Leading a Team from a Functional Behavioral Assessment to a Practical and Effective Behavior Support Plan

Assumptions and Objectives

- **Assumptions**
  - Participants already conduct functional behavioral assessment
  - Participants are working with teams to build behavior support plans for individual students.

- **Objectives**
  - Define core features of behavior support plans
  - Define a process for helping a team move from FBA to Behavior Support Plan content that is technically sound and contextually appropriate.
  - Define process for adapting planning process at your school.

A Context for PBS

- Behavior support is the redesign of environments, not the redesign of individuals
- Positive Behavior Support plans define changes in the behavior of those who will implement the plan.
  - A behavior support plan describes what we will do differently.

Major Changes in Behavior Support

- **Prevention**
  - Teaching as the most effective approach
  - Environmental redesign, Antecedent Manipulations

- **Function-based support**
  - Functional assessment
  - Team-based design and implementation of support

- **Comprehensive Interventions**
  - Support plans with multiple elements
  - Link Behavior Support to Lifestyle Plan
  - Person-centered planning, Wraparound, Systems of Care

- **Systems Change**
  - Intervention at the “whole-school” level
  - Systems that nurture and sustain effective practices
  - Systems that are durable

Purposes of Behavior Support Plan

- Define critical features of environments where the focus person will be successful.
  - Behavior support plans describe what we will do differently to establish these critical features.

- Facilitate consistency across multiple implementers.
- Provide professional accountability.
Behavior Support Elements

Functional Behavioral Assessment
- Defined:
  - Functional behavioral assessment is a process for identifying the events that reliably predict and maintaining problem behavior.

Outcomes of a Functional Behavioral Assessment
- Operationally defined problem behavior(s)
  - By response class
  - Identify routines in which the problem behavior is most and least likely to occur
- Define the antecedent events (triggers; setting events) that predict when the problem behavior is most likely
- Define the ONE consequence that contributes most to maintaining the problem behavior in that routine.
- Summary Statement of findings.

FBA Summary Statement

Effective Environments
- Problem behaviors are irrelevant
  - Aversive events are removed
  - Access to positive events are more common
- Problem behaviors are inefficient
  - Appropriate behavioral alternatives available
  - Appropriate behavioral alternatives are taught
- Problem behaviors are ineffective
  - Problem behaviors are not rewarded
  - Desired behavior ARE rewarded

Primary Purposes of Functional Behavioral Assessment
- The primary purpose of functional behavioral assessment is to improve the effectiveness and efficiency of behavior support.
  - Behavior support plans built from functional assessment are more effective
    - Didden et al., 1997
    - Newcomer & Lewis, 2006
    - Carr et al., 1999
    - Ingram, Sugai & Lewis-Palmer
    - Ellington et al., 2000; Pillar (2004)
  - Create order out of chaos
    - Define contextual information, where, when, with whom, etc.
  - Professional accountability
  - FACTS
Place Summary Statement in Competing Pathways Model

- Use information from interviews and observations to summarize:
  - Problem behavior
  - Antecedent Triggers
  - Maintaining Consequences
  - Setting Events

Leading a Team from FBA to BSP

1. Summarize FBA

2. Define goals of BSP process:
   - Make problem behavior irrelevant
   - Make problem behavior inefficient
   - Make problem behavior ineffective
   - Do all this in a contextually appropriate manner

3. Lead discussion to identify options
   - Ask questions, don’t give solutions
   - Paraphrase, elaborate, integrate
   - Always bring group back to FBA logic
   - Produce multiple ideas (elements)

Leading a Team from FBA to BSP

4. Given an array of possible BSP elements, shift discussion to contextual fit:
   - What elements are feasible, acceptable, sustainable?
   - What is the smallest change that will produce the largest effect?

Contextual Fit:
   - The extent to which the people who will implement a behavior support plan find the elements of the plan
     - Consistent with their personal values
     - Consistent with the professional skills
     - Consistent with the resources available in the setting
     - Consistent with the available administrative support
Leading a Team from FBA to BSP

5. Transform ideas for BSP elements into a formal **plan for implementation**
   ▫ Who will do what, when, and how will we know?

Outline of a Behavior Support Plan

- Set Up (description, strengths, vision)
  - Assessment (FBA, Person-Centered Plan, Wraparound)
    ▫ Operational Descriptions, Routines, FA Hypotheses
  - Prevention
  - Teaching/Education
  - Consequence Procedures
    ▫ Minimize reward for problem behavior
    ▫ Ensure regular, clear reward for positive behavior
    ▫ Punishers (if needed)
  - Define safety/emergency procedures (if needed)
  - Evaluation and Monitoring for Improvement
    ▫ Steps for implementation

Examples:
Define (a) summary statement (b) prevention, (c) teaching, (d) consequences

- Emmit
- Eric
- Rayette
  ▫ FACTS
  ▫ Behavior Support Plan

Summary

- Invest in building consensus around FBA summary statement.
- Recruit strategies that are local, practical, but still consistent with FBA... (Lead don’t tell). Recruit local knowledge
- Build efficient plans (the smallest changes that produce the largest effect)
- Ensure that the plan includes procedures for getting implementation to occur.
- Always include procedures for evaluation
  ▫ Are we doing what we said we would do?
  ▫ Is the process having an effect on the student?