Function-Based Thinking (FBT)
Applying a Proactive Process to Support Student Behavior in the Classroom

Produced by the Technical Assistance Partnership for Behavior
10/2022
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.
Who Are We?

• The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families.

• Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region.
Today’s Facilitators
Participant Introductions

- Name
- Role
- District
- School
- Population Served
## Training Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
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</thead>
</table>
| **BE RESPONSIBLE**| ✷ Take care of your personal needs  
                        ✷ Return on time and quietly  
                        ✷ Sign attendance sheets / complete eval. form  
                        ✷ Use electronic devices when necessary |
| **BE RESPECTFUL** | ✷ Put cell phones to “off” or “vibrate”  
                        ✷ Listen to others attentively  
                        ✷ Honor confidentiality when applicable  
                        ✷ Stay on topic |
| **BE ENGAGED**    | ✷ Be an active participant  
                        ✷ Participate with an open mind  
                        ✷ Take notes  
                        ✷ Make plans to stay until training dismissal |
## Virtual Training Expectations

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<td></td>
<td>✷ Complete evaluation form</td>
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<td></td>
<td>✷ Find a quiet place to participate</td>
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<tr>
<td>BE RESPECTFUL</td>
<td>✷ Use “mute” to prevent background noise</td>
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Self-Advocacy
Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support
Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities
Schools provide high-quality inclusive programs and activities.

Transition Support
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Participants will be able to:

• Operationally define challenging behaviors

• Understand the behavior pathway and use it to determine the function of behaviors

• Understand and engage with the FBT process to prevent, redirect, reduce and/or extinguish challenging behaviors
Agenda

• What are Challenging Behaviors?

• The FBT Process
  • Gather Data
  • Develop a Plan
  • Measuring a Plan’s Success

• Wrap Up
Pre School Materials:

• Challenging Behavior Definitions Chart
• Scenarios for Practice 1: Preschool Examples
• The Functions of Behavior
• Behavior Pathway
• Function-Based Thinking and Support Planning Process
• Responding to Challenging Behaviors note catcher
• Identifying Replacement Behaviors
• Scenarios for Practice 2: Preschool Examples
School-Age Materials:

• Challenging Behavior Definitions Chart
• Scenarios for Practice 1: School-Age Examples
• The Functions of Behavior
• Behavior Pathway
• Function-Based Thinking and Support Planning Process
• Responding to Challenging Behaviors note catcher
• Identifying Replacement Behaviors
• Scenarios for Practice 2: School-Age Examples
Organization of Modules

- Activity
- Handout
- Poll
- Discussion
- Reflection
- Action Plan
- Vetted/Policy
Challenging Behaviors Described

Challenging behaviors are:
- **Persistent** patterns of behavior, or perceptions of behaviors, that can...
  - Interfere with optimal learning and engagement in pro-social interactions.

Challenging behaviors can manifest in a variety of ways, including:
- **Aggression** toward self, others, and things.
- **Oppositional behaviors** – (e.g., avoiding tasks or refusal to comply).
- **Repetitive movements** that distract the child and may appear to have no purpose.
- **Tantrums** (e.g., dropping to the ground, yelling, screaming, crying, whining).
## Defining Challenging Behaviors - Behavioral Excesses

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Definition</th>
<th>Examples</th>
</tr>
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<tbody>
<tr>
<td>Disrespect/Disruption—Verbal Aggression</td>
<td>Student delivers socially rude/dismissive verbal messages in an inappropriate way</td>
<td>Taunting, teasing, name calling, profanity, screaming at peers/adults, threats</td>
</tr>
<tr>
<td>Disruption—Verbal General</td>
<td>Any other verbal behaviors to disrupt the classroom or school environment</td>
<td>Talking out, tantrums, crying, yelling, making noises, speaking loudly</td>
</tr>
<tr>
<td>Disruption—Physical Aggression</td>
<td>Bodily actions to cause serious physical contact where injury may occur</td>
<td>Hitting, punching, biting, kicking, grabbing, scratching, head butting, hair pulling, taking toys</td>
</tr>
<tr>
<td>Disruption—Physical General</td>
<td>Bodily actions to disrupt the classroom or school environment</td>
<td>Running, pounding, noisy with materials, destroying materials, horse play/roughhousing, throwing self to ground, undressing</td>
</tr>
<tr>
<td>Dishonesty</td>
<td>Deliberate misrepresentation of actual events</td>
<td>Lying, cheating, stealing</td>
</tr>
<tr>
<td>Automatic/Self-Stimulatory Behavior</td>
<td>Any, typically repetitious behavior, that accesses automatic reinforcement including self-injurious behavior</td>
<td>Repetitive body movements, self-injurious behavior, chewing objects, flipping fingers, tapping, etc.</td>
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### Defining Challenging Behaviors - Behavioral Deficits

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<thead>
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<th>Definition</th>
<th>Examples</th>
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<tbody>
<tr>
<td>Off-Task</td>
<td>Failure to engage in required activities</td>
<td>Failing to complete work, laying head on desk, sitting and not responding, not engaged in activity he/she should be engaged in</td>
</tr>
<tr>
<td>Defiance/Insubordination/Non-Compliance</td>
<td>Failure to follow directions/engage in required activities – specifically after prompted by teacher or another adult and/or talking back</td>
<td>Doing opposite of what is asked, refusal to follow an adult’s spoken direction within a reasonable time</td>
</tr>
<tr>
<td>Out of Seat/Out of Area</td>
<td>Failure to remain in assigned area or leaving school</td>
<td>Leaving the work area or classroom without permission, leaving school, any instance in which the student left a designated area without teacher permission</td>
</tr>
<tr>
<td>Isolation/No Social Interaction</td>
<td>Any behavior that reduces or eliminates a child’s interactions with others or with their environment</td>
<td>Avoids interaction or prefers to play alone, the child is not engaged in social interaction of any kind with peers/adults</td>
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</tbody>
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Impact of Challenging Behaviors

Preschool

Challenging behavior has significant negative impacts on young children:

• 1/3 of preschool age children engage in persistent patterns of challenging behavior

• Preschool teachers are concerned with working with children with challenging behaviors

• There are high rates of suspension and expulsion in the preschool setting

• Challenging behaviors and suspension/expulsion practices are associated with negative educational and life outcomes for young students including:
  ▪ Greater academic failure
  ▪ Grade retention
  ▪ Negative attitudes about school
  ▪ Less school engagement
  ▪ Higher rates of dropout
  ▪ Increased rates of incarceration

(Stegelin, 2018)
Impact of Challenging Behaviors
School-Age

Challenging behavior has significant negative impacts on youth

• Of 6 million students with disabilities in 2015-16, 400,000 received at least 1 out of school suspension

• Students with disabilities are suspended twice as often as their non-disabled peers and for longer periods of time

• Suspension/expulsion practices are associated with negative educational and life outcomes for students including:
  • Lower rates of school climate & safety
  • Increased rates of course failure, truancy, and high school non-completion
  • Involvement with the criminal justice system

(US Commission on Civil Rights, 2019)
Changing Our View on Children’s Behaviors

It is important to remember that all behaviors:

- Serve a purpose
- Are learned over time and can be replaced
- Are shaped by the environment
- Are repeated because they have been effective
- Are predictable and preventable

We must take the problem away from the student and think about:

- Why the behavior is occurring—What is the function?
- In what context/s is the behavior occurring?
- What changes can I make to my behavior or the environment to prevent the problem from occurring?
Pause and Think
Challenging Behaviors!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
The FBT Process

Photo from GettyImages.com
Function-Based Thinking

• FBT is a process designed to provide classroom teachers an enhanced and systematic method for managing problem behaviors.

• FBT involves defining problem behaviors and selecting interventions that match the function of behavior.

• Though FBT is NOT a Functional Behavioral Assessment (FBA), it adheres to the same basic principles.

(Hershfeldt, 2010)
Principles of FBT

• A hypothesis statement is developed based on the operational definition of the behavior

• Data is gathered by the classroom teacher which includes direct observation

• A support plan is developed by the teacher that aligns with the established function of behavior

(Hershfeldt, 2010)
# Differences Between FBA and FBT

<table>
<thead>
<tr>
<th><strong>FBA</strong></th>
<th><strong>FBT</strong></th>
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<tbody>
<tr>
<td>Is a process and a product</td>
<td>Is a quick systematic way of thinking that informs decisions for selecting effective function-based supports</td>
</tr>
<tr>
<td>Requires formal assessment and analysis of comprehensive data</td>
<td>Is a preliminary step</td>
</tr>
<tr>
<td>Involves a team approach</td>
<td>Only requires the teacher and knowledge of behavior management</td>
</tr>
<tr>
<td>Requires trained professionals</td>
<td>Draws from the research-based components of FBA</td>
</tr>
<tr>
<td>Is a lengthy and intensive process</td>
<td>Designed as an early intervention strategy for mild-moderate behavior problems</td>
</tr>
<tr>
<td>Not used as a preventative measure, but is used for more problematic behaviors</td>
<td>Is considered a Tier 1 intervention within a multi-tiered system of support</td>
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<tr>
<td>Is considered a Tier 3 intervention within a multi-tiered system of support</td>
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Rationale for FBT

• It is an efficient means of addressing challenging behaviors at the classroom level

• Provides the opportunity for more immediate change in the child’s school environment and possible behaviors

• It promotes early intervention for challenging behaviors to prevent more serious behavioral difficulties from developing
3 Steps of the FBT Process

1. Gather Information
2. Develop a Plan
3. Measure Plan’s Success
Step 1

Gather Information
Step 1 – Gather Information

Gathering of information or data about the presenting behavior

- Data may include:
  - Academic progress
  - Attendance records
  - Classwork and homework completion
  - Office Discipline Referrals (including suspension data)
  - Family reports
  - Visits to nurse, guidance counselor, social worker
  - Other...

- The combination of these data sources helps us to gain a holistic perspective of the student

(Hershfeldt, 2010)
Gathering Information about the Presenting Behavior

In order to engage in FBT, it is important to understand the A-B-Cs of behavior:

Antecedent – The events that happen right before a behavior occurs – they trigger the problem behavior.

Behavior – The observable behavior.

Consequence – What happens after the observable behavior occurs – the events that follow and maintain the behaviors.
The Behavior Pathway Diagram

When _____ happens, the student __________ and as a result the student ________.
Define the Behavior

The first step of the process is to define the observable behavior or what the student is doing.

Definitions of behaviors need to be:

- **Observable**: The behavior is an action that can be **seen**.
- **Measurable**: The behavior can be **counted** or **timed**.

Defined so clearly that a person unfamiliar with the student could easily recognize the behavior.
Which Behaviors are Observable and Clearly Defined?

Talks when teacher is lecturing, calls out in a loud voice, and sings
Draws pictures during group work time
Disruptive behaviors
Off-task behaviors
Throws objects, kicks over chairs
Angry and hostile behaviors
Calls peers' names

Uses inappropriate language
Attention problems
Taps or drums on desk, looks around the classroom
Refuses to do work/follow directions
Non-compliance
Yells “No” or “You can’t make me” when given directions
Defiance
Answers

Talks when teacher is lecturing, calls out in a loud voice, and sings

Draws pictures during group work time

Disruptive behaviors

Off-task behaviors

Throws objects, kicks over chairs

Angry and hostile behaviors

Calls peers' names

Uses inappropriate language

Attention problems

Taps or drums on desk, looks around the classroom

Refuses to do work/follow directions

Non-compliance

Yells “No” or “You can’t make me” when given directions

Defiance
Think, Pair, Share!

Develop an *observable* and *measurable* definition for one or two of the non-examples below. When you and your partner are done, discuss what you have come up with and prepare to share out to the large group.

Elijah is always **disruptive** in class.

Angelina is constantly **off-task** during math.

Melvin is **defiant**.

Brandon is **angry** and **horrible**.

Alexis uses **inappropriate language**.
YOUR TURN – Preschool Behavior

In the scenarios, identify the behavior:

Scenario 1:
• In the block area during centers, when Benjamin is told to stop playing and clean up and to get ready for nap time by the teaching assistant, he responds by throwing blocks and screaming. The teaching assistant then removes the child from the classroom to the principal’s office where he is allowed to play with toys until the principal can meet with him.

Scenario 2:
• During circle time when the students in the class are engaged and listening to the teacher, Jacklynn starts tapping her peers and making silly faces at them. The students begin to laugh and the teacher addresses Jacklynn’s negative behaviors.
YOUR TURN School-Age Behavior

In the scenarios, identify the behavior:

Scenario 1:

• During English Language Arts (ELA) class, when Benjamin is told to stop playing with his phone and to get his novel out to read by the teaching assistant, he responds by cursing, standing up from his desk and pushing it over. Benjamin then continues yelling and says “This is my phone; I can do whatever I want with my personal property. Try and make me do something different!” The teaching assistant then asks Benjamin to go down to the principal’s office where he continues to have access to his phone until the principal can meet with him.

Scenario 2:

• During math class when the students in the class are engaged and listening to the teacher, Jacklynn starts throwing paper airplanes at her peers and making loud noises at them. The students begin to laugh and the teacher addresses Jacklynn’s negative behaviors.
Identify the Antecedent

Once the behavior has been defined, you can begin to identify the antecedent.

- Remember: the antecedents are observable and measurable events that happen right before the behavior occurs.

Though the antecedent occurs first, it is important to remember that you must identify and define the behavior before you can determine the antecedent.
Antecedents
Where, When, What and with Whom

**Location**—density of people, lighting, noise level, room size, unfamiliarity.

**Activity**—non-preferred, lengthy, passive engagement.

**Task**—difficulty, novel, number of errors made, length, physical effort required.

**Instruction**—pace, difficulty, prerequisite mastery, number and types of prompts, response opportunities, teacher proximity, reinforcement schedule.

**People**—verbal/non-verbal prompts, tone of voice, experience, unfamiliarity
## Antecedents Preschool

### Examples

- During circle time, the teacher asked the student to put away a toy
- Was asked to line up after recess
- During snack time, the student was prompted to sit in his/her seat.
- During centers, the student is left alone while the teacher helps his/her peer
- During small group instruction, the student was prompted to complete a task
- During centers, the student was prompted to go to another activity area

### Non-Examples

- When the student wants control.
- The student refuses to listen and follow directions
- The student is angry and yelling
- In the morning
- When the student is hungry
- On the bus
Antecedents School-Age

**Examples**

During Social Studies (SS) class, the teacher asked the student to put away his cell phone

Student was asked to wait to get up from her seat until the bell rang

During a quiz, the student was prompted to sit in his/her seat

During centers, the student is left alone working independently while the teacher helps his/her peer

During small group instruction, the student was prompted to complete a task

During collaborative learning, the student was prompted to go to a specific peer group

**Non-Examples**

When the student wants control

The student refuses to listen and follow directions

The student is angry and yelling

In the morning

When the student is hungry

On the bus
YOUR TURN Preschool Antecedent

In the scenarios, identify the antecedent:

Scenario 1:
- In the block area during centers, when Benjamin is told to stop playing and clean up and to get ready for nap time by the teaching assistant, he responds by throwing blocks and screaming. The teaching assistant then removes the child from the classroom to the principal’s office where he is allowed to play with toys until the principal can meet with him.

Scenario 2:
- During circle time when the students in the class are engaged and listening to the teacher, Jacklynn starts tapping her peers and making silly faces at them. The students begin to laugh and the teacher addresses Jacklynn’s negative behaviors.
In the scenarios, identify the antecedent:

Scenario 1:
- During ELA class, when Benjamin is told to stop playing with his phone and to get his novel out to read by the teaching assistant, he responds by cursing, standing up from his desk and pushing it over. Benjamin then continues yelling and says “This is my phone; I can do whatever I want with my personal property. Try and make me do something different!” The teaching assistant then asks Benjamin to go down to the principal’s office where he continues to have access to his phone until the principal can meet with him.

Scenario 2:
- During math class when the students in the class are engaged and listening to the teacher, Jacklynn starts throwing paper airplanes at her peers and making loud noises at them. The students begin to laugh and the teacher addresses Jacklynn’s negative behaviors.
Identify the Consequence

Once the behavior and the antecedent have been identified, the next step is to determine the consequence of the behavior.

- What is the observable and measurable item, activity, or event that immediately follows the behavior

- The consequences can sustain/strengthen/reinforce (maintaining consequence) or weaken/suppress (punish) that behavior

- Maintaining consequences are consequences that meet the function of the behavior. If maintaining consequences are received by the child, it will increase the likelihood they will engage in this behavior again to meet the same function
YOUR TURN Preschool Consequence

In the scenarios, identify the consequence:

Scenario 1:
• In the block area during centers, when Benjamin is told to stop playing and clean up and to get ready for nap time by the teaching assistant, he responds by throwing blocks and screaming. The teaching assistant then removes the child from the classroom to the principal’s office where he is allowed to play with toys until the principal can meet with him.

Scenario 2:
• During circle time when the students in the class are engaged and listening to the teacher, Jacklynn starts tapping her peers and making silly faces at them. The students begin to laugh and the teacher addresses Jacklynn’s negative behaviors.
YOUR TURN School-Age Consequence

In the scenarios, identify the consequence:

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Scenario 2:

• During math class when the students in the class are engaged and listening to the teacher, Jacklynn starts throwing paper airplanes at her peers and making loud noises at them. The students begin to laugh and the teacher addresses Jacklynn’s negative behaviors.
Identify the Function

When determining the function of the behavior, it is necessary to understand the student’s perspective:

• What are they getting or trying to get from engaging in this behavior?

• What is the most important thing that the student wants to gain or avoid by engaging in this behavior?
The Functions of Behavior

- Get/Obtain
  - Sensory Stimuli
  - Tangible/Activity
  - Attention

- Escape/Avoid
  - Sensory Stimuli
  - Tangible/Activity
  - Attention
Common Functions of Behavior

TO AVOID/ESCAPE:
- Peer attention
- Adult attention
- Difficult task
- Boring task
- Easy task
- Physical demand
- Non-preferred activity
- Reprimands
- Sensory stimulation

TO OBTAIN/GET:
- Peer attention
- Adult attention
- Desired activity
- Desired object/items
- Sensory stimulation: auditory, tactile, etc.
Contextual Factors

1. In what settings do you observe the behavior?
2. Are there any settings where the behavior does not occur?
3. Who is present when the behavior occurs?
4. What activities or interactions take place just prior to the behavior?
5. What usually happens immediately after the behavior?
6. Can you think of a more acceptable behavior that might replace this behavior?
The Behavior Pathway

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>When...</td>
<td>The student...</td>
<td>And as a result,</td>
<td>To...</td>
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</table>

Hypothesis statement:
YOUR TURN Preschool Behavior & Function

In the scenarios, summarize the behavior & identify the function:

Scenario 1:

• In the block area during centers, when Benjamin is told to stop playing and clean up and to get ready for nap time by the teaching assistant, he responds by throwing blocks and screaming. The teaching assistant then removes the child from the classroom to the principal’s office where he is allowed to play with toys until the principal can meet with him.

Scenario 2:

• During circle time when the students in the class are engaged and listening to the teacher, Jacklynn starts tapping her peers and making silly faces at them. The students begin to laugh and the teacher addresses Jacklynn’s negative behaviors.
YOUR TURN School-Age Behavior & Function

In the scenarios, summarize the behavior & identify the function:

Scenario 1:
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Scenario 2:
• During math class when the students in the class are engaged and listening to the teacher, Jacklynn starts throwing paper airplanes at her peers and making loud noises at them. The students begin to laugh and the teacher addresses Jacklynn’s negative behaviors.
Pause and Think!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
Step 2:
Develop a Plan
Step 2 – Develop a Plan

• At this point in the process, the goal is to develop a plan that supports a change in behavior
• Considering the function of the behavior, a plan is developed to replace the challenging behavior with a more acceptable and prosocial replacement behavior
• The plan outlines methods for teaching and reinforcing the replacement behavior while extinguishing the challenging behavior

Hershfeldt, 2010
YOUR TURN: Preschool Student Scenario
Identifying the A-B-Cs to develop a Hypothesis Statement

• During table activities, Justine will begin crying and stomping when the teacher leaves to help or interact with another child. When she does this, the teacher returns to her table, addresses her negative behaviors, reminds her of the expectations, and prompts her to return to the activity.
YOUR TURN: School-Age Student Scenario
Identifying the A-B-Cs to develop a Hypothesis Statement

• **During small group activities, Justine will put her head down when the teacher leaves to help or interact with another student. When she does this, the teacher returns to her desk, addresses her behaviors, reminds her of the expectations, and prompts her to return to the activity.**
**Support Plan Process**

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<tr>
<td><strong>REPLACE:</strong></td>
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<tr>
<td><strong>PREVENT:</strong></td>
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<tr>
<td><strong>REINFORCE:</strong></td>
<td></td>
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<tr>
<td><strong>REDIRECT:</strong></td>
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<tr>
<td><strong>MINIMIZE REINFORCEMENT:</strong></td>
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<tr>
<td><strong>Plan for progress monitoring:</strong></td>
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Responding to Challenging Behaviors - Replace

**Replace**: problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

**Prevent**: problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

**Reinforce**: replacement & desired behaviors based on function/pay off for the student.

**Redirect**: problem behaviors by quickly & effectively redirecting student to replacement behavior.

**Minimize Reinforcement**: by ensuring that problem behaviors do NOT pay off for the student (i.e., does not result in the function of behavior).
Replacement Behaviors

Replacement Behaviors are:

- Socially acceptable alternatives to challenging behaviors that serve the same function. Replacement behaviors are taught to students with challenging behaviors in an attempt to eliminate the unwanted behaviors.

- An immediate attempt to reduce disruption and to decrease challenging behaviors in the classroom.

- Designed to actively begin breaking the student’s habit of using problem behavior to meet their needs by replacing it with a more acceptable replacement behavior.
Essential Features of Replacement Behaviors

• Serves the **same function** as the problem behavior

• Is **easier** to do and **more efficient** than the problem behavior
  - Must require less physical effort and provide more reliable access to the desired outcome/response than the problem behaviors

• Is **socially acceptable**
Rationale
Why use replacement behaviors?

• It helps the student to get his/her needs met in a more socially appropriate way
• It teaches a skill
• It is preventative – it helps the student learn what to do if they are in the situation again in the future
YOUR TURN Preschool Replacement Behavior
Identify the Appropriate Replacement Behavior for Justine

• During table activities, Justine will begin crying and stomping when the teacher leaves to help or interact with another child. When she does this, the teacher returns to her table, addresses her negative behaviors, reminds her of the expectations, and prompts her to return to the activity.

• Which is the best replacement behavior:
  • Have Justine sit with a peer.
  • Have Justine ask for a different task.
  • Have Justine solicit feedback from adults by saying “come see what I did/made!” or “look at this!”.
YOUR TURN School-Age Replacement Behavior

Identify the Appropriate Replacement Behavior for Justine

• During small group activities, Justine will put her head down when the teacher leaves to help or interact with another student. When she does this, the teacher returns to her desk, addresses her behaviors, reminds her of the expectations, and prompts her to return to the activity.

• Which is the best replacement behavior:
  • Pair Justine with a peer.
  • Have Justine ask for a different task.
  • Have Justine solicit feedback from adult by saying “can you come check my work?” or “look at this!”.

★
Teaching Behavior

After you have determined the skill or skills that need to be taught you must:

1. Develop an **observable definition** of the behavior and identify examples and non-examples.

2. **Model** and provide **opportunities for guided practice with feedback** before expecting the student to use the replacement behavior independently.

3. Schedule **additional review and practice** of the skill/behavior regularly.
Possible Replacement Behaviors – Accessing Attention

- Raising hand during teacher-directed lessons
- Saying peers’ and teachers’ names
- Tapping peers and adults on the shoulder
- Saying “excuse me” when interrupting
- Soliciting feedback (“Look what I did!”, “Come see what I made!”, “Can I show you something?”)
- Asking others to join in on activities (“Come here!”, “Will you join me?”, “Can you sit next to me?”)
Possible Replacement Behaviors – Accessing Desired Tangibles/Activities

Appropriate requests for desired items and activities
(e.g., “I want the ____”, “Can I have a turn?”, “May I have the _____ please?”)

Appropriate requests for more time with an activity
(e.g., “One more minute please”, “Can I have more time please?”, “Can I finish?”)

Appropriate requests for more of an item
(e.g., “Can I have more?”, “May I have another one”, etc.)
Possible Replacement Behaviors –
Accessing Sensory Stimuli

Request for a sensory break or sensory toy or activity

Socially acceptable behavior that provides the same or a similar sensation

Appropriate play and leisure skills
Possible Replacement Behaviors – Escape/Avoid Attention

Appropriate rejections
  (e.g., “Can we talk at a different time?”, “I’d like to be alone now.”)

Request for a break
  (e.g., “Can I work by myself?”, “Can I go to a different part of the classroom?”)
Possible Replacement Behaviors – 
*Escape/Avoid Task, Item or Activities*

Appropriate rejections
(e.g., “No thank you”, “Maybe later”, “Not right now”, “Can I do something else?”, “I don’t like that”)

Request for a break
Can be done verbally, using a gesture, or with a break card/ticket

Request for assistance
Possible Replacement Behaviors – *Escape/Avoid Sensory Stimuli*

Request a break

Communicate discomfort (e.g., “I don’t feel well”, “It’s too noisy/bright/crowded”, “I’m too hot/cold”, “I’m tired”, etc.)
Pause and Think Replacement!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
Responding to Challenging Behaviors - Prevent

Replace: problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

Prevent: problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

Reinforce: replacement & desired behaviors based on function/pay off for the student.

Redirect: problem behaviors by quickly & effectively redirecting student to replacement behavior.

Minimize Reinforcement: by ensuring that problem behaviors do NOT pay off for the student (i.e., does not result in the function of behavior).
Prevent Problem Behaviors

We can prevent problem behaviors by directly addressing triggers. These are called antecedent strategies.

When we identify preventative antecedent strategies, we need to:
  - Eliminate or alter the trigger so that the student will no longer need to use the problem behavior.

The best antecedent modifications directly address
  1. The identified antecedent
  2. The function of the problem behavior
Think About It Preschool...

*When the teacher walks away from Justine to interact or work with another child, Justine will cry and stomp.*

**Antecedent** – The teacher walks away from Justine

**Potential antecedent strategies** – *Directly address antecedent:*

- Tell Justine you're going to check in with her friends
- Plan for interval check-ins with Justine throughout the activity
- Use an alarm/stoplight timer to show Justine when you will return

**Non-Examples** – *Do not directly address antecedent:*

- Have Justine work with a friend
- Assign Justine an easier task for independent work time
- Have Justine take a break
Think About It School-Age...

*When the teacher walks away from Justine to interact or work with another child, Justine will put her head down.*

**Antecedent** – The teacher walks away from Justine

**Potential antecedent strategies – Directly address antecedent:**
- Tell Justine you're going to check in with her classmates
- Plan for interval check-ins with Justine throughout the activity
- Use an alarm to show Justine when you will return

**Non-Examples – Do not directly address antecedent:**
- Have Justine work with a peer
- Assign Justine an easier task for independent work time
- Have Justine take a break
YOUR TURN Preschool Function

Which Strategy Addresses the Function?

• *During table activities, Justine will begin crying and stomping when the teacher leaves to help or interact with another child. When she does this, the teacher returns to her table, addresses her negative behaviors, reminds her of the expectations, and prompts her to return to the activity.*

• **Antecedent** – The teacher walks away
  • Potential antecedent strategies
    • Allow Justine to work with her friends
    • Provide Justine with an easier task for independent work
    • Have Justine take a break
  ★ • Provide Justine with an alarm/timer to indicate when you will return
YOUR TURN School-Age Function

Which Strategy Addresses the Function?

• During small group activities, Justine will put her head down when the teacher leaves to help or interact with another student. When she does this, the teacher returns to her desk, addresses her behaviors, reminds her of the expectations, and prompts her to return to the activity.

• Antecedent – The teacher walks away
  • Potential antecedent strategies
    • Allow Justine to work with her peers
    • Provide Justine with an easier task for independent work
    • Have Justine take a break
    • Provide Justine with an alarm/timer to indicate when you will return
Prompts and Pre-Corrections

Prompts and pre-corrections are teachers using verbal or visual reminders of the expectations and replacement behaviors before the activities or contexts where the students are more likely to engage in challenging behaviors.

Example: *Student’s challenging behaviors during centers/small group work is maintained by adult attention*

- Before starting centers or small group work, the teacher can remind the student that if they need an adult, they can raise their hand and call the teacher’s name to obtain attention.
YOUR TURN Preschool Prompt or Pre-Correct

Prompt or Pre-Correct Justine

• During table activities, Justine will begin crying and stomping when the teacher leaves to help or interact with another child. When she does this, the teacher returns to her table, addresses her negative behaviors, reminds her of the expectations, and prompts her to return to the activity.

• We have taught Justine a replacement behavior. **How do we prompt or pre-correct Justine to use the replacement behavior before she engages in crying and stomping?**
YOUR TURN Prompt or Pre-Correct
Prompt or Pre-Correct Justine

• During small group activities, Justine will put her head down when the teacher leaves to help or interact with another student. When she does this, the teacher returns to her desk, addresses her behaviors, reminds her of the expectations, and prompts her to return to the activity.

• We have taught Justine a replacement behavior. How do we prompt or pre-correct Justine to use the replacement behavior before she puts her head down?
Pause and Think Prompt or Pre-correct!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
Responding to Challenging Behaviors - Reinforce

**Replace**: problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

**Prevent**: problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

**Reinforce**: replacement & desired behaviors based on function/pay off for the student.

**Redirect**: problem behaviors by quickly & effectively redirecting student to replacement behavior.

**Minimize Reinforcement**: by ensuring that problem behaviors do NOT pay off for the student (i.e., does not result in the function of behavior).
Reinforcing Positive Behaviors

When the student engages in the replacement behavior, quickly provide the student with an outcome that matches the outcome/function of the problem behavior.

Example: If a student raises hand to request a break; in order to escape difficult tasks, then quickly provide the student with the break.
Considerations for Reinforcing Behavior

The goals and expectations for the behavior must be reasonable
- Our expectations must match the student’s current level

The timeframe for goals for behavior must be reasonable
- In the beginning we try to reinforce every occurrence or approximation of the behavior
- It may become more sporadic as the student becomes more skilled and independent at using the appropriate behavior

The reinforcer must be valued by the student
- Understanding the function of the behavior is a good place to start when identifying valued reinforcers. If the function of the behavior is to gain adult attention, then the reinforcer should give access to adult attention
YOUR TURN Preschool Reinforce

Reinforce Justine's Behavior

• During table activities, Justine will begin crying and stomping when the teacher leaves to help or interact with another child. When she does this, the teacher returns to her table, addresses her negative behaviors, reminds her of the expectations, and prompts her to return to the activity.
  • Have Justine solicit feedback from adults by saying “come see what I did/made!” or “look at this!.”

How would you reinforce Justine's use of the replacement behavior?

• Put a sticker on her chart
• Immediately walk over to her table spot, smile, and say, "I really liked how you used your words to have me see what you made. This is 'Super Kid!' work"
• Give her a thumbs up from across the room
YOUR TURN School-Age Reinforce

Reinforce Justine's Behavior

• During small group activities, Justine will put her head down when the teacher leaves to help or interact with another student. When she does this, the teacher returns to her desk, addresses her behaviors, reminds her of the expectations, and prompts her to return to the activity.
  • Have Justine solicit feedback from adult by saying “can you come check my work?” or “look at this!”.

How would you reinforce Justine's use of the replacement behavior?
  • Put a sticker on her chart
  • Immediately walk over to her table spot, smile, and say, "I really liked how you used your words to have me see what you made."
  • Give her a thumbs up from across the room
Pause and Think Reinforce!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
Responding to Challenging Behaviors - Redirect

**Replace**: problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

**Prevent**: problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

**Reinforce**: replacement & desired behaviors based on function/pay off for the student.

**Redirect**: problem behaviors by quickly & effectively redirecting student to replacement behavior.

**Minimize Reinforcement**: by ensuring that problem behaviors do NOT pay off for the student (i.e., does not result in the function of behavior).
Redirecting Challenging Behavior

When Student begins to engage in the challenging behavior:

• **Redirect** or **Prompt** the student to use the replacement behavior...
  - A *subtle gestural* or *verbal prompt* to remind student to use the replacement behavior can effectively get the student on-track.
    - (e.g., Raising your hand to prompt hand-raising behavior (replacement-behavior) OR saying: “If you raise your hand, you can take a break.”)
  - When the student engages in the replacement behavior, quickly provide the student with an outcome that matches the function of the problem behavior
    - This should also help to prevent escalation.
    - (e.g., if student raises hand to request an easier, substitute assignment; in order to escape difficult tasks; then quickly provide the student with the easier task.)
YOUR TURN Preschool Redirect

Redirect Justine's Behavior

• During table activities, Justine will begin crying and stomping when the teacher leaves to help or interact with another child. When she does this, the teacher returns to her table, addresses her negative behaviors, reminds her of the expectations, and prompts her to return to the activity.
  • Have Justine solicit feedback from adults by saying “come see what I did/made!” or “look at this!.”

We have taught Justine the replacement behavior, but she has started to engage in crying and stomping instead. How do we redirect Justine to stop crying and stomping and engage in the replacement behavior?
YOUR TURN School-Age Redirect

Redirect Justine's Behavior

• During small group activities, Justine will put her head down when the teacher leaves to help or interact with another student. When she does this, the teacher returns to her desk, addresses her behaviors, reminds her of the expectations, and prompts her to return to the activity.

  • Have Justine solicit feedback from adult by saying “can you come check my work?” or “look at this!”.

We have taught Justine the replacement behavior, but she has started to engage in putting her head down instead. How do we redirect Justine from putting her head down to engage in the replacement behavior?
Pause and Think Redirect!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
Responding to Challenging Behaviors – Minimize Reinforcement

**Replace:** problem behavior by teaching a socially acceptable, efficient behavior that allows student to obtain the pay-off/function.

**Prevent:** problem behaviors by directly addressing triggers & prompting replacement behaviors based on the function of behavior.

**Reinforce:** replacement & desired behaviors based on function/pay off for the student.

**Redirect:** problem behaviors by quickly & effectively redirecting student to replacement behavior.

**Minimize Reinforcement:** by ensuring that problem behaviors do NOT pay off for the student (i.e., does not result in the function of behavior).
Minimizing Reinforcement of Problem Behaviors

• Making sure the problem behavior no longer works for the student

• Identifying a response that does not result in the desired payoff or the function of the problem behavior
  - **Example:** if the function of problem behavior is to escape the task, make sure when the student engages in problem behavior, they do not escape the task (e.g., must stay in for recess to complete the task, must complete the task during study hall)
  - Time out may not be effective if the function of student behavior is to escape the task
YOUR TURN Preschool Minimize Reinforcement

Minimize Reinforcement of Justine's Behavior

• During table activities, Justine will begin crying and stomping when the teacher leaves to help or interact with another child. When she does this, the teacher returns to her table, addresses her negative behaviors, reminds her of the expectations, and prompts her to return to the activity.

How would you minimize reinforcement of Justine's use of the problem behavior?

• Have Justine complete her assignment during play time
• Do not return to Justine's table/Do not engage with her
• Return to Justine's table until she complies with directions
• Give her a thumbs up from across the room
Minimize Reinforcement of Justine's Behavior

• During small group activities, Justine will put her head down when the teacher leaves to help or interact with another student. When she does this, the teacher returns to her desk, addresses her behaviors, reminds her of the expectations, and prompts her to return to the activity.

How would you minimize reinforcement of Justine's use of the problem behavior?

• Have Justine complete her assignment during study hall
• Do not return to Justine's desk/Do not engage with her
• Return to Justine's table until she complies with directions
• Give her a thumbs up from across the room
Opportunities to Practice

Given the scenarios:

• determine the **A-B-Cs** of the behavior
• create a **hypothesis statement** summarizing the behavior pathway
• brainstorm **preventative antecedent strategies** and possible **replacement behaviors**.

When you have completed the task, share with the individuals at your table and prepare to report out to the whole group.
Pause and Think Minimize Reinforcement!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
Step 3

Measure the Plan’s Success

Photo from GettyImages.com
Step 3 – Measure the Plan’s Success

• The plan’s success is based on a continuation of the data collection process, and it should periodically be compared with the initial baseline data.

• If the plan is successful, then there should be a reduction in the number of challenging behaviors observed and an increase in the number of times the child is utilizing the replacement behaviors.

• If there is no change in frequency/duration of the challenging behaviors, then the data and the plan should be reviewed.

(Hershfeldt, 2010)
Pause and Think Measures!

• What questions might you still have?

• What is one new concept or idea you have learned from this section?

• Is there still something you need more information on?
Wrap Up

Review Objectives
Q & A
Contact Information
Evaluation
Participants will be able to:

• Operationally define challenging behaviors

• Understand the behavior pathway and use it to determine the function of behaviors

• Understand and engage with the FBT process to prevent, redirect, reduce and/or extinguish challenging behaviors
Wrap-Up and Questions

• Share with us:
  - What reinforced or challenged your thinking today?
  - What questions do you still have?
Training Evaluation Survey

Link here
Break

Please return at