **Positive Behavioral Supports and Interventions:** prevention strategies and are preferred because of the low risk of negative side effects, and the high priority placed on teaching behavior opposed to managing and controlling behavior. They may be used without the development of a written behavioral intervention plan and without documentation in the individualized education program (IEP).
- **Reactive Nonrestrictive Behavioral Interventions:** supporting behaviors and in preventing escalation of inappropriate behaviors.

[Elementary scenario](#)

[Behavior Assessment Training | STEM Education Research Center | SIU](#)

Shaping

- Shaping involves systematically reinforcing successive approximations of a target behavior. It is a process of gradually molding or shaping behavior by reinforcing behaviors that are increasingly similar to the desired behavior.

[Shaping video](#)

Differential Reinforcement

Reinforcing a desirable behavior in a particular context while withholding reinforcement for any undesirable behaviors

[Differential reinforcement example](#)

Behavioral Momentum

- Behavior momentum is a strategy that increases the likelihood of appropriate behavior by asking a student to do two or three things they typically want to do and then following up with a request for a behavior the student typically does not want to do. This strategy builds momentum toward appropriate behavior. By following a pattern of easy-easy-hard, easy-easy-hard, you increase the learner's motivation to engage because you are building in many opportunities for success.

[Behavioral Momentum example](#)



Extinction

- Reinforcement provided for an undesirable behavior is discontinued in order to decrease or eliminate occurrences of the behavior

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THE BURST
When extinction is experienced, the organism tends to exhibit increased intensity, rate, & variability of behavior (especially functionally relevant topographies)

WARNING!
Don't implement extinction without considering the following

SPONTANEOUS RECOVERY
A previously extinguished bx may suddenly reappear, even though it hasn't been reinforced. Keep calm and maintain extinction.

Describes the return of a previously extinguished behavior when the bx which replaced it undergoes extinction

RESURGENCE

Meyer, Sulzer-Azaroff & Wallace (2014) Behavior Analysis for Lasting Change, Third Edition, Cornwall-on-Hudson, New York, Sloan Publishing, LLC

EXTINCTION

REMOVING REINFORCEMENTS TO CURB AN UNDESIRABLE BEHAVIOR

Crisis/Emergency Procedures

- [Public-Act-102-0339-fact-sheet.pdf](#)
- [RTO-Bill-of-Rights.pdf](#)

Physical Restraint, Time Out, and Isolated Time Out Bill of Rights

This Bill of Rights provides parents and guardians with an overview of the requirements and rights related to the use of physical restraint, time out, and isolated time out (RTO). RTO should be used as a last resort and only when the threat of imminent danger of serious physical harm exists. The information presented in this guide is not meant to be exhaustive and does not include a complete explanation of all the laws. However, at a minimum, parents and guardians should be aware of their rights when RTO is utilized to ensure the safety and well-being of their child.

Terms to Know

- **Chemical Restraint:** Using medication to control a student's behavior or to restrict a student's movement.*
- **Imminent Danger:** A situation in which a student presents a danger to the safety and well-being of himself, her self, or another person and is likely to cause immediate physical harm.
- **Isolated Time Out:** Involuntary confinement of a student alone in a time out room or other enclosure outside of the classroom without a supervising adult in the time out room or enclosure.
- **Mechanical Restraint:** Using a device or equipment that limits or prevents a student's movement.*
- **Physical Restraint:** Holding or restricting a student's movement.
- **Prone Restraint:** A physical restraint in which a student is held face down and physical pressure is applied to the body to prevent movement.*
- **Time Out:** Involuntary monitored separation of a student from classmates with a trained adult in the room for part of the school day or for a brief time in a non-locked setting.

RTO Standards

RTO may be used when:

- ✓ Your child's behavior may cause serious physical harm to self or others.
- ✓ The school tried to calm your child down with other

RTO must end when:

- ✓ Your child calms down and there is no longer a risk of serious physical harm to self or others.
- ✓ Your child says that he/she/they is unable to breathe

RTO must not be used if:

- ✓ Your child has health concerns and using RTO could harm your child.
- ✓ Your child did not follow directions

Physical Restraint, Time Out, and Isolated Time Out

Public Act 102-0339 Fact Sheet



This fact sheet summarizes frequently asked procedural questions and requirements pertaining to when schools use physical restraint, time out, or isolated time out (RTO) on a student. More specific answers to questions regarding the use of physical restraint, time out, and isolated time out can be found in this [guidance document](#).

Is prone restraint allowed?

Per 23 IAC 1.285(d)(4)(F), prone restraint is prohibited in all Illinois public schools, special education cooperatives, and nonpublic facilities. Prone restraint cannot be used on Illinois students placed at educational locations outside of Illinois, even if that location's local or state regulations allow it.

Is supine restraint allowed?

Under 23 IAC 1.285(d)(5)(A-G), supine restraint (or any other physical restraint, excluding mechanical, chemical, and prone restraint) may only be used if a student's behavior presents an imminent danger of serious physical harm to the student or to others, other less restrictive and intrusive measures have been tried and proven to be ineffective in stopping the imminent danger, there is no known medical contraindication to its use on the student, and the staff member(s) applying the technique has been trained in accordance with 23 IAC 1.285(i).

What should be provided to parents in the event of a physical restraint, time out, or isolated time out?

Per 105 ILCS 5/10-20.33 and 105 ILCS 5/34-18.20, within one business day, schools shall provide parents/guardians with the following information after each incident of RTO:

- (1) A copy of the standards for when RTO can be used;
- (2) Information about the rights of parents/guardians and students; and
- (3) Information about the parent/guardian rights to file a complaint with the state superintendent of education; the complaint process; and other information, including procedures for students who are eligible to receive special education services, to assist the parent/guardian in navigating the complaint process [23 IAC 1.285(g)(3)];
- (4) A copy of ISBE Form 11-01 – the information may be provided in printed form or, upon written request of the parent/guardian, by email [105 ILCS 5/10-20.33 and 105 ILCS 5/34-18.20].

What opportunities do parents have to discuss the incident of physical restraint, time out, or isolated time out with school staff?

Poll #4: Which intervention are you more likely to use?

- Antecedent-based intervention
- Shaping
- Behavioral Momentum
- Differential Reinforcement
- Positive supports and intervention

What's next in Part 4?

- Chaining
- Task Analysis
- Contingencies of Reinforcement
- Schedules of Reinforcement
- Token Economy
- Prompt and Prompt Fading
- Generalization and Maintenance

Please complete the exit survey.

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