Multi-tiered Model

- PBIS is a multi-tiered framework for matching instruction and support to student needs.
  - Tier I School-wide Foundations focused on prevention
  - Tier II Group-based Interventions focused supporting at-risk students to prevent future behavior concerns
  - Tier III Individualized Interventions focused on reducing the intensity and impact of student behavioral needs
Tier I - Universal

• School-wide discipline system for all students, staff, & settings that is effective for 80% of students
  – Clearly & positively stated expectations
  – Procedures for teaching expectations
  – Continuum of procedures for teaching expectations
  – Continuum of procedures for encouraging expectations
  – Continuum of procedures for discouraging rule violations
  – Procedures for monitoring & modifying procedures
Tier II - Secondary

• Specialized group administered system for students who display high-risk problem behavior & are unresponsive to universal interventions
  – Functional assessment based intervention decisions
  – Daily behavioral monitoring
  – Regular & frequent opportunities for positive reinforcement
  – Home-school connection
  – Individualized academic accommodations for academic success
  – Planned social skills instruction
  – Behaviorally based interventions
Tier III - Tertiary

• Specialized individually administered system for students who display most challenging problem behavior & are unresponsive to targeted group interventions
  – Simple request for assistance
  – Immediate response (24-48 hours)
  – Functional behavioral assessment-based behavior support planning
  – Team-based problem solving process
  – Data-based decision making
  – Comprehensive service delivery derived from a wraparound process
Evidence Based Practice Approach

Tier 3: Individualized
1-5% of students

TIME & CHANGE in Staff behavior required to generate desired outcome

Tier 2: Group-based
10-15% of students

Tier 1: School-wide
80-90% of students

Level of Discipline Concern

0-1 Referrals

2-4 Referrals

5 + Referrals

BOISE STATE UNIVERSITY

Idaho POSITIVE BEHAVIOR Network
Comprehensive System

- School: (a) Training, (b) Technical assistance, (c) communication and coordination, and (b) on-going monitoring

- District: Coordinating resources, training and assessment across schools

- Community: Support that links families, school/district personnel and community agencies (e.g., juvenile justice, community mental health, etc.).
Example - DEBS
(District Effective Behavior Support)

• District and Community
  – School Psychologist
  – School Representative
  – Spec ED Director
  – Juvenile Justice
  – After school Program
  – United Way
  – ...

• Schools
  – had to have high level of implementation at Tier I to participate
  – Brought FBA-BIP, records to meeting
  – Often brought key teacher/staff
In general, DEBS

• Met weekly for 1 hour

• Schools can present a student to team and then team brainstorms support

• Because community agencies were present it was fast and efficient to coordinate wrap-around services
Salem-Keizer Public Schools

Tier I* (Elliot, Massar & Lewis)

1. Student Engages in Problem Behavior
2. Teacher intervenes
   - Office intervenes
   - Referral Flowchart Process with fidelity
   - Complete Tier I Guess and Check with action plan**
     - Implement Tier I action plan with fidelity
     - Behavior does not change, move to Tier II
Tier II*

- Parent Notification

Complete Tier II FBA with action plan

Implement Tier II support with fidelity

Behavior does not change, move to Tier III

Consider requesting district-level support
Tier III* (SCIT Level 1)

Parent Permission

Teacher FBA Interview
- Classroom Observations: BCIO
- Student Observations: 10-sec interval***

Parent FBA Interview
- Meet as a Individual Student Team to develop BIP using Tier III FBA/BIP action plan
- Create implementation plan for stakeholders
- Monitor Fidelity
- Revise Plan and meet as needed

Student FBA Interview
Functional Behavior Assessment

Review
What is FBA?

• A systematic problem solving process for developing statements about factors that:
  – Contribute to the occurrence and maintenance of problem behavior, and
  – More importantly, serve as basis for developing proactive & comprehensive behavior support plans.
Use FBA when...

• Students are not successful

• Interventions need to be developed

• Existing interventions need to be made more effective and/or efficient
How do I know if I have done an FBA?

• Description of problem behavior

• Identification of conditions that predict when problem behavior will and will not occur

• Identification of consequences that maintain problem behaviors (functions)
• Summary statements or testable hypotheses that describe specific behavior, conditions, and reinforcers

• Collection of direct observation data that support summary statements
Steps in an FBA

• Collect Information to determine function.
• Develop testable hypothesis or summary statements and indicate functions.
• Collect direct observation data to confirm summary statement.
• Identify desired and acceptable replacement behaviors.
• Develop behavior intervention plan.
• Develop comprehensive BIP to ensure high fidelity implementation.
• Develop on-going monitoring system.
Step 1: Collect Information

- Multiple sources
  - Student, parent, teacher, etc.
- Multiple settings
  - Where it occurs & doesn’t occur
- Strengths
  - Reinforcers, goals, hobbies, social skills, academic achievements, etc.
You have been asked to assist the team in providing support to Hayley who is in 7th grade. Hayley’s teacher is concerned about Hayley because she hasn’t turned in enough work to pass English, math, and science for the first two quarters and is already missing assignments during the first two weeks of the third quarter. In addition Hayley skips several classes a week, usually those that occur after lunch, and refuses to dress for PE.
Hayley – Teacher Interview

• You decide to interview Hayley’s teacher Mr. Nedry who requested assistance and teaches both the math and science classes. During the interview Mr. Nedry states that Hayley rarely turns work and when asked says she doesn’t care. In class she spends a lot of time “getting ready to work.” For example, she looks through her back-pack for paper, pencil, books, etc., she sharpens her pencil, asks to go to the bathroom, and straightens her coat on the back of her chair. She doesn’t talk to many students in or out of class and is not involved in any school activities. About two years ago Hayley was assessed for special education but did not meet eligibility requirements. Mr. Nedry believes that the home environment is hectic and that Hayley may be getting involved in prostitution.
Hayley – Student Interview

During the interview, Hayley states that she doesn’t like many of the teachers at school. She does like the special education teacher and the front office secretary. She is not very interested in school, but wants to go to California to live with her older sister and work as a secretary. Hayley says that doesn’t have many friends at school and that a lot of her time after school is spent looking after her younger sister. She also states that she has trouble with math and doesn’t like to write. In addition, when she hasn’t much sleep the night before she has more trouble at school than usually. Hayley also tells you that she skips class to smoke, go to the corner market, and that she shoplifts.
You decide to review two types of information. First, you get the attendance records for the year and find that Hayley skips about one whole day per week and about four other classes per week. She hasn’t received any office discipline referrals for the past 2 years. Second, you get assignment records from her teacher and learn that she has turned in about 17% of the assignments in math, 35% in science, and about 32% in English. Hayley hasn’t received any office discipline referrals, detentions, or suspensions this year.
Defining behavior

– Must be in operational, observable, or measurable terms.
  • To achieve high agreement between two people.
Defining Behavior: Doesn’t complete class work

• Starts work when asked, gets stuck after a few minutes and begins to draw on the assignment.

• Spends the first 15 minutes “getting ready”, e.g., opening book, sharpening pencil, getting paper, fixing coat on back of chair, etc.

• Completes the assignment, shuts assignment in binder, and forgets to turn in when leaving.
• Consider behavior dimensions:
  – Topography/shape
  – Frequency
  – Duration
  – Latency
  – Intensity or force
  – Locus

• Aggression = hitting, biting, & kicking or name calling & verbal abuse
• Consider response class
  – “Set of topographically different behaviors that have the same effect or function” (Sprague & Horner, 1999, p. 99)

• To escape difficult request: hit, push, runaway, cry
• Consider response chains
  – Predictable sequence of behaviors in which each behavior occasions next behavior in the chain, & functions as a reinforcer for previous behavior in chain.

• Given a task, student (a) talks with friends, (b) writes on papers, (c) says work is stupid, (d) throws paper in waste basket, & (e) leaves room.
Hayley

- Problem Behaviors
  - Not completing work & Off-task
  - Skipping/Not participating in PE/Shoplifting

- Not completing work – Low rate of work completion in Science, Math and Literature

- Not Engaged– Hayley spends 10-15 minutes getting ready (latency). Getting ready includes finding materials (backpack, cubby), sharpening pencil, straightening coat, etc.
STEP 2. Develop summary statement.

- Testable hypothesis ("objective guess").
  - Write in observable terms.
  - If not confirmable, collect more information & restate.
- Developed from review of assessment information.
- Composed of (a) problem behavior, (b) triggering antecedent, (c) maintaining consequences, & (d) setting events.
Antecedents

• Occurs before behavior, acts as a “trigger”

• Stimulus Control
  – When an stimulus (event) reliably predicts that a behavior will or will not happen.

• What do you do at a red light? Why?
• What do you do at a green light? Why
Consequences

• Occurs after behavior, maintains it (meets a need). Either increases or decreases behavior.

• Possible functions
  – Get/obtain (social, activity, tangible)
  – Escape (social, activity/tasks)
  – Automatic/sensory stimulation
Setting Events

• Happen before, similar to antecedents, but are more distant.
  – Can even be several hours or several days before
  – Because of this rarely “see” the setting event and hard to identify

• Think of the setting event as “setting up” the behavior and antecedents as “setting off” the behavior

• E.g., lack of sleep, missed breakfast, fight with peer, did poorly in earlier class, stayed with dad (or mom), allergies, not feeling well, ….
Hayley

Setting Events

Lack of sleep

Triggering Antecedents

Math Writing assignments

Problem Behavior

Getting Ready to work Not Engaged

Maintaining Consequences

Escapes work
STEP 3. Collect direct observation data to confirm summary statement

• Testable hypothesis
• Multiple settings
• Measures of
  – problem behavior
  – triggering antecedents,
  – maintaining consequences, &
  – setting events
### Hayley – Percent of Intervals Not engaged

<table>
<thead>
<tr>
<th></th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Day 2</td>
<td>60%</td>
<td>48%</td>
</tr>
<tr>
<td>Day 3</td>
<td>78%</td>
<td>67%</td>
</tr>
<tr>
<td>Day 4</td>
<td>59%</td>
<td>63%</td>
</tr>
</tbody>
</table>
STEP 4. Developing “competing pathways” summary statement

• Components
  – Confirmed summary statements
  – Desired replacement behavior to be displayed in problem situation (behavioral objective)
  – Alternative replacement behavior that could achieve same outcome as problem behavior
Hayley

Setting event
Lack of Sleep

Antecedent
Math Writing assignments

Problem Behavior
Not engaged
Low work completion

Desired Behavior
Start work quickly
Stay engaged

Existing Consequence
Grades
More work

Maintaining Consequence
Escape work

Alternative Behavior
Ask to go to Sped for assistance

Existing Consequence
Grades
More work
STEP 5. Develop behavior support plan.

- Tactics for
  - discouraging problem behavior,
  - teaching & encouraging desirable & acceptable replacement behavior,
  - preventing & responding to emergency/crisis situations, &
  - monitoring implementation effectiveness

- Emphasis on manipulation of (a) behaviors, (b) antecedents, (c) consequences, & (d) setting events
<table>
<thead>
<tr>
<th>Setting Events</th>
<th>Triggering Antecedents</th>
<th>Teaching Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Check in with Hayley in AM</td>
<td>- Give her shorter &amp; easier assignments</td>
<td>- Teach Hayley to: - ask for help - ask to go to spec ed - How to decide how much of the assignment she can complete</td>
<td>- Let Hayley go to Spec Ed when she asks</td>
</tr>
<tr>
<td>- Let her sleep if tired</td>
<td>- Ask her how much work she will complete</td>
<td></td>
<td>- Let Hayley go to office to assist when completes work</td>
</tr>
<tr>
<td>- Have clean clothes &amp; supplies in office</td>
<td>- Teacher precorrection</td>
<td></td>
<td>- Let her choose from personal items when she completes assignments</td>
</tr>
<tr>
<td>Neutralize</td>
<td>- Remove from PE</td>
<td></td>
<td>Ineffective</td>
</tr>
<tr>
<td></td>
<td>- Don’t assign homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Irrelevant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STEP 6. Develop details & routines for full implementation of behavior support plan

• Logistics
  – E.g., schedules, people, materials, training, monitoring

• Scripts for adults to
  – Modify structural/routine/environment
  – “Neutralize” setting events
  – Manipulate antecedent & consequence events
  – Teach response/skills
  – Respond to emergency/crisis situations
# Implementation Plan - Hayley

<table>
<thead>
<tr>
<th>Event</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of class</td>
<td>- Remind Hayley she can ask to go to spec ed</td>
</tr>
<tr>
<td></td>
<td>- Ask her how much of the assignment she will be able to complete</td>
</tr>
<tr>
<td></td>
<td>- If she is tired, let her take a nap in the office</td>
</tr>
<tr>
<td>When Hayley raises her hand</td>
<td>- Ask if you can help</td>
</tr>
<tr>
<td></td>
<td>- If she wants to go to spec ed let her go</td>
</tr>
<tr>
<td>If Hayley is not-engaged</td>
<td>- Ask if you can help</td>
</tr>
<tr>
<td></td>
<td>- Remind her she can go to spec ed</td>
</tr>
<tr>
<td>When she completes agreed</td>
<td>- Praise her for keeping her commitment</td>
</tr>
<tr>
<td>agreed upon work</td>
<td>- Ask if she would like to go work in the office</td>
</tr>
<tr>
<td>When Hayley turns in</td>
<td>- Praise her for being responsible</td>
</tr>
<tr>
<td>assignments</td>
<td>- Let her choose a personal item from her “store”</td>
</tr>
</tbody>
</table>
Escalation Cycle

- **CALM**
- **TRIGGERS**
- **AGITATION**
- **ACCELERATION**
- **PEAK**
- **DE-ESCALATION**
- **RECOVERY**

**Student Specific Response**

- **Agitation**
- **Peak**
- **De-escalation**
- **Recovery**
Big Ideas

• FBA-BIP is a process designed to increase the effectiveness and efficiency of individualized behavior support planning.

• FBA-BIP is appropriate for all students and all types of problem behavior.

• Intensity of FBA-BIP should match intensity of problem and needs of students.
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THANK YOU