New York State Education Department
Office of Special Education
Educational Partnership

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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

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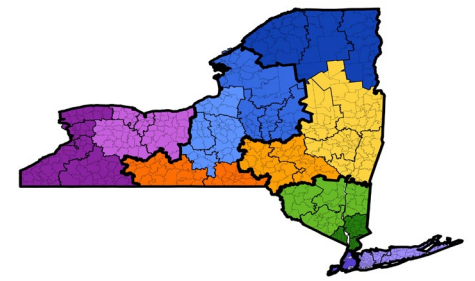
- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families

- 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

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Today's Facilitators

Participant Introductions

- **Name**
- **Role**
- **District**
- **School**
- **Population Served**

Training Expectations

EXPECTATION	BEHAVIOR
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

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Complete evaluation form ✧ Find a quiet place to participate
BE RESPECTFUL	✧ Use "mute" to prevent background noise ✧ 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

Blueprint for Improved Results for Students with Disabilities

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

Learning Objectives

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

What are Challenging Behaviors?

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

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

Defining Challenging Behaviors - Behavioral Deficits

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

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

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 is 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

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

Differences Between FBA and FBT

FBA

Is a process and a product

Requires formal assessment and analysis of comprehensive data

Involves a team approach

Requires trained professionals

Is a lengthy and intensive process

Not used as a preventative measure, but is used for more problematic behaviors

Is considered a Tier 3 intervention within a multi-tiered system of support

FBT

Is a quick systematic way of thinking that informs decisions for selecting effective function-based supports

Is a preliminary step

Only requires the teacher and knowledge of behavior management

Draws from the research-based components of FBA

Designed as an early intervention strategy for mild-moderate behavior problems

Is considered a Tier 1 intervention within a multi-tiered system of support

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

Antecedent →	**Behavior** →	**Consequence** →
When…	The student…	And as a result,…
2	1	3

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?

Activity

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!

Activity

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 <u>disruptive</u> in class.

Angelina is constantly <u>off-task</u> during math.

Melvin is <u>defiant.</u>

Brandon is <u>angry and horrible</u>.

Alexis uses <u>inappropriate language</u>.

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 and 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.

YOUR TURN School-Age Antecedent

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:

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.
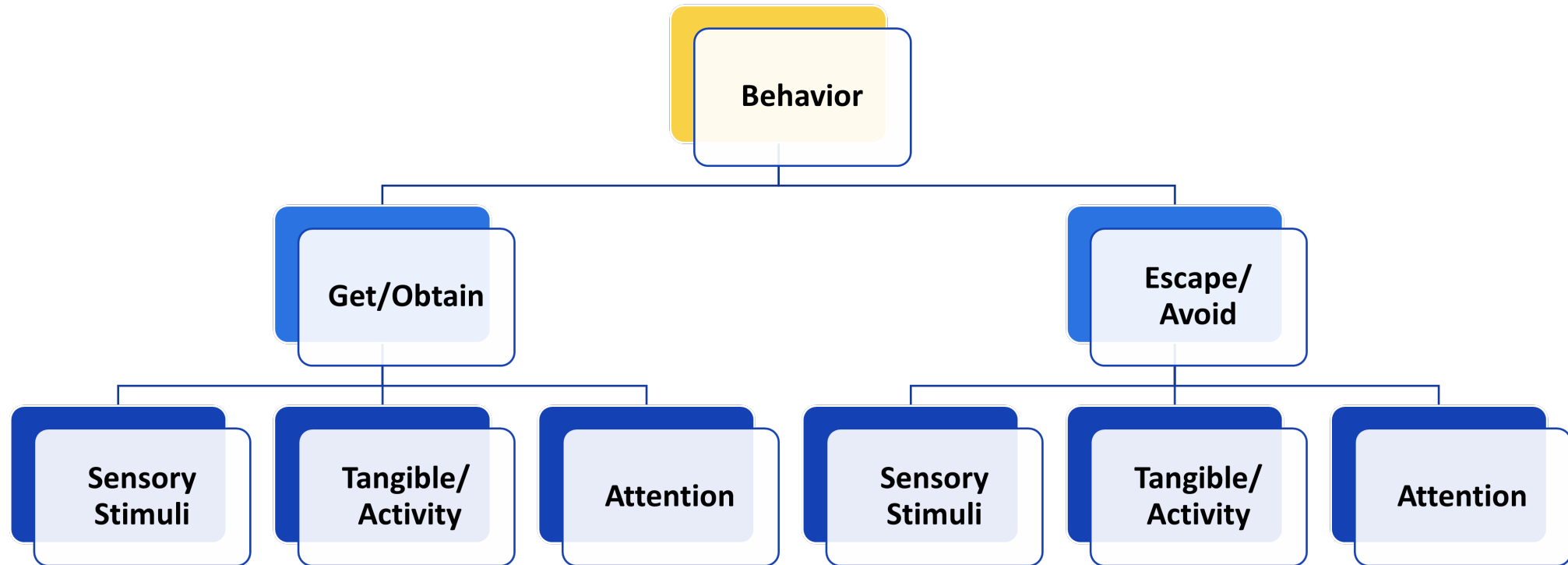
Scenario 2:

- 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 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

```
                        Behavior
            ┌───────────────┴───────────────┐
        Get/Obtain                      Escape/
                                         Avoid
     ┌──────┼──────┐              ┌──────┼──────┐
  Sensory  Tangible/ Attention  Sensory  Tangible/ Attention
  Stimuli  Activity             Stimuli  Activity
```

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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

In **what settings** do you observe the behavior?

Are there any settings where the behavior does not occur?

Who is present when the behavior occurs?

What activities or interactions take place just **prior to** the behavior?

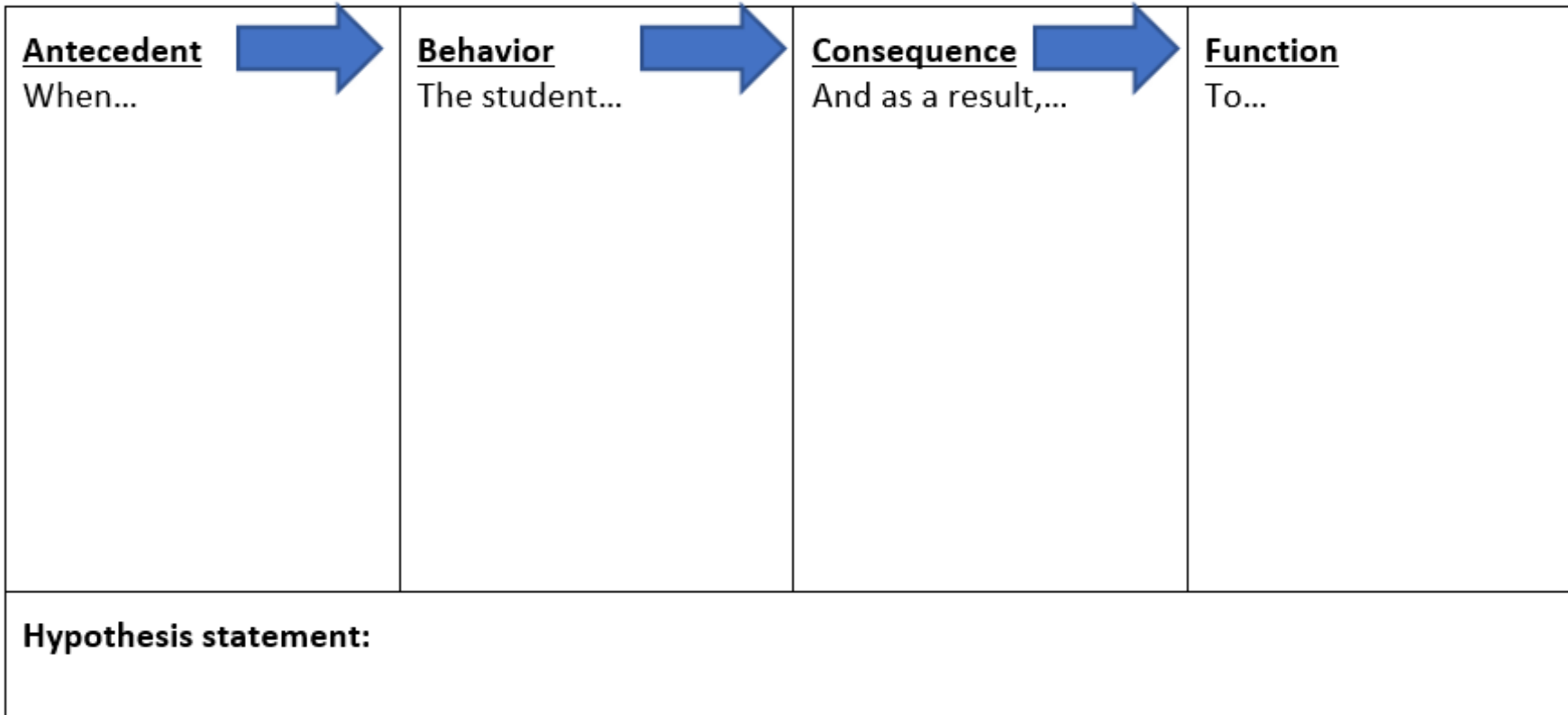**What** usually **happens immediately after** the behavior?

Can you think of a **more acceptable behavior** that might **replace this behavior**?

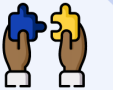# The Behavior Pathway

Routine: During…

Antecedent When…	Behavior The student…	Consequence And as a result,…	Function To…

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:

- 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.

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.*

Student:	Grade:	Date:

Routine: During…

Antecedent	Behavior	Consequence	Function
When…	The student…	And as a result,…	To…

Hypothesis statement:

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.*

Student:	Grade:	Date:

Routine: During…

Antecedent	Behavior	Consequence	Function
When…	The student…	And as a result,…	To…

Hypothesis statement:

Support Plan Process

Support Plan Process	
REPLACE:	
PREVENT:	
REINFORCE:	
REDIRECT:	
MINIMIZE REINFORCEMENT:	
Plan for progress monitoring:	

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*

Handout

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*

Handout

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

Activity

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?**

Activity

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 <u>subtle gestural</u> or <u>verbal prompt</u> 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 <u>provide the student with an outcome</u> 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

Activity

- *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

YOUR TURN School-Age Minimize Reinforcement

Activity

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

Handout

Activity

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

Step 3 – Measure the Plan's Success

- The plan's success is based on a continuation of the <u>data collection process</u>, and it should periodically be compared with the initial baseline data

- If the plan is <u>successful</u>, 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 <u>no change</u> 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

**Review of
Learning Objectives**

Wrap-Up and Questions

- **Share with us:**
  - What reinforced or challenged your thinking today?
  - What questions do you still have?

Contact Us

Training Evaluation Survey

Link here

Break

Please return at