

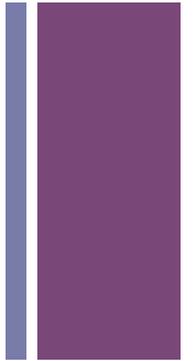


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Conducting functional
behavior assessments and
behavior intervention
plans with mental health
in mind

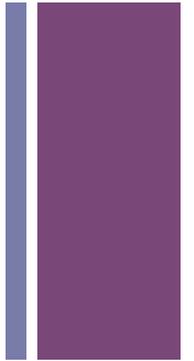
+ Presentation Goals

- Identify current school FBA practices
 - Clarify legal guidelines
 - Identify best practices for FBAs and BIPs
- Identify FBA and BIP strategies that promote examination of mental health concerns
- Identify contextual issues in schools that may act as barriers to implementation



+ At the end of this presentation you will have skills in:

- Understanding IDEA requirements for conducting FBAs and BIPs for students in special education with emotional and behavioral disabilities.
- Selecting data collection strategies in order to obtain the most helpful information in determining the role of anxiety, depression, or trauma exposure in students with challenging behavior.
- Designing interventions within a PBIS framework that address the behavioral aspects of student mental illness.



+ A brief note about ethics

- Functional behavior assessments are a tool for furthering understanding of the potential causes and consequences of behavior
- FBAs are not intended to serve as a diagnostic tool
 - Critical to determine appropriateness of including mental health considerations in FBA
 - Qualifications of individuals contributing to the design, implementation, and analysis of FBA and BIP as appropriate



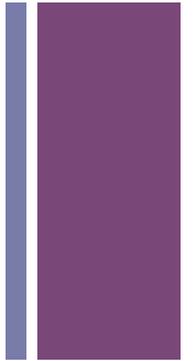


2014 Nationwide Survey

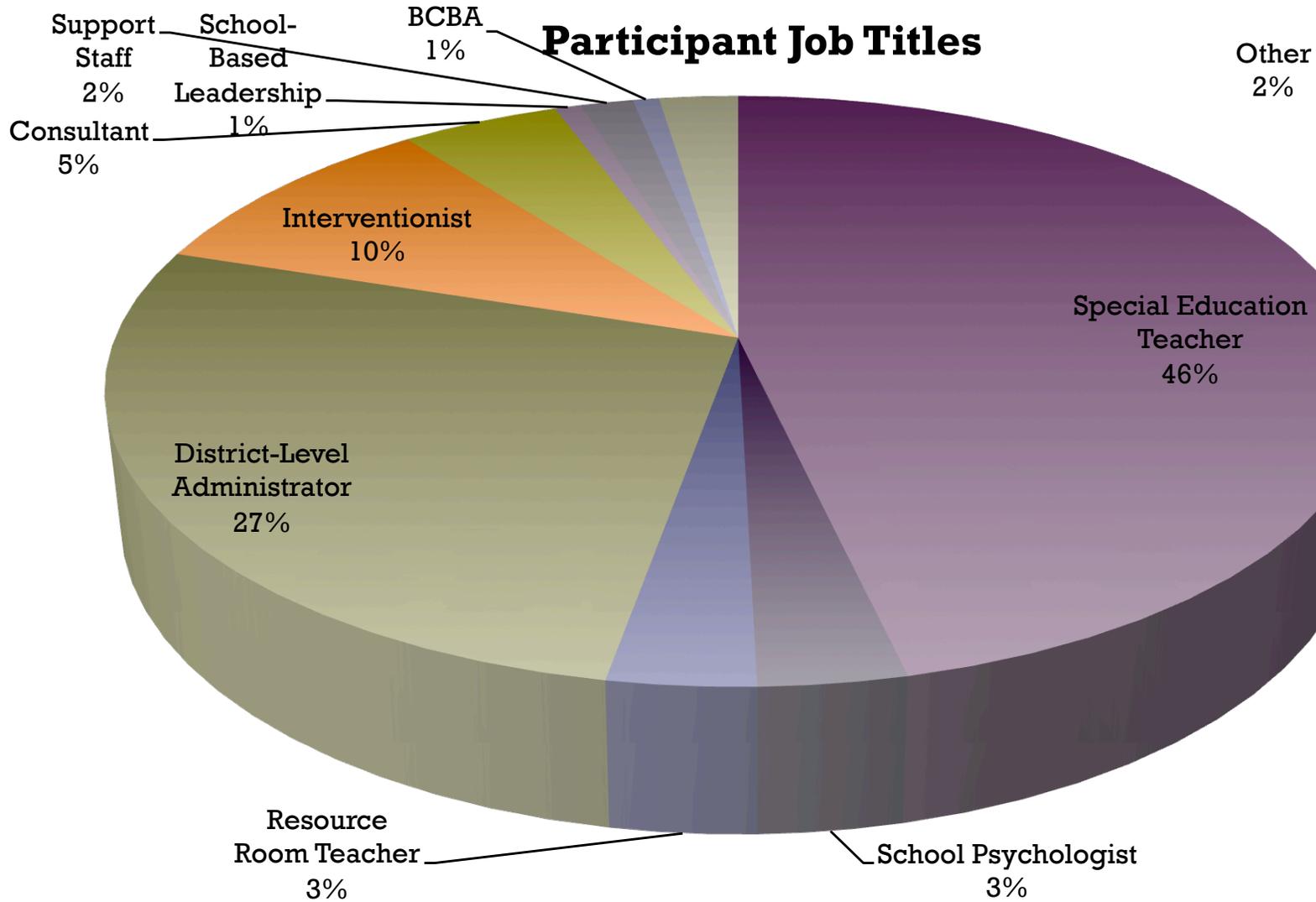
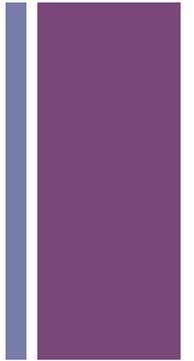
Designed to better understand current FBA and BIP procedures used in school districts.

+ Survey Methods

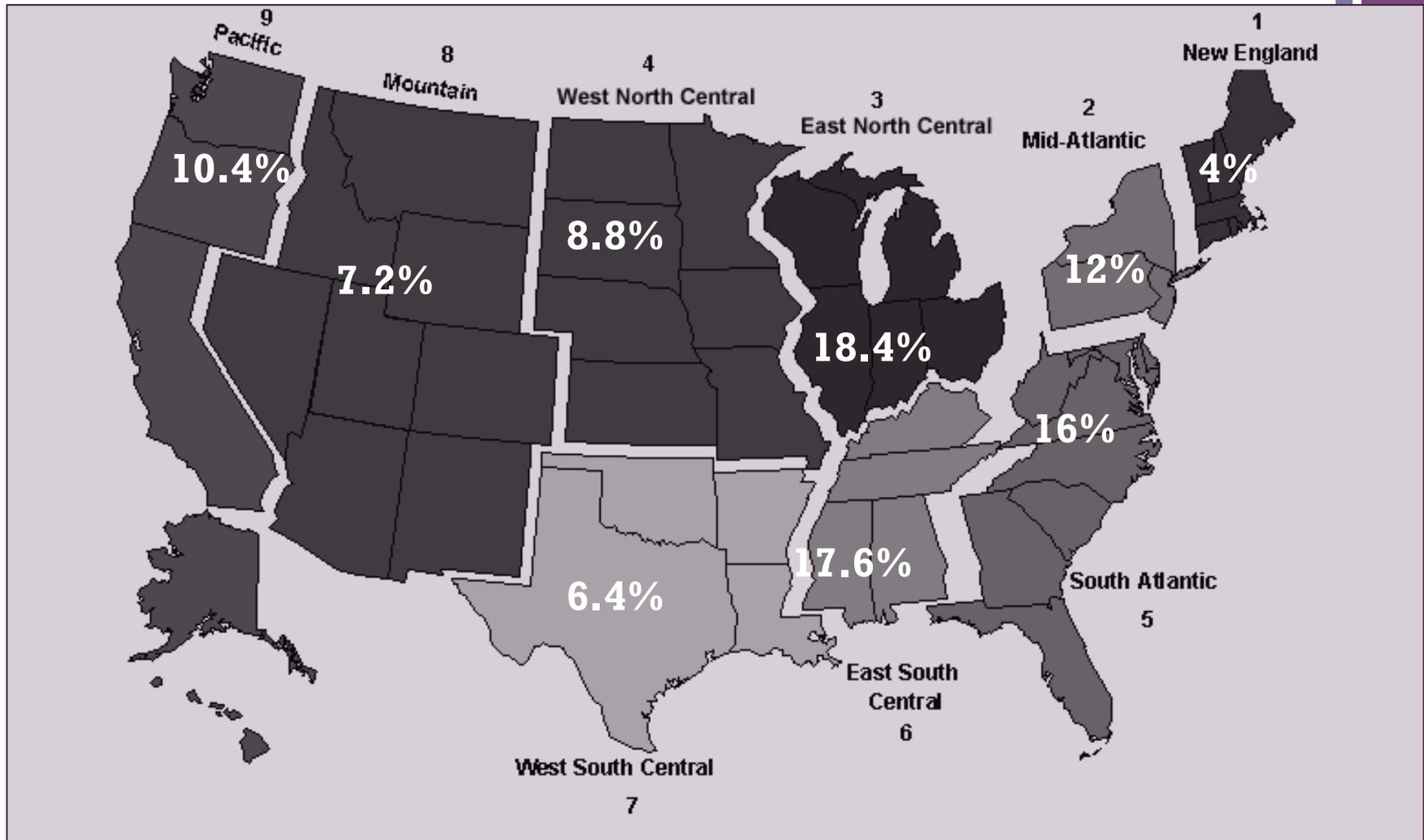
- Participants
 - Distribution across states
 - School type
- Distribution of Survey
 - Catalyst
 - 12 Days
 - CEC listserv



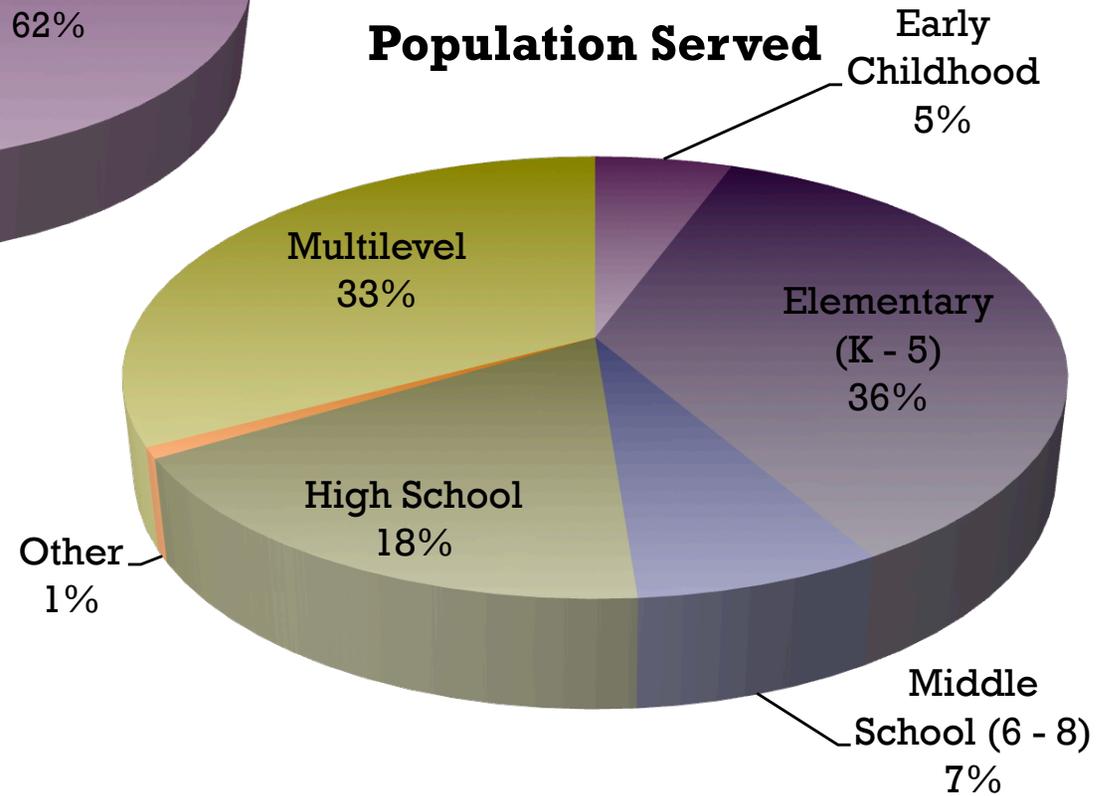
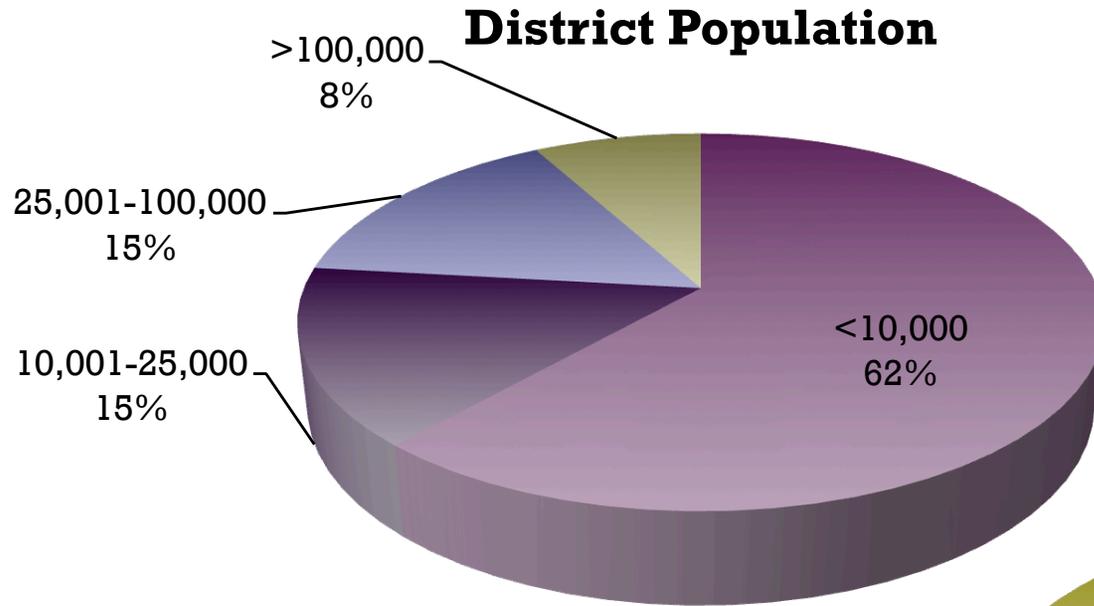
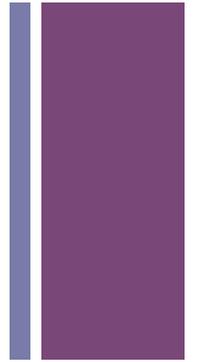
+ Participant Demographics



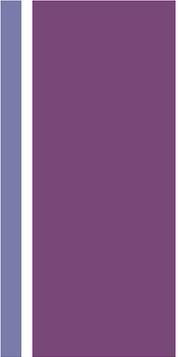
+ Respondent distribution



+ District Demographics



+ Survey Domains

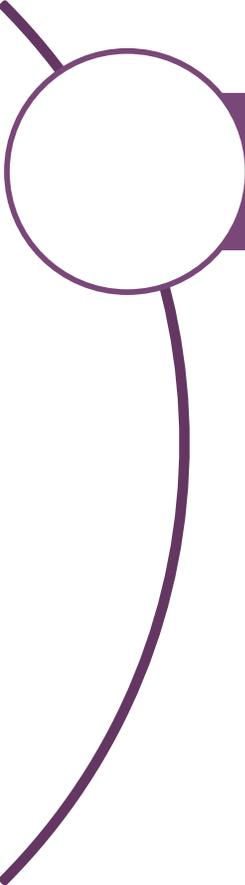
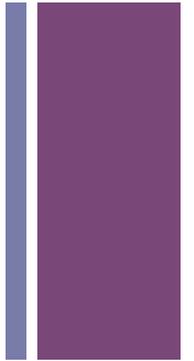


I. Legal and Ethical Guidelines

II. Components of FBA

III. Components of BIP

+ Survey Domain I



Legal and Ethical Guidelines

- A. Under what circumstances does a district conduct an FBA? (IDEIA, 2004)
- B. Purpose of conducting an FBA (IDEIA, 2004)
- C. Consent to conduct an FBA (IDEIA, 2004, OSEP 2009)

+ IA. Circumstances Requiring FBA

A child with a disability who is removed from the child's current placement must receive, as appropriate, a functional behavioral assessment... (IDEIA 2004)

Under 34 CFR 300.324(a)(2)(i); The use of positive behavioral interventions and supports must be considered in the case of a child whose behavior impedes his or her learning or that of others (OSEP 2009)

- 53% of survey respondents reported conducting an FBA when a child with a disability is removed from their current placement

- 82.4% reported conducting an FBA for a child whose behavior interferes with the learning environment

+ IB. Purpose of the FBA

The goal of the FBA is to develop appropriate intervention. (Scott, Anderson, & Spaulding, 2008; McIntosh, Brown, Borgmeier, 2008; Carr et al. 2002; Horner, Sugai, & Lewis, n.d.)

- 60.8% indicated they would conduct an FBA when it's determined an FBA would aid a student in experiencing increased educational success

- 86.3% report using FBA results when writing a BIP

+ IC. Consent to Conduct FBA

Parental consent is required for an FBA to be conducted as part of the initial evaluation or a reevaluation. (OSEP, 2009)

- 70.2% indicated parent consent was part of their district FBA protocol

- 57% of respondents without a district protocol (n = 28) reported seeking parent consent when conducting an FBA

+ Survey Domain II

Components of the FBA

- A. Use of multiple strategies to identify contextual factors
- B. Hypothesis statement
- C. Directly affects content of BIP



" I'm good or bad depending on the circumstances, the situation, and the people involved. "

+ IIA. Use of Multiple Strategies

Current literature and professional guidelines present FBA as a multicomponent process including both indirect and direct strategies to collect information, as well as analogue assessment, as needed to understand the context in which behavior occurs (O'Neill, et al. 1997; Van Acker, Boreson, Gable, & Potterton, 2005).

Direct Methods

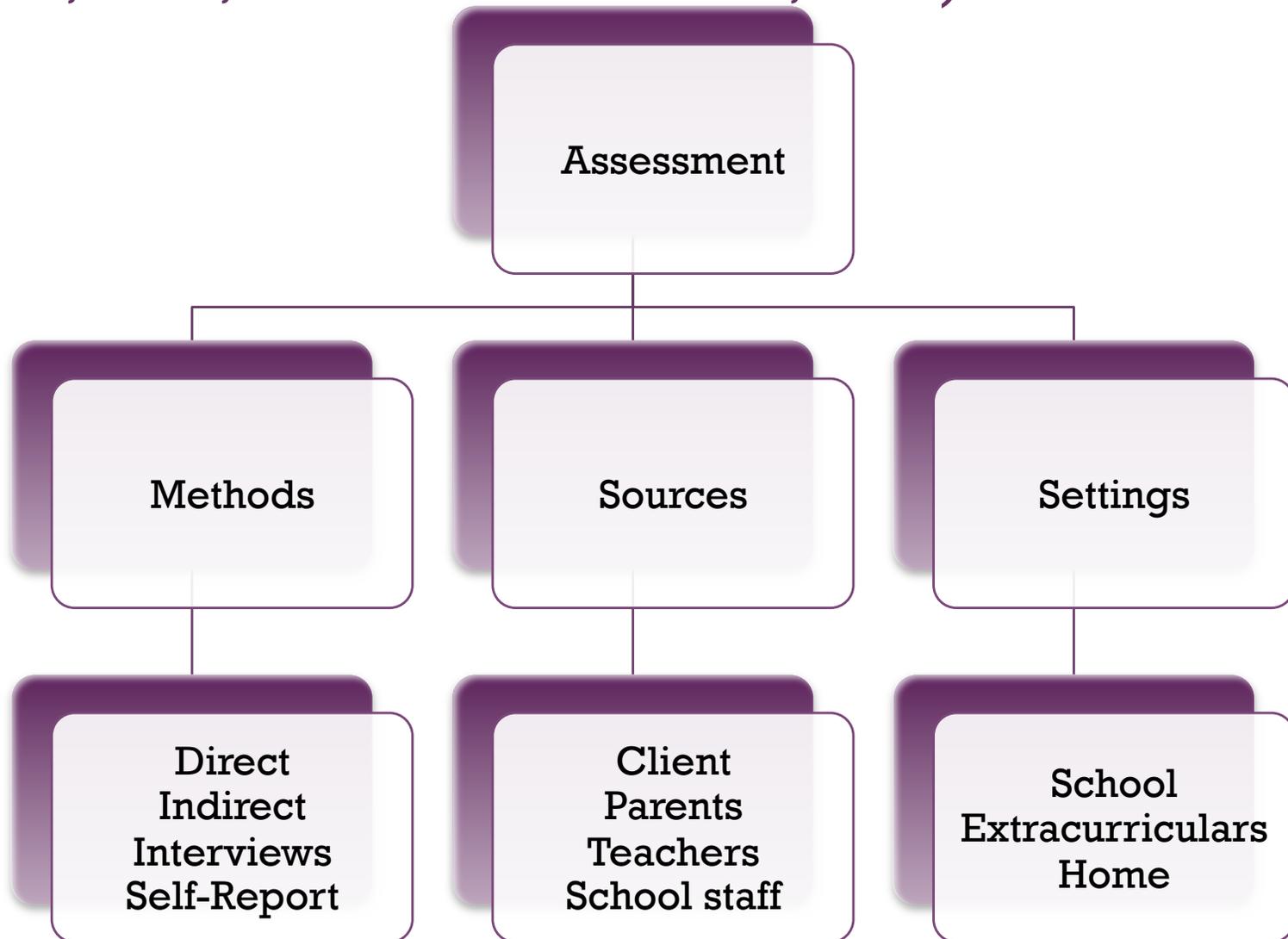
- 73.1% include **observing** when target behavior is likely to occur
- 46.3% report **observing** when target behavior is unlikely to occur

Indirect Methods

- 67.4% conduct a teacher interview or seek out a teacher's report
 - 50.4% conduct a student interview
 - 54.7% review the student's academic history

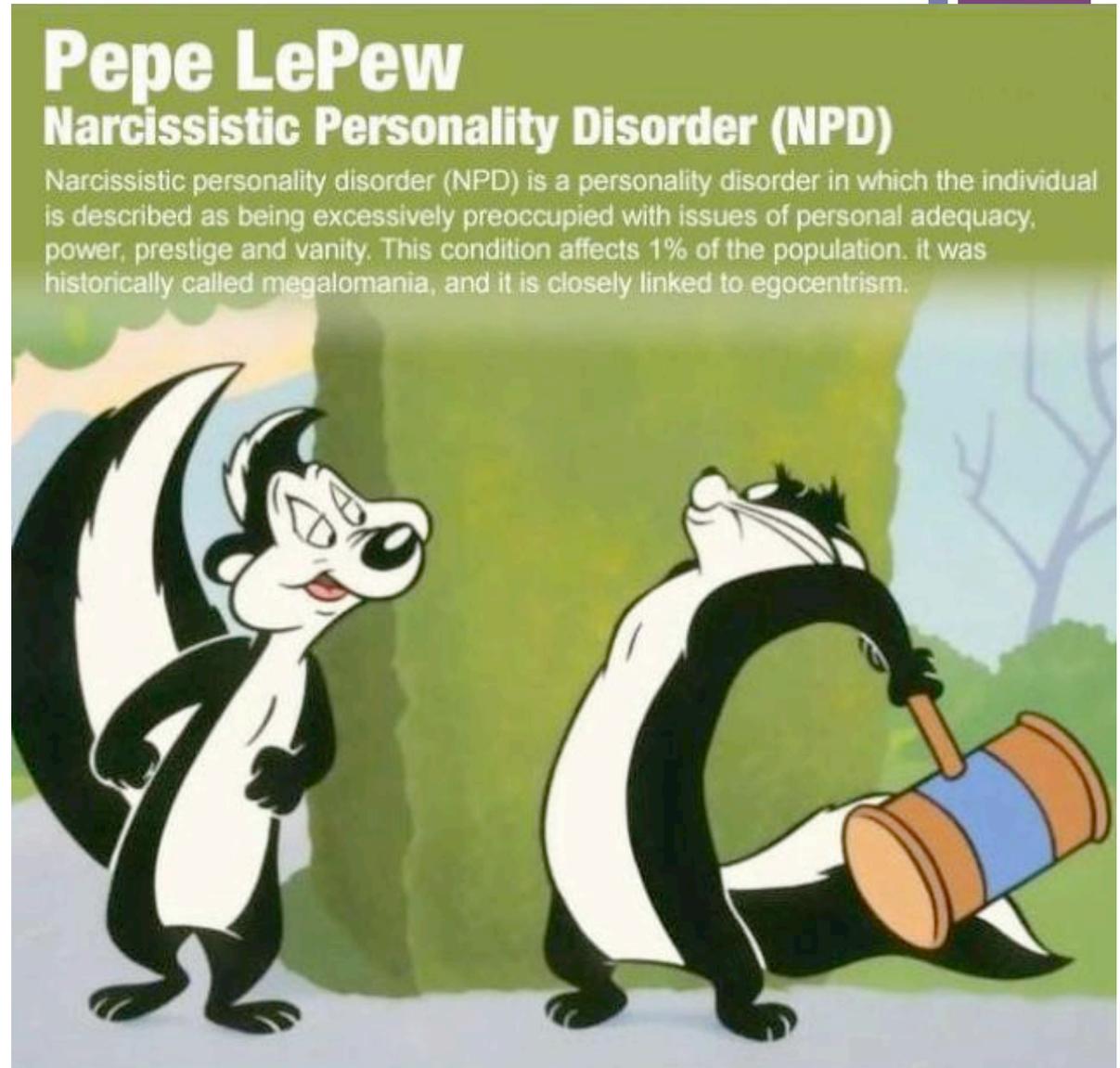
+ Multimethod, multisource, multisetting assessment

(Martin, 1988; Whitcomb & Merrell, 2013)



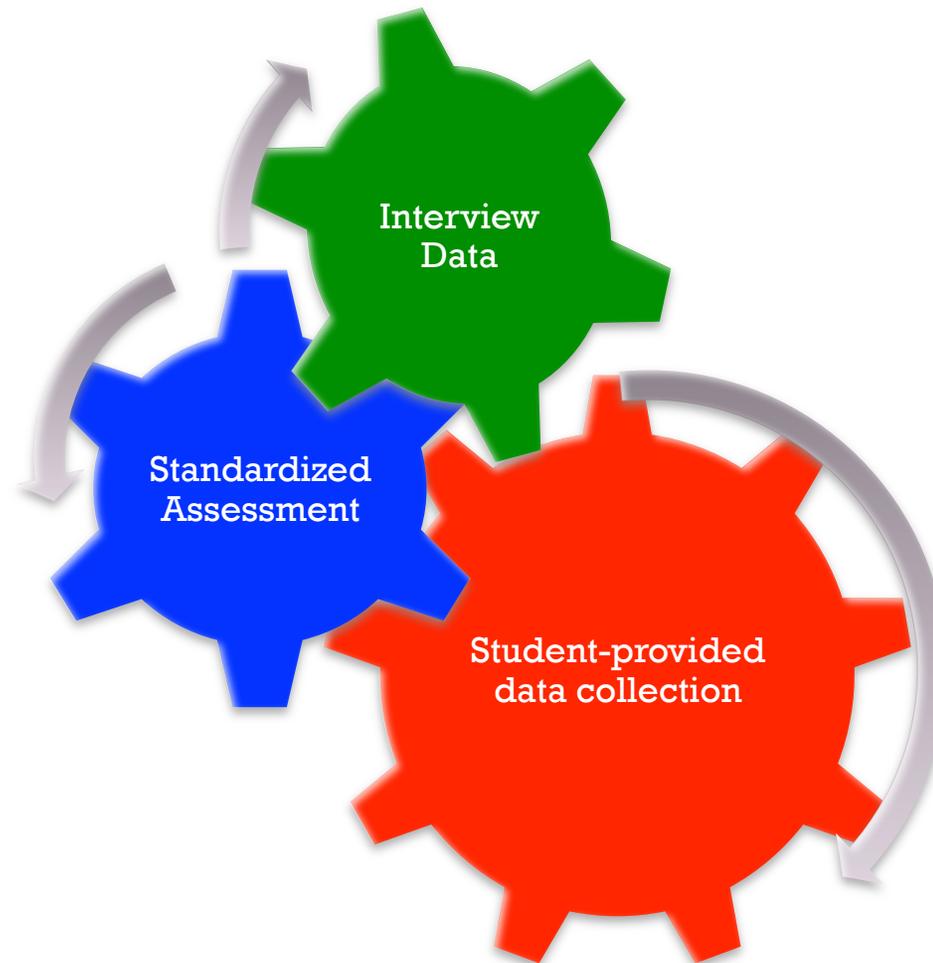
+ Multi-informant approach

- Before collecting data related to mental health concerns, remember the ethics of data collection
- In-school and outside practitioners can be crucial supports
 - Seek out Release of Information in order to consult with practitioners



+ Student self-report as data

- Who understands student behavior better than students themselves?



+ Structured FBA interview

■ Standard FBA Questions

- What is the best part of your day at school?
- What is the hardest part of your day at school?
- What is something you could teach other people how to do?
- What could you use some help learning to do?
- How are you the same/different from other kids at school?

■ Mental Health FBA Questions

- Do you ever fight with people? If so, about what?
- What kinds of things do you worry about?
- Does your chest or stomach ever feel tight? If so, when does it normally feel that way?
- Do you have friends at school? What makes them your friend?
- How do you concentrate in class? When your friends are talking to you? At recess/sports?
- How well do you sleep?

+ Modified Problem Guidesheet

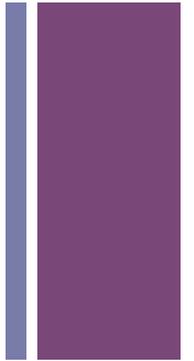
(Forehand & McMahon, 1981)

Where/ when	What does it look like?	How often?	For how long?	Teacher / Peer response	Student response
Beginning of day					
Lunch					
End of day					
Specific subject					
When discipline is required					

+ Student-provided data

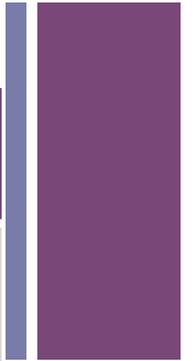
(also a great screener for self-management skills)

1. Identify chief social, emotional, and psychosomatic concerns identified by student
2. Create a feasible data collection plan for the student
3. Provide a highly rewarding incentive for completion of data collection
4. Repeat, repeat, repeat.





	Math	Science	Lunch	PE
Faster heartbeat				
Crying				
Talking with friends				
Finished classwork				
Stayed in class				



+ IIB. Hypothesis Statement is Generated

An hypothesis explaining the contextual variables that maintain the behavior is considered an essential component of an FBA (i.e. Scott et al. 2008; Van Acker et al, 2005; Ryan, Halsey, & Matthews, 2003)

- 66.7% identified hypothesis development as part of their FBA process
- 76.4% identify reinforcers maintaining the problem behavior

- 80.5% complete an Antecedent-Behavior-Consequence (A-B-C) analysis
- 57.7% use a Functional Assessment Observation Form (FAOF)

+ Survey Domain III



Components of BIP

- A. BIP identifies functionally equivalent replacement behaviors
- B. BIP includes evidence- or research-based practices to address behavior
- C. Research about the purpose of the BIP

+ IIIA. BIP Identifies Functionally Equivalent Replacement Behaviors

The primary goal of an FBA is to produce a functionally relevant BIP. Thus, the BIP must be consistent with the FBA (i.e. Scott et al 2008; Horner et al. n.d.; Van Acker et al. 2005)

The BIP scaffolds successful implementation and maintenance of functionally equivalent replacement behavior (Cook et al. 2007; Gresham, Watson, & Skinner, 2001).

- When asked what the primary goal of a BIP was:
 - 45.6% said “for the student to change his/her behavior”
 - 54.4% said “for adults to better implement strategies to support the student”

- 86.3% report using FBA results to write a BIP
 - 22.6% use a graphic representation of FBA results to identify functionally equivalent replacement behaviors

+ IIIB. BIP Includes Evidence- or Research-Based Practices

Plans that do not adhere to federal FBA-BIP guidelines deny students their right to a Free and Appropriate Public Education (Dragow, 1999; Etschdeit, 2006)

Evidence-based interventions in BIPs are significantly correlated with fidelity of implementation and improved student outcomes (Cook et al., 2012)

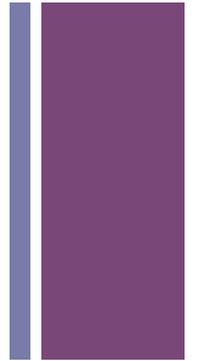
- 66.9% report using evidence-based interventions as part of a BIP

- 65.3% use tools that have been successful for students with similar behaviors

- 41.1% select interventions based on existing teacher competencies/skills

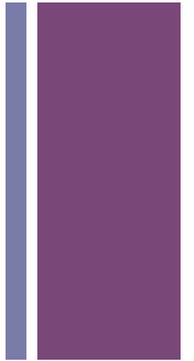
+ Let's get down to brass tacks...

- Before you start your FBA:
 - Operational definition of behavior(s)
 - Days and times when behavior is best/worst
 - Data collection plan
 - Frequency
 - Latency
 - Duration
 - Antecedent-Behavior-Consequence data



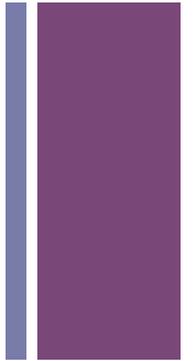
+ Thinking about data...

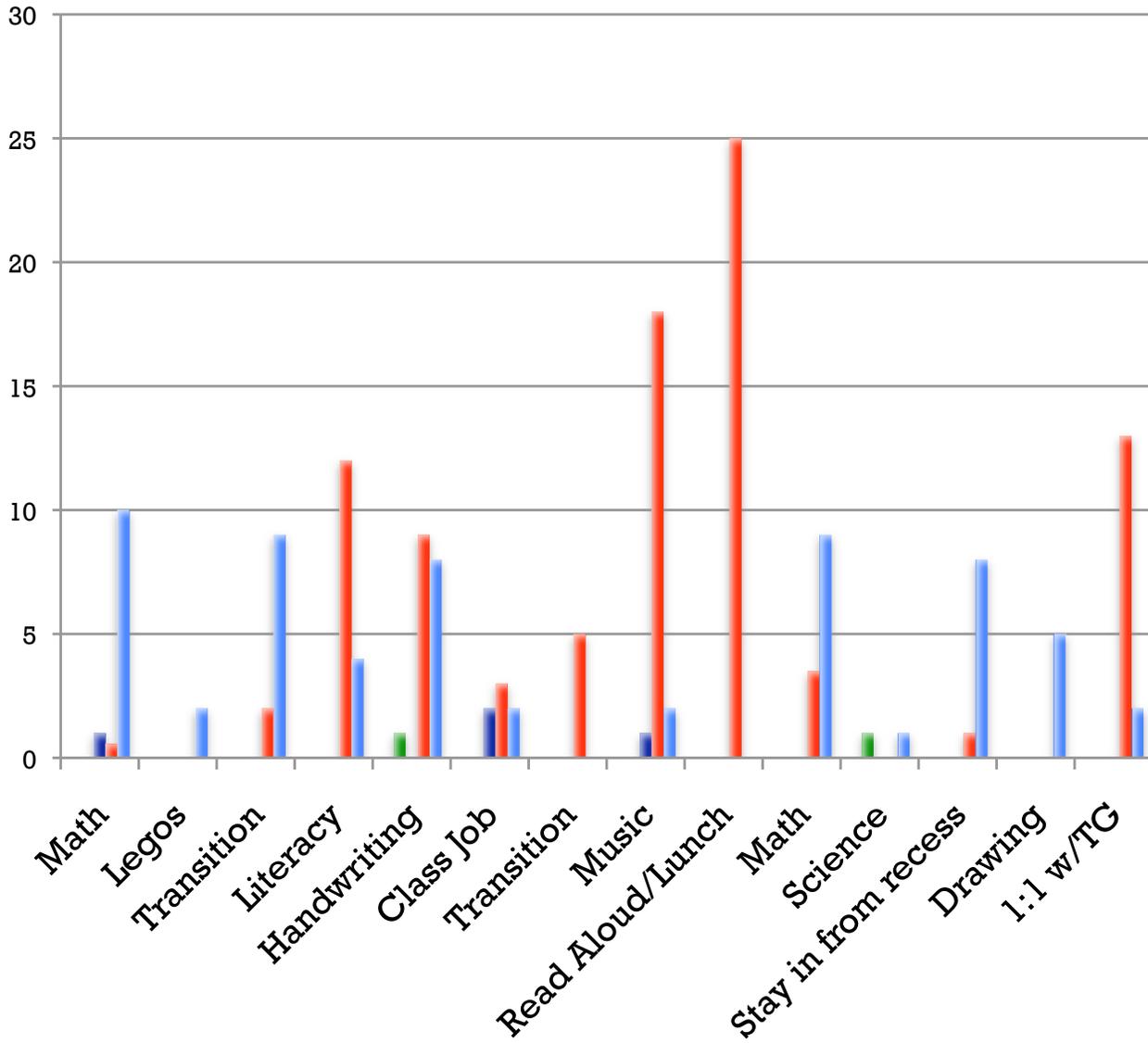
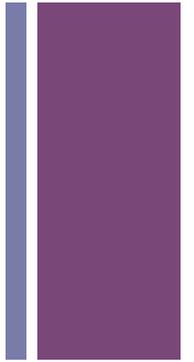
- Direct observation
 - Should include at least 3 data points
 - 3 points is a bare minimum and is usually ineffective for generating hypotheses
 - Find times when the student is typically successful AND when they have trouble
 - Operationally define behavior BEFORE you take data



+ Other data collection ideas:

- Work completion
- Peer(s) comparison
- Peer-to-peer interaction (quantity and quality)
- Redirects from teacher





- Elopement
- Aggression towards property
- Verbal aggression
- On-Task
- Teacher redirects

+ Using data for consultation

- Data should not only guide student placement decisions, but should also be insightful for teacher development
- Should be centered around student strengths as much as weaknesses
- Coupled with clear behavioral/IEP goals and, if applicable, mental health treatment plans

