


**PBISAz**  
Positive Behavioral Interventions and Supports

## What you Should Know about Functional Behavioral Assessment

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### FUNCTIONS OF BEHAVIOR

CONSEQUENCE	<i>Get or Obtain something</i>	<i>Escape or Avoid something</i>
<b>Behavior Increases in future</b>	Positive Reinforcement (R+)	Negative Reinforcement (R-)
<b>Behavior Decreases in future</b>	Positive Punishment (P+)	Negative Punishment (P-)

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### Legal Issues

- Etscheidt, S. (2006). Behavioral Intervention Plans: Pedagogical and Legal Analysis of Issues. *Behavioral Disorders*, 31 (2), 223-243.
- Analysis of findings from:
  - Administrative decisions of Due Process Hearings
  - Court Cases
- How to stay out of trouble
- What is best practice

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## Legal Issues

- Be proactive in developing BIPs
- Use appropriate assessment data to guide development
- Individualize the BIP
- Include Positive Behavioral Supports
- Consistently implement and monitor

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## How to Gather the FBA Information

1. Thorough Request for Assistance
2. Begin to Track Behavior
3. Review past records
4. Assess Fidelity of Current Intervention
5. Interview Key people
6. Observe in Key settings

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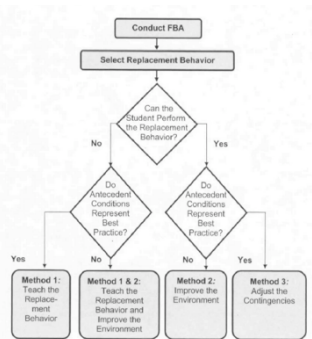
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## Intervention Selection




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### Intervention Strategies

Behavior Intervention Plans (BIPs) should include the following elements.

1. Prevent – avoid or change the antecedents so that the problem behavior is less likely to occur
2. Teach – teach a new behavior to replace the problem behavior

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### Intervention Strategies

3. Extinguish – do not allow the problem behavior to be reinforced so that it weakens over time
4. Reinforce - the new replacement behavior so that it strengthens over time
5. Monitor – keep records that tell you how well the plan works

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### Intervention Strategies

- Students who exhibit the same problem behavior in different environments (e.g., home or school) may have different interventions for each, if the function of their behavior is different in each environment.
- But if the function is the same, then the strategies should be similar.

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**Behavior: Yelling during silent reading**  
**Function: GET Attention**

- Prevent
- Teach
- Extinguish
- Reinforce
- Monitor

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**Behavior: Yelling during silent reading**  
**Function: AVOID School Work**

- Prevent
- Teach
- Extinguish
- Reinforce
- Monitor

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**Behavior: Hits/Pushes Peers during Math**  
**Function: GET Adult Attention**

- Prevent
- Teach
- Extinguish
- Reinforce
- Monitor

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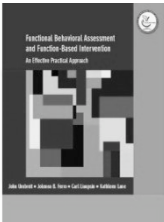
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## Resources

Book:

**Functional Behavioral Assessment and Function-Based Intervention : An Effective, Practical Approach (Paperback)** by John Umbreit, Jolene Ferro, Carl J. Liaupsin, Kathleen Lynne Lane



Web Info and Courses:

<http://www.pbisaz.html>

<http://www.ed.arizona.edu/bss/>

[http://www4.nau.edu/ihd/PBS/PBS\\_OnLineCourses.asp](http://www4.nau.edu/ihd/PBS/PBS_OnLineCourses.asp)

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## Web site for FBA Videos

• [http://www4.nau.edu/ihd/PBS/PBS\\_videos.asp](http://www4.nau.edu/ihd/PBS/PBS_videos.asp)

– **SUSTAINABLE BEHAVIOR SUPPORT: ORGANIZING BEHAVIOR SUPPORT FOR LIFESTYLE IMPACT 2002** - Horner  
(To get copy of FACTS)

– **THE ROLE OF FUNCTIONAL BEHAVIORAL ASSESSMENT IN POSITIVE BEHAVIORAL SUPPORT 2001** - Durand  
(to get copy of MAS II)

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## Questions?

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