

Understanding Function and Function-based Interventions

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Agenda

- Review of Function-based Interventions
- Implementing Function-based Interventions
 - Intake
 - Behavior Support Team
 - Staff Awareness
 - Staff Supports

Review of Function

- All behavior happens for a reason
- There are two primary functions
 - Access (getting something)
 - Avoidance (getting out of something)
 - We can make lasting change by addressing function
 - FBA is a tool for intervention planning

Intake

1. A simple process exists for teachers to request assistance.
2. A behavior support team responds promptly (within 2 working days) to students who present chronic behavior problems.

- Do you have a process?
 - Trigger for requesting assistance
 - Documenting the request
 - Timeline
 - Acknowledging the request
 - Meeting with the teacher
 - Starting the evaluation

Behavior Support Team

3. Behavior support team includes an individual skilled at conducting Functional Behavioral Assessment (FBA).
5. The school and/or district have resources that may be used to support the FBA and BIP process.

- Do you have a team?
 - Teacher assistance team
 - Behavior Support Team
 - Behavior Support Specialist (School or District)
 - Special Education Teacher
 - Administrator
 - Counselor
 - Other staff member

Staff Awareness

- Staff can provide effective assistance when they are aware
 - Introduction to function and function-based intervention
 - A presentation by Behavior Support Specialist
 - A presentation by PBISAZ coach
 - 30 to 40 minutes
 - The concept: Scenarios, stories, videos
 - The process: Intake, timeline, intervention, monitoring

Post-hoc Report

- After Incidents
- Train staff in use
- Provide examples
- Summarize data
- Use at BST meeting

Post-Hoc Functional Behavioral Assessment Incident Report Form

Name: _____ Date: _____
 Reporting Staff Name: _____ District Number: 153 - 767
 Designating Center: _____

Student's Behavior: _____

Consequences Observed: _____

ABC Data Collection

- Directly Observed
- Collected by BSS
- Explain to staff
- Provide examples
- Summarize data
- Use at BST meeting

ABC Functional Behavioral Assessment Form

Name: _____ Date: _____

Time	Antecedent	Behavior	Consequence

Interview Data

- Collected by BSS
- Explain to staff
- Provide examples
- Summarize data
- Use at BST meeting

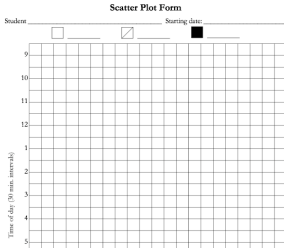
Functional Behavioral Assessment Interview

Reporter: _____ Date: _____
 Subject: _____ Interviewer: _____

1. Please describe the problem behavior. Tell me exactly what the student does (not the definition). If the interviewer does not describe behavior that is specific and observable, or if the interviewer continues to speculate about the nature of the behavior.
2. Which does the behavior occur before, during, or after the onset of and controlled by (e.g., panic, shouting, when the behavior occurs (e.g., when other is talking or when lunch is being prepared)?
3. Please tell me about all events outside the setting that lead to consider the likelihood that the problem behavior will occur (e.g., placement and setting, staff change).
4. What happens (e.g., happen immediately before the problem behavior (e.g., teacher makes a task assignment, etc.))?
5. What happens (e.g., happen immediately after the behavior (e.g., peer or teacher attention, student is sent to office, etc.))?

Scatter Plot / Calendar Data

- Collected by BSS or Staff
- Directly observed or Summary
- Explain to staff
- Use at BST meeting



Review

- Review of Function-based Interventions
- Implementing Function-based Interventions
 - Intake
 - Behavior Support Team
 - Staff Awareness
 - Staff Supports

Team Task

- Review Your Readiness
 - Intake
 - Behavior Support Team
 - Staff Awareness
 - Staff Supports
- Plan to take a step forward
