

# FBA's Made "Easy"

## Using the Competing Behavior Pathway Model

TBS Conference  
June 22, 2011

**Competing Behavior Pathway model** is based on: Crone, D.A & Horner, R.H. (2003). *Building Positive Behavior Support Systems in Schools: Functional behavioral assessment*, NY: Guilford Press.

**Function-based assessment** is a \_\_\_\_\_

Systematic way to think about behavior

Identifies the events that reliably predict and maintain problem behavior

**The process** is designed to \_\_\_\_\_ of problem behavior

Can design more efficient, effective and relevant interventions

Can identify events that reliably predict the occurrence and non-occurrence of problem behaviors

### Advantages of function-based assessment

Considers \_\_\_\_\_ and \_\_\_\_\_ in development of plans and interventions

Intervention strategies directly and logically \_\_\_\_\_ to problem behavior

Links \_\_\_\_\_ to choice of \_\_\_\_\_

Offers strategies to \_\_\_\_\_ misbehavior and \_\_\_\_\_ desired or acceptable alternative behavior

Increases \_\_\_\_\_

### Crone & Horner's Levels of Functional Behavioral Assessment (Crone & Horner, 2003, p 22)

Informal Functional Behavioral Assessment

Done as part of normal daily problem solving

Level I: Simple FBA

Typically involves interview(s) and brief observation

Level II: Complex FBA

Typically involves interviews and observation

Level III: Functional Analysis

Interviews, direct observation, and systematic manipulation of conditions

**Data to be collected:**

- ü Operational definition of challenging behavior
- ü Setting events and ecological factors
- ü Antecedents of behaviors
- ü Consequences of behaviors
- ü Functions and efficiency of behaviors
- ü Current communication methods
- ü Competencies/skills
- ü Reinforcer effectiveness
- ü Intervention history

**Legal Requirement for FBA:**

34 Code of Federal Regulations § 300.530. Authority of school personnel.

...f) Determination that behavior was a manifestation

If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child ' s disability, the IEP Team must —

(1) Either —

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior... (more citations at the Legal Framework: <http://fw.esc18.net/frameworkdisplayportlet>)

**Behavior Intervention:**

**Goal**

\_\_\_\_\_ problem behavior

AND

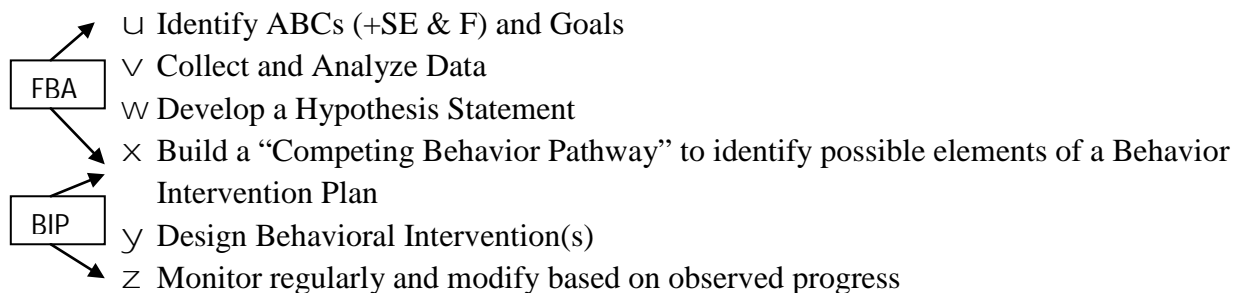
\_\_\_\_\_ appropriate behavior

**Method**

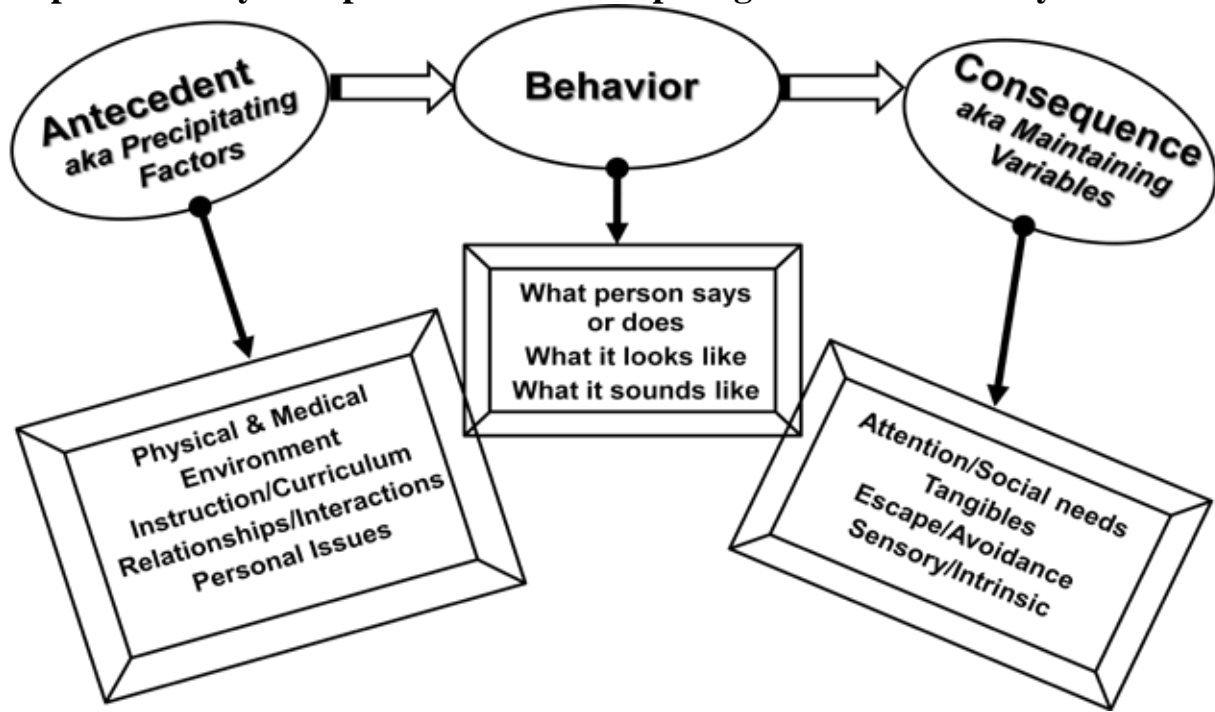
Make problem behavior:

- Irrelevant
- Inefficient
- Ineffective

**Steps in Developing Function-Based Behavior Intervention Plans:**



### Step 1 - Identify Components of the Competing Behavior Pathway:



**A** = \_\_\_\_\_

Definition: events or conditions that alter the probability and predict when the problem behavior will and will not occur

Setting Events are \_\_\_\_\_

Immediate Antecedents are \_\_\_\_\_

Examples:

**B** = \_\_\_\_\_

Definition: observable and measurable description of the problem behavior

Operational definition of behavior: Observable, measurable, context specific and clearly defined and identifiable by others

The description needs to include: \_\_\_\_\_ (how many times),  
\_\_\_\_\_ (how long), \_\_\_\_\_ (severity),  
location, antecedent, consequence and unique and/or typical behavior

Examples:

**C** = \_\_\_\_\_

Definition: events that happen immediately after the behavior that keeps it going or maintains it

Consequences can be positive or negative for the individual

Examples:

**F** = \_\_\_\_\_

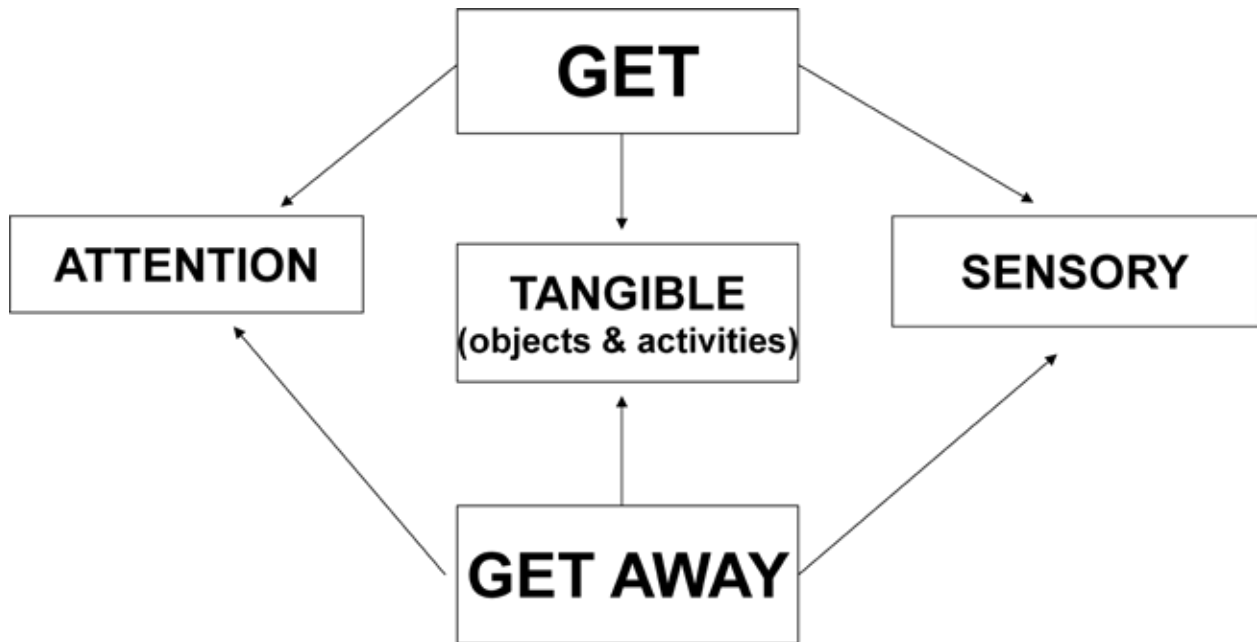
Definition: purpose or the reason behind the behavior

Importance of the function of behavior:

Understand \_\_\_\_\_ the behavior is occurring

To find an appropriate \_\_\_\_\_ behavior

To develop the most \_\_\_\_\_



Important note about functions:

One behavior can have \_\_\_\_\_ functions

Several behaviors can have the \_\_\_\_\_ function

School examples:

### **Replacement (Alternative) Behavior:**

Appropriate behavior to \_\_\_\_\_ problem behavior  
\_\_\_\_\_ - \_\_\_\_\_ goal  
Should serve the \_\_\_\_\_ as the problem behavior  
\_\_\_\_\_ to perform and/or \_\_\_\_\_ required than problem behavior

### **Step 2 – Collect and Analyze Data**

#### **Questions to Guide Data Collection:**

- What does the behavior look like?
- When does the behavior occur?
- What actions take place prior to the behavior occurring?
- Are there situations that seem to set off the problem behavior?
- Where do the problems tend to occur?
- When do the problems tend to occur?
- Are there situations in which the problems seem less prevalent?
- How often do the problem behaviors occur? How long does the behavior last?
- What seems to be maintaining the behavior?

#### **More Than One Behavior – Patterns:**

Identify all behaviors of concern  
Look for patterns  
Treat cluster or sequence as one behavior

#### **Data Collection Methods:**

##### **Indirect Methods**

- Review of records
- Interview
- Rating Scales
- Intervention history
- Identification of relevant reinforcers
- Available resources

##### **Direct Methods**

- Observation
- Scatter Plot
- ABC Observations

Collect data \_\_\_\_\_ as many settings and over time  
Identify \_\_\_\_\_ and \_\_\_\_\_ problem behaviors occur and do not occur  
Use a \_\_\_\_\_ model  
Collect observation until \_\_\_\_\_

## Tools for Gathering Information:

### Interviews

- 4 **Functional Behavioral Assessment – Behavior Support Plan Protocol (F-BSP Protocol):** From Crone & Horner, 2003 pp 129-145; On web at [http://pbis.org/evaluation/evaluation\\_tools.aspx](http://pbis.org/evaluation/evaluation_tools.aspx)
- 4 **FACTS-Part A:** by March, Horner, Lewis-Palmer, Crone & Todd, 1999 and adapted by C. Borgmeier, 2005 (widely accepted). From Crone & Horner, 2003 pp 147-153.; On web at [www.pbis.org/common/pbisresources/.../EfficientFBA\\_FACTS.pdf](http://www.pbis.org/common/pbisresources/.../EfficientFBA_FACTS.pdf)
- 4 **FACTS-Part A example:** [www.gvsu.edu/cms3/assets/3FF2AC1D-9E7D.../3.../facts\\_example.doc](http://www.gvsu.edu/cms3/assets/3FF2AC1D-9E7D.../3.../facts_example.doc)
- 4 **Functional Behavioral Assessment Interview Form:** [http://www.kipbs.org/new\\_kipbs/fsi/files/Functional%20Assessment%20Interview.pdf](http://www.kipbs.org/new_kipbs/fsi/files/Functional%20Assessment%20Interview.pdf)
- 4 **Functional Assessment Interview Tool: Staff Form (FAIT):** by Lohrmann, Martin, & Patil (2007). NJ Positive Behavior Supports in Schools; On web at <http://www.njpbs.org/resources/individual.htm> under Functional Assessment Interview Tools
- 4 **Functional Assessment Interview Tool – Student Interview Guide:** by New Jersey Department of Education, Office of Special Education Programs (NJOSEP) in collaboration with the Elizabeth M. Boggs Center on Developmental Disabilities, UMDNJ-Robert Wood Johnson Medical School. Funded by IDEA, Part B, NJ Positive Behavior Supports in Schools; On web at <http://www.njpbs.org/resources/individual.htm> under Functional Assessment Interview Tools
- 4 **Functional Assessment Interview Form—Young Child:** Adapted from: O'Neill, R.E., Homer, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior*. Pacific Grove, CA: Brooks/Cole Publishing; On web at <http://csefel.vanderbilt.edu/modules-archive/module3a/4.pdf>

### Checklists and Rating Scales

- 4 **Positive Environment Checklist (PEC):** [http://www.kipbs.org/new\\_kipbs/fsi/files/PositiveEnvironmentChecklist.pdf](http://www.kipbs.org/new_kipbs/fsi/files/PositiveEnvironmentChecklist.pdf)
- 4 **Classroom Checklist: Making Connections,** November 2007, Small Group Strategies, Tim Lewis, Ph.D. –includes ENVIRONMENTAL INVENTORY for the classroom; On web at [http://pbis.org/evaluation/evaluation\\_tools.aspx](http://pbis.org/evaluation/evaluation_tools.aspx) under Evaluation Tools 2. Tier 2 and Tier 3 Level Evaluation Tools

- 4 **Class Climate Checklist:** by New Jersey Department of Education, Office of Special Education Programs (NJOSEP) in collaboration with the Elizabeth M. Boggs Center on Developmental Disabilities, UMDNJ-Robert Wood Johnson Medical School. Funded by IDEA, Part B, NJ Positive Behavior Supports in Schools; On web at <http://www.njpbs.org/resources/individual.htm> under Functional Assessment Interview Tools
  
- 4 **Student Support Problem Identification Checklist:** by New Jersey Department of Education, Office of Special Education Programs (NJOSEP) in collaboration with the Elizabeth M. Boggs Center on Developmental Disabilities, UMDNJ-Robert Wood Johnson Medical School. Funded by IDEA, Part B., NJ Positive Behavior Supports in Schools; On web at <http://www.njpbs.org/resources/individual.htm> under Functional Assessment Interview Tools
  
- 4 **Student Support Survey:** by New Jersey Department of Education, Office of Special Education Programs (NJOSEP) in collaboration with the Elizabeth M. Boggs Center on Developmental Disabilities, UMDNJ-Robert Wood Johnson Medical School. Funded by IDEA, Part B., NJ Positive Behavior Supports in Schools; On web at <http://www.njpbs.org/resources/individual.htm> under Functional Assessment Interview Tools

## **Records Review** - academic, behavioral, evaluations

- 4 **Record Review Notes:**  
[http://www.kipbs.org/new\\_kipbs/fsi/files/RecordReview.pdf](http://www.kipbs.org/new_kipbs/fsi/files/RecordReview.pdf) or  
<http://www.specialconnections.ku.edu/~speconn/page/behavior/fba/pdf/recordreview.pdf>

## **Observations**

- 4 **Functional Assessment Observation Recording Form: Also in** Crone & Horner, 2003 p 159; On web at  
[http://www.kipbs.org/new\\_kipbs/fsi/files/FA%20Obs%20Form%20blank.pdf](http://www.kipbs.org/new_kipbs/fsi/files/FA%20Obs%20Form%20blank.pdf)
  
- 4 **ABC Analysis Chart:**  
[http://www.kipbs.org/new\\_kipbs/fsi/files/ABC%20Analysis.pdf](http://www.kipbs.org/new_kipbs/fsi/files/ABC%20Analysis.pdf)
  
- 4 **Antecedent-Behavior-Consequence Frequency Count:** by Lohrmann (2003) Elizabeth M. Boggs Center on Developmental Disabilities-UMDNJ, Robert Wood Johnson Medical School, NJ Positive Behavior Supports in Schools; On web at  
<http://www.njpbs.org/resources/individual.htm> under Direct Assessment Tools

- 4 **Duration Recording Form:** NJ Positive Behavior Supports in Schools. <http://www.njpbs.org/resources/individual.htm> under Direct Assessment Tools
- 4 **Interval Recording Form:** Time sampling, NJ Positive Behavior Supports in Schools. <http://www.njpbs.org/resources/individual.htm> under Direct Assessment Tools
- 4 **Measurement and Visual Analysis Tools:** Wide variety of measurement tools (Event Recording, Momentary Time Sampling, Behavior Duration, Latency Recording) and visual graphing tools; On web at [http://www.kipbs.org/new\\_kipbs/fsi/behavassess.htm](http://www.kipbs.org/new_kipbs/fsi/behavassess.htm) under Measurement Tools and Visual Analysis
- 4 **Scatter Plot:** Adapted from: Touchette, P. E., MacDonald, R. F., & Langer, S. N. (1986). A scatterplot for identifying stimulus control of problem behavior. Journal of Applied Behavior Analysis, 18, 363-361; On web at [http://www.kipbs.org/new\\_kipbs/fsi/files/scatterplot-abc%20analysis.pdf](http://www.kipbs.org/new_kipbs/fsi/files/scatterplot-abc%20analysis.pdf)

### Step 3 – Develop a Hypothesis Statement

#### **A-B-C Data Leads to A-B-C Interventions:**

- Antecedent-focused
- Behavior-focused
- Consequence-focused

#### **Hypothesis Statement:**

- When this occurs (describe \_\_\_\_\_)
- the student does (describe the \_\_\_\_\_)
- to access or avoid (describe \_\_\_\_\_)

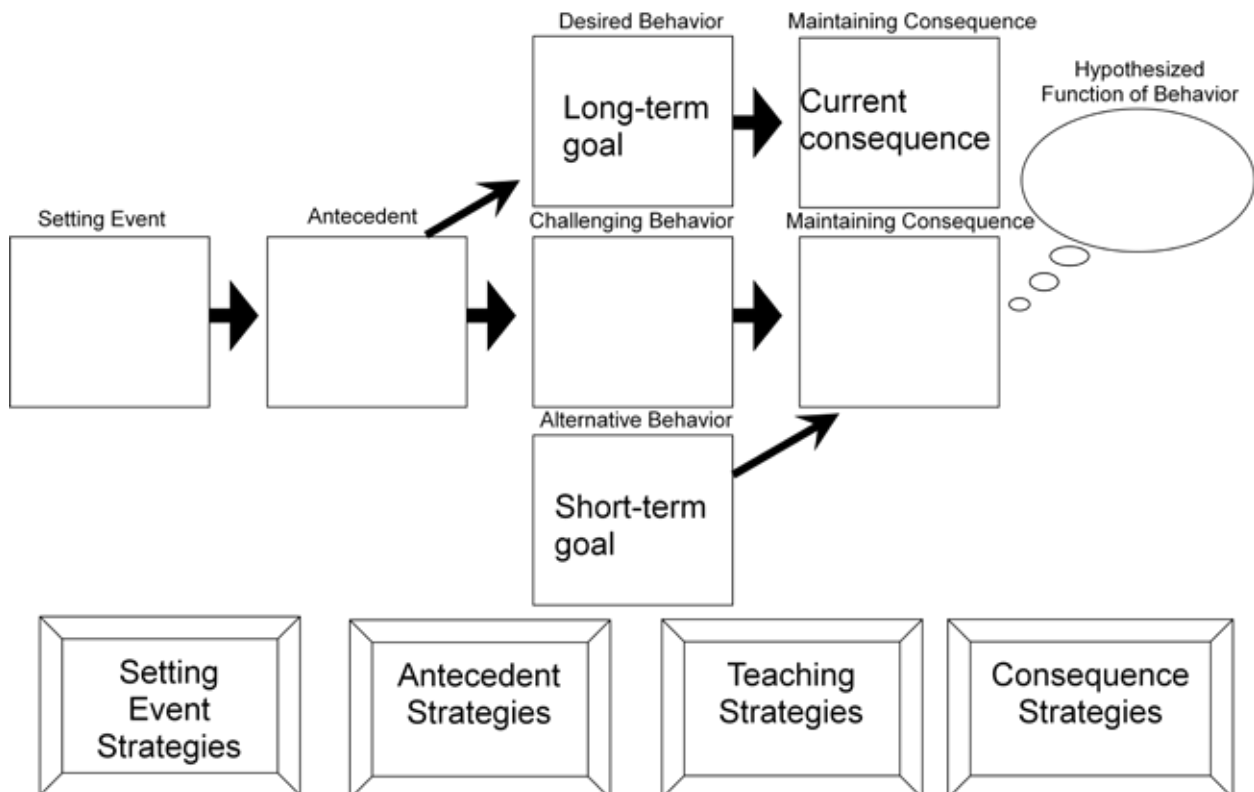
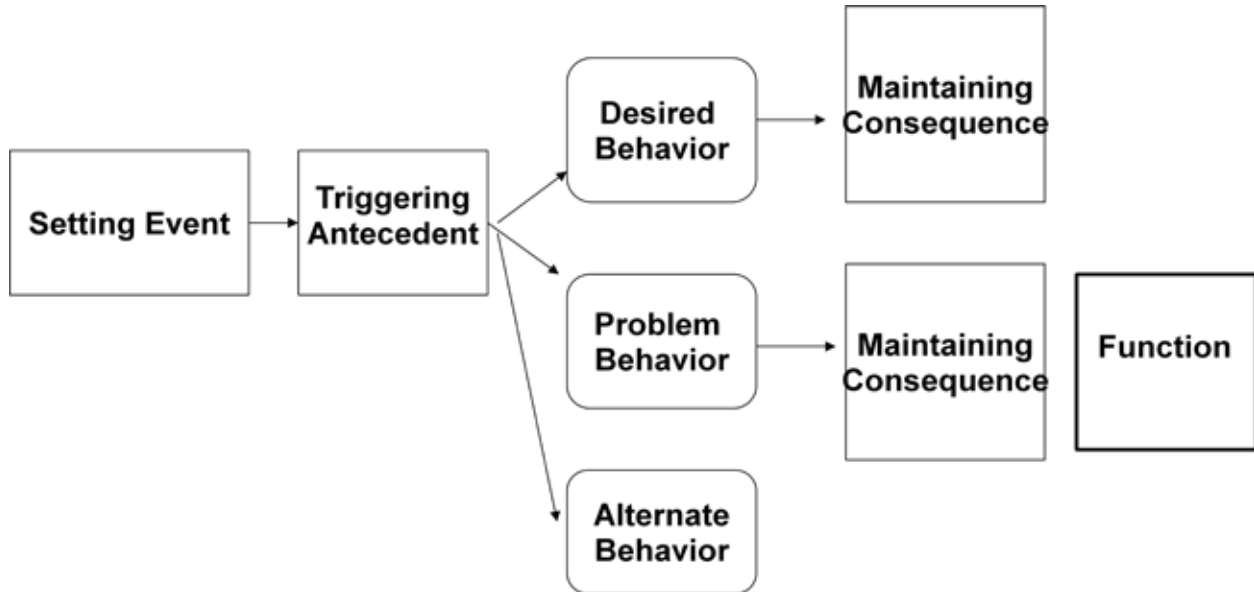
### Step 4 – Build Competing Behavior Pathway

Behavior interventions are only as effective as our understanding of the \_\_\_\_\_ of the problem behavior

To be effective, BIPs must include specific components that \_\_\_\_\_ positive behavior and \_\_\_\_\_ problem behavior

### Steps in Building a Competing Behavior Pathway

1. **Insert information** from the hypothesis statement into the pathway boxes.
2. **Identify the desired behavior** – The "A" behavior, typical peers, and desired for this student.
3. **Identify replacement behavior(s)** that will meet the need of the classroom or setting AND achieve the same function as the problem behavior as effectively and efficiently.
4. **Identify maintaining consequences** that can be maximized for the replacement behavior AND should be minimized for the problem behavior.



## **Print References:**

Chafouleas, S, Riley-Tillman, T.C., & Sugai, G. (2007), *School-based behavioral assessment: Informing intervention and instruction*, NY: Guilford Press.

Crone, D.A. & Horner, R.H. (2003). *Building positive behavior support systems in schools: Functional behavioral assessment*, NY: Guilford Press.

O'Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Watson, T.S., & Steege, M.W. (2003). *Conducting school-based functional behavioral assessments: A practitioner's guide*. NY: Guilford Press.

## **FBA manuals available on the web:**

### **Practical Functional Behavioral Assessment Training Manual for School-Based Personnel:**

Participant's Guidebook

Sheldon Loman, PhD, & Christopher Borgmeier, PhD, Portland State University

[http://pbis.org/common/pbisresources/publications/PracticalFBA\\_TrainingManual.pdf](http://pbis.org/common/pbisresources/publications/PracticalFBA_TrainingManual.pdf)

### **Facilitator's Guide: Positive Behavioral Support**

Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services

November, 1999

[http://flpbs.fmhi.usf.edu/pdfs/pbs\\_Facilitators\\_Guide.pdf](http://flpbs.fmhi.usf.edu/pdfs/pbs_Facilitators_Guide.pdf)

### **School-wide Positive Behavior Support: Workbook on Function-based Approach to Behavior Support**

Center on Positive Behavioral Interventions and Supports

University of Oregon and University of Connecticut

Version: November 20, 2008

<http://pbis.ctserc.com/docs/Workbook%20on%20Function-based%20Approach%20to%20Behavior%20Support.pdf>

### **Functional Behavioral Assessment: A Study Guide**

CESA 12 – Ashland, WI

Wisconsin Department of Public Instruction (WDPI)

September, 1999

Discretionary Project 99-9912-19

<http://dpi.wi.gov/sped/doc/fba-study.doc>

### **Collecting Observational Data (Manual)**

Compiled by Lynn Boreson, EBD Consultant

Wisconsin Department of Public Instruction (WDPI)

In cooperation with IDEA Discretionary Grant #2005-9912-19 (Statewide Behavior Grant, CESA 12, Tom Potterton, Project Director)

March, 2005

<http://dpi.wi.gov/sped/doc/ebdobserve.doc>

## **Websites with information related to FBAs and BIPs:**

**OSEP Center on Positive Behavioral Interventions and Supports:** <http://www.pbis.org/main.htm>

**Association for Positive Behavior Support (APBS):** <http://www.apbs.org>

**Center for Effective Collaboration and Practice (CECP):** <http://cecp.air.org/>

**Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI):**  
<http://www.challengingbehavior.org/>

**Intervention Central:** <http://www.interventioncentral.org/index.php/behaviorial-resources>

**Florida's Positive Behavior Support Project:** <http://flpbs.fmhi.usf.edu>

**Center on Social and Emotional Foundations of Early Learning:**  
<http://www.vanderbilt.edu/csefel/>

**What Works Clearinghouse** (An initiative of the US Department of Education's Institute of Education Sciences): <http://ies.ed.gov/ncee/wwc/> (search for behavior)

**Successful Schools, Inc:** <http://successfuleducators.org/resources/behavior/developing-individual-positive-behavior-support-plans-materials>

## **Free Online Training Modules**

**U of Kansas Center on Developmental Disabilities Online Academy Positive Behavior Support modules:** <http://uapbs.apbs.org/pbsModules/index.html>

**e-Learning Design Lab (EDL) at University of Kansas – Positive Behavior Support Modules:**  
<http://elearndesign.org/resources.html>

**Positive Beginnings: Supporting Young Children with Challenging Behavior – Online Training Modules:** <http://pbs.fsu.edu/return.html>